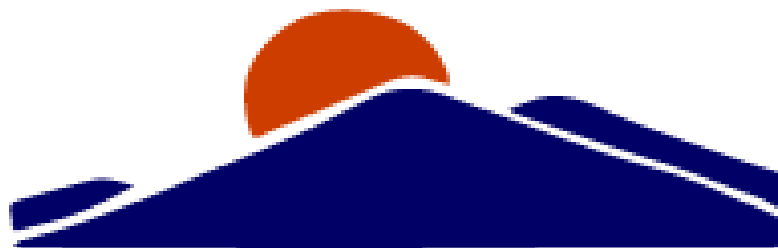


West Orange Public Schools



Special Education Audit Action Plan

Presented by:
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January 22, 2018

West Orange Board of Education

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GOAL 1

Instructional Program



Enhance the instructional programs and resources to meet the individualized needs of Special Education students in Pre-K to 12.

GOAL 1

Objective 1: Research and establish effective and appropriate assessments, instructional programs, and resources to meet the individualized needs of students with Autism (Pre-K to 12).

Major Activities	Timeline	Year
1. In collaboration with the self-contained teachers of students with Autism, develop a program philosophy specific to the district self-contained Autism classes (Pre-K to 12) that will guide how academic, social, emotional, behavioral, transition, and community based needs are addressed.	In progress	1
2. Research effective instructional programs for students with Autism and evaluate the strengths of our current district program in order to inform curricular and programmatic changes.	2018, 2019	1, 2
3. Research effective assessment practices for students with Autism and evaluate how students are currently assessed in the self-contained Autism classes in order to establish and consistently implement a developmentally appropriate assessment model for each grade span.	2018, 2019	1, 2
4. Develop a comprehensive transition framework for students in the self-contained Autism program for each transition period (i.e. Pre-K to Kindergarten; Grade 5 to Grade 6; Grade 8 to Grade 9; Grade 12 to Post-Secondary).	2019	2
5. Expand community-based experiences and daily living activities for students placed within the self-contained Autism classes across the district, with a focus at the elementary level.	2019	2
6. Develop a comprehensive curriculum aligned to the program philosophy for the self-contained Autism program (Pre-K to 12) to include developmentally appropriate instructional outcomes, strategies and assessment practices.	2019, 2020	2, 3

GOAL 1

Objective 2: Develop a comprehensive K-12 curriculum to meet the needs of students in the Intellectual Disabilities program.

Major Activities	Timeline	Year
1. In collaboration with the self-contained teachers of students with intellectual disabilities, develop a program philosophy specific to the district Intellectual Disabilities program (K -12) that will guide how their specific developmental needs are addressed.	In progress	1
2. Research effective assessment practices for students with intellectual disabilities and evaluate how students are currently assessed in the Intellectual Disabilities program in order to establish and consistently implement a developmentally appropriate assessment model for each grade span.	2018, 2019	1, 2
3. Develop a comprehensive curriculum aligned to the program philosophy for the Intellectual Disabilities program (K-12) to include developmentally appropriate instructional outcomes, strategies and assessment practices.	2018, 2019	1, 2

GOAL 1

Objective 3: Evaluate district programs, instructional practices, resources, and the professional development structure to ensure the needs of all students are being met.

Major Activities	Timeline	Year
1. Evaluate Special Education program options and availability by location based on student program projections (as outlined by student IEPs) and fiscal efficiencies.	In progress	Annually
2. Ensure alignment between proposed programs (as outlined in IEP) and district instructional models to include required instructional minutes per content area by grade level.	2018	1
3. Develop a framework for the delivery of Orton-Gillingham reading instruction to include: use of trained staff; identification of students; frequency and duration of services; scheduling and room utilization.	2018, 2019	1, 2
4. Identify a Child Study Team Evaluation model for implementation during the 2018-2019 school year.	2018, 2019	1, 2
5. Evaluate the need for support options in World Language classes to include: staffing, professional development and resources.	2019	2

GOAL 1

Objective 3, continued: Evaluate district programs, instructional practices, resources, and the professional development structure to ensure the needs of all students are being met.

Major Activities	Timeline	Year
6. Examine the current Extended School Year Program including days, hours, instructional model, and related services for effectiveness and efficiency.	2019	2
7. Explore research-based reading programs at the middle school level to provide additional support and opportunities for struggling readers within the instructional program.	2019	Ongoing
8. Continue to provide targeted educational opportunities to teachers to enhance instruction in the following areas: reading strategies (to be utilized in the General Education classroom), technology, working with students with emotional difficulties/anxiety, behavioral supports, co-teaching.	2019, 2020	2, 3

GOAL 2

Process & Communication



Clarify and refine department processes and procedures to ensure compliance and quality assurance, as well as maximize proactive, transparent communication.

GOAL 2

Objective 1: Create a detailed Special Services Procedures Manual and corresponding training and advisory documents to outline department procedures and ensure compliance with all legal regulations and improve quality assurance across the district.

Major Activities	Timeline	Year
1. Establish a procedure for assigning paraprofessionals within buildings to maximize staff efficiency and ensure compliance with student IEPs.	In progress	Annually
2. Continue to ensure the implementation of modifications as outlined by student IEPs in Related Arts classes.	In progress	Annually
3. Establish an accountability system to monitor student progress.	In progress	Annually
4. Develop a Special Services Procedures Manual , which encompasses pre-referral, referral, evaluation, eligibility, determination, placement, exiting procedures for students with disabilities, and corresponding district forms to be used as a reference tool to ensure consistency across the district.	In progress 2019	1, 2
5. Formulate and disseminate training/advisory documents on topics including the IEP process , determining eligibility, writing a defensible IEP, the assignment and use of paraprofessionals, Least Restrictive Environment, inclusion, and other core areas within Special Education.	2019, 2020	2, 3
6. Establish an effective filing system (such as an electronic IEP data management system) to ensure accuracy and easy access.	2019, 2020	2, 3
7. Provide targeted educational opportunities to General Education teachers to enhance their understanding with the referral process, evaluation, eligibility, determination, and placement of students eligible for Special Education and Related Services.	2019, 2020	2, 3

GOAL 2

Objective 2: Establish and implement communication procedures to facilitate effective communication with parents/guardians.

Major Activities	Timeline	Year
1. Create a monthly meeting schedule for the West Orange Special Education Parent Advisory Council (WOSEPAC) to include regular communication with the chairperson around current issues.	In progress	Annually
2. Establish multiple methods of communicating WOSEPAC events to parents/guardians with a focus on parents/guardians of students placed in out-of-district schools .	In progress	Annually
3. Provide timely communication to parents/staff regarding program or policy changes within special education.	In progress	Annually
4. Continue to work in collaboration with the Transportation Department to improve communication procedures for parents/guardians of Special Education students , as well as bus issues that manifest throughout the school year.	In progress	Ongoing
5. Provide educational opportunities for parents/guardians with a focus on the following topics: programs/services available within the district, Special Education regulations including pre-referral, referral, evaluation, eligibility, determination, placement, and exiting procedures for students with disabilities.	2019, 2020	Ongoing

GOAL 3

Staffing, Roles & Responsibilities



Maximize, understand and communicate the proper use of staff via projections, placement, and roles and responsibilities.

GOAL 3

Objective 1: Clarify and monitor staff roles and responsibilities via articulation documents, professional development, and staff observation.

Major Activities	Timeline	Year
1. Provide educational opportunities to paraprofessionals with a focus on understanding the requirements of an Individualized Education Program (IEP) .	2018	Ongoing
2. Communicate clear, specific expectations and provide targeted professional development to paraprofessionals on appropriate techniques and strategies that facilitate student learning .	In progress	Ongoing
3. Provide focused professional development to building administrators specific to the roles and responsibilities of Child Study Team members and Related Services providers .	2018, 2019	1, 2

GOAL 3

Objective 2: Evaluate the staff structure within the Special Services department to identify efficiencies and maximize the assignment of staff members to support student learning.

Major Activities	Timeline	Year
1. Assign informal mentors to new Child Study Team members and Related Service providers to support their day-to-day responsibilities.	In progress	Annually
2. Evaluate the staff structure specific to the ratio of Child Study Team members and Related Service providers to maximize staff assignments by building.	In progress	Annually
3. Assess the support structure including the ratio of paraprofessionals to maximize staffing efficiencies.	In progress	Annually
4. Refine the process for utilizing district BCBAs to maximize their role in supporting students with behavioral needs.	In progress 2019	1, 2

GOAL 4

IEP Development & Compliance



Enhance knowledge and understanding of components of Special Education legal mandates and Individualized Education Programs (IEP) to make thoughtful decisions and develop legally compliant IEPs.

GOAL 4

Objective 1 - Develop a professional development structure to solidify understanding of Special Education law; how to write comprehensive Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements; how to develop legally compliant Individualized Education Programs (IEPs).

Major Activities	Timeline	Year
1. Provide comprehensive training to Child Study Team members with a focus on determining eligibility for Special Education and Related Services under the criteria of Specific Learning Disability, Communication Impaired, and Multiply Disabled.	2018	1
2. Provide professional development to Child Study Team members that includes the procedures for documenting the support of a paraprofessional in the Individualized Education Program (IEP) , as well as a plan to decrease the need for a paraprofessional.	2018	1
3. Provide targeted professional development for teachers, specific writing comprehensive Present Levels of Academic Achievement and Functional Performance (PLAAFP) writing.	2018, 2019	1, 2
4. Provide focused professional development for building Principals around Special Education Law.	2018	Ongoing
5. Continue to reinforce legal updates and critical elements of the IEP writing process with Child Study Team members and Speech Therapists.	In progress	Ongoing

GOAL 5

Intervention & Referral



Evaluate the current Intervention & Referral Services (I & RS) process for consistency and effectiveness.

GOAL 5

Objective 1: Evaluate the Intervention & Referral Services process to be utilized across district schools with a focus on scientifically-based interventions that can be implemented and monitored to assess student progress in order to determine the continued need for intervention or referral to the Child Study Team.

Major Activities	Timeline	Year
1. Create a committee to evaluate the current Intervention and Referral Services (I & RS) process in each building to examine the determination of interventions and their impact on student learning.	2018	1
2. Monitor district classification rate as compared to other similar districts.	In progress	Ongoing
3. Research and identify effective instructional programs / interventions that can be implemented and monitored by the Intervention & Referral Services (I & RS) committee.	2018, 2019	1, 2
4. Via the I & RS Committee, establish a consistent process for monitoring the effectiveness of interventions prior to making a referral to the Child Study Team.	2018, 2019	1, 2