

SAANYS Workshop Series: Elevating Special Education Leadership

Dr. Joanne Lane July 9, 16, 23, 2025

Overview

Join us for a dynamic workshop series designed for educational leaders focused on enhancing special education practices within their schools. Based on insights from *"The Principal's Special Education Calendar – A Month by Month Roadmap to Building Consistency, Equity and Compliance in Your School,"* this series combines practical strategies with critical knowledge to empower you as a leader in special education.

Workshop Agenda:

Session 1: Navigating the Legal Framework and Why Compliance Matters

Gain *essential* insights into the legal aspects of special education, equipping yourself with practical strategies to ensure compliance and accountability in your school.

Session 2: Building Your Special Education Support Team

Develop a robust support system that you can depend on when addressing the needs of your students with disabilities.

Session 3: Data-Driven Decision Making and Continuous Improvement

Understand how to leverage data effectively to drive decision-making and foster continuous improvement in special education practices.

This book can be a constructive guide for them to develop insight, an understanding of special education law and their accountability in addressing the needs of students with disabilities."

Tim McArdle, *Parent*

"Dr. Lane has recognized the impact of administrative misconceptions of IDEA on day-to-day, month to month and yearly school operations. Her easy-to-follow guide outlines the required special education benchmarks in a logical order and provides budgetary, personnel, and programmatic suggestions so general and special education can work together for the benefit of all students. As a building leader, it provides the true Big Picture of the year, decreasing unexpected or unplanned-for expenses and events. It supports legal compliance, but equally as important, it empowers the reader. Shared knowledge can only assist in building a strong partnership between building and pupil personnel administrators, so all students are OUR students."

Rebecca Green, *Executive Director of Educational Resources, Dutchess BOCES*

"Dr. Lane's book, *The Principal's Special Education Calendar*, is an indispensable resource for school leaders. As a former principal and director of elementary education, I can attest to its practicality and relevance. This month-by-month guide equips principals with the essential knowledge and strategies needed to ensure consistency, equity and compliance in special education, making it a must have for any school striving for excellence."

Paula C. Perez, Ed.D., *Former Principal and Director of Elementary Education, Kingston City Schools*

"I have known Dr. Lane for many years and can attest first-hand to her formidable and unique talents. Principals are responsible for the learning needs of all students. This particular text is geared to the most vulnerable of those students and provides a framework that guarantees success. It is easy to follow, time-lined and succinct. The book is deeply informative, and an astute guideline borne of exceptional academic and practical experience."

Al Derry, *Former School Superintendent, Sullivan West CSD*

The Principal's Special Education Calendar

The Principal's Special Education Calendar is a pragmatic, "do-now" guide that addresses a building leader's special education responsibilities over the course of the school year.

Developed for novice and experienced principals, it also meets the needs of professors and aspiring principal candidates looking for a resource to bridge theoretical approaches with the practical aspects of the job.

Based on quarterly marking periods for ease of planning and organization, this book provides a comprehensive guide for principals. It includes real-life scenarios, legal red flags, must-have resources to illustrate "Why this is important," and key monthly tasks with concluding checklists that recap the top action items for follow-up—all in a conversational, easy-to-read format.

With a focus on what information principals need to know, when to know it, and why, this book is the ultimate hands-on special education guide for principals everywhere to build compliance and fill in the gaps left bare in preparation programs.

Joanne W. Lane, Ed.D., is a former school administrator with more than forty years of experience in K-12 settings and higher education as a speech-language pathologist, principal, director of special education, assistant superintendent, adjunct lecturer, and internship supervisor in educational administration. She currently serves as a special education consultant in New York State.

"That new dyslexic student in our school is allergic to peanuts, carries an EpiPen 24/7, and had an IEP last year. If he goes into an anaphylactic shock in class next week, what should I have done differently? What if his reading comprehension level continues to fall compared to his peers? Am I, my school, and my school district liable for harm? To prevent these fears and scenarios from becoming your reality, read this book."

Peter W. D. Wright, Attorney at Law

"Dr. Joanne Lane has woven federal and state special education laws into the fabric of school routines, preparing leaders and teachers on how best to avoid non-compliance. Using the format of the school calendar, Dr. Lane highlights common areas of neglect while suggesting ways to enhance the educational experience of students with special needs. Every educator must have this well-written book on their desk to address organizational preparation, parental communications, and emergency situations that could save the lives of our precious students."

Jan P. Hammond, Ed.D., Professor Emerita,
State University of New York at New Paltz, NY

"This go to handbook is exactly what the special education practitioner needs. Dr. Lane has cleverly created a step-by-step guide that is almost fail safe. I can see this being especially helpful to the new director or administrator of a special education program. As a former Director of Special Education, I can say with confidence that this handbook would have been exceedingly helpful."

Josephine Moffett, Ed.D., Director of the Executive Leadership Ed.D. Program for St. John Fisher University

"This practical book is very useful for all Education Leaders not just Special Education specialists. There are children with special needs in every school and all building and district leaders should be aware of the cycle of requirements. The format is perfect and reflects the issues as they come up throughout the year."

Rose Rudnitski, Ed.D., Professor and Program Director
in Educational Leadership, Mercy University, New York

"I am the father of a child with an IEP and three disabilities. It has been all too apparent in the negative experiences my child has endured that school administrators lack an understanding of special education and are disconnected from their responsibilities in managing related issues."

11

May

SAMPLE
chapter

The following principal leadership standards support your tasks for this month.

**Box 11.1 2015 PSEL and Promoting Principal Leadership
for the Success of Students with Disabilities**

Effective principals ...

- (4) communicate high academic expectations for students with disabilities; use multi-tiered systems of support; implement valid monitoring and assessment systems; and ensure evidence-based, differentiated approaches to instruction for students with disabilities.
- (5) provide students with disabilities opportunities to learn from their non-disabled peers to the greatest extent possible and encourages them to be active, responsible members of their community.
- (8) establish a sense of collective responsibility and mutual accountability for the success of students with disabilities.
- (9) manage their budgets and school structures, operations, and systems to support students with disabilities.

Curriculum, Instruction, and Assessment

Five Week Progress Reports—Summer School vs. Extended School Year

- ♦ If ESY was not discussed at the student's annual review meeting, this is a time when a CSE program review must be held to determine eligibility based on progress to date towards goals and objectives.
- ♦ Is summer school an option for participation?

Why Is This Important?

The CSE will determine whether ESY services are needed to provide FAPE (34 C.F.R. § 300.17) and whether the student will likely regress over the summer without the support and/or have difficulty recouping learned skills. If the district is offering summer school, students have equal opportunity to participate. As such, the district would continue to provide the supports and accommodations listed on their IEP. However, consideration needs to be given as to whether or not a general education summer school program is most appropriate if the student has been receiving specialized instruction during the school year in a special education classroom.

Communities of Student Care and Support

Transition Planning

- ♦ Inquire if your guidance counselors have met with eligible students to discuss employment, social, or volunteer opportunities during the summer months.

Why Is This Important?

Transition planning is not a one-time event. Under IDEA, students begin the transition planning process by age 16 at the latest, or earlier if deemed appropriate. The summer months provide an opportunity for students to pursue varied activities in areas of

interest, attend summer camp to enhance socialization and skill building, or obtain employment. Beginning the conversation and exploration of opportunities at this time contributes to the intent of the process—self-discovery and independence.

Operations and Management

Master Schedule Update

- ♦ Have you requested a list of the most current CSE projections for September?
- ♦ Was a committee formed to provide input?

Why Is This Important?

The IEP outlines students' instructional programs, which makes it an important consideration when determining the master schedule. Since annual reviews are winding down at this point, you should have a realistic idea of your classes and programs given the updated list of projections.

Having a committee provide suggestions from a "boots on the ground" perspective is invaluable as you navigate the many factors involved in creating the schedule, which, at this point, should be in draft form with final revisions occurring in June if needed.

Declassification Support Services

- ♦ In NYS, students who have been declassified following updated testing may be recommended for declassification support services (DSS). The purpose of this is to provide a transition to general education without support by the end of the school year (20 U.S.C. § 1400 et seq.).
- ♦ Services recommended may consist of options like testing accommodations, instructional modifications, or related services; however, the student will *not* have an IEP.
- ♦ This option may or may not be available in your state. Contact the director of special education for further information.

Why Is This Important?

These students still have the right to their recommended services for one year despite not having an IEP and said services may have an impact on class configurations. Request a list of students to ensure that any recommendations are carried out come September. Inquire about the process for notifying teachers, as these students will still require monitoring. It could be that DSS are flagged (color-coded) in your student management system for one year and then automatically dropped. At any rate, teachers will need to know how to access the declassification plans.

Planning for Graduation

- ♦ Do you have a list of your classified high school students who are graduating?
- ♦ Does this list also include students who were placed in out-of-district settings as per CSE recommendations?
- ♦ Do you know what type of diploma and/or certificate they earned (in addition to any attached seals and endorsements to the NYS assigned diploma)?
- ♦ Are your out-of-district students planning on attending graduation at their home school?
- ♦ Have they been invited to participate in end-of-year senior class activities (e.g., class trip, prom, dances, recognition nights), and are any supports needed to enable their participation (e.g., aides)?

Why Is This Important?

Students who have been placed in programs out of district as per the CSE also have the right to attend their home school graduation; therefore, check that all information pertaining to graduating seniors has been forwarded. If they choose to graduate with their class in their out-of-district placement, follow up to confirm that their diploma and/or certificate was forwarded to the school principal at that site, unless the process is to mail them home.

Your guidance counselors should have a list of students who are on track for graduation at this time. Verify the list with the director of special education so as to order the correct documents and certificates.

Individuals with Disabilities Education Act—Part B Sections 611 and 619 Grants

- ♦ Do you have additional program needs for your students with disabilities or special education staff that were not originally factored in when completing your budget?

Why Is This Important?

The Office of Special Education Programs (OSEP) oversees IDEA grants, which are formula-based and used to cover the excess costs of providing special education and related services to students with disabilities in grades PreK–12. Part B 611 serves students ages 6–21, and 619 focuses on preschool services for children ages 3–5. The director of special education has options for allocating these funds, such as for professional development, assistive technology, contracted special education services, aides, and more. Although their allocations may already be set, it is well worth the conversation. The deadline is usually July 1 for submission.