

# **SD308**

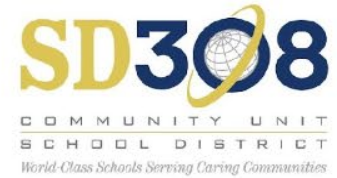
# **Special Education Department**

# **Annual Report**

**October 11, 2022**



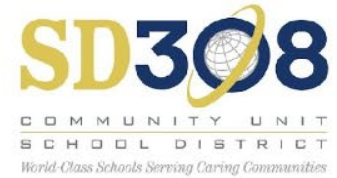
# Department Overview



## Who We Serve:

- 2409 Students (14%) with Individual Education Programs (Early Childhood – Transition)
- 680 Students with 504 Plans (Early Childhood – Grade 12)

# Envision 308 Success Indicators in 2026



## Develop and strengthen the continuum of services for Special Education:

- Students with IEPs (Individualized Education Programs) 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

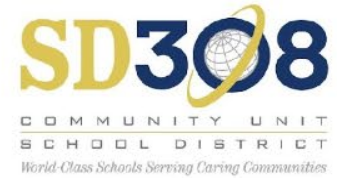


Priority	2022-23	2023-24	2024-25	2025-26	What does success look like in 2026?
<b>Develop and strengthen the continuum of services for Special Education</b>	<p>Develop a decision-making process for programming for secondary students. Train and implement the process (utilizing a Cross-categorical matrix) for early childhood and elementary students. Continue the pilot of the REACH program and enhance programming at East View Academy (EVA) and Pathways. Continue implementation of the Special Education professional development plan for all Special Education staff. Continue implementation of LEA trainings for new K-8 Assistant Principals and new Speech/Language Pathologists with onsite coaching support provided by program administrators. Continue to have K-8 Assistant Principals and all SLPs serve as LEAs for targeted IEP meetings.</p>	<p>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.</p>	<p>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. Continue to monitor the implementation of the protocols that were developed to support English Learners and reassess any areas of the protocol that require further consideration. English Learners: Years four and five will be for validating and assessing the effectiveness of the changes, re-assessing year one priorities and addressing new areas that require consideration.</p>	<p>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.</p>	<p>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. There will be a cohesive continuum of services from Early Childhood through high school for English Learner students, and a plan for continual improvement and monitoring of the effectiveness of the English Learner programs and services. This includes continued input from all stakeholders - parents, teachers, administrators, support staff, and students.</p>

# **Indicators of Success 2021-22 School Year**

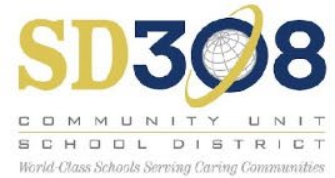
# Indicators of Success

## 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 Local Education Agency (LEA)s for targeted IEP meetings

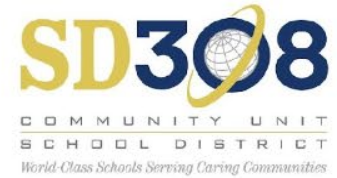
# Indicator of Success - 2022



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.

- Implemented the Matrix at early childhood and several elementary buildings with a focus on the LSP (Life Skills) and ISP (Instructional Skills) programs (Spring, 2022)
- Supported decision-making regarding student placement at both REACH and East View Academy
  - Exit/Entrance Criteria (Ongoing)

# Indicator of Success - 2022



REACH program will be piloted at the high school level.

Piloted the REACH program in the Winter of 2022 with full implementation for the 22-23 school year including:

- Daily therapeutic supports
- Small classroom environment



# Indicator of Success - 2022



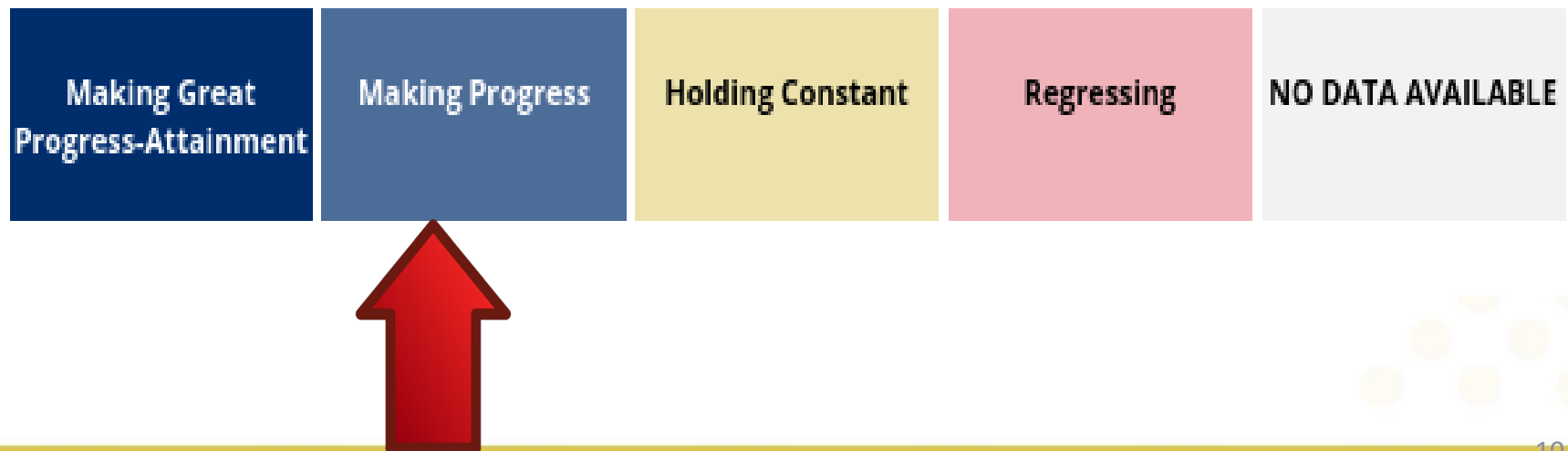
All K-8 assistant principals and K-12 speech/language pathologists will serve as LEA (Local Education Agency) representatives for targeted IEP meetings.

- Conducted LEA Boot Camp for all new assistant principals and speech/language pathologists in August and September, 2021
- Provided ongoing mentoring/coaching support for new assistant principals and SLPs in the LEA role during the school year

# Special Education

## Administrative Recommendation for Oct 2022


### ENVISION 308 ANNUAL PROGRESS REPORTS



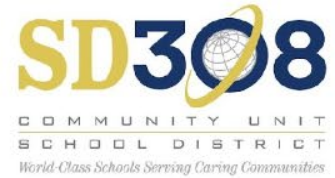
# **Indicators of Success 2022-23 School Year**

# Envision 308 Success Indicator - 2022-23

Develop a decision-making process for programming for secondary students.

- Develop and implement a framework for the provision of Social Work services at the High School level
  - Develop guidelines for provision of instructional and related services specific to students' educational needs and goals (for all levels)
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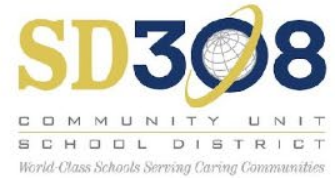
# Envision 308 Success Indicator - 2022-23



Train and implement the process (utilizing a Cross-categorical Matrix) for early childhood and elementary students.

- Identify stakeholder groups for training the Cross-categorical Matrix during the school year
- Utilize the matrix for supporting IEP development and program implementation for all Early Childhood and Elementary students

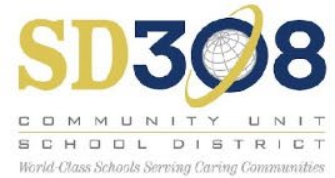
# Envision 308 Success Indicator - 2022-23



Continue the pilot of the REACH program and enhance programming at East View Academy (EVA) and Pathways.

- REACH program now located at the District Administration Center and will continue to expand services and supports
- East View Academy will implement Positive Behavior Intervention Supports and Restorative Practices program-wide
- Pathways program will continue to expand work experience opportunities

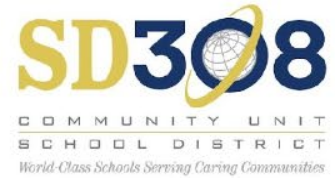
# Envision 308 Success Indicator - 2022-23



Continue implementation of the Special Education professional development plan for all Special Education staff.

- Training modules for certified staff will expand to include training on program-specific research-based curriculum and functional skill components
- Non-certified staff will be provided professional development on de-escalation strategies and classroom support
- Training in co-teaching/support facilitation will be provided for select staff

# Envision 308 Success Indicator - 2022-23



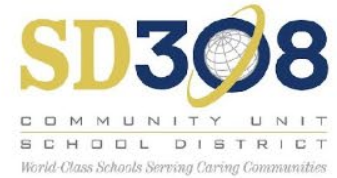
Continue implementation of LEA trainings for new K-8 Assistant Principals and new Speech/Language Pathologists with onsite coaching support provided by program administrators. Continue to have K-8 Assistant Principals and all SLPs serve as LEAs for targeted IEP meetings.

- LEA mentors will coach/support new Assistant Principals and Program Administrators
- LEA training will be provided weekly for new administrators on key Special Education topics
- Speech/Language Department will continue to support new speech/language pathologists in LEA duties
- K-8 assistant principals and SLPs will serve as LEAs at targeted IEP meetings



# Indicators of Success

## October 2023



- IEP teams at all levels will apply ‘best practice’ principles when writing Individual Education Programs (IEP) and conducting IEP meetings as supported by the LEAs
- All certified staff will implement research-based core and supplemental instructional strategies and programs
- Programming at all levels will apply the Cross-categorical Matrix to support decision-making

# Questions?