

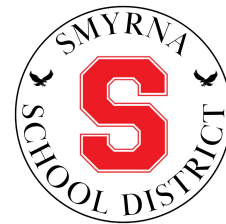
Smyrna School District

Special Services

Courtney Casperson, Supervisor

Dr. Marcia Mayhew, Supervisor

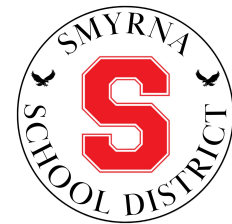
Jennifer Morris, Supervisor



Annual Report

October 8, 2025

Our Purpose



Special Services



Vision

The Smyrna Special Services Team will provide students access to a dynamic education within the Smyrna School District that inspires and promotes each student's academic promise.

Mission

The Smyrna Special Services Team engages in collaboration and problem solving with staff, students, and families to develop meaningful, comprehensive plans to support students' success.

Oversight of Federal Laws



Section 504 of the Rehabilitation Act of 1973

The McKinney-Vento Homeless Assistance Act

Individuals with Disabilities Education Act (IDEA)



Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.

- **District Section 504 Compliance Plan**
- **Each school building has a Section 504 Building Compliance Officer**

The McKinney-Vento Homeless Assistance Act



The MKV Act, or the McKinney-Vento Homeless Assistance Act, is a U.S. federal law that provides rights to children and youth experiencing homelessness, ensuring their immediate enrollment in school, access to transportation, and the ability to remain in their school of origin to maintain educational stability. The Act defines "homelessness" broadly, including students living in shelters, motels, sharing housing with others due to economic hardship, or sleeping in cars.

Visiting Teacher

❖ **McKinney-Vento**

- MKV Identification
- Best Interest Meetings
- Family and student resources

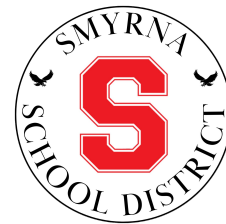
❖ **Foster Care**

- Liaison between DFS and ICPC for students in foster care
- Best Interest Meetings

❖ **Truancy**

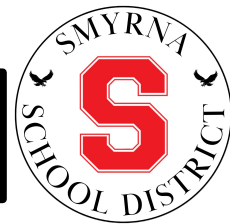
- Participate in building attendance meetings
- Home visits
- Truancy filings

Community Outreach



- ❖ Liaison with local organizations to support families
- ❖ School Supply Giveaway
- ❖ Thanksgiving dinners
- ❖ District volunteer coordinator for the annual Community Thanksgiving Dinner
- ❖ Winter Harvest
- ❖ Family supports through the year

Community Resources Group



Individuals with Disabilities Education Act (IDEA)



In the context of special education, "IDEA" refers to the Individuals with Disabilities Education Act. It's a federal law ensuring that children with disabilities have access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). IDEA outlines specific procedures for identifying, evaluating, and providing special education and related services to eligible students.



Free and Appropriate Public Education

1.2 Free appropriate public education: A free appropriate public education (FAPE) shall be available to all children with disabilities residing in Delaware beginning no later than the child's third birthday, or an earlier age as otherwise provided in these regulations, until the receipt of a regular high school diploma or until August 31st of the school year in which the child attains the age of 22, whichever occurs first.

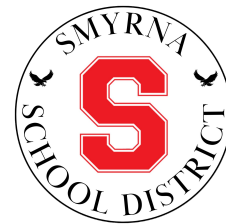


Evaluations

11.0 Child Find and Identification of Eligible Individuals

11.1.1each LEA and any other public agency responsible for the education of children with disabilities shall establish and implement ongoing evaluation procedures consistent with this section to **identify, locate and evaluate** all children residing within the confines of the LEA or other public agency, including children with disabilities who are homeless children or are wards of the State, regardless of the severity of their disability, and **who are in need of special education and related services.**

11.1.2 Exception: Each LEA or other public agency shall further establish and implement ongoing evaluation procedures consistent with this section to identify, locate and evaluate children with disabilities who are enrolled by their parents in **private, including religious, elementary schools and secondary schools located within the school district** served by the LEA in accordance with this section and Section 31.0 (Child Find for Parentally Placed Private School Children with Disabilities).



Child Find - Early Childhood

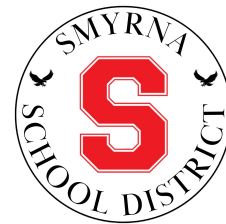
Early Childhood: Ages and Stages Parent Questionnaire

Total Number of Screenings: 365

About 40% required follow-up, including:

- **Collaboration with childcares/families, and/or**
- **Comprehensive evaluation**

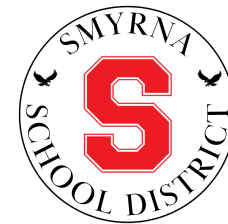
365
Screenings



Eligibility - 12 Educational Categories

- Autism
- Developmental Delay
- Deaf-Blind (also referred to as “Dual Sensory Impairment”)
- Emotional Disability
- Hearing Impairment (also referred to as “deaf” or “hard of hearing”)
- Specific Learning Disability
- Intellectual Disability
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

District Overview



School (Grades)	Number of Students with IEPs*
Early Childhood	133
Clayton Elementary (K-4)	50
North Smyrna Elementary (K-3)	65
Smyrna Elementary (K-3)	69
Sunnyside Elementary (K-4)	58
Clayton Intermediate (5-6)	82
John Bassett Moore Intermediate (4-6)	134
Smyrna Middle (7-8)	178
Smyrna High (9-12)	306

***Does not include Speech Language Impairment as primary category (approximately 160)**



Least Restrictive Environment (LRE)

Sec. 300.114 LRE requirements

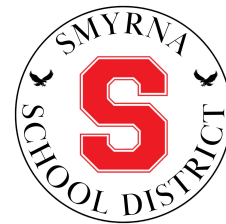
(2) Each public agency must ensure that—

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Least Restrictive Environment (LRE)



- A. Regular Setting** includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day.
- B. Services Provided Both in Separate Education Classes and Regular Setting** Student serviced inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day.
- C. Separate Special Education in an Integrated Setting** Student served inside the regular classroom less than 40% of the day.
- D. Separate School** Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility.



Continuum of Support

In District

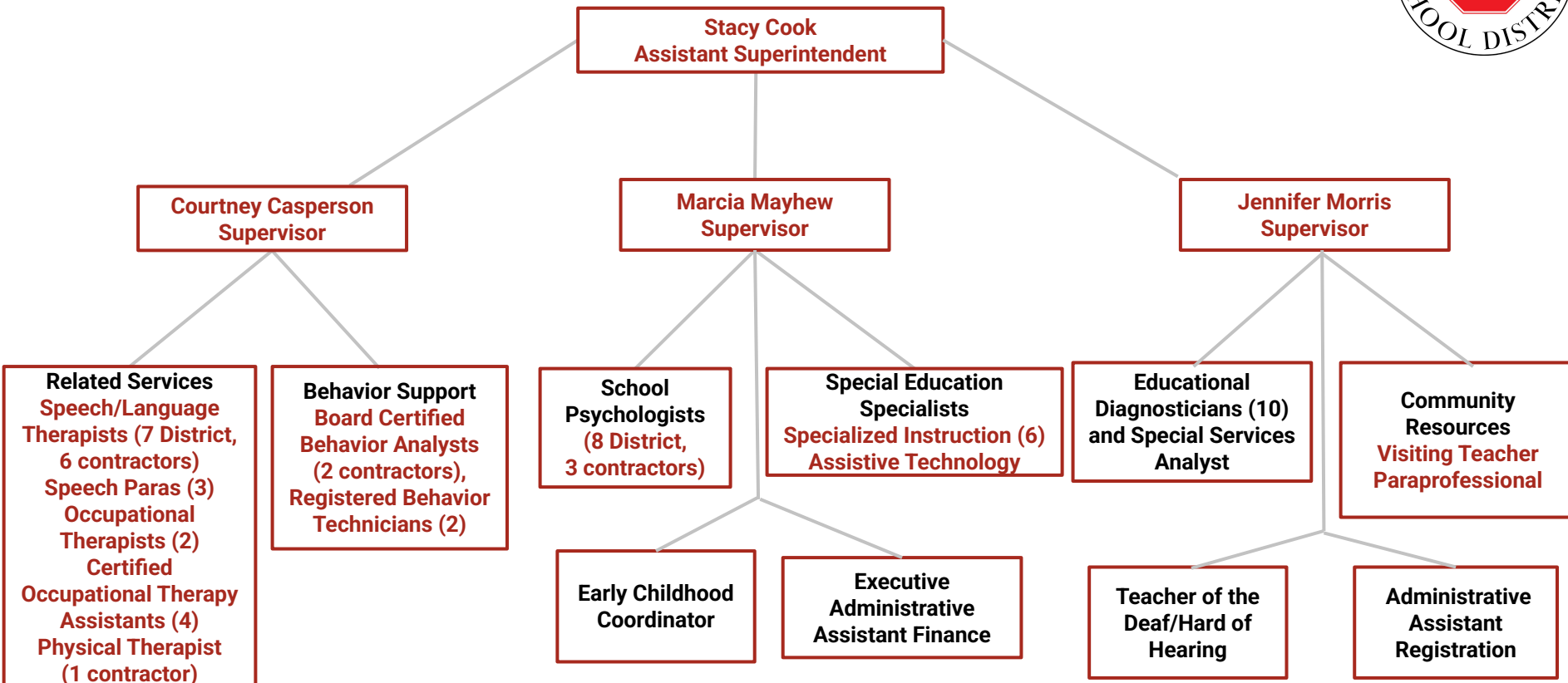
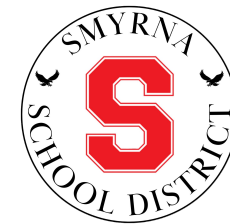
- Dually Certified Teacher
- Two Teachers
- Small group setting
- Comprehensive Learning Program (CLP)
- Emotional Support (High Road)

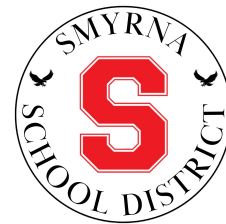
Out of District Placements

- John S. Charlton School
- Kent County Elementary ILC
- Kent County Community School
- Kent County Secondary ILC
- Delaware School for the Deaf
- First State School
- Out of State - Interagency Collaborative Team (ICT) Placements

Equitable Services for eligible students attending private or home schools in the district.

Special Services Staff





Related Services & Supports

Over 480 students receive
speech and language services

Around 100 students receive
Assistive Technology supports

Additional contract support
from an Augmentative and
Alternative Communication
(AAC) specialist for
students requiring Speech
Generating Devices (SGDs)

Around 150 students receive
occupational therapy services

Over 50 students receive
individualized support from the
behavioral team

Additional bilingual contractors as needed

Inter-Department Collaboration



CURRICULUM

- Multi-tiered systems of supports (MTSS)
- Academic
- Non-academic

SAFETY

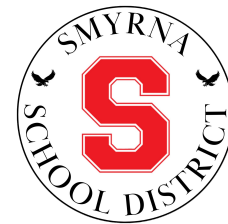
- Discipline/behavioral needs for students with disabilities
- Interventions for students in crisis

OPERATIONS

- Securing technology
- Dietary needs
- Specialized transportation

BUILDINGS

- Resource for building administration
- Aligning supports



Annual Indicators

Districts and charters are assessed on key compliance and performance indicators.

**All Compliance
Indicators met
with 100%**

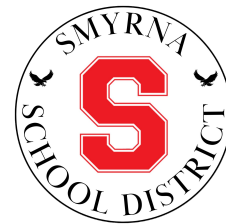
Continuous Improvement Planning Process

***Improving Outcomes for Students
with Disabilities: Data Retreat***

DE Department of Education

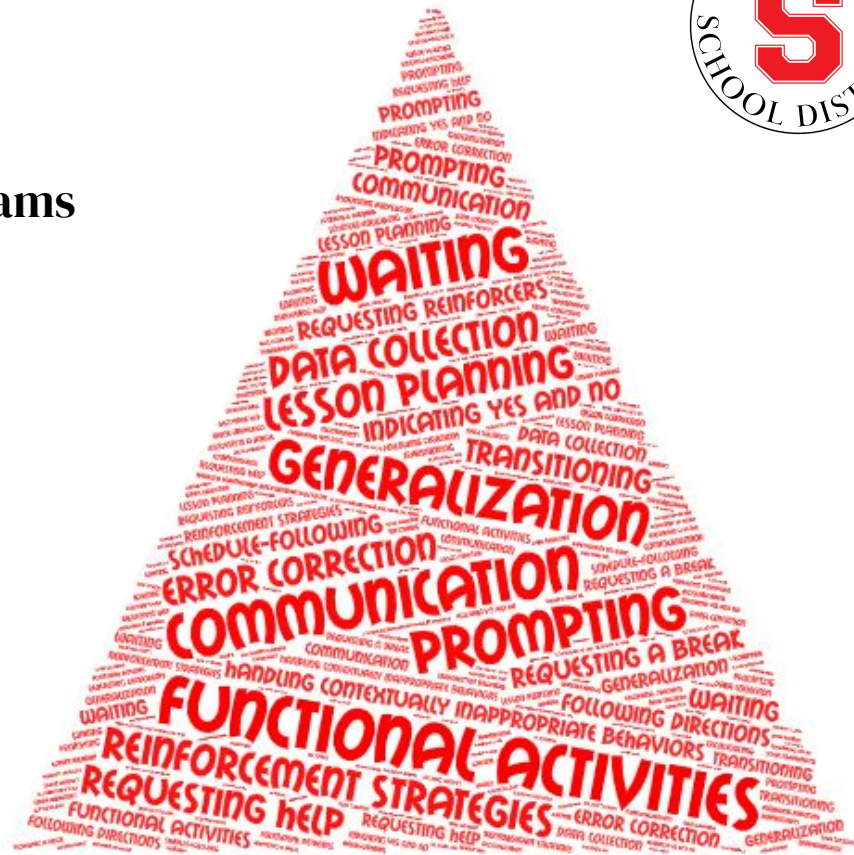
October 20 - 21, 2025

**Dr. Mayhew and Dr. Augustus will
attend, with a focus on increasing
academic achievement in ELA and Math
for students with disabilities.**



Support for staff and students

- Professional Learning Communities
- Special Education Problem Solving Teams
- Specialized Instructional Resources
- Safety Care
- Pyramid Educational Consultants
 - Focus on EC-6 B & C settings
 - 12 currently certified classrooms
 - 2 in process
 - 8 new classrooms this year



Looking Ahead...



- **Increase resources and supports for learners with complex needs**
- **Continue to build collaboration and communication between Special Services staff and building level staff**
- **Increase achievement for students with disabilities**
 - Increased performance on assessment data
 - Mastering individualized goals
 - Attaining life skills
 - Transition and Vocational Skills
 - Graduation rates & participation in 18-22 programs