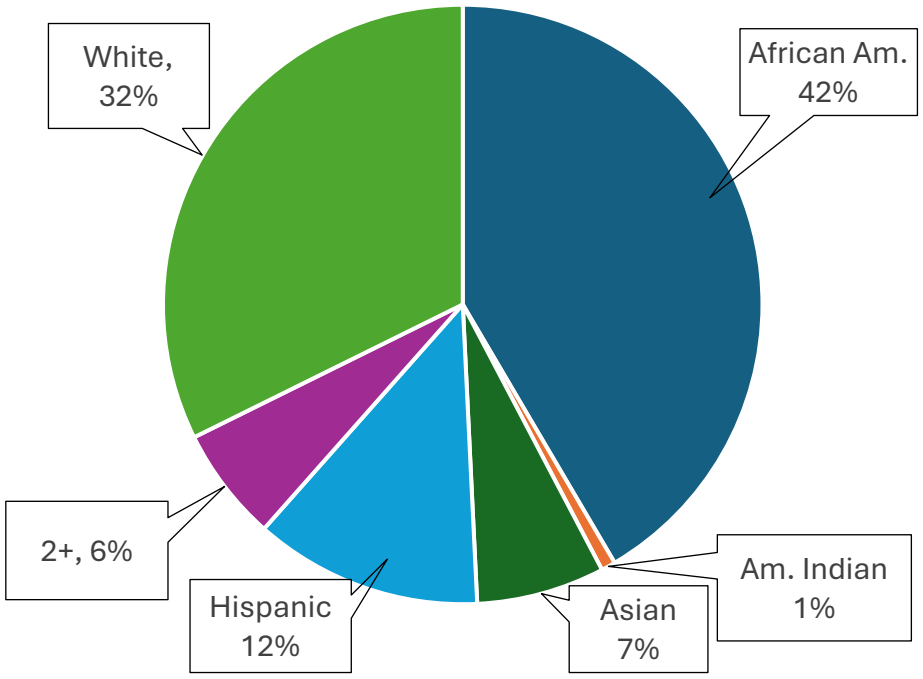
Student Performance Data is from the 2024 – 2025 School Year

Ruth Parker Eason



130
Enrollment

N/A
Percent Proficient in Mathematics

83.2%
Attendance Rate

N/A
Percent Proficient in English Language Arts

N/A
Graduation Rate

100%
Students Requiring Assistive Technology for Communication

Students by the Numbers

130	Students with IEPs
73	FARMS
61	Students with Multiple Disabilities
26	Students Requiring Intensive Behavioral/Regulation Supports
130	Students Receiving Related Services

Current partners engaged with the community...

20+ Partners and Growing

- Sunflowers for Sallie
- Combos for Kids
- Walk the Walk Foundation
- SPAN (Serving People Across Neighborhoods)
- Hungry Harvest

Assets and Needs Assessment Data is from the 2025 - 2026 School Year

Ruth Parker Eason

Who participated in our Assets and Needs Assessment?

118	40	52	7
Students	**Families**	**Staff**	**Community Members**

What did we learn?

Student Feedback

- Students require consistent regulation, routines, and coordinated supports to access learning
- Engagement improves with hands-on, functional, and experiential learning
- Student voice was gathered in this community through observations and engagement which confirm that access to learning depends on health stability, communication, and student regulation

Staff Feedback

- Students require integrated supports across health, behavior, and instruction
- Student behavioral and regulation needs can require intensive staff support
- Instruction depends on consistency, familiarity, and coordination

Family Feedback

- Attendance and engagement increase when transportation and scheduling barriers are removed
- Families need practical strategies for communication, regulation, and routines at home
- Families face challenges navigating applications for services, behavioral supports and daily care needs
- Families value consistent communication and alignment with school supports

Community Feedback

- Strong base of partnerships exists
- Gaps remain in:
  - disability-informed providers
  - behavior/mental health supports
- Opportunities exist to expand:
  - on-site services
  - family programming
  - engagement efforts

	Priorities and Opportunities
Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities	• When regulation and routines are consistent, students are better able to engage in instruction and access learning • Expand experiential and functional learning opportunities • Increase sensory-responsive, accessible enrichment
Collaborative Leadership, Shared Power, and Voice	• Strengthen family and partner voice • Improve cross-school coordination and communication
Integrated Systems of Support	• Strengthen coordination of: health supports, behavioral services, communication systems • Establish consistent routines and systems that support student regulation, communication and access to learning
Culture of Belonging, Safety, and Care	• Maintain strong relationship-centered environment • Strengthen continuity of student support personnel • Expand trauma-informed and disability-affirming practices
Powerful Student and Family Engagement	• Implement Parent Teacher Home Visits • Provide workshops, co-hosted partner sessions, home-based strategy supports • Offer flexible scheduling, virtual options, accessible locations