

From: Special Education Advisory Committee (SEAC), Poudre School District

Date: October 22, 2025

RE: Multi-Categorical Program Review

On Wednesday, September 17, 2025, the PSD Special Education Advisory Committee (SEAC) was joined by Integrated Services Assistant Director of Teaching and Learning, Nora Love. Nora provided an overview and results of PSD's Multi-Categorical Program Review. Due to time constraints, SEAC discussed the review on October 22, 2025 and offered feedback and recommendations for conducting future program evaluations. That feedback is outlined in the following action statements.

Program Evaluation:

- 1) Increase Collaboration
 - a. Increase collaboration between administrators, teachers, and staff to set realistic goals for the program evaluation and how the results will be used.
- 2) Increase Survey Engagement
 - a. Offer different strategies for different groups
 - i. Parents – add phone response – staff member calls and asks them the questions over the phone – and in-person opportunities to give feedback
 - ii. Teachers – provide time for teachers to complete the survey during their work day (in-service days, etc)
 - iii. Parents – offer incentives for parents to complete the survey
 - b. Offer Results
 - i. Offer respondents the option to receive the results of the survey and be informed of progress
- 3) Ask the Right Questions
 - a. Define what data points the administration is interested in reviewing
 - b. Ensure that we are asking the right questions for the administration to make data driven decisions
- 4) Increase/Improve Training for Paraprofessionals
 - a. Training classes and pathways, especially at hire, should be included in “Critical Action Steps for Improvement”. Many of these classes should be offered prior to the start of the school year, with the time to complete the class and compensation for class time provided.
 - b. Provide targeted coaching
 - c. Provide shadowing opportunities
- 5) Prioritize Parent Input
 - a. Parent input should be addressed in “Critical Action Steps for Improvement” and “Long-Term Strategic Initiatives” in the following areas:
 - i. Inconsistent implementation of IEPs
 - ii. Varying willingness among general education teachers to follow accommodations
 - iii. Parents want more proactive, regular updates

6) Increase Communication

- a. More focused/detailed/specific language for “Enhance Communication Systems” in the “Critical Action Steps for Improvement” to address standardizing communication protocols:
 - i. Parents to General Education Teachers
 - ii. Paraprofessionals to Special Education Teacher to Parents
 - iii. Special Education Teachers to General Education Teachers to Parents

Thank you for bringing this topic to SEAC for feedback and consideration.