

November 2025 Special Education Board Report

As we finished up the October ISEE report I asked each district to give me a breakdown of attendance across the consortium of our special education students and what impact students with disabilities may be having on your ADA funding. Here was that breakdown as of October 23rd, 2025

School	% Present	School	% Present
Maxine Johnson Elementary	94%	Homedale Elementary	93%
Parma Middle School	95%	Homedale Middle School	94%
Parma High School	96%	Homedale High School	91%
Wilder Elementary	95%	Marsing Elementary	99%
Wilder Jr High	96%	Marsing Middle School	94%
Wilder High School	96%	Marsing High School	97%
Notus Elementary	97%	COSSA Academy Jr. High	76%
Notus Jr/Sr High	95%	COSSA Academy High	77%

Self-Contained Programs:

According to the Individuals with Disabilities Education Act, students are to be educated with general education peers to the maximum extent appropriate. There has been some discussion about what programs should be considered self contained programs and what programs should include time with general education peers.

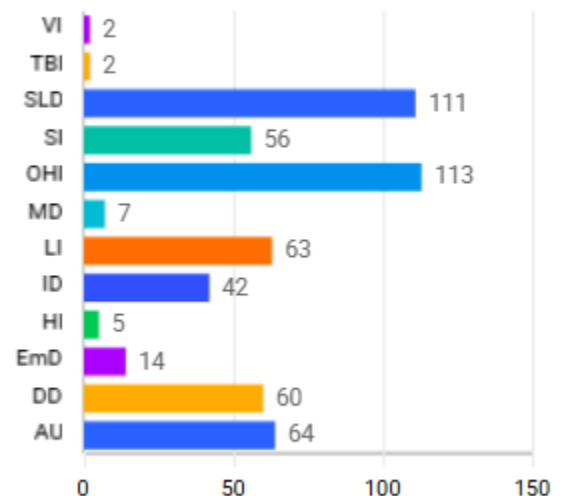
First rule of thumb is that this is to be determined on an individual basis based on the IEP, not based on placement in a program.

That being said the programs offered through the consortium offer a continuum of service placements to support students with their needs.

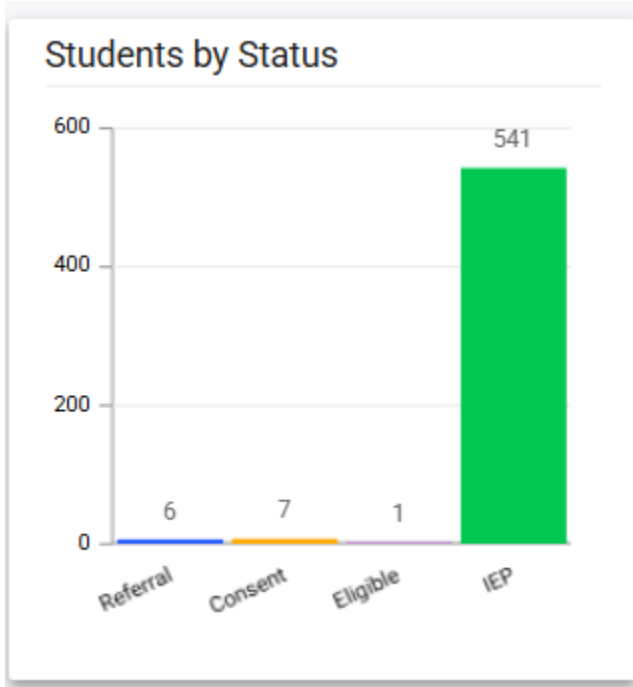
Resource Room- this is often a pull-out program for specific academic needs and students are with the general education peers for approximately 80% or more of the day.

Extended Resource Room- students that need more intensive support academically may have some behaviors associated with

Students by Disability



their disability. Teacher to student class ratio is smaller and students are with their general education peers 40-60% of their day depending on their level of need. This class often serves students who have an intellectual disability and/or autism.



Special Day Class- students that need significant intensive support academically, socially, behaviorally, and need life skills development (self-care). The teacher to student class ratio is even smaller than in ERR and they spend the majority of their day 80% or more in special education. These classes serve students with multiple disabilities, severe instances of autism, intellectual disability, and/or severe medical needs.

Therapeutic Learning Center- this program has been traditionally a program for students with Severe Emotional Disturbance as their primary disability. In order to qualify under this category the team has to show that behavioral concerns have lasted at least 6 months over a variety of settings, and the team must rule out an intellectual disability, hearing, vision or motor impairment and other health impairments. The other category often supported in this setting are students with an other health impairment with significant behaviors. These students typically present

academically like a general education and/or resource room student but need more intensive behavioral support.

There is some concern about whether TLC students should be in a self contained program or be in general education for part of their day. We currently have 2 TLC programs (Wilder covers grade K-6 and COSSA Academy covers grades 7-12)

Pros of Self-Contained

- Students have structure and routine throughout the day
- Students build rapport with TLC staff and trusted adults
- Students behavioral needs can be addressed within one setting

Cons of Self-Contained

- 5-7 grade level curriculums that need to be covered for students to keep pace with their peers
- Students mimic the behavior of other students no general ed role models
- Students cannot generalize skills learned outside of the self-contained classroom
- Students develop learned helplessness

The IEP team must be able to say that the student cannot be educated without appropriate accommodations and modifications in the general education setting.

As we are almost halfway through the school year I thought I would remind the board of the staffing cuts made at the last budget meeting, many programs are feeling the squeeze in losing this staffing. These were made to reduce the increase in funding needed to provide special education services across the consortium.

School	Teachers 24-25	Teachers 25-26	Paras 24-25	Paras 25-26	Difference	Caseload as of November 4th, 2025
Wilder Elementary	2	1	4	3	-1 Teacher -1 Para Combined TLC and RR into one teacher overseeing both programs Wilder serves all TLC student K-6	30 Students
Wilder Middle/High	3	3	4	5	+1 Para due to 1:1 need in SDC	38 Students
Notus Elementary	1	1	2	2	Includes a 1:1	18 Students
Notus Jr/Sr High	1	1	2	2	Includes a 1:1	23 Students
Notus PK	1	1	2	2		23 Students
Maxine Johnson Elementary	2	2	3	2	-1 Para	34 Students 25 RR 9 ERR
Parma Middle School	2	2	4	2	-2 Paras Combined RR and ERR at grade levels	50 Students
Parma High School	1	1	1	1	1	28 Students
Homedale High School	1	1	1.5	1	-.5 Para	34 Students
Homedale Middle School	1	2	2	1	+1 Teacher -1 Para Caseload over 50	48 Students
Homedale Elementary	3	3	7	8	Due to SDC 1:1 needs ERR has caseload over 20 so couldn't combine	46 Students 20 RR 13 ERR 13 SDC
Marsing PK	1	1	1	.5		12 Students
Marsing Elementary	1	1	2	1	-1 Para	28 Students

Marsing Middle	2	1	2	2.5	-1 Teacher last year caseloads were 12 for each teacher added .5 para	28 Students Supposed to be two different classrooms 1 for RR the other for ERR with teacher supporting the paras in each room as needed
Marsing High	1	1	1	1		22 Students
COSSA Academy	2	1.5	3	3	-.5 Teacher COSSA serves all TLC students 7-12	31 Students 12 TLC 13 ERR 6 RR