

Special Education Action Plan 2024-2025

Professional Development

Throughout 2024-2025				
Activities for Achieving Goals/Strategies		Timeline	Who Is Responsible/Involved?	Monitoring Implementation
What actions will occur to make the goal and its strategies realities? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Review and Increase Professional Development for paraprofessionals and explore additional ways to support special ed aides.	-Special Education Administration -Handle with Care Resources	September, 2024 – December, 2025	- Coordinators of Special Education -Paraprofessionals -Bus Monitors	- Record dates of training for bus personnel and aides. -Monitor attendance
Continue to monitor the implementation of MTSS procedures and Tiered supports in K-8 with a focus on Progress monitoring tools for teachers.	-MTSS Committee Members -Tier 1 Resources and Intervention Banks -Add intervention and Progress Monitoring Tools Resource	Summer of 2024 and September 2024- June 2025	-Building Admins./Intervention Specialists -Assistant Superintendent for Special Ed. and Intervention Services -MTSS Committee Members -Teachers	-MTSS referral records and data -Teacher input
Expand professional development in ICT and explore coaching opportunities as part of our continued focus on providing the LRE (Least Restrictive Environment) for our classified students.	-G&R Inclusive Company -Materials and Resources shared from previous trainings	September 2024 – June 2025	-Assistant Superintendent for Special Ed. And Intervention Services - Coordinator of Special Education - Teachers who co-teach together in ICT classrooms	-Data related to students being recommended to Special Class vs. remaining in ICT. -Teacher feedback

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Parent and Student Supports

Throughout 2024-2025				
Activities for Achieving Goals/Strategies		Timeline	Who Is Responsible/Involved?	Monitoring Implementation
What actions will occur to make the goal and its strategies realities? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Review and monitor how we structure our parent group (SEPAC) to maximize parent participation and provide meaningful topics of interest, focusing on new families and transition years.	-SEPAC meetings -Web based Resources	September 2024- June 2025	-Coordinators of Special Ed. -Faculty members as needed -Assistant Superintendent of Special Education - Outside agencies	-SEPAC schedule with topics covered
Monitor the participation and success of the Unified Sports Program.	- Program information collected - Information from local districts participating in program	Spring 2024- June 2025	-Athletic Director -Coaches -Secondary Administrators -Coordinator of Special Education - Life Skills Teacher -Assistant Superintendent for Special Education	-Staff and student participation data -Scheduled dates of practices and competitions
Increase support for classified students transitioning out of high school with a focus on transition assessments appropriate for Life Skills students	-Guidance Department -Online resources -BOCES	September 2024-June 2025	-Secondary Coordinator of Special Education -Special Education Teachers -Assistant Superintendent for Special Education and Intervention Services	-Reviewed and selected transition assessments -Documentation of transition assessments on IEP's.

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Programs and Instruction

Throughout 2022-2023				
Activities for Achieving Goals/Strategies		Timeline	Who Is Responsible/Involved?	Monitoring Implementation
What actions will occur to make the goal and its strategies realities? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).	What are existing resources that can be used? What new resources can be used?	When will this activity begin and end?	Who will take primary responsibility? Who else needs to be involved?	What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?
Monitor the expansion of 3:1 Related Service model to secondary speech and OT.	-Research supporting this model. -Feedback form R.S. providers including Social Workers	September 2024 - June 2025	-Asst. Superintendent for Special Ed. and Intervention -Coordinator of Special Education -Related Service Providers	-IEP Progress Monitoring -Related Service Recommendations as indicated on IEPs.
Continue Vertical Articulation between 6 th and 7 th grade teachers as well as 8 th and 9 th grade teachers for a smooth transition between buildings.	-Special Education Teachers and Reading Specialists -Continuum of Services	January, 2024 - June 2025	-Assistant Superintendent for Special Ed. -Coordinators of Special Ed. -AIS/Special Ed. Teachers	-Record meeting dates and times -Monitor IEP's
Continue to monitor the intensive intervention service (Tier 3) in Plattekill Elementary School to look at the impact of this service on new referrals as well as student remaining in their home building.	-MTSS Resources -Teacher Assignment -Referral Rates	September 2024 June 2025	-MTSS team -Building Principal -Teachers -Elementary Coordinator of Special Education	-Monitor new referral rate at P.E.S.