

Special Education Corrective Action Plan – 2018

Consistent Implementation of the Intervention & Referral Services and Special Education Process:

To Revise Processes, Procedures, and Documentation related to Special Education Process beginning with the Intervention and Referral Services Committees and Section 504 Committees

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. Develop and disseminate protocols and procedures for the collection and recording of data in the Intervention & Referral Services process	Supervisor, Special Education	Compilation of district documents currently in use, Documents to collect and record usable data	June 2019	The revision and/or creation, and dissemination of documents to be used during the Intervention & Referral Services process, including documents to collect and record data
2. Develop and disseminate flowchart outlining Intervention & Referral Services process and procedures with required documentation	Supervisor, Special Education	Flowchart Documents to be used during the Intervention & Referral Services process	December 2018	The creation and dissemination of flowchart for Intervention & Referral Services process to each building committee
3. Develop and disseminate protocols and procedures for use by Section 504 Committees	Supervisor, Special Education	Documents for use in the §504 process	June 2019	The revision of, and/or creation of, and dissemination of protocols and procedures to be used by §504 Committees
4. Develop and disseminate flowchart outlining Section 504 process and procedures with required documentation	Supervisor, Special Education	Flowchart Documents to be used during the Section 504 process	December 2018	The creation and dissemination of a flowchart for the Section 504 process

Action Plan

Over identification and misidentification of students:

To Develop and Implement a Tiered System of Interventions with Fidelity to Process and Procedures, Use of Designated Documentation, and Adherence to Timelines

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. Compile list of interventions available in district	Supervisor, Special Services Supervisor, Special Education, Intervention & Referral Services Committee members	District documents detailing interventions currently in use, Documents detailing possible additional interventions Intervention & Referral Services action plans for 2018-2019	January 2019	Completion and dissemination of list of interventions to Intervention and Referral Services Committees
2. Develop, implement and document use of tier/level one interventions	Assistant Superintendent, Subject Matter Supervisors, Supervisor, Special Services Supervisor, Special Education, Building Principals, Intervention & Referral Services Committee members	District/building interventions	January 2019	Identification and implementation of tier/level one interventions
3. Develop, implement and document use of tier/level two interventions	Assistant Superintendent, Subject Matter Supervisors Supervisor, Special	District/building interventions Additional services/resources/funding as needed	February 2019	Identification and implementation of tier/level two interventions

	Services Supervisor, Special Education, Building Principals, Intervention & Referral Services Committee members			
4. Develop, implement and document use of tier/level three interventions	Assistant Superintendent, Subject Matter Supervisors, Supervisor, Special Services Supervisor, Special Education, Building Principals. Intervention & Referral Services Committee members	District/building interventions, Additional services/resources/funding as needed	June 2019	Identification, development and implementation of tier/level three interventions
5. Develop professional development plan for Intervention & Referral Services Committees and Child Study Team members focused on responsibilities associated with their new/changing roles (see Professional Development goal)	Supervisor, Special Services Supervisor, Special Education	Current Professional Development plan	April 2019	Completed Professional Development Plan
6. Develop professional development plan for building administrators focused on use of Intervention & Referral Services	Assistant Superintendent, Supervisor, Special	Professional Development plan	April 2019	Completed Professional Development Plan

Committee process and procedures, documentation, staff roles	Services, Supervisor, Special Education			
7. Review and revise, as necessary, requirements for membership in Intervention & Referral Services Committee and Section 504 Committee	Supervisor, Special Education Intervention & Referral Services Committee members Section 504 Committee members	Current methods of selecting members for both committees, Available information about effective committee make-up, Collective Bargaining Agreement (CBA)	November 2018	Suggested changes to process for selection of committee members New guidelines for selection/consistency of membership on committee.
8. Compile, develop and implement screening protocols in Intervention & Referral Services Committee process	Supervisor, Special Education Intervention & Referral Services Committee members, Other interested parties	Current screening tools used by Intervention & Referral Services Committees, Information about suggested screening instruments used in the Intervention & Referral Services process	November 2019 ongoing	Guidelines for use of screening instruments in the Intervention & Referral Services process, Inclusion of additional screening protocols in the Intervention & Referral Services process
9. Develop and implement data decision making process	Supervisor, Special Education Intervention & Referral Services Committee members	Current documentation, if any, on use of data in decision making for the Intervention & Referral Services process, Evidence of data-based decision making, if any, currently in use in action plans	Begin September 2019	Guidelines for data-based decision making in the Intervention & Referral Services process, Development of forms for data-based decision making, Inclusion of evidence of data-based decision making in action plans
10. Develop and implement	Supervisor, Special	Current documentation, if any, on	Begin	Guidelines for use of

progress monitoring process	Education Intervention & Referral Services Committee members	implementation of progress monitoring in decision making for the Intervention & Referral Services process, evidence of progress monitoring, if any, currently in use in action plans	September 2019	progress monitoring in the Intervention & Referral Services process, Development of forms for progress monitoring, Inclusion of evidence of progress monitoring in action plans
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Action Plan

In-District Programming

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. Create a Least Restrictive Environment (LRE) committee to collect and analyze information on all current out-of-district placements (programs, numbers of students, what each program offers that is not currently available in district)	Special Education Supervisor	<ul style="list-style-type: none"> Ten staff members (CST, special education teachers, general education teachers) 	January 2019 - June 2019	The committee will meet monthly and will create a spreadsheet of all programs used for out-of-district placements. The committee will generate an analysis report, with timeline, cost projections and identified spaces, of what out-of-district programs could be replicated in-district
2. Design and distribute a comprehensive document that articulates for all staff (general educational, special education, CST), parents, and students the in-district programs that are currently in place, as well as our priority for in-district Least Restrictive Environment for all students	Special Education Supervisors	<ul style="list-style-type: none"> Staff Technology (word processor and Internet to post the information) 	November 2018 - March 2019	The completed document will be distributed to all staff and posted on the district web site.
3. Explore shared services for least restrictive environment placements and review all in-district programs for cost savings	Assistant Superintendent for Curriculum & Instruction Business Administrator Special Education Supervisors	<ul style="list-style-type: none"> Staff Current Infrastructure Region V Other public school districts 	November 2018 - June 2019	A completed program cost review will be presented to the Superintendent, along with identified recommendations for cost savings

Action Plan

Improved Communication with all Stakeholders:

To develop a communication system with a clear chain of command for parents of students with disabilities, teachers/staff and district administrators to address questions and concerns regarding special education.

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. To develop and disseminate a chain of command/FAQ document for parents of students with disabilities in elementary and secondary school programs	Supervisor, Special Services Supervisor, Special Education Supervisor, Community Relations & Volunteer Services	Creation of a FAQ document for parents Access- District website for posting	January 2019	The creation of a FAQ document. Availability of the document on the TPS website.
2. To develop and disseminate a chain of command/FAQ document for teachers/staff in elementary and secondary school who work with students with disabilities.	Supervisor, Special Services Supervisor, Special Education Supervisor, Community Relations & Volunteer Services	Creation of a FAQ document Access- District Website for posting	January 2019	The creation of a FAQ document. Availability of the document on the TPS website.
3. To develop and disseminate a chain of command document for building administrators and central office staff to address concerns and questions regarding students with disabilities.	Supervisor, Special Services Supervisor, Special Education Supervisor, Community Relations & Volunteer Services	Creation of chain of command document	January 2019	Compliance with chain of command

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Action Plan

Improved Accountability with Intervention & Referral Services Committee and Child Study Team Processes:

To consistently review and revise Intervention & Referral Services Committee and Child Study Team processes for improved accountability and adherence to special education procedures.

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. Create and distribute a needs assessment survey for Intervention & Referral Services Committee and Child Study Team staff to determine areas for review, revision and support.	Supv. Dept. of Special Services Supv. Special Education	Development of a needs assessment survey Review and revise current Child Study Team handbook and procedures where needed Review Intervention & Referral Services Committee screening/referral tool and revise where needed Review and revise Child Study Team accountability/adherence checklist.	November 2018 and ongoing	Receipt, review and analysis of survey identifying areas of need. Review of central office student files for document compliance. Review Child Study Team checklist against IEP documents submitted. Review IEP cases against Code timelines
2. Utilize results from the survey to plan and develop professional development schedules including the identification of trainers for professional development.	Supv. Dept. of Special Services Supv. Special Education	Survey results Identify trainers for professional development (internal and external)	December 2018 and ongoing	Development of professional development schedule/training based on survey results

<p>3. Schedule monthly Child Study Team supervision with building teams to review cases and to discuss ongoing case issues.</p>	<p>Supv. Dept. of Special Services</p>	<p>IEP Direct- Individual compliance lists.</p>	<p>School Year 2018-2019 and subsequent years</p>	<p>Attendance Sheets, Improved/ comprehensive IEPs IEPs reflect consistent programming improved process implemented with fidelity.</p>
<p>4. Participate in monthly Intervention & Referral Services Committee meetings in school buildings.</p>	<p>Supv. Special Education</p>	<p>Schedule of meeting dates in each school</p>	<p>School Year 2018-2019</p>	<p>Document with list of current procedures and areas for improvement</p>
<p>5. Generate monthly individual Child Study Team case compliance lists to monitor individual case manager compliance and provide individual guidance and support where needed.</p>	<p>Supv. Dept. of Special Services</p>	<p>IEP Direct- Monthly compliance lists.</p>	<p>Monthly during School Year 2018-2019 and subsequent years</p>	<p>Documentation of improvement in monthly compliance rates by case managers.</p>
<p>6. Monthly communication with building administration and Intervention & Referral Services Committee teams to monitor process and to provide individual guidance and support where needed.</p>	<p>Supv. Special Education</p>	<p>Monthly communication/and or meetings with Intervention & Referral Services Committee teams</p>	<p>Begin December, 2018 and continue through 2018-2019 school year</p>	<p>Improved use of the Intervention & Referral Services Committee process. Decrease in referrals to Child Study Team/special education</p>

Action Plan

Identification and Implementation of Best Practices for Teachers and Child Study Team members

Develop List of Best Practices for Teachers and Child Study Team Members, Determine Order of Implementation, Develop Training Opportunities, and Implement

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. Evaluate and review best practices for instruction of special education students and prioritize a schedule for implementation	Assistant Superintendent, Supervisor, Special Services, Supervisor, Special Education, Building Principals, Subject Matter Supervisors Teachers	Teacher lesson plans District Professional Development plan, Teacher Schedules, Availability of in/out of district training opportunities, Funding sources	Begin July 2019 ongoing	Development of a document outlining best practices and identifying a prioritized schedule for implementation Identification of training opportunities and accompanying paperwork necessary for participation,
2. Identify teachers who need training/support for these practices	Supervisor, Special Services, Supervisor, Special Education, Building Principals, Subject Matter Supervisors	List of teachers for each identified area, Teacher evaluations, Teacher schedules, Availability of Substitutes, if needed	June 2019, and ongoing	List of teachers identified by needed areas of best practice
3. Implement training in district or arrange for out of district training opportunities based on prioritized order of	Assistant Superintendent, Supervisor, Special Education,	Funding, as needed, Substitutes	October/ November 2019 and ongoing	Attendance sheets from training opportunities, Evidence of turn-key training during building

implementation of training needs	Building Principals, Subject Matter Supervisors			meetings or other times, Implementation of best practices in classroom.
4. Determine which Child Study Team areas of practice need to be developed and prioritize implementation	Supervisor, Special Services, Supervisor, Special Education	IEP Direct Data, Child Study Team evaluations,	November 2018 and ongoing through June 2019	Development of prioritised list for implementation of best practices
5. Identify Child Study Team members who need training and support for these practice areas	Supervisor, Special Services, Supervisor, Special Education	IEP Direct Data, Child Study Team evaluations	November 2018 and ongoing through June 2019	Meeting notes where areas were discussed, Agendas, Attendance sheets from Departmental meetings, Attendance sheets from training opportunities
6. Implement training in district or arrange for out of district training opportunities based on prioritized order of implementation of training needs	Supervisor, Special Services, Supervisor, Special Education	IEP Direct Data, Child Study Team evaluations	September 2019	Attendance sheets from training opportunities, Evidence of turn-key training during building meetings or other times, Implementation of best practices in classrooms
7. Develop ongoing prioritized professional development plan for Child Study Team	Assistant Superintendent, Supervisor, Special	Multi-year Professional	September	Multi-year Professional

and Teachers based on areas of weakness	Services, Supervisor, Special Education, Building Principals, Subject Matter Supervisors	Development plan	2019	Development plan
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Action Plan

Special Education Professional Development:

To provide training/professional development on NJ policies, procedures and special education laws including Intervention and Referral Services Committees and Section 504, to all staff including central office, building administrators, CST and teachers.

Action Step	Person Responsible	Resources Required	Timeline	Evaluation Metric
1. Presentation of Intervention & Referral Services procedures and Special Education laws, policies, procedures at staff/new teacher orientation meetings.	Supervisor of Special Services Supervisor of Special Education	NJ Administrative Code, Intervention & Referral Services documents, Section 504 documents, handouts Powerpoint presentation	August 2019 and ongoing yearly	Attendance sheets, Agenda
2. Building presentation to CST, teachers/staff and principals on the Intervention & Referral Services, Section 504 and Special Education laws, procedures and updates.	Supervisor Special Services Supervisor Special Education	NJ Administrative Code, Intervention & Referral Services documents, Section 504 documents, handouts	Quarterly for the 2018-2019 school year and ongoing	Attendance sheets, Agendas
3. Presentation at supervisory/admin meetings - Special Education, NJ policies and procedures related to Special Education law, Intervention & Referral Services, Section 504 procedures.	Supervisor Special Services Supervisor Special Education	NJ Administrative Code, Intervention & Referral Services documents, Section 504 documents, handouts	Quarterly for the 2018-2019 school year and ongoing	Attendance sheets, Agendas
4. Participate in Intervention & Referral	Supervisor	NJ Administrative Code,	Ongoing yearly	Attendance

Services and Section 504 meetings at each building, to review use of documentation and compliance with procedures	Special Education	Intervention & Referral Services documents, Section 504 documents, handouts		sheets, Agendas
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