



Weymouth Public Schools

Special Education Department
Strategic Plan

WPS

Weymouth Public Schools

Section 1: Overview and Key Strategies

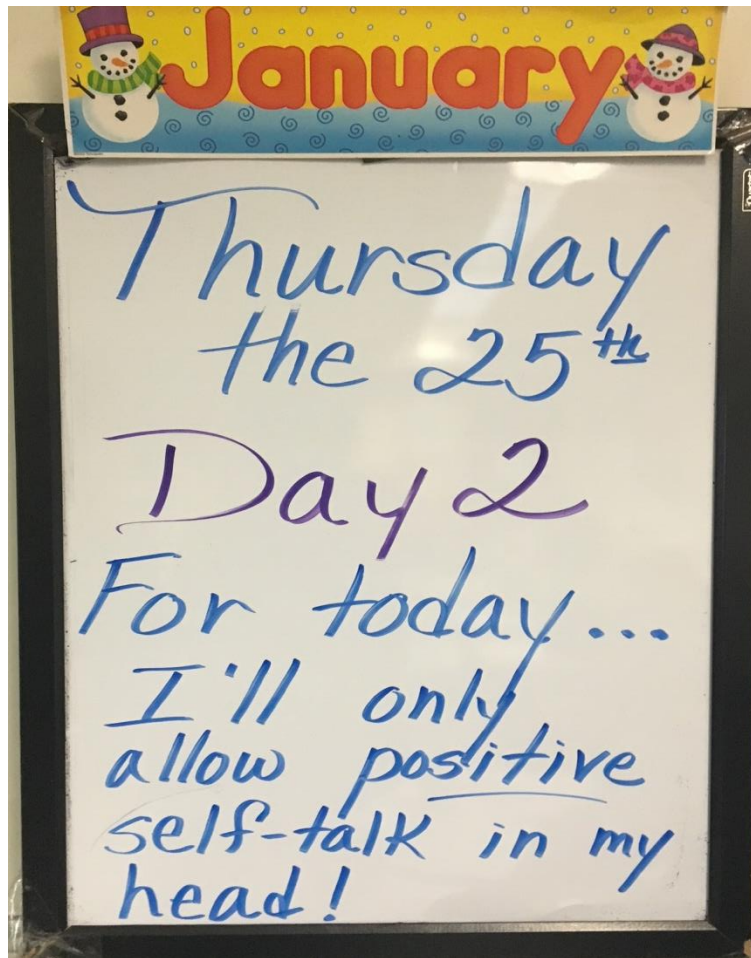
Introduction

The Weymouth Public Schools Special Education Strategic Plan, 2018-2023 is a result of numerous conversations, data analysis and various meetings among staff across the district. Data was collected through surveys and random file reviews. This work has evolved from being a part of the entry plan and has transformed into a document that outlines the necessary strategies, plans and outcomes that provides a solid foundation for long-term success. Most of the information included in this plan was made possible due to input, collaboration and candid feedback from teachers, support staff, principals, school leaders, The SEPAC and parents.

Overview

The Special Education Department provides supports and services to students in Weymouth Public Schools. Our department works to ensure that we implement special education programs and services for students ages 3 – 22 who meet the eligibility criteria established by the Massachusetts Department of Elementary and Secondary Education. WPS Special Education Department is committed to engaging with families, their supporters, general and special educators and school leaders in partnerships that promote equity and excellence for all. Our services range across the continuum based on the individual needs of our students. The WPS Special Education Department strives to continuously improve special education.

The Special Education Department is comprised of approximately 1200 students that receive special education services. This department employs approximately 200 teachers, staff related services staff, and approximately 180 paraprofessionals who provide consultation and direct services to our students. For 2017-2018 data, approximately, 13.3% of students require intensive services in substantially separate programs within the district; 7.5% of students are placed out of district; 58.4% of students are enrolled in the full inclusion program while 20.7% of students require instruction within the partial inclusion program throughout the district. The Weymouth Public Schools operates several substantially separate programs and classrooms for students with emotional impairments/serious emotional disturbance, language based learning disability, autism, developmental disabilities and multiple disabilities including those with cognitive impairments.



Weymouth Public Schools Vision and Mission

The Weymouth Public Schools strives to “create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.” The Weymouth Public Schools believes that “Educational excellence for every Weymouth student: Students graduate from Weymouth Public Schools with the academic knowledge, social and emotional skills, and growth mindsets necessary to succeed in college and career and are prepared to tackle and solve the most important problems in our local and global community.”

SPECIAL EDUCATION DEPARTMENT VISION

The vision of the Weymouth Public Schools Special Education Department in alignment with the WPS District vision is to provide an educational experience in the least restrictive setting through appropriate and individualized services and supports that promote individual growth and future independence. Weymouth Public Schools Special Education Department strives to create a more inclusive environment for all learners. It is the intention of this department to educate students with disabilities to the maximum extent possible, with their typically developing peers.

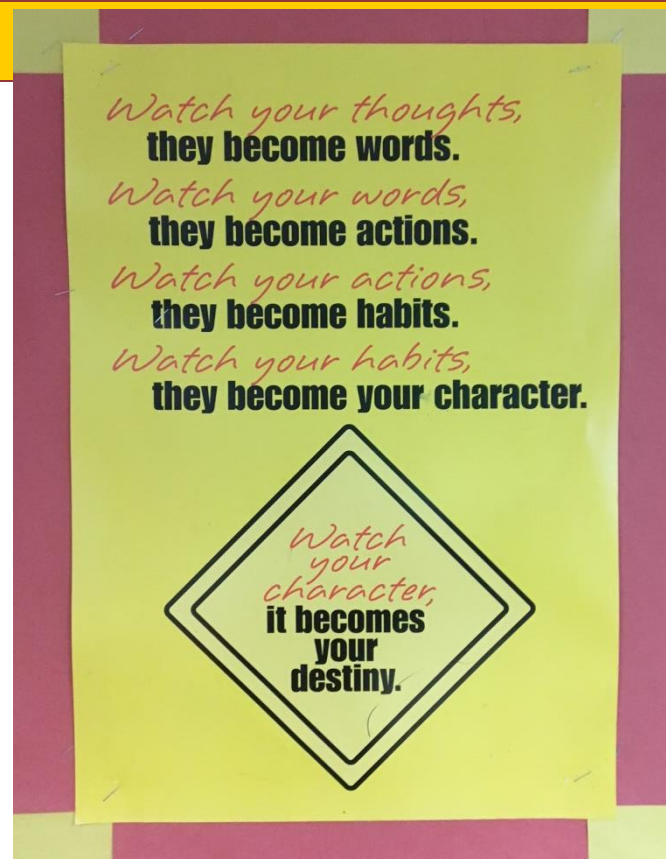
SPECIAL EDUCATION DEPARTMENT MISSION

The mission of the Weymouth Public Schools Special Education Department in alignment with the WPS District mission is to collaborate with families, students and community members to ensure growth in the areas of social and emotional, academic enabling every learner to develop skills necessary for success as a citizen.

PURPOSE OF THE PLAN

Weymouth Public Schools has experienced many changes over the past ten years; one of the changes has been in the area of special education administration leadership. Due to the high volume of leadership turnover there has been various interpretations of services, supports and programs for students with disabilities in the district.

The purpose of developing a strategic plan is to give clear focus and direction for achieving the vision of the Weymouth Public Schools Special Education Department based on measurable data and outcomes.



KEY STRATEGIES

The Weymouth Public Schools Special Education Department will pursue the following strategies in addressing the identified areas of need that were developed as a result of data review, input, feedback and various meetings.

Strategic Plan I: Inclusion

Goal: To develop and implement district wide inclusive practices for students with disabilities in collaboration with families, general educators, special education staff and school-based administrators.

Areas of need to be addressed:

- Decrease achievement gaps of students with disabilities through implementation of inclusive practices
- Improve the rate of early childhood readiness outcomes
- Increase graduation rate among students with disabilities
- Examine Out of District placement rate among students with disabilities
- Devise and implement a staffing allocation plan that results in effective services for students and equitable assignment of special education staff across schools.

Strategic Plan II: Teaching and Learning

Goal: To create, develop and implement a comprehensive professional development plan that sets a foundation for inclusive practices and instruction.

Areas of need to be addressed:

- Strengthen teachers' and administrators' understanding of Inclusive Practices, Universal Design for Learning (UDL), Differentiated Instruction (DI), Social Emotional Learning (SEL), Behavior Management (Positive Behavior Intervention and Supports) and Cultural Proficiency.
- Strengthen teacher's instructional practices based on district co-teaching observation rubric
- Increase capacity of special education educators and paraprofessionals in the areas of inclusive practices, co-teaching practices, writing IEPs, differentiated instruction, behavior management, executive functioning, social/emotional learning, cultural competency, assistive technology, and related service needs
- Provide professional development among team chairs and administrators on special education leadership, instruction, regulations, laws and collaboration
- Increase culturally relevant teaching and learning as integral part of inclusive education.

Strategic Plan III: Program Enhancement

Goal: To improve and implement quality programs and services for students that aligns with the vision and mission of the Weymouth Public Schools Special Education Department.

Areas of need to be addressed:

- Improve current substantially separate programs: Communication Enhancement Program (CEP), Therapeutic Learning Center (TLC) and Language-Based Learning Disability Program (LBLD)
- Improve current special education services and service delivery models
- Identify alignment of Massachusetts Curriculum Frameworks to instruction of students with disabilities
- Develop new programs and services that support positive outcomes for students, including the development of a focused on social-emotional needs, self-advocacy and transition.

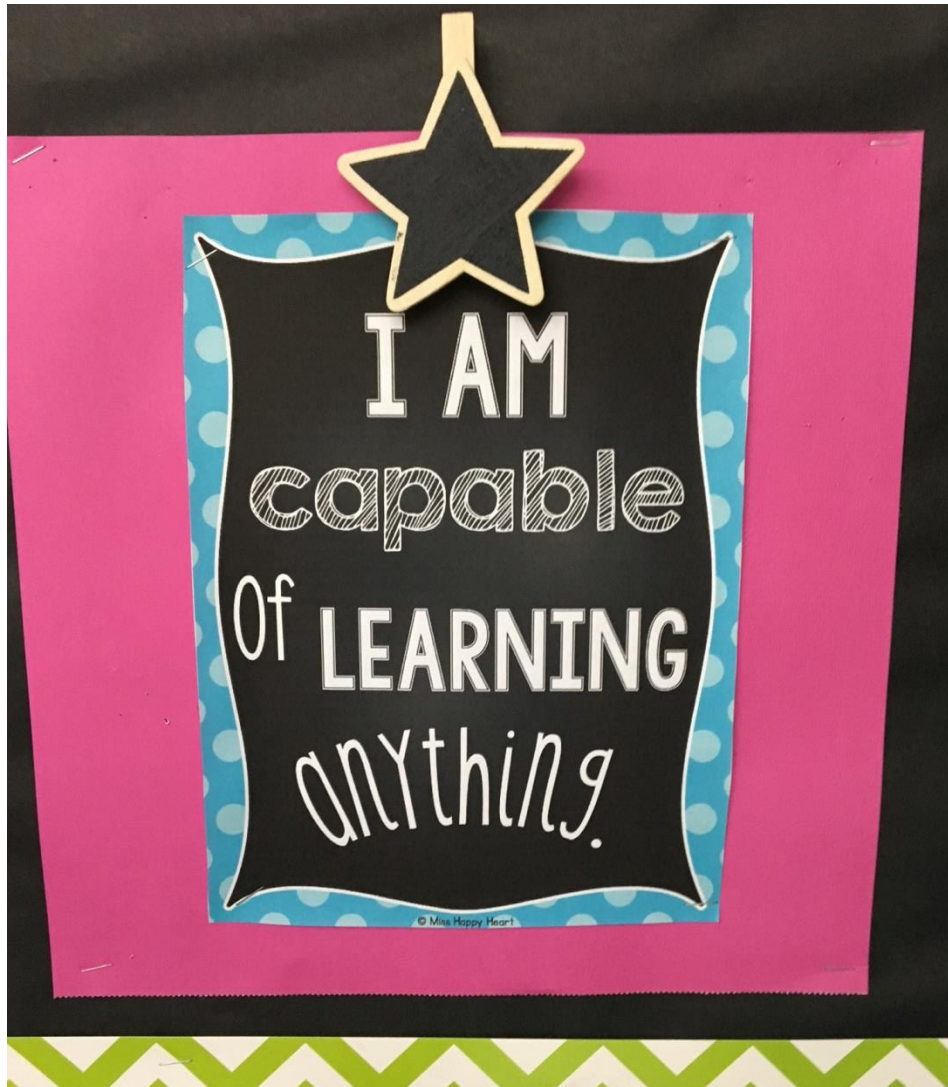
Strategic Plan IV: Processes and Procedures

Goal: To establish and clarify processes and procedures for effective servicing of students with disabilities and staffing plans.

Areas of need to be addressed:

- Establish a consistent process for the identification of students with disabilities through the Student Intervention Team (SIT) process
- Ensure that all aspects of the Individualized Education Program (IEP) process (evaluations, IEP initials, annual reviews, and reevaluations) are implemented in accordance with state and federal guidelines and are legally defensible.
- Develop and update a comprehensive Special Education handbook that ensures compliance and increase accessibility to special education processes.

OVERVIEW OF THE 2017 CORE INITIATIVES



While the four key strategies remain consistent, the district has created these core initiatives in an effort to understand the current work of the special education department. These core initiatives are part of the new Special Education Administrator's entry plan to gain thorough understanding and examination of current special education practices across the district. These core initiatives are supported by key activities as follows:

KEY ACTIVITIES

	Specific Activities
COMPLIANCE	<p>Corrective Action Plan for MCR progress review</p> <p>Program Monitoring with SEPAC</p> <p>Corrective Action Plan for MCR progress review</p> <p>Compliance report to all WPS schools (Unsigned IEPs)</p> <p>Process hearings and Mediation for all schools</p> <p>Timely compliance on PQA and BSEA complaints</p> <p>Coordinate processes with building principals, team chairs and special education staff to meet mandated timelines for the provision of IEPs, Progress reports, Assessments, Portfolios, Transition Planning, etc.</p> <p>Monitor Team Chairs in the implementation of proper procedures for conducting meetings and writing IEPs.</p>
BUDGET	<p>Examination of overall SPED budget</p> <p>Examination of how grant money is allocated</p>
INSTRUCTION and PROGRAMS	<p>Examination of instructional practices for inclusion</p> <p>Collaboration with building administrators, coordinate and supervise Special Education Programs & services in the schools.</p> <p>Random SPED file checks for MCR root cause analysis</p> <p>Completion of Program Monitoring for all schools</p> <p>Observation of SPED staff</p> <p>Examination of the gaps within district wide programs</p> <ul style="list-style-type: none"> ➤ Preschool programs ➤ Intensive Resource Center (IRC) into high school ➤ Language Based Program into high school ➤ Vocational tech for students with disabilities (SWD)
INCLUSIVE PRACTICES	<p>Understand current inclusive practices, including</p> <ul style="list-style-type: none"> ● Cleaning up B grid on the service delivery grid ● Examine inclusion through schedules ● Partial inclusion (language) ● Observations and visits to an inclusive school <p>Provides leadership building capacity to the special education staff with the implementation of special education protocol and practices from preschool to post graduate level</p> <p>Communication and collaboration with specific school members regarding special education</p>
PROFESSIONAL DEVELOPMENT	<p>Initial planning for a system wide professional development plan to teachers, staff and related service providers including:</p> <ul style="list-style-type: none"> ➤ Co-Teaching ➤ English Language Learners (ELL) training for sub separate teachers ➤ Registered Behavior Technician Training for Preschool Teachers
HIRING	<p>Collaboration with the Human Resources to recruit and retain highly qualified special education teachers, related services providers, and paraprofessionals</p>



CORE 2017 INITIATIVES

1. Create a district-wide SPED handbook with consistent practices and procedures
2. Implement appropriate timelines mandated by state and federal laws and SPED practices
3. Collaborate with school principals around SPED practices and procedures using data
4. Maintain compliance practices as stipulated by the mid-cycle CPR review
5. Examine and identify the strengths and weaknesses of district-wide SPED programs as it relates to instruction of students with disabilities using qualitative and quantitative data
6. Examine and identify the strengths and weaknesses of inclusion programs as it relates to the instruction of students with disabilities using qualitative and quantitative data
7. Provide clear feedback to district wide related service providers and staff (team chairs/ school psychologists and Board Certified Behavior Analysts - BCBAs)
8. Conduct meetings and PD workshops with team chairs/psychologists, teachers and related service providers on a regular basis
9. Increase community engagement through SEPAC collaboration
10. Define organizational functions through the PK-12 SPED structure

EXTENDING THE WORK

The 2017 initiatives serves as an excellent foundation and guide for Weymouth Public Schools (WPS). WPS is working to ensure that it is addressing the needs of all students with disabilities. This work will connect the existing collaboration with outside partnerships and agencies such as the DSAC on inclusive practices and co-teaching.



THEORY OF ACTION

If we align resources, practices and programs to relentlessly focus on the instructional excellence across the district with each staff sharing responsibility for our vision and mission then all students with disabilities will reach closer to 100% proficiency in their academic, social and emotional endeavours.



DATA AND SURVEY RESULTS

The data reported creates a baseline to monitor improvement. The data was collected from September 2017 to January 2018. Following are samples of some very critical data points that were captured through surveys and focus groups that led to the construction of the major issue areas outlined in the plan

A. Special education inclusion survey results:

Based from the overall results of the 96 respondents of the inclusion survey conducted in the Fall of 2017 the following are noted:

1. When asked about the overall satisfaction with the special education and related services that students receives in the school they attend:

4.1 % were very dissatisfied

80% were somewhat satisfied

15% were very satisfied

2. When asked about the **strengths** of the special education and related services at their school, numerous comments were received regarding teacher's dedication, collaboration, team work, their strengths, excellence and commitment to providing excellent education to students with disabilities.

3. When asked about what they feel school could do to **improve** special education programs, the responses include: more inclusion, more staff, more planning time, more collaboration with general education and special education teachers, more materials, more professional development on inclusion, better communication, better support from administration and better protocols.

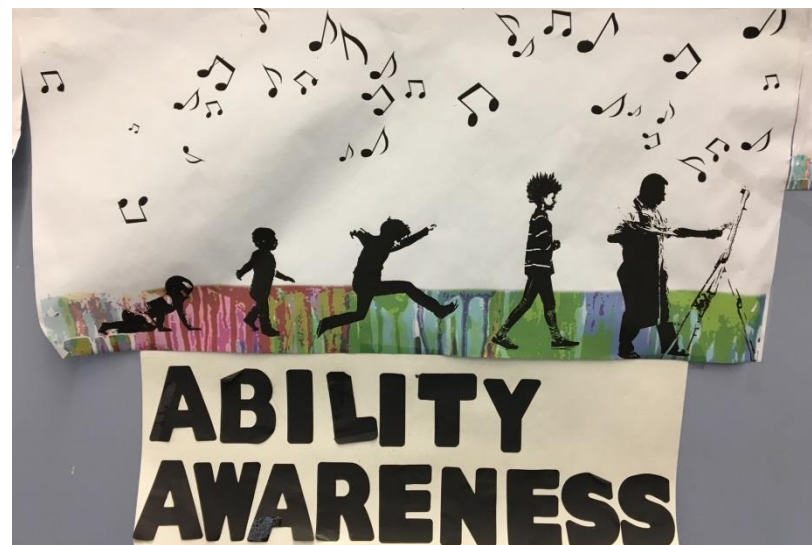
4. When asked about the overall satisfaction with the quality of **communication** between your school and parents of children who receive special education:

8.5 % were very dissatisfied

60% were somewhat satisfied

37.5% were very satisfied

5. When asked if they could change at least one thing about Weymouth Public Schools Special Education Department it was largely noted that they want: inclusion, consistency of administration and more staff.



B. Related service providers' survey results:

Occupational Therapists – strengths: supportive of each other
limitations: consults and reduced regular education process with handwriting

Speech and Language Pathologists – strengths: collaborative, supportive and flexible
limitations: staff changing schools frequently

C. Team chair's survey results:

This group was provided areas for them to identify strengths and weaknesses. The following are samples of their answers:

Strengths:

Communication : Strong communication between team members

Data: People for the most part want to use data

IEP Plans: Written very collaboratively

Curriculum: Writing curriculum has improved

Procedures: Deadlines are met

Limitations:

Communication : Lack of communication between administrators and providers (sped teachers/related services)

Data: Tons of data collection - not sure how effectively it is used

IEP Plans: Need good solid examples of legally defensible IEPs

Curriculum: Reading Curriculum is lacking phonics instruction

Procedures: Procedures not consistent from school to school, level to level

D. Administrator's survey results:

Based from this survey, administrator's believe that there is a need to create more inclusive classrooms. As noted by one of the administrators: *created inclusion classes in hopes to provides more push in services, review IEPs and check for accommodations being used, posted objectives and in students friendly log, lesson plans.*

Majority of the responders noted that there is a need to improve the implementation of accommodations and modifications, although all of the administrators answered that they maintain a system of ensuring that this happens, some of them shared that there is a "continual need to educate students, educators and administrators in all actions and supports necessary to implement and maintain accommodations."

When asked about how the schools have encouraged the involvement of parents of students with disabilities, all of them noted that they create multiple ways to engage parents and stress the importance of home-to-school collaboration.



E. DESE special education indicators

1. Indicator 5 - Educational Environments for Students Aged 6 - 21 with IEPs

For 2015-16, the state target for % of Students with IEPs served in **Full Inclusion** is 61%, the target for % of Students with IEPs served in **Substantially Separate** placements is 14.5%, and the target for % of Students with IEPs served in Separate Schools, Residential Facilities, or Homebound/Hospital placements is 5.5%.

	Enrollment	District Rate	State Rate	State Target
Enrolled students with IEPs	987	--	--	NA
Full Inclusion (inside the general education classroom 80% or more of the day)	576	58.4%	71.9%	61.0%
Partial Inclusion (inside the general education classroom 40%-79% of the day)	204	20.7%	16.2%	NA
Substantially Separate (inside the general education classroom less than 40% of the day)	131	13.3%	7.5%	14.5%
Separate Schools, Residential Facilities, or Homebound/Hospital placements (does not include parentally-placed private school students with disabilities)	74	7.5%	4.4%	5.5%

E. DESE special education indicators

2. Indicator 6 - Educational Environments for Students Aged 3 - 5 with IEPs

In 2015-16, the state target for the percent of students receiving a majority of their special education and related services in an inclusive early childhood program is 43%. The state target for the percentage of students attending a separate special [education class](#), separate school, or residential facility is 13.2%. Included in the table below is additional information about students receiving special [education services](#) outside of the inclusive early childhood program that they attend and students that receive services either at home or at a service provider location.

	Enrollment	District Rate	State Rate	State Target
Students ages 3-5 with IEPs	140	12.2%	--	NA
Full Inclusion (Students in an inclusive early childhood program and receiving >50% of their special education and related services in that setting) (Indicator 6A)	73	52.1%	53.1%	43.0%
Partial Inclusion (Students in an inclusive early childhood program and receiving their special education and related services in that setting 0-50% of the time)	6	4.3%	21.6%	NA
Substantially Separate (Students attending a separate special education class, separate school, or residential facility) (Indicator 6B)	31	22.1%	15.4%	13.2%
Students not attending an early childhood program and receiving special education and related services either in the home, at a service provider location, or some other location	30	21.4%	9.9%	NA

Special Education data are suppressed for enrolment counts fewer than 6.

E. DESE special education indicators

3. Indicator 7 - Early Childhood Outcomes*

Districts participate in Indicator 7 data collection as part of a 4 year cycle in which they report exit data on children for whom they have collected entry level data; exit may occur at any time during the subsequent three year period as the children leave the preschool program. "Cohort Completion Year" refers to the last year that a district reports exit data for the set of children for whom entry data was collected. Some exiting children included in the Indicator 7 data collection may have been receiving special education services as little as six months or as long as three years, depending on when they entered and exited the program. Because of these differences, there is variability in the progress reported on each outcome. Therefore, these data should be interpreted with caution.

Cohort Reporting Year 2016-2017			
The percent of pre-schoolers who substantially increased their rate of growth by the time they exited preschool			
	A. Positive emotional skills	B. Acquisition and use of knowledge and skills	C. Use of appropriate behavior to meet their needs
District Rate	85.6%	85.6%	100.0%
State Rate	87.2%	47.8%	83.9%
State Target	100%	100%	100%
The percent of pre-schoolers who were functioning within age expectations by the time they exited preschool			
	A. Positive emotional skills	B. Acquisition and use of knowledge and skills	C. Use of appropriate behavior to meet their needs
District Rate	57.0%	42.8%	57.0%
State Rate	85.9%	45.9%	60.3%
State Target	90%	90%	90%

E. DESE special education indicators

4. Indicator 1 - Graduation Rate

The state target and district and state rates for Indicator 1 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflect a one year data lag in reporting.

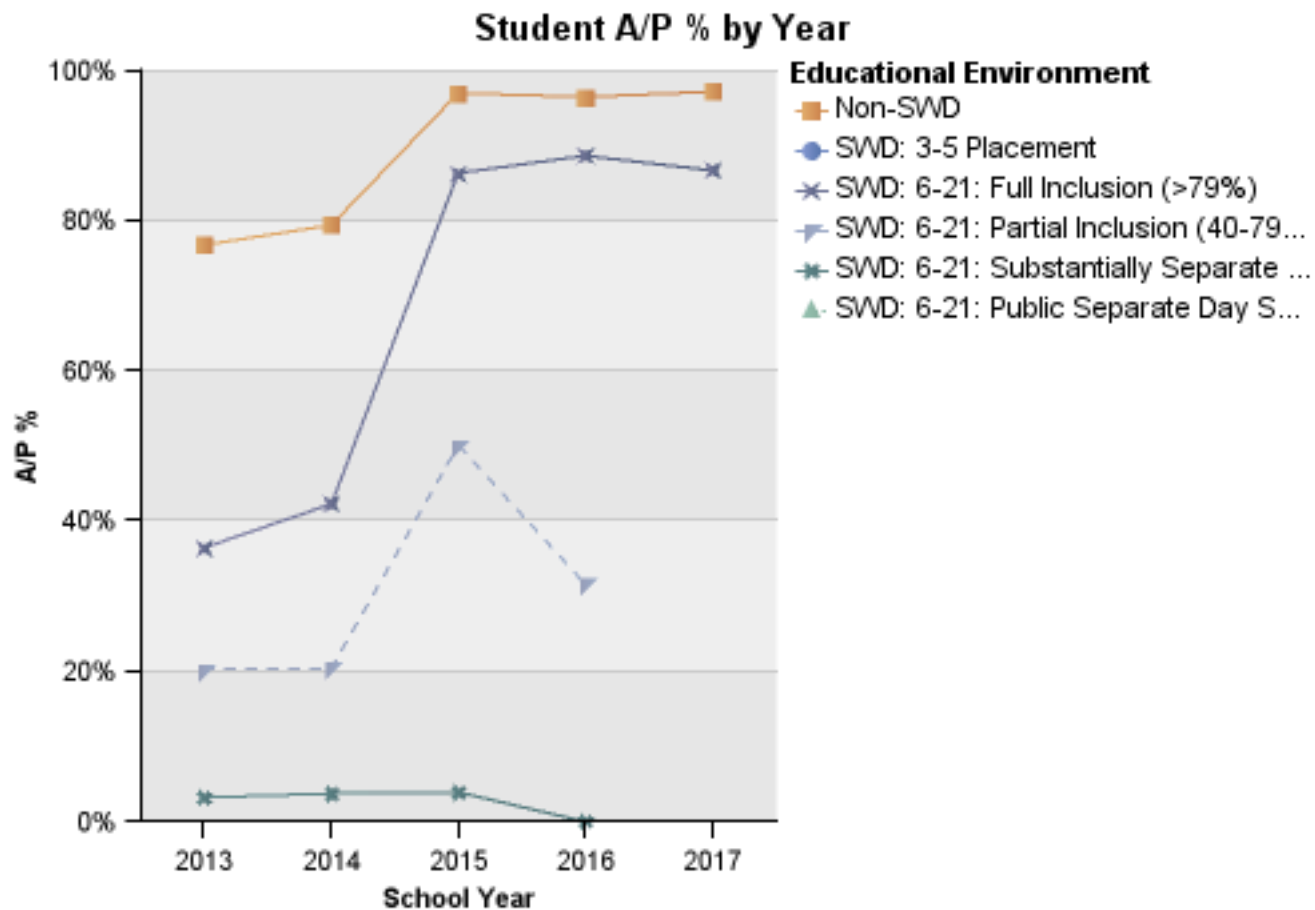
For the 2015-16 school year, the state target for the Graduation Rate for Students with IEPs is 84%.

Reported	Cohort 2016 Graduates	# of Students in 2016 Cohort	District Rate	State Rate	State Target
Students with IEPs	55	90	61.1%	71.8%	84.0%
General Ed	412	446	92.4%	91.3%	NA
All Students	467	536	87.1%	87.5%	NA

“Together WE can”

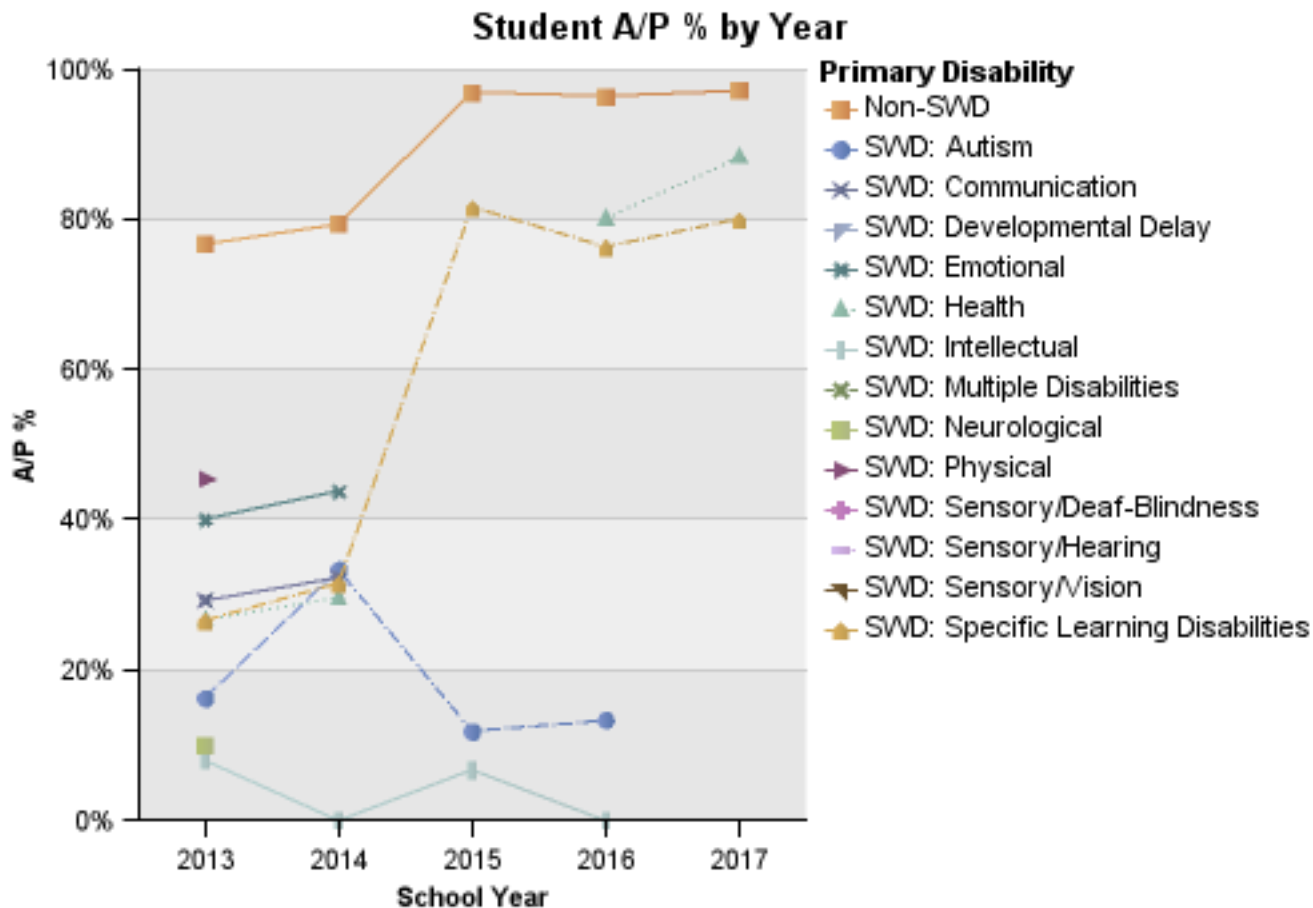
F. MCAS Results

1. MCAS ELA Trend – 5 Year Comparison for SwIEPs by Educational Environment



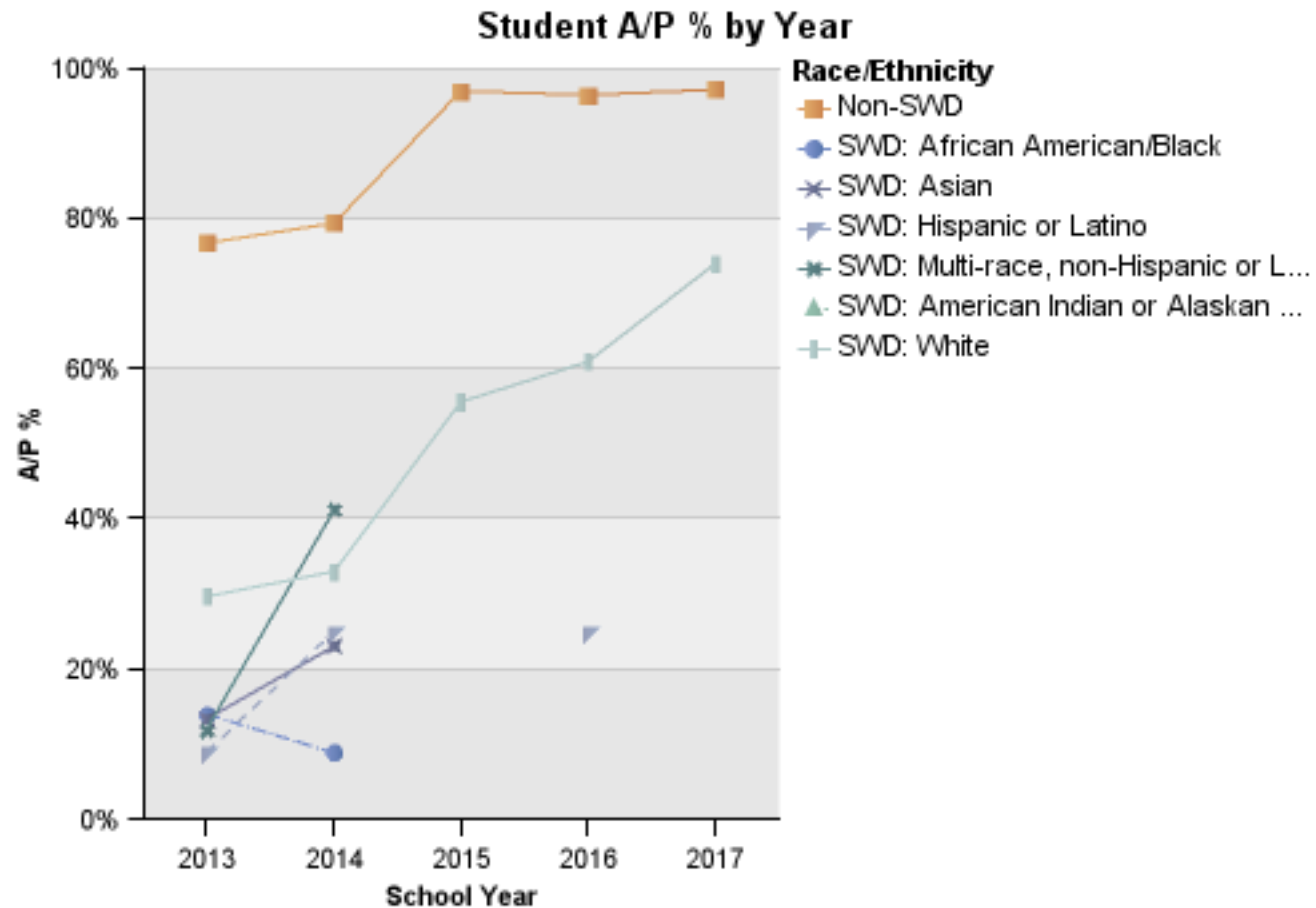
F. MCAS Results

2. MCAS ELA Trend – 5 Year Comparison for SwIEPs by Disability Type



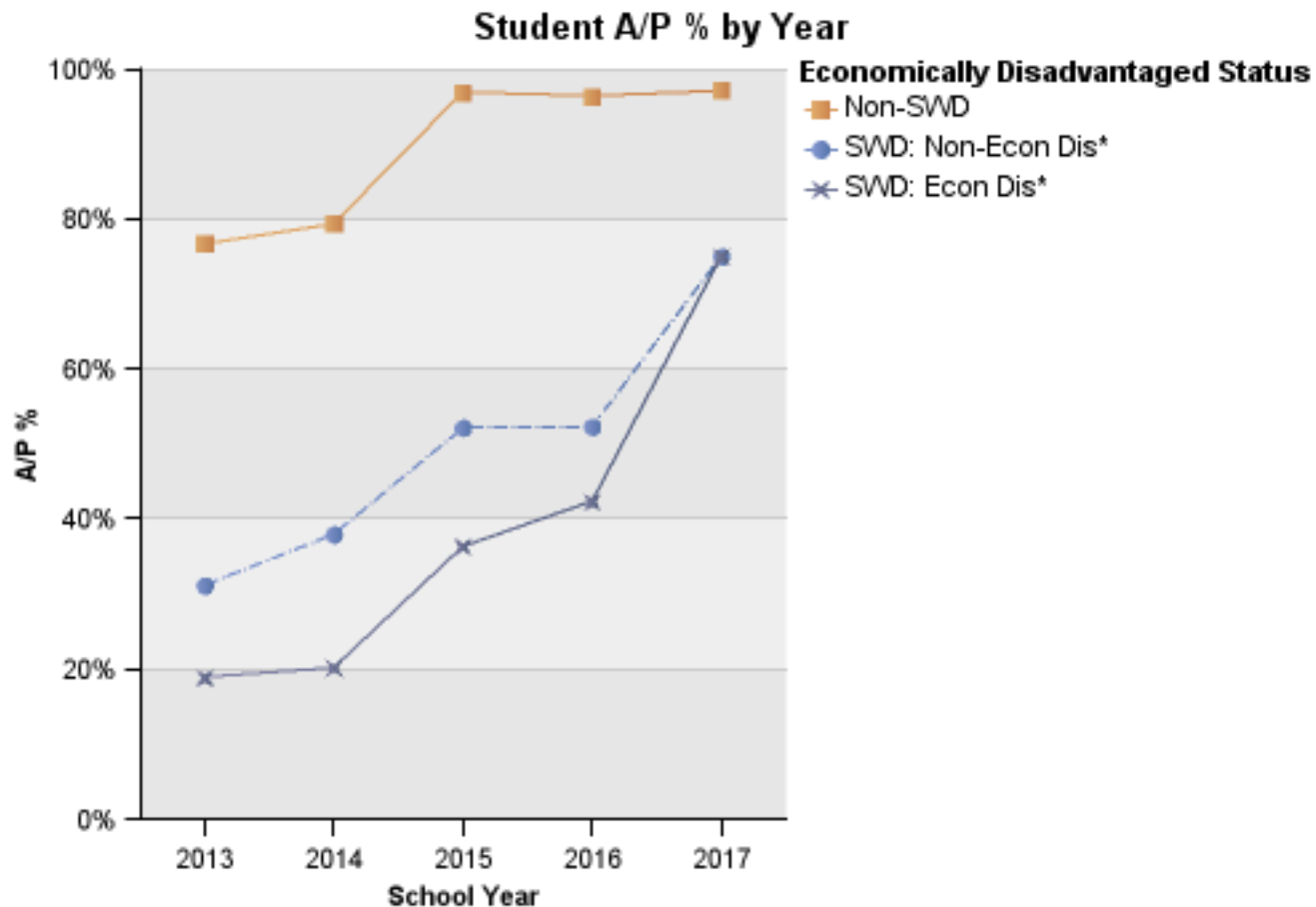
F. MCAS Results

3. MCAS ELA Trend – 5 Year Comparison for SwIEPs by Race/Ethnicity



F. MCAS Results

4. MCAS ELA Trend – 5 Year Comparison for SwIEPs by Economically Disadvantaged Status



G. AREAS OF STRENGTHS: The following are areas that the Special Education Department has done well and would like to see continued

Dedicated staff

Teamwork across buildings

Most everyone across the department are all pleasant and cooperative

Paperwork and IEPs are written timely

Opportunity to create own professional development



Strategic Plan 1: Inclusion

Goal: To develop and implement district wide inclusive practices for students with disabilities in collaboration with families, general educators, special education staff and school-based administrators.

Objective / Action Steps	Measurable Outcomes	Lead Person (s) / Team	Start Date	End Date	Resources
<p>Objective 1: Define a clear vision for inclusion. Identify an Inclusion Committee for each school</p> <p>Action Steps</p> <ul style="list-style-type: none"> a. Identify current perception data of inclusion through survey at each school. b. Establish and identify model of inclusion: full inclusion, partial inclusion or schools with inclusion opportunities. c. Gather data to determine specific need 	<p>Decrease achievement gaps by 2.5 % of students with disabilities through implementation of inclusive practices in ELA and Math in Grades 3-10.</p>	Principals	<p>Seach/Hamilton/Academy/Talbot/Adams – September 2018</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – Spring 2019</p> <p>Chapman/WHS – Spring 2019</p>	<p>Seach/Hamilton/Academy Talbot/Adams – June 2020</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – June 2021</p> <p>Chapman/WHS – June 2022</p>	Timeline of Inclusion Plans
<p>Objective 2: Adopt and implement district-wide professional development on instructional models for inclusion: co-teaching, consultant model, etc.</p> <p>Action Steps</p> <ul style="list-style-type: none"> a. Increase capacity of educators and instructional leaders through professional development on co-teaching, universal design for learning and differentiated instruction b. Provide training to school-wide staff on co-teaching, universal design for learning and differentiated instruction. c. Develop co-teaching and inclusive rubrics for teachers d. Develop co-teaching and inclusion workshops for staff meetings, parents and new teacher training e. Institute ongoing progress monitoring through district rounds. 	<p>Decrease achievement gaps by 2.5 % of students with disabilities through implementation of inclusive practices in ELA and Math in Grades 3-10.</p> <p>Provide professional development for educators and school leaders annually as evidenced by their participation.</p>	<p>Special Education Administrator</p> <p>Inclusion Trainers</p> <p>Principals</p>	<p>Seach/Hamilton/Academy/Talbot/Adams – Spring 2018</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – Winter 2019</p> <p>Chapman/WHS – Winter 2019</p>	<p>Seach/Hamilton/Academy Talbot/Adams – June 2020</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – June 2021</p> <p>Chapman/WHS – June 2022</p>	Timeline of professional development plan

Strategic Plan 1: Inclusion Continued

Objective / Action Steps	Measurable Outcomes	Lead Person (s) / Team	Start Date	End Date	Resources
<p>Objective 3: Identify inclusive practices which support general education classrooms to provide quality instruction to all students.</p> <p>Action Steps</p> <p>a. Improve collaboration between general education teachers and special education teachers through common planning time.</p> <p>b. Institute ongoing progress monitoring through district rounds.</p>	By using the instructional practice guide on co-teaching, an increase of at least 10% in each identified is noted.	<p>Special Education Administrator</p> <p>Central Leadership Staff</p> <p>Principals</p>	<p>Seach/Hamilton/Academy/Talbot/Adams – September 2018</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – September 2019</p> <p>Chapman/WHS – Winter September 2018</p>	On-going; annually	SPED Database template
<p>Objective 4: Improve parent/guardian understanding of inclusion services as it relates to the IEP process.</p> <p>Action Steps</p> <p>a. Publish FAQs for parents on website about the continuum of services</p> <p>b. Communicate with parents and the community about the continuum of special education services.</p> <p>c. Develop consistent protocols on identifying students who are ready for a full inclusion program across</p>	Increase number of students who are fully included in the general education setting with appropriate supports and interventions by at least 10%.	<p>SEPAC</p> <p>Team Chairs</p> <p>Principals</p> <p>Special Education Central Leadership</p>	<p>Seach/Hamilton/Academy/Talbot/Adams – December 2018</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – December 2019</p> <p>Chapman/WHS – Winter December 2018</p>	On-going; annually	Continuum of Special Education Services

Strategic Plan 2: Teaching and Learning

Goal: To create, develop and implement a comprehensive professional development plan that sets a foundation for inclusive practices and instruction.

Objective / Action Steps	Measurable Outcomes	Lead Person (s) / Team	Start Date	End Date	Resources
<p>Objective 1: Create and implement a district-wide professional development plan for educators, administrators and team chairs</p> <p>Action Steps</p> <ol style="list-style-type: none"> Identify current needs of professional development related to inclusive practices, special education leadership, instruction, regulations, laws and collaboration. Meeting with stakeholders (teachers, staff at identified school) to establish and determine implementation of the district-wide PD structure and action plan for five-years Presentation of the PD plans and structures to staff members Implement professional development plan. Monitor ongoing progress of the district wide plan. 	Increase the number of student participation in the general education setting across the district by at least 25%	Principals Team Chairs Teachers SPED Admin	Seach/Hamilton/Academy/ Talbot/Adams – Winter 2018 Wessagusset/Murphy/ Pingree/Nash/JECC – Spring 2019 Chapman/WHS – Spring 2020	Seach/Hamilton/Academy Talbot/Adams – June 2020 Wessagusset/Murphy/ Pingree/Nash/JECC – June 2021 Chapman/WHS – June 2022	Data on Partial and Full Inclusion yearly
<p>Objective 2: Increase capacity of current and newly hired special education educators, staff and paraprofessionals in the areas of inclusive practices, co-teaching practices, writing IEPs, differentiated instruction, behavior management, executive functioning, social/emotional learning, cultural competency, assistive technology, and related service needs.</p> <p>Action Steps</p> <ol style="list-style-type: none"> Identify needs of current and newly hired special education staff on professional development related to inclusive practices. Provide and implement professional development training plan to newly hired special education staff. Institute ongoing progress monitoring. 	Professional development evaluation feedback	Special Education Administrator Inclusion Trainers Principals	Seach/Hamilton/Academy/ Talbot/Adams – Winter 2018 Wessagusset/Murphy/ Pingree/Nash/JECC – Spring 2019 Chapman/WHS – Spring 2020	Seach/Hamilton/Academy Talbot/Adams – June 2020 Wessagusset/Murphy/ Pingree/Nash/JECC – June 2021 Chapman/WHS – June 2022	Timeline of professional development plan

Strategic Plan 3: Program Enhancement

Goal: To improve and implement quality programs and services for students that aligns with the vision and mission of the Weymouth Public Schools Special Education Department.

Objective / Action Steps	Measurable Outcomes	Lead Person (s) / Team	Start Date	End Date	Resources
<p>Objective 1 : Identify areas in the entire program that need to be improved.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Identify areas of strengths and weakness through survey to parents, teachers, Admin, 2. Review recommendations from previous program reviews and propose changes to existing programs. 3. Identify and ensure curriculum alignment of these programs to Massachusetts Frameworks 4. Institute ongoing progress 	Completion, communication and dissemination of the program review outcomes.	Sped Admin, Principal, Contracted Agencies	<p>TLC Fall 2018</p> <p>LBLD Fall 2018</p> <p>CEP Spring 2018</p> <p>JECC Summer 2018</p>	<p>Winter 2019</p> <p>Summer 2019</p> <p>Fall 2018</p> <p>Winter 2019</p>	Sped. Program review tool. Sped Admin, Principal, BCBA
<p>Objective 2: Improve current services and service delivery models (e.g. Co-taught, Push-in Models, ESY...).</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Define current approaches and develop a review team and outline of services 2. Institute ongoing progress 3. Communicate continuum of services 	100% Implementation of identified improved programs that reflect best inclusive practices.	Sped Admin. Principals Related Service Providers	Fall 2018	Summer 2023	Various studies/ Vanderbilt and Clinical Child and Family Psychology review.

Strategic Plan 3: Program Enhancement Continued

<p>Objective 3: Develop new programs and services that support positive outcomes for students from PK-PG who are in the substantially separate programs focused on social-emotional needs, self-advocacy and transition</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Complete a needs assessment to prioritize new programs and services. 2. Research and choose curricula for programs for social-emotional needs, self-advocacy and transition 3. Implement curricula and/ or programs. 4. Institute ongoing progress. 	<p>At least 75% of students will participate in self-advocacy training.</p> <p>100% of Special Education Teachers in the substantially separate program will be knowledgeable of social-emotional interventions and appropriately implement strategies.</p> <p>At least 50% of students in the substantially separate programs will be able to achieve FAPE as measured by their transition services.</p>	<p>SPED Admin. Sped.Teacher</p>	<p>Fall 2018</p>	<p>Summer 2023</p>	<p>Sped. Program review tool. Sped Admin, Principal, BCBA</p>
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Strategic Plan 4: Processes and Procedures

Goal: To establish and clarify processes and procedures for effective servicing of students with disabilities and staffing plans.

Objective / Action Steps	Measurable Outcomes	Lead Person (s) / Team	Start Date	End Date	Resources
<p>Objective 1: Establish a consistent process for the identification of students with disabilities through the Student Intervention Team (SIT) process</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Identify workgroups to define and develop a Student Intervention Team (SIT) process for the elementary, middle, and high schools. 2. Create/Revise existing Student Intervention Team (SIT) protocol. 3. Ensure implementation of Student Intervention Team (SIT) across the district. 4. Institute ongoing progress 	Completion, communication, dissemination and implementation of a consistent Student Intervention Team (SIT) process and protocols across the district.	Sped Admin, Principals, SIT Teams	<p>Seach/Hamilton/Academy/Talbot/Adams – Spring 2019</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – Winter 2018</p> <p>Chapman/WHS – Winter 2018</p>	<p>Seach/Hamilton/Academy/Talbot/Adams – June 2020</p> <p>Wessagusset/Murphy/Pingree/Nash/JECC – June 2019</p> <p>Chapman/WHS – June 2019</p>	WPS District Resources
<p>Objective 2: Ensure that all aspects of the Individualized Education Program (IEP) process (evaluations, IEP initials, annual reviews, and reevaluations) are implemented in accordance with state and federal guidelines and are legally defensible.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Review all current WPS Special Education procedures for compliance with federal and state laws and regulatory requirements. 2. Create written guidance for Special Education areas that are not in existence and share such process documents. 3. Ensure a legally compliant Individualized Education Program (IEP) team meeting and a compliant subsequent IEP document. Conduct IEP writing training. 4. Institute ongoing progress 	At least 50% improvement on IEP compliance as measured by the DESE MCR (mid-cycle reviews) and CPR (Coordinated Program Reviews) results.	Sped Admin. Principals Related Service Providers	Fall 2018 - Ongoing	Summer 2023	SPED Laws and Regulations, SPED memos, SPED meetings

Strategic Plan 4: Processes and Procedures Continued

<p>Objective 3: Develop and update a comprehensive Special Education handbook that ensures compliance and increase accessibility to special education processes.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Create a handbook that establishes structure and organization and provides consistency, clarity and accessibility of special education processes and procedures. 2. Develop companion procedural handbooks for Special Education staff and quick reference guidelines for parents, staff and school/district administrators. 3. Institute review plan for Special Education handbook and companion procedural handbooks at least every other year. 	<p>Special Education Handbook</p> <p>Special Education Protocols, Memos and Guidelines</p> <p>Special Education Companion Handbook</p>	<p>SPED Admin. Sped.Teacher</p>	<p>Fall 2018</p>	<p>Summer 2023</p>	<p>Previous WPS staff memos</p>
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