

WATERBURY PUBLIC SCHOOLS ANNUAL REPORT

SPECIAL EDUCATION DEPARTMENT

ANNUAL REPORT

2008/2009

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Special Education Supervisors**

I. Goals

The following goals were accomplished during the 2008/2009 school year.

A. District-Wide Department Goals

- A Facilitated continued collaboration between regular education teachers, special education teachers and Speech and Language Pathologists. Supervisors continued to encourage participation in grade level common planning. The CMT, CAPT requirements were reviewed to support instruction in the content areas.
- B To encourage communication and increase awareness between parents, community agencies and the schools a representative from the special education department attended the Family Focus Partnership meetings.
- C To build better communication, a representative from the special education department attended meetings at the Manage System of Service, which included DCF, local agencies and schools systems
- D Special Education Advisory Committee met monthly to facilitate communication from Central Office to district level personnel
- E School-wide and district-wide data teams continued to monitor/disaggregate CMT/CAPT data and make recommendations for school teams
- F Special Education Staff and Supervisors participated in building implementation of Positive Behavior Supports.
- G A district-wide Positive Behavior Supports team met quarterly to analyze and review progress of Positive Behavior Supports model.
- H The Read 180 Program in the middle, high and alternative programs was monitored by the Special Education Supervisors under the direction of the Assistant Superintendent.
- I Collaborative Instruction Coaches were hired for the 08/09 school year to monitor inclusive practices.
- J Continued involvement with CPAC as they intermingled with our parent population
- K Special education staff in the buildings monitored parent attendance at PPTs using TIENET.
- L Parent liaisons continued to assist with home-school collaboration
- M Special education staff continued to assist in maintaining the well being of students to ensure access to the learning environment and community support services.
- N The Special Education Department facilitated collaboration of district personnel to develop strategies to reduce the disproportionate number of Hispanic students classified as Language Impaired.
- O Non-public school staff was trained in the use of the web-based IEP program (Tienet).

Preschool Goals

- A. Applied for enrollment in the National Association for the Education of Young Children Accreditation Process, (NAEYC).
- B. Identified and utilized Best Practices in Early Childhood Education for maintaining a safe learning environment i.e., classroom management techniques, individual behavior plans, functional behavioral analysis, crisis intervention, positive behavior supports and common formative assessments.
- C. Collaborated with school readiness and Early Children Education Program (ECEP) supervisors and staff in a joint effort to provide positive Birth to Three and PRE-K to K transitions.
- D. Continued ongoing parent-training at the Preschool Learning Center. Social Worker coordinated

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parent training groups (English and Spanish) to teach parenting behavior management skills and transition to kindergarten support. Increased the number of parents involved in parenting programs during the 2008/2009 school year. Formed a Parent Teacher Council (PTC).

E. Trained new special education staff on a continuous basis to support consistent output in the areas of evaluation documentation and instruction.

Elementary School Goals

A. Trained new special education staff on a continuous basis to support consistent output in the areas of evaluation, documentation and instruction.

B. Analyzed student data and allocated staff appropriately to continue responsible inclusive practices.

C. Continued work on increasing parent involvement in the planning of their child's specific educational needs.

D. Collaborated with building administrators in developing alternatives to out-of-school suspensions.

E. Facilitated participation of a majority of special education students in summer school program at their currently enrolled schools.

Middle School Goals

A. Reviewed 2007-2008 CMT data and ongoing district-wide and building-wide assessments to identify areas in need of improvement to make recommendations for instructional change.

B. Analyzed the Read 180 student performance data at the Middle School level to assess growth in reading.

C. Continued improvement on increasing time of identified students with their non disabled peers.

D. Continued work on increasing parent involvement in the planning of their child's specific educational needs.

E. Continued implementation of Developmental Guidance Curriculum at Middle School level.

F. Conducted professional development to assist secondary special education teachers with test data interpretation and report writing.

G. Developed a classroom for specialized instruction for autistic students and hired one special education teacher and six Behavior Therapists.

High School Goals

A. Continued to utilize strategies to support responsible inclusive practices (co-teaching, collaboration) through site building support in conjunction with technical assistance.

B. Expanded opportunities for students in community based training sites by building upon work opportunities within the site.

C. Planned with college/university personnel for on campus community and post-secondary transition opportunities for selected students age 18-21. A vocational transitional pilot program was developed at both Naugatuck Valley Community College and Post University.

D. Continued partnerships with small businesses, companies, the Municipality of Waterbury, Chamber of Commerce and Community Colleges to bridge the gap to post secondary education/ employment.

E. Conducted professional development to assist secondary special education teachers with test data interpretation and report writing.

B. Goals for 2009/2010

District-Wide Department Goals

A. To foster continued collaboration between regular education teachers, special education teachers and Speech and Language Pathologists by encouraging staff to continue to participate in grade level common planning. Review CMT, CAPT requirements to support instruction in the content areas.

B. Continue to encourage communication and increase awareness between parents, community agencies and the schools by attendance at Family Focus Partnership meetings.

C. To continue representation at meetings of the Manage System of Service, which includes DCF, local agencies and school systems.

D. Continue monthly meetings of the Special Education Advisory Committee in order to facilitate communication from Central Office to district level personnel.

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- E School-wide and district-wide data teams will continue to monitor/disaggregate CMT/CAPT data and make recommendations for school teams
- F Special Education Staff and Supervisors will continue to participate in building Positive Behavior Support Systems.
- G District-wide Positive Behavior Supports team will continue to meet quarterly to analyze and review progress of Positive Behavior Supports model.
- H The Read 180 Program in the middle, high and alternative programs will continue to be monitored by the Special Education Supervisors under the direction of the Assistant Superintendent.
- I Collaborative Instruction Coaches will be hired for the 09/10 school year to monitor inclusive practices.
- J Continue involvement with CPAC as they intermingle with our parent population
- K Special education staff in the buildings will continue to monitor parent attendance at PPTs.
- L Parent liaisons will continue to assist with home-school collaboration
- M Special education staff will assist in maintaining the well being of students to ensure access to the learning environment and community support services.
- N The Special Education Department will collaborate with district personnel to develop strategies to reduce the disproportionate number of Hispanic students classified as Language Impaired.
- O Plan Professional Development to train special education teachers, regular education teachers and paraprofessionals in understanding and educating autistic children in the mainstream.
- P Train a group of special education teachers, in a trainer of trainers model, to develop a curriculum to train paraprofessionals. Utilizing this curriculum, a special education teacher in each building will be trained to in-service their paraprofessional staff.

Preschool Goals

- A. Continue to identify and utilize Best Practices in Early Childhood Education for maintaining a safe learning environment i.e., classroom management techniques, individual behavior plans, functional behavioral analysis, crisis intervention, positive behavior supports and Common Formative Assessments.
- C. Provide positive Birth to Three and PRE-K to K transitions through collaborative efforts with school readiness and Early Children Education Program (ECEP) supervisors and staff.
- D. Continue ongoing parent-training at the Preschool Learning Center. Social Worker will continue to coordinate parent training groups (English and Spanish) to teach parenting behavior management skills and transition to kindergarten support. Continue to support a Parent Teacher Council (PTC).
- E. Train new special education staff to support consistent output in the areas of evaluation, documentation and instruction.

Elementary School Goals

- A. Train special education staff on a continuous basis in order to support consistent output in the areas of evaluation, documentation and instruction, SRBI and new LD guidelines.
- B. Continue responsible inclusive practices by analyzing student data and allocating staff appropriately.
- C. Continue to work on increasing parent involvement in the planning of their child's educational program.
- D. Collaborate with building administrators in developing alternatives to out-of-school suspensions.
- E. Continue to encourage and facilitate participation of a majority of special education students in summer school programs at their currently enrolled schools.

Middle School Goals

- A. Review 2008-2009 CMT data and ongoing district-wide and building-wide assessments to identify areas in need of improvement to make recommendations for instructional change.
- B. Continue to analyze Read 180 student performance data at the Middle School level to assess growth in reading.
- C. Continue improvement on increasing time of identified students with their non disabled peers.
- D. Continue work on increasing parent involvement in the planning of their child's specific educational needs.
- E. Continue implementation of Developmental Guidance Curriculum at Middle School level.
- F. Conduct professional development to assist secondary special education teachers with test data interpretation, report writing, SRBI and new LD guidelines.

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High School Goals

A Continue to utilize strategies to support responsible inclusive practices (co-teaching, collaboration) through site building support in conjunction with technical assistance.

B Expand opportunities for students in community based training sites by building upon work opportunities within the site.

C Continue collaboration with local college/university personnel for on campus community and post-secondary transition opportunities for selected students age 18-21. Continue to monitor the vocational transitional pilot program that was developed at both Naugatuck Valley Community College and Post University.

D Continue partnerships with local companies, small businesses, the Municipality of Waterbury, Chamber of Commerce and Community Colleges to bridge the gap to post secondary education/employment.

E Conduct professional development to assist secondary special education teachers with test data interpretation, report writing, new LD criteria and SRBI.

F Hire a part-time Board Certified Behavior Analyst (BCBA) to assist staff with educational and behavioral programming for autistic students.

II. Highlights

Department Highlights

A Discipline and Attendance

All discipline and attendance issues come under the auspices of this department. Monthly committee meetings have been held to analyze and compare suspension and attendance data. The data reviewed allowed the committee to revise policies and adhere to new state discipline and attendance definitions that will take effect July 2009. These revisions have been presented to the Board of Education. This department was asked to present our practices and procedures at the Symposium on the Intersection of Race and Education on May 1, 2008 at the Holiday Inn in Waterbury.

1. Truancy Clinic

The Truancy Clinic, a collaborative program with Waterbury Probate Court, had very successful outcomes in improving the attendance of chronically truant students at 4 elementary schools.

2. Elementary Guidance

The Department instituted a developmental guidance program in all of our elementary schools due to a federal grant awarded to the district. Elementary guidance counselors and social workers participated in two professional development workshops focusing on collaboration within their disciplines.

3. Middle School Guidance

The Department was successful in adding six additional guidance counselors on the middle school level to help address the needs of this population. Quarterly meetings were held to collaborate and facilitate Best Practices.

4. District-wide school psychologists and school social workers participated in a lead-poisoning in-service with the City Health Department

B Homebound Program

Homebound tutoring comes under this department. New procedure manuals for parents, teachers and administrators were reviewed and revised to incorporate school procedures and relevant laws. All staff was provided with paperwork documenting this information.

C Gifted and Talented Program

The Special Education Department continued to supervise the gifted and talented program. The FOCUS and TAG teachers presented the program and curriculum frameworks to the Board of Education.

D Interdepartmental Health Committee

The Special Education Department also represents the district on the Interdepartmental Health Committee. Monthly meetings are held and a new "Students Wellness Policy" was presented to the Board of Education for approval.

E The Special Education Department also represents the district on:

- 1.) the School Readiness Council.
- 2.) the Prevention Policy Board.

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3.) the School Safety Committee.

F Speech and Language Department

The Special Education Department continued to use Speech and Language Assistants to provide support services to the speech pathologists and the students in our district.

A collaborative committee continued meetings between the Special Education and Bilingual Departments to identify strategies to reduce the over identification of Hispanic students as Language Impaired. Quarterly meetings were held to address these issues. A State Department of Education consultant for English Language Learners worked with this committee. The Early Intervening Services packet was modified to address bilingual concerns.

Four Speech and Language Pathologists were recognized in their buildings as Teacher of the Year for 2008-2009.

G P.J. Settlement

In order to continue to meet the requirements set forth by the State Department regarding the PJ Settlement Agreement, the following recommendations were made:

- 1) Continue with on-going Professional Development and technical assistance for staff with particular emphasis on the co-teaching model, inclusive practices and differentiated instruction. The district has utilized three Collaborative Instruction Coaches to disseminate information, model techniques and offer professional development in these areas.
- 2) Continue utilization of data analysis to assist in continuous improvement and sustained impact of the goals of the Settlement Agreement.

Goal	Target June 2007	June 2007	October 1, 2008	January 2008	April 21, 2008	May 2009
Regular class placement	40	44.2	47.0	45.9	47.1	42.6
Mean TWNDP	70	68.5	70.1	69.7	70.6	68.8
Median TWNDP	70	74.8	76.9	74.8	76.9	75.08
Home School Placement	90	90.7	90.9	90.4	91.2	83.0

In addition to weekly data analysis at supervisor's meetings, the department of Special education has instituted a three tier data collection and monitoring system. The Data Manager continues to be in charge of all incoming and outgoing state and district data. This person supervises data entry personnel and the DEDAC System entry. An Internal Data Assistant manages the Web based IEP system, Tienet. In addition, she is in district technical support to teachers experiencing difficulty with the software of the system and the co-contact liaison between the Special Education Data Department and Tienet. Lastly, an External Data Assistant was hired to be out in the district amongst the 30 buildings in order to offer onsite technical assistance of hardware and software issues. Weekly meetings are held with this team and coordinated by a Supervisor of Special Education. This team also reports at the Special Education Supervisor's meeting on a weekly basis in order to continually update all supervisors regarding data processing and accuracy. Built into the web based IEP system is an ad-hoc report that gives each building a live report of all the ID students and the data relevant to each of the five goal areas. This data has been available since September

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2007 and is viewable by teachers, teams, Principals and Central office personnel. It has been the intent of this district to create systemic change by empowering all of our staff with the use of data.

✓ **H. Behavioral Disordered Learning Center Program (BDLC)**

- A. In-district positive support training was provided for all new BDLC teachers and paraprofessionals.
- B. An opportunity area was utilized as needed by the elementary BDLC students.
- C. All elementary BDLC classes were given a “reward chest” for incentives.
- D. All elementary BDLC teachers use Excel to collect and graph data on student behavior. During the 08-09 school year BDLC staff implemented consistent classroom behavior plans for logging students’ daily points.
- E. Special Education Supervisors met with BDLC teachers bi-monthly to review “Stage Review Form”, student behavior graphs, time-out log and suspension log. Data was reviewed to determine students’ progress in the BDLC program. Special Education Supervisor also met with intermediate BDLC students individually and reviewed weekly points and programmatic progress.
- F. BDLC “Stage Review Form” was revised to include specific recommendations, and a recommendation page was added to allow teachers to document their recommendations.
- G. Referrals to BDLC elementary program were tracked throughout the year. Special Education Supervisor’s completed a “BDLC Placement Request Form” which reflected interventions and special education services prior to placement recommendation.
- H. Elementary BDLC Seclusion/Restraint logs were reviewed monthly by Special Education Supervisors.

I. Autism Program

There are presently at least ninety children with autism, on all levels of the spectrum, being educated in Waterbury. A new behavior consultant was hired to oversee the elementary program at Generali School, and a middle school program at North End Middle School. Additionally there are three special education teachers with experience in the education of autistic children. Each student is provided a behavior therapist throughout the day, particularly in the mainstream setting. All children have opportunity to participate in the least restrictive environment with inclusion in homeroom, lunch, recess and all specials so generalizations across all settings occurs as soon as possible. Additional inclusion opportunities are introduced as the student progresses. There is always a continuum of services depending on each student’s individual needs.

At the pre-school level a special education teacher was hired. Pupil personnel staff have been trained in administering the ADOS with the goal being to complete thorough evaluations for identifying children on the spectrum. There are presently four trained staff members.

The program has continued to develop at the middle school level. Two teachers have been hired to implement a plan that integrates other children who have educational needs similar students on the spectrum who will benefit from educational goals and academics, adaptive behavior, and functional skills. A functional skills curriculum has been purchased and will be implemented. Appliances for instruction have been order (washer, dryer, microwave, stove). The proposed plan uses teaching staff and environmental space effectively and efficiently.

As a result, Waterbury has continued to develop an intensive individualized program for children with Autism Spectrum Disorder at all levels. This program is a continuation of ABA practices and principals. There is collaboration between individuals working at all levels, so that the program has continuity at all levels. In addition, this year a part-time Board Certified Behavior Analyst (BCBA) will be hired to assist staff with educational and behavioral programming for autistic students.

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- ✓ Currently 4 students have progressed to total inclusion and 4 students will be returned to their district schools. Six students will transition to the middle school with the program advancing to the middle school.
- ✓ This progress to the mainstream indicates success in the program. The behavior therapists have a 30 minute weekly training in autism by the behavior consultants. This has enhanced their knowledge in autism and appropriate intervention for the child.
- ✓ The ABLLS, a best practice assessment tool, is being used to measure each student's achievement goals. The IEPs are then written based on the information gained from the ABLLS in conjunction with the curriculum. Currently parents and staff have found the IEPs helpful, informative and user friendly.
- ✓ Maximum emphasis has been placed on verbal behavior, utilizing behavior principles. This in turn has resulted in additional training of all staff in the utilization of these methods and procedure resulting in developmental progress in the child.
- ✓ All general education teachers at Generali have benefited from the collaboration between the staff in the autism program developing teaching strategies and differentiated instruction promoting learning and language for the autistic child and all students.
- ✓ Waterbury continued to advance toward independence by decreasing our reliance on consulting services by hiring and training Waterbury staff, without impacting the integrity of the program.
- ✓ The staff, trained in autism, have proven to be a resource to the entire district; providing support and programming for autistic students in district schools.

7. School Psychology Department.

The School Psychology Department has continued to meet monthly to discuss programmatic issues and to collaboratively discuss district and state initiatives. Local community agencies have been integrated bimonthly to inform staff of local programs to assist the emotional and behavioral health of all students. Clinical Supervision is held monthly for all non-tenured staff with discussion topics focusing on: Evaluation Training, Assessment Report Writing and School Based Counseling Techniques. The School Psychology Department is currently receiving specific training in Executive Functioning, and Scientific Based Research Intervention. All newly hired psychologists meet bimonthly with their programmatic supervisor to address any questions or concerns. The school psychology department continues to monitor and maintain the district evaluation timelines monthly. Additional training and supervision is provided to staff in all normatively updated assessments. The school psychology department has been polled for interest in district-wide professional development for the 2009-2010 school year.

8. Social Worker Department

The Social Worker Department met quarterly. They planned professional development workshops to enhance their professional skills and the social / emotional needs of the students. Elementary social workers met separately to address elementary developmental issues. The social workers also continued to supervise interns, which further supports students' needs, and creates possible employment opportunities.

9. Financial Reporting:

All contracts were reviewed and presented to all appropriate Boards. Increased fiscal management was deployed throughout the school year by a data tracking system.

10. Out-of-District Caseload:

- A. The database system has continued to be updated to include pertinent educational information as well as delineating separate service fees for tuition costs.
- B. DCF 603 notifications were monitored closely to be sure Waterbury was fiscally responsible for only those students in which the parents still reside in Waterbury. Five inaccurate 603 forms were submitted and found to not be the responsibility for Waterbury Public Schools

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C. The out placed students continued to fluctuate throughout the school year as students nexus status changes. We currently have 91 special education and 25 general education students in active placements, During the 2008-2009 school year; 18 students return to in-district schools; 12 students will be graduating in June 2009; 1 students transferred to Adult Education.

D. Our office also oversees the Waterbury students that are placed in foster homes outside of our district. We currently have 21 out placed students. The caseload fluctuates throughout the school year. During the 2008-2009 school year we had 8 foster placed students return to general education no longer in need of special education; 5 students changed Nexus status from Waterbury to other districts.

E. Our office continues to maintain records for students placed in USD II facilities (Connecticut Children's Place, Connecticut Juvenile Training School, High Meadows School and Riverview Hospital); as well as a variety of statewide detention centers.

11. State Street School Program:

The State Street School Program services students with severe social emotional, mental health and behavioral needs in Kindergarten to grade twelve. The program is designed to address the emotional and behavioral needs of a diverse spectrum of disorders. The program was housed in a new facility for the 2008-2009 school year, partnering and fostering the relationship between Waterbury Public Schools and the Police Activity League. The Read 180 program was added to the curriculum to facilitate improved reading skills of all middle school and high school students. New textbooks have been received through the efforts of building and district supervisors in the areas of English and language arts. The therapeutic nature of this program has enabled students the opportunity to academically develop while receiving intensive therapeutic services. School based counseling is provided both individually and in a small group setting. An average staff to student ratio of 1 to 5 enables students to receive high quality individualized services. State Street School continues to integrate local community based agencies to assist in establishing positive working relationships with parents and students. This relationship has afforded the students the opportunity to remain in the community through the implementation of wrap around community based services. A highly structured behavioral system of management is implemented for all students to assist in goal setting and behavioral growth and development. A team of highly trained school based social workers provide daily and ongoing services to all students.

12. Preschool Highlights

A. Appointed Special Education certified 12 month Supervising Vice Principal to The Preschool Learning Center @ The Bucks Hill Annex. The SVP worked closely in conjunction with the Special Education Supervisor in the planning and implementation of the Extended and Extended Extended School Year Programs.

B. Four three year old and three four year old classes at the Preschool Learning Center continued to implement a co-taught model. Ongoing training in effective strategies and procedures of current co-teaching practices continued to be provided to all staff.

C. Applied for NAEYC accreditation.

D. Provided professional development for new staff to ensure consistent output in the areas of evaluation, documentation and instruction.

E. A building PBS team was developed.

13. Elementary School Highlights

A. Federal grant allowed guidance counselors to conduct classroom lessons on feelings, anger management and character education in all elementary schools during the 08-09 school year. The grant funds allowed counselors to receive intensive training and professional development in developmental guidance.

B. All elementary schools have a PBS team that was trained during the 07-08 school year who trained building staff during the 08-09 school year. Each building now has staff trained in PBS.

C. Professional development was provided on an ongoing basis to assist new staff in implementing the web based IEP system, report writing and developing appropriate goals and objectives.

D. Collaborative instruction coaches met weekly with staff to facilitate understanding of co-teaching models and differentiated instruction.

E. School Administrators and Special Education Supervisors continued to review suspension data to analyze trends and provide support in order to decrease the number of students in all disability categories

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who are suspended or expelled, as defined by CT statute.

F. In celebration of successful implementation of a district-wide Positive Behavior Supports program, the Assistant Superintendent, Special Education Supervisors and owners of Lake Quassapaug Amusement Park coordinated a field trip for K-5 students who were consistently recognized for positive behaviors throughout the school year.

14. Middle School Highlights

West Side MS

BDLC classes no longer use a punitive time-out program.

Waterbury Arts Magnet

Collaborative instruction coaches have facilitated increased communication and understanding of inclusion.

Wallace MS

Transition planning and professional development have been very successful.

North End MS

PBS has been very effective. The MS program for severe autistic children has also been a success. The students have been widely accepted in the building.

A Collaboration with the Literacy and Numeracy Content Supervisors and Special Education Supervisors occurred throughout the school year to assist staff on administering and analyzing district-wide assessments. Teachers then utilized the data to plan lessons and write IEP goals and objectives.

B Special Education Supervisors continued to monitor interventions done prior to special education referrals, manifestation PPTs, and completion of Functional Behavior Analyses (FBAs) and Behavior Intervention Plans (BIPs) when appropriate. New functional behavior software is currently being investigated.

C Middle School Administrators, as well as administrators from all levels, continued to review suspension data on district and school levels to analyze trends, and provide support in order to decrease the number of students, in all disability categories, who are suspended or expelled as defined by CT Statute.

D Continued conversations and meetings with the Connecticut Parent Advocacy Center (CPAC) occurred.

E Special Education Staff ensured open communication with families through parent outreach and the Special Education Process.

F Parent Liaisons continued to assist in addressing the needs of families of students with disabilities.

High Schools Highlights

The High School staff and administration has focused on the 18-21 year old student to work in a post secondary setting, and identified options for off-campus options. Programs are now in place at both Naugatuck Valley Community College and Post University.

Through Department meetings, teachers met to review the process of writing measurable goals and objectives linked to the general curriculum.

III. Strengths

Department Strengths

A. The Waterbury School District has been a member of the Connecticut Consortium on school attendance. This partnership has offered Waterbury to receive attendance data disaggregated in several ways. It has also afforded access to research-based methods to address truancy and drop out rates.

B. The State Department of Education recognized Waterbury for its many collaborations with the community and for the before-after school programming for our students. The State Department of Education along with Cambridge collaborated with Waterbury Public Schools to observe and make commendations and recommendations of our programs.

C. Data Fair – A fair was also held prior to a Board of Education meeting and the data boards representing all schools reflected academic achievements, safe school information and attendance rates.

D. Data Driven Decision Making – District Improvement Team – professional development was held monthly during the 2008/2009 school year. Dr. Mike Wasta, Ms. Peg Portsheler and Mr. Larry Ainsworth

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have worked in our district on the Improvement Plan, implementation of it and the necessary accountability on the district and school level. Tier I and Tier II indicators have been analyzed and our four goals have been discussed.

E. Family with Service Needs – An on-going partnership with the Waterbury Juvenile Court system and the office of Juvenile Justice is an ongoing initiative. Special Education Supervisors have effectively collaborated with Educational Consultants from Juvenile Justice.

F. Children’s Mental Health Community Planning Team- Three Members of the special education supervisory staff have collaborated with Local Community Agencies, Pediatricians, DCF Members, Juvenile Justice and parents to assist in bridging the gap to ensure enhancement of student emotional, behavioral and academic development

G. Health Department – The Inter-Departmental Health Committee has ensured that all students receive healthy snack, lunch, and the need for exercise to address childhood obesity concerns according to national and state initiatives.

H. The school department is working closely with the Risk Manager/Disability Department to make sure our employees are in a safe work environment and follow up on first report of injury claims are held.

I. The Special Education Department has successfully mediated several special education cases and avoided costly due process hearings.

J. The Waterbury Initiative for the inclusion of students with disabilities has been observed several times by educators from the Netherlands. The State Department of Education recommended that these visitors observe Waterbury Schools.

K. The Read 180 Program has been very successful in our high schools and has been expanded into the Smaller Learning Communities and into the Middle Schools and Alternative Education School. Each program consists of 60 licenses, 20 6th grade, 20 7th grade and 20 in 8th grade that are being utilized in each site. Initial post data was reviewed at the end of last school year. The department purchased additional pre and post testing to be conducted this school year as a means of assessing incremental and annual growth.

L. The Homebound Program has been revamped and in-services have been held on an ongoing basis with our administrative staff to ensure adherence with the requirements under IDEA and Section 504.

M. The School Readiness Grant has been re-structured and brought under district oversight.

N. TIENET – The Special Education Department is currently in the second phase of implementing our live web based IEP system. As of this school year our department can extrapolate live data on a District, School and Individual pupil level. This Ad-Hoc Reporting Phase was completed by August 2008.

O. The Special Education Department developed a Data Team consisting of a New Data Manager, an Internal Data Assistant and an External Data Assistant. This Team is overseen by a Special Education Supervisor and is in Phase 2 of implementing the Wed Based IEP program District Wide. This team meets weekly and reports to the Assistant Superintendent of Schools on a weekly basis during Special Education Supervisors’ meetings.

P. The Talented and Gifted High School Curriculum Framework was developed during the 2006/2007 school year. Further curriculum work will be completed during summer 2007 to align the K-5 and middle school FOCUS program curriculum.

Q. The Special Education Department developed a programming continuum for educating students with autism spectrum disorders in Waterbury.

R. The revised Speech and Language eligibility criteria was provided to all Speech/Language Pathologists and reviewed with all Supervisors of Special Education.

Preschool Program Strengths

A. Ongoing responsible inclusive practices ensure each child is placed in the least restrictive environment based on individual needs. Early intervention initiatives at the Preschool Learning Center have contributed to the decreased need for special education services once a child has reached school age.

B Increased collaboration with the state and Birth to Three Providers via telephone contacts and/or discussion forums has proven effective in the transition process for both our staff, children and their families.

Elementary School Strengths

A Principals taking ownership of all programs and students in their buildings.

B Inclusionary opportunities being offered in all elementary schools.

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- C All building staff trained in EIP process by in district EIP team.
- D Staff training has resulted in improved and more accurate recording of data on IEP paperwork reflected on reports submitted to State department of Education.
- E The elementary school staffs have worked very hard at a new Special Education service delivery model to provide effective and responsible inclusionary practices.
- F We have continued our relationship with the Special Education Resource Center (SERC) and have participated in technical assistance.

Middle School Strengths

- A Ongoing grade level team meetings to discuss inclusive practices and individual student needs enhanced co-teaching and supported instruction in the general education setting.
- B The Read 180 Program has been very successful in our Middle Schools for the 2008/2009 school year. Each program consists of 60 licenses, 20 6th grade, 20 7th grade and 20 in 8th grade, that are being utilized in each site. Initial post data was reviewed at the end of last school year. The department purchased additional pre and post testing, to be conducted this year, as a means of assessing incremental and annual growth. On-site technical assistance was also provided four times during the school year to provide immediate classroom instructional feedback to Read 180 teachers along with two full days of programmatic professional development.
- C Implementation of two additional school counselors at each middle school site to implement a Developmental Guidance Curriculum.
- D Quarterly meetings occurred with the Behavior Disorder Learning Center (BDLC) Teachers at the middle school level to review current programs, practices, and the newly adopted City of Waterbury Restraint/Seclusion policy. Additionally, data from restraint/seclusion policy has been monitored on a weekly basis to make individual and group program recommendations. Lastly, all the BDLC teachers at the middle school level were given a refresher training on the use of restraint during the November 2008 Professional Development day.

High School Strengths

- A Co-teaching technical assistance enhanced the inclusionary component, allowing all students to fully participate in the schools. In-services provided to staff on data collection and district paperwork procedures increased the accuracy of documentation.
- B Increase in extra- curricular participation by ID students.
- C TIENET has increased accuracy of data collection, paperwork protocol, and accountability.
- D EIP Training/Differentiated Instruction has been continually reinforced through workshops and staff meetings.
- E All High School students at State Street Alternative Program participated in one Community Project.