



| Goal Area 1 | Climate and Culture |
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| Rationale | The special education department plays a critical role in the development of students with diverse learning needs. Fostering a positive and inclusive climate, and culture, is essential to the success and well-being of both students and staff. |
| Action Step(s) | <ul style="list-style-type: none"> ● Provide ongoing training during professional development days, monthly special education department meetings on the following: <ul style="list-style-type: none"> ○ Fostering a Supportive Learning Environment ○ Supporting Professional Growth and Collaboration ○ Strengthening Parent and Community Engagement ○ Inclusive Education Philosophy |
| Indicators of success | <ul style="list-style-type: none"> ● Climate reflects the broader shift towards inclusive education ● Parents and special education teams actively support student success ● Teachers and Students feel valued and supported ● Teachers and students will develop a deeper understanding and appreciation for each other's unique strengths and challenges. |
| How will the goal be evaluated? | <ul style="list-style-type: none"> ● Obtain feedback via Google Form surveys. ● Anecdotal feedback from leadership team discussions. ● Discussion with special education supervisors & Anecdotal feedback |
| How will the goal be supported? | <ul style="list-style-type: none"> ● Professional development activities specifically designed to climate/culture in special education ● Working with special education leadership to support their buildings and staff |

| Goal Area 2 | Facility Operations Review and Planning |
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| Rationale | Ensuring a fair and equitable balance of special education staff in public schools is important in providing high-quality education for all students here in Spring-Ford. Achieving a balanced distribution of special education personnel across the K-12 grade levels will result in a positive impact as a whole throughout the district. |
| Action Step(s) | <p>Conduct audit of special education programming district-wide including:</p> <ul style="list-style-type: none"> ● number of students with disabilities district-wide ● types of disabilities <p>Analyze and identify systematic imbalances or areas where additional support is needed:</p> <ul style="list-style-type: none"> ● current caseloads ● staff-student ratios ● staff-support staff ratios <p>Remain updated on relevant laws, regulations, and best practices in special education. Ensure compliance with federal and state mandates.</p> |
| Indicators of success | <ul style="list-style-type: none"> ● A balanced special education staff allocation is crucial for schools to meet legal obligations. ● Ensure compliance with federal and state mandates, including those outlined in the Individuals with Disabilities Education Act (IDEA). ● Resources utilized efficiently, minimizing gaps in service provision and caseload management ● Balanced special education staff distribution which results in more personalized attention |
| How will the goal be evaluated? | <ul style="list-style-type: none"> ● Regular review of special education teacher caseloads, changes in staffing levels, and shifts in enrollment. ● Regularly evaluate the effectiveness of the special education staffing model. |
| How will the goal be supported? | <ul style="list-style-type: none"> ● Ensure that each teacher has an appropriate workload that allows for effective support. ● Stay updated on relevant laws, regulations, and best practices in special education. Ensure compliance with federal and state mandates, including those outlined in the Individuals with Disabilities Education Act (IDEA). |

| Goal Area 3 | Defining and Promoting Success |
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| Rationale | Transition services are a component of Spring-Ford that is committed to preparing students for successful and fulfilling adult lives. By providing individualized and comprehensive transition services, we aim to provide our students with the ability to achieve and contribute meaningfully to society. |
| Action Step(s) | <ul style="list-style-type: none"> ● Conduct assessments to identify each student's strengths, interests, preferences, and needs related to post-school outcomes. ● Collaborate with students, families, and relevant professionals as part of the student's Individualized Education Program (IEP). ● Provide targeted instruction and training in areas such as self-advocacy, self-determination, communication skills, financial literacy, problem-solving, and time management. |

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| | <ul style="list-style-type: none"> ● Offer vocational training and work-based learning experiences to develop employability skills. ● Establish and maintain strong partnerships with local businesses, and community organizations to create opportunities for students to explore career pathways and gain real-world experience. ● Engage parents and families as active partners in the transition process by providing resources, workshops, and opportunities for dialogue. ● Integrate instruction on soft skills such as teamwork, problem-solving, communication, and workplace etiquette into the curriculum. ● Provide opportunities for students to practice these skills in various settings and community-based activities. |
| Indicators of success | <ul style="list-style-type: none"> ● Demonstrated proficiency in essential life skills, such as budgeting, cooking, self-care, transportation, and housing. ● Ability to articulate personal goals, preferences, and needs, and to make informed decisions about post-school options. ● Engagement in community-based activities, such as volunteering, clubs, organizations, or recreational programs. |
| How will the goal be evaluated? | <ul style="list-style-type: none"> ● Collect Baseline Data ● Monitor Progress Regularly ● Provide Ongoing Feedback |
| How will the goal be supported? | <ul style="list-style-type: none"> ● Ongoing meetings with supervisor/transition coordinator ● Stakeholder and community involvement |