

Special Education Review

Data-Driven Governance & Strategic Action Plan



 NIPPERSINK DISTRICT 2
BOARD OF EDUCATION BRIEFING · STRATEGIC ALIGNMENT

Data-to-Decision Framework

1. Multi-Source Intake

Systemic policies are built using four foundational data streams to guarantee thorough individual analysis:

- **Student Metrics:** Continuous assessment & IEP data.
- **Building Capacity:** Staff, space, and program limits.
- **Collaborative Input:** Direct family, parent, and clinical input.
- **Legal & Clinical:** Regulatory mandates and specialist consultations.

2. The Decision Pipeline

Translating initial intake into final operational directives via unified leadership:

- **Community Core:** Anchoring policies in local educational values.
- **Rigorous Evaluation:** Pinpointing programmatic needs.
- **Superintendent Check:** Framing district-wide operational viability.
- **Board Approval:** Final strategic funding & policy execution.

Pipeline Evaluation: Strategic Needs

Evaluating our multi-source intake metrics yields four clear operational priorities requiring targeted administrative intervention:

Identified Pillar	Core Tactical Focus	State Standard / Measure	Target Action & Remediation
Building Leadership	Aligned site administration (LEAs)	Uniform IEP Interpretation	Develop and implement LEA training framework
Program & Instruction	Unified curriculum alignment	State Core Standards Access	Integrate specialized diagnostic reading & math programming
Systems & Compliance	ISBE cyclical monitoring oversight	ISBE monitoring template	Draft SpEd-specific document aligned with district strategic plan.
Professional Dev.	Targeted instructional methods	Tiered Intervention Capability	Co-teaching models & multi-tiered (MTSS) structures

Student Metrics: Support Tiers

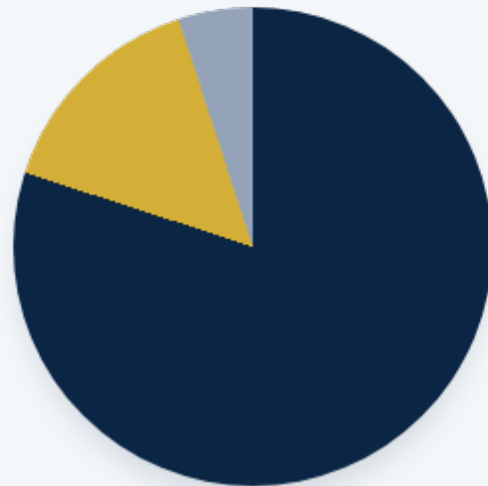


Structuring Support for Escalating Student Need

Using real-time pupil data, we structure our academic framework outward from universal baselines to highly specific pathways:

- **Standard Base (Tier 1):** High-yield universal screening and general differentiated instruction supporting the baseline population.
- **Localized Assistance (Tier 2):** Increased intensity, strategic smaller groupings, and responsive modifications tailored to growing needs.
- **Specialized Core (Tier 3):** Fully customized IEP tracking, intense resource focus, and individualized accommodations to support high needs.

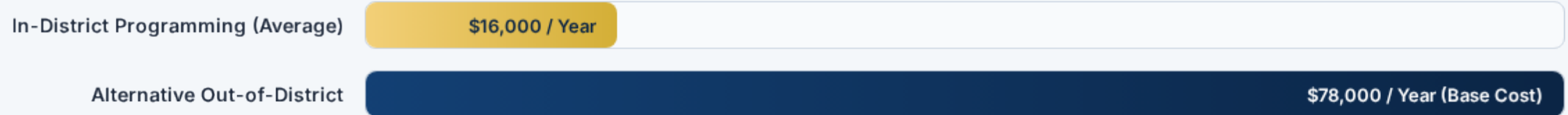
Capacity Optimization: MTSS Continuum



- Tier 1 — Universal Standard Classroom Supports (80%)
- Tier 2 — Targeted Small-Group Intervention (15%)
- Tier 3 & Spec. Ed — Intensive, Individualized (5%)

*By scaling our **Building Capacity** to align with student needs, we ensure our MTSS model proactively addresses learning gaps. Allocating physical and teaching resources correctly across Tier 1 (80%) and Tier 2 (15%) maintains program balance and safeguards intensive spaces for our Tier 3 students.*

Board Oversight: Stewardship



FISCAL OPTIMIZATION MODEL

$$R_{fs} = \frac{C_{in-district}}{C_{alternative}} < 0.21$$

Executing our role as financial stewards, the Board authorizes local resource allocation to build specialized programs. Maintaining in-district solutions operates at just 21% of alternative placement costs, keeping community tax dollars focused on home school environments.

Value-Based Governance

"A budget is a direct reflection of what a community values most. It is our responsibility to align our resources with those values."

Resource allocation—encompassing specialized staffing, physical facilities, administrative focus, and financial capital—is the product of a highly deliberate decision-making process. By systematically synthesizing complex compliance metrics, student-first advocacy, and organizational parameters, administrators move from raw intake to defensible, community-aligned governance.

STRATEGIC TAKEAWAYS

- Multi-source streams guide compliant, proactive student and building plans.
- A balanced service continuum (80/15/5) maximizes local building capacity.
- Cultivating local programming operates at 21% of alternative placement costs.
- Special education planning is part of a larger systematic approach to school improvement.