

# Special Education Program Review Update

Curriculum Committee October 19, 2016

# Recommendations

Recommendation	Action Steps	Timeline
<p><b><i>Multi-Tiered System of Supports (MTSS) -</i></b> <i>Build on RTI process and curricular frameworks to develop/implement a comprehensive district-wide MTSS framework for academic achievement, positive behavior, and social/emotional growth for all students.</i></p>	<p>RTI process expanded to grades three and four</p> <p>Ongoing training for all grade levels</p> <p>Reading specialists hired for grades 3-4</p> <p>Create consistent forms and protocols</p> <p>Committee meets regularly to assess progress</p> <p>School psychologists organized into behavior support teams</p>	<p>2016-2017</p>
<p><b><i>Evaluation Process -</i></b> <i>Target activities to assess practices for students with disabilities in high-risk areas to inform future practices and to support appropriate special education evaluation referrals for students in areas of possible under-identification.</i></p>	<p>Ongoing assessment through MTSS</p> <p>Protocols to evaluate students for services and/or out of district placement</p>	<p>Ongoing</p>

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<p><b><i>Data Collection and Use -</i></b> <i>Design a system of data collection and analysis that will enable the superintendent, administrators, principals, and teachers to review student growth, identify patterns, solve problems, and make informed decisions.</i></p>	<p>Performance Matters PARCC data Use data to identify content area goals/school goals</p>	<p>October 2015</p>
<p><b><i>Preschool Students with Disabilities -</i></b> <i>Focus efforts to expand the capacity of the preschool programs for students with disabilities on providing more inclusive placements, including providing services and supports to children in community- based early care/child care programs.</i></p>	<p>Expand program to general education three year old students (Current integration is with general education four year old students) Increase advertising</p>	<p>September 2017</p>

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<b><i>Inclusion in the General Education Classroom -</i></b> <i>Provide supports and services in general education classrooms to support access to rigorous Common Core curriculum.</i>	“Power of Two” Training - increased PD opportunities, revision of current PD model Explore paraprofessional model for ICS LRE Settlement Trainings - Year 2	Spring 2017
<b><i>Vertical Transitions -</i></b> <i>Develop a district-wide plan with input from key stakeholders to create consistent practices that support successful vertical transitions for students with IEPs.</i>	Continue to communicate transition opportunities and plans with all stakeholders in the team for each child, including CST, principal, parents, students, etc.	



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<p><b><i>Inclusion Model -</i></b> <i>Develop supportive structures that allow effective co-teaching teams to create efficiency and partnership build investment.</i></p>	<p>See previous recommendation</p>	
<p><b><i>Transition Program -</i></b> <i>Develop a district-wide team consisting of key stakeholders to review the District's current program and how it may be improved and expanded.</i></p>	<p>Information shared about students who have participated in our 18-21 transition program. Continue to explore opportunities for students.</p>	<p>Ongoing</p>



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<p><b><i>Out of District Placement -</i></b> <i>Develop strategies for reviewing the progress, services and supports needed for returning the students in out of district placements to the home district in accordance with the decisions made by the IEP team.</i></p>	<p>CST members are being trained in analyzing and identifying if and when students can be brought back to district Protocols developed for recommendations for out of district placements</p>	<p>October 2016</p>
<p><b><i>Special Education Organization -</i></b> <i>Maximize special education support to schools in accordance with the NJ Code by increasing communication to include an unrelenting focus on instruction, attaining positive LRE findings and managing change.</i></p>	<p>Develop a standard operating procedure manual</p>	<p>September 2016 and ongoing</p>

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<p><b><i>Caseloads and Support -</i></b> <i>Examine staffing with respect to caseload/workload issues and fund additional positions or maximize the use of existing positions by redistributing caseloads and workloads to improve efficiency.</i></p>	<p>Due to increased enrollment, budget considerations for additional staff members Schedules and caseloads are reviewed as needed</p>	<p>November 2016</p>
<p><b><i>Paraprofessional Aides -</i></b> <i>Establish, implement, and monitor expectations regarding the use of paraprofessional aides and the training they need to carry out their assigned duties as intended.</i></p>	<p>Training offered to all paraprofessionals each year Creating standard operating procedures for paraprofessionals in the manual</p>	<p>September 2016 and going</p>

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<p><b><i>Professional Development -</i></b> <i>Plan a differentiated professional learning program for all affected educators, paraprofessionals, assistants, etc. infused with learning opportunities that are ongoing and job-embedded.</i></p>	<p>Professional development is offered through year-long courses, mini-courses, and faculty meetings</p>	<p>Ongoing</p>
<p><b><i>Transportation -</i></b> <i>Review the current process for processing transportation complaints and appoint a transportation liaison from the PPS office.</i></p>	<p>One secretary assigned to be the communicator from PPS to Transportation Timeline used to report transportation requirements (Manual)</p>	<p>September 2015</p>



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<p><b><i>Parent and Family Engagement - Enhance communication with families improving the special education website and materials.</i></b></p>	<p>Website will be enhanced with information            Parent Advisory Committee - meets several times per year, training available for parents            STEP program            Behavioral specialists train staff and parents            Home visits for special education students</p>	<p>Spring 2017            Ongoing              September 2015            Ongoing            Ongoing</p>
<p><b><i>Special Education Manual - Create an MTSD special education manual to support current and user-friendly access to procedures/practices relevant to the management/operation of special education</i></b></p>	<p>PPS currently working on creating the manual            Manual will be available online with links</p>	<p>Spring 2016</p>

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<p><b><i>Results-Driven Accountability -</i></b> <i>Establish a system of accountability to support MTSD's mission to provide each and every student with an exemplary college preparatory education so they can succeed in college, career, and life; and goals for each and every students to reach/exceed academic proficiency, and to eliminate the achievement gap.</i></p>	<p>Monthly meetings with Child Study Teams, guidance counselors, annual review of IEPs, use protocols and evaluate transition programs</p> <p>Use assessment data to evaluate needs of students and establish programs for special education students through the IEP process</p> <p>Data team meetings in schools</p> <p>SGO review</p>	<p>Ongoing</p>

