

Medway Special Education

Minimize Impact; Maximize Participation, Independence and Achievement



Special Education Improvement Plan

To increase the district's ability to meet the social, emotional, behavioral and academic needs of all students in the least restrictive environment using best practices and evidence-based research.

Recent Student Trends



- Number of students in Special Education 2011-2012:

- 405 students in the district on IEPs, preK-12
- Represents approximately 16% of students in the district
- 4 students likely to qualify from Early Interv. on 3rd birthday
- 32 Out of District Students

- Number of students in Special Education 2010-2011:

- 440 students in the district on IEPs, preK-12
- Represents approximately 17% of students in the district
- 9 students were carried forward from Integrated preschool in 3 classes
- 39 Out of District Students

Disability

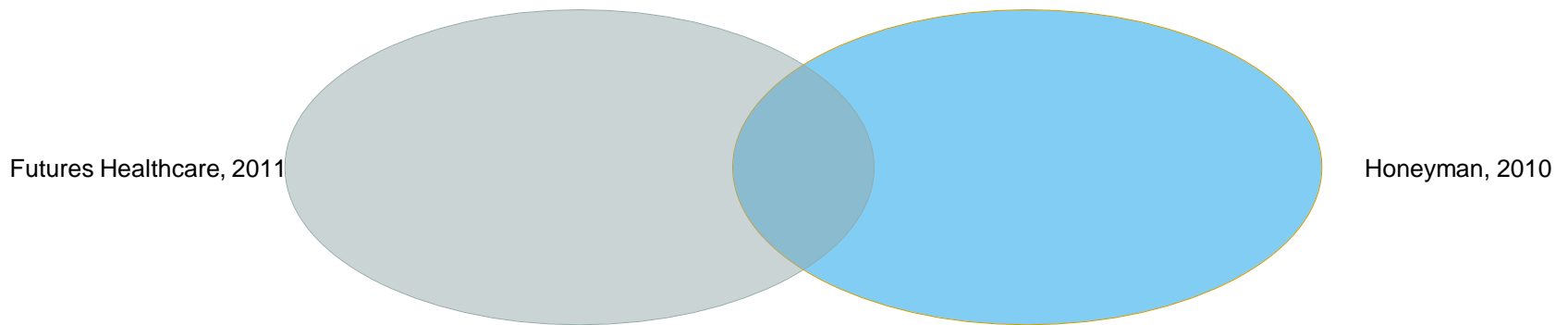
Disability Category	% Students on IEPs	State Average (3/11)	% All Medway Students
Autism	9.00%	6.50%	1.40%
Communication	27.00%	17.60%	4.20%
Developmental Delay	13.10%	10.50%	2.10%
Emotional	4.00%	8.40%	0.60%
Health	10.00%	7.70%	1.60%
Intellectual	2.40%	6.50%	0.40%
Multiple Disabilities	0.02%	2.80%	0.30%
Neurological	2.00%	4.30%	0.30%
Physical	0.05%	0.90%	0.08%
Sensory/Deaf Blind	0.02%	0.10%	0.03%
Sensory Hard of Hearing or Deaf	0.04%	0.70%	0.06%
Sensory/Vision Impairment or Blind	0.02%	0.40%	0.03%
Specific Learning Disabilities	31.00%	33.50%	4.90%

Report

2011- 2012

Special Education Improvement

Minimize Impact; Maximize Participation, Independence and Achievement



Common Themes:

- Identification and Eligibility Determination/RTI
- Articulation of programming and hierarchy of services and placements that corresponds to the 'severity and intractability of a student's learning disability and grade level of the student.' (Honeyman, 2010)
- Organization of Sp.Ed. Department/Articulation of responsibilities for Ed. Coordinators, and Related Service Providers
- Communication/Acculturation

Procedural and Cultural Considerations/Acculturation

(relates to the theme of Communication and Acculturation)



Goal: Develop a systematic, Inclusive response to the Futures and Honeyman reports

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end?	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcomes?
<ul style="list-style-type: none"> •Convene a cross sectional group of stakeholders to develop a comprehensive needs assessment and satisfaction questionnaire 	Survey Group will investigate techniques for effective surveys through on-line and local expert consult	Ongoing throughout 2011-2012	<ul style="list-style-type: none"> •Futures report 2011 •Honeyman report 2010 	<ul style="list-style-type: none"> •Special Education Administration •EC •Principal •Teacher •Parent •other 	<ul style="list-style-type: none"> •Stakeholder response to questionnaire •Satisfaction survey •Parent/Teacher Coffee-anecdotal response •Yearly evaluation
<ul style="list-style-type: none"> •Provide on-line access to questionnaire and aggregate/disaggreagate stakeholder responses •Reconvene group to focus on deriving themes from data 	<ul style="list-style-type: none"> •Develop protocol for work •Develop questionnaire and train members on Survey Monkey 	Ongoing throughout 2011-2012	<ul style="list-style-type: none"> •Survey Monkey 	<ul style="list-style-type: none"> •See above 	<ul style="list-style-type: none"> •See above
<ul style="list-style-type: none"> •Provide opportunity for parent input into preliminary results •Begin development of a 3 year plan for improvement 	<ul style="list-style-type: none"> •No Special training needed 	Ongoing throughout spring of 2011-2012	<ul style="list-style-type: none"> •None needed 	<ul style="list-style-type: none"> •See above 	<ul style="list-style-type: none"> •See above • 3 year plan drafted

**Articulate/Evaluate Hierarchy of Programming and Services with
focus on matching program development with areas of need**
(relates to the theme of Instructional services and programming)



Goal: Articulate/Evaluate Hierarchy of Programming and Services with focus on matching program development with areas of need

<p><i>Action Steps</i> What Actions will occur? What steps will staff take?</p>	<p><i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><i>Timeline/Date Completed</i> When will this strategy or action begin and end?</p>	<p><i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><i>Person Responsible</i> Who will provide the leadership? Who will do the work?</p>	<p><i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<ul style="list-style-type: none"> •Write a comprehensive description of current programming and hierarchy of programming and service delivery 	<p>N/A</p>	<p>December 2011</p>	<ul style="list-style-type: none"> •Futures report 2011 •Honeyman report 2010 	<ul style="list-style-type: none"> •Special Education Administration •EC •Principals •Teachers 	<ul style="list-style-type: none"> •Gap Analysis between current programming ‘as is’ and perceptions of programming •Alignment of programming preK-12 •Common framework for language developed and implemented
<ul style="list-style-type: none"> •Evaluate programming needs with respect to student population •Develop Sub. Sep. program •Develop a plan for introducing specialized programs in schools 	<ul style="list-style-type: none"> •Observations of programs in surrounding districts •Observation of in-district programming • ECs to accompany SpEd Dir to OOD mtgs. 	<p>Ongoing throughout 2011-2012</p>	<p>•N/A</p>	<ul style="list-style-type: none"> •See above •Business Mgr. 	<ul style="list-style-type: none"> •See above •Program improvement/development
<ul style="list-style-type: none"> •Include in development a 3 year plan for program improvement 	<p>•N/A</p>	<p>Ongoing throughout 2011-2012</p>	<p>•N/A</p>	<p>•See above</p>	<ul style="list-style-type: none"> •See above • 3 year plan drafted

Departmental Reorganization preK-12

(relates to theme of administrative structure and organization and responsibilities)



Goal: Evaluate Education Coordinator role and services to better support communication, student growth, and building-based and home-based SpEd oversight and compliance

<p><i>Action Steps</i> What Actions will occur? What steps will staff take?</p>	<p><i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><i>Timeline/Date Completed</i> When will this strategy or action begin and end?</p>	<p><i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><i>Person Responsible</i> Who will provide the leadership? Who will do the work?</p>	<p><i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<ul style="list-style-type: none"> •Articulate and implement scope of work and procedures for the EC •Evaluate the need for another type of decision-maker relative to oversight and compliance related activities 	<ul style="list-style-type: none"> •Principals and school staff will receive professional development •ETLs will be oriented to all procedures and expectations for performance related to oversight and compliance 	<p>On-going</p>	<ul style="list-style-type: none"> •EC Manual •Director to assist with evaluations when requested by School Admin. 	<ul style="list-style-type: none"> •Special Education; Administration •EC •Principal •Business Mgr. 	<ul style="list-style-type: none"> •Team meeting evaluations
<p>Establish elementary SpEd data meetings- including compilation and organization of data</p>	<p>Develop protocol and train EC, SpEd staff with consult by School Admin.</p>	<p>Ongoing throughout the 2011-12 school year, beginning in November and occurring every 8 weeks</p>	<ul style="list-style-type: none"> •Protocol 	<ul style="list-style-type: none"> •Special Education Administration •EC •Principal •Special Education Staff 	<p>Student performance data</p>
<p>Create and implement a model for Coaching of SpEd staff within the school environment</p>	<ul style="list-style-type: none"> •Training on Coaching and protocols for Coaching of Sp Ed staff 	<p>September 2011 to June 2012</p>	<ul style="list-style-type: none"> •Formative evaluations of compliance related activities •Contracted Personnel •Special Education Administration 	<ul style="list-style-type: none"> •Special Education; Administration •ETL •Principal •Regular Education Staff 	<ul style="list-style-type: none"> •Student performance data •Student file review •Team meetings •IEPs •Transition planning •Mid-year CPR

Goal: Identification and Eligibility Determination/RTI (Tiered Instruction)

<p><i>Action Steps</i> What Actions will occur? What steps will staff take?</p>	<p><i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p><i>Timeline/Date Completed</i> When will this strategy or action begin and end?</p>	<p><i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?</p>	<p><i>Person Responsible</i> Who will provide the leadership? Who will do the work?</p>	<p><i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<ul style="list-style-type: none"> •Form a multi stakeholder committee to articulate district ICAP/DCAP •Establish criteria for servicing through Related Service entry and exit criteria 	<ul style="list-style-type: none"> •N/A •Consult with Ellen Honeyman/Walker Partnership to work with related service providers on establishing criteria 	<p>November 2011-2012</p>	<ul style="list-style-type: none"> •Previous DCAP/ICAP •Half days/release time for related service providers to meet and develop criteria 	<ul style="list-style-type: none"> •Special Education Administration •EC •Principals •Related Service Providers •Consultant. 	<ul style="list-style-type: none"> •Assessment of student placements and accommodations •IEP goals review •IEP grid review
<p>Provide Special Education consult to Elementary efforts to articulate and define RTI for regular education</p>	<p>N/A</p>	<p>November 2011-2012</p>	<ul style="list-style-type: none"> •RTI for parents Handbook •RTI presentation 	<ul style="list-style-type: none"> •Special Education Administration •Principals 	<ul style="list-style-type: none"> •Schools to articulate current practices and identify gaps in tiered instruction •Plan developed to move effort forward including training, material review and procurement, program review and procurement, professional development, and communication
<p>Provide administrative support for Middle School efforts to move towards an inclusionary model for service delivery</p>	<ul style="list-style-type: none"> •Provide training for paraprofessionals working in inclusionary environments •Arrange for staff observation/consult with other districts 	<p>November 2011 to June 2012</p>	<ul style="list-style-type: none"> •Early release day usage to train paraprofessionals 	<ul style="list-style-type: none"> •Special Education Administration •ETL •Principal •Regular Education Staff 	<ul style="list-style-type: none"> •Articulation of MS model for inclusion •IEP review •Team meetings