

# Table 1 COOR ISD Special Ed. Planning

**Triggering Question:** "What prevents COOR Intermediate School District and its constituent local districts from creating a seamless delivery system for all students, especially special education students?"

**#: Factor**

- 1: Supportive Culture: Successfully included students have supportive families, all students need supportive families.(jschloop)
- 2: EBP's: We must be aware of and used evidenced based practices.(brendajudy)
- 3: Trainings: a reluctance by local districts to take advantage of COOR trainings (brendajudy)
- 4: Infrastructure: Much inconsistency in ISD with infrastructure w/in buildings to problem solve....(brendajudy)
- 5: Knowledge/Awareness: Much planning w/out all stakeholders involved. Information is not shared. (brendajudy)
- 6: Funding: How does COOR expect to help LEA offset funding decreases? (teammurphy)
- 7: Instructional: Where is COOR's vision in helping LEA fully include students to meet mandates? (teammurphy)
- 8: Instructional: What are the delivery systems for SE that are being explored/utilized in LEA's ? What is COOR's strategy to help? (teammurphy)
- 9: COOR ISD/LEA S.E.: What if COOR employed all LEA SE staff? (marcwills)
- 10: Resources: There is a lack of money to support people. With all the cuts we have less to offer (jszmoniak)
- 11: Programming: There is a lack of programming to support transition students in the workforce, tech school & colleges (jszmoniak)
- 12: Differing Philosophies: With all the differing philosophies and delivery systems it would be difficult to have just one system for the whole ISD, sharing best practice would be good. (morgensj)
- 13: Lack of Collaboration: it is difficult to meet all of the demands without collaboration among all the various staff (morgens)
- 14: Vision: All stakeholder understand special ed is a service not a place that integrates into the general ed environment (dozzir)
- 15: Training: All stakeholders develop a common understanding of the role of Special Ed. in the Educational process.(dozzir)
- 16: LRE:Gen Ed. & Sp Ed delivering all services for appropriate students in Gen Ed. Classroom with consistency (dozzir)
- 17: Staffing: Sharing staff with other districts so that all needs are met (dozzir)
- 18: Staffing:finding and retaining staff in shortage areas such as Speech and Psychologists (dozzir)
- 19: Delivery System: a common understanding of Sp Ed services & how they are delivered amongst all LEA's (dozzir)
- 20: Money: with shrinking revenue on all fronts LEA's must use more their financial resources to fund Sp Ed programs (dozzir)
- 21: Curriculum: using common core standards in the goal development process for Sp Ed Students (dozzir)
- 22: Lesson Planning: Development of alternative and differentiated lesson plans for all to use and shared with other districts. (jschloop)
- 23: Who's Student: who takes ownership of students who receive Sp Ed services? (jschloop)
- 24: LEA Preferences: LEA have different philosophies & resources on how to provide services. Some districts do not have a

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consistent model between school districts.(billwachowiak)

25: Community Resources: collaboration/communication between community agencies and ISD/LEA. (marcwills)

26: Assessments: use of multiple measures to support school wide decision making & understanding which assessment is appropriate for which students. (marcwills)

27: Classroom Management: understanding policies as a continuum within the district, building, classroom. Best practices for discipline. (marcwills).

28: Programs: It would be helpful if teachers had time to share with each other in other districts about what is working (jonesd71)

29: Instructional Delivery: equitable access for all student to the gen ed. curric. Research based strategies to differentiate instruction. (marcwills)

30: Improvement Plans: the school improvement plan and CIMS allows for consideration of strategies and evaluating resources (marcwills)

31: Gen. Ed. Understanding Sp. Ed.: a lot could be done to produce a seamless delivery system if Gen. Ed. understood what Sp. Ed. is all about. (jonesd71)

32: Graduation: it would be beneficial if all LEA's shared what they do to help students reach diploma status. COOR might be able to help develop common bases of understanding.(jonesd71)

33: Family Involvement: many families that have a special ed. child also have other children who are not. Self esteem can be lost for all. We are asked to be cheer leaders for the family--that's ok (moemama)

34: Parents: It is important to remember the parents in this process and their educational level. We may be asking them read things they cannot read (moemama)

35: Parent Involvement: a struggle in the system is not only funding, lack of staff but lack of parental involvement. School is not daycare but a foundation for education to be supported with parent involvement (lajamison)

36: Student Expectations: labeling mindset can sometimes limit the expectations for both sp. ed. and gen. ed. students. Strive for the best of every student w/o labeling. (lajamison)

37: Life Skills: there are focus opportunities for sp. ed. students on particular life skills that are not taught in gen. ed. classes. Could be something both gen. ed. could profit from as well. (lajamison)

38: Ed. Inclusion: sp. ed. students in gen. ed. classrooms often require a hi level of 1-1 assistance & modification to understand the material. Grades are not 'apple to apple' comparisons (lajamison)

39: Social Inclusion:there are social benefits for inclusion of sp. ed. students. Segregated classrooms often create social stigmas (lajamison)

40: Student Needs: we have increasing numbers of students who have mental health issues which schools are not equipped to handle or deal with. CMH and Courts are also stretched....(sshepardson1)

41: Curric.Expectations: the MMC is difficult for some students with special needs. These students are forced to struggle through material that may be irrelevant or they cannot get a diploma (bobbiross)

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- 42: Staff: the number of staff available. We could have more programs & better service if we could afford more people.(bobbieross)
- 43: Programming: one problem in the 'seamless delivery' is the lack of programming in some areas. Student who won't get diploma but may not qualify for adult transition program (bobbiross)
- 44: At risk families: limited community resources is a barrier in meeting social, emotional & behavioral needs of students (brookelaurent)
- 45: At risk families: many of our students come from at-risk- homes & are impacted by a multitude of factors..... (brookelaurent)
- 46: Qualified Staff: certain positions (school psych & speech) that are difficult to fill has an impact on delivery of services to students in need (brookelaurent)
- 47: Increased Academic Expectations: providing support in a way that does not interfere with the student's exposure to the curriculum. Traditional interventions are difficult to implement with raised expectations (brookelaurent)
- 48: Increased Academic Expectations: how do we meet the needs of all students with the increased academic expectations, especially @ high school? (brookelaurent)
- 49: Materials: curricular materials used by sp. ed. and gen. ed. are different and not always compatible. We may be trying to teach student with competing strategies (vsloan1)
- 50: Time: we struggle to find time for gen. ed. and sp. ed. teachers to plan together. Sometimes sp. ed. staff are not included in data/planning sessions (vsloan)
- 51: Balancing: it is difficult to balance between helping students be successful in gen. ed. and teaching them the skills they need in special ed. (vsloan)
- 52: Modification: Use of MEAP is at odds with modifying the curriculum to meet the needs of special ed. students..... (mayess)
- 53: Differentiation: I sometimes feel that 'differentiation' is the excuse for dumping a lot of sp. ed. students in gen. ed. classes sometimes more than law allows in special ed. classes. ....(mayess)
- 54: Roles: clearly defined roles with flexibility to meet the varying needs within a building. (brendajudy)
- 55: Communication/Infrastructure: there seems to be little communication between districts about how services are delivered. Often there is a disagreement on how best to deliver services. (brendajudy)
- 56: Scheduling Issues: external factors within and outside of our control begin to run the schedule which pulls it in directions that may not be good for special ed. students. (reesk)
- 57: Autism Explosion: less money, resources, staff the same special ed population plus more AI kids (reesk)
- 58: Behaviors: it is difficult to manage extreme behaviors, especially with fewer social workers and teachers. (hugheyg)
- 59: Differentiation: teachers are unfamiliar with how to meet the needs of student on different levels (hugheyg)
- 60: CCSS: it is tough for both sp. ed. and gen. ed. to wrap their heads around the ideas of CCSS for all students. Special ed. has been focused on skill based vs standards based teaching. (reesk)

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- 61: Money: fewer students fewer dollars--just not fewer special ed. students (hugheyg)
- 62: Technology: special ed. teachers often do not have access to the same technology that is available to gen ed. teachers (sshepardson)
- 63: Staffing: we need to support our students in gen. ed. as well as those on a certificate track (sshepardson1)
- 64: Staffing: increasingly we are asked to educate students outside of school as a result of expulsion. How do we meet this need? (sshepardson)
- 65: Higher ratio of at risk students: even though we are losing students overall our at risk population is higher (hugheyg)
- 66: Staff Numbers: we keep losing special ed. teachers (hugheyg)
- 67: Class size: I think it is more difficult for teachers to be accommodating with special needs students as class size goes up. (hugheyg)
- 68: Staffing: it is hard to deliver special ed. related services with continuity when itinerant staff members are not on a schedule (teresa922)