

ATION CREC RECOMMENDATIONS

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Elevate the Director of Pupil Services position to Chief Special Services Officer with authority to implement the Strategic Plan.	June 2016	Complete	
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Revise special education administrator job descriptions, extend their work year, assign them to school clusters (see organizational structure recommendations). Ensure all administrators have necessary experience and expertise to perform revised job descriptions.	June 2016	Complete	
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Hire one additional administrator by July 2016 to supervise special education preschool.	June 2016	Complete	
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Hire an Evaluation/Assessment Coordinator by February 2016 to monitor and coordinate evaluation and assessment services.	June 2016	complete	
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Hire Out of District Coordinator (non-administrative position) by February 2016.	June 2016	complete	
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Hire one additional special education office staff in 2015-16 and two more in 2016-17 and reassign all to align with the new organizational structure.	June 2016	In Process	To be hired June 1, 2017
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Review utilization of special education aides to determine number needed, where and if hiring of part time staff is advisable, and work with the union to adjust the contract to align positions with skills and expertise of aides.	June 2016	In Process	
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Utilizing standard protocol, analyze special education teacher assignments and caseloads and make recommendations for 2016-17 budget and staffing assignments.	June 2016	In Process	To be completed by June 1
GOAL 1	<i>Staff recruitment, hiring, assignments and retention</i>	Develop an incentive program for hard to find staff such as Special Education Teachers and Speech and Language Pathologists. Work with colleges or AARC (Special Education) to develop Norwalk staff.	June 2017	In Process	

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GOAL 1	<i>Recruitment and Retention</i>	Human Resources and Special Education offices develop relationships with staffing agencies and colleges to grow and obtain hard to find staff.	June 2016	Complete	
GOAL 1	<i>Recruitment and Retention</i>	Develop and implement an onboarding and mentor system to support new special education staff.	June 2017	Not Yet Commenced	
GOAL 1	<i>Recruitment and Retention</i>	Create and implement a succession plan for the Chief Special Services Officer	June 2017	Complete	
GOAL 1	<i>Staff Processes</i>	Develop and implement with fidelity procedures for staff hiring, assignments , caseloads, tracking, and retention of high quality staff.	June 2016	In Process	
GOAL 1	<i>Staff Processes</i>	Human Resources (HR) develop a system to track special education staff assignments and provide reports regularly to Superintendent and Chief Special Services Officer.	June 2016	In Process	
GOAL 1	<i>Staff Processes</i>	Special education administrators collaborate with building administrators in the hiring, supervision and evaluation of special education certified staff.	June 2016	Complete	
GOAL 1	<i>Staff Training</i>	Utilizing the national learning forward standards for professional development , develop a comprehensive 2 year professional development plan for special education and general education staff, including administrators that addresses the areas of concern identified in this report. Specifically, Writing and implementing quality IEPs, Specially Designed Instruction, Least Restrictive Environment and Continuum of Services, all District Policies and Procedures related to special education, Co-teaching, Assistive Technology, Legal and Ethical Issues, comprehensive paraprofessional job embedded training, Effective Utilization of Special Education Aides, Research Based Literacy and Math Interventions.	June 2016	In Process	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 1	<i>Staff Training</i>	Implement a comprehensive training to special education aides that ensures all aides have been trained in roles and responsibilities, legal and ethical issues, academic, behavioral and instructional skills within the first year and have received job related training throughout the year. The district has already purchased the curriculum (Compass).	June 2016	In Process	
GOAL 1	<i>Staff Training</i>	Implement Professional Development Plan and monitor student outcomes.	June 2017	In Process	
GOAL 2		Develop School Clusters from feeder schools.	June 2016	Complete	
GOAL 2		Assign Special Education Administrators to school clusters and define their responsibilities to those schools to include: a) Hire, supervise , evaluate, train and assign (shared with building principal) special education and related services staff b) Monitor for Compliance and District Procedures c) Weekly/Biweekly meetings with building administrator d) Monitor budgetary expenses e) PPT meetings, as needed f) Coordinate and lead bimonthly staff meetings g) Assist with determination of students entering and exiting the programs and schools h) Monitor programs for students whose home school is in their cluster that are out of district i) provide instructional leadership and guidance on special education and 504 issues to school staff.	June 2016	Complete	
GOAL 2		Move 504 responsibilities to general education.	June 2016	complete	
GOAL 2		Coordinate and monitor all special education student evaluation and assessment services and hire an evaluation/assessment coordinator.	June 2016	complete	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 2		Develop a Tiered System of School Supervision and Support to assist schools that require more support in the implementation of quality special education. Utilizing multiple data sources, determine which category the schools fall into: Intense Supervision and Support, Moderate Supervision Support or Limited Supervision Support.	June 2016	In Process	To be completed by June 1, 2017
GOAL 2		Utilizing data (formative and summative assessment scores, attendance, drop out prevalence, out of district placements, suspensions and expulsions, adherence to compliance, IEP quality, parent feedback, etc.) from 2016, identify in July 2016 the schools that require Moderate or Intensive Supervision and Support in the 3 tiered system. For schools requiring Moderate and Intense Supervision develop and implement an improvement plan with the Principal, Chief Special Services Officer and Supervisor of Special Education. Monitor the Improvement Plan monthly and report progress quarterly to the Superintendent of Schools and Board of Education.	June 2017	In Process	To be completed by June 1, 2017
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	As instructional leaders, special education administrators will conduct classroom observations and provide instructional training on areas described in the report and monitor special education student progress on summative and formative assessments.	June 2016	Complete	
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	Inventory instructional materials, equipment and space and put needs into 2016-7 budget.	June 2016	Complete	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	Provide research-based , specially designed interventions in reading, writing , and math to meet the needs of students with disabilities .	June 2016	In Process	
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	Assess continuum of services in each school and define entry and exit criteria for district programs. Ensure that schools are staffed at sufficient levels to allow each school to provide a full continuum of services.	June 2016	in process	
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	Working in partnership with other agencies develop a plan to provide an 18-21 year old community based program and a high school therapeutic program for students with emotional problems in 2016-17.	June 2016	completed	
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	Find a location that will accommodate all preschool classes and also allow for expansion and the partnering with other agencies.	June 2016	In Process	Completed by first day of 2017-18 school year
GOAL 3	<i>Teaching and Learning, Continuum of Services and LRE</i>	In an effort to support the programs offered in the district for the more involved students, the district should utilize a case study/clinic model that brings in experts in the fields of autism, behavior , reading, assistive technology and preschool to assist with program development and individual case study. This approach will assist the district with ongoing issues, while building district skills and capacity.	June 2017	in process	
GOAL 3	<i>Utilization of Resources for Instruction</i>	A review of the use of independent contractors to provide such services as Assistive Technology , Autism, and Occupational and Physical Therapy should be conducted to determine if the district can do it better and for less money.	June 2016	completed	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 3	<i>Utilization of Resources for Instruction</i>	Review the budget process for special education programs to ensure that funds are appropriately allocated and a process is in place for purchasing of materials and equipment for all special education programs (including districtwide programs).	June 2016	completed	
GOAL 3	<i>Utilization of Resources for Instruction</i>	The district should use the \$100,000 currently allotted for the AT consultant to develop , train and support a district Assistive Technology team. The team's role would be to develop guidelines for assistive technology evaluation and use, train staff, assess and request assistive technology equipment and materials and conduct evaluations in conjunction with building staff.	June 2017	completed	
GOAL 3	<i>Utilization of Resources for Instruction</i>	Assess the needs of the special education students in the expelled program.	June 2017	In Process	Completed by first day of 2017-18 school year
GOAL 3	<i>Scientific Research-based Interventions</i>	The general education department should conduct an audit of SRBI practices within the district and develop a plan to consistently provide an SRBI framework.	June 2016	In Process	
GOAL 3	<i>Scientific Research-based Interventions</i>	General education to implement a comprehensive SRBI plan.	June 2017	In Process	
GOAL 4		Update the procedures manual, train special education staff and building administrators on the processes, and monitor implementation.	June 2016	Completed	
GOAL 4		Professional development (PD) on writing IEPs and administrative review of each IEP.	June 2016	Completed	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 4		To ensure that procedures are followed with fidelity , the Superintendent and Office of Special Education develop a monitoring system aligned with the recommendations made for a tiered system of School Supervision and Support.	June 2016	Completed	
GOAL 4		All new special education staff go through training on procedures.	June 2017	Not Yet Commenced	
GOAL 4		Implement the Three Tier System of Support and Supervision and provide updates on school improvement plans to Superintendent and Board of Education .	June 2017	In Process	Completed by first day of 2017-18 school year
GOAL 5		Develop a plan to reduce costs for out of district and consultation services.	June 2016	In Process	
GOAL 5		Weekly meetings with the Special Education , Business Services , and HR offices to review budget, staffing, and processes .	June 2016	Completed	
GOAL 5		No special education expenditures can be made without the approval of the Chief Special Services Officer.	June 2016	In Process	
GOAL 5		Transfer the \$465,000 of expenditures in the special education budget for general education students to the district budget and use that money to increase special education teachers and purchase needed equipment and instructional materials for special education students.	June 2017	Completed	
GOAL 5		District-wide special education program materials and equipment should be paid for by special education budget, not the building budget.	June 2017	Completed	
GOAL 6		Conduct school cluster special education staff meetings regularly .	June 2016	not yet commenced	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	END DATE
GOAL 6		Strategic Plan Committee composed of representative staff and parents meets.	June 2016	not yet commenced	
GOAL 6		Centralize parent contact information , to provide timely information to parents.	June 2016	in process	
GOAL 6		Develop a procedure for handling parent concerns and for communicating changes in student programs because of lack of staff or other issues. Train staff and implement procedures.	June 2016	in process	
GOAL 6		Building and central office administrators should receive training during the summer of 2016 on working collaboratively with parents. They, in turn should train their staff.		in process	
GOAL 6		To ensure that parent communication and collaboration has improved, each special education and building administrator should conduct a survey of parents of special education students in their schools to obtain parental feedback. The results of the survey should be shared with superintendent and Board of Education and should help to determine staff goals.		not yet commenced	
GOAL 6		Provide parent information and training sessions on a variety of topics selected by the parents.		in process	

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
			3 Admin positions are 12 month and 3 are remaining at 10 months. Admin were assigned to clusters at beginning of 2016-17 school. Some revision will be needed for fall 2017 due to needed reassignments.
			NECC has a dedicated Special Education Administrator
			Contracts Secretary position created based on auditing recommendation.
In process of setting up principal/ school visitations	In collaboration with HR and Finance		In process of creating a comprehensive list of employees and job responsibilities (i.e; general sped para, shared para, or1:1)
	In collaboration with HR		AARC cohort in place

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	In collaboration with HR		
	In collaboration with HR		Staff hiring process has been developed and disseminated to principals and sped admins
	In collaboration with HR and Finance		HR and Finance are collaborating with sped to have one main list with all staff location accounted for
		SERC	2 year plan developed with SERC for professional development in identified areas. Training provided to administrators, teachers, related staff and para's

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
		SERC CES Eillen Luddy and Associates	Para's have participated in training during district wide PD days. Training has been provided by SERC and Eileen Luddy. A new training program with CES is starting with ABA's and para's. Cohort 1 begins May 2017.
		SERC	A 2 year PD Plan was developed and being implemented.
			Sped admin are assigned to feeder patterns and clusters
	In collaboration with HR		Sped admin are assigned to feeder patterns and clusters. Job responsibilities have been reviewed with all sped admin.
			504 has been moved to the Department of Technology and Innovation
			a 12 month Special education Admin/ Assessment Coordinator has been hired

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	In collaboration with IT	Pull monthly compliance data	Based on Monthly compliance data, schools are being put into a tiered system of supervision
	In collaboration with IT	Pull monthly CSDE compliance data and data on assessment scores, attendance, out of district placements, suspensions and expulsions	
			All special education administrators have completed the CT SEED training in observation and evaluations
			All testing materials and Assitive technology mayerials have been inventoried and needed materials have

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	In collaboration with the curriculum department	CDSE	NPS is working with CSDE and the curriculum deptment on the SSIP.
		SERC	Fox Run has been identified as a model school of continuum of options and is working with SERC to become a demonstration/ observation site
		High Road	The 18-21 program is currently located NHS. The district is looking at an alternative site for 2017-18 school year. The high school Theraputic program is located at NHS.
			6 preschool classes have been moved to NECC. The final preschool class loacted at Fox Run will be relocated for the 2017-18 school year.
	In collaboration with Finance	Constellation	NPS has hired as Assisitive Technology specialist and additional BCBA's. It was determined that continuing with Constellation was most cost effective and provided more consistant service delivery.

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	In collaboration with Finance		
	Works in collaboration with the technology department		NPS has hired an AT Specialist
	Operations Department		A new districtwide model is being implemented in the 2017-18 school year.
	Curriculum Department	SERC	NPS is working with SERC to audit SRBI processes
	Curriculum Department		
		CSDE	The procedures manual is complete and located on the NPS website. All special education staff has been trained on the manual.
		SERC	PD has been provided on writing goals. Compliance monitor position has been implemented to assist in ongoing PD at the elementary site level.

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	In collaboration with IT	Pull monthly CSDE compliance data	Compliance monitor position has been implemented to assist in ongoing compliance at the elementary site level.
	In collaboration with HR		
			The schools are currently in process of being placed in a tiered system.
	In Collaboration with Finance		Have reviewed all contracts for outside service providers. Plan to move to a less expensive contrators or in district personalle for 2017-18 school year.
	In Collaboration with Finance and HR		Weekly finance meetings
			All purchases, bills and contracts must be approved by the SPED Assistant Director
	In collaboration with Finance Department		General education items have been moved to the correct budget for the 2017-18 school year
	In collaboration with Finance Department		Budget has been developed to provided needed materials to special education students/programs that required specialized materials

PRE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	In collaboration with the Communications Department		Any centralized information is distributed through the communications department
		SERC	SERC is providing ongoing monthly training on working collaboratively with families
	In collaboration with the Communications Department	SPED Partners	Speakers identified by the Sped Partners group is sent out through the Communications Department