



# Special Education Programming Update

January 24, 2024

# Guiding Questions

1 What is the continuum of programming for special education in CUSD 200?

2 How has the special education population adjusted over time?

3 What is being monitored as we moved into FY25 staffing plans?

# Special Education Programming: EC-12+

Early Childhood	Elementary	Middle School	High School	Ages 18-22
Blended Classrooms	Resource	Resource	Resource	Transition
Instructional Classrooms	<b><u>Instructional Classrooms</u></b> SKILLS Essentials PISA SAIL	<b><u>Instructional Classrooms</u></b> SKILLS Essentials Direct	<b><u>Instructional Classrooms</u></b> SKILLS Essentials Direct	
All Levels: Out of District Programming				

# General Education Setting vs. Instructional Setting

Typical Elementary Classroom Experience	Instructional Elementary Classroom Experience
Class size ranges from 24-28 students	Class size ranges from 6-10 students
Math Coach, Reading Coach, Multilingual Specialist or Resource teacher may co-teach portions of the day	Additional staff are within the classroom for a majority of the school day
Students are able to navigate lunch and other school environments independently	Students need support to navigate lunch and other school environments
Independent work time occurs during some portions of the school day	Support is needed throughout the school day
Students use Bookworms, IM or other common D200 materials	Instructional materials are individualized for each student
Whole group instruction is common, students level the room for interventions that occur in a small group. This includes resource students	Instruction typically occurs in small groups
Weekly communication through newsletters or phone calls as needed	Communication occurs daily

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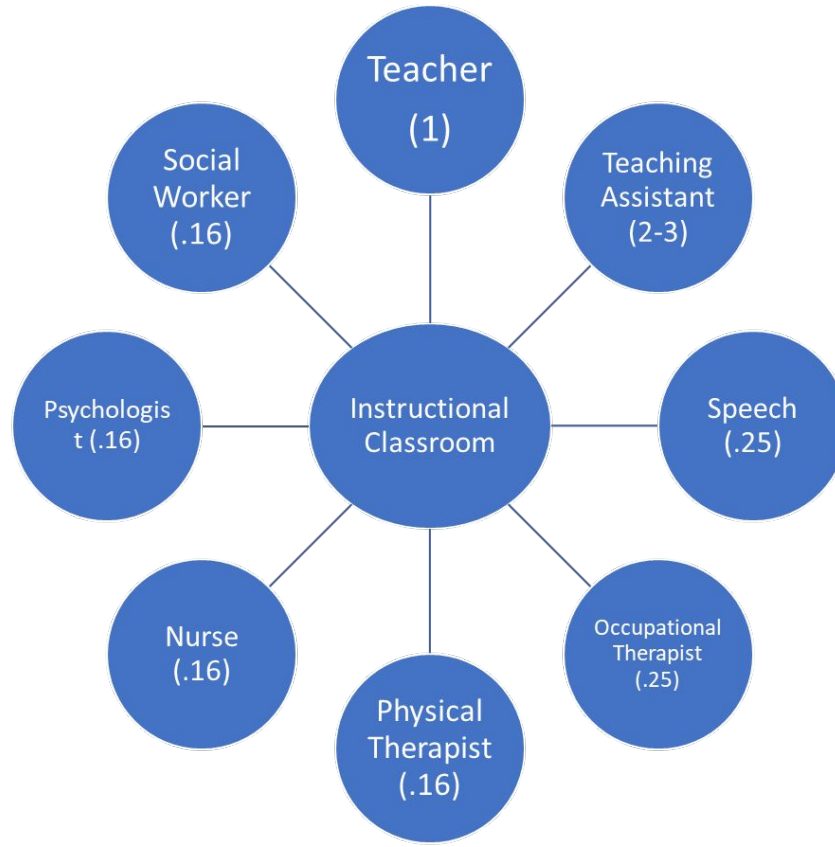
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# Instructional Level Classrooms

The table represents the change in the number of instructional classrooms per level

	2019	2024
Elementary	18	21
Middle School	8	10
High School	8	10
Total	34	41

# Staffing Requirements for Instructional Classrooms



*This model is based on staffing averages. Staff supports may fluctuate based on the makeup of the classrooms and the individual student needs.*

# Elementary Increases for Resource Staff

At the elementary level, special education teachers use research-based programs to provide support to both students with resource level programming and Tier 3 programming.

We are seeing an increase in students needing these services since 2019-2020.



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# Monitoring and Supporting Culture

## **Support Structures**

- The new mentoring program has two tracks--general education or special education. The special education mentoring program was designed to provide job specific training throughout the year. A mentor in a like role was selected.
- Additional leadership positions: Student Support Specialists, Early Childhood Instructional Coach, Additional Director Support, Assistant Principal for Bower Elementary

## **Feedback Loops**

- Morale Survey
- Shadowing resource teachers
- Administrator/staff feedback to guide the FY25 staffing needs

# Strategy

## **Hiring**

- Beginning the hiring process early for hard to fill positions, such as School Psychologists
- Continuously recruiting Teaching Assistants
- Grow Your Own Program/Wheaton North Internships

## **Staffing Allocations for FY25**

- Special considerations for staffing needs, particularly for Instructional Classroom settings
- Working closely with elementary administrators to analyze the staffing supports for resource and Tier 3



Questions

Discussion