

# Integrated Learning Supports Program Evaluation



**Integrated Services  
Poudre School District**

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**Section One**  
**Introduction of Integrated Learning**  
**Supports (ILS) Program Evaluation**

## **Section One: Introduction of Integrated Learning Supports Program Evaluation**

The Integrated Learning Supports Program is a special education program that coordinates and provides educational services to students with significant support needs who reside in the Poudre School District area. One of the obligations of the Integrated Services Department under the Individuals with Disabilities Education Act (IDEA) is to evaluate special education programs and services for students with disabilities. All special education programs are evaluated on a five-year cycle. The purpose of this document is to report on the program evaluation, 2020-2021, for the Integrated Learning Supports (ILS) programming in Poudre School District.

The last Integrated Learning Supports (ILS) program evaluation was conducted during the 2015-2016 school year. It was completed in the summer of 2016. The previous 2016 program evaluation was conducted in collaboration with extensive input from Integrated Services teachers, general education teachers, administrators, and parents. There was a survey administered to ascertain “themes” and areas of concern from different stakeholders. The evaluation was also reviewing the efficacy of the ILS Program Guidelines that had been utilized to align ILS programming across the district.

The current (2020-2021) program evaluation is primarily focused around the six domains from the quality indicator tool for Significant Support Needs from the Colorado Department of Education (CDE). This tool is used to design and evaluate a program(s) for students with Significant Support Needs (SSN) that is comprehensive and grounded in evidence-based practices. The six domains used are Instruction, Inclusive Culture, Collaboration, Paraeducators, Behavior and Transition.

### **Description of Integrated Learning Supports (ILS) programming in Poudre School District**

In Poudre School District students with significant support needs are provided with a Free, Appropriate, Public Education (FAPE) through the Integrated Learning Support (ILS) program. Students with significant support needs are those students that are best defined as students having low-incidence disabilities including: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, complex health issues, serious physical impairment, multiple disability, intellectual disability and/or autism. Low incidence disabilities typically occur in 1% of the school-aged population at any given time

ILS programming and education focus on a multitude of areas. Instruction specific to individuals with severe disabilities include communication, motor, adaptive skills, and independence. The program also includes academic skills in reading and mathematics that are taught in alignment with grade-appropriate content including alternate standards and the educational learning environment of students without disabilities. Instruction and support in communication and social skills, positive behavior strategies, and safety are embedded in ILS programming. Blended with all of these are transition to postsecondary work and learning opportunities, and independent living planning with families and community resources.

## History and Development of the ILS program in Poudre School District

Poudre School District has provided services for students with significant support needs for decades. With the initial implementation of the Individuals with Disabilities Education Act in 1975, students with significant needs have been served through a continuum of services in this community. Center-based programs have had a long history in the district with the focus of providing life skills and functional communication skill development in programs that are designed and supported to specifically target the unique needs of these individuals. Over time, specific programming for students with disabilities has evolved to determine best ways to meet student needs. The team reviewed 2 previous evaluations conducted in 2011-12 and 2015-16.

In the 2011-2012 school year, the Poudre School District supported 94 students in the ILS program. During the 2015-2016 school year, the Poudre School District was supporting 154 students through the ILS programs, which is an increase of 64%. This past year, 2020-2021, PSD supported 179 students in the ILS program. This is a 12% increase. We are projected to support 181 students in our ILS programming for 2021-2022 school year. The graph below illustrates the number of students at each school site with an ILS program in the past six years. In 2011 the Colorado Department of Education (CDE) established the Quality Indicators for Students with Significant Support Needs (SSN). Poudre School District created a taskforce to review the CDE indicators and create PSD ILS Program Guidelines and a best practice checklist. This allowed ILS programs to build programming utilizing recommendations from the CDE and district Integrated Services Leadership. Then in 2014 the ILS district team developed the ILS Rubric to be part of the consideration process for center-based placement. In 2015 the district ILS team created a screening tool that was designed to support the referral process. Both the rubric and the screening tool became part of the body of evidence that teams used to determine placement within the continuum of services.

**Academic School Year**

	15/16	16/17	17/18	18/19	19/20	20/21	20/21 FTE
Laurel	7	9	9	10	12	13	1
Olander	15	13	18	15	13	9	1
Putnam	12	15	13	12	10	6	1
Rice	9	11	8	7	6	4	1
Werner	14	15	13	12	12	9	1
Bethke	-	-	3	5	6	6	1
Lopez	-	-	2	4	8	9	1
Leshner	8	3	4	5	6	6	1
Boltz	7	6	*	*	*	*	
Kinard	-	3	7	7	8	17	2
Lincoln	-	*	10	9	10	6	1
Webber	5	12	9	9	8	7	1
Wellington	3	8	5	6	8	4	1
FRHS	17	18	15	20	25**	18	2
PHS	20	18	22	21	25**	29	3
RMHS	19	17	10	11	11**	13	2
FCHS	-	9	7	12	19**	16	2

\*ILS program moved from Boltz to Lincoln \*\*Blended Autism and ILS programming opens at High School

### **Program Description Across the District, Including Feeder Systems**

Poudre School District currently serves most students in their neighborhood schools. In addition, a few students are educated in center-based programs based on IEP team decisions due to significant needs in the areas of cognitive, social emotional, autism, and deaf/hard of hearing. In 2020-2021 school year there were 3,620 students who received special education services. Of these 3,620 students, 179 are placed in center-based ILS programming.

Students who are center-based placed within ILS programming are identified in the areas of Intellectual Disability, Multiple Disability, or Autism Spectrum Disorder. Each of the comprehensive high school ILS programs serve students identified with Autism Spectrum Disorder within their ILS center-based programs. This shift to including Autism Spectrum Disorder within ILS at high school started in the 2019-2020 school year.

ILS program leadership has focused over the past few years on aligning ILS center-based programming within each feeder system. This allows students to remain with their peer group through their education. Within center-based programs the student to staff ratio is 2:1. There is a multi-disciplinary team of related service providers along with a Special Education teacher and paraprofessionals that support students throughout their day within ILS center-based programs.

### **Description and Number of Students Served in Each LRE Category**

Poudre School District's Integrated Services Department has embraced an inclusive approach to educating students with disabilities. Inclusion provides stronger outcomes for students with disabilities, not only academically with access to general education content, but socially, behaviorally, and communication wise as well. It has been a primary goal of Integrated Services to increase meaningful student access and participation in the general education environment the last several years.

Based on current data, students across the district identified with either Multiple Disabilities, Intellectual Disabilities or Autism Spectrum Disorder (ASD) are in the following LRE categories:

- 19% are accessing the general education environment more than 80% of their day (34 students).
- 62% are accessing the general education environment 40-79% of their school day (111 students).
- 16% are accessing the general education environment less than 40% of their school day (29 students).
- .02% received their services within the Homebound/hospital placement (5 students).

**Section Two**  
**Survey of Program Effectiveness**  
**and Data Analysis**

## **Section Two: Survey of Program Effectiveness and Data Analysis**

### **Methodology**

A general survey was developed using the CDE Quality Indicators for SSN and other additional needed information such as demographics and a section to capture strengths of the program and suggestions for improvement. The domains that were captured in the survey were: Instruction, Inclusive Culture, Collaboration and Communication, Paraeducators, Behavior, and Transition. There were some minor edits among the different surveys of the collective stakeholder groups to better meet their needs and/or perceptions of the ILS program.

Surveys were emailed to stakeholders via a google survey format. Staff and parents were identified through the Integrated Services student list for ILS programs. ILS center-based program staff, relevant general education staff, building administrators, and parents were surveyed.

All survey results were gathered electronically and analyzed. All responses were kept confidential. The strengths and areas for improvement comments were analyzed and then synthesized into themes that could be reported out as general statements in order to preserve the confidentiality of the respondents.

The following groups were surveyed, program and non-program:

- Certified staff (Integrated Services & General Education teachers)
- Classified staff
- Speech/Language Pathologists
- Occupational Therapists
- Physical Therapists
- School Psychologists
- Vision Specialists
- Building Level administrators
- Integrated Services Coaching staff
- Parents or Guardians of Students Receiving ILS Programming

### **Results of Compiled Survey Data and Corresponding Recommendations**

The following pages provide the Poudre School District survey results for students receiving services in center-based ILS programs, combined for all groups. The initial portion represents the demographic data for the respondents. The second portion of the data represents the collected survey responses for each domain. Respondents provided input on program strengths and recommendations for improvement are outlined by participating groups.



Parent survey included participation at the elementary level 40%; at the middle school level 17.1%; at the high school level 37.1% and post high school 5.8%. Classified survey included participation at the elementary level 55.6%; middle school 18.5%, high school 16.7% and post high school 9.2%. Certified survey included participation from 30.8% Integrated Services; 41% General Education, and 28.2% Specialized Service Providers (SSPs). The survey also took into account the number of years served. 18.4% have worked 1-3 years; 23.7% have worked 4-6 years; and 44.7% have worked 7+ years.

Survey respondents were asked about center-based programs for students with significant support needs using the CDE Quality Indicator Tool for SSN Programming. The surveys addressed the following areas: Instruction, Inclusive Culture, Collaboration and Communication, Paraeducators, Behavior and Transition.

For each domain, respondents were asked to consider the statements and rate the level of implementation present for each domain. Below are summaries based on the data collected from respondents. Specific results can be seen within the appendix section of the document. The information gathered from administrators, Integrated Services teachers in programs for students with significant support needs, special service providers, classified staff, parents, and students displayed both areas of strengths, areas build upon that are currently in progress, and needs.

Respondents rated each statement on a 1-4 scale. 1 = not implemented; 2 = somewhat implemented; 3 = mostly implemented; 4 = fully implemented.

### **Instruction**

Strengths identified were in the area of staff feeling their instruction and adaptations are designed to address student's IEP goals as well as academics, communication, social skills, and activities of daily living. Classified staff feel confident utilizing individual accommodations and interventions needed for students to be successful in the general education classroom to the greatest extent possible. Parents feel positive about their child's team being knowledgeable around effective instruction and interventions relevant to their child as well as having the educational program match needs and strengths.

Items identified as in-progress were related to staff ability to consistently collect, analyze, and discuss meaningful data points on an on-going basis. Staff also feel they have been trained and can implement a variety of methodologies.

Areas of need include classified staff feeling they are able to collaborate with general education teachers and SSPs to assist with curricular adaptations.

Recommendations to address these needs:

- Professional development related to new or updated curriculum.
- Development of online module for training paraprofessionals.
- Professional development opportunities with new staff to train on quality indicators for compliance.
- Increased awareness of Dynamic learning Maps (DLM) instructional components.

### **Inclusive Culture**

Strengths identified were in the area of feeling there is an inclusive environment for all students in the school where all students are encouraged and supported to participate in areas of interest to them. There is a sense of belonging and adult responsibility/ownership for all students in the school community. Parents feel their children are encouraged to participate and be involved with general education peers and classes as well as other school activities such as Unified Sports.

Items identified as in-progress were a presumption of student competencies being demonstrated by ALL staff consistently having high expectations for ALL students. Parents expressed there could be a greater sense of shared responsibilities among all staff.

Areas of need include staff as well as parents feeling that administration supports inclusion of all students through the following actions: providing financial support for ALL students and teachers, providing time to meet and on-going assistance to support inclusion.

Recommendations to address these needs:

- Development of module for inclusive practices. Include the work of Shelley Moore's instructional and inclusive community practices.
- Best practices guidelines to increase school administrator awareness and involvement.

### **Collaboration and Communication**

Strengths identified were in the area of staff feeling they have established ways to routinely communicate with the IEP team. Staff also feel like all team members share accountability for student outcomes.

Items identified as in-progress were students consistently utilizing their personal communication systems across people and environments. Parents would like to expand on the team sharing techniques and strategies between home and school.

Areas of need include time for specialized para trainings at the beginning of the school year. Classified staff would like to be able to collaborate more with general education teachers

and SSPs. Parents indicated they would like to see paraprofessionals promote more independence for their children.

Recommendations to address these needs:

- Developing a 2-day training for new ILS staff.
- Developing best practice guidelines for administrators within sites that have an ILS program.
- Levels of independence training for paraprofessionals.
- Ways to increase planning opportunities.
- Continue ILS professional learning communities.
- Evaluate how district collaboration days are currently being used and looking at ways to structure them differently so that teachers with a feeder system can collaborate more effectively.
- Provide opportunities for teachers of different levels to visit to gain a better sense of other levels within their feeder system.
- Create a dedicated learning coach to work exclusively with ILS program and mentor new teachers.
- Collaborate with HR to look at creative ways to recruit and retain quality paraprofessionals.

### **Paraeducators**

Strengths identified were in the area of staff feeling they are able to put systems into place and deliver information that provide paraprofessionals with instructional plans and necessary information to successfully support students. Staff feel positive about appropriate boundaries being respected and maintained by paraprofessionals and that teams uphold confidentiality best practices. Classified staff feel positive about being able to support a variety of students during the day and in a variety of environments.

Items identified as in-progress were staff feeling they have adequately conveyed roles and responsibilities with paraprofessionals and developing systems to evaluate paraprofessionals.

Areas of need include classified staff feeling there are systems in place that provide them with instructional plans or necessary information to successfully support students each day. Classified staff would also like to receive updated information and on-going training to meet specific needs of students (i.e. disability specific, IEP goals and objectives, adaptations needed).

Recommendations to address these needs:

- Developing online module for paraeducators to define work expectations.
- Develop means or system for more effective paraprofessional evaluations that allow critical stakeholders to give effective feedback input.
- Explore options to include paraprofessionals in routine meetings.

## **Behavior**

Strengths identified were in the area of schools supporting all student participation in planning for emergency responses. Staff also feel they understand health care needs and trainings around delegation for students. Parents feel good about being an active participant in creating behavior plans.

Items identified as in-progress were schools taking a proactive approach to supporting students' behavioral needs. Parents would like to feel there are more comprehensive functional behavior assessments.

Areas of need include classified staff wanting to be a voice or participant in the FBA process.

Recommendations to address these needs:

- Developing online modules to address FBA/BIP development.
- Collaborative processes and protocols to work with general education staff to support behavior.

## **Transition**

Strengths identified were in the area of parents feeling that when transitioning between schools/levels, the family was provided with information and support they needed to make it a positive experience.

Items identified as in-progress were transitions between schools/levels going smoothly for the teams or feeling more prepared for new students transitioning into their schools. Staff also would like to feel more positive about the instruction and supports for the next level where students will attend. Staff also expressed a desire to feel better equipped to assist families with accessing community agencies in our area and the transition planning continuum.

Areas of need include staff requesting more information regarding community agencies and alignment across the district with desired outcomes for transition. Supporting students in their transition from school to adult life is also an area of need. Staff would like to increase their knowledge of essential components to write a comprehensive transition IEP. Also reflected from the classified staff was a lack of awareness of students post school goals and an understanding of the purpose of a transition plan. From parents it was expressed a need for more information of transition programming options as well as information regarding post-school resources, community resources, and the district transition series presented each year.

Recommendations to address these needs:

- Discuss ways to increase awareness by teachers about resources that are available. Providing parents with information about the school transition process more frequently, possibly a handout provided at each annual review.
- Person Centered Planning to look at the whole child including interests, what is the next environment, what skills does student need, what are the dreams and goals now, and throughout school.
- Make transition series available virtually and record sessions so that they can be watched later.
- Create a website that has links to community agencies, forms, videos from transition series.
- Collaboration with Community Stakeholders and Service Providers to compile a list of resources and supports that are available post-school.
- Review the school-to-school transition tool kit and revise and update if needed.

Specific data related to surveys completed can be found in the Appendix.

### **Relevant Survey Comments/Evidence**

The following section outlines the comments that were taken from all Integrated Services staff, parent, and student surveys. All comments/ideas are represented but are not duplicated. When several comments reflected a common theme, these comments were paraphrased, and the number of responses represented by the comment are indicated in parentheses. Some statements that identified staff or individual student situations were either paraphrased or not included to protect confidentiality.

All staff comments were compiled and analyzed to determine if there were “themes” that developed in the responses. The following categories emerged through this analysis. The comments from each of the groups are listed below. The areas of need will help guide us to develop our focus areas and planning.

Groups: Licensed Integrated Services and General Education Staff, Specialized Service Providers (SSPs), Classified Staff, and Parents.

## Certified Staff Survey Open Ended Responses

### Instruction

#### *Strengths*

- I love that we have been provided with a math curriculum; it is nice to have something consistent across the district.
- Impressed with the kind, consistent, goal focused way the members of the ILS team work with students making collaborating on goals easy and efficient.

#### *Concerns*

- I need to be more purposeful with academics and make time for other topics not covered in IEP goals and objectives.
- We definitely could use more training in this as what I've done has all been self-taught.
- This is not support that is provided by our ILS teachers.
- Wish the ILS programs were more structured and consistent across programs; some students could benefit from IT and Match-Select-Name.
- Expectations for students with specific needs are not always communicated to paraprofessionals supporting in my classroom.

### Inclusive Culture

#### *Strengths*

- We do a pretty good job.

#### *Concerns*

- We have been urging admin for years to help us implement some whole school PD on inclusive practices and collaboration, but it just doesn't seem to be a priority.
- Each year it's a struggle to get funding to pay paras to be there from drop off to pick up.
- It can be tough to get all ILS staff to follow through with AT and AAC use in the classroom consistently.
- We are slipping as numbers go up and requirements for surface items become more dominant. There just isn't time to modify curriculum. The environment with Gen Ed is great but my ability to meet it is declining.

### Collaboration and Communication

#### *Strengths*

- No responses

### *Concerns*

- Time for specialized para training at the beginning of each year would be extremely beneficial.
- I think gen ed teachers and admin do not share in the same accountability levels.

### Paraeducators

#### *Strengths*

- I am lucky that I have been able to find people who are going to school to work in the field.

#### *Concerns*

- Paras are the hardest part of this job – we no longer have time to meet each week and that is challenging.
- The only time to coordinate with paraprofessionals is during class itself because the time demands on them are so high.

### Behavior

#### *Strengths*

- We do a pretty good job for students with behavioral challenges and try to be proactive.

#### *Concerns*

- When these students are problematic in class there is a lot of reliance on the IS staff for support and assistance.
- Students with significant behavioral issues seem to have more rights than typical students when it comes to maintaining a safe learning environment for all.

### Transition

#### *Strengths*

- No responses

#### *Concerns*

- I do not feel like a solid resource for families when it comes to talking to the family about transition into the community.
- I do feel that some students with behavior challenges are receiving fewer opportunities as time goes on.

- I would like more training on how to make goals for students to prepare with post school life.

### **Classified Survey Open Ended Responses**

#### **Instruction**

##### *Strengths*

- No responses

##### *Concerns*

- Having access to IEP documents would be helpful to see goals and accommodations, etc.
- More prep time would be invaluable as it is hard to juggle time students need, the time it takes to prep, and all the data that needs to be collected.
- There is often talk about needing data but no system in place or knowledge of what students need data taken.

#### **Inclusive Culture**

##### *Strengths*

- Some staff really tries hard to accommodate the students in our program in their Gen. Ed. Classrooms and keep high expectations to support their growth.
- Most staff collectively looks out for ALL students throughout all of their years at school and show patience and grace.

##### *Concerns*

- Time to meet as a team isn't available unless outside work hours.
- There is no time for emails, collaborating, planning, etc. We get in trouble if we do these things after hours and if we don't get these things done.
- Case Managers have no idea what the students are doing in classes because there is a lack of collaboration and communication.

#### **Collaboration and Communication**

##### *Strengths*

- No responses

##### *Concerns*

- There is never time to collaborate with team members.
- The more I know, the better I can support students.



- Discussing assignments together would allow the paraprofessional to have some steps pre-ready for the students to feel successful when participating with their peers.

### Paraeducators

#### *Strengths*

- No responses

#### *Concerns*

- We need new trainings on professional development days – too many repeated classes and would like new information.
- My evaluations are being done by an administrator who has seen me work one time in six years.
- Many times we wish we could do more for the students to support them, but are never given the resources or teaching to do so.

### Behavior

#### *Strengths*

- No responses

#### *Concerns*

- Behavior specialists were called in and I was never involved in any meetings although I was the one with the student 80% of the day.
- A lack of time to coordinate and share information and plan.
- Behavior support often feels more reactive than proactive. Behavior plans are often not shared or explained or even updated.

### Transition

#### *Strengths*

- I am aware of some of the students' goals and have helped with career objectives in collaboration with general education teachers and ILS classes.

#### *Concerns*

- I do not know each students IEP goals and post school goals.

### **Parent Survey Open Ended Responses**

#### Instruction

### *Strengths*

- Keep up the great work everyone!
- Our child benefits greatly from the group of teachers she works with.
- I feel the ILS program meets my child's needs in the best way possible.

### *Concerns*

- Not enough time to do all the classes my child wants to participate in.
- I would love to have more updates as to what exactly he is working on in school so I can carry over the same at home.

## Inclusive Culture

### *Strengths*

- My child has grown so much thanks to the ILS team and their support. They push him and don't let him say that he can't. They always encourage with love and support.
- Our child is routinely recognized and greeted by a majority of school staff.

### *Concerns*

- My child is integrated into the classroom, but not always included.
- Things like co-teaching, having my child not sitting at the back of the classroom, leveraging peer instruction, or even things as simple as having the playground be wheelchair accessible are truly what needs to occur in order to foster true inclusivity.

## Collaboration and Communication

### *Strengths*

- Always there to answer any questions I have about my son and his schooling.
- We highly value all of the special education staff/service providers that interact with our child and feel they routinely go above and beyond in the education of and relationship with our child.

### *Concerns*

- It would be great if we could learn about therapies we can do at home.
- The IEP team demonstrates an ability to listen when in meetings, and demonstrates the exact opposite with implementation. Almost like it's all a show.

## Paraeducators

### *Strengths*

- The para support staff go above and beyond.
- They have helped my son come out of his shell and helping him be independent.
- We see that the paraprofessionals are dedicated, skilled, and have warm and caring relationships and are truly invested in our child.

#### *Concerns*

- Would like to see paraprofessionals pre-planning / scaffolding gen ed work ahead of class so my child may access more independence and gen ed material.

#### Behavior

##### *Strengths*

- They are always there to help calm down any situation and do it in a way that is unique to each child.

##### *Concerns*

#### Transition

##### *Strengths*

- I'm very informed.

##### *Concerns*

- Many parents are not aware of the transition process and rely on other parents for a lot of information.
- This is one area we could use more information about.
- Haven't heard about the Transition Series.

**Section Three**  
**Student Achievement and Outcomes**

### Section Three: Student Achievement and Outcomes

This section highlights the academic progress and growth of students in the ILS Program. This is formally measured through two assessment processes during the year. The first process is the state alternate assessment CoAlt that is aligned to the Colorado State Standards and occurs annually in the spring. The second process is the district alternate assessment - PROGRESS.

#### **State Assessment Results**

The Colorado Alternate Assessments (CoAlt) is administered to students with significant cognitive disabilities who are instructed and assessed on alternate achievement standards (EEOs & ERCs). A Student's IEP team makes the determination if a given student qualifies for the alternate assessment following criteria provided by the Colorado Department of Education Exceptional Student Services Unit.

This standards-based assessment program is designed specifically for students with significant cognitive disabilities. The assessment is meant to provide a picture of student performance to schools, districts, educators, parents and the community. The data should be used to keep abreast of individual student progress toward attaining achievement in the various grade level content areas.

For students who qualify to take alternate assessments, the CoAlt is an indicator of student progress toward the Extended Evidence Outcomes and Extended Readiness Competencies at that student's grade level. Areas assessed are: English Language Arts and Mathematics; Science; and Social Studies.

It should be noted that the state of Colorado has been in a transition period with the development and format of state assessments and alternate assessment the past several years and this year being the first using the newly formatted standards & EEOs. State alternate assessments are not comparable beyond the past year.

The overall results describe your child's overall performance based on Essential Elements. Essential Elements are the alternate content standards for this subject.

The four performance levels are -

- 1) Emerging: The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- 2) Approaching the Target: the student's understanding of and ability to apply targeted content knowledge and skills represented by essential Elements is **approaching the target**
- 3) At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**
- 4) Advanced: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements

Subject	Grade Level	2021-22		2019-20		2018-19		2017-18		2016-17	
		Tested / Total	% 3 or 4	Tested / Total	% 3 or 4	Tested / Total	% 3 or 4	Tested / Total	% 3 or 4	Tested / Total	% 3 or 4
ELA	3	9 / 15	22%	NA		...	...	...	...	...	...
ELA	4	0 / 11	0%			...	...	...	...	...	...
ELA	5	11 / 22	27%			...	...	...	...	...	...
ELA	6	0 / 24	0%			...	...	...	...	...	...
ELA	7	9 / 18	22%			...	...	...	...	...	...
ELA	8	0 / 22	0%			...	...	...	...	...	...
ELA	9	10 / 12	10%			...	...	...	...	...	...
ELA	10	8 / 27	13%			...	...	...	...	...	...
ELA	11	8 / 14	13%			...	...	...	...	...	...
ELA	Grades 3-11	55 / 165	18%			...	...	...	...	...	...
Math	3	0 / 15	0%			NA		...	...	...	...
Math	4	5 / 11	40%	...	...			...	...	...	...
Math	5	0 / 22	0%	...	...			...	...	...	...
Math	6	15 / 24	0%	...	...			...	...	...	...
Math	7	0 / 18	0%	...	...			...	...	...	...
Math	8	13 / 22	0%	...	...			...	...	...	...
Math	9	10 / 12	10%	...	...			...	...	...	...
Math	10	8 / 27	0%	...	...			...	...	...	...
Math	11	8 / 14	0%	...	...			...	...	...	...
Math	Grades 3-11	59 / 165	5%	...	...			...	...	...	...

**District Alternate Assessment - PROGRESS:**

The reauthorization of IDEA in 2004 requires districts to provide an alternate assessment for students who cannot participate in general and district assessments. PROGRESS has been designed to align with Colorado Pre-K - 12th grade Academic State Standards and demonstrate a student’s access and progress in the general education curriculum through assessment of the Extended Evidence Outcomes (EEO’s) and Extended Readiness Competencies (ERC’s). This year the assessment aligns with the new CDE standards and no longer include ERCs.

The PROGRESS scoring rubric consists of a 1-6 scoring. 1 – no opportunities; 2 – awareness; 3 – developing; 4- progressing; 5 – expanding and 6 – bridging.

**Summary**

<b>Literacy PROGRESS K-12</b>		
2017 – 2018	2018 - 2019	2020 - 2021
153 students	162 students	93 students
Highest growth increase 33% Writing & Composition	Highest growth increase 43% Research & Reasoning	Highest growth increase 35% Oral Expression & Listening
<b>Math PROGRESS K-12</b>		
2017 – 2018	2018 – 2019	2020 - 2021
175 students	161 students	95 students
Highest growth increase 30% Properties & Operations	Highest growth increase 34% Number Sense, Properties & Operations	Highest growth increase 18% Number Sense, Properties & Operations

**Section Four**  
**Initiatives and Changes in the ILS Program**  
**Since 2016**

#### **Section Four: Initiatives and Changes in the ILS Program Since 2016**

The previous ILS Program Evaluation results showed a need to better align practices across our district. It was evident that we didn't have a common curriculum scope and sequence, that we needed better alignment in our feeder systems, and we needed to focus on supervision of paraprofessionals. To that end, a plan was developed to address these areas of concern. Professional development opportunities were designed to focus on those identified areas of need. In other areas, committees or Major Improvement Strategies were developed to work on projects that would help achieve the above goals.

#### **Professional Development (PD)**

The ILS Professional Learning Community (PLC) is where teachers can receive credit for participation in group meetings with other ILS teachers in the district. This group selects a focus for the year and works on a project to be utilized by ILS programs these have included: resource sharing websites, paraprofessional resource guide, transition tool kit, and more. PLCs are voluntary and have grown in attendance over the years. Staff have shared that they like the opportunity to visit other sites to learn about programming from each other.

The Summer Institute provides the opportunity for teachers to meet in the summer to create materials that will be used to support student needs and improve instruction.

Classified Academy is a offered in the Fall, Winter, and Spring each year. The district continues to assign and implement Learning Plans as new IS classified staff are hired. We continue to expand our elective courses for the Classified Academy.

#### **PROGRESS - District Alternate Assessment**

The reauthorization of IDEA in 2004 requires districts to provide an alternate assessment for students who cannot participate in general education and district assessments. PSD Integrated Services established a committee of special education teachers to develop an alternate assessment for the district that would satisfy federal and state law as well as provide an assessment system that would create a cohesive curriculum and expectation for ILS students. Our goal was to be able to track growth for these students based on what was expected that they be taught (standards), instructional practices and assessment to measure growth. PROGRESS has been designed to align with Colorado P-12 Academic State Standards and demonstrate a student's access and progress in the general education curriculum through assessment of the Extended Evidence Outcomes (EEO's) and Extended Readiness Competencies (ERC's). The PROGRESS Literacy and Math components are both administered during the 1st and 4th quarters of each school year. In alignment with newly implemented standards, the ILS program has reconfigured the PROGRESS tool to incorporate the updated EEOs and remove the ERCs.



### ILS Program Placement Rubric

The ILS standard rubric is designed utilizing the Quality Indicators. The ILS PLC designed a screener component for quicker reference for referrals. Teams can utilize the screener to determine if a student is appropriate to go thru the full process.

### Neighborhood / Zone School Alignment for Programming for Students K-12

Historically, the ILS teachers have always advocated for students to attend their neighborhood school or along with their peers. There was an effort to take a more systematic look at the current structure and feeder zone alignment. Integrated Services has added a program at Bethke for the Elementary level as well as Kinard and Lincoln at the Middle School level. In the past 2 years our comprehensive high school have aligned ILS/Autism programming thus supporting their neighborhood students.

### Paraprofessional Supervision and Evaluation Guidelines Resources

Supervising paraprofessionals is consistently an area for on-going training and resources was a recurring theme. Consistent language and process were developed for classified staff. The group determined there was a need to develop consistent language and processes for classified staff. The monthly ILS PLC continues to develop processes and resources. There is a shared Google resource site which houses “go to” information and “how to” videos.

### Curricular Adaptations Website and Resources

The Integrated Services website includes curricular modifications and adaptations that are available to district staff. ILS staff continue to contribute resources to this website. The IS website has curricular modifications and adaptations available to district teams. ILS programs have been provided with math and reading curriculums for students with significant support needs to increase consistency of academic resources across programs.

### Transition Planning

The school to school transition tool kit includes timelines, information and expectations at each level, family questionnaire, student profile and a meeting agenda reference guide. This is available in the staff document library. Transition Information Nights provide parents with options where they are given information about their child’s next school and ask questions of teachers from that level. The district provides information and resources to families to assist with transition to adult life. Most students served by ILS programs have access to transition services through two district run programs - Community Connections and Cooper Home. Students who are eligible typically attend for the final 2 years before aging out of school-based services. Students also have an option to continue at their comprehensive high schools until 21 years of age.

### Unified Sports

Since implementing Unified Sports in the district there continues to be an increase of the type of sports being offered as well as considering all the developmental levels. Students with significant support are currently able to participate in flag football, basketball, soccer, and cheer. Middle schools have also been able to start some Unified programs.

**Section Five**  
**Interpretation and Summary**

## **Section Five: Interpretation and Summary**

### **Summary of Data**

Overall, the ILS Programs in Poudre School District demonstrate a strong, well-regarded program for serving students with significant cognitive disabilities. This is based on the initiatives and changes that have occurred since both the 2011 and 2016 program evaluation recommendations as well as the analysis of current survey data collected from primary stakeholders. The ILS Program has served from 94 to 150 students over the last five years with each year increasing in numbers. Growth in the numbers of students served can be partially attributed to and parallel to the increase in student enrollment across Poudre School District. Other anecdotal information obtained from IS staff that place students moving into the district indicate that a number of families have moved to Poudre School District based on their research of and comparison to other school districts and their preference to the programming they want for their child with a significant cognitive disability.

A major body of evidence came from staff and parent surveys that gave feedback for this program evaluation. A total of 39 certified educators, specialized service providers (SSP), 54 classified staff, and 34 parent responses.

### **Commendations**

Certified staff survey results indicate that overall staff is satisfied in the areas that address academic instruction, assessment and progress monitoring, collaboration, behavior supports, and environmental considerations. Staff indicate strengths are related to compassion, dedicated, and hardworking individuals where the whole team wants what is best for students. Students can now follow a trajectory in their feeder system. Students feel welcome and an important part of the school. High level of expectations where students are held accountable while providing a supportive and caring environment. Staff advocate for the best educational experience for each child, supporting students where they are trying to make a program that fits their needs. Inclusion allows other students to learn about differences. Appreciate having BCBA support and training which are so valuable.

Classified staff see strengths being around individual student focus, supporting each other and students, and employees care of students. Opportunities for PD educational classes throughout district. A genuine care for the students in the program and a desire to see them succeed in the classroom and beyond.

Parents shared feelings around teacher and staff engagement and support for students. They can handle any situation with love and support. They tailor all educational needs to each student. Parents expressed there are great resources with paras, staff, and technology. There is appreciation for the multidisciplinary approach the team takes to address student needs. PSD attracts strong, capable ILS staff.

## **Limitations**

Areas for improvement from staff include collaboration; more training on co-teaching; curricular adaptation; and supervising and allocating paraprofessional resources, as well as best practices and strategies for providing meaningful and purposeful inclusion. A desire was to have more cohesion across programs and more alignment with curriculum. General education teachers need to be on board with the inclusion of all students. Overwhelmingly, from all staff groups, was a strong need for time for staff, at all levels, to collaborate on students in order to be proactive and problem solve students' needs, as well as to be able to plan for purposeful inclusion of students in the general education setting based on individual student needs.

Classified staff indicated more teambuilding and a better standard of communication between teachers and paraprofessionals. More transparency shared with the paras assigned to kids about the goals for the student.

Parents expressed a need for better communication within the school about children with hidden disabilities. There also needs to be better education of case managers with regards to their role communicating with the family and the teachers in the school. More opportunities to interact with typical peers. More opportunities outside of school and more help if needing to return to virtual again.

## **NEXT STEPS**

Based on recommendations from survey respondents the following next steps will occur:

- Development of staff training modules/resources
  - Inclusive Culture
  - Instructional Components
  - Paraprofessional Guidelines
  - Behavior Practices (FBA & BIP)
- Planning for PD regarding new or updated instructional materials
- Consideration of updating the previous ILS Best Practices documents
- Put into place a 2-day ILS new staff training that would be required
- Development of practice guidelines for administrators
- Continued PLC opportunities to capture related recommendations
  - Collaboration and Communication
  - Paraprofessional
  - Behavior
- Proposal of a High School specific PLC to address transition needs
  - Develop a handout for parents regarding school transition process
  - Virtual transition series made available to parents and teachers
  - Transition related goal work
  - Transition website

Roll Out Plan to Share Program Evaluation with Stakeholders:

January 2022	Share with Integrated Services Team
February 2022	Present to ILS PLC
Spring 2022	Write a Summer Institute proposal to create modules
Spring 2022	Create High School PLC to address transition needs
Fall 2022	Write a PD proposal to focus on instructional practices

For further information, please contact the Director of Integrated Services, Sarah Belleau at [sabellea@psdschools.org](mailto:sabellea@psdschools.org).

**Appendix A**  
**Licensed Educator, SSP Survey Results**

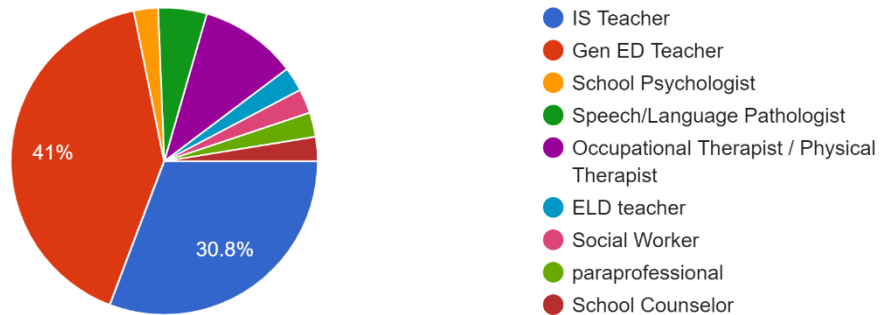
# 2021 Certified ILS Survey

## Demographics & Overview of Results

Thirty-nine certified staff responded to the 2021 Integrated Learning Services survey. Most of the respondents, 41% and 30.8%, were general education and integrated services teachers, respectively. About half (44.7%) of the respondents had been teaching for seven or more years. Elementary and high school certified staff made up 38.5% of the respondents, each. Just over 20 percent of respondents worked at the middle school level.

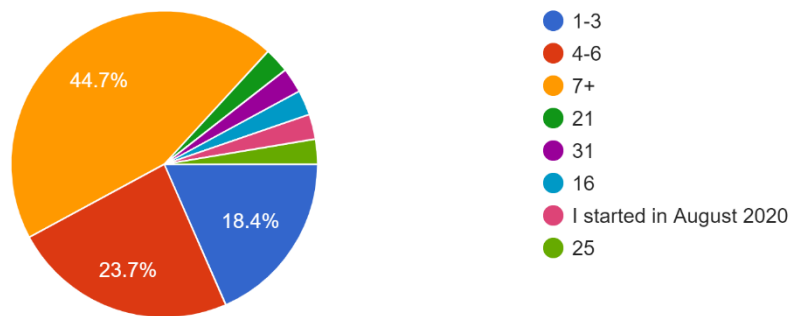
Please indicate your role

39 responses



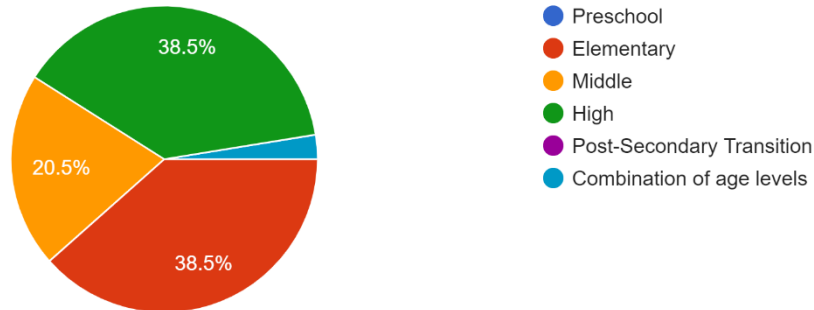
How many years have you worked in PSD?

38 responses



## What is the primary age of students you support?

39 responses



Of the three groups surveyed (parents, certified, and classified), certified staff reported the lowest level of agreement of ILS programming, with an average score of 3.15 (on a 4-point scale) overall. Certified staff reported the highest level of agreement questions regarding behavior & health/safety (M = 3.3). Certified staff reported a high level of agreement on questions regarding para-educators (M = 3.28), instruction (M = 3.17), collaboration & communication (M = 3.16), and inclusive culture (M = 3.13). Certified staff reported the lowest level of agreement on question regarding the transition from secondary to post-secondary education (M = 2.87). Overall, certified staff who completed the survey, reported a high level of agreement with the Poudre School District Integrated Learning Services programs.

Component	Mean Score (1 Lowest, 4 Highest)
<b>Behavior &amp; Health/Safety</b>	3.3
<b>Para Educators</b>	3.28
<b>Instruction</b>	3.17
<b>Collaboration &amp; Communication</b>	3.16
<b>Inclusive Culture</b>	3.13
<b>Transition to post-secondary education</b>	2.87

The items with the lowest scores revolved around feeling equipped to assist families with accessing community agencies, feeling equipped to support students in their transition from school to adult life, knowledge of essential components to write a comprehensive transition IEP, and alignment across the district with desired outcomes for transition. These are areas that the ILS department need to investigate further and find more effective ways to disseminate information about the transition programs available to ILS students.

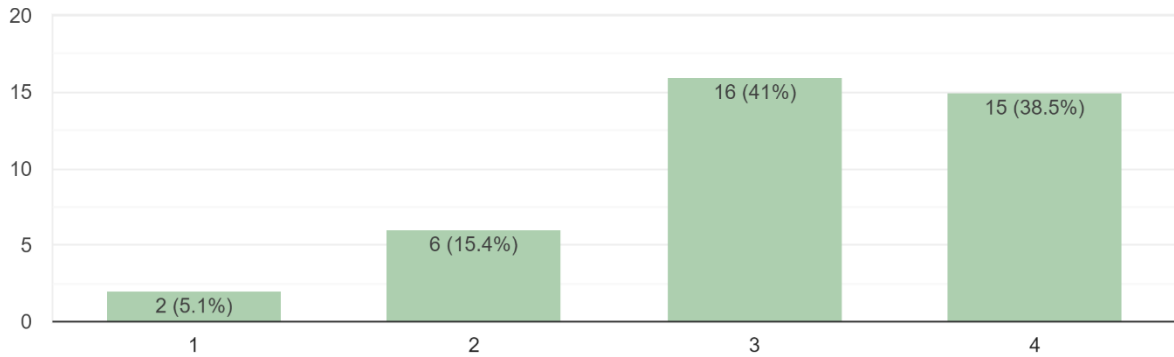


## Results of Individual Items from the Survey

### Instruction

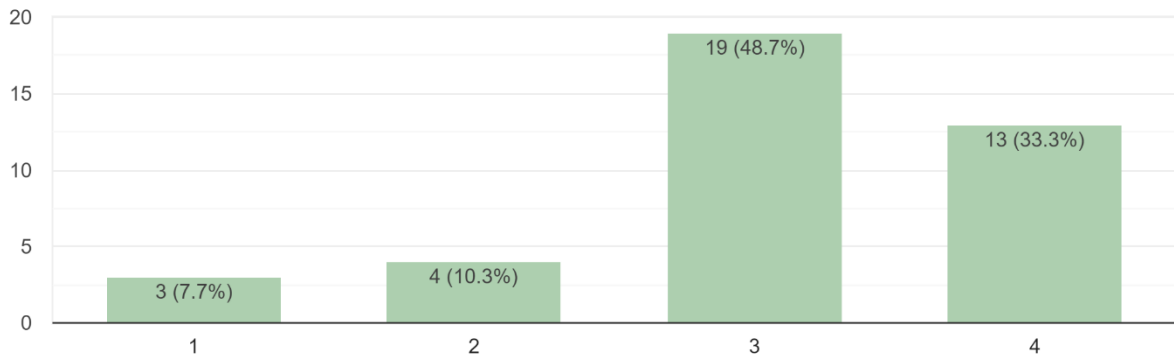
I have been trained and can implement a variety of methodologies.

39 responses



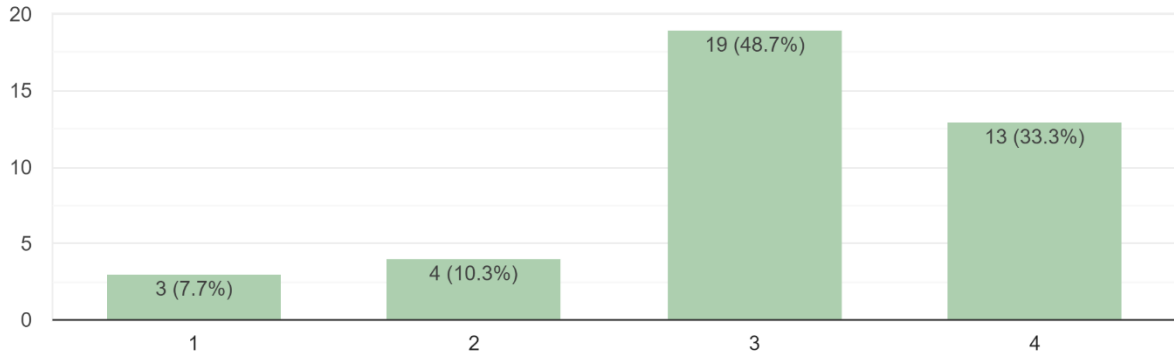
I consistently collect, analyze and discuss meaningful data points on an on-going basis (e.g., IEP goals, learner outcomes, behavior).

39 responses



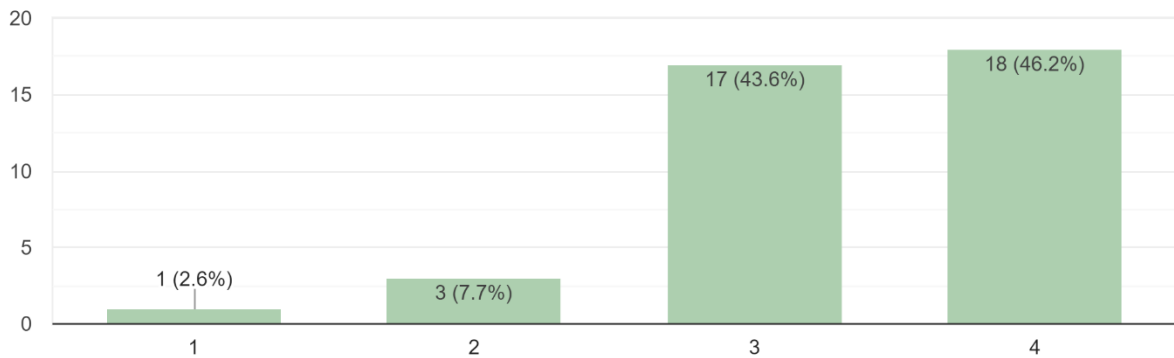
I consistently collect, analyze and discuss meaningful data points on an on-going basis (e.g., IEP goals, learner outcomes, behavior).

39 responses



My instruction and adaptations are designed to address the student's IEP goals as well as academics, communication, social skills, and activities of daily living.

39 responses



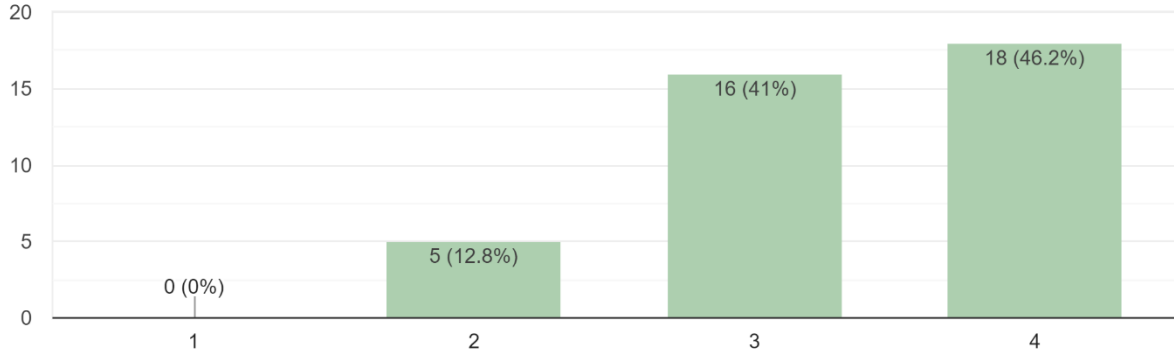
- I love that we have been provided with a math curriculum, as it does sometimes feel as if we are all creating our own curriculums constantly. It's nice to have something that is consistent across the district.
- The choices on this page didn't match the key at the top. I went ahead and chose 1 for most of my answers because I feel that I somewhat implemented these this year. Being new to the district and ILS, I do feel that my data collection was a little less clear this year. I did better once back in person, but it was difficult to do consistently during remote and boost sessions, as students weren't showing growth as they normally would. I do feel like I focused more on goals this year, which included communication and social skills, but I

need to be more purposeful with academics and make time for other topics, not covered in IEP goals and objectives.

- I am always impressed with the kind, consistent, goal focused way the members of the ILS team work with each individual student. Collaborating on goals was easy and efficient.
- Support is needed when students have technological capabilities that cause discipline and disruption problems in class.
- We definitely could use more training in this. What I have learned and done has all been self taught or taught in the context with a co teacher. No formal training.
- I do these things on my own this is not support that is provided by our ILS teachers.
- I wish the ILS programs were more structured and consistent across programs as the ASD programs are. ILS teams should also be trained in NET as well as IT, since IT is useful for some students within the IS program. Other structured-based interventions, such as Match-Select-Name should be something each ILS teacher and staff is trained in.
- Students in the ILS program are supported by paraprofessionals. The expectations for students and best practices for working with specific needs in the classroom are not always communicated.
- I feel like I am being generous with 3. I think the levels of students in ILS have become very wide and someone loses out. If I worked 10-12 hours a day everyday of the week maybe I could keep up. I think for the last 15+ years the focus has been on appearances (IEP checks, compensatory services...) and what has suffered is all of the things above. I know it is necessary and that there are repercussions if those things are not done, but sometimes I think there is too much focus and it is killing teachers to always strive to above and beyond for these things that are easily quantifiable and looked at by outside agencies. We still have students with behavioral challenges who have to be given attention for safety and families that need a large amount of time. Other students lose out. I am lucky at my school that the MC teachers are willing to work with me to support the tweener students, that is not the case at many other schools. I know other districts put all students with intellectual disabilities in one program, that students with significant disabilities are clumped together in self contained settings. That is what we are moving towards, I am glad I am getting close to bowing out of teaching if this trend continues. It is impossible to do everything that we are asked to do and not have some students, the ones without behaviors and demanding parents, lose out. I appreciate the folks that do what they do at the district level but everything rolls down to teachers from the district and then up from the parents to teachers. I am sure everyone feels that pinch no matter where they are in the hierarchy but I think it is going to continue to become difficult to keep special education teachers.

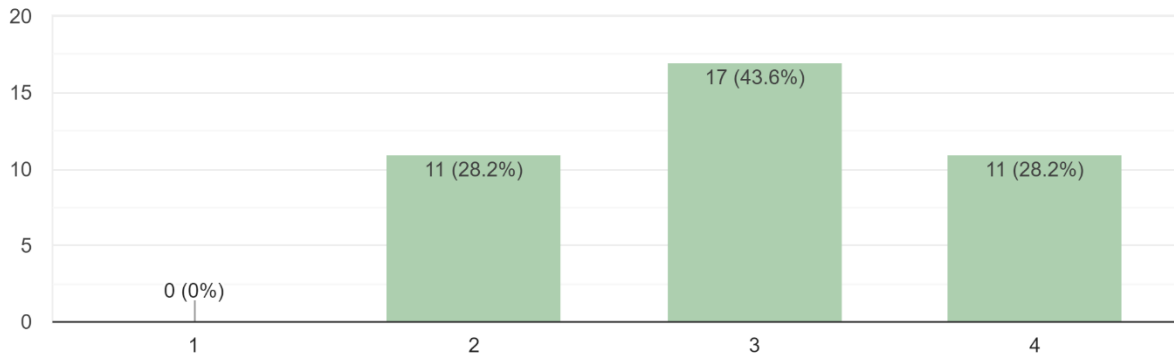
There is an inclusive environment for all students in the school where all students are encouraged and supported to participate in areas of interest to them.

39 responses



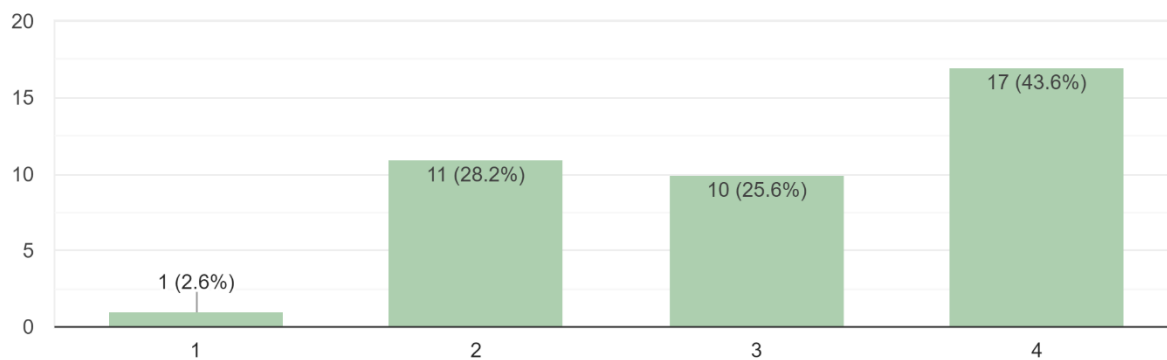
A presumption of student competence is demonstrated by ALL staff consistently having high expectations for ALL students.

39 responses



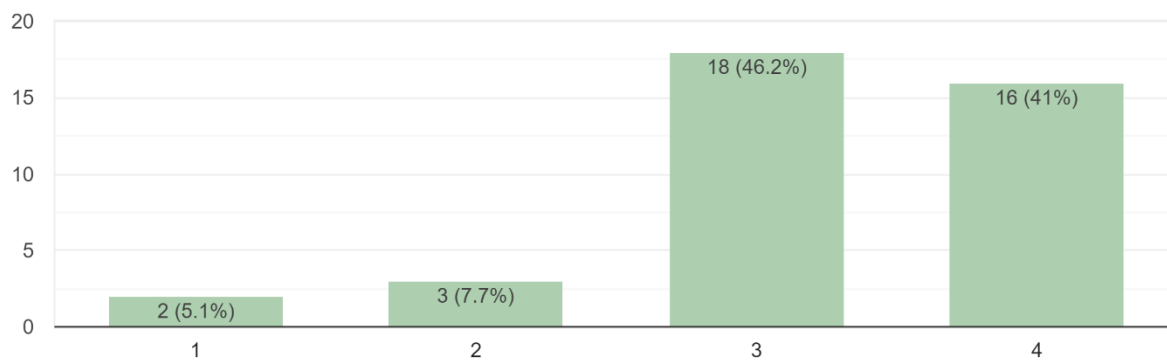
There is a sense of belonging and adult responsibility / ownership for all students in the school community (e.g., playground, lunchroom, general education classrooms, library, extracurricular activities).

39 responses



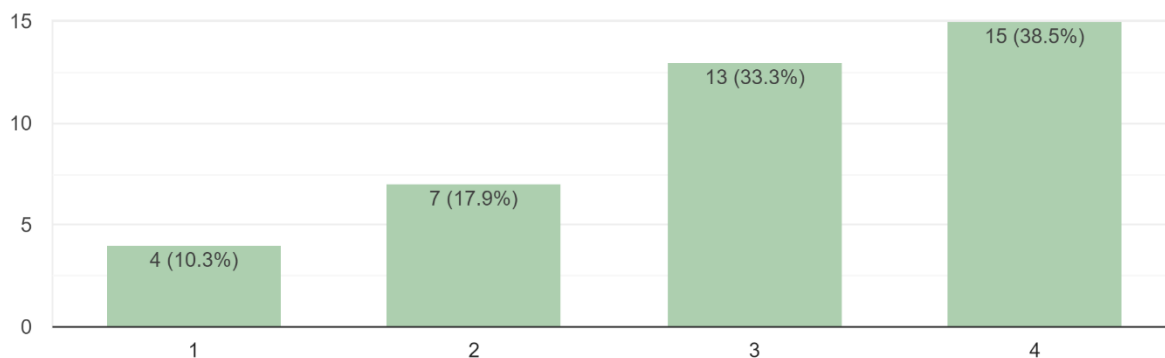
Student voices are heard and have opportunity to make choices that impact their day.

39 responses



Administration supports inclusion of all students through the following actions: providing financial support for ALL students and teachers, providing training and ongoing assistance to support inclusion.

39 responses



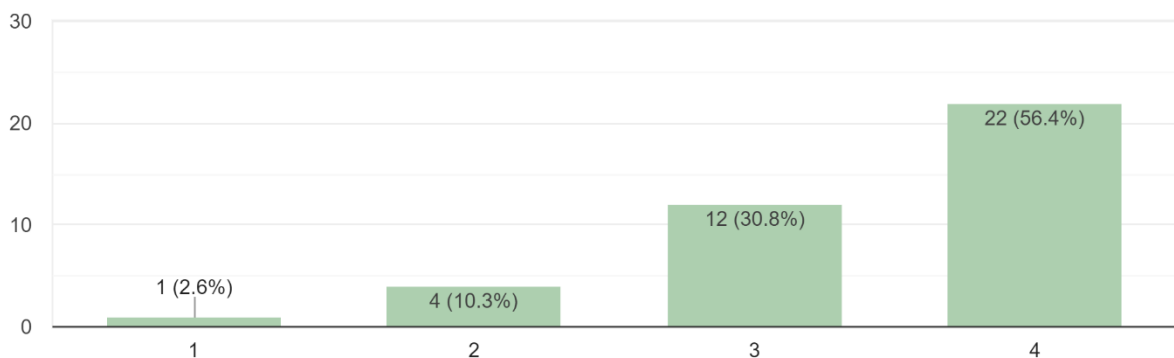
- We have been urging admin for years to help us implement some whole school PD on inclusive practices and collaboration, but it just doesn't seem to be a priority.
- At the high school level I see teachers slacking in their responsibilities outside of classroom. I am guilty of this as well sometimes. This includes ensuring that students are supported at lunch & getting on/off the bus. I feel like students in ILS are supported but some of the mild/mod are not.
- Again, being new to the district and ILS during a Covid year, I only have my perspective from this year. I feel that ILS, even more than other IS programs on my campus, isn't meant to feel isolated, but this year we definitely were. I am hoping that as we return to more normal expectations, we will be able to get out kids into classrooms more often so that students and staff are more apart of the full school day experience. I would like to have time to collaborate during the school day, but this year all collaborations had to be before or after school. Since there were little opportunities for subs, we also didn't get to meet with colleagues or parents during the school day, which at times would be beneficial.
- Lopez has a very inclusive environment from the playground to the classroom.
- We work hard to be inclusive at all levels at FRHS
- I think this is significantly different based on who the ILS teacher is and which building admin. Some teachers focus heavily on inclusion while others disagree with the model and the room becomes self contained. Some admin support in any way they can, others absolutely do not.
- Our school supports students with loud parents every one else takes a back seat.
- Each year it's a struggle to get funding to pay paras to be there from pick up to drop off which taxes the rest of the team as pressure is placed on the ILS teacher to tell the SSPs that is there responsibility to help out and "be a team" and aid with pick up and drop off each day. This inconsistency of support is also not best for students.

- ILS teachers are constantly over-scheduled, with high class numbers, and shorted on paras regularly. As a content classroom teacher, my experience is that their workload seems inequitable to the rest of us, in that they have more responsibilities and risks without extra pay or plan time.
- It can be tough to get all ILS staff to follow through with AT and AAC use in the classroom consistently. We often are required to meet for collaboration time (and IEP/eligibility meetings) outside of contract hours without compensation.
- We don't truly do inclusion at my site. What we call inclusion is ILS case managers working with counselors to hand pick the teachers who work effectively with our ILS students with little to no regard for how many students with IEP's end up in a given class. The result is a class of 34 with 18 students who are identified as either ELD or having an IEP/504. Often a para or two is added to offset the challenges accrued. Not only is this a disservice to all students, but it does not empower teachers who need opportunities to learn to effectively work with all students.
- We do a pretty good job at our school but we are slipping as the numbers go up and the requirements for surface items become more dominant. Modifying curriculum and making sure students are truly engaging with general education curriculum is slipping, there just isn't time. We talk a good game but underneath it is hard to really provide what students need to be included rather than just plopped into classes. Now the general education teachers are ready and willing to have students with significant support needs in their classes, they are great. I feel like my ability to really adapt things in a way the meets students needs is suffering as more and more is put on my plate. The environment is great my ability to meet it is declining.

## Collaboration & Communication

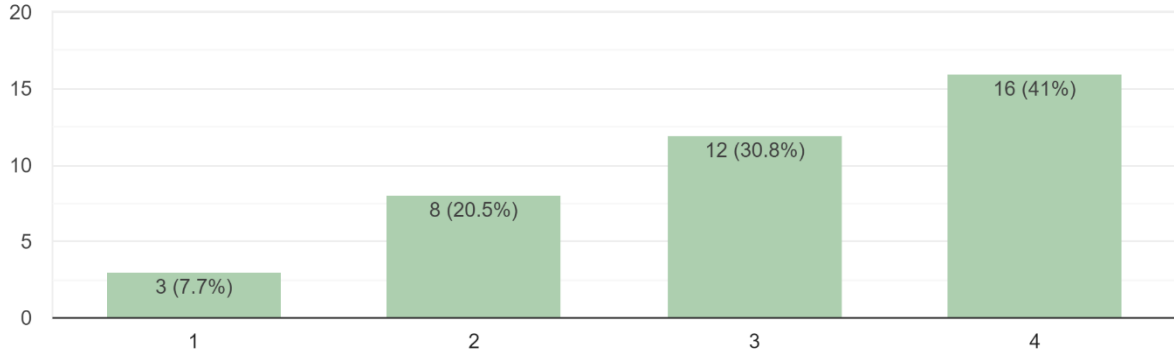
I have an established way to routinely communicate with the IEP team.

39 responses



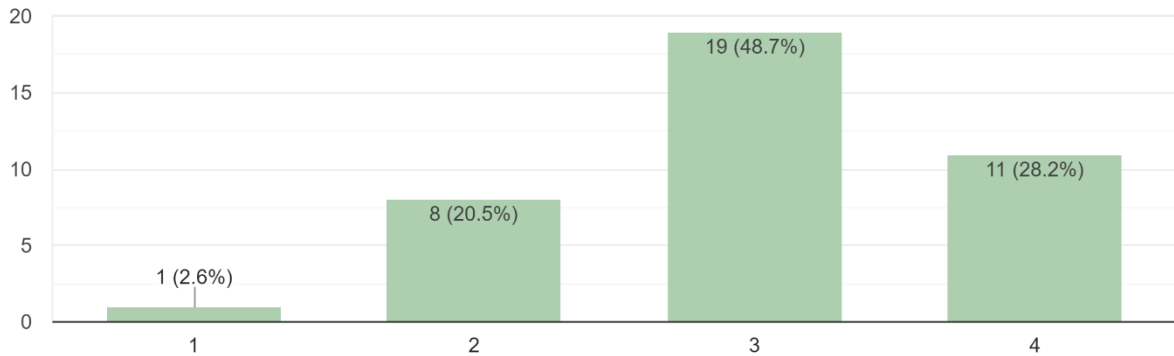
I feel like all team members (SpED, gen ed, admin, paraprofessionals, SSPs) share accountability for student outcomes.

39 responses



Students consistently utilize their personal communication systems across people and environments.

39 responses



- Time for specialized para training at the beginning of each year would be extremely beneficial. Time could be used to meet with SSPs, discuss students, data and classroom/behavior expectations. AAC devices are used within the ILS classroom. Continued support regarding the need to use the devices across all school environments is needed.
- This year has definitely made me aware of areas where I need to be more consistent in the future. We have been using all communication devices inside the ILS classroom, but have not been taking them to class, specials, lunch, recess, etc. We are beginning to do this more, and hopefully it will become second nature to take these materials with us, as they are how students communicate most effectively with peers and staff. Our team is



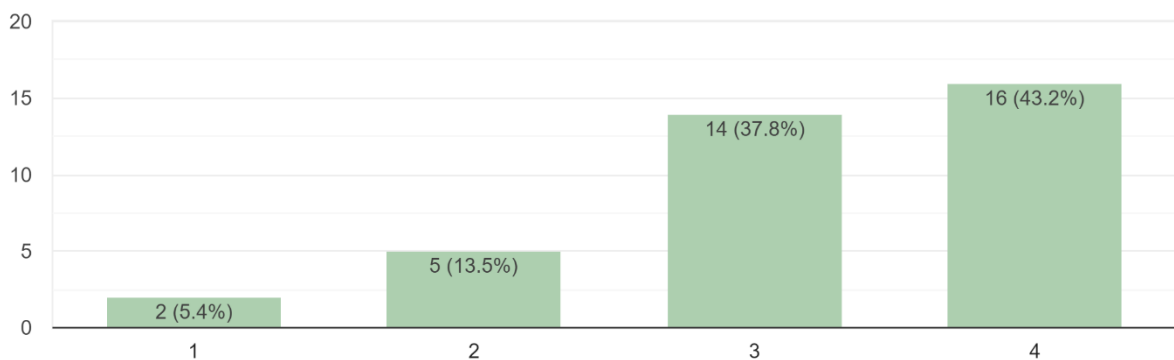
still learning how to best collaborate together, and without being able to meet in person, it has definitely been a learning curve for me.

- Do sometimes feel disconnected from IEP Team on certain students.
- Para's are amazing and support students and teachers, most of the other members of ILS team cannot tell you about their students are do not see that those students can be successful.
- ILS teachers should also have the expectation to be trained and thoroughly understand AAC other modes of communication
- I think gen ed teachers and admin do not share in the same accountability levels as Special Education teachers, paras, and service providers because they do not fully understand the level of accountability we hold ourselves and our students too.
- I think it is hard to all be on the same page with regard to what the primary focus should be for students. There is a strong focus on developmental approach that is more homogenized. People like it because it is easy to document growth in nice little charts that go in the IEP and can be presented to parents. Staff feel like they are making progress that they are doing something. I think a more ecological approach for students with significant support needs especially in the upper grades is more appropriate. It is messier, does not give out nice little graphs or data points but for many student it is a better approach that leads to increased access when they leave the school system. Sometimes I think itinerants have a more medical model focus which is inherent in their training that doesn't fit well with, at least my idea, of what students with significant support needs benefit from.

## Paraeducators

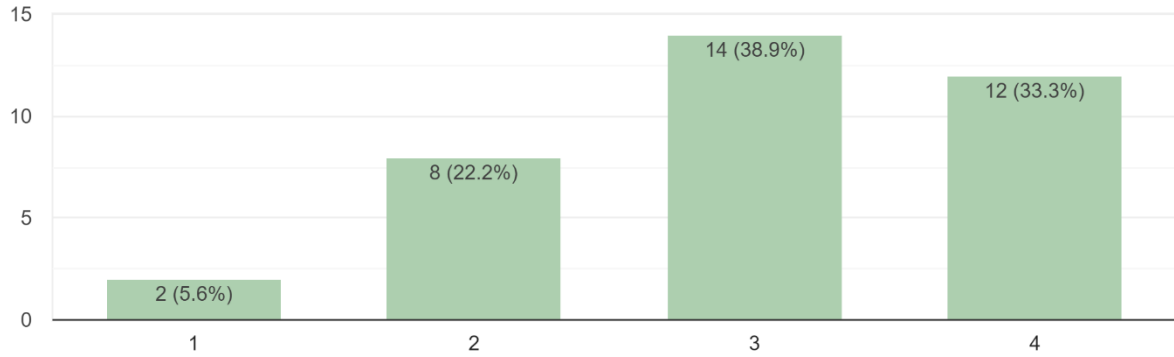
I am able to put systems into place and deliver information that provide paraprofessionals with instructional plans and necessary information to successfully support students.

37 responses



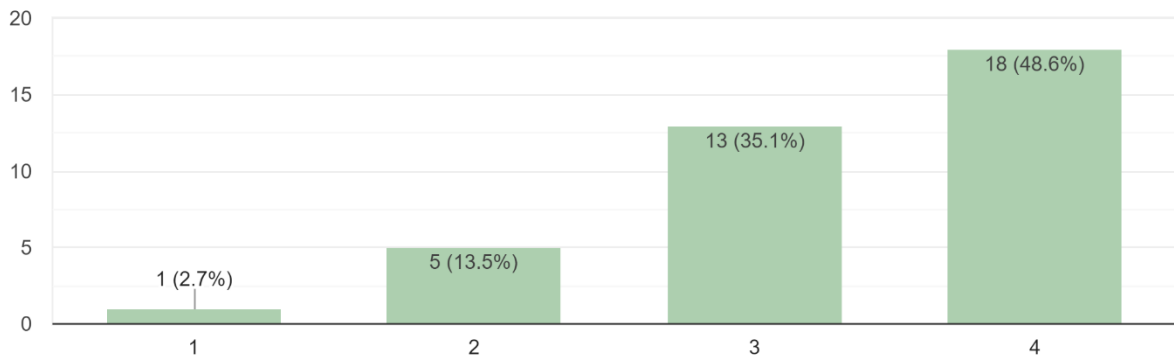
I have adequately conveyed roles and responsibilities and have a system in place for effective evaluations.

36 responses



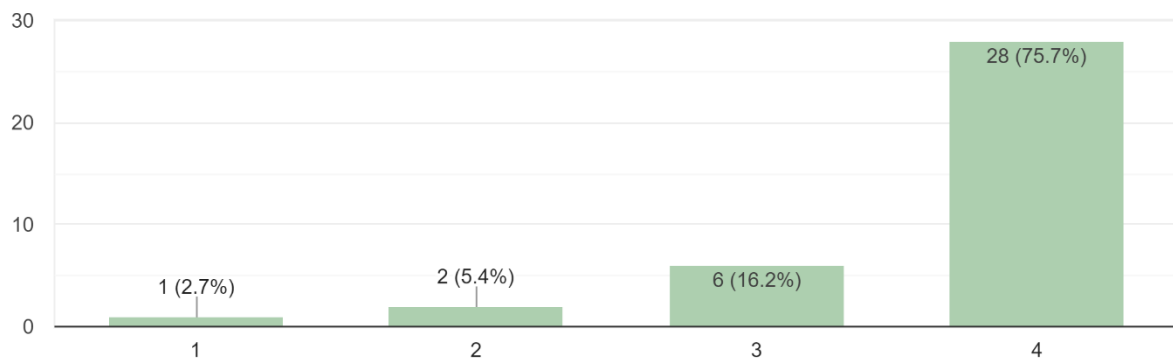
I feel appropriate boundaries are respected and maintained by my paraprofessionals across all staff and environments.

37 responses



I feel my team upholds confidentiality best practices related to students we support.

37 responses

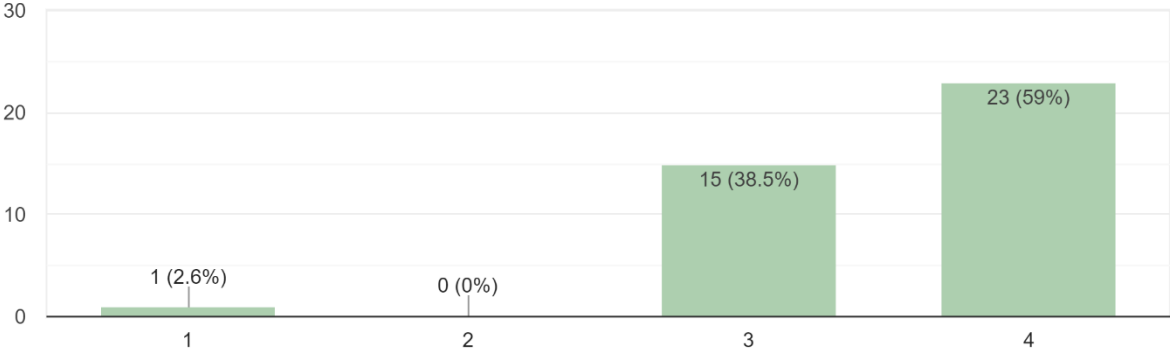


- Paras are the hardest part of this job- we no longer have time to meet each week and that is challenging.
- Continued support regarding para training would be great. I feel like I'm consistently modeling, but follow through is not there.
- These numbers don't match the key above, so I ignored the 4 and only worked with 1-3. I have a great relationship with my para. We work well together, understand the importance of confidentiality, and my para does a great job of working with all students in our program. I always feel like there is more I can do to better support and instruct my paras. This year has been difficult, because I was trying to figure out what works best for me and for the students in the class. I'm still working on that daily, but I feel that my para is a big part of that as well. We are looking forward to setting up better routines and structures next year (although we continue to work and try new this now).
- The only time to coordinate with para professionals is during class itself because the time demands on them are so high.
- I do not think that our ILS teachers believe in their students and it comes out in these ways.
- none
- My communication and accessing of paraprofessionals in the class is an area of growth for me.
- As with everything else I wish I had more time to work with paras and provide them with the modifications, materials etc. that would help them to better do their job. We ask a lot of individuals who are paid so little. I wish they had a union and could push for more but that is unlikely in Colorado. They do the bulk of the actual work with students. I am lucky that I have been able to find people who are going to school to work in the field, I get a lot out of them for the few years that work in our program.

Behavior & Health / Safety

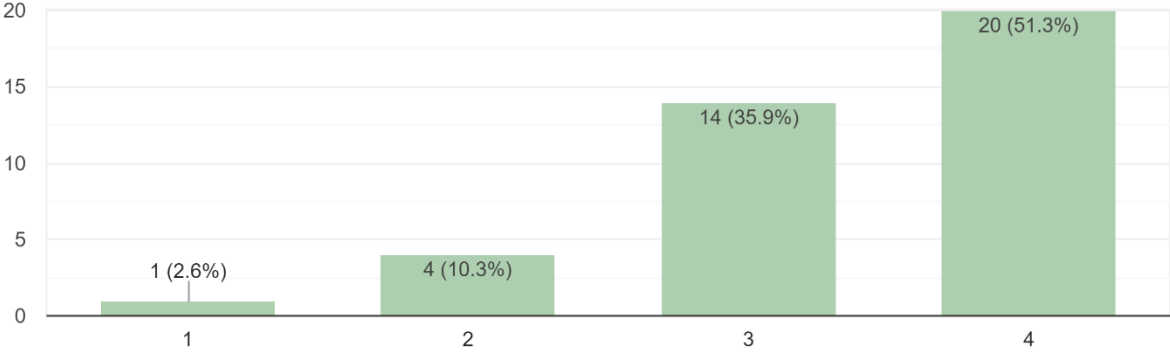
My school supports all student participation in planning for emergency responses.

39 responses



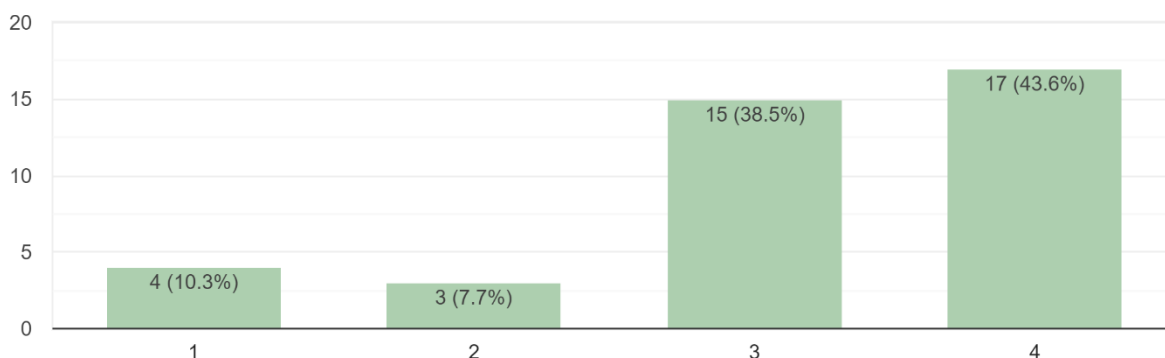
I feel like I understand health care needs and trainings / delegation for students I support.

39 responses



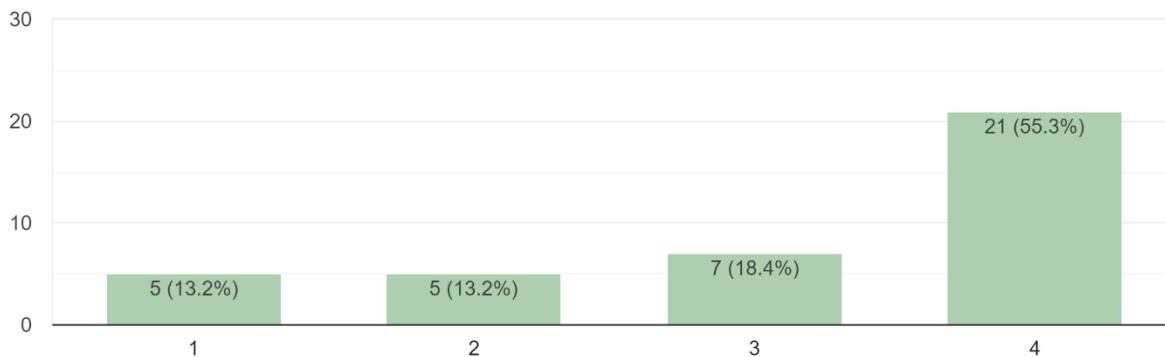
My school takes a proactive approach to supporting students' behavioral needs.

39 responses



I feel I have the training and supports to work with students who have behavioral challenges (CPI, FBA).

38 responses



- Although I do feel like the trainings are great, I would love to have more support with FBAs, and even the strategies and tools we use before deciding if a student requires an FBA. I love working with student of all kinds, but I am fascinated with behaviors, so I like to try a lot of different things. Being new, I just want to make sure I give strategies the appropriate amount of time before saying they don't work and moving on to the next thing. I feel the CPI training was great. I don't think you fully understand what CPI involves until you have had to use the holds/blocks a few times, and this year I have not had to use them, which is a blessing. I do practice on my husband at times though, just to keep it fresh in my mind. Because we don't have a huge amount of behaviors, I'm not sure how the school views this. Although we do have behaviors in our classroom, I haven't really

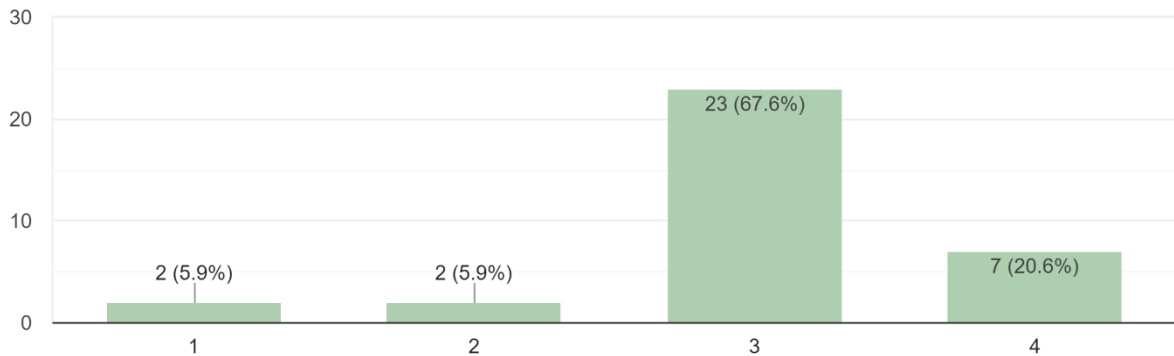
worked with the administration or other teachers when dealing with them throughout the school day.

- When these students are problematic in class there is a lot of reliance on the Integrated Staff for support and assistance.
- Students with significant behavioral issues seem to have more rights than typical students when it comes to maintaining a safe learning environment for all. If a student is considered dangerous, that should be taken seriously and proactively; not waiting for an incident to occur and THEN take steps for safety. If a student is a potential threat, they should not be around other students and staff should have the protection and supports they need to stay safe.
- We do a pretty good job for students with behavioral challenges and try to be proactive. Sometimes this is at the expense of students who do not have extensive needs. As with everything I wish I had more time.

### Transition\*level to level\*18-21\*post-secondary\*community partnership

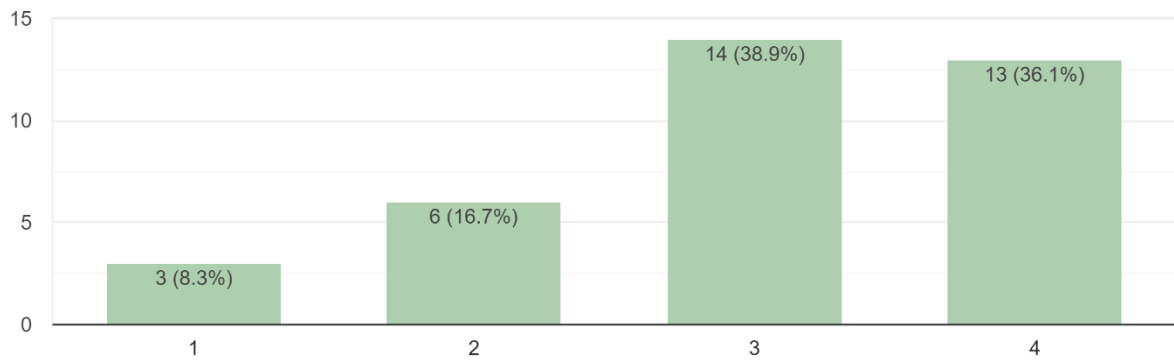
Transitions between schools / levels go smoothly for my team and the student as well as feeling prepared for new students transitioning into my school.

34 responses



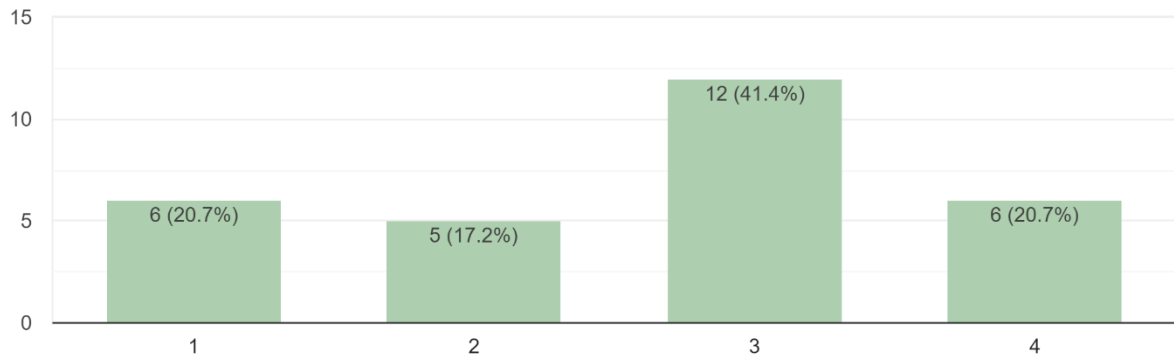
I feel positive about the instruction and supports for the next level where my students will attend.

36 responses



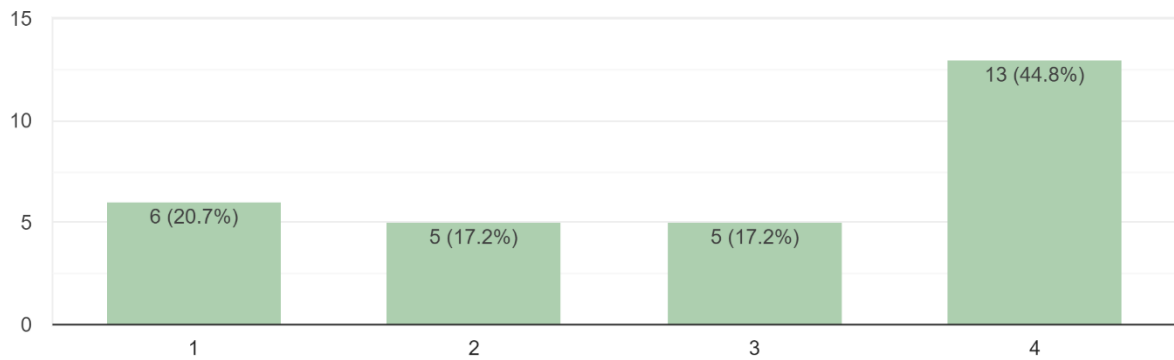
I feel equipped to assist families with accessing community agencies in our area and transition planning continuum.

29 responses



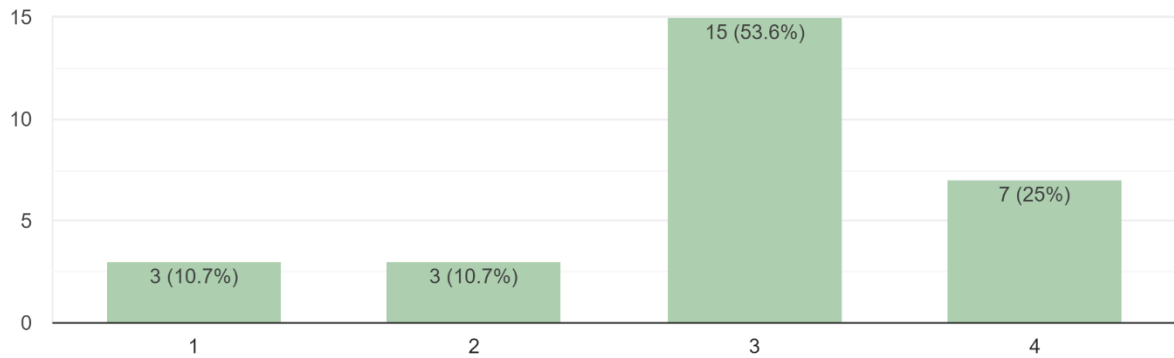
I feel I have the knowledge of essential components to write a comprehensive transition IEP.

29 responses



I provide meaningful instruction and opportunities for real world learning and community access. (e.g., classes, sports, hobbies) based upon their I...d moving toward their identified Post-School Goals.

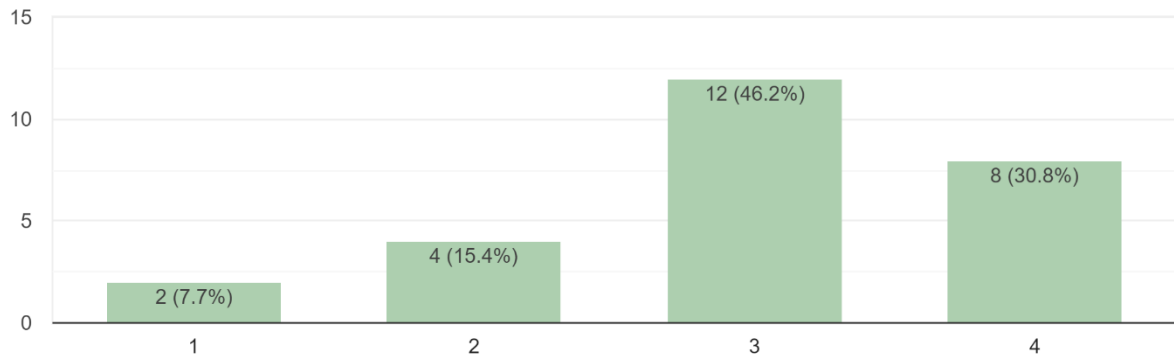
28 responses





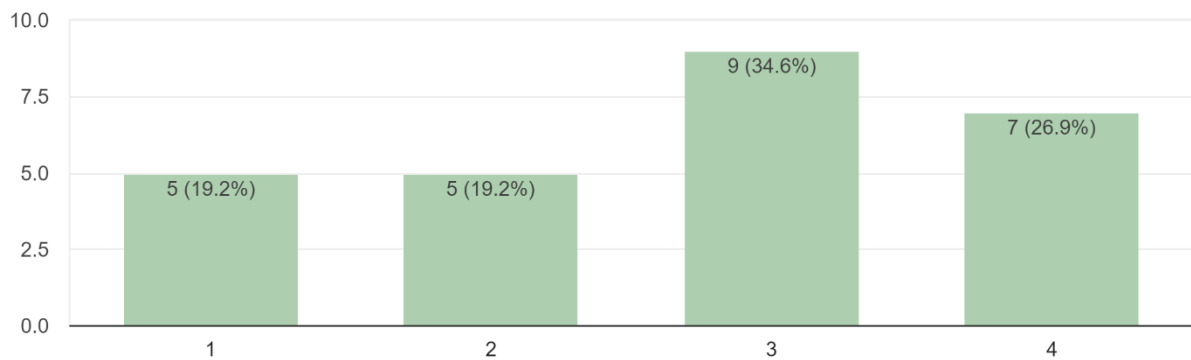
There are direct links between post-school goals and my student's IEP, daily instruction and supports.

26 responses



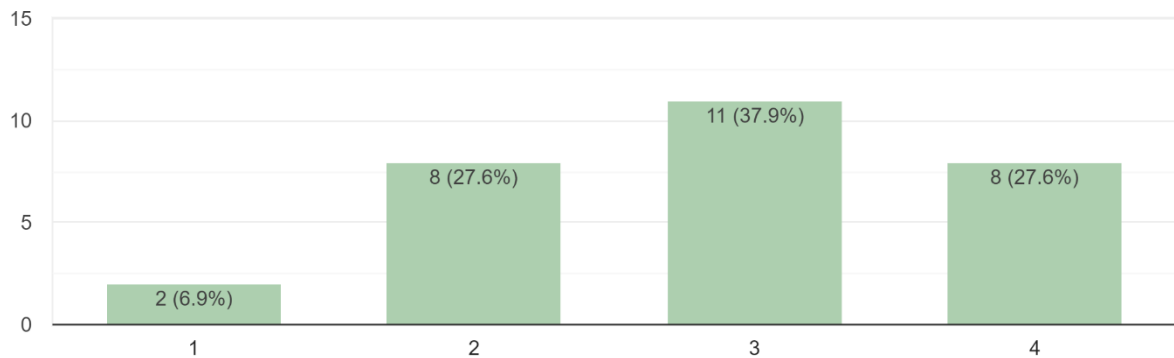
I feel equipped to support students in their transition from school to adult life (i.e. collaborate with other HS staff & community agencies)

26 responses



I feel like there is alignment across the district with desired outcomes for transition.

29 responses



- Elementary level doesn't fully explore some of these items!
- I do not feel like a solid resource for families when it comes to talking about the transition into the community. I take a back seat and let Gayna and Michael talk about Foothills Gateway/community resources. I know this is an area that I need to take the responsibility to learn more about.
- I don't have involvement or experience with much of this.
- As I work with elementary school students, I don't see what goals and expectations they will have once moving into post-school expectations. Since this is my first year in the district and in ILS, and since I don't have any 5th graders this year, I haven't had to work on transition plans thus far. However, I will have to next year for one student. I have really been focusing on IEPs and have learned a lot this year. I have never been so involved in the IEP process, so I know there is still a lot to learn, and transition plans are just another item on the list. I do enjoy the paperwork side of my job, as I want to set high but reachable goals and expectations for my students. Because of this, I believe that I will enjoy the transition process as well.
- I have little experience with transitions between schools and school and post secondary as a classroom teacher.
- It is very difficult from 5 to 6 knowing the supports and learning will change and regress so much.
- I would like more training on how to make goals for students to prepare with post school life.
- I could not address some of the questions due to my role as a general education teacher.
- I do feel that some students in ILS programs especially those with behavioral challenges are receiving fewer opportunities as time goes on. Services at Community Connections are much better since Michael took over but the more students who go there the more likely it is that students with the most significant needs are kept in the high school. I am sick of hearing that is what other districts do. We want to be better than other districts

with regards to our paperwork, we should want to be better than they are with regards to our support of students with significant needs.

## Comments

What do you see as the strengths of the ILS program?<sup>33</sup> responses

- Compassion and hardworking individuals! The whole team wants what is best for the students, and are willing to do whatever they need to do to make it happen.
- Students are able to follow a trajectory in their feeder system
- Provides small group and one-on-one direct instruction, modified standards and assessments, adult to student ratio,
- Flexibility, joy, communication with parents
- Collaboration between SSPs. Transitions between school levels.
- Dedicated and organized teacher
- Providing significant levels of meaningful support for students with complex needs, excellent and dedicated staff, creative programming, inclusive supports
- A real caring for all of the students we work for. A team approach to working with students.
- ILS in elementary school does a great job of focusing on individual needs of students and supporting them as they work on academic and social goals. Students can also grow in their ability to follow directions, follow school expectations, and grow stamina for working on tasks and even waiting. Although I haven't figured it all out yet, I can see the possibilities of running a smooth program where whole group, small group, and rotations can run throughout the school day to support students as they work toward their personal goals.
- I think our kiddos in the ILS program feel like an important part of the school. Students feel welcome in the school and are well liked by peers and staff.
- Inclusion, creative freedom
- There is a high level of expectations from the ILS teacher. The students are held accountable for their actions, behaviors, and academics while provided a supportive and caring environment within the ILS room.
- Their ability to treat each individual child with love and respect. To advocate for the best educational experience for each child.
- The staff is dedicated and hard working.
- dedicated teachers who work hard to create the best possible learning environment for their students.
- The ILS program does an excellent job at making sure that all kids feel included.
- Our teaching staff is amazing at Lesher! Pam, Heather and Emily ROCK!
- Honestly, it is the staff. The teacher makes or breaks the program and when changing teachers or to a different program with a different teacher, it can be heartbreaking.
- Communication, student first mentality
- The paras that work with students are amazing and provide a lot of support!!

- INCLUSION--my other students have learned about differences and how to include all students. I find that we as a class, learn so much about ourselves through having ILS students in my classroom. I always have a hope that I will have a student from this program in my classroom.
- Love for students!
  - The pairing of one paraprofessional per 2 students
- The teachers. They are amazing and often find themselves in the roles of teacher and para.
- Our ILS staff is amazing, without them nothing would be achieved. Inclusivity.
- The students!
- Inclusion
- Team communication to meet student needs. The ILS program really strives to focus on meeting students where they are.
- A heart for kids
- Data driven, team work, and great collaboration
- I think in general ILS programs support students where they are at and try to make a program that fits each student's needs rather than mold them to fit the program.
- Everyone on our ILS team pours their heart and soul into their students to insure they are included, held to high standards, and grow in their goals.
- Opportunities for teaching peers about disabilities and inclusion, makes our school unique, a great team and good collaboration

### What do you see as the needs of the ILS program?<sup>31</sup> responses

- Cohesion across programs.
- Safe and adequate ratios of staffing, gen. ed. teachers on board with inclusion of all students
- more alignment across the district, curriculum
- More staff trained to support job coaching outside of the school would be amazing for those 5th year kids!
- Consistent data keeping across all settings. Examples of curriculum for reading and math. Support for teachers to manage the number of adults they manage (paras and SSPs).
- More collaboration and communication if possible with ELD. We did the best we could but didn't always know what to do given the needs of our shared student. More training would be great.
- Scheduling/ programming support for academic interventions at students' levels, training for behavior supports
- ILS in elementary school needs to have the opportunity to really focus on "Life Skills" as well as academics. However, it is difficult to focus on these skills, such as toileting, handwashing, eating, etc. with very little support. I believe that ILS in elementary school is meant to make life easier for students and staff in middle and high school, and without

the appropriate staffing, students struggle to master these skills that are necessary for independence.

- I think being more mindful in instruction is lacking at times. I don't see a link between student's services and goals at the middle school level to their future independent living goals. I think it is important for students to understand why they are learning certain things and sometimes that is not always there.
- Training for paraprofessionals, collaboration for isolated teachers, curriculum?
- More staffing support - Currently the paraprofessionals are only here for 7 hrs but we have students for 7.5 hours. It makes it difficult to fully support and when we can foster independence we don't have enough staff to help teach those skills.
- They need more staff, more paraprofessionals and more time to support certified staff. They are understaffed at all levels.
- Additional staffing to do more than barely cover the legally required bases. A living wage for paras.
- More training for classroom teachers as to best way to integrate students in the classroom
- I would like to see some of the funds go to Adaptive Physical Education. I think movement is vital for them.
- higher quality teachers. more staff when there are only one student in a grade level- this prevents students from going to LRE because they are unstaffed or understaffed.
- Hard for me too gauge
- I wish that when I asked a case manager about their student that they could respond. I wish case managers would meet with me to help develop content. I wish I heard the positives about my students and not the negatives.
- Even more communication between the ILS teacher and classroom teacher and more vertical time to talk about where the child is at with learning.
- More consistency across ILS programs. More expectation, training and curriculum.
  - More consistent curriculum across the district
- We need to attract and retain higher quality para professionals.
- Prioritizing safety of all students over inclusion of some. Our ILS staff and paras need more funding/staffing/support to be able to carry out the expectations of the state and district.
- Continuing to implement best practices for students
- Consistent support for paras, less turnover
- Consistent use of assistive tech (AT) and AAC in gen ed and ILS. Compensation for time worked outside of contract hours. Some programs are more geared toward increasing student independence in the building with self care and transitions.
- Effective communication
- We need to provide a clearer understanding to the gen ed teachers as to why our students are integrated into their classrooms to be sure they do not see our students as any sort of burden.
- Time, time, time The increased numbers of students who are pushed into ILS because teachers in multi cat don't feel they have what is needed to support them. Sometimes

there is a lack of understanding or support for the amount of time and energy it takes to maintain good relationships with families and provide for the unique needs of all the learners in the program.

- Continued support!
- There is no time during the school day or after school for any collaboration time or planning with gen ed, which weakens instruction and quality of inclusion. Staffing ratios need to consider the number of kids in different grades and how that impacts inclusion and LRE. Certified staff should have time during the school day for casemanagement.

Are there things you would like to share that this survey has not captured?<sup>15</sup> responses

- No
- The district provides good support as needed by the Coaches, Integrated Services Coordinator and Director
- Our Werner ILS staff is exceptional!
- I feel unclear about how decisions are made at the district level for placement at ILS programs vs. high support needs in a multi-cat program - would like clarification about that.
- As a new teacher in the district and in ILS, I am glad that schools have been given the ability to make decision that impact their students, as no school needs are all the same. However, there are times when I really want admin to step in and just tell us what needs to be done and how. Because IS has so many different programs, and those programs have different needs, there are times when everyone doesn't see eye to eye. Then you throw in SSP and others who help our students. This year Re-evaluations and IEPs were a stress for me because it was new to me. Being responsible for the IEP and making sure everything was in correctly was something I had never had to do before. Thank goodness enjoy this kind of stuff. But, there was still some gray area, and that lead to a lot of tension within our team. I need my team to be an uplifting part of my job. They are the only ones who can really understand the stress and if we are all on different pages we can't be the support that each other needs.
- My appreciation for these incredible educators.
- So many of the students are motivated and respectful when a mainstreamed student is a behavior problem or disciplinary matter, in my experience it is more rare.
- Lesher ILS is the most amazing team to work with!
- the district needs an in between, we have children that fluctuate between ILS and multicat and they are falling between the cracks and missing opportunity.
- I do not think that our ILS case managers like their students, when I tell them about successes in class they are not responsive and regularly they tell me that their students cannot do something that we later accomplish in class. I wish that my students were treated more fairly.
- I appreciate having BCBA's in the district. THose types of extra supports and training to staff are so valuable. Thank you!

- Our ILS folks are incredible and make me really proud to be a Poudre Impala.
- As an ILS team, we continue to advocate for students to be supported by all staff in the building, not just the ILS staff.
- Sometimes I feel that the value of providing an inclusive education for students with significant support needs is waning in the district overall. It does take more staffing to do it correctly. I also feel that at times if you push against the "company line" there are repercussions that effect your program and students. I think new teachers need help to work with the principals at their school to get adequate budgets, lunch breaks and planning periods.
- N/A

**Appendix B**  
**Classified Staff Survey Results**



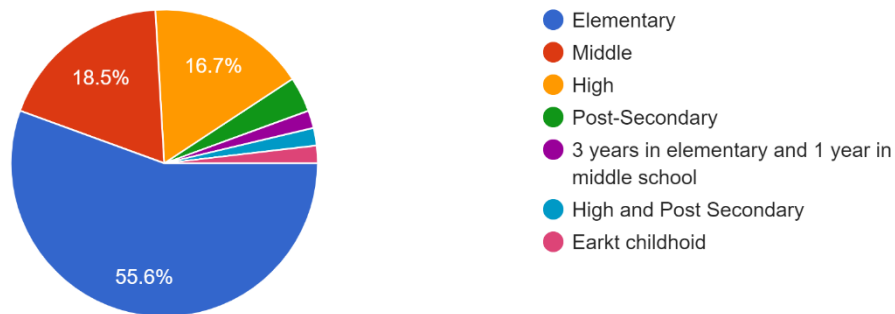
## 2021 Classified ILS Survey

### Demographics & Overview of Results

Fifty-four classified staff responded to the 2021 Integrated Learning Services survey. Elementary staff made up the majority of respondents (55.6%). Middle and high school staff made up 18.5% and 16.7% of the respondents, respectively.

Identify level:

54 responses



Of the three groups surveyed (parents, certified, and classified), classified staff reported the second highest level of agreement with ILS programming, with an average score of 3.37 (on a 4-point scale) overall. Classified staff reported the highest level of agreement (M = 3.46) on questions regarding para-educators. Classified staff reported a high level of agreement on questions regarding behavior & health/safety (M = 3.43), instruction (M = 3.41), inclusive culture (M = 3.32), and collaboration & communication (M = 3.32). Classified staff reported the lowest level of agreement on question regarding the transition from secondary to post-secondary education (M = 3.25). Overall, classified staff who completed the survey, reported a high level of agreement with the Poudre School District Integrated Learning Services programs.

Component	Mean Score (1 Lowest, 4 Highest)
Para Educators	3.46
Behavior & Health/Safety	3.43
Instruction	3.41
Inclusive Culture	3.32
Collaboration & Communication	3.32
Transition to post-secondary education	3.25

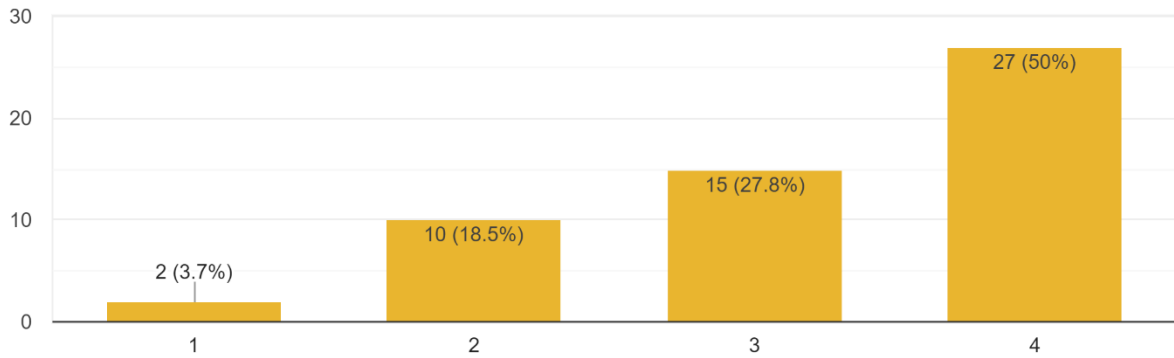
The items with the lowest scores revolved around a lack of awareness of students post school goals and have an understanding of the purpose of a transition plan. This is an area that the ILS department needs to investigate further and find more effective ways to disseminate information about the transition programs available to ILS students.

## Results of Individual Items from the Survey

### Instruction

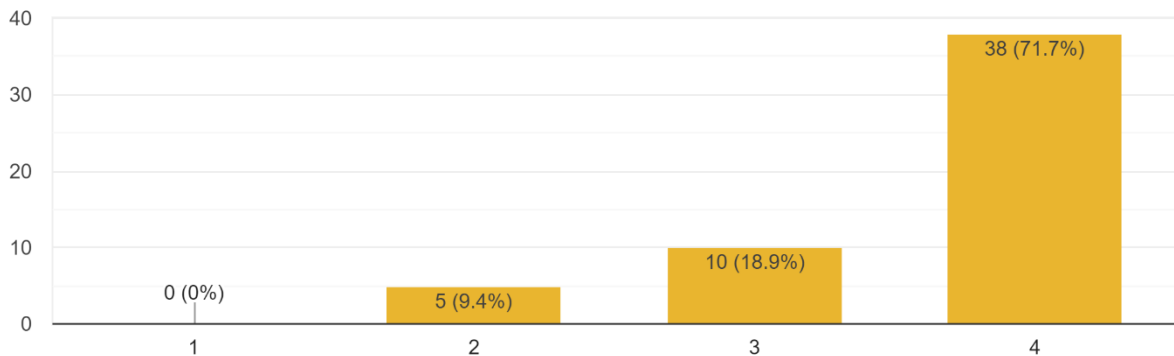
I have been given clear information and direction from the IEP team about each student.

54 responses



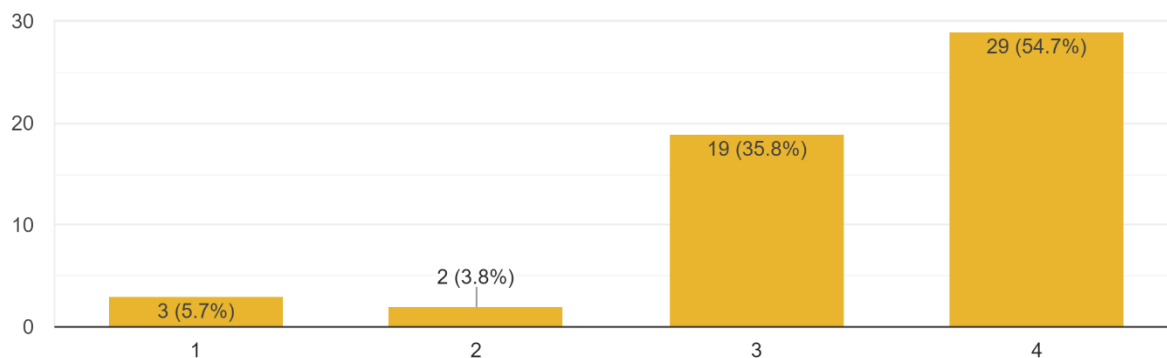
I utilize the individual accommodations and interventions needed for students to be successful in the general education classroom to the greatest extent possible.

53 responses



I understand that data points are meaningful and am comfortable collecting and discussing on an on-going basis (e.g., IEP goals, learner outcomes, behavior).

53 responses



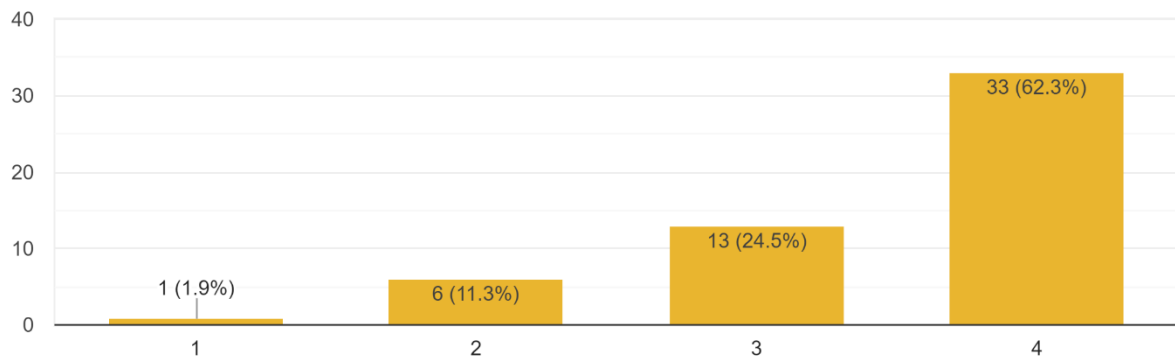
- Having access to the actual IEP docs would be more helpful
- I struggle with McGraw because I feel like the DHH program does not have support from our principal. We know best practices and try to implement them, but we do not have enough staff to appropriately serve the DHH students in a way that is conducive to their independence and growth. I have been told that students "don't need an interpreter" when I ask about certain gaps we have with staffing. It has been scientifically proven time and again that full access to everything that peers say (incidental learning) is critical to prevent language deprivation. When I studied to be an interpreter we were told that the education system was a complicated place to work. I understand that and I am a flexible person. However, I feel that having a program here is greatly being stifled by our direct administrator. We need a signing para at McGraw. We need changes in scheduling. We need to be supported as a DHH program in order to ensure that DHH students can be as successful as their hearing peers.
- It is hard to juggle the time the students need, the time it takes to prep for the students, and all the data that needs to be collected. More prep time would be invaluable.
- I feel fortunate to work on such a fantastic team here at Boltz where there is communication, teamwork and respect
- The only IEP information we have been given was at the beginning of the year with IEP snapshots but a clear plan to reach goals was not in place. Individual accommodations and interventions in the general education classroom are all handled by the paraprofessional and classroom teacher, I've never been given a plan or modified classwork from a case manager for any general education classes. In the past we have consistently collected and discussed data points but this year I have never been asked or told what data we are to collect.
- I work with 2 IS teachers who's communication and instruction are as different as night and day... another words one communicates and one does not.

- IEP team never gives clear instructions on students unless you seek them out before or after work to ask questions. One teacher I worked with did not want paras taking data and did not discuss students growth with paras.
- The IEP snapshots are not always shared with paraprofessionals to know exact goals, objectives and accommodations/modifications. In addition, after a new IEP is put in place, paras are not given an updated snapshot of the new goals/accommodations, etc. Also, paraprofessionals are not given ways of tracking data except occasionally when an extreme behavior comes up. However, when those situations do arise, paraprofessionals have not been given the thorough training to collect the data, let alone to do it with efficacy and fidelity.
- In past years, I have been very accustomed to taking data on a daily basis and knowing what the end goal/objectives are. However, this year I have taken no formal data and I have zero direction on this matter. There is often talk about needing data, but no system in place or knowledge of what students we need to be actively collecting data on. I am not sure how the department will be able to pursue IEP meetings with integrity without the addition of tangible data. I also do not know where each student is in regard to progress on their IEP goals or if there has been progress made at all in this regard. I am used to being much more involved and systematic about collaborating with specific goals in mind, but students are rarely discussed beyond the basics.
- PHS have a strong Integrated team. Communication with Paras is becoming more productive providing direction. I believe the Para 1 team need an experienced Lead or Liaison between Para/Teachers and Case Managers to help fill the gap when Case Managers are unable to answer questions/ support.
- 

## Inclusive Culture

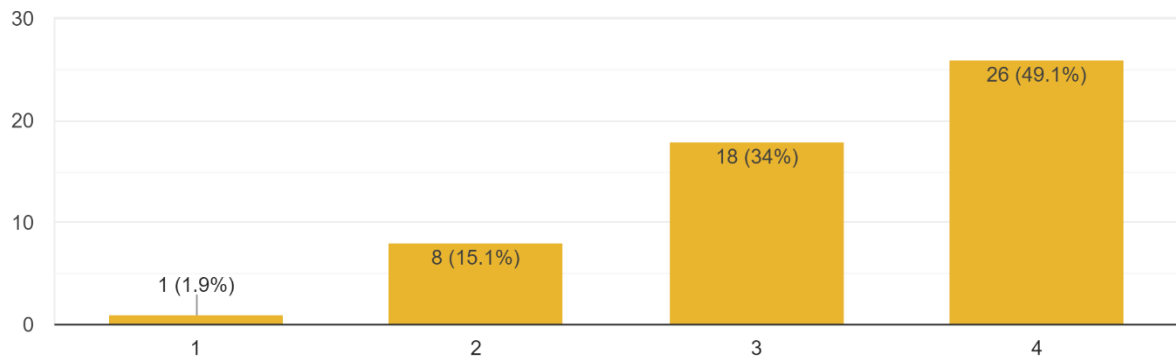
I have an opportunity to communicate with other team members (gen ed teachers, case manager, SSPs) to ensure students are able to access instruction in an inclusive setting.

53 responses



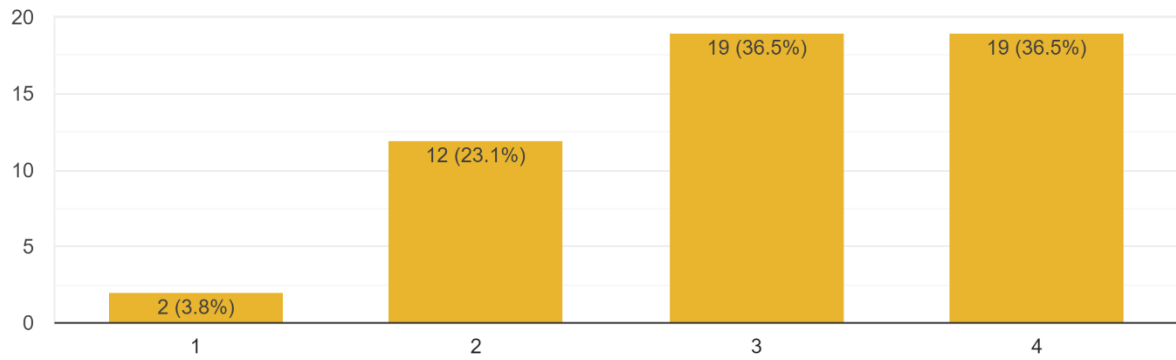
I have the strategies and tools I need to support students in their gen ed classroom.

53 responses



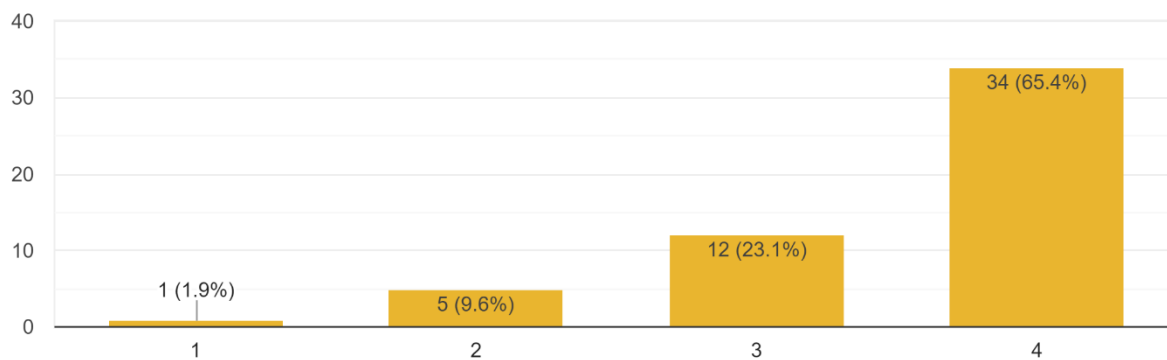
A presumption of student competence is demonstrated by ALL staff consistently having high expectations for ALL students.

52 responses



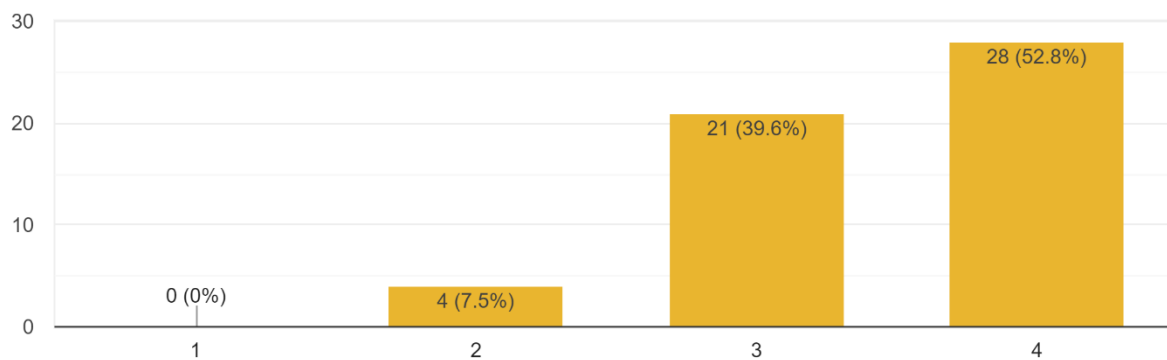
There is a sense of belonging and adult responsibility / ownership for all students in the school community (e.g., playground, lunchroom, general education classrooms, library, extracurricular activities).

52 responses



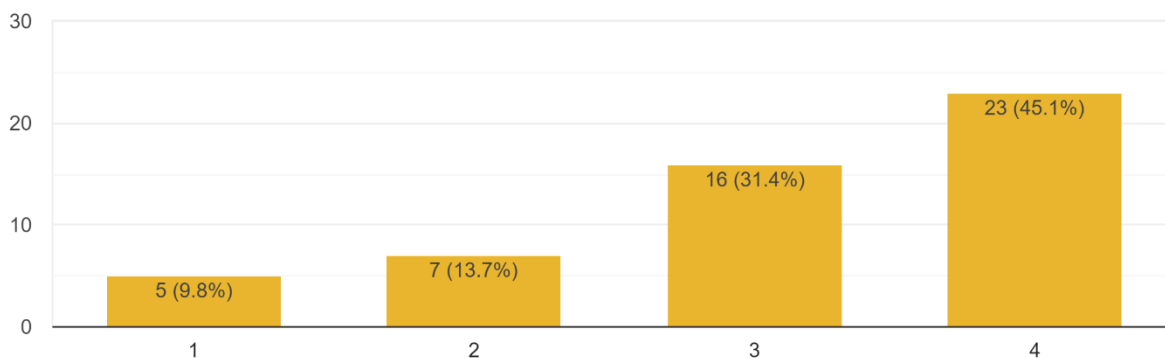
Student voices are heard and have opportunity to make choices that impact their day.

53 responses



Administration supports inclusion of all students through the following actions: providing financial support for ALL students and teachers, providing training and ongoing assistance to support inclusion.

51 responses



- Some gen Ed teachers of students I work with do. It home student as accountable as needed. Student has behavioral issues but no academic delays. Yet, teachers allow truncated homework with non-grade level grammar, spelling content etc...
- With such a large team, it is often hard to find time for team members to collaborate and discuss the needs of all the students, while still being able to support them during the day.
- There is a tendency to allow students to pick their own partners/groups. In this scenario it is often the case that students with special needs are overlooked by their peers in forming partnerships.
- Classified staff is not included in meetings with General Education Teachers. We have separate meetings. I do not have opportunities to collaborate with other Interpreters at McGraw. I do not have opportunities to collaborate with teachers. It feels a bit like a caste system with Classified deemed less-than. Student competence and equity is a constant battle. Deaf and Hard of Hearing students are not being held to high standards. The DHH team as a whole agrees on what needs to be done, but we are not being allowed to hold the students to achieve at the levels that we know they are capable of. If the students are not expected to achieve, how can I confidently say that they are encouraged and instilled with a sense of belonging?
- training is definitely provided, but prep time and collaboration time are hard to find in our busy schedules.
- Time to meet as a team isn't available unless we meet before or after work more often than not.
- I make sure I connect with providers but usually on my own time. Not during contracted hours.
- Bacon is a awesome school

- We don't have built in time to meet with gen ed teacher and SSPs but they are always willing to meet with you when we can squeeze in time. I feel like the only strategies and tools I have when working in a gen ed classroom come from my own experience with a student and the assistance of the gen ed teacher. Our case managers don't take the time to discuss individual student expectations in each class so we are pretty much on our own to modify and accommodate. With my experience, student competence is displayed by all staff except for case managers, they are the only ones I've heard put restrictions on our students such as "oh, they can't do that" or "they'll never learn that so it doesn't matter", I strongly disagree with that language and don't believe we should ever put restrictions on what our students are capable of. Our case managers always push our students to 'self advocate' but from what I've seen, when a student actually does it is ignored or disregarded and you can see the defeat on a student's face. Our administration is amazing as is the general culture around the rest of the school and they definitely promote inclusion, however paras aren't typically given much time without students to meet with teachers to collaborate.
- We work with students from our start time to our end time with a 30 minute lunch break. There is no time for reading emails, answering emails, collaborating with staff, planning for classes, etc. We get in trouble if we do these things after hours and if we don't get these things done. All ILS paras are not held accountable for getting their trainings in and just take training days off. Some paras treat the job like a babysitting job due to no training and not being held accountable. There needs to be higher standards and accountability. There also needs to be awareness of who our students are for the whole educational community. Our students are amazing not people to be pushed aside!
- I am never in a gen-ed classroom
- Some staff really tries hard to accommodate the students in our program in their gen. ed. classrooms and keep high expectations to support their growth. Others seem not quite sure how to interact with students or to reach out for support in appropriate ways (not always for advise, ideas to support participation, etc. but instead just to expecting things to be done and on their timeline). Overall, everyone does do a good job making sure students in our ILS program feel apart of the school and are included, including while planning lessons to ensure success. Most staff also collectively looks out for ALL students, throughout all of their years at school and show patience and grace. It would great if we had more opportunities to collaborate with gen ed. teachers so that we knew what assignments were coming up, enabling us to plan for accommodations and modifications all students may need. Sometimes it feels as if our administration does not always use appropriate funding for Integrated Services. We often seem pulled thin and not necessarily receiving enough consideration for staffing, in our ILS program and for Multi-Categorical support.
- There is a good collaboration between this department and general education teachers as well as peer-helpers. The general education teachers that I have worked with are always very accommodating and welcoming to myself and the students I am helping. The case managers have no idea what the students are doing in these classes, however, because there is a lack of collaboration or communication in this area. Case managers are almost

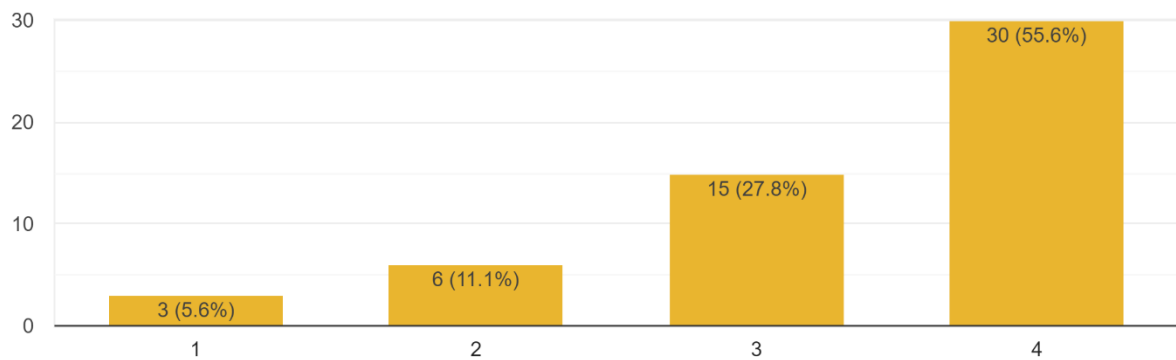


always in meetings or talking with parents and have consistently shown zero interest in the work that paraprofessionals and students are engaged in. Through unified sports and general job duties, paraprofessionals and students create a welcoming culture of inclusivity as they are the ones who work with the students. There has been more leadership in this department in past years as prior case managers found importance in connecting with their students and team in order to create a community, versus clocking into work and just getting from point A to point B.

## Collaboration & Communication

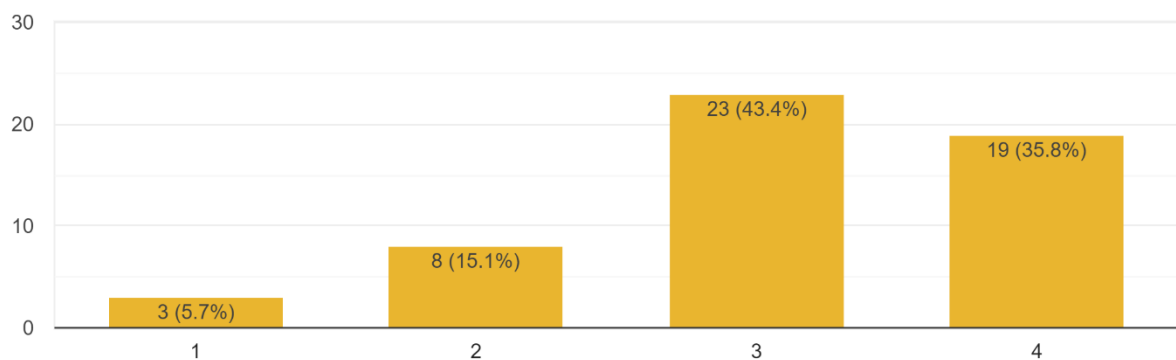
I am able to collaborate with the team around student needs and student progress.

54 responses



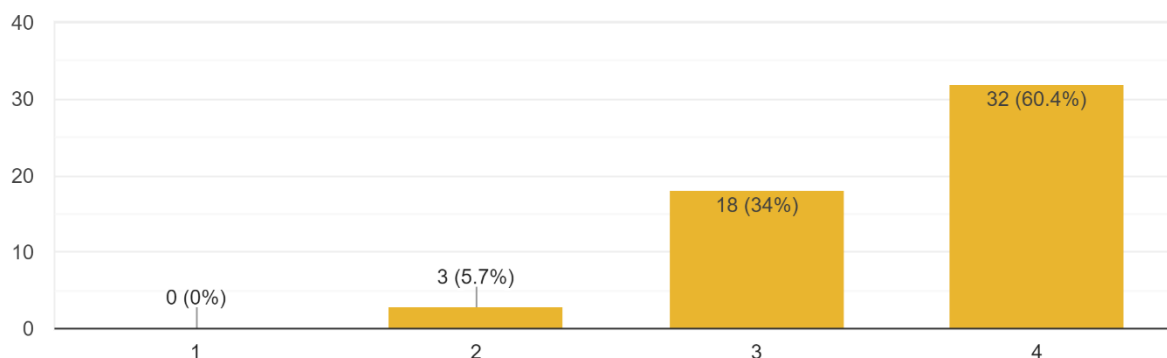
I am able to collaborate with gen ed teachers and SSPs to assist with curricular adaptations.

53 responses



I have knowledge around different communication systems students use.

53 responses



- The staff at McGraw as a whole are very open to collaboration. We are not given the time or the opportunity to collaborate. There is a lot of new research the DHH team would like to share with the staff. I firmly believe that a school-wide in-service is necessary for all staff. Whether they have students who use interpreters or not. Hard of Hearing students and students with assisted hearing devices also have needs that it would benefit the teachers and all other staff to know.
- Again, more collaboration time would be invaluable
- Not always enough time to collaborate with gen ed teachers
- I make sure I take the time to implement what the students need even if its on my own time.
- We have weekly team meetings although our voices don't seem heard. Whenever we bring up a student concern or ideas of strategies that have worked we are largely ignored by case managers. They never seem very concerned about what we have to share about students and would rather talk at us than collaborate with us. Our gen ed teachers and SSPs are much more open to collaboration but we don't have a lot of time built in which is why I rated it a 2.
- There is never time to collaborate with team members. When we do have a team meeting, it's the teacher telling us what we need to get done and if a para tries to ask a question or bring up a situation, we are shutdown immediately. We are treated as though we should just deal with what is going on and not bring it up, ask for help, or give any ideas. Gen ed teachers and SSPs love to collaborate with us but we usually have to do it on our time (lunch or before or after school).
- More opportunities to collaborate would be very helpful. It would allow for paraprofessionals to assist with accommodations. Also, discussing assignments together would allow the paraprofessional to modify the assignment and or have some steps pre-ready for the student to feel successful when participating with their peers. It is

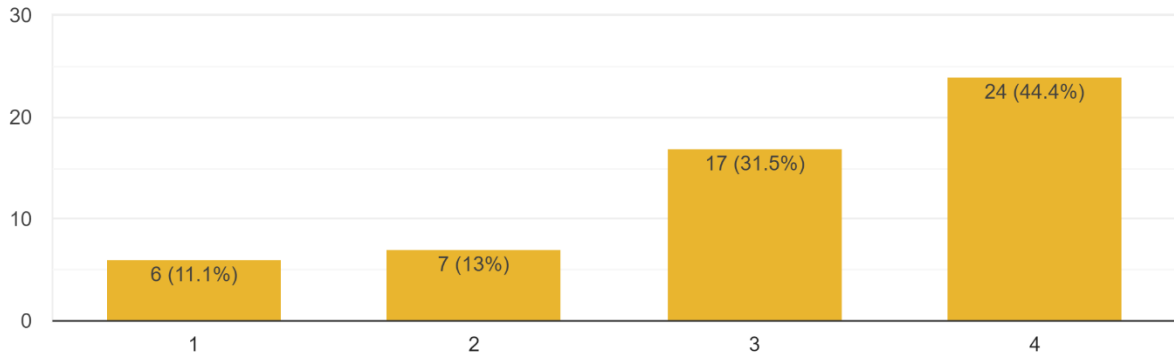
almost impossible to do all that with quick chats/check-ins whenever you can get a chance through the day.

- I am rarely able to collaborate with the team over any student concerns. When questions are asked in our staff meeting, they are often avoided or ignored. When communicating throughout the day, it is difficult because there is no strong communication system in place. When walkie talkies are encouraged, only a couple people on the team will comply. When offering a new suggestion for a student approach, we are often denied if it is not exactly what the case manager(s) had in mind, regardless of reasoning and lacking explanation. The communication issues are embarrassingly obvious. Everyone is told something different or only one person may be knowledgeable about a transition, for example, leading to confusion on who/what/where/how these students need to be at their next destination. Sometimes case managers have to create a lesson on the spot because they never connect on what each other has already taught - in the class they coteach - so there is nothing prepared for students or paras to know what the schedule is. Many times there have been general education teachers and other staff looking for case managers and no one on the team can answer that. When paras are told to communicate about absences via a 5-step documentation process, we are told about their own personal absences on the day off, 5 minutes before leaving for an appointment or simply not notified at all. When there was a substitute here, she exclaimed relief on the fourth day of the week as she had finally been given an outline of what her schedule was or any direction as to where to go, when she had already been working for the week. When substitute plans are created, and highly encouraged, they are never used and rarely even looked at. When case managers even say that they will physically cover a class, they have often missed the class, bypassed the tangible work or shown up at the end of class to see how it went. The student-teacher has spent several moments crying in the bathroom because she is so overwhelmed by not having any direction of where to be. When printing off a schedule for her, it was reprimanded for having the students' ID numbers on the same page, though these are the same numbers as their email address and lunch code. In turn, there have been public displays of the case managers documenting biased conversations with paraprofessionals, talking in a disrespectful manner between paras or other case managers, and showing parent emails, texts or parent calls in front of others. Overall communication is broken in many ways and the hypocrisy of actions across the team and what is displayed by leadership is what fuels this.
- The more I know, the better I can support the student. PHS is beginning to make steps toward supporting us feel more connected so we can be more effective.

## Paraeducators

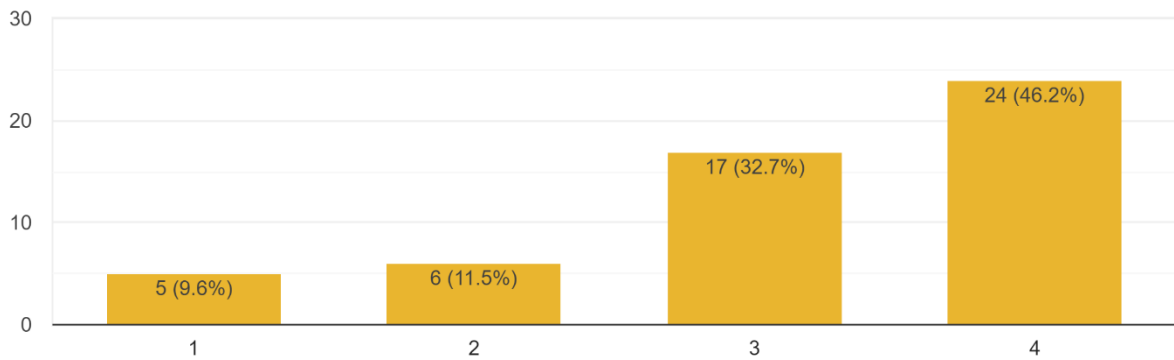
There are systems in place that provide me with instructional plans or necessary information to successfully support students each day.

54 responses



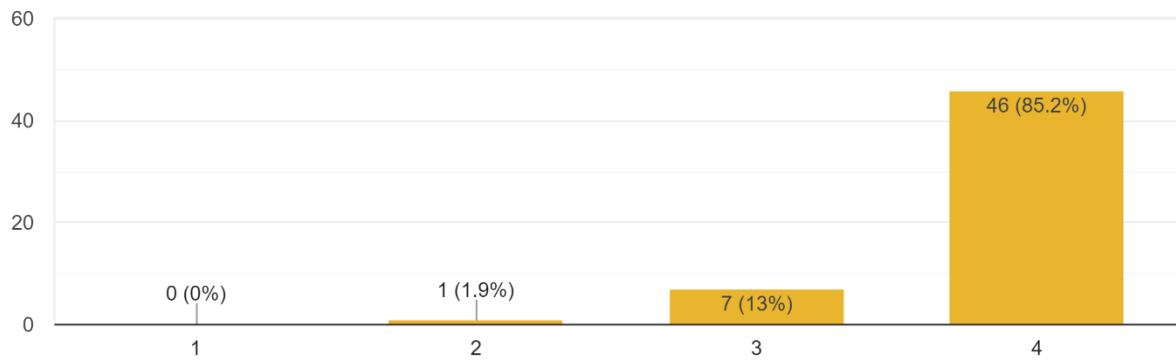
I receive updated information and on-going training to meet the specific needs of students (e.g., disability specific, IEP goals and objectives, adaptations).

52 responses



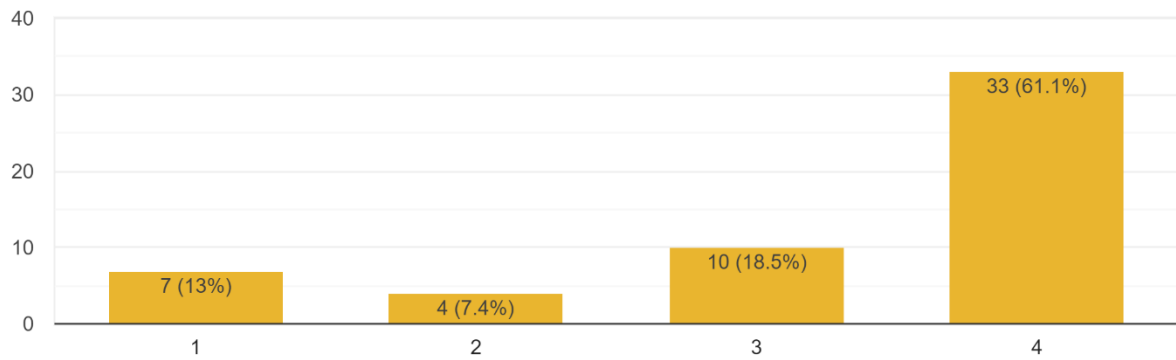
I support a variety of students during the day and in a variety of environments.

54 responses



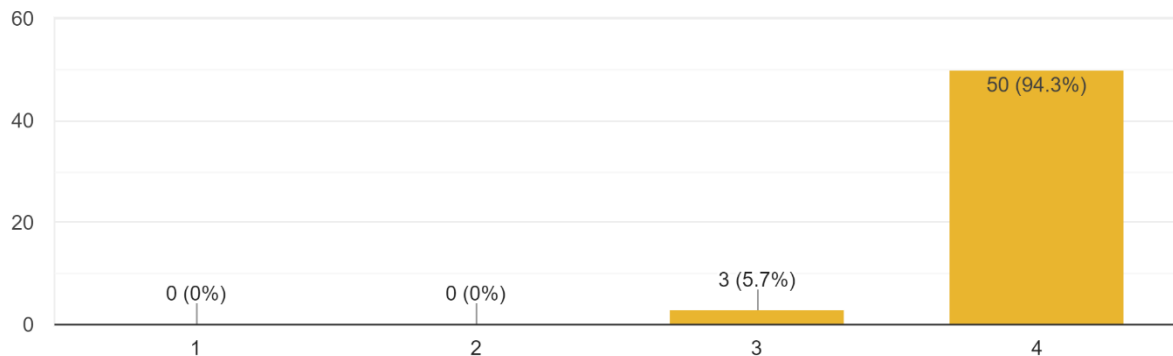
My supervisor is able to observe me and give feedback and model skills as needed.

54 responses



I maintain professional boundaries with parents and outside community providers.

53 responses



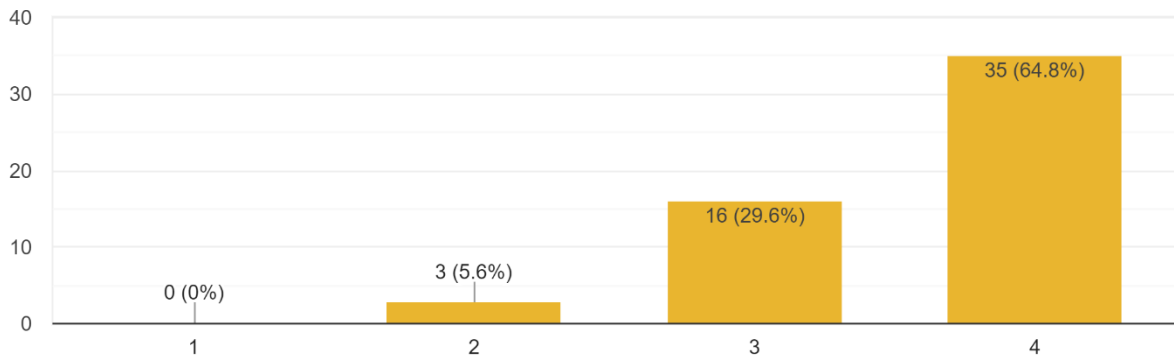
- Virtual or hybrid school has been a hindrance to some of this.
- Regarding: "There are systems in place that provide me with instructional plans." This is not the case in elementary specials, some teachers adapt lessons for my students, but typically adaptations must be made on the fly.
- My direct supervisor, Cathy Bowles, is the most supportive team member I have ever met. There is a lot that our program can share with the school as a whole if given the chance.
- we need new trainings on pro. dev. days- too many repeated classes and I have taken all, but would like new info
- my evaluations are being done by an administrator who has seen me work one time in 6 years.
- After taking almost all professional development courses offered, I went on my own to seek more information. I attended outside trainings, asked many questions to SSPs, OTs, PTs, read many books, did lots of research all so that I could provide my best for my students because they deserve it. I was never offered instructional plans for any student but was told to come up with it on my own.
- The ILS teacher at our school very often does not provide instructional materials for paraprofessionals and will often rely on paraprofessionals to find and print/find online to do. Instructional plans are not really communicated clearly, especially when it comes to supporting the students in class with what their general education class is doing. Not much updated information is given. It seems extremely private and filtered, to the point that paraprofessionals do not always feel like they have enough information to properly support the student. This includes in class and for intervention groups. Many times we wish we could do more for the students to support them, but are not always given the resources or teaching to do so.
- There are schedules in place for helping students get to class, but there are no systems in place for instruction in regard to specific goals of each student. We worked with tangible items given to us, but are not often told what the goal is. I have felt success with working with several students in the past and being able to be certain that they are reaching visible goals. When asking for updated IEP plans, I was told that "not much has changed". We were given print outs in the beginning of the school years which were never discussed. We were also encouraged to

provide in depth feedback about IEPs, but then was told not to worry about it. I am not sure any of the responses have been used in meetings, because we are not invited to these meetings, though we work 1:1 with these students and can provide valuable feedback. In past years I have served as an advocate for many students in areas that case managers are not present for. A student even asked for me to be in their meeting, as I understood years of what the student wants to explain, but was brushed off by the fact that the case managers could handle a meeting without extra help or listening to a student's wants/concerns completely. Case managers in past years have been great at implementing data systems that can directly correlate to IEP goals; This year, I am not sure how they were able to modify goals and schedules to accommodate any student to their fullest ability without being present with both students and paras consistently throughout this year.

### Behavior & Health / Safety

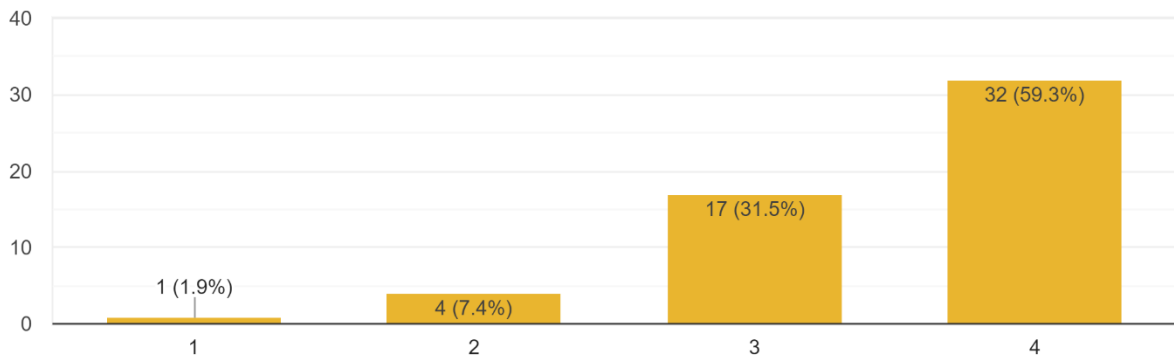
I feel like I understand health care & behavior plans for students I support.

54 responses



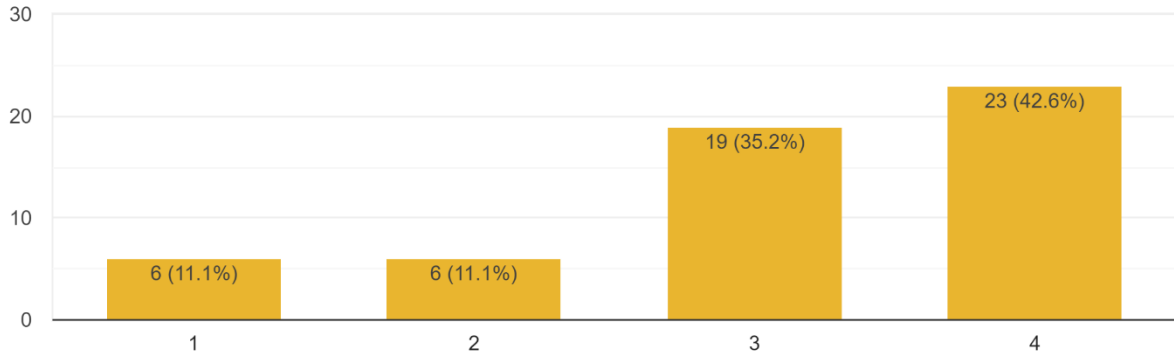
My school takes a proactive approach to supporting students' behavioral needs.

54 responses



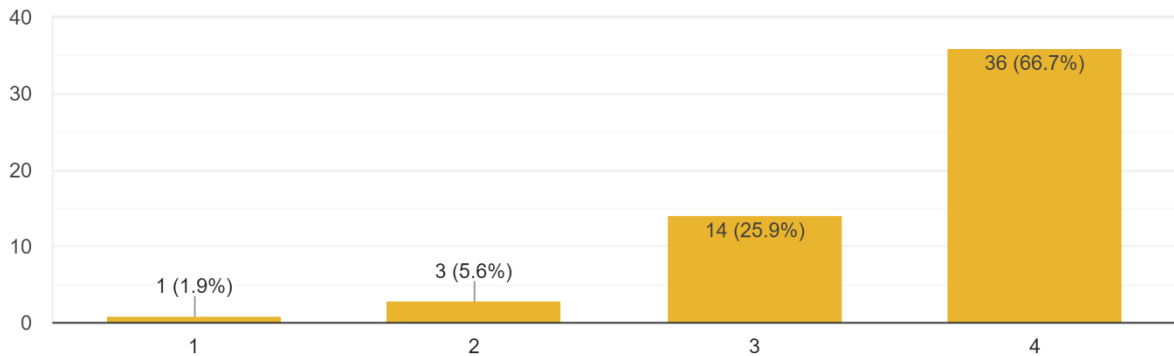
I am a participant and my voice is heard when creating student behavior plans and designing supports.

54 responses



I feel I have the training and supports to work with students who have behavioral challenges.

54 responses



- It is a struggle to get my voice heard. Only recently were Interpreters allowed to participate as team members in IEP meetings. We have been told that we are not a necessary part of the team even though we spend the most 1-on-1 time with the students.
- Again, just a lack of time to coordinate and share information and plan.
- There is a lot of research and there are many in the autistic community who have strong opposition to ABA therapy and aligned strategies and philosophies. Many consider their experiences with ABA harmful and borderline abusive, and some suffer PTSD as a result. I feel strongly that PSD needs to take a more holistic, connected, and supportive approach to challenging behavior, particularly with the neurodiverse population, rather than one based on simple compliance and conformity. In addition, food (candy!) should not be



used as a reward. This contributes to unhealthy perceptions of food, which can contribute to eating disorders and obesity.

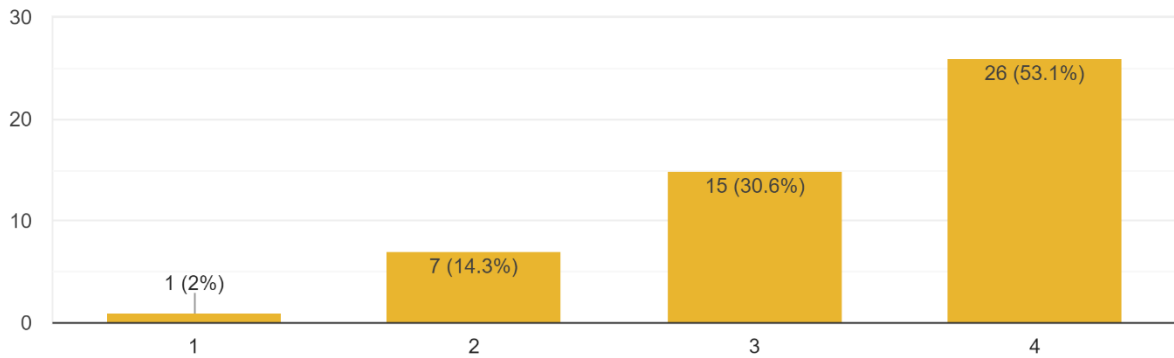
- We have noticed different behaviors with a certain student since October, we (paras) have been telling case managers what we have been seeing and it has been ignored. Now that these behaviors have been allowed to continue so long without intervention, although us as paras have done all we know how, the behavior is worse. It took until this week (April) for our case manager to finally address it and run intervention supports for us.
- I fully supported a student a couple of years ago who had behaviors. After half of the school year of ending up in a safe room, behavior specialists were called in and I was never involved in any meetings although I was the one with this student 80% of the day. I was never made fully aware of new plans until after behaviors occurred. This is only one example. Two years ago, I asked the ILS teacher for help because paras, gen ed teachers, and SSPs were coming to me wanting to know what the plans were for behaviors that were occurring with multiple students. I was giving paras ideas on what worked with me with the students yet it did not work with the paras. The teacher said she would help but never did. A gen ed teacher finally went to the ILS teacher and asked, the ILS teacher said she never knew her student was having any behaviors.
- I have been CPI trained, however, it is less than ideal for use on high school students.
- Behavior support often feels more reactive than proactive. Behavior plans are often not shared with paraprofessionals. When they are, they are not explained properly and sometimes the paraprofessionals (who work much more directly with the students) do not feel the plans have been updated. Also, the BIPs are not always showing the full picture of behaviors or the plan does not seem to make sense or be effective. The support from higher up or more targeted positions in the PSD Integrated Services department often are the most helpful either. Student cases do not seem to be given the full "investigation" and support that they should be to actually make a difference for the student and help/educate the staff.
- There have been a couple behavior plans that have been put into place, but there is a lack of proactivity with this. When there are increasing behavior concerns, we have had therapist and case managers helping consistently. This year, most concerns were not addressed, or haven't been until very recently, now instilling these concerning behaviors. When discussing concerns, we are often left feeling as if we are exaggerating or excuses are made on behalf of the student without actually observing the concerned behavior. Paras are often subjected to being injured and mentally/physically exhausted with no support or plans in place. Concerns are left for months at a time, regardless of remote or in person learning. Whether there are aggressive signs of behavior or passive behavior, it is often ignored until it is an extreme problem. When collaborating in meetings, individuals do not feel comfortable providing suggestions because it is often met with a condescending tone, avoidance or judgment, rather than concern, motive or communication. I feel I do have the necessary tools for behavioral aspects in general because paras are updated with current CPI training and various training modules in addition to professional development. It is hard to request help from case managers when there is often an absence of updated certifications on their end. It is easier to

communicate with paras who are engaged in learning with and from our students. In this way, paras are more accustomed to communicating with students in general and often students are triggered by actions by the case managers that could have been avoided had they listened to para suggestions are learned from students routine i.e. how to approach them, what to say, what tools are helpful, individual personality, etc. Sometimes these careless actions/conversations will even set student progress backward!

### Transition\*level to level\*18-21\*post-secondary\*community partnership

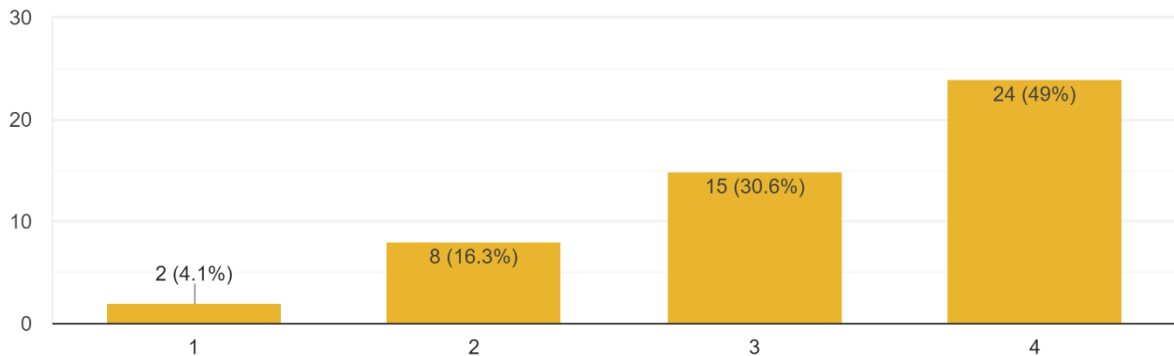
I feel knowledgeable and receive information to help me effectively support new students transitioning to our school/program.

49 responses



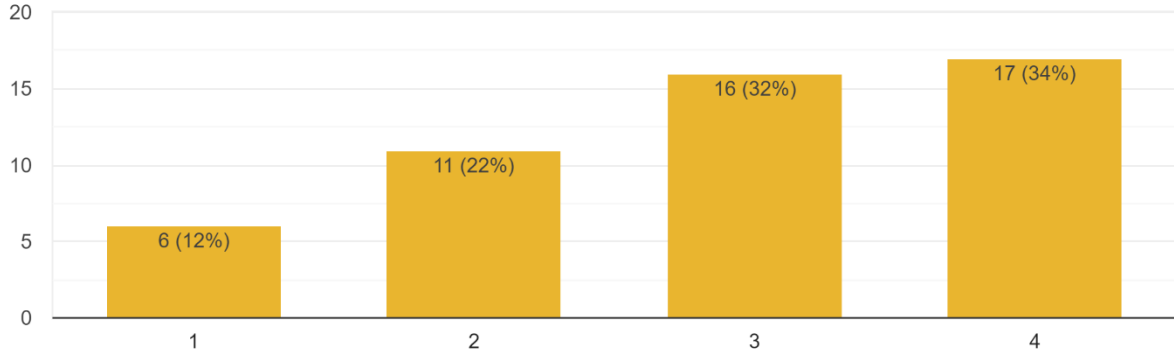
I feel equipped to provide meaningful instruction and opportunities to participate in a group and individual age -appropriate community activities, ... moving toward their identified Post-School Goals.

49 responses



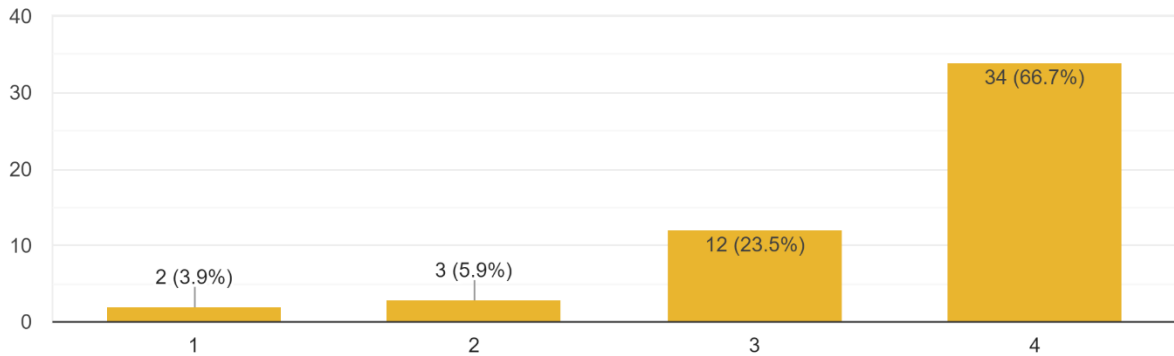
I am aware of students post school goals and have an understanding of the purpose of a transition plan.

50 responses



Students are treated in an age-appropriate manner and the diverse learning environments reflect that.

51 responses



- I wish that there were more opportunities for DHH students to have Deaf mentors. Our district as a whole does not believe in sending DHH students to Deaf schools. Which is fine, IF we are able to give those students the empowerment and independence that they need to be successful. Part of that is providing Deaf role-models and instilling a sense of pride in themselves. They should not see their difference in hearing-level as a source of shame. If we can implement Deaf mentors, ASL courses taught by Deaf teachers, and build a sense of community and pride there is no end to the success that these students can achieve. If we don't send them to Deaf schools, we must prove that we can provide everything they need right here in our district.

- I feel as a department we rock with giving our kid the dignity they deserve and respect but some of our colleagues could use some additional training in how inclusion works.
- The post school goal score is low because I work with PreK.
- When a new student is enrolled, the ILS teacher always tells us that they know as much as we know about them so we just have to learn by getting to know them. I have heard that so many times. I have never been told what a students post school goals are. I did not even know that I should know those.
- I am aware of some of the students goals and have helped with career objectives in collaboration with general education teachers and ILS classes. I am aware of where students are going to be transitioning after graduation, but have been given no reasons on specifics in regard to why they are attending a specific program. The current case manager has expressed a bias with those who work at the respective establishment, so I am hoping that these decisions are being made in the students' best interests.
- I have an clear understanding of transition plan but I do not know each students IEP goals and post school goals.

## Comments

What do you see as the strengths of the ILS program?<sup>43</sup> responses

- Individual student focus.
- inclusion, acceptance, supportive team, adaptability
- One on one teaching with students
- We fully integrate our students and work well as a team to help them succeed
- We work amazingly as a team and are able to support a wide variety of needs and behaviors successfully, and are allowing room for the students to grow.
- We are a district full of educators who truly care about students.
- employees care of students
- group support and feedback
- Ongoing training, inclusion
- A love of teaching kids with extra challenges.
- the dedication, perseverance, and overall commitment of nearly everyone in ILS to go above and beyond for the students.
- The ratio of 2 students to 1 adult in our ILS program has been vital, essential to student learning, growth and safety on a daily basis. Thank you for allowing this to help us provide the best, most positive environment for our students!
- Valuing each student for their unique funds of knowledge, Providing ongoing training,
- inclusion, meeting IEP goals, helping students secure the skills they need to succeed
- Collaboration and care for all students and staff
- Supporting students on an individualized basis
- Love and concern to help our students succeed to the best of their individual capabilities and making our days with the kids fun

- I love the close team and trying to keep kids engaged in gen Ed with adaption and modification. I feel supported in learning myself and growing as I support individual student needs.
- Preparing individuals for their next steps after high school, inclusion, individualizing approaches for each student
- A genuine care for the students in the program and a desire to see them succeed in the classroom and beyond.
- Every child is looked at individually and a plan for them us created.
- the autism coaches and the training they provide
- I love the inclusion part of the ILS program not only for our students but for the gen ed students as well. I think both groups really learn so much from each other. But, I also believe that everyone needs their own space sometimes.
- Well staffed--highly trained, experienced and committed to student success.
- Providing the students the supports they need to be included in gen ed and for their future success
- Opportunities for continuing education and PD
- All of the classes that are offered and the opportunities I have to talk to and watch the specialists so I can learn directly from them.
- Intigration
- Flexible and willing to make accommodations to assist the student in being successful
- The paras, gen ed teacher support and the resiliency of our amazing students are the strengths.
- Caring trained adults to help the children reach their goals.
- Supporting each student to their specific needs. Following IEP goals. Following all protocols for the best safety of each student. Taking data everyday. Inclusion. Modifying work for each child so that their goals are met. Interventions that are needed per child. Using behavior techniques taught in training when needed. Using aba to teach functional skills.
- We support each other and the children.
- Educational Classes through District
- Inclusion, teaching students that they can dream big, growth, heart
- Assisting students for the outside world
- It teaches students the skills necessary to live as independently as possible upon completion of the program.
- Inclusive, specialized
- The visit to the school and the instructive support of the program coach, the feedback on how to work with the children.
- The students being integrated into their general education classroom and having opportunities to interact with their peers.
- Providing integrated classes and unified sports programs are strength of the program. Making these connections is what creates a community at Fossil for everyone from students to staff to parents. When students are able to express creativity in their accommodated general education work, they are able to find their own strengths while

attributing to their future. When there is tangible projects to share or friendships created, this speaks for the true relationships that can be made between the student and their peers, support staff and parents.

- Case managers are effective with their students.
- What do you see as the needs of the ILS program?<sup>41</sup> responses
- Better integration with gen Ed team in some cases
- More teambuilding among the classified staff.
- I feel I haven't worked here long enough to fully assess the needs
- Days are extremely busy and sometimes no notification of a new student in our program
- Timing of things is difficult. As I mentioned before, there is not always time to discuss both positive and negative aspects or needs. The Friday meeting times were really nice and allowed our team to spend time discussing each student on a case by case basis to better support them.
- We need more cohesive collaboration. We need to really talk about language acquisition and language deprivation.
- more training, more employees
- additional staff
- More transparency shared with the paras assigned to kids about the goals for the student.
- Make sure everyone on the team feels like their input is valued. Many times conversations seem like they are only reserved for certified teachers/itinerants.
- Just more time to plan, coordinate, and discuss supports and accommodations so that everyone is up-to-date on what the students need.
- Earlier collaboration with administration for high level behaviors.
- Any support from administration, not counting on us to work for free when buses or parents are late to pick up, allowing time for meetings, and trainings on students new IEP goals as they change during the year.
- More spaces for one on one enrichment, Lunches, etc. that is not in the halls.
- Consistent, clear communication with all supporting staff for the student. Including programs they are participating in (not just their teachers and case managers)
- We need a specific room that is safe and sensory related including physical activities and movement for all our students to include swings, slides, bikes, etc
- I would like more training opportunities in specific strategies or materials for ILS kids. I would also like more opportunities to help kids feel included in class that need extra time answering questions and help facilitating group work. It would also be nice having more help to support iep goals.
- I feel that more planning time for all staff including the paras that are with students in general education classes.
- Training for those in a supervisor position to know how to supervise and utilize paras.
- more understanding of what happens in the CBA rooms from admin.
- I wish that we had different levels of paras either depending on experience or the amount of work one wants to put into their job.

- More time and planning dedicated to collaboration and communication throughout hierarchy.
- More information about IEP overall goals/picture - not just tidbits
- More holistic and connected behavioral support, primarily for autistic students
- More time to collaborate with other paras
- Our school doesn't see the urgency of getting to know our PreK IS students.
- More education; and clarification amongst the team and the adults that interact with students that have a IEP, BIP etc.
- Our case managers should focus more on collaborating with paras, setting us up with classroom supports, helping modify and set up accommodations.
- More staff to support children more completely. The current ratio of kids to adults make it hard to teach the kids more effectively. During our hybrid time the kids in our room made the same progress only coming two days a week but with one on one attention that they normally made in previous years with having to be paired up almost all of the time. I know one on one isn't doable but even adding one more adult per classroom would help increase one on one opportunities for the kids to increase growth.
- Staffing
- Students with higher needs should be classified differently, assessed as a 1 1/2 or in some cases a 2 when the ratio of students to a teacher or a para are being calculated. Counting all students as a 1 takes away from their learning.
- Better standard of communication between teachers and classified staff
- Training ILS teachers on how to collaborate with paras, train them and hold them accountable or if that is too much on them then make a lead para responsible for training and holding them accountable but the teacher must collaborate and trust their paras. It has to be a team.
- Communication and flexibility
- Not sure
- unsure
- Communication, especially what are the needs of each child.
- There needs to be a more accurate way to assess the staffing needs at each school. Having umbrella set numbers for all schools is not always beneficial for students to get the support they need. The different hours and support for teaching that the IEP reflects the student needs, and is entitled to, is not able to happen. It would be nice if the IS department would start with the umbrella 2:1 for support, but then also look at the grade levels of the students. It is not always possible for staff to support students when spread too much across grade levels, classes, locations of the school (primary wing vs. secondary). Students end up not being supported when they need it, or are required to be pulled out of class so they are able to be with support. Also, including the teacher in this ratio can also be extremely detrimental in situations, especially when already stretched thin across grade levels/sides of the school. The students end up suffering and it is not fair to them. It is also putting stress and guilt on the paraprofessionals who feel like they are not able to do their job/support the students the way they need. Being stretched so thin also adds stress to the paraprofessionals in general, making their job harder and

less desirable to do each day. In addition, teachers to be able to identify when the students benefit from being in their classroom and giving them strong targeted instruction when it is appropriate for them to be pulled out. Not just always being integrated in the general education classroom when not beneficial to the student when the time (or even part of the time) could be used for a targeted instruction. Or, just being stuck in the ILS room all day. That does no benefit the students either and does them a disservice.

- The overall need for the ILS program is consistent leadership and team collaboration. Communication is lacking because there are different expectations for every person on the team. When provided time for communicating and improving the program, this is scarcely used properly, if at all. The tone of voice between supervisors and staff is often one that is condescending, passive-aggressive, or sarcastic. Supervisors exclaim expectations that they do not follow - having a walkie talkie, letting others be heard, speaking respectfully, being observed talking down about their paras on multiple occasions, not respecting others times, having appropriate and professional conversations at work, communicating with others if you will be absent, being where they are scheduled to be at all times, being a team player and being respectful. A team will not be strong when they cannot respect their counterparts to be upholding the same expectations that they talk about often. Trust and respect is lacking greatly because of hypocrisy and negligence.
- Case Managers communicating with Paras about IEP goals. Officially invite Paras to meetings.

Are there things you would like to share that this survey has not captured?<sup>17</sup> responses

- no
- No
- n/a
- No. I appreciate the survey.
- For para academy I wish either new classes or different levels of classes would be offered that way those of us who have taken all the classes could continue their learning.
- not at this time
- Thank you for asking all of these things!
- nope
- NA
- There is a disconnect between the team of parents and case managers with the team of paraprofessionals working with students. Without this collaboration, each student is not reaching their fullest protentional and might be lacking certain tools that they need in order to continue to successful. When paraprofessionals feel valued and the students feel heard, then there is more motivation to provide for the program as a whole in every decision/action at work. There are some strong suits to the organizational pieces that have come out of this year's supervisory team, which was much needed, but now there



are tools laid out that are not being utilized. Establishing real conversation that is lasting requires the use of resources that are being provided to the full extent. This can include: taking data and teaching paras, documenting ideas at meetings to be implemented or at least circled back to, providing direction so that those working or subbing are in the loop and not scrambling in front of students and/or parents anymore, etc. Students will react better to teachers they believe care about them as people with separate needs and Paras will be able to actually help with data collection and general strategizing when others are allowed to be heard and taught.

- I love PHS and believe they care about their Para team. I see a gap between the communication of gen ed teachers/ case managers and paras. I think there should be a Liaison position that would help Paras feel more connected leading to becoming more effective in their skills.

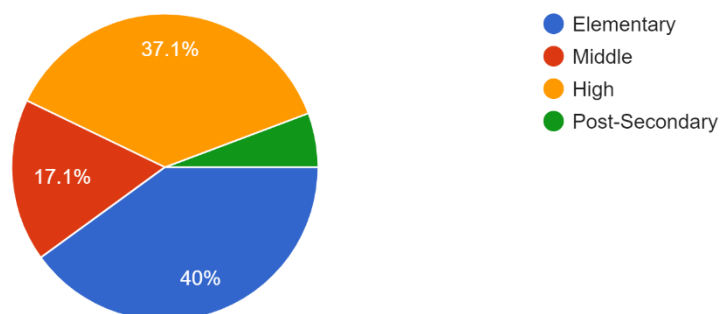
**Appendix C**  
**Parent Survey Results**

## 2021 Parent ILS Survey Results

### Demographics & Overview of Results

Thirty-five parents responded to the 2020 Integrated Learning Services survey. Most of the respondents, 40% and 37%, were parents of elementary and high school students, respectively. Seventeen percent of respondents were parents of middle school students.

Identify level:  
35 responses



Of the three groups surveyed (parents, certified, and classified), parents reported the highest level of agreement of ILS programming, with an average score of 3.49 (on a 4-point scale) overall. Parents reported the highest level of agreement (M = 3.67) on questions regarding para-educators. Parents reported a high level of agreement on questions regarding behavior & health/safety (M = 3.58), instruction (M = 3.55), inclusive culture (M = 3.51), and collaboration & communication (M = 3.45). Parents reported the lowest level of agreement on question regarding the transition from secondary to post-secondary education (M = 3.19). Overall, parents who completed the survey, reported a high level of agreement with the Poudre School District Integrated Learning Services programs.

Component	Mean Score (1 Lowest, 4 Highest)
Para Educators	3.68
Behavior & Health/Safety	3.58
Instruction	3.55
Inclusive Culture	3.51
Collaboration & Communication	3.45
Transition to post-secondary education	3.19

The items with the lowest scores revolved around awareness of transition programming options, post-school resources community resources, and the district transition series presented each

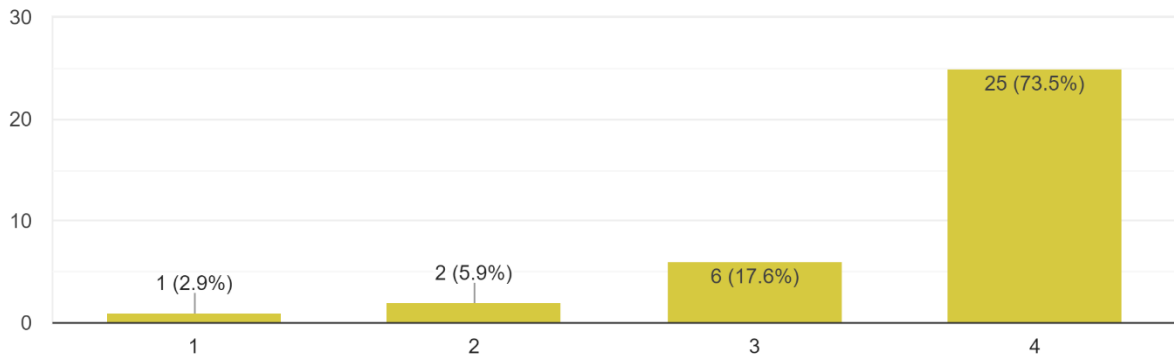
year. These are areas that the ILS department need to investigate further and find more effective ways to disseminate information about the transition programs available to ILS students.

### Results of Individual Items from the Survey

#### Instruction

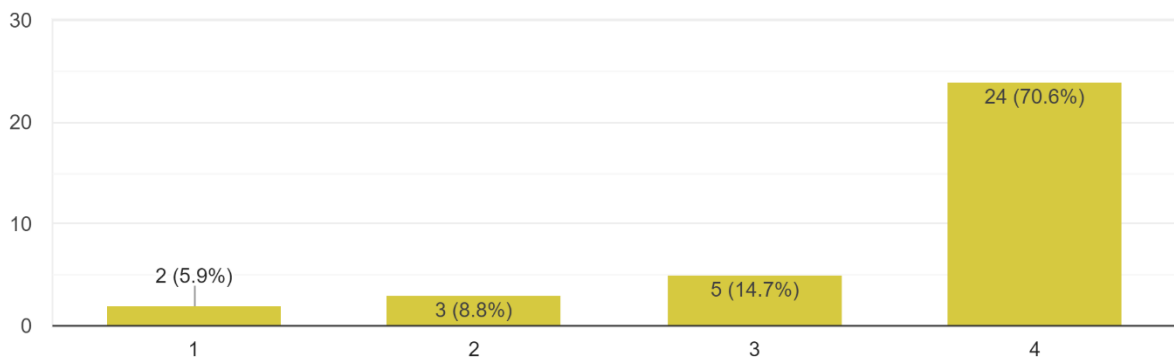
My child's ILS team is knowledgeable about effective instruction and interventions relevant to my child.

34 responses



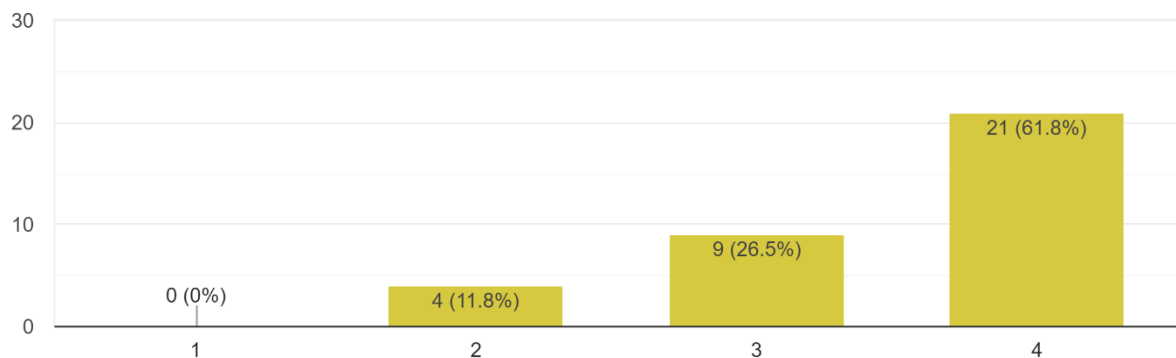
My child's educational program changes to match his or her strengths and needs.

34 responses



I receive updates around my child's progress.

34 responses

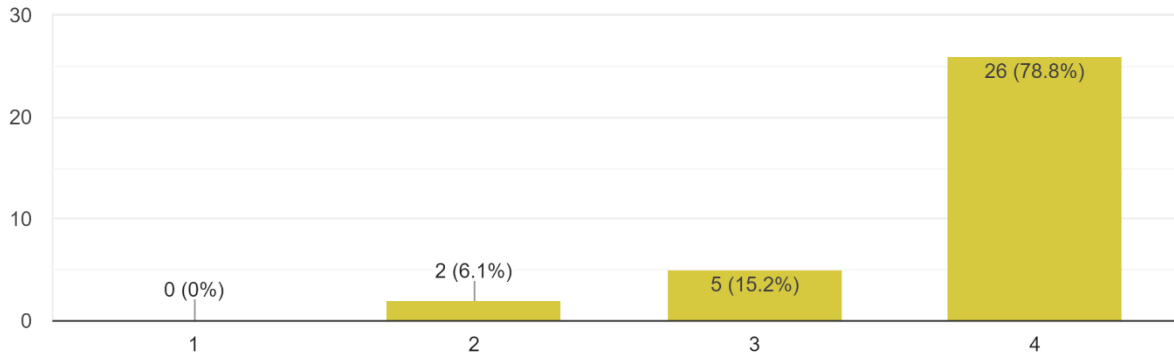


- Not enough time to do all the classes my student wants to participate in
- Keep up the great work everyone!
- My child is not receiving adequate academic teaching. She is falling behind more and more.
- We are not with ILS so I am not sure why I am getting this survey.
- I would love to have more updates like once a week as to what exactly he is working on in school that week so I can carry over the same at home.
- This is our first year at Lincoln, and with Covid, I don't feel I can really evaluate the program there. We were very happy at Putnam.
- We have a strong ILS team. That said, my child has a specific learning style and it has been more difficult to implement strategies than I anticipated, especially when it translates toward using them in a manner that accesses gen ed curriculum. Remote gave me an opportunity to see what my child is capable of, and I have been working with the team to bridge the gaps that have existed prior to this year.
- They are great!!!
- We think that Sarah benefits greatly from the group of teachers she works with
- We miss Michelle Bullock and wish that she could return to the Werner ILS program.
- I feel the ILS program meets my child's needs in the best way possible. We are on year five and have never had a complaint.
- Flexibility of the child program may change with lack of child flexibility, but I can see that this interferes with the child's learning, any way around this?

## Inclusive Culture

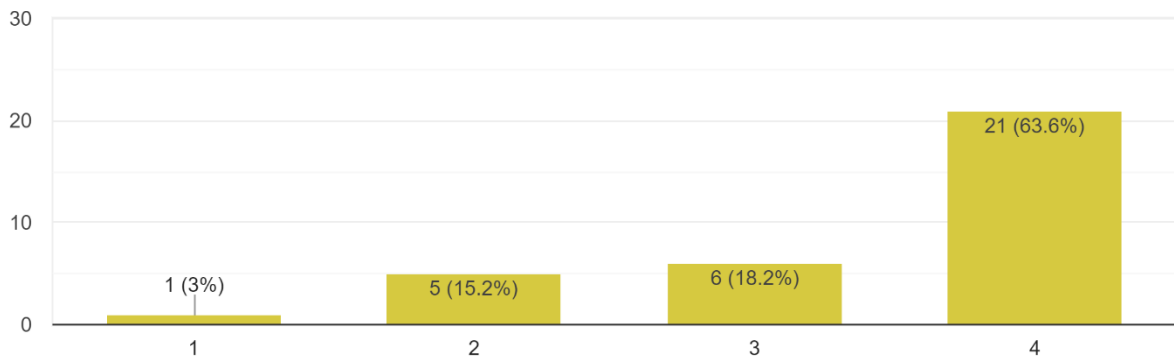
My child is encouraged to participate and be involved with general education peers and classes as well as other school activities.

33 responses



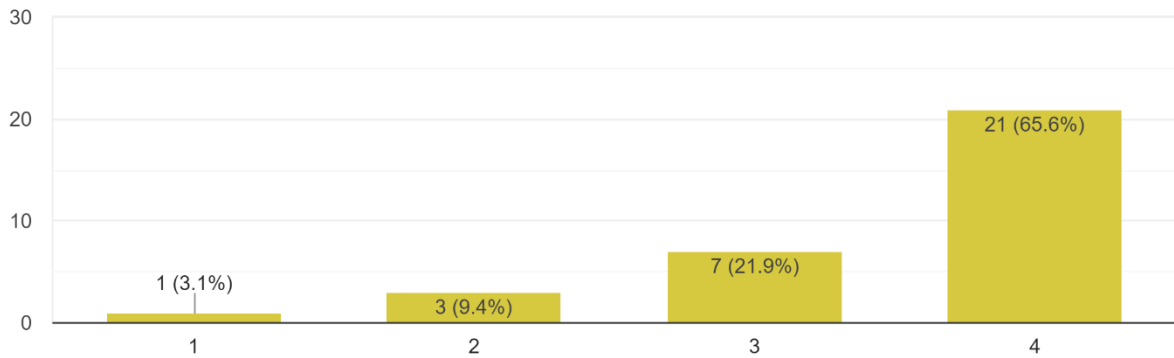
At my child's school, there is a sense of shared responsibility among all staff regarding my child.

33 responses



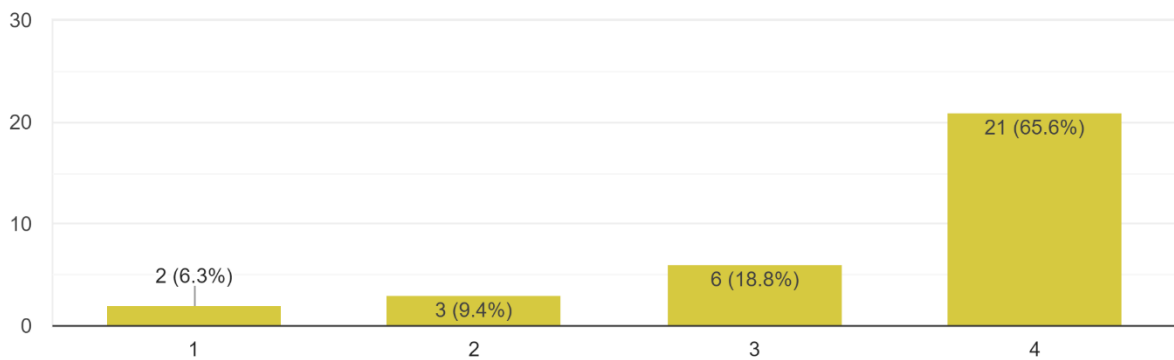
A presumption of student competence is demonstrated by staff consistently having high expectations for my child.

32 responses



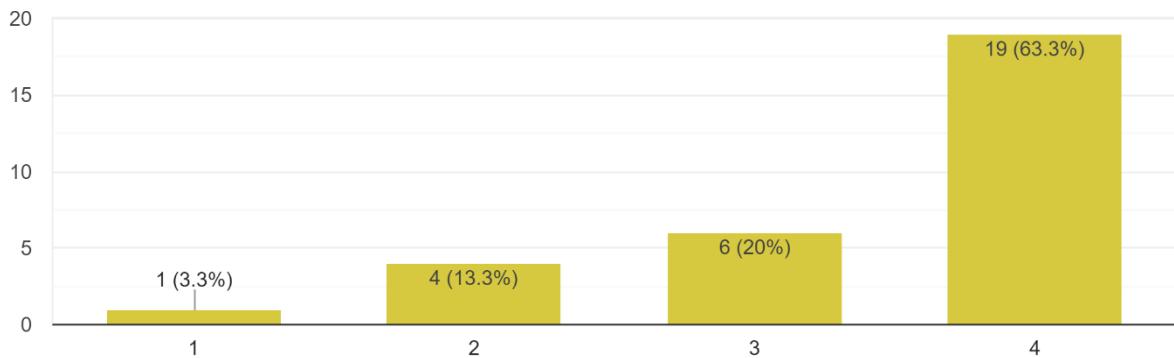
There is a sense of belonging and adult responsibility / ownership for all students in the school community (e.g., playground, lunchroom, general education classrooms, library, extracurricular activities).

32 responses



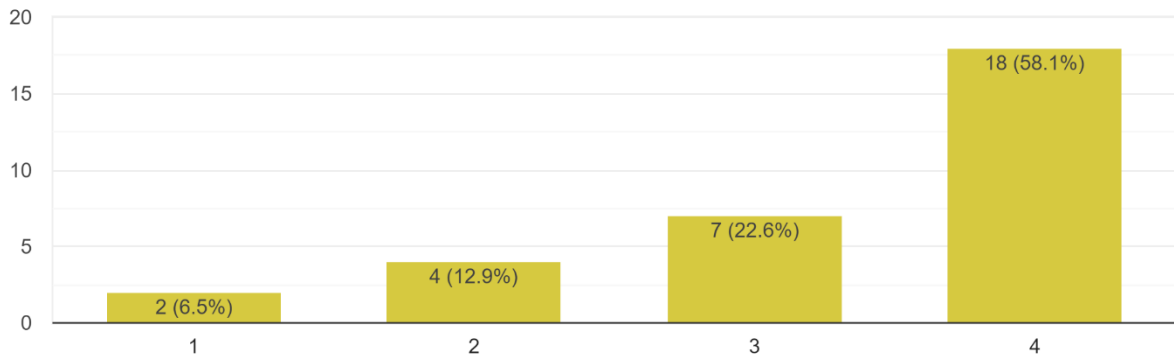
Student voices are heard and have opportunity to make choices that impact their day.

30 responses



Administration supports inclusion of all students by providing necessary (i.e. financial, collaboration, training, etc.) support for ALL students and teachers.

31 responses



- My son has grown so much these years thanks to the ILS team and their support. The push him and dont let him say he Cant. They always encourage with love and support.
- His first 2 years in preschool at Traut the teacher was not well versed on things like Respite Care and other services like the rest of special education staff have been.
- Please see my last comment
- Work needs to be done on these topics district wide, which is probably not a surprise. My child is integrated in the classroom, but not always included. The standard of inclusion is evolving, becoming more strategic and universal. Things like co-teaching, having my child not sitting at the back of the classroom, leveraging peer instruction, or even things as simple as having the playground be wheelchair accessible (it's not presently) are truly what needs to occur in order to foster true inclusivity.

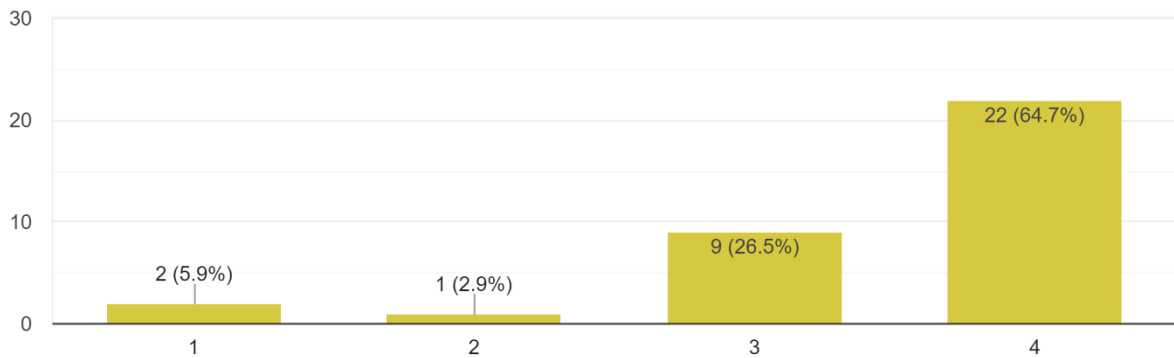


- Not sure of the last answer
- Very good.
- We have always been impressed by the community feel at our child's elementary school. Our child is routinely recognized and greeted by a majority of school staff. Our child is well integrated into the general ed environment.
- would like to see more acceptance form the school students to the integrated services students, I see separation increasingly happening

## Collaboration and Communication

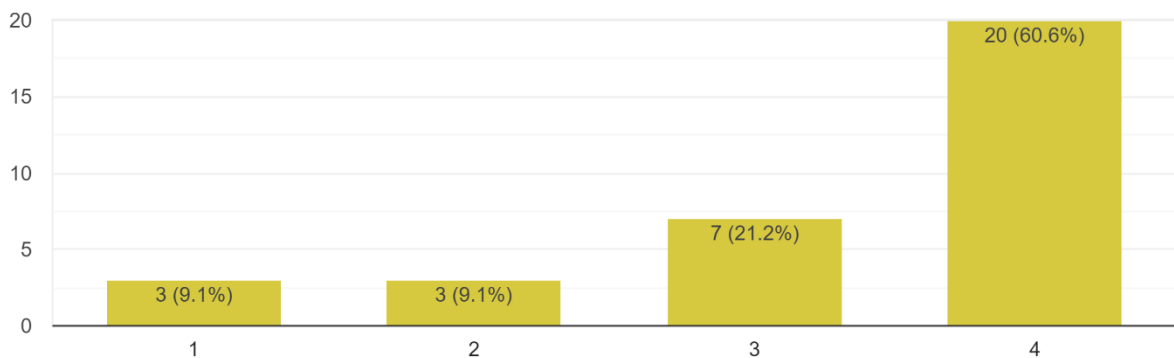
The IEP team communicates with me regarding my child's educational progress.

34 responses



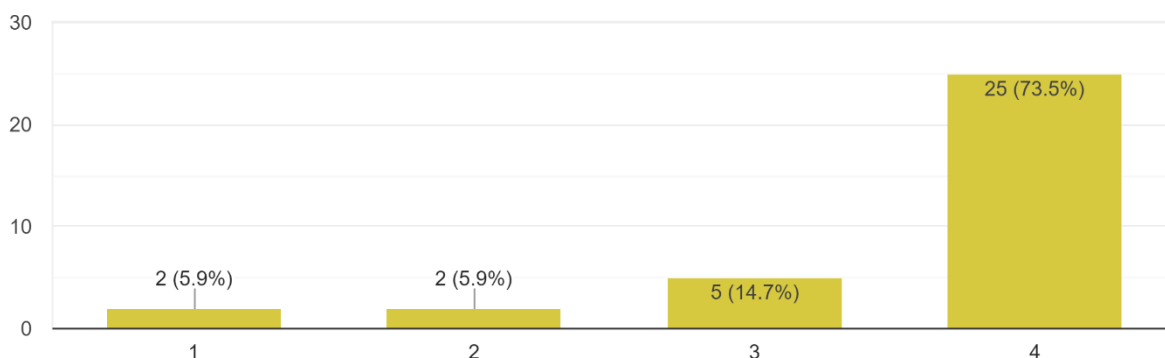
The IEP team shares techniques and strategies between home and school.

33 responses



The IEP team communicates with me in ways that meet my needs.

34 responses

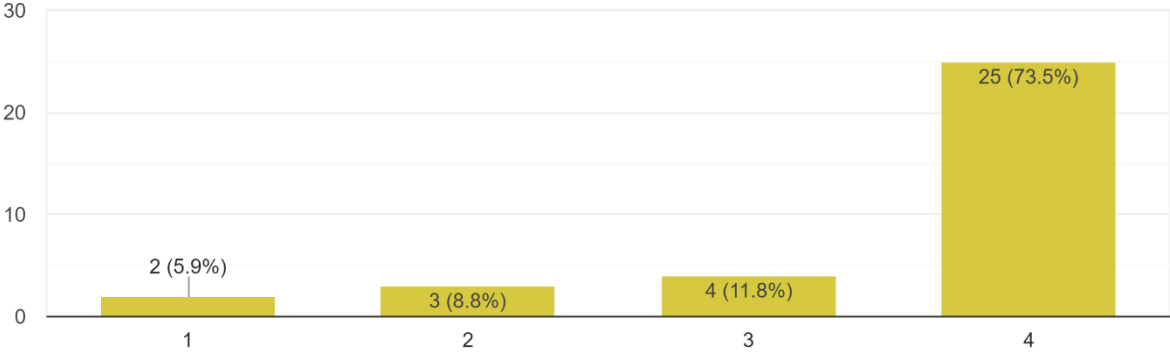


- Always there to answer any questions i have about my son and his schooling.
- Again our IEP team is great. However, I think the infrastructure design is what holds me back from scoring higher here, which is not their fault but rather the fault of design. It feels like during the week there is not enough time for the ILS team to communicate to us on how things are going, much less any strategies to support between home and school. I also think communication generally (for all school notifications, not ILS specific) should include a text option. I realize there is a legal trail required, but there is also an ability to improve and increase the communication flow between parents and educators if this option was made more feasible.
- Very informative.
- The IEP Team demonstrates an ability to listen when in meetings, and demonstrates the exact opposite with implementation. Almost like it's all for show on video.
- It would be great if we could learn about therapies we can do at home.
- We highly value all of the special education staff/service providers that interact with our child and feel they routinely go above and beyond in the education of and relationship with our child.

Paraeducators

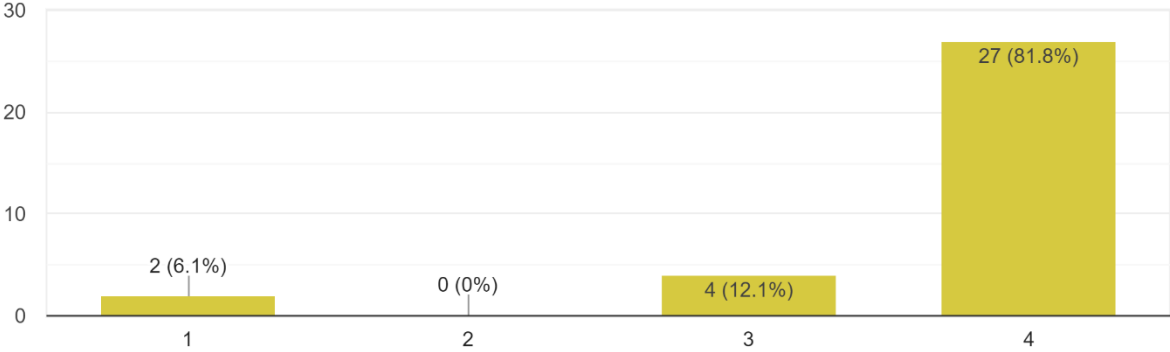
I understand the roles and responsibilities of the paraprofessionals and how they support my child.

34 responses



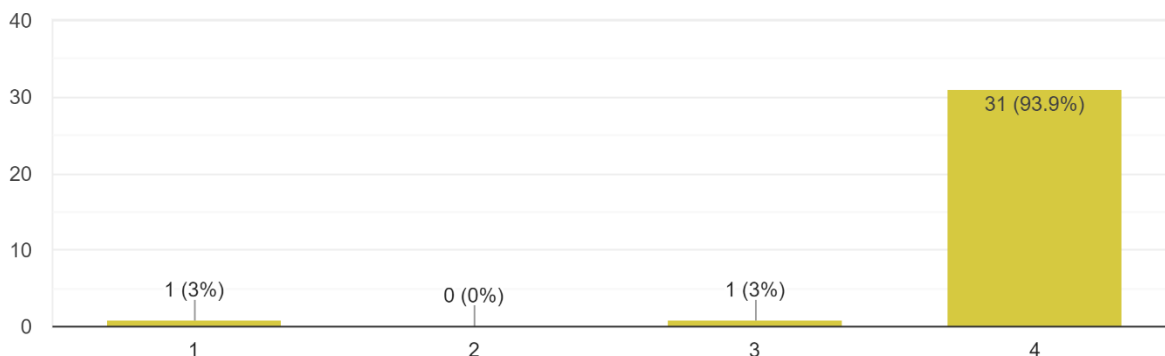
I feel appropriate boundaries are respected and maintained.

33 responses



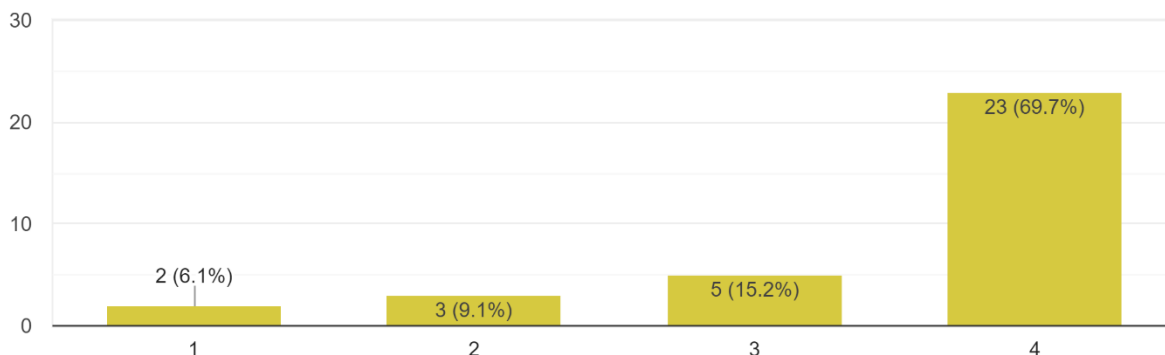
Staff respects confidentiality regarding my child's information.

33 responses



Paraprofessionals are utilized in a way that promotes independence for my child.

33 responses



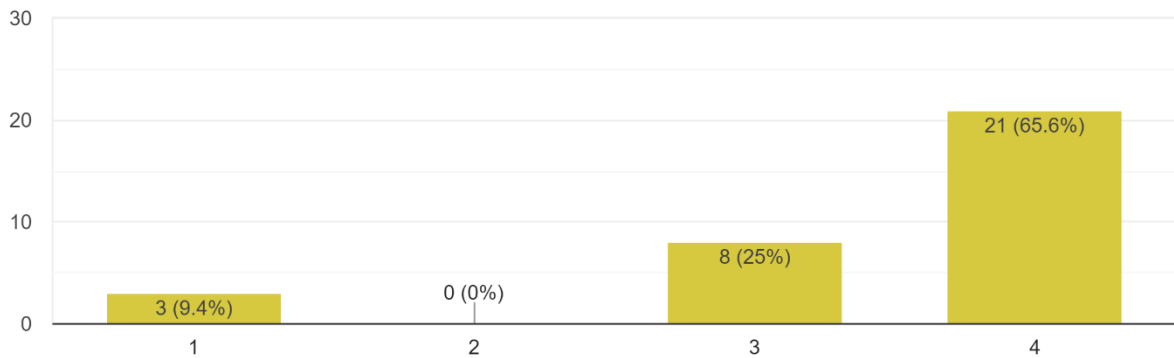
- The para support staff went above and beyond this year
- They have helped my son come out of his shell. To helping him be independent in the bathroom to the classroom with his peers.
- Lack of communication makes it difficult to answer.
- I am unaware of Anaya's school experience as she is not able to communicate with me about it and I have never been inside Lincoln.
- Our team is extremely professional. Would like to see paraprofessionals pre-planning/scaffolding gen ed work ahead of class for my child so that they may access more independence and gen ed material. It often has felt reactive and my child's work output has suffered as a result.
- My child respects all the paras.
- Our kiddos love the Para's they work with

- We see that the paraprofessionals that interact with our child are dedicated, skilled and have warm and caring relationships with our child and are truly invested in our child.
- would like to see students encouraged to do their work, as it is Paraprofessionals do a good portion of the student's work

## Behavior and Health/Safety

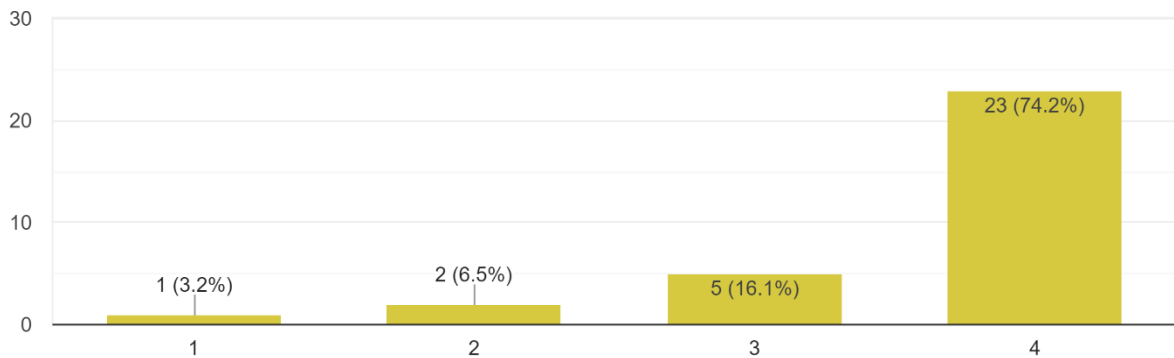
I feel comprehensive functional behavior assessments reflect my child's needs, strengths, motivators & function of their behavior.

32 responses



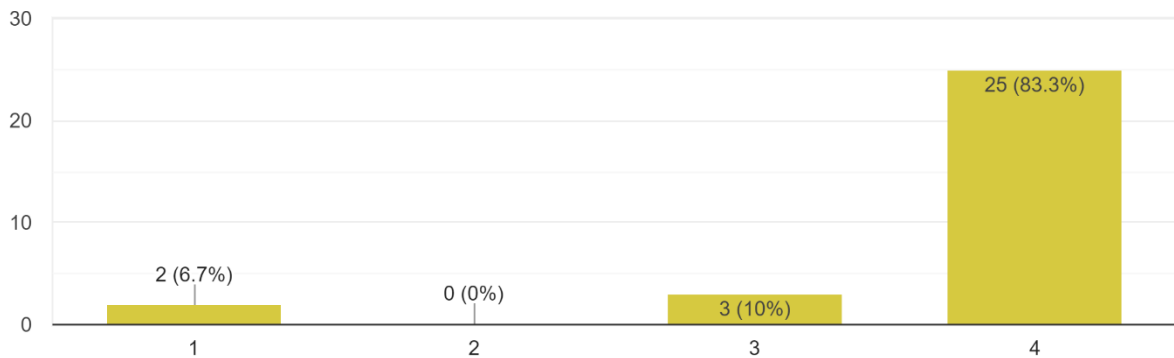
I feel I was an active participant in creating the behavior plan to meet my child's needs.

31 responses



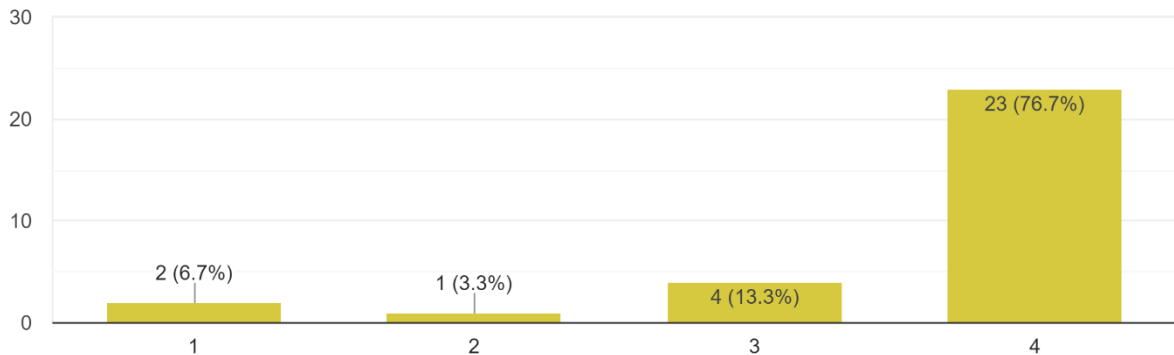
The school takes a positive approach to support student behavioral needs.

30 responses



Behavior supports for my child are solution focused and teach replacement behaviors and skills to help engage more successfully with instruction & the educational environment.

30 responses



- They are always there to help calm down any situation and do it in a way that's unique to each child.
- Again, lack of communication
- I think this category needs more help for my child
- They all know all my child's whims.
- I feel it was of benefit to experience Covid; it has taught me so much related to what student has been missing. I feel I would not have known how much busy work she is getting compared to work she can actually accomplish and show growth in.
- My child does not have strong identified behavioral needs, a separate behavioral plan or IEP goals addressing behavior. When there have been any behavioral issues (small in

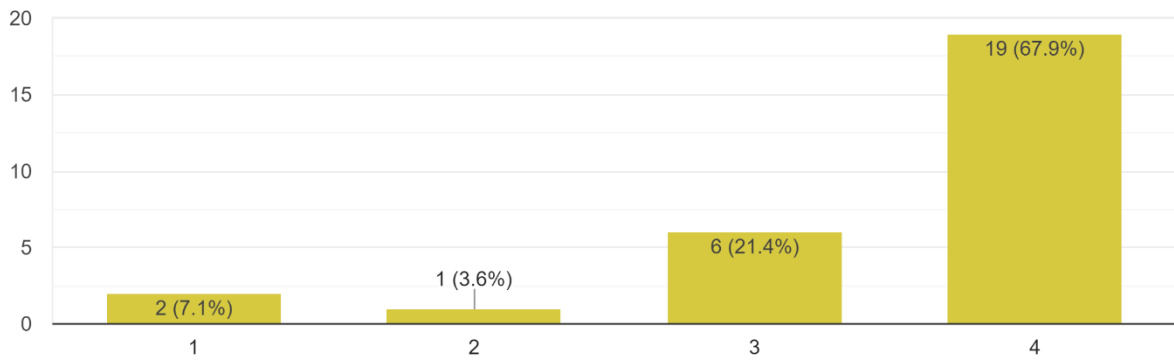
scope), they have been adequately addressed but overall this is not an area of concern for my child.

- Staff do a great job there

### Transition\*level to level\*18-21\*post-secondary\*community partnership

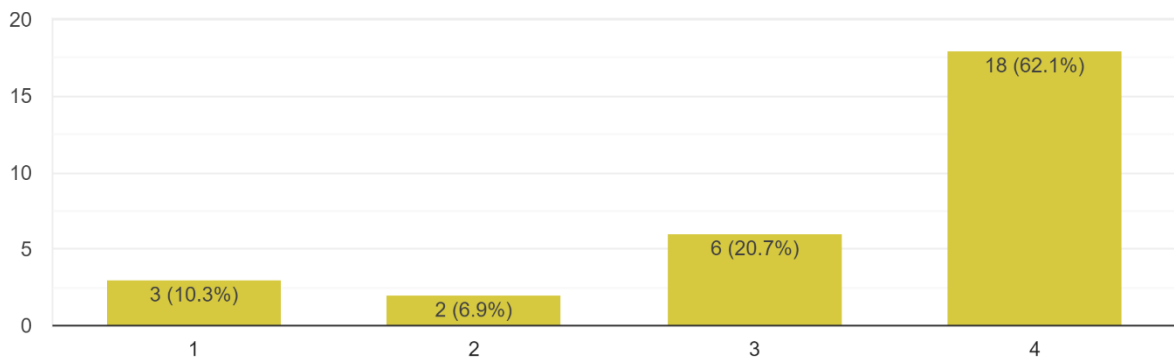
When transitioning between schools / levels our family was provided with the information and support we needed, making it a positive experience.

28 responses



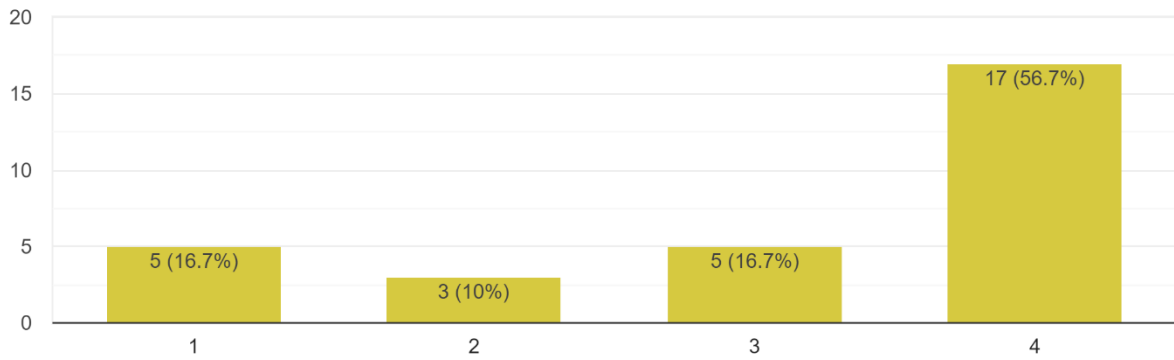
I feel the new school team was prepared to support my child's needs.

29 responses



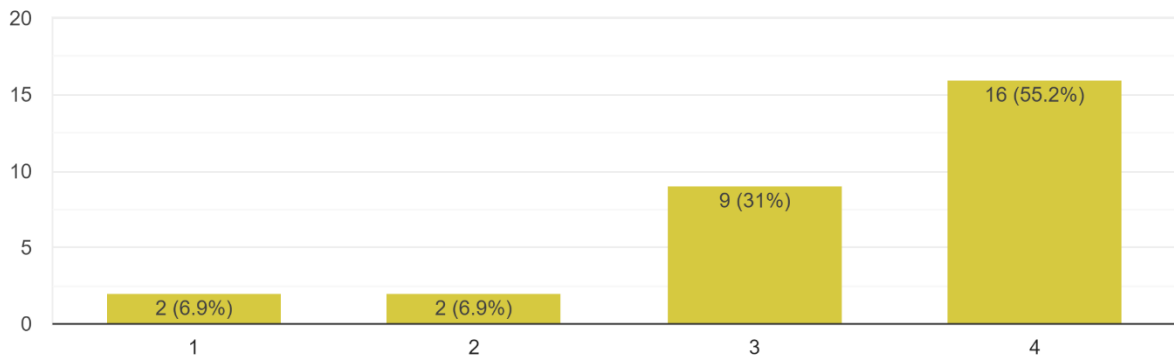
I feel the IEP team has informed our family about age specific transition programming options in PSD that our child may be eligible for.

30 responses



I am aware of community agencies (i.e. Foothills Gateway, DVR, etc.) and resources and they are involved in my child's educational programming.

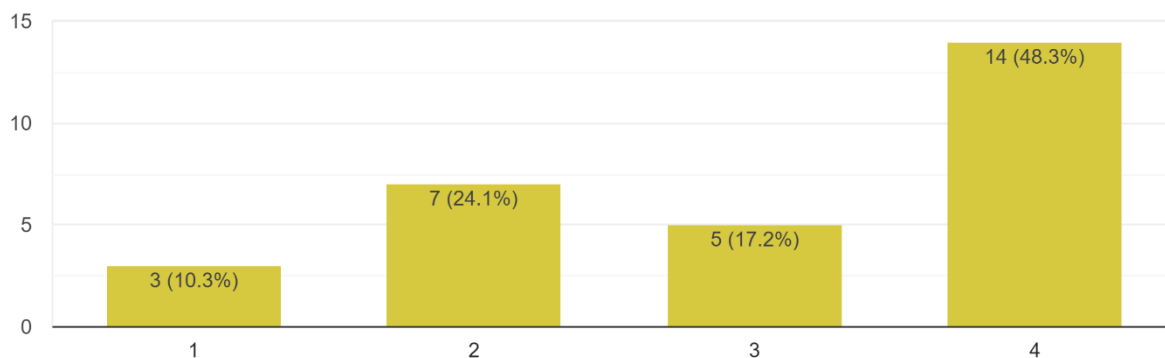
29 responses





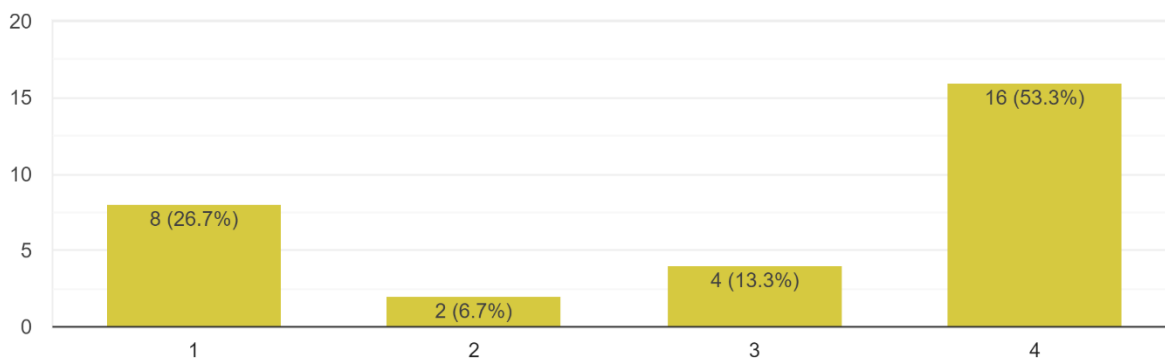
I am knowledgeable and informed about the community resources and supports available for post-school plans.

29 responses



I am aware and informed of the district Transition Series presented each year.

30 responses



- Many parents are not aware of the transition process and rely on other parents for a lot of information
- I am unaware of age specific transition programming options in PSD that our child may be eligible for. Does this apply to younger children as well?
- My freshman had a really hard experience at high school the first half. The CM was not the best for him. Now we have a new CM for him and things are going much better so far
- I'm very informed
- This is one area we could use more information about with Naomi
- I am aware of additional supports because we independently reached out to these sources a while ago.
- Haven't heard of the Transition Series

- My child has not yet transitioned between schools other than from PSD preschool to elementary several years ago. I remember that as being fine.

### Additional Comments

What do you see as the strengths of the ILS program?<sup>24</sup> responses

- Teacher staff engagement and support for students
- They can handle any situation with love and support. They tailor all educational needs to each student.
- Rocky ils is amazing!!!
- Great paraprofessionals and teachers
- Great resources (paras, staff, technology)
- I've never felt my disabled child was abandoned in education (except for 2020-2021). I clearly see the ILS team's effort/care for special needs students.
- The teachers!
- I am going to answer all these questions together. My experience with ILS and out IEP team has been very variable from year to year and is totally dependent on the experience and attitude of the team members. This year, we have a fantastic team and wonderful teacher. Last year, the gen-ed teacher was not so accepting of my son's disabilities, though, the rest of the team was great. Before that, we had a different sped teacher who smirked at my son's diagnosis. Luckily, the psychologist knew of it and realized it was a perfect fit for what we were seeing with my kid. But that sped and the years she was our case worker were very difficult for everyone involved. Also, I understand and appreciate the the need for privacy. But then there are teachers that my child interacts with that are not aware of his disability and, therefore, don't know how to handle his behavior. I think every teach who will be interacting with and ILS kid should be made aware at the beginning of the year, who these kiddos are (it is not always obvious.) Two years ago, we spent a lot of time developing a BIP. No one know how to follow it. I guess I am trying to say, there needs to be better communication within the school about the children with hidden disabilities. There also needs to be better education of case leaders with regards to their roll communicating with the family and the teachers in the school. The resources are there but our kinder/1st grade sped didn't make us aware of them or didn't know to access them herself. She also felt very defensive when I brought an Arc advocate to our meetings. This shouldn't be seen as a threat. She wasn't a legal advocate. She was just another brain with great ideas how to help. And she knew about the resources within PSD that have helped us greatly.
- My child couldn't attend school without it. Appropriate support and educational modifications.
- The biggest strength is making my son feel included by keeping him in the classroom with support. Having caring caring Para's that only want the best for my son. That Amy Mclean understands that I am a working single mom and has found an effective way to

communicate with me while I work. I know that the entire ILS staff at Lopez has my sons best interest at heart and will do anything to help him succeed.

- I appreciate the multidisciplinary approach that my Childs team takes in addressing her needs.
- Great teachers!
- All the staff makes my child feel loved and accepted
- I feel that everyone knows my child well and understands his needs. I appreciate the flexibility they have as well as truly caring for my child and his well being.
- I feel like PSD attracts strong, capable ILS staff. They are willing to listen and want to do the best for the students. The district has access to the resources our children need in order to create successful outcomes.
- Teachers and paras They truly care about the kids.
- To know each child's strengths and weaknesses.
- Small group size dedicated crew
- Very patient with my daughter
- The ILS team is so confident in leading parents to believe they have no final say in decisions. Having an advocate truly is the only way we felt supported.
- Meghan provides great leadership and caring. We are sad she is leaving.
- I have been immensely satisfied with the Werner ILS program and the Werner school community at large. I feel it is the perfect placement for my child and allows my child to engage in a gen ed environment throughout her day with appropriate support. I feel the ILS staff is dedicated, highly skilled and highly invested in my child.
- Lopez staff is supportive community
- the people who love their job and love these kids

What do you see as the needs of the ILS program?<sup>19</sup> responses

- Teach more foundational computer skills like how to use a mouse and how to use Google classroom and related educational apps
- To help kids who are academically able to keep up with their peers. They help them succeed in school.
- More challenges for my kid, pushover more.
- I understand the purpose of the ILS program but it would be so nice if kids could follow their neighborhood friends to the neighborhood school and not have to follow the ILS assigned school
- Better accommodations to meet individual needs.
- I was told not to focus on the current pandemic, but it's hard not to because this school year is a part of all these years of my child's education. It's been a very different year for sure. However, my child's education, his right to learn was cut out for a while because remote learning is totally useless for him. This is a fact! Please do not ever forget the students who can only learn at school, in-person.

- Continuing to look for additional opportunities within the community to connect with the schools.
- More communication is always nice, though I know time is limited.
- This question does not make sense???
- 1:1 para support
- More opportunities to interact with typical kids.
- I'm sure more help would always be beneficial as my child needs one to one assistance. Approval of more paras per classroom. More specified equipment for their classrooms as well as approval of alternative learning devices for educational needs and whole child well being.
- Adopting new learning strategies faster. Being flexible to unique needs. Leading the way in inclusive practices/strategies (co-teaching, accessibility for all, inclusion not integration). PSD has the resources and capabilities to be a leader in this district.
- More programs for ILS kids even out side of school. More help if we do return to virtual again.
- I don't see any changes needed.
- The Team needs to include all parties, don't make some one feel their opinions matter to later do the opposite of what they know works with their child. Communication is lacking, your teachers are overloaded and students suffer. Teach children at their level do not give them busy work let them learn, take the additional time.
- A worthy replacement for Meghan next year.
- In the five years my child has been a part of the ILS program, I have never had any significant concern or problem with the program which I think is a testament to the strength of the program and staff.
- More sports training and integration with Special Olympics