PORT TOWNSEND SCHOOL DISTRICT
LEARNING THROUGH A SENSE OF PLACE

Special Education Report February 2020
Assistant Superintendent of Curriculum, Instruction, and Assessment Sandy Gessner
Students Served

Special Education Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20
Birth-3	7	9	14	12	14
PreSchool	17	19	15	17	14
5-21 year olds	172	175	177	183	173
Home/Alt Ed/Private	2	5	0	0	0

Staffing

	Administrative	Certificated	Classified	Secretarial
2015-16	1	13	24	1
2016-17	1	14	30	1
2017-18	1	15	26	1
2018-19	1	13	30	1
2019-20	1	12.5	34.5	1

2018-19 Contract with OESD114 SPED Co-Op for School Psychologists, Vision Specialist, Mobility Specialist, and Behavior Support. Contract with KMH for Mental Health Support
2019-20 Contract with OESD 114 SPED Co-op for 1.5 School Psychologists, Vision Specialist, Mobility Specialist, Behavior Support, PT, and SLP. Continued contract with KMH for Mental Health Support

Allocated Revenues and Expenditures (both Federal and State)

	Total Revenue	Total Expenditures	Total Expenditures Exceeding Revenue
2015-16	1,675,368	2,593,015	(917,647)
2016-17	1,695,040	2,630,429	(936,390)
2017-18	1,854,288	2,882,095	(1,027,807)
2018-19	2,297,657	2,720,908	(423,252)
2019-20 (through Jan)	865,540	1,301,843	(436,303)

Performance: Percent of students meeting grade level standards measured by SBAC/ Science

2017-18	ELA	Math	Science
Students with Disabilities	18.9%	6.6%	18.2%
Students W/O Disabilities	70.0%	52.4%	63.0%

People with learning disabilities are generally of average or above average intelligence, and struggle in one or two areas where they need remedial educational help. Learning disabilities, by definition, mean that a person's skills in a particular area (reading, math, visual/auditory processing, etc.) are lower than would be expected by looking at the person's overall IQ.

Port Townsend School District Strategic Plan Alignment:
1.2.4 Provide school-based training in growth mindset for students and teachers to increase equity for students
1.2.5 Provide district training for teachers in instructional strategies for differentiation, equity and to meet all students' needs
1.3.2 Establish priority standards in subject areas. Align instruction and curriculum materials with priority standards and MDS projects
1.3.3 Ensure ample use of classroom formative, benchmark and summative assessment to guide instruction and learning
1.3.4 Ensure multiple and varied opportunities for students to demonstrate their growth and learning through achievement and accomplishments
1.3.5 Ensure the study of evidence of student learning during teacher collaboration time
1.4.3 Improve Math, English Language Arts and Science achievement on standardized assessments and in classroom performance
1.4.4 All secondary students will have identified college, career and life goals pathways
2.4.1 Ensure support for teacher use of Google Tools, software, and applications to provide opportunities for student learning and contribution
2.4.2 Create or adapt a framework for K-12 technology skill development, to include digital citizenship and digital literacy (Aligns with 1.1.7)
2.4.3 Ensure the access to digital curricular resources for students and teachers, with an increase of district adopted curriculum accessible digitally
3.1.2 Strengthen partnerships by training staff in the development of mutually beneficial partnerships
3.2.4 Increase ways the district communicates with families and community (e.g. newsletters, videos)
4.3.1 Adopt and monitor norms for meetings to create high functioning and respectful work environments
4.3.2 Establish classroom norms for personal responsibility, cooperation and concern for others
4.3.3 Enhance responsible behavior, caring, optimism and positive interactions district wide 4.3.4 Improve school climate and culture through the use of positive behavior support systems and outreach to families
4.3.5 Collaborate with families to promote students' social/emotional health
4.4.1 Support positive relationships and social skills through training and development of programs
4.4.2 Enhance safety and health through required trainings
4.5.2 Research and adopt evidence-based programs that enhance social-emotional well-being in all learning environments