

## **Board Report**

### **Specifics:**

#### **I. Multi-Cultural Aspect: Multicultural learning takes place in our classrooms**

Special education multicultural learning is embedded into the general education curriculum. Students are exposed to different cultures and regions of the United States and the world.

#### **II. What do we want students to learn?**

Our goal in special education is to move students at or closer to grade level expectations by making modifications and accommodations based on student needs. Students may work in specific areas such as reading, math, or behavior. Each student has an Individualized Education Plan (IEP) that case managers handle.

#### **III. How do we know students are learning?**

Students are continually monitored for growth. Teachers do both formal and informal assessments of skills toward goals in student IEPs. We have four assessment periods in which we track the specific progress of each student. Parents are notified of the progress in a progress report that addresses each student's goal areas.

#### **IV. How do we respond when students are not learning?**

As a district, we are utilizing and continuing to develop our Multi-Tiered Systems of Support (MTSS). When Tier I, the general education curriculum, is not effective, we move into Tier II support. For us, at Arlington, this means Title reading, Math, or Reading Interventions. If students are not successful in these two tiers, sometimes, after tier I intervention, we move students into the Student Assistance Team (SAT). This team looks at all interventions that are in place and adjusts or monitors the process. If students are still struggling to make adequate progress, we move students to evaluation and possibly Tier III, Special Education. If students have already qualified for special education and are not successful, we look at goals(IEP) and adjust as needed to better meet students where they are and move them closer to their goals. As a special education team, we are always looking for other opportunities to meet the needs of students. These could be extended school years or alternate placements in or out of the district.

**V. How do we extend learning for students?**

For special education students, we offer extended school year opportunities, school-to-work plans, Nebraska VR programs, transition plans, and programs. We monitor the need for extension in the IEP goals.

**VI. Other Information**

Teachers have been trained and implemented the LLI, UFLI, and Sonday Curriculum (Tier 3 supports). Direct instruction practices have been implemented in all Tier 1 (Classroom) instructional settings. In the elementary a Social Emotional Class for students with IEPs meet to work on expected & unexpected behaviors, emotions, zones of regulations and size of problems and how to work on these skills during daily routines.

Total Numbers 2024-2025:

118 total students - Birth-12th Grade

PERCENTAGE		
Data Years	State	District
2023-2024	Unavailable	16.86%
2022-2023	16.45%	12.48%
2021-2022	15.92%	12.50%
2020-2021	15.67%	15.33%
2019-2020	15.56%	15.36%
2018-2019	15.48%	14.01%