

SD308

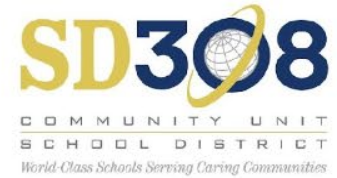
Special Education Department

Annual Report

October 12, 2021



Department Overview



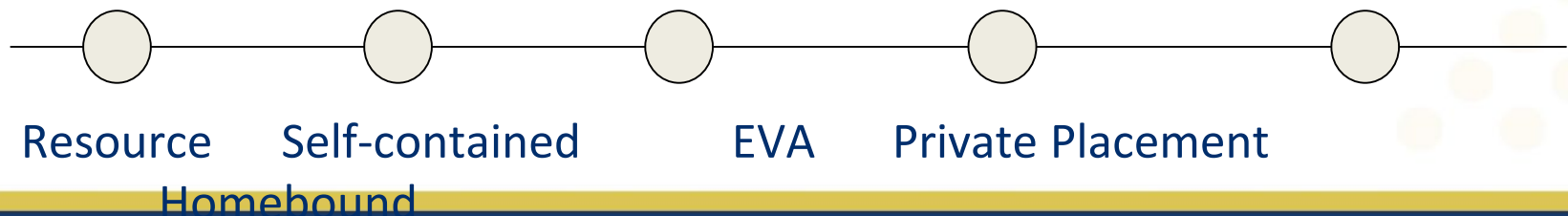
Who We Serve:

- 2400 Students with Individual Education Programs (Early Childhood – Transition)
- 650 Students with 504 Plans (Early Childhood – Grade 12)

Special Education Programs

Educational programs along the Least Restrictive Environment (LRE) continuum:

- Resource and Co-taught
- Self-contained (Cross-Categorical, STARS, SKILLS, ISP, LSP, DHH)
- Early Childhood
- East View Academy
- Pathways Transition



Special Education Services



Related & Instructional Services:

School Psychology
Speech/Language
School Social Work
Occupational Therapy
Physical Therapy
Nursing
Orientation and Mobility
Interpreting Services
Itinerant Services -
Vision/Hearing/Orthopedic
Assistive Technology
Etc.

Therapy Services:

Music Therapy
Art Therapy
Pet Therapy

Behavioral Services:

Behavior Specialists
(STARS, SKILLS, EVA)

Special Education Services cont'd



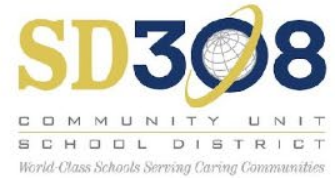
District Support Team

- 3 Teachers on Special Assignment (TOSAs)
- Lead School Psychologist
- 2 Board Certified Behavior Analysts (BCBA)

Responsible for:

- Individual Intervention Support - Academic and Behavioral
- Professional Development - Academic, Behavioral, SEL
- Nonviolent Crisis Intervention Training (NCI)
- Special Education Curriculum Oversight
- Coaching and Technical Support

Envision 308 Success Indicators in 2026



Develop and strengthen the continuum of services for Special Education:

- Students with IEPs are appropriately placed in special education programs using criteria that are based upon observable and measurable data.
- Special education instruction and services are provided for students to ensure optimal academic, behavioral, and social emotional learning outcomes.
- Building-based personnel provide oversight for IEP team decision-making for resource level students.


Support for Student Learning



Priority	2021-22	2022-23	2023-24	2024-25	2025-26	What does success look like in 2026?
Develop and strengthen the continuum of services for Special Education, English Learner, and gifted students.	Develop a decision-making process for programming for early childhood and elementary students; develop additional therapeutic district programs and identify strategies to expand East View Academy and Pathways Transition programming. Implement professional development plans to increase all special education staff members' instruction and SEL skill proficiency. Implement Local Education Agency (LEA) training for Elementary and Junior High assistant principals, junior high lead teachers, and speech/language pathologists at the building level.	Develop a decision-making process for programming for secondary students; train and implement the process for early childhood and elementary students. Initiate full implementation of the REACH program and expansion of programming at East View Academy (EVA) and Pathways. Continue implementation of Special Education professional development plan and LEA training with onsite coaching support provided by program administrators.	Train and implement the decision-making process for secondary students; continue implementation of the process for early childhood and elementary students. Continue implementation of the Special Education professional development plan and provide support to building-based personnel who completed the LEA training. Monitor the implementation of expanded programming of REACH, EVA, and Pathways.	Continue with Cross-Cat matrix for student placement at elementary and secondary; continue implementation of PD (3-5 year plan) with emphasis on continuing to expand co-teaching implementation at elementary and secondary levels; continue to build robust tiered systems of support for academics, behavior, and SEL; monitor TA allocations and support for self-contained classrooms.	Evaluate the implementation of the decision-making process for Cross-categorical programming for students at all levels. Evaluate the implementation of expanded programming at REACH, EVA, and Pathways. Continue implementation of the Special Education professional development plan and continue support for building-based LEAs.	Students with IEPs are appropriately placed in special education programs using criteria that are based upon observable and measurable data. Special education instruction and services are provided for students to ensure optimal academic, behavioral, and social emotional learning outcomes. Building-based personnel provide oversight for IEP team decision-making for resource level students.

Envision 308 Success Indicator - 2021-22:

Students with IEPs are appropriately placed in special education programs using criteria that are based upon observable and measurable data.

- Develop Cross-Categorical Matrix to support IEP team decision-making at the Early Childhood and Elementary levels utilizing behavioral and academic data
 - Develop entry/exit criteria for East View Academy and REACH programs
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Envision 308 Success Indicator - 2021-22:

Develop additional therapeutic district programs and identify strategies to expand East View Academy and Pathways Transition programming.

- Develop REACH program components
- Expand East View Academy instructional and social emotional learning components
- Implement new legislation in extending student eligibility for Transition program
- Embed behavior specialists in STARS, SKILLS, and EVA programs

Envision 308 Success Indicator - 2021-22:

Implement professional development plans to increase all special education staff members' instruction and SEL skill proficiency.

- Conduct Executive Functioning Skills training for all levels (Early Childhood to Grade 12)
- Provide training for all case managers and related service providers on writing comprehensive IEPs
- Develop curriculum maps for all District special education programs

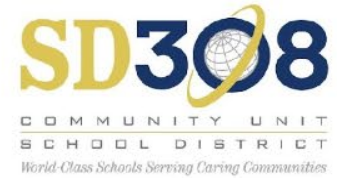
Envision 308 Success Indicator - 2021-22:
Implement Local Education Agency (LEA) training for Elementary and Junior High assistant principals, junior high lead teachers, and all speech/language pathologists at the building level.

- Train speech/language pathologists to take on LEA responsibilities for speech/language ‘only’ IEP meetings
- Implement LEA training on an annual basis for all incoming assistant principals, lead teachers, and speech/language pathologists

Highlights of Success

- Building-based leaders are facilitating special education annual review meetings
- Pathways Transition program is addressing a broader range of student needs
- Behavioral support in targeted programs is fostering student self-regulation
- Executive functioning skills are being taught within special education classes at the high school level
- Case managers and related service providers are applying skills provided through IEP trainings

Indicators of Success - October 2022



- IEP teams at the early childhood and elementary levels will implement the Cross-categorical Matrix to support student decision-making including REACH and East View Academy
- REACH program will be piloted at the high school level
- All K-8 assistant principals and K-12 speech/language pathologists will serve as LEAs for targeted IEP meetings

Questions?