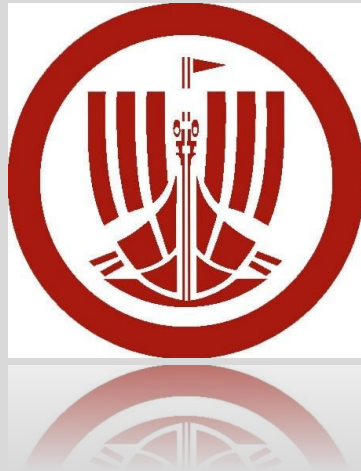


North Shore Special Education Department Internal Review Update May 8, 2025



Areas of Focus

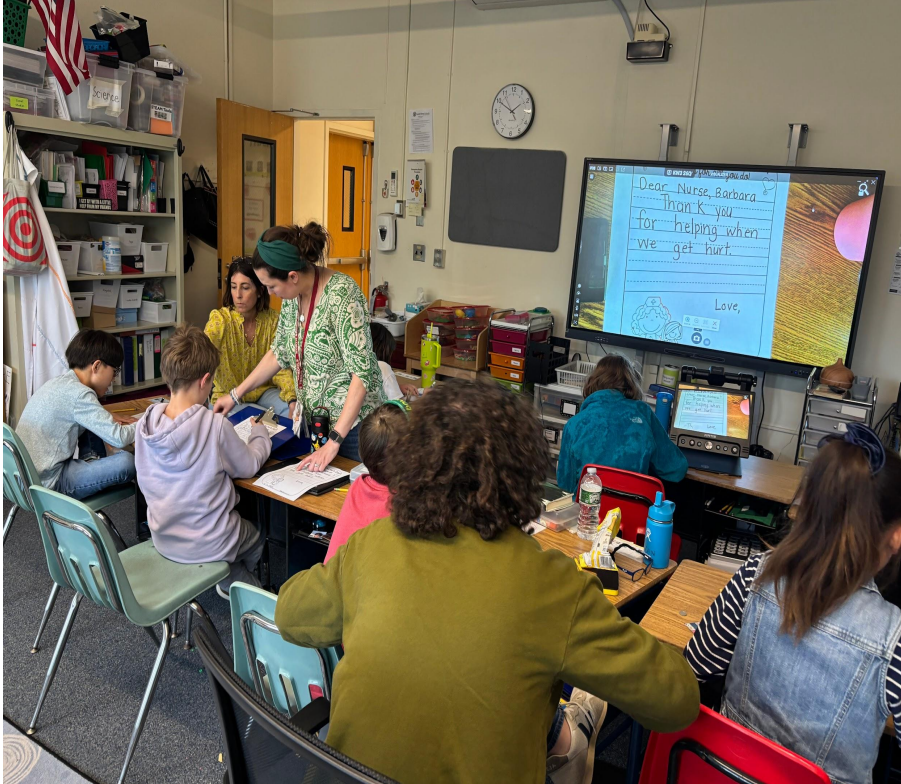
Processes and Procedures

- **Realignment of Special Education Administration Responsibilities**
- **Special Education Case manager Roles & Expectations**
- **Special Education Continuum of Programs and Services**
- **Referral Process Guidance & Teacher Procedures**
- **Comprehensive Two-year District Plan for Special Education**
- **Extended School Year Documentation**

Professional Development

- **Developing Measurable Annual Goals**
- **Transition Planning in the IEP (Performance Indicator 13)**
- **Writing Effective Prior Written Notices**
- **Administration of Educational Evaluations**
- **Crisis Prevention & Intervention**
- **Instructional Coaching (UDL)**

Areas of Focus



Supporting Student Learning & Outcomes

- ❑ Student Learner Program Profiles
- ❑ Progress Monitoring
- ❑ Development of Related Services Criteria
- ❑ Intervention Strategies (Removing Barriers to Learning)
- ❑ Special Education Performance & Enrollment Data

Areas of Focus

Parent Education & Community Outreach

During the initial review, a survey of parents and families yielded vital information specific to the department's communication and education with the community. In response to this feedback, special education administration conducted a series of parent universities throughout the current year.

**Special Education
Processes &
Procedures
October 2024**

**Preschool to
School-Age
Transition
January 2025**

**Elementary &
Middle School
Transition
February 2025**

**Understanding
Section 504
March 2025**

**Graduation
Pathways
June 2025**



Continuum of North Shore Special Education Programs and Services

Continuum of Special Education Programs and Services:

https://northshoreschools.org/ed_programs/special-education-programs.html

Consultant Teacher Services (Direct or Indirect)

Resource Room Program

Integrated Co-Teaching Services

Special Class

Related Services

Declassification Support Services

North Shore Related Services In Action



Writing Measurable IEP Goals



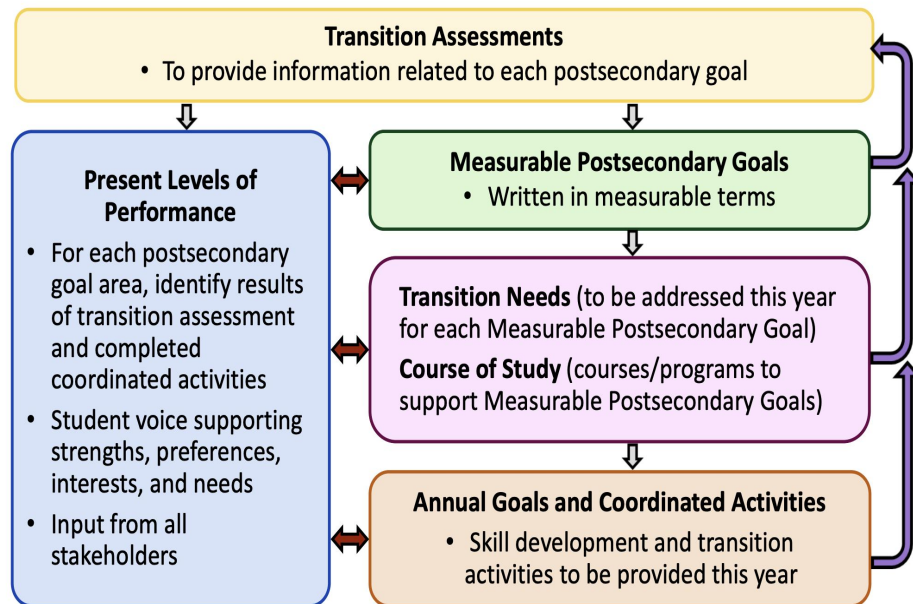
- ✓ To ensure teachers and related service providers continue to be well-equipped to develop effective IEPs, staff participated in professional development related to writing measurable annual goals.
- ✓ This year's training focused on aligning a student's present levels of performance to the proposed annual goals across multiple areas including academic, study skills/organization, speech-language, physical and social-emotional development.

State Performance Indicator 13

- For the 2025-2026 school year, our department was assigned to Indicator 13.
- This performance indicator focuses on the measurable post-secondary goals and coordinated set of transition activities sections of the IEP.
- Trainings for secondary teachers focused on developing those sections of the IEP to ensure that the child's current programs, services, and courses of study are clearly connected to their post-secondary goals.

Transition Planning Across the IEP

Connected Transition Plan in the IEP

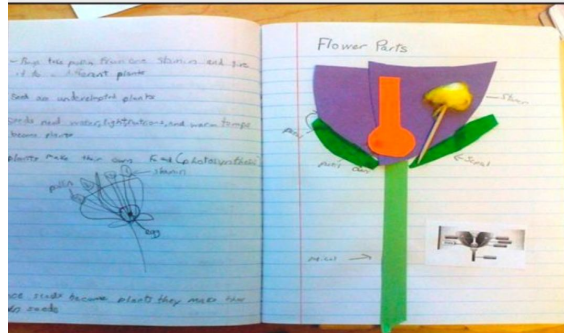


Co-teaching Coaching & Consultation

Coaching sessions consisted of the following:

- ❖ Lesson planning with teacher and teams
- ❖ Development of differentiated materials
- ❖ Creating adaptive curriculum materials
- ❖ Direct observation & feedback of lessons
- ❖ Supporting redesign of lessons
- ❖ Understanding the dimensions of inclusive education

What part of the lesson are we differentiating?



Content

Process

Product

Environment

North Shore Special Education Programs



Student Learner Program Profiles

A committee was formed to begin the process of creating student learner profiles for our current continuum of special education programs.

This committee was composed of administrators, special education teachers, psychologists, and related service providers and met monthly throughout the course of the year.

This year's work focused primarily on the following programs: **12:1:1 (ILC), 15:1:1 (ILC), Integrated Co-teaching Services, Resource Room, and Life Skills.**

These guidance documents serve a dual purpose by providing essential information to both teachers and parents when determining the appropriateness of the initial placement in or the transition to a specific special education program.

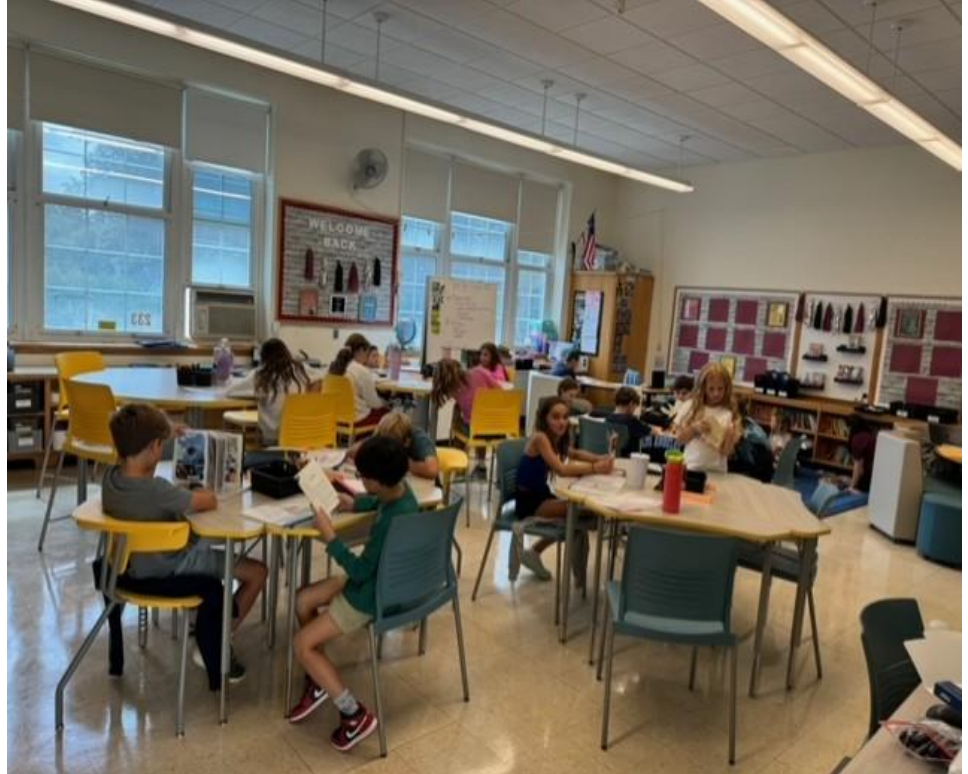


Student Learner Program Profiles

A range of areas were considered when creating these guidance documents and including the following:

- I. **cognitive profile**
- II. **academic achievement**
- III. **social-emotional development Instructional supports & classroom design**
- IV. **related services**
- V. **behavioral supports**

The next several slides provide example components from these documents.



ICT INSTRUCTIONAL DESIGN & MODIFICATIONS

CLASSROOM ENVIRONMENT

- Students require support from both general and special education teachers
- Students need small group instruction in at least 2 academic subjects
- Instructional scaffolds and modified academic materials are necessary
- Students benefit from:
 - Frequent check-ins
 - Clear expectations and routines
 - Smaller teacher-to-student ratio and increased special education teacher contact

CURRICULUM DELIVERY

- Students are taught **grade-level content**
 - Curriculum objectives and rigor remain consistent with general education
- Instruction is delivered using **varied co-teaching models**:
 - Parallel Teaching
 - Station Teaching
 - Small Group Instruction
 - Team Teaching
 - etc.

15:1:1 PROGRAM

North Shore Schools



WHAT IS A 15:1:1 CLASS?

A 15:1:1 class is a small, structured special education setting designed to support students who are **working toward grade-level expectations** but need additional time, strategies, and supports to be successful. The class includes:

- A maximum of 15 students
- 1 certified special education teacher
- 1 teaching assistant

Instruction is delivered at a slower pace, using clear, concrete, and consistent methods. Concepts are broken down and reinforced through small-group instruction and individualized support.

IS THIS PROGRAM A GOOD FIT FOR MY CHILD?

Your child would benefit from a 15:1:1 program if they:

- Learn best when given extra time and support to grasp new material
- Are working below grade level expectations in reading, writing, and math, but show potential to grow with targeted instruction
- Have had difficulty making academic progress despite previous interventions
- Respond well to:
 - Hands-on, visual, or step-by-step teaching
 - Predictable routines and clear expectations
 - Small group instruction and repeated practice
- Would benefit from support with attention, frustration tolerance, or social communication in the classroom setting

ADDITIONAL SUPPORTS

- Related Services (as outlined in your child's IEP), such as:
 - Speech-Language Therapy
 - Occupational or Physical Therapy
 - Counseling or social-emotional support
- Classroom-based behavioral supports:
- Programmatic social skills coinstruction
- Positive behavior tools (e.g., visual cues, token boards)
- Clear, consistent routines to promote self-regulation

PROGRAM BENEFITS

- Access to grade-level curriculum taught using:
 - Slower pacing and direct, structured lessons
 - Pre-teaching, re-teaching, and visual models
 - Regular check-ins to monitor understanding and confidence
- A strong focus on academic growth, while also supporting:
 - Organization and independence
 - Positive peer relationships
 - Emotional regulation and classroom participation
- A supportive classroom environment:
 - High staff-to-student ratio
 - Flexible seating and calming strategies
 - Collaboration with specialists to meet your child's unique needs

Note: Placement in a 15:1:1 class is determined by the Committee on Special Education (CSE) based on your child's individual strengths, needs, and learning style.

RESOURCE ROOM PROGRAM



North Shore Schools

WHAT IS RESOURCE ROOM?

Resource Room is a **pull-out support service** provided to students who are in general education classes throughout the day. Students in this program attend one period per day in a small group setting with a special education teacher.

The Resource Room is designed to help students strengthen specific skills outlined in their IEPs, while also supporting their success in the general education classroom. Instruction is individualized, and strategies taught are meant to carry over into students' everyday academic experiences.

IS THIS PROGRAM A GOOD FIT FOR MY CHILD?

Your child may benefit from Resource Room support if they:

- Participate in a general education setting all day
- Have one or two areas of academic need (e.g., reading comprehension, written expression, study skills)
- Can work independently with minimal daily support, but benefit from extra time to:
 - Review class content
 - Strengthen foundational academic skills
 - Learn strategies to manage assignments or stay organized
- Are generally on grade level cognitively, but need help bridging the gap between their abilities and their classroom performance
- Would benefit from learning and practicing tools and strategies they can use in their general education classes

ADDITIONAL SUPPORTS

- Related Services, *based on your child's IEP*:
 - Speech-Language Therapy
 - Occupational Therapy
 - Physical Therapy
 - Counseling or social work support
- Classroom Accommodations or Modifications, **which are implemented by the general education teacher**
- Regular communication between the Resource Room teacher and classroom teachers to:
 - Reinforce key skills
 - Monitor progress
 - Support generalization of strategies

PROGRAM BENEFITS

- Small group instruction during one scheduled period per day
- Lessons designed to:
 - Target specific IEP goals
 - Support academic content from the general education curriculum
 - Promote independence and self-advocacy
- A supportive environment where students can:
 - Practice study and organization strategies
 - Develop academic confidence
 - Learn how to apply skills in real classroom situations

Note: Placement in the Resource Room program is determined by the Committee on Special Education (CSE) based on your child's individual strengths, needs, and learning style.

LIFE SKILLS CURRICULUM & FUNCTIONAL SKILLS

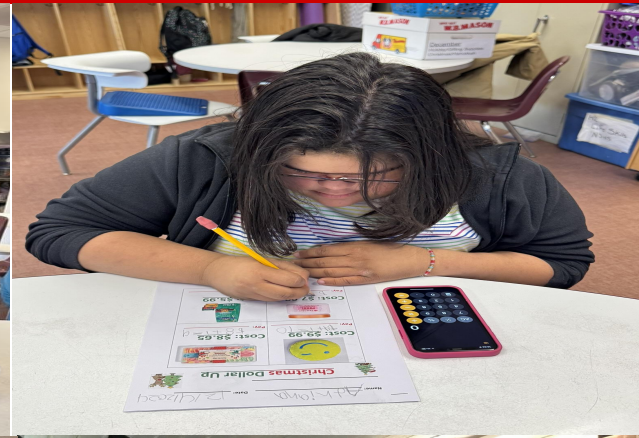
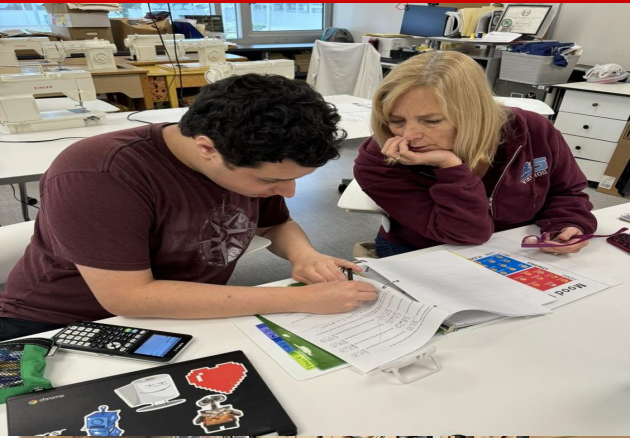
CURRICULUM & ASSESMENT

- Students are assessed using the New York State Alternate Assessment (NYSAA)
- Curriculum is individualized and designed around practical life and vocational skills
- Daily instructional programming includes:
 - Daily Living Skills
 - Vocational Skills
 - Speech & Language Class
 - One Elective Class with general education peers
 - Adapted Physical Education (alternates push-in and pull-out models)
 - Community Internship (3 periods/day with at least 2 different placements per week)

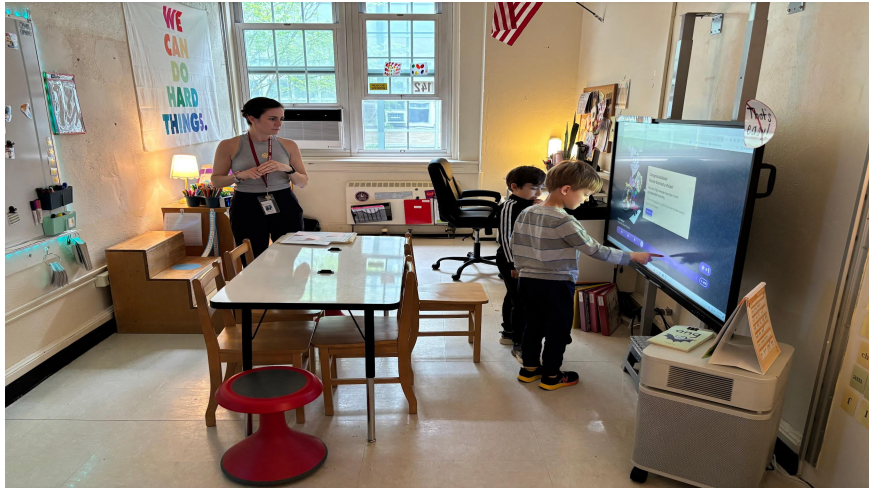
FUNCTIONAL/TRANSITIONAL SKILL DEVELOPMENT

- Independent Living: hygiene, nutrition, medication management, laundry, cooking, kitchen safety
- Workplace Skills: resume creation, job applications, workplace communication
- Community Participation: public transportation use, budgeting, financial literacy, internet safety
- Self-Advocacy & Social Communication: electronic communication, self-advocacy, pragmatic language use

HIGH SCHOOL LIFE SKILLS PROGRAM



Educational Evaluations



- ❖ The department is continuing to move forward in the training of special education teachers in the administration of educational evaluations.
- ❖ Throughout the current year, our middle school psychologists prepared staff by providing professional development in administering the Wechsler Individual Achievement Test (WIAT-IV) and the Woodcock- Johnson Tests of Achievement (WJ IV ACH).
- ❖ Teachers were provided with opportunities to conduct these evaluations which were overseen by our psychologists.

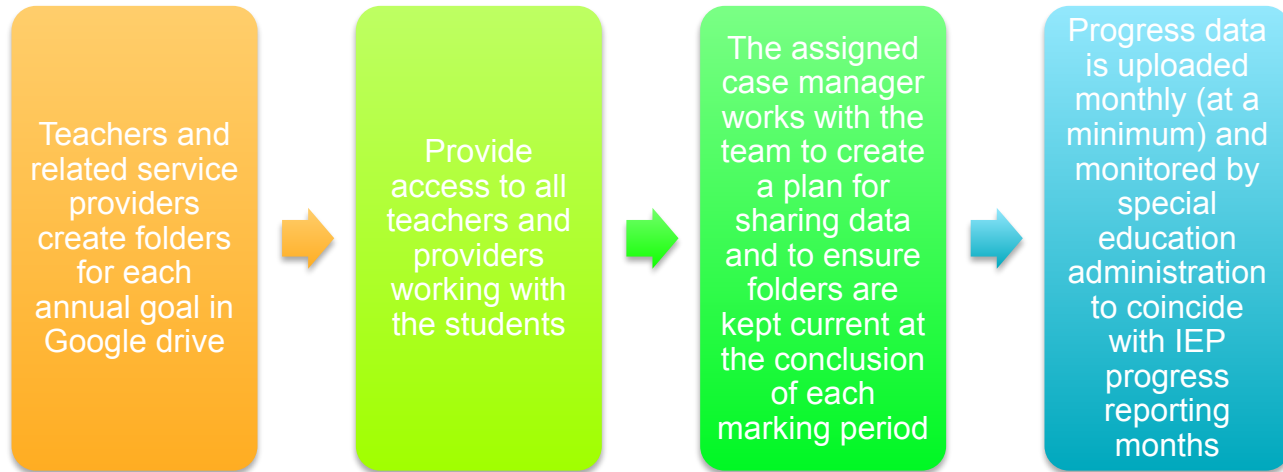
Progress Monitoring



- ✓ Progress monitoring is an ongoing process designed to assess how well a student is advancing toward their recommended IEP goals.
- ✓ Special education teachers and related service providers are required to collect and analyze data periodically to evaluate whether a student is making sufficient progress .
- ✓ That information can inform or guide decisions about necessary adjustments in teaching methods, potential revisions to annual goals, modifications and or interventions.

Progress Monitoring

Timelines and Protocols:



Speech-Language Services Criteria

Building Level (BLS) & IEP Mandated Services:

- ☐ Speech-language pathologist considered the following areas of development articulation, receptive language, and expressive language, fluency, and pragmatic language.
- ☐ Eligibility and dismissal recommendations will be determined by the results of a comprehensive evaluation with scores falling at or below the 16th percentile on any composite/index or total test score and to the extent to which these deficits have negative educational impact
- ☐ Service ratio criteria was developed and considered a range of factors including significantly below average test scores, deficits are identified across several areas of language development, attention/behavior difficulties, and utilize a communication device.



Occupational Therapy Protocols for Building Level Services

The Building Level Occupational Therapy Support (BLS) Service is a non-mandated, general education support service offered to those students in kindergarten and first grade who present with motor, sensory, perceptual and/or visual difficulties.

- Their work focused on the following developmental skill areas for students in kindergarten and first grade: **graphomotor, sensory-motor, and visual perception.**
- Within these developmental domains, the therapists considered critical skill areas such as handwriting, visual tracking/efficiency, cutting, coloring, motor strength, and sensory integration.
- Specific screeners such as the BOT-3, Jordan Reversal Test, and HWT screener will be administered in conjunction with classroom observations and information provided by the classroom teacher.
- A service delivery and frequency model was developed that includes push-in services, pull-out services, and direct consultation.



Intervention Strategies (Removing Barriers to Learning)

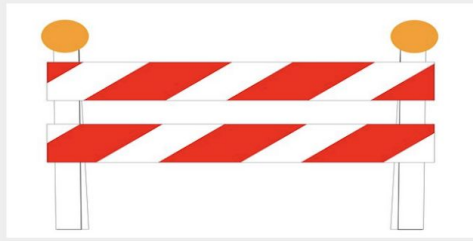
As part of our ongoing initiative to remove barriers to student learning through the principles of Universal Design for Learning (UDL), special education teachers worked in collaboration with assistant directors and G & R Consulting to begin creating a compendium of strategies.

These strategies were identified and crafted in alignment with the grade level standards and or the essential skills that students need to master while improving learning accessibility.



Methods for Creating Access for All





Common Barriers

School Community + Environment	Unstructured Time	Student Groupings	Materials	Instructional
<ul style="list-style-type: none">• belief systems• habits• hallways• stairs• cafeteria• classroom layout• noise levels• desks/ tables• rugs/ floor spaces	<ul style="list-style-type: none">• transitions• 'down' time• independent work• study time/ hall• recess/ lunch	<ul style="list-style-type: none">• large group• small groups for too long• homogeneous groups only	<ul style="list-style-type: none">• text heavy materials• lack of manipulatives• organization• same materials for everyone	<ul style="list-style-type: none">• direct instruction is too long• verbal is method of delivery• one type of assessments

Guiding Questions for Identifying Barriers

Learner Engagement:

- ❖ How can we maintain student motivation through varied engagement methods?

Physical And Environmental Accessibility:

- ❖ Is the learning environment accessible to all students?

Diverse Learning Needs:

- ❖ How can we present content in multiple formats (visual, auditory)?
- ❖ Are we offering flexible pathways for different abilities?

Assessment and Feedback:

- ❖ Are assessments varied to allow for different ways to demonstrate learning?
- ❖ Do assessments reflect students' strengths and encourage self-reflection?



Special Education Performance & Enrollment Data

Least Restrictive Environment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Participation in general education more than 80% of the day	79.4%	79%	90%	91%	89%
Participation in general education less than 40% of the day	4.7%	3.3%	4.0%	4.8%	5.4%
In separate schools	5.7%	5.3%	5.1%	6.0%	4.9%

School-Age Students by Disability Classification (2024-2025)	# Of Students
Autism	64
Emotional Disability	15
Learning Disability	142
Intellectual Disability	5
Deafness	0
Hearing Impaired	5
Speech or Language Impairment	135
Visual Impairment	0
Orthopedic Impairment	1
Other Health Impairment	133
Multiple Disabilities	7
Deaf-Blindness	0
Traumatic Brain Injury	0

Classification Rates:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
13.7%	15.1%	17%	18%	17.5%*
407 SWD	407 SWD	429 SWD	441 SWD	447 SWD*

Graduation Rate and Diploma Type:

School Year	# of SWD	Graduation %	Advanced Regents	Regents	Local	Non-Diploma
2020-2021	23	83%	(15) 65%	(4) 17%	0	0
2021-2022	36	92%	(14) 39%	(19) 53%	0	0
2022-2023	28	96%	(14) 50%	(13) 46%	0	0
2023-2024	27	85%	(13) 48%	(10) 37%	0	0
2023-2024 General Education	168	98%	(151) 88%	(17) 10%	0	0

Committee on Special Education & Section 504 Referrals

Referrals to the CSE & Section 504: July 2024-April 2025

School	Glenwood Landing	Glen Head	Sea Cliff	North Shore Middle School	North Shore High School	Greenvale School
# of Students Referred to CSE	16	15	15	14	5	15 Total: 80
# of Students referred to 504	7	5	8	15	12	4 (other private school) Total: 51

Performance Data for Students with Disabilities 2023-2024 : ELA & Mathematics

Grade 3: (ELA)

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
31	18	58%	13	42%	6	46%
165	27	16%	138	84%	107	78%

Grade 3: (Math)

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
31	17	55%	14	45%	10	71%
165	24	15%	141	85%	132	94%

Grade 4: (ELA)

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
47	22	47%	25	53%	10	40%
154	36	23%	118	77%	105	89%

Grade 4: (Math)

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
47	16	34%	31	66%	21	68%
154	28	18%	126	82%	122	97%

Grade 5 (ELA):

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
46	18	39%	28	61%	13	46%
151	22	15%	129	85%	111	86%

Grade 5 (Math):

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
46	18	39%	28	61%	21	75%
151	25	17%	126	83%	118	94%

Grade 6 (ELA):

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
38	23	61%	15	39%	4	27%
191	64	34%	127	66%	96	76%

Grade 6 (Math):

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
38	22	58%	16	42%	14	88%
191	53	28%	138	72%	137	99%

Grade 7 (ELA):

Total # SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
56	32	57%	24	43%	10	42%
165	57	35%	108	65%	86	80%

Grade 7 (Math):

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
56	33	59%	23	41%	16	70%
165	52	32%	113	68%	112	99%

Grade 8 (ELA):

Total # SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
43	32	74%	11	26%	7	64%
179	74	41%	105	59%	95	90%

Grade 8 (Math):

Total # of SWD	Total # Not Tested	Total % Not Tested	Total # Tested	Total % Tested	Proficient (Levels 3&4) #	Proficient (Levels 3&4) %
43	36	84%	7	16%	4	57%
179	179	100	0	0	N/A	N/A

Performance Data for Students with Disabilities 2023-2024 : Regents Exams

English Language Arts:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Proficient (Levels 3 & above) %
17	0%	0%	12%	29%	59%	100%
175	0%	0%	2%	8%	94%	100%

Global History & Geography II:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Proficient (Levels 3 & above) %
28	0%	4%	11%	50%	36%	96%
148	0%	4%	16%	29%	55%	100%

U.S. History & Government:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Proficient (Levels 3 & above) %
19	0%	11%	63%	21%	5%	89%
173	0%	0%	13%	43%	44%	100%

Mathematics Regents Exam Performance Data

Algebra I:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Proficient (Levels 3 & above) %
31	3%	6%	16%	52%	23%	90%
188	0%	0%	9%	46%	45%	100%

Algebra II:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Proficient (Levels 3 & above) %
20	0%	0%	35%	35%	30%	100%
151	0%	0%	9%	28%	63%	100%

Geometry :

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %	Proficient (Levels 3 & above) %
20	0%	0%	55%	35%	10%	100%
156	1%	1%	2%	15%	60%	97%

Science Regents Exam Performance Data

Living Environment:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Proficient (Levels 3 & 4) %
43	19%	7%	58%	16%	74%
188	0%	2%	39%	59%	98%

Earth Science

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Proficient (Levels 3 & 4) %
18	0%	0%	56%	44%	100%
144	0%	1%	22%	78%	99%

Science Regents Exam Performance Data

Chemistry:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Proficient (Levels 3 & 4) %
21	0%	14%	62%	24%	86%
146	1%	7%	54%	83%	92%

Physics:

Total # of SWD	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Proficient (Levels 3 & 4) %
3	0%	0%	67%	33%	100%
118	3%	5%	50%	42%	92%

Annual IDEA Determinations for States

The U.S. Department of Education's Office of Special Programs annually determines if each state:

Meets Requirements and purposes of the IDEA	Need Assistance in Implementing the requirements of IDEA	Need Intervention in implementing the requirements of the IDEA	Needs Substantial Intervention in implementing the requirements of the IDEA
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NYS 2024 IDEA Determination: 62% Needs Assistance

School District IDEA Determinations

New York State determinations are made annually based on the special education SPP indicator criteria:

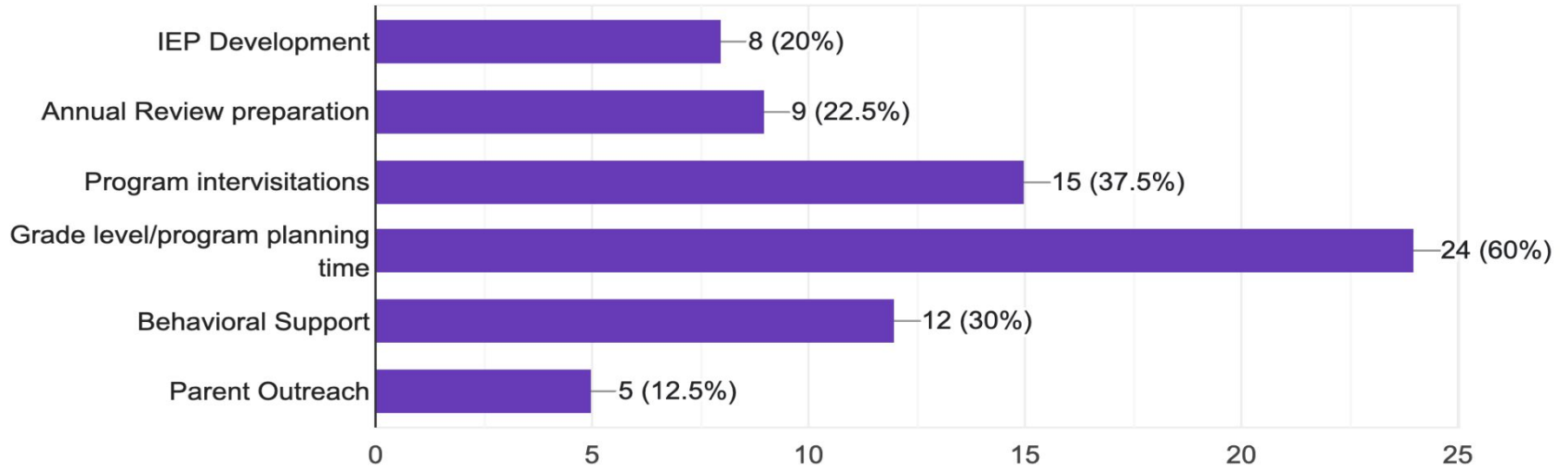


North Shore IDEA Determination Score: 94.87% (Meets Requirements)

Department Survey Data

In what areas can the special education administration better support your work?

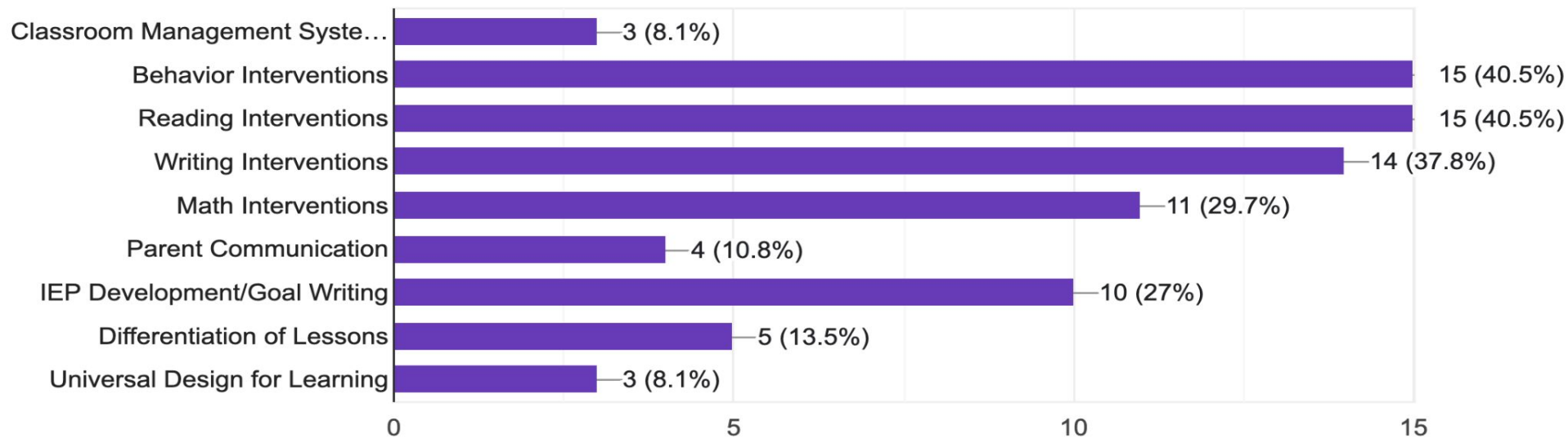
40 responses



Department Survey Data

What are some areas you would like professional development in?

37 responses



Department Survey Data

Please describe areas we do well as a department (Common Themes)

Strong Collaboration

- Frequent mention of teamwork and collaboration among teachers, service providers, and administrators.
- Teachers work across grade levels and disciplines to support students.
- Openness in sharing ideas, solving problems, and building individualized programs together

Supportive Leadership

- Administrators are described as responsive, approachable, caring, and non-micromanaging.
- Staff feel heard, validated, and trusted to do their jobs.
- Specific individuals (e.g., Joe, Amy) are recognized for their consistent availability and support



Department Survey Data

Communication and Relationships

- Clear and consistent communication between teachers, staff, families, and service providers
- Teachers feel they maintain strong relationships with families and students.
- Emphasis on advocacy for students and transparency with parents.

Professionalism and Expertise

- Staff are described as knowledgeable, experienced, and committed to best practices
- Ongoing professional development and legal compliance are highlighted.
- Teachers actively seek out feedback and new strategies.



Department Survey Data

Concerns About Systemic Sustainability

- One detailed comment raises concern about district-level practices leading to over-identification of students for special education.
- Warning about increasing classification rates and the strain it may place on resources and services.

Please describe areas we need to work on as a department (Common Themes):

Student-Centered Support & Program Alignment

- **Equitable Space & Resources:** Need for appropriate physical spaces and room usage to support students, especially those with intensive needs.
- **Appropriate Placement:** Ongoing concerns about misplacement of students (ILC, ICT, RR) with calls for clearer placement processes and better use of data.
- **Transition Support:** A major theme, especially from elementary to middle and middle to high school. Staff feel these transitions lack communication and structure.
- **Early Intervention:** Emphasis on increasing ICT offerings in K-1 and providing intensive support to young learners.

Department Survey Data

Communication & Collaboration

- **Team Communication:** Some expressed frustration over inconsistent or unclear communication among staff and leadership, especially about student changes, responsibilities, and meetings.
- **Cross-Building Coordination:** Desire for regular meetings across schools and between departments to share strategies and align services.

Parent Relationships & Communication

- **Parent Communication:** Repeated calls to establish limits with parents, and to have admin support when these boundaries are enforced.
- **Transparent Conversations:** Staff want more honest, data-driven communication with parents, particularly regarding student needs and testing



Department Survey Data

Program Identity & Perception

- **ILC Program:** Concerns that the ILC program is seen as temporary or stigmatized. There's a push to present it as a strong, supportive placement.
- **General Education Awareness:** General education staff often lack understanding of special education programs, leading to exclusion and lack of collaboration.

Processes, Procedures, & Tools

- **IEP Quality & Goal Development:** Need for more consistent, measurable, and universally interpreted goals.
- **Data Collection:** Calls for streamlined, potentially tech-supported systems to track progress more efficiently.
- **Referral & Evaluation Process:** Parent and school-based referrals are time-consuming ,processes need tightening.
- **Role Clarity:** Overlapping duties between psychologists, directors, and clerical staff need clearer definition.



Department Survey Data

Scheduling & Staffing:

- **Scheduling Equity:** Special Education often sidelined in building and class scheduling. Staff want greater prioritization of their needs.
- **Staffing & Caseloads:** Disparities in workloads and a call for more staff (especially secretarial and support) to handle the demands of special education.

Please describe how we can improve the programs we provide (8.1.1, 12.1.1, 15.1.1, ICT, CT, RR) in our district.

Student Placement and Program Consistency:

- **Concerns about appropriate placement:** Many teachers emphasized the need for clearer, standardized criteria for placing students into appropriate programs (e.g., ICT, ILC, Resource Room).
- **Importance of flexibility and fit:** Suggestions included trial placements and the ability to shift students between programs more fluidly based on individual needs and performance.
- **Need for consistency across the district:** Teachers noted inconsistencies in program offerings from building to building, which impacts program integrity and student transitions.



Department Survey Data

Scheduling and Enrollment:

- **Prioritizing special education schedules:** Multiple comments suggested building the master schedule around special education courses first to reduce conflicts and better serve students.
- **Student grouping concerns:** Poor course groupings have led to negative academic and behavioral outcomes. Staff advocated for strategic grouping based on student compatibility and needs.

ICT Program Development:

- **Expansion in lower grades:** There's strong support for increasing full-day ICT programs in younger grades to provide early interventions.
- **Behavioral support and staffing:** ICT programs often lack the behavioral support and staffing needed to meet diverse student needs, which can negatively affect all students in the classroom.
- **ICT integrity:** Concerns were raised about ICT becoming a "dumping ground" for students with behavioral issues, diluting its intended purpose.



Department Survey Data

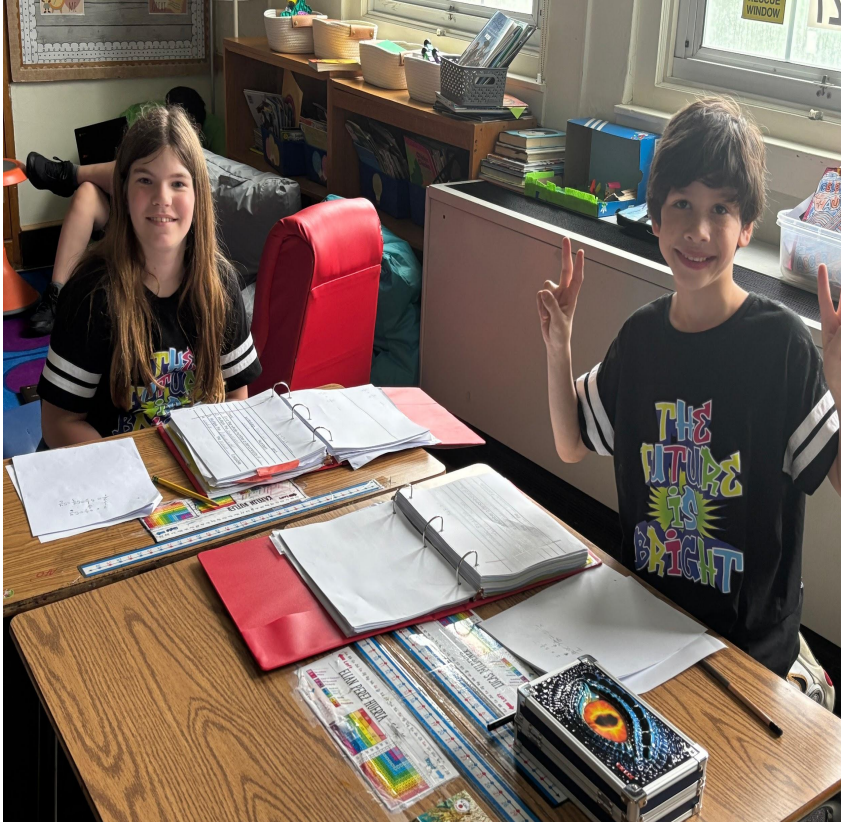
Collaboration and Communication:

- **More planning time and collaboration:** Teachers want increased opportunities to collaborate across special education programs (e.g., ICT visiting ILC) and with general education staff.
- **Better communication with families:** Parents often lack understanding of available programs and their distinctions, signaling a need for clearer communication and transparency.
- **Program visibility and awareness:** Teachers suggested sharing the work of district committees (like the "Profile of a Student" group) to increase understanding.

Program Development and Staffing:

- **Expanding program options:** Praise for additions like 12:1:1 and 8:1:1, but also a call for continued development of specialized and alternative programs, especially at the high school level.
- **Staffing levels:** Many mentioned the need for more support staff (e.g., aides, evaluators, behavioral specialists) to meet IEP goals effectively.
- **Workload vs. caseload models:** Some suggested moving toward a workload model to improve collaboration and service quality.

Department Survey Data



Training and Professional Development:

- **Training for general ed staff:** Teachers emphasized the need for better training around differentiation, modifications, and understanding the role of special education.
- **Behavioral support training:** There is a demand for more support and training in managing challenging behaviors across classrooms.

Structural and Strategic Suggestions:

- **Restructuring schools by grade level:** Some proposed reorganizing district schools (e.g., K–2, 3–5, Middle, High) to streamline program continuity.
- **Building alignment of programs:** Co-locating ICT and ILC programs within the same buildings would allow smoother transitions and inclusion opportunities.

ACTION PLAN: NEXT STEPS

Future Professional Development:

- Survey staff on future professional development needs (completed by April 2025)
- Developing concise and easily interpretable program modifications (completed by December of 2025)
- Comprehensive training for our IST building-based teams (completed by March of 2026) [Supporting Learning Outcomes](#)
- Expand CPI training to include general education teachers, special area teachers and administrators (April of 2026)
- Support & PD in the area of school avoidance

Parent Education & Outreach

- Conduct a district-based parent member training session (completed by November of 2025)
- Survey parents to identify topics of interest in special education in the planning of future parent university workshops (completed by July of 2025)
- Survey Parents on their experience with the initial referral and annual review process (exit survey) (completed May-June of 2025)
- Expand department website to include specific disability based informational resources (completed by January of 2026)



ACTION PLAN: NEXT STEPS

Student Learning & Outcomes:

- Complete profiles for Consultant Teacher Model and ABA Program (completed by February 2026)
- Survey department staff for feedback on the current progress monitoring protocols and systems to evaluate efficacy and continued implementation (completed by June of 2025)
- Establish additional professional development opportunities in the area of progress monitoring (completed by January of 2026)
- The occupational therapists will create criteria guidelines for IEP based services based on specific areas of development/need (e.g., fine motor coordination, sensory processing).
- The department will research and evaluate a variety of screening instruments to be considered for the IST process (completed by February 0f 2026)
- ABA program curriculum development
- Elementary teachers will continue to work on the established documents and begin to create ELA based strategies. (completed by March of 2026)
- Secondary teachers will continue to work on established documents and identify additional areas such as mathematics, social studies, and study skills (completed by March of 2026)

