



Special Services Department

Special Education Update

Board of Education Meeting
August 22, 2018

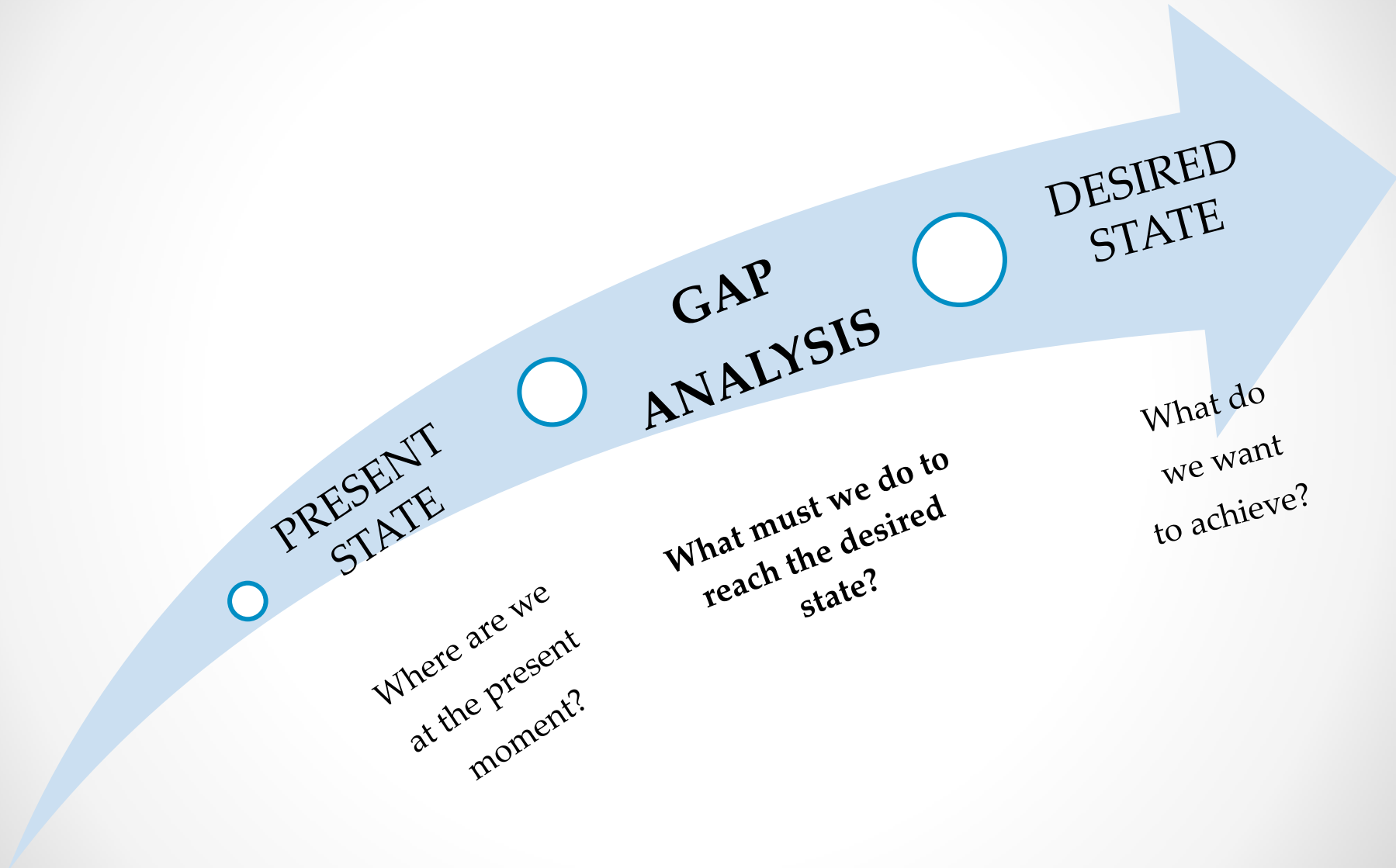
Introduction

- **Dr. Laura C. Morana,**
Interim Director of Special Services
- **Karen Thomany,**
Supervisor of Special Education
- **Renee Joyce,**
Supervisor of Special Education
- **Bonita Patterson-Samuels,**
Montrose Childhood Education Center Principal
- **Karen Weiland,** Non-Child Study Team Social Worker
Coordinator and Social Work Interns Supervisor

A NOTE OF THANKS ...

- Board of Education
- Dr. Ficarra, Interim Superintendent
- Special Education Parents Advisory Council (SEPAC)
- PTA Presidents' Council
- Administrators
- Teachers
- Child Study Team and Related Services Providers
- Support Staff
- Technology Department

TONIGHT'S GOAL



Gap Analysis: Areas of Focus

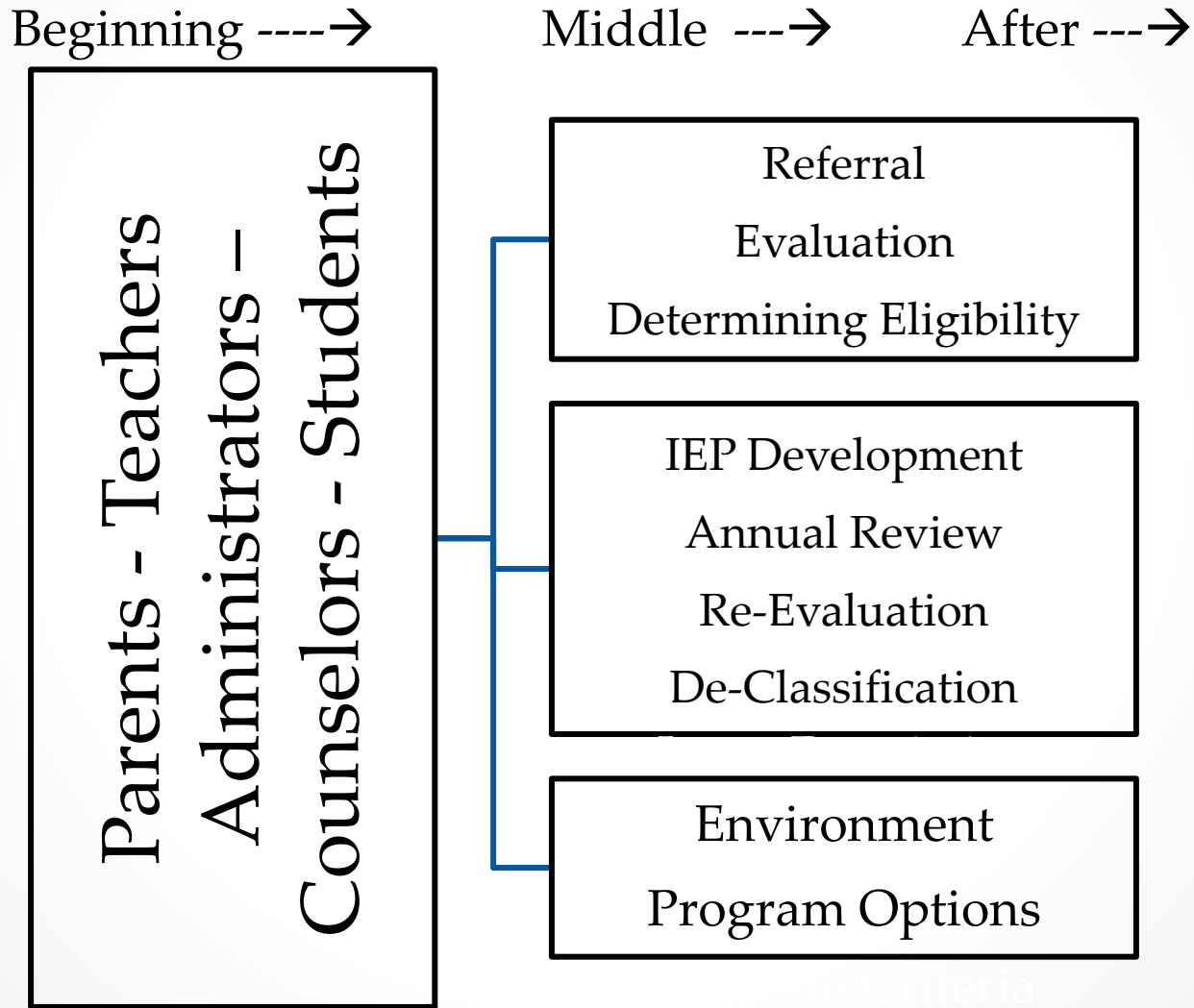
1. Structure and Operation of the Department

2. The Referral to De-Classification Process

3. Programs and Instruction

4. Communication and Partnerships

CUSTOMER JOURNEY MAPPING (CJM)



The “Department”

Child Study Team Members	Para-Professionals	Nurses
Social Workers: 4 ISTEP (1)	Program Required = 29 IEP 1:1 = 40 IEP Shared = 32	11
Psychologists: 6 ISTEP (1)	Section 504 Plan = 12	
LDT-Cs: 6		
Speech-Language Specialists: 6		
Occupational Physical Therapists: 4		
Support Staff: 4.3		District 2 1/5 Floater

Student Enrollment

Students Eligible for Special Education	Program Options
Pre-K	Inclusion Self-Contained (PSD)
K - 2	In-Class Resource Pull-Out Resource Self-Contained: LLD/BD/MD/Autistic
3-5	In-Class Resource Pull-Out Resource Self-Contained: LLD/BD/MD/Autistic
6-8	In-Class Resource Pull-Out Resource Self-Contained: LLD/MD/Autistic
9-12	In-Class Resource Pull-Out Resource Self-Contained: MD
K-12 Out-of-District	Self-Contained

Referrals to Child Study Team

2017-2018

	Pre-K	Elem.	Middle	High School
Students Referred to CST	77	247	36	59
Students Referred by Parents/EIS	72	131	21	21
Students Referred by Staff	0	15	6	8
Students Referred by I&RS	0	64	2	22
Students Eligible for Special Education	15	53	6	7
Students NOT Eligible for Special Education	52	194	41	52

2017-2018 Section 504

Clinton	47
CHS	235
Jefferson	38
MMS	52
Marshall	18
Montrose	1
Seth Boyden	29
South Mountain	34
SOM	69
Tuscan	33
Total	556

What We Must Do To Accomplish This!

Highly Effective and Collaborative Administrative Team

Data-Driven Weekly Meetings with Individual CST

Monthly Meetings with Teachers – Calendar of Events

Collaborative Decision-Making through “Consultancy Protocol”

Create Support Staff and Nursing Lead Positions

Implement Standard Operating Procedures (SOP) to
Sustain a Data-Driven System

What We Must Do To Accomplish This!

The Referral to De-Classification Process

Intervention & Referral Services

Identification and Evaluation - Eligibility - Standardized and Functional Assessment Data

Individualized Education Program (IEP) - EasyIEP

Annual Review and Reevaluation (Data-Driven)

De-Classification (I&RS and/or Section 504 Plan)

What We Must Do To Accomplish This!

Programs and Instruction

Recognize Exemplary Teaching Practices - Lead Teacher

Expanded PreK and Exploring 18-21 Program

Development of Program Criteria/Class Profile

Integrated Related Services Model/Role of Assistive Technology

IEP Design/Implementation/Progress Monitoring/Transition Points

PD: Evidence-Based Strategies + IEP Implementation Accommodations and Modifications for Instruction and Assessment

Paraprofessionals Shared Responsibility +
Determination Protocol + Training

Expanded ISTEP Program at MMS and SOMS and Continued ESS at CHS

What We Must Do To Accomplish This!

Communication and Partnerships

Articulation with School Administrators & Content Supervisors

Partnership with Counselors – I&RS - Section 504 Coordinators and Transition Coordinator

Partnership with SEPAC/Quarterly Newsletter + Enhanced Website

Transition Coordinator's Role: "County Consortium"

Paraprofessionals Shared Responsibility + Protocol + Training

Explore Grants: Pre-K and Climate and Culture Transformation

2018-2020 Goals

1. Lead the implementation of newly established I&RS Guidelines
2. Lead the implementation of Section 504 Policy/Regulations
3. Implement Standard Operating Procedures (SOP)
4. Collaborate with SEPAC to promote programs and services – “marketing/branding plan” and plan parent education forums
5. Expand ISTEP Program at SOMS and MMS to support our most fragile students in the LRE and transition to CHS.
6. Lead ongoing articulation with special education staff
7. Establish 14-21 age-appropriate transition program
8. Enroll 400 eligible PreK students by the end of 2022-2023
9. Reassess Extended School Year (ESY) framework
10. Evaluate the services of paraprofessional services

Thank
You