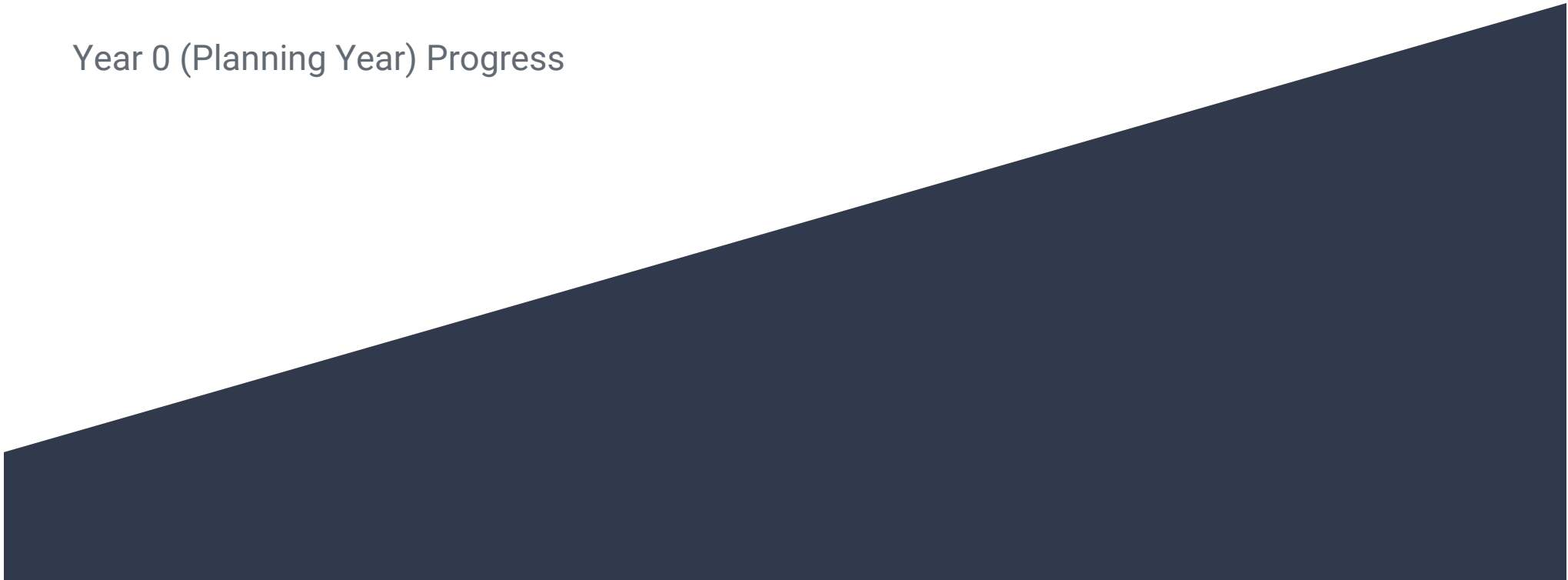


Special Education Review

Year 0 (Planning Year) Progress



Big Picture Goal #1

Engage in meaningful conversations regarding student needs

Ask four key questions:

- Where is this student's door?
- Who are you problem solving this with?
- Are we creating the program to fit this student's needs?
- Is what we are doing supporting this student's post-school outcomes?

Big Picture Goal #2

Intensive coaching and capacity building of Instructional Coaches

- Professional learning on WAC requirements
- Team meeting and collaboration
- Coaching network participation
- Visitations to inclusive classrooms in neighboring school districts

Big Picture Goal #3

- Engage every special education staff member in coaching, consultation and reflective conversations
- Coaching, observation, collaboration cycles
- Professional learning for leaders and SPED staff
- Basic overview and understanding of Special Education High Leverage teaching practices

Big Picture Goal #4

Establish Vision

Vision creation through collaboration:
When we think about our vision, what will we see and hear?

Professional learning to leader and staff members to create a lab school that is ready and begun basic inclusive practices.

Identification of Students

Recommendation:

Adjust Evaluations Practices

- *“Three prong test” when identifying students as eligible for special education and related services (disability, adverse impact on educational progress, and requires specially designed instruction).*

Progress:

- *Identified an over-use of professional judgement*
- *All school psychologist attended national school psychology conference*
- *Internal review of all professional judgement evaluations*

Related Services

Recommendation:

Analysis of Related Services

- Analysis and discussion regarding provision of related services, and align the determination for providing these services with the state definition of related service

Progress:

ESA Groups:

- *Q & A document*
- *Types of Services document*

Services

Recommendation:

Core Instruction

- Provide resource room services that are closely integrated with core instruction and tiered level of services

Progress:

- *Special Education teachers included with core content professional development*
- *All elementary special education teachers will receive curriculum and literacy training (with gen ed) next fall*

TOSA's

Recommendation:

Define TOSA Roles:

- Role primarily utilized to provide professional development, coaching and collaboration

Progress:

- *Job title changed to "coach"*
- *Mentoring Matters professional learning*
- *Engaged in MISD coaching network*
- *Engaging teachers in coaching cycles*

Instructional Practices

Recommendation:

Continuum of Services:

- Address the diversity of learning needs of identified students.
- General education and resource room teachers learn with and from each other
- Decrease the reliance for SDI to be provided by para-educators

Progress:

- *Co-teaching at Island Park*
- *Support to building administrators 19/20 master schedules*
- *4 schools confirmed to have co-teaching partnerships will receive professional learning*

Next Steps

Looking Forward

- Completion of vision work
- Creation of professional learning teams
- Creation of professional learning opportunities for both certificated and classified staff members
- Systems of support and learning for co-teaching teams