

Summary of Recommendations from Public Consulting Group
2013 Study of the Bellevue School District Special Education Program
(From presentation to BSNPTA on June 19, 2013)

1. **MTSS:** Develop/implement MTSS framework for academic achievement, positive behavior, and social/emotional growth.
2. **HIGH RISK DISABILITY AREAS:** Assess practices for students with IEPs in high-risk areas to inform future practices and support appropriate special education evaluation referrals in areas of possible under-identification.
3. **PROFESSIONAL LEARNING:** Communicate information in special education manual through training for various stakeholders.
4. **GRADUATION:** Capitalize on and improve BSD's strong graduation rate for students with IEPs. Develop system to identify early students not "on track" to graduate; set goal/act to have no student with an IEP drop out of high school.
5. **DROPOUT:** Set a goal and act to have no student with an IEP drop out of high school. Review past students who have dropped out, their characteristics; and identify proactive strategies for the future.
6. **SUSPENSIONS:** Collect/analyze data for students with/without IEPs to determine extent to which MTSS and SDI is reducing time students are out of school or classes because of misconduct.
7. **CCSS & SDI:** Form working group to study CCSS for students with IEPs, how CCSS and SDI intersect and informs instruction in separate classes.
8. **PRESCHOOL:** Establish expectation that majority of preschool children with IEPs be educated alongside their nondisabled peers through an integrated service model.
9. **PARTICIPATION IN GENERAL ED SETTING:** Examine BSD's service delivery model for SDI and consider alternative models that would enable students to access research-based interventions and receive more instruction in general education core curricular classes with the support of special educators/related service providers.
10. **TWICE EXCEPTIONAL:** Investigate research and evidence supporting effective instruction.
11. **SPECIAL PROGRAMS:** Expand TATs and teacher access to them. Expand student access (as appropriate) to ABA in elementary schools. Establish clear expectation that all students with IEPs be provided with opportunities to interact with nondisabled peers.
12. **ASSESSMENT OF PROGRESS.** Review tools in use to assess extent to which students are benefitting from SDI.

13. **COLLABORATION/COMMUNICATION:** Enhance collaboration between BSD Departments and with schools. Update special education manual.
14. **SUPPORT TO SCHOOLS:** Maximize Special Services' special education support to schools by increasing communication in recommended ways.
15. **STAFFING:** Reallocate or add resources so BSD expectations regarding the provision of SDI/related services are reasonably capable of being met.
16. **ASSISTIVE TECHNOLOGY:** Review and revise assistive technology criteria and procedures.
17. **TRANSPORTATION:** Review current process for discussing issues of concern and how issues may be addressed more effectively/timely.
18. **SPECIAL EDUCATION MANUAL:** When updating BSD's special education manual, maximize access through website posting and links to resources.
19. **FAMILY INVOLVEMENT:** Enhance communication with parents/families by improving BSD/Special Education websites, establishing a standard for school visitations for children having/thought to have a disability, and resolving disputes.
20. **RESULTS DRIVEN ACCOUNTABILITY:** Establish a system of accountability to support BSD's mission to provide each and every student with an exemplary college preparatory education so they can succeed in college, career, and life; and goals for each and every students to reach/exceed academic proficiency, and to eliminate the achievement gap.