

**Using the External Program Review Conducted in the 13-14 School Year, Articulate Short and Long-Term Special Education Program Goals. Develop and Begin to Implement Action Steps for Short Term Goals.**

<b>Improve Consistency in Processes and Procedures for Special Education Programs in the District</b>	
Develop a long-term plan, using a team of stakeholders, based on some of the data and recommendations from the program review.	Long-term
Create opportunities for district and building administrators to meet regularly, with dedicated time to specifically discuss special education expectations, policies and procedure updates so that they all have a common understanding of special education practice in the district.	Short-term
<b>Enhance Communication with Internal and External Stakeholders Regarding Special Education Referral and Placement</b>	
Communicate expectations and procedures for the new Intervention and Referral Services (I&RS) process to stakeholders throughout the district.	Short-term
Collect data to determine effectiveness and monitor consistency of I&RS across schools.	Short-term
Shift the focus and responsibility for I&RS into a general education initiative	Short-term
Provide relevant professional development to all stakeholders involved in the I&RS process, with a focus on general education teachers.	Short-term
Create a district-wide vision with expectations for co-taught inclusive classrooms. Provide professional development, with an emphasis on appropriate models for co-teaching, strategies for choosing co-teaching partners, and development of co-teaching teams. Communicate expectations to all relevant teachers and participants.	Long-term
Create a co-teaching walk-through form, based on these district-wide expectations, to be used as part of the evaluation system.	Long-term
Provide consistent and ongoing professional development for all teachers who co-teach, particularly those who are newly assigned.	Long-term
<b>Continue to Review and Enhance the Development of the Special Education Workforce</b>	
Conduct in-depth data collection and review of the nature of the work of child study teams. Caseloads should be reviewed to determine what is reasonable in each school, related to the context and needs of the students in the building.	Long-term

Review the PLC schedule to seek opportunities for child study team members to work with teachers.	Short-term
Create ongoing opportunities for Child Study Team members to participate in meaningful professional development.	Short-term
Allocate time for CSTs to meet with their teams and the teachers they serve.	Short-term
Provide dedicated and consistent secretarial support, either in each building or central office, to do paperwork tasks, scheduling, and transportation.	Long-term
Create consistent and efficient procedures/processes for communication between supervisors, building administrators, and teachers.	Long-term
Conduct regular meetings between supervisors and their respective teachers to facilitate communication and give teachers an opportunity to ask questions and give feedback about programming, initiatives (such as progress monitoring, new computer programs used, etc.), and to provide ongoing, regular feedback to supervisors.	Long-term
Plan and provide regular and targeted professional development for educational assistants, with topics relevant to the specific nature of their specific work.	Short-term
Provide time for teachers and their assigned educational assistants to communicate, and plan together.	Short-term
Creation of a clear vision and expectations for interaction between general educators and special educators, and communication of the vision and expectations to all relevant stakeholders.	Long-term
Create opportunities for district-wide, consistent professional development related to current issues and practice in special education, where everyone receives the same messages.	Long-term
Increase consistency of policies and procedures, as well as review of child study team practice to help to improve parent relations and alleviate concerns about case management.	Long-term