

## Special Education Action Plan 2025-2026

### Professional Development

Throughout 2025-2026				
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?
Continue to offer Special Ed. Staff the opportunity to attend voluntary department meetings and explore the frequency and timing for these meetings at the Elementary and Secondary levels.	-Special Education Administration	September, 2025– June, 2026	- Coordinators of Special Education -Assistant Superintendent	-Monitor and communicate meeting times and topics -Monitor Attendance
Continue to monitor the implementation of MTSS procedures and Tiered supports in K-8 with a focus on Tier 2 and Tier 3 process, procedures and data collection. (Including sharing data for CSE referrals.)	-MTSS Committee Members -MTSS procedures in place	September 2025- June 2026	-Building Admins./Intervention Specialists -Assistant Superintendent for Special Ed. and Intervention Services -MTSS Committee Members -AIS and Tier 2/Tier 3 Teachers	-MTSS referral records and data -Teacher input
Explore interest in ICT training for High School as part of our continued focus on providing the LRE (Least Restrictive Environment) for our students. Gauge teacher interest in training in this area.	-G&R Inclusive Group -Materials and Resources shared from previous trainings	September 2025 – June 2026	-Assistant Superintendent for Special Ed. And Intervention Services - Coordinator of Special Education -Building Principals - Teachers who co-teach together in ICT classrooms	-H.S. Teacher/Staff and Administrative feedback

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### Parent and Student Supports

Throughout 2025-2026				
Activities for Achieving Goals/Strategies		Timeline	Who Is Responsible/Involved?	Monitoring Implementation
What actions will occur to make the goal and its strategies reality? 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?
Continue to review and monitor how we structure our parent group (SEPAC) to maximize parent participation. Improve communication and outreach for	-SEPAC meetings -Website -Clerical Staff -email and text outreach	September 2025- June 2026	-Coordinators of Special Ed. -Faculty members as needed -Assistant Superintendent of Special Education - Outside agencies	-SEPAC schedule with topics covered -Monitor Attendance
Monitor and support the participation and success of the Unified Sports Program and support adding additional sports/activities to the program. Share out schedule to other schools and larger Wallkill CSD community.	- Program information collected -Schedule from coaches and AD	September 2025- June 2026	-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
Monitor the use of transition assessments and supports for Life Skills students to include a focus on ACCESS-VR.	-Transition Assessments -ACCESS – VR agency representatives	September 2025-June 2026	-Secondary Coordinator of Special Education -Special Education Teachers -Assistant Superintendent for Special Education and Intervention Services	-Documentation of transition assessments on IEP's. -Documented ACCESS-VR applications

## Special Education Action Plan 2025-2026

### Programs and Instruction

Throughout 2025-2026				
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?
Implement and share the Special Education referral form and supporting documents, to align with our MTSS process.	-Current referral form -MTSS documents	September 2025	-CDEP committee members -Administration	-New referral form created and distributed to buildings.
Continue Vertical Articulation between 6 <sup>th</sup> and 7 <sup>th</sup> grade teachers as well as 8 <sup>th</sup> and 9 <sup>th</sup> grade teachers for a smooth transition between buildings to include the Life Skills Teachers	-Special Education Teachers and Reading Specialists -Continuum of Services	January, 2025 - June 2026	-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 students remaining in their home building.	-MTSS Resources -Teacher Assignment -Referral Rates	September 2025 June 2026	-MTSS team -Building Principal -Teachers -Elementary Coordinator of Special Education	-Monitor new referral rate at P.E.S.
Explore how to share highlights, progress and special events with the department in order to shift focus to celebrating success.	-Department Meeting and/or SEPAC -Technology	September 2025- June 2026	-Coordinators of Special Ed. -Asst. Supt. -Special Ed. teachers and staff	-At least two ways to share progress and success widely.