

Review of Recommendations

Special Educational Services in Hastings-On-Hudson Union Free School District

Urban Special Education
Leadership Collaborative
Education Development Center, Inc.
December 2018

Methodology

- Data collection summer and fall of 2018
 - Reviewed and analyzed data files and documents
 - Focus groups, interviews, phone calls, and emails with over 50 district and school-based personnel and families, including Central Office administrators, principals, assistant principals, special educators, general educators, SEPTA, and members of the Board of Education

Overarching Issues Affecting Implementation

District Leadership

- Turnover of superintendents
- Turnover and Vacancy of Director of Curriculum and Instruction
 - Instructional leadership missing
- Supervision
 - Not a clear chain of command within district
 - Special Education does not have decision-making power

• Community Relations

- Continued issues of trust between community and district as well as within district
 - Still need for more effective and collaborative communication between families, district, and schools. Suggest professional support, perhaps organizational health inventory.
 - Positive interactions are developing between Special Education/community and Special Education/SEPTA
 - Obstacles evident between school leadership and Special Education
 - Obstacles evident between middle school/ families of students with disabilities and middle school/Special Education

Overarching Issues Affecting Implementation

Ownership of Recommendations

- Initial lack of clarification as to who was responsible for the implementation of recommendations which were intended for whole district

• Timing

- Varying understanding of how long the recommendations would take to implement
 - Some thought full implementation in one year, which was not the intention

• Multi-tiered System of Supports (MTSS)

- No districtwide academic and SEL focus – developed in each school

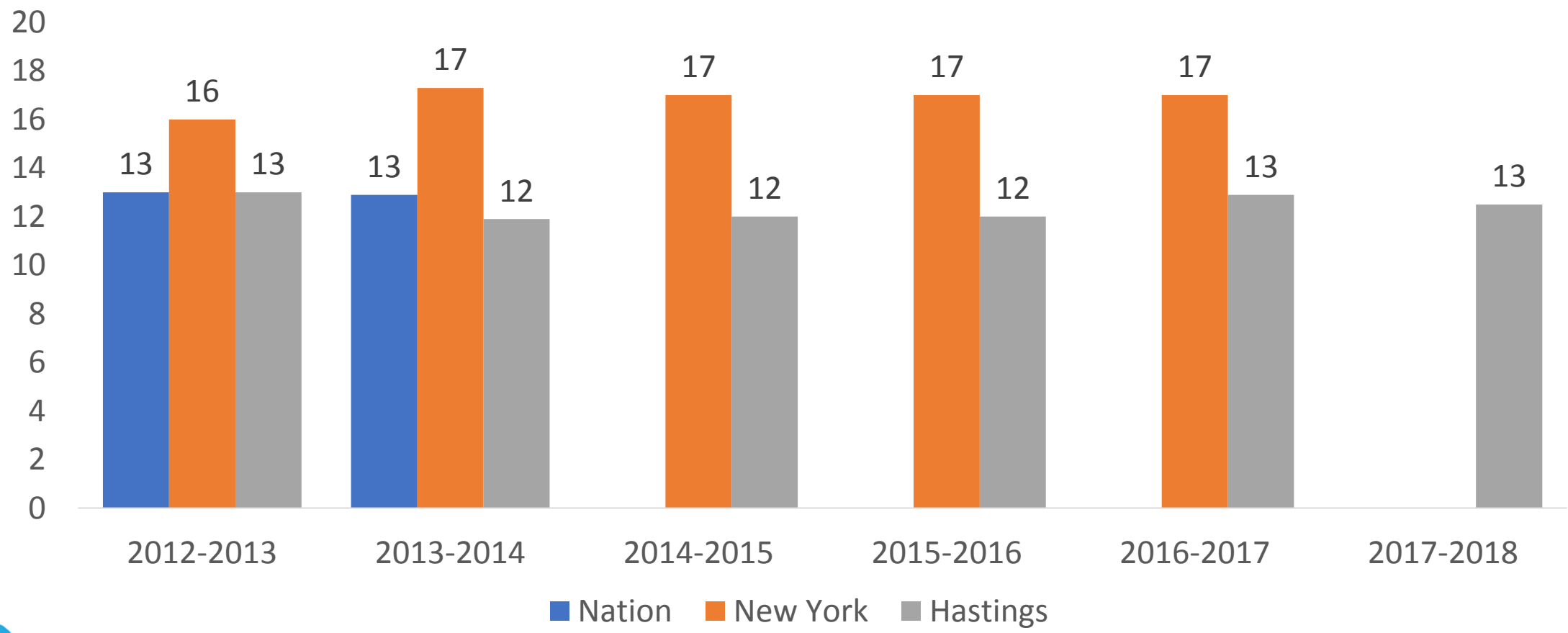
• Professional Development

- Needs a districtwide focus
- Focus on proactive in some places and reactive in others

• Data

- More data available then when we first did analysis - student characteristics

Students with Disabilities as a Percentage of all Students by Nation, State, and District



1. Create structures at the central office level that promote greater collaboration among those responsible for the teaching and learning of all students.

1a. Structure three cabinet members who are the Superintendent, Director of Special Education and Director of Curriculum & Instruction to promote greater collaboration among all responsible for the teaching and learning of all students and develop a multi-tiered system of supports.

Actions

- Hire Director of Curriculum and Instruction
- Define clear roles and responsibilities of Director of Curriculum/Instruction & Special Education
- Develop collaborative practices and structure for curricular decisions
- Reduce turnover of Director of Curriculum and Instruction
- Develop a clear district vision/mission, specific instructional practices, identify tiered support for all students

This recommendation was generally not met.

The turnover of Superintendents and Director of Curriculum & Instruction did not allow for the development of this collaborative structure.



1. Create structures at the central office level that promote greater collaboration among those responsible for the teaching and learning of all students.

1b. Structure the Special Education Department to promote more effective and efficient supports to schools

Actions

- Create a vision of Special Education
- Define role of Director and Asst. Dirs. of Special Education
- Define role of all other staff
- Shift to instructional supports, interventions, professional development, culture, RTI
- Tracking and monitoring of missed related services

This recommendation was generally met.

The turnover of Superintendents and Director of Curriculum & Instruction did not allow for the development of this collaborative structure.

KEY

Progress
Met
Ongoing
In progress
Not met

Primary Responsibility
District
District and Special Education
Special Education

1. Create structures at the central office level that promote greater collaboration among those responsible for the teaching and learning of all students.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Tracking and monitoring of missed services	System of tracking sessions was developed.		Met	Spec Ed

1. Create structures at the central office level that promote greater collaboration among those responsible for the teaching and learning of all students.

1a. Structure three cabinet members who are the Superintendent, Director of Special Education and Director of Curriculum & Instruction to promote greater collaboration among all responsible for the teaching and learning learning of all students and develop a multi-tiered system of supports.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Hire Director of Curriculum and Instruction		No progress. Director of Curriculum not hired, so collaboration among all responsible for the teaching and learning of all students not possible.	Not met	District
Define clear roles and responsibilities of Director of Curriculum & Instruction and Director of Special Education	Roles and responsibilities of Director and Assistant Director of Special Education completed (2/2018).	Roles and responsibilities for Director of Curriculum not complete.	In progress	District and Spec Ed
Develop collaborative practices (formal meetings, action steps, consistency, accountability)		Need Director of Curriculum & Instruction in order to implement	Not met	District
Structure for curricular decisions		Need Director of Curriculum & Instruction in order to implement	Not met	District
Reduce turnover of Director of Curriculum and Instruction		Need Director of Curriculum & Instruction in order to implement	Not met	District
Clear District vision/mission, specific instructional practices, identify tiered support for all students	Superintendent working on.	Need Director of Curriculum & Instruction in order to implement	Not met	District

1. Create structures at the central office level that promote greater collaboration among those responsible for the teaching and learning of all students.

1b. Structure the Special Education Department to promote more effective and efficient supports to schools.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Vision of Special Education	Vision and district plan developed. Roles and Responsibilities of Director and Assistant Director of Special Education Completed (2/1/18)	Vision written. Needs work to have district and community buy-in.	Ongoing	Spec Ed
Role of Director of Special Education and Assistant Director of Special Education	Roles and responsibilities of Director and Assistant Director of Special Education completed (2/2018).		Met	Spec Ed
Role of staff, team leaders, chairs, psychologists, related services providers, teacher assistants, teacher aides		TA roles completed. Need to complete remaining.	In progress	District and Spec Ed
Shift to instructional supports, interventions, professional development, culture, RTI	See Recommendation 5	MTSS in process in each school. Needs alignment throughout district	Ongoing	District and Spec Ed
Delivery of related services (speech and language)	See Recommendation 2a	There is an increase in Sp/L therapists and SpL services is improving	In progress	Spec Ed
Tracking and monitoring of missed services	System of tracking sessions was developed, a letter was sent out to families explaining this system and opportunities to have missed session, beyond 5, made up. (9.2016)		Met	Spec Ed

2. Create systems that support effective management of special education supports and services.

2a. Develop a human capital strategy to provide appropriate staffing where needed, training, and professional development.

Actions

- OT/PT shortages addressed
- Special Education teachers
- School Psychologists roles shifted
- Teacher Assistants and Teacher Aides roles defined
- Special education used as coverage in schools

Implementation of this recommendation will be ongoing.

Staff roles and responsibilities in development.
Increased related service providers.

2. Create systems that support effective management of special education supports and services.

2b. Create a Standard Operating Procedure Manual (SOPM) for special education to ensure clarity and consistency of special education processes.

Actions

- Written policies and processes (ex: criteria and steps related to eligibility and related services)
- Templates and forms so when a student moves from one school to another, the same information is captured, used and shared by all staff.
- Clear continuum of services with descriptions of special education programs and use of consistent supports and services across all three schools
- Description of MTSS process and program descriptions
- Shared understanding of consistent practices which are parent friendly and accessible to all

This recommendation was generally met.

District website and SOPM document contain info that could be considered the district's SOPM. Special education will combine. A great deal of district and community participation went into developing information on special education processes. Currently requires communication to allow all parties to see what has been completed.

2. Create systems that support effective management of special education supports and services.

2c. Improve the use of data collection systems and create alignment between all district data collection systems.

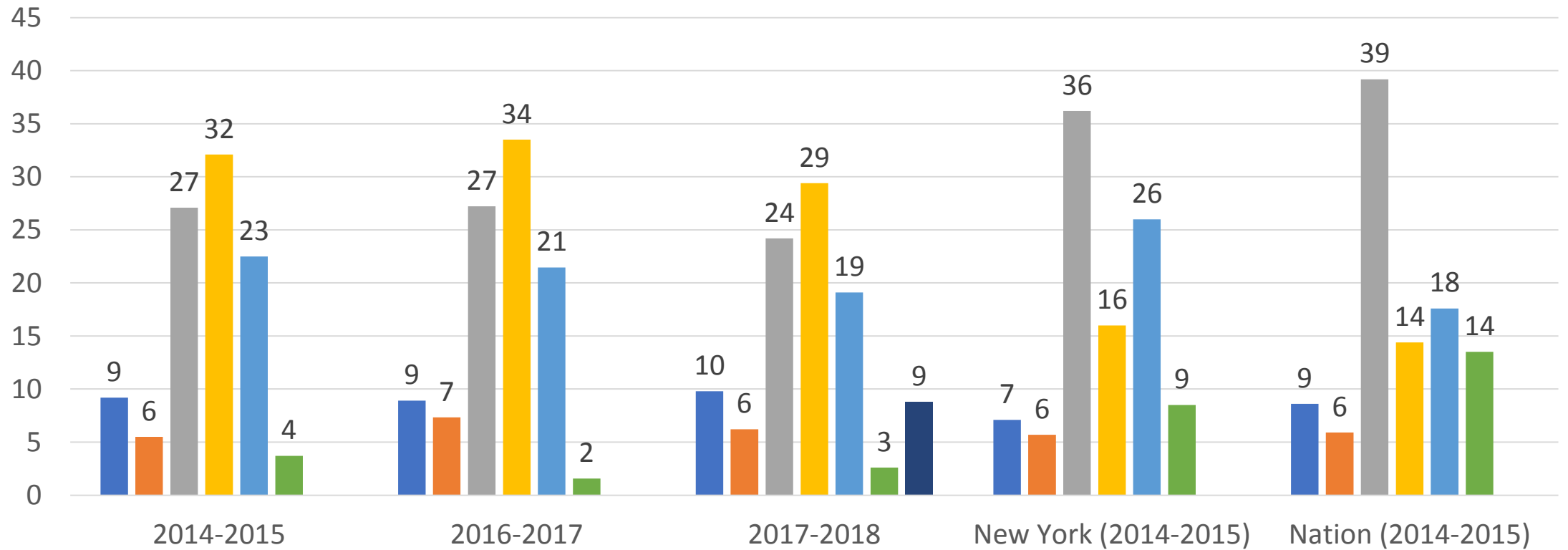
Actions

- Create a fluid software system that is effective and efficient regarding demographics
- Alleviate parent confusion with software system that have student's grades and homework information
- Software used to communicate with parents and determine how to best use these systems so parents can use them appropriately

This recommendation is in progress.

Centris now allows alignment between district data systems. Still room for improvements in data collection (OOD). Communication between school and families improved with the option to use Google Classroom, but so far option only in the high school.

Percentage of Students by Disability Category Hastings, New York and Nation



■ Autism

■ Other health impairment

■ Missing

■ Emotional disturbance

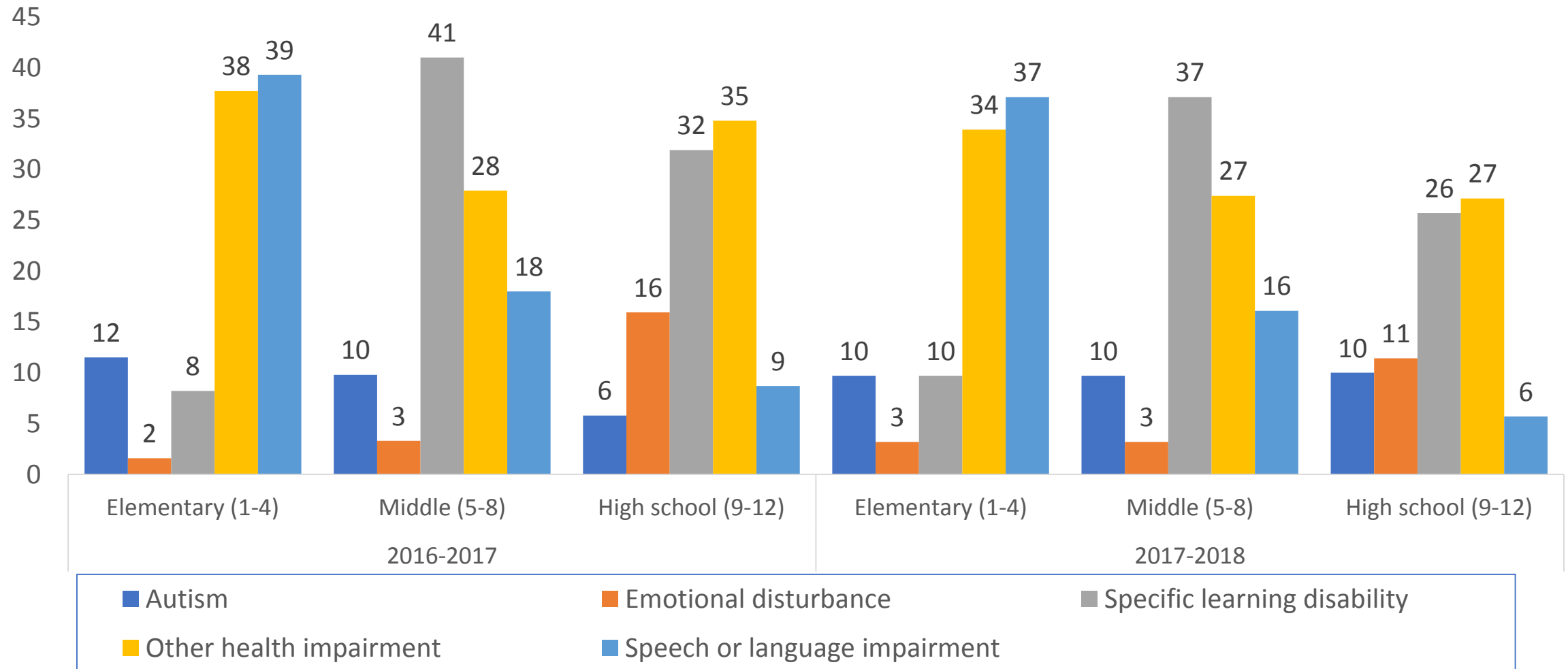
■ Speech or language impairment

■ Specific learning disability

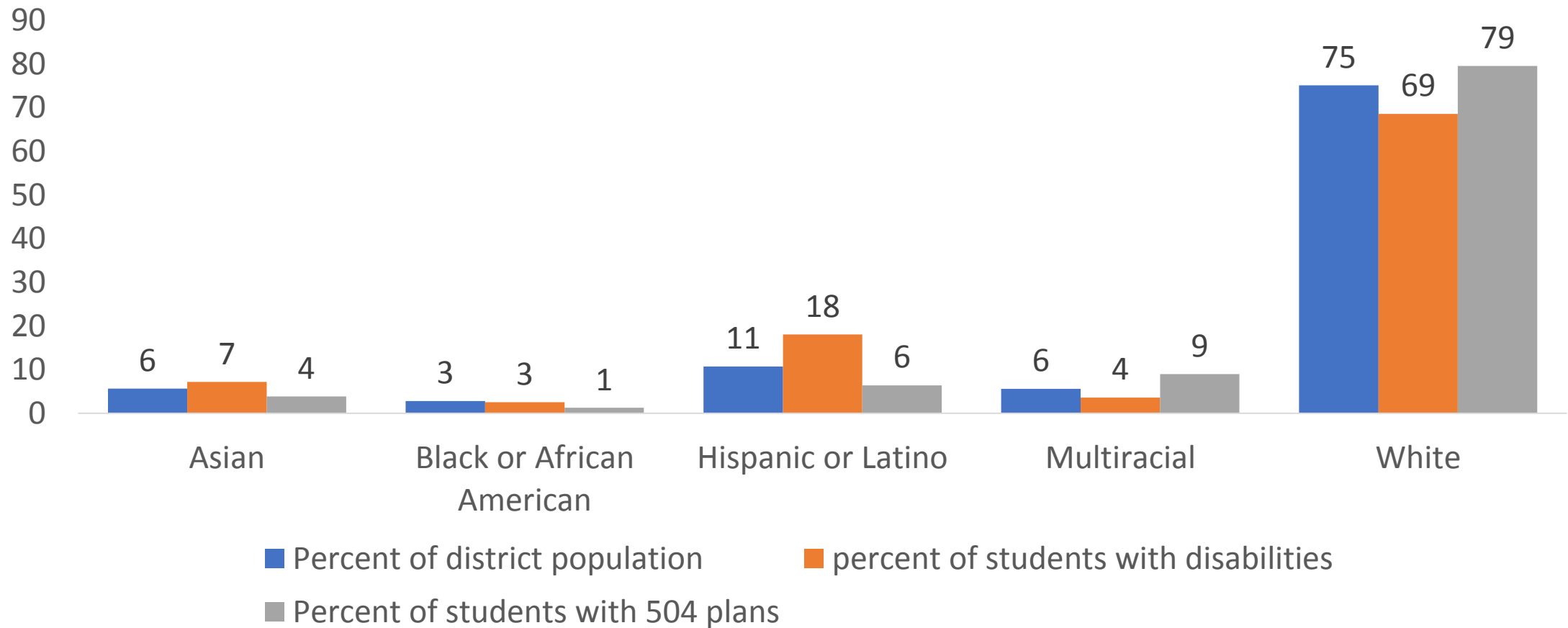
■ Other*

*Intellectual disability, multiple disabilities, TBI, visual impairment, deaf-blindness, deafness, orthopedic impairments, hearing impairments

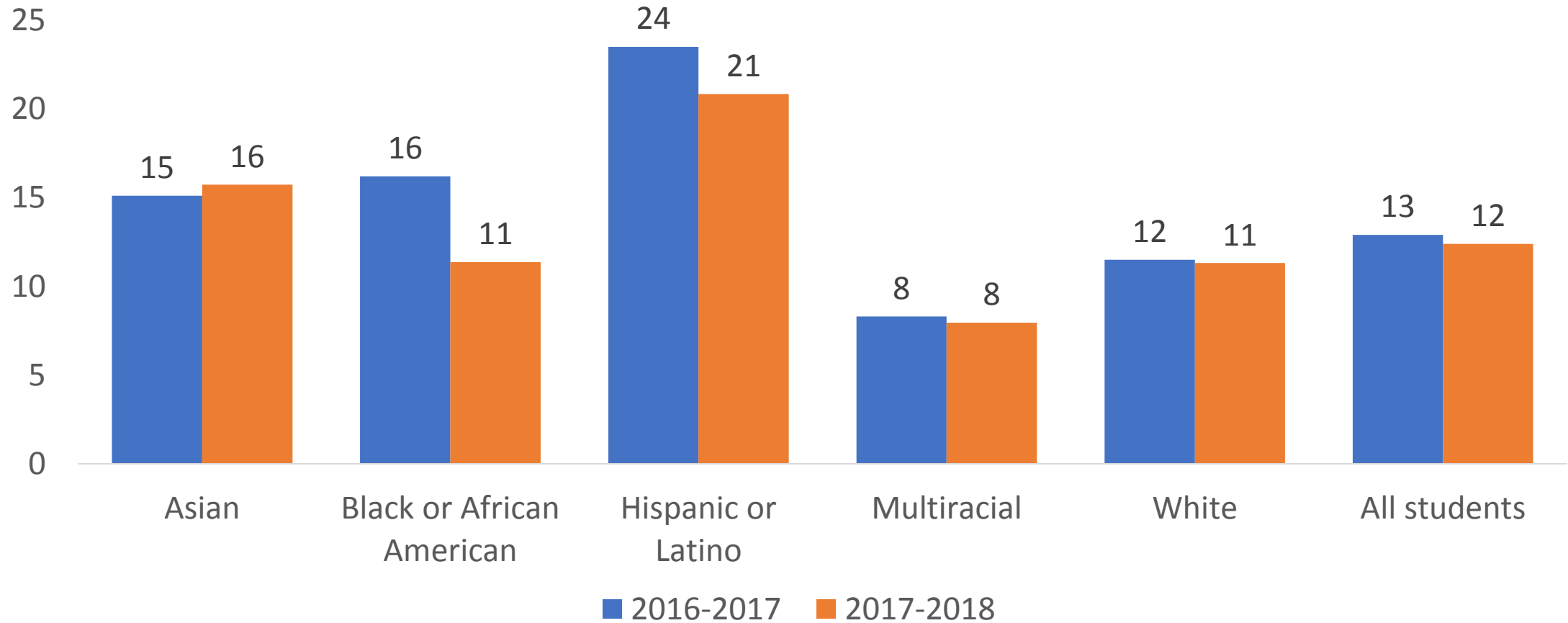
Percentage of Students by Disability Category and Grade Span 2016-2017, 2017-2018



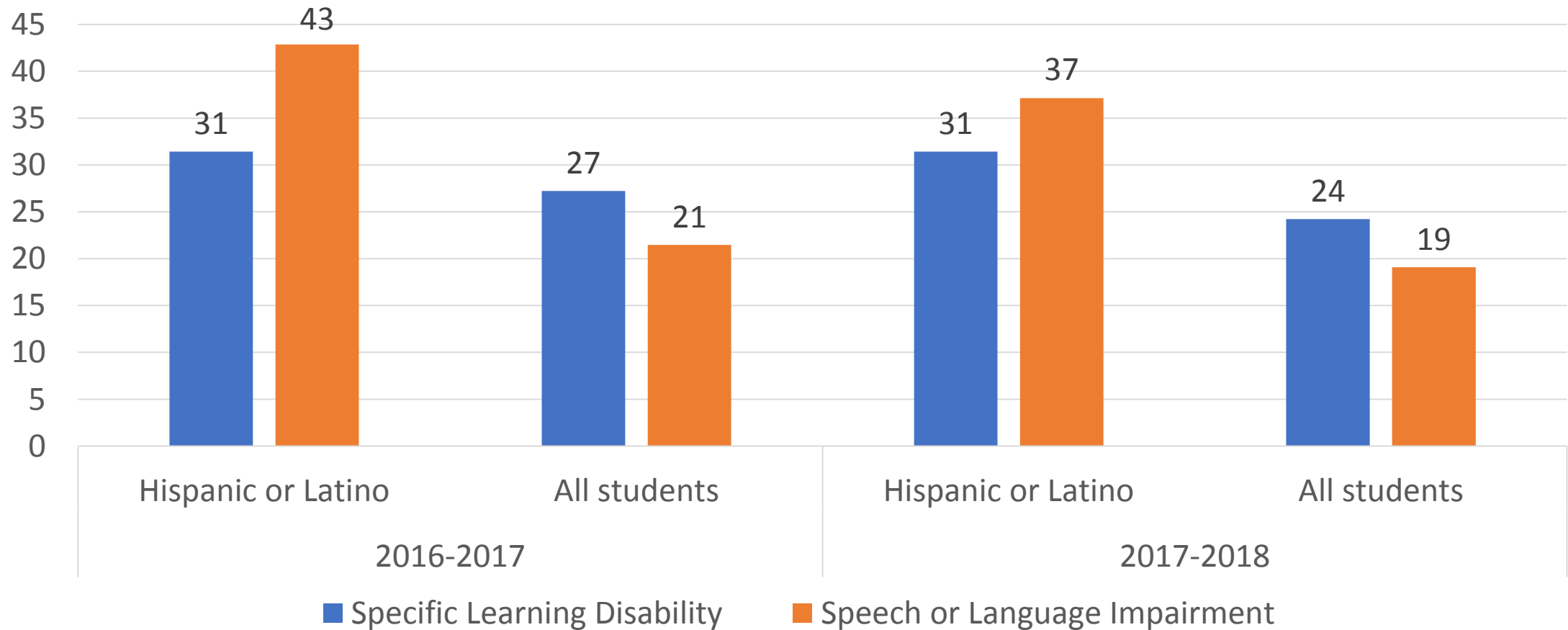
Percentage of students by race: of district total, of students with disabilities, of students with 504 plans (2017-2018)



Percentage of students with disabilities by race, 2016-2017, 2017-2018



Percentage of students with specific learning disabilities and speech/language impairment, Hispanic/Latino and All students, 2016-2017, 2017-2018



2. Create systems that support effective management of special education supports and services.

2a. Develop a human capital strategy to provide appropriate staffing where needed, training, and professional development.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Occupational Therapist on full time staff	Reviewed current fiscal model and level of support. It was uncovered that current providers are highly regarded by staff members and community and services are being delivered timely and appropriately (9/2017)	OT services improving	In progress	Spec Ed
Increase Speech and Language Therapists	Staff was increased (9/2017) Recommendation of staff increase has been made (5/2018)		In progress	Spec Ed
Special Education teachers	Special Education teachers began working on their roles and responsibilities (5/2018)		In progress	Spec Ed
School Psychologists	Collected data on roles and responsibilities and reviewed case loads (9/2017)		In progress	Spec Ed
Teacher Assistants and Teacher Aides	Teacher Aides and Teacher Assistants Roles were defined (4/2018)		Met	Spec Ed
Coverage	Building Level administrators continually try to staff coverage needs	Spec ed professionals are pulled to cover classes. Substitute pool is low.	Not Met	District

2. Create systems that support effective management of special education supports and services.

2b. Create a Standard Operating Procedure Manual (SOPM) for special education to ensure clarity and consistency of special education processes.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Policies and processes, such as criteria for special education eligibility and related services and the steps required to determine eligibility	November 2017 - in progress	District website and SOPM document contain info that could be considered the district's SOPM. Special education will combine. A great deal of district and community participation went into developing information on special education proves. Currently requires communication to allow all parties to see what has been completed.	In progress	Spec Ed
Templates and forms so when a student moves from one school to another, the same information is captured, used and shared by all staff.	August 2018 - in progress		In progress	Spec Ed
A clear continuum of services with descriptions of special education programs and use of consistent supports and services across all three schools	01/18-Met with teachers and parents in each building to develop a continuum of services. This will be revisited annually.	SOPM and district website contain info that should be considered the district's SOPM. Spec ed will be combining. Requires communication to allow all parties to see what has been completed.	Ongoing	Spec Ed
Description of MTSS process and program descriptions	09/17- Ongoing work in collaboration with building leadership		Ongoing	District and Spec Ed

2. Create systems that support effective management of special education supports and services.

2b. Create a Standard Operating Procedure Manual (SOPM) for special education to ensure clarity and consistency of special education processes.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Shared understanding of consistent practices	12/2017 - Collaborated with teachers and parents to begin the creation of a living SOPM document.	SOPM and district website contain info that should be considered the district's SOPM. Spec ed will be combining. Requires communication to allow all parties to see what has been completed.	Met	Spec Ed
Parent friendly	05/18 - Started an SOPM template which will be the guiding document to the finalized product		Met	Spec Ed
Accessible to all	Once the document is finalized it will be posted on the district website		Met	Spec Ed

2. Create systems that support effective management of special education supports and services.

2c. Improve the use of data collection systems and create alignment between all district data collection systems.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Create a fluid software system that is effective and efficient regarding demographics	06/17 - Implementation Of Centrius I	Ability to collect data is much improved. Still room for adjustments, such as OOD info in data system.	In progress	District and Spec Ed
	Implementation of IEP Direct Document Repository (10/2017)	Training has happened. Currently in process of uploading current reports. Will then upload all past reports.	In progress	Spec Ed
Alleviate parent confusion with software system that have student's grades and homework information	High School implemented Google Classroom across all grades and content areas.	A good move for the HS. Need to work on districtwide school-parent communication.	In progress	District
Software used to communicate with parents and determine how to best use these systems so parents can use them appropriately	Implementation of Google Classroom	Google Classroom only in high school	In progress	District
	Bi-monthly communication from Director and Assistant Director of Special Education (Special Education Today distributed 5x a year)		Met	Spec Ed
	Soon to be Living SOPM document		Met	Spec Ed
	September 2018 - Improve data collection through a pilot of GoalWorks at Hillside and IEP Direct (Progress Monitoring) at FMS and HHS	GoalWorks went out of business. Now using IEP Direct for this purpose in all 3 schools.	In progress	Spec Ed

3. Examine evaluation procedures and continuously monitor the number of students determined eligible for special education services and 504 accommodation plans under Other Health Impairment (OHI) and Specific Learning Disability (SLD) disability categories.

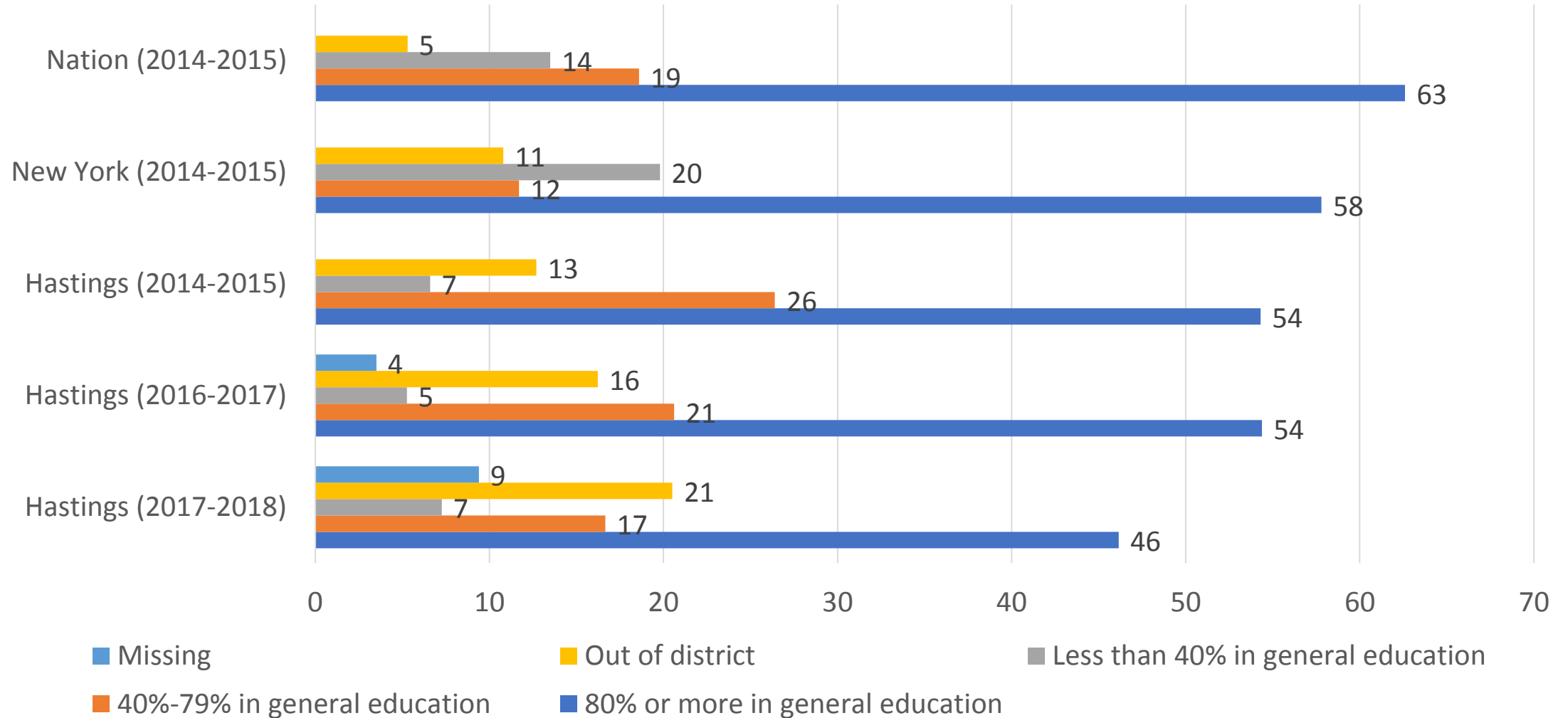
Actions

- Look at the evaluation procedures and assure they are aligned with best practices
- Align classification rates with national rates
- Create a schedule of data examination to monitor trends

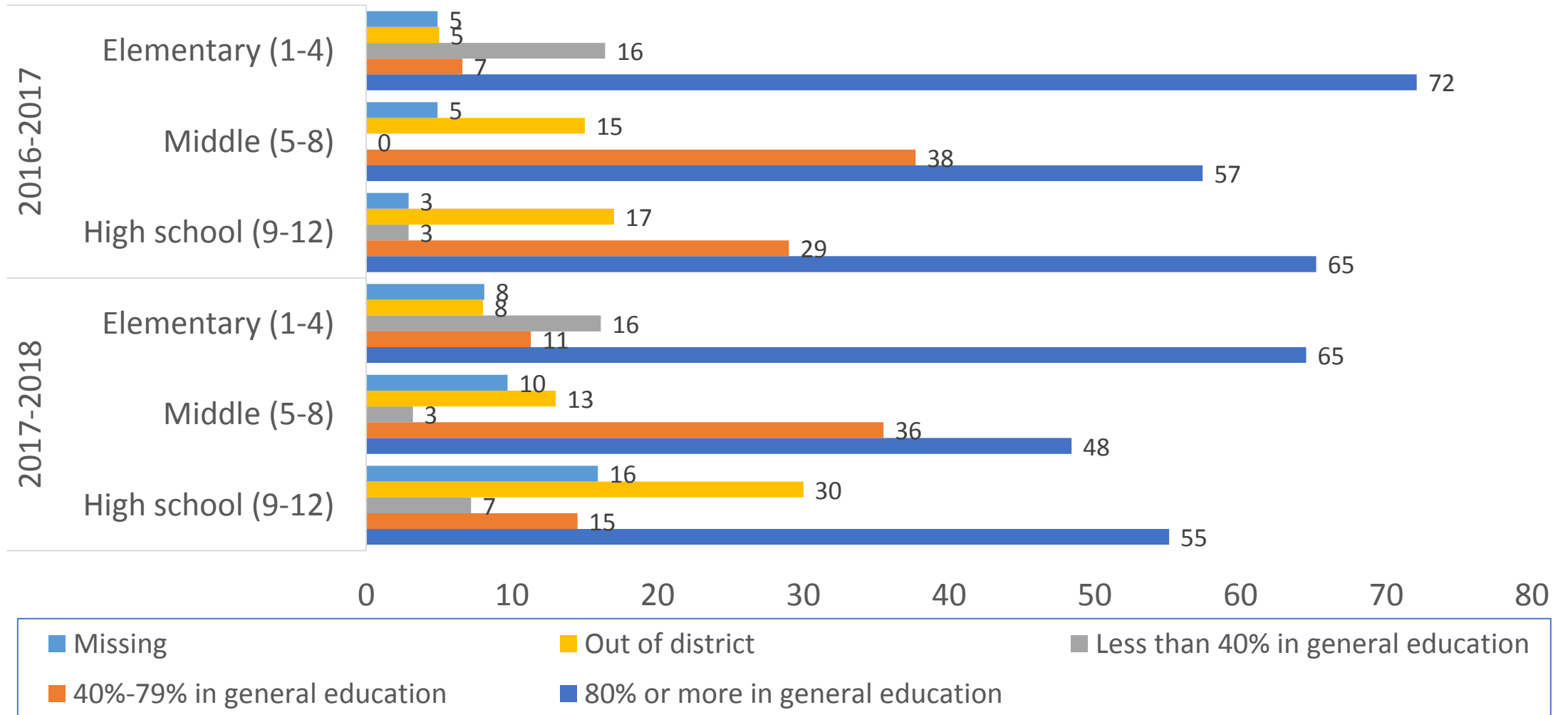
Implementation of this recommendation will be ongoing.

Special education leadership continually reviews all initial and reevaluations for fidelity and appropriate classifications and placements. Student classified with OHI and the number of those educated in out-of-district placements continues to be high.

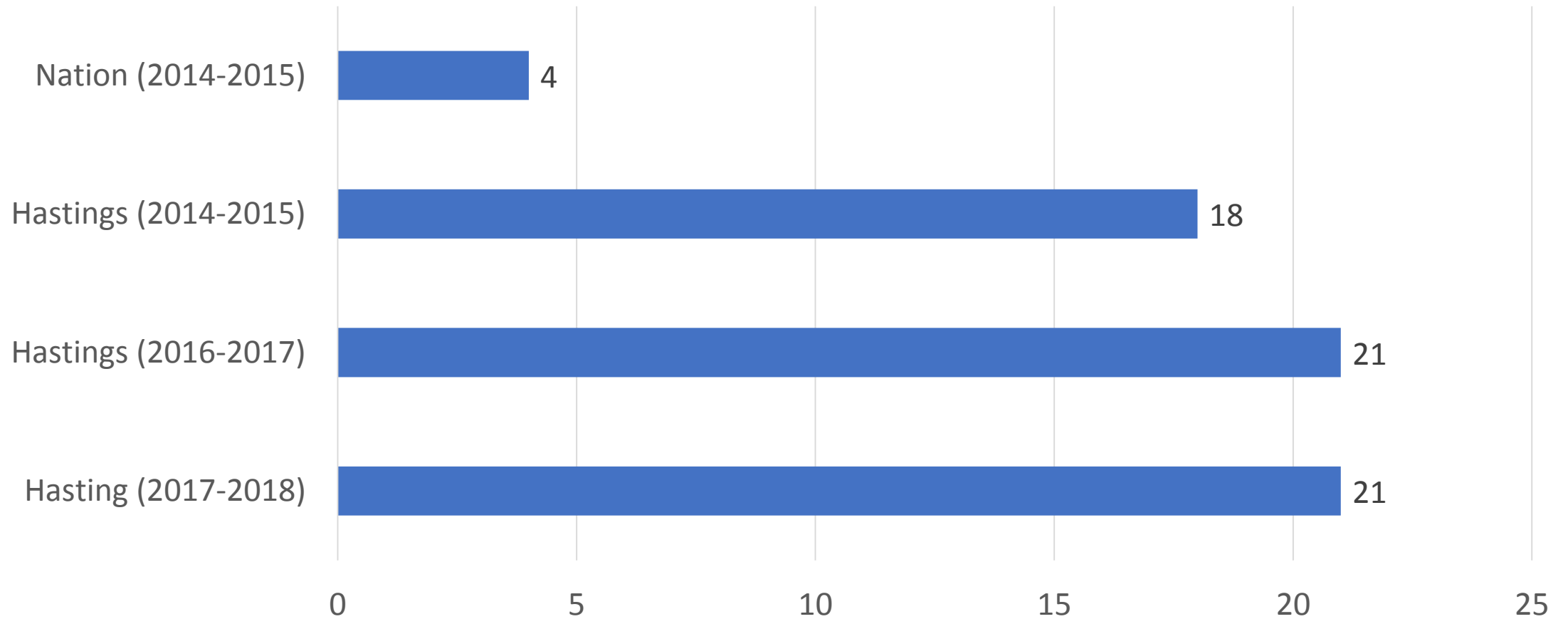
Educational Environment Nation, New York, Hastings



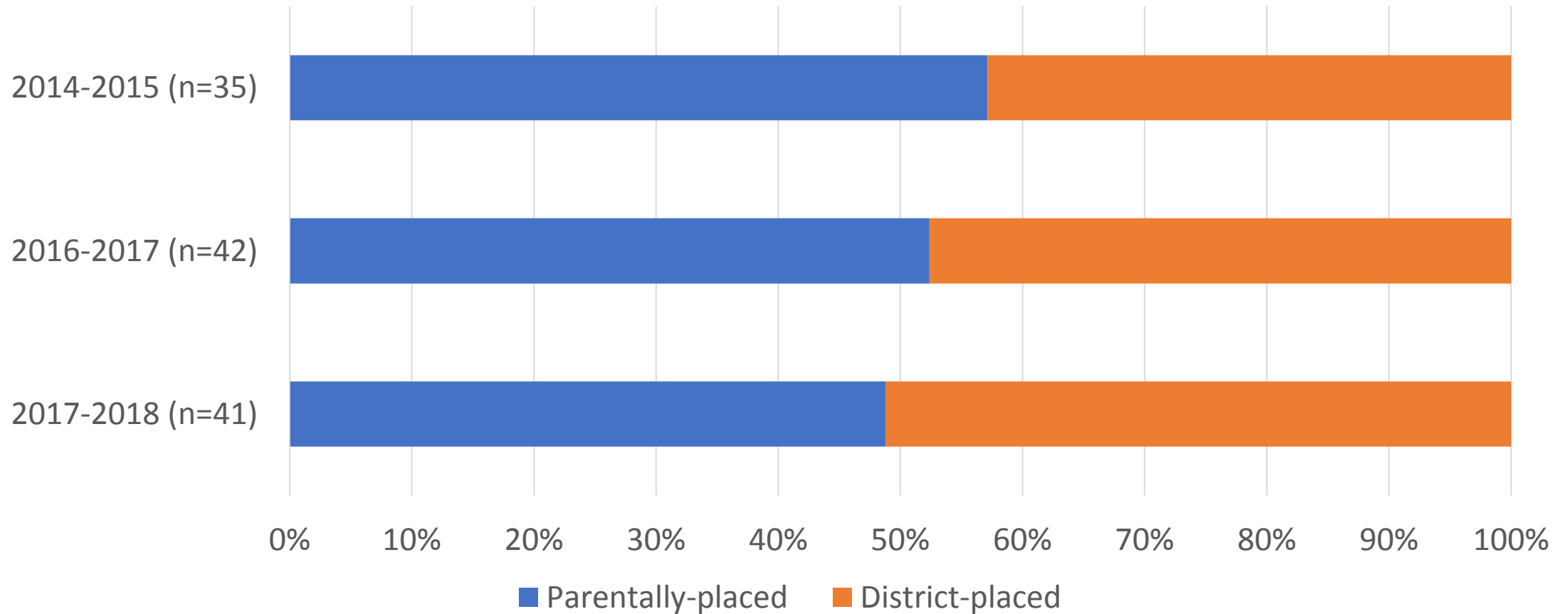
Percentage of Students by Educational Environment and Grade Span 2016-2017, 2017-2018



Percentage of Students with OHI Placed Out of District



Out-of-District: Parentally Placed vs. District Placed



3. Examine evaluation procedures and continuously monitor the number of students determined eligible for special education services and 504 accommodation plans under Other Health Impairment (OHI) and Specific Learning Disability (SLD) disability categories.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Look at the evaluation procedures and assure they are aligned with best practices.	2018 Annual Review season - all three chairpersons (and Committees) were tasked with looking at the classification of students to ensure accuracy.		Ongoing	Spec Ed
	During initial and reevaluations as per part 200 regulations all disabilities were reviewed and considered		Ongoing	Spec Ed
	Reviewed and purchased evaluation tools to better identify specific areas of strength and deficit to help guide in classification decisions		Ongoing	Spec Ed
Align classification rates with national rates	Ongoing Professional Development for CSE Chairpersons (Changing the ADHD Brain, Laws & Regulations, Language Acquisition vs Learning Disability, Special Education Directors, Disciplining Students with Behavioral Issues)		Ongoing	Spec Ed
Create a schedule of data examination to monitor data	June 2018 - Chairpersons will review classification rate and classification categories	Spec ed examining district data. Need to decide on what metrics goes to district and schools and develop schedule of examining metrics.	Ongoing	Spec Ed

4. Continue building in-district supports and services to support students who are currently educated in self-contained classes or out-of-school districts

Actions

- Evaluate current services and programs
- Develop a plan to bring back students in the district with comparable services and programs
- Look at what out-of-district programs are offering for supports and services for students with OHI and develop comparable programs in the district
- Use psychologists to help students improve executive functioning, organization, and self-regulation skills

Implementation of this recommendation will be ongoing.

District has developed more special education services at elementary and high school (ICT, support classes, resource.) Parentally placed OOD has decreased.

4. Continue building in-district supports and services to support students who are currently educated in self-contained classes or out-of-school districts

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Evaluate current services and programs	Evaluated current programs (9.2017)		Met	Spec Ed
	Site Visits			
	Gathered projections for 2018-2019 school year (11/2017)			
	Created continuum of services for 2018-19 school year (1.2018)	New services created in elementary and high.	Ongoing	Spec Ed
Develop a plan to bring back students in the district with comparable services and programs	Look at ways to develop programs that match current needs. (9.2017)		Ongoing	Spec Ed
	Based on feedback from all stakeholders increased continuum to include the following: <ul style="list-style-type: none"> • Special Class Humanities (Grades 9, 10 & 11) (Jan.2016) • ICT Pre Algebra, ICT Earth Science (9th grade) (Jan 2017) • Resource Room (Hillside) Special Class ELA & Math (Grades 1-2 & 3-4), ICT Geometry, and Chemistry (Jan 2018) 			

4. Continue building in-district supports and services to support students who are currently educated in self-contained classes or out-of-school districts

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Look at what out-of-district programs are offering for supports and services for students with OHI and develop comparable programs in the district so parents feel comfortable having their children return to district.	<p>Site Visits</p> <p>Expanded current continuum to include the following:</p> <ul style="list-style-type: none"> • Special Class Humanities (Grades 9, 10 & 11) (Jan.2016) • ICT Pre Algebra, ICT Earth Science (9th grade) (Jan 2017) • Resource Room (Hillside) Special Class ELA & Math (Grades 1-2 & 3-4), ICT Geometry, and Chemistry (Jan 2018) 	New services created in elementary and high school.	Ongoing	Spec Ed
Building level and psychologists develop supports to improve student's executive functioning, organization, and self-regulation skills	April 2018 - Restructuring 12th grade resource room to be "life ready" with a focus on college readiness. Reorganized psychology staff to support an increase in mental health concerns	Strong progress. District psychologists doing 504 mtgs. Increased psychologists by 1.2, now have 2 FT district psychologists running 504 mtgs, doing the majority of testing, Building level psychologists can now provide psych services to students.	Ongoing	Spec Ed

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)

5a. Establish a districtwide MTSS framework and implementation plan

Actions

- Develop a written structure and protocol for all three schools - a three year plan that is inclusive of all grade levels, students of all abilities, including students with disabilities and ELL students
Address culturally appropriate instruction
- Review district's current suspension data and consider ways to support students in school when disciplinary infractions occur to maximize student's time on learning
- Embed instruction aligned with the Common Core within the UDL approach
- Establish common universal screening and progress monitoring tools for academic achievement
- Establish effective use of FBA and BIP including an expansion of the personnel pool to be trained and time available to engage students in these activities
- Consider personnel currently in schools and how to maximize their involvement with students of all abilities
- Create guidance and an implementation plan for the MTSS plan.

Implementation of this recommendation will be ongoing.

While each school has developed their own model, there is not a districtwide model, so there is not consistency moving from school to school.

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)

5b. Focus special education services on reducing the gap between students with and without disabilities

Actions

- Special education services should be included as part of the MTSS plan, they should be able to move seamlessly between tiers.

Implementation of this recommendation will be ongoing.

The gap between students with and without disabilities has decreased. A districtwide plan of academic instructional practices, PD, interventions, and staffing roles will further help close the gap.

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)

5c. Provide students with evidence-based tiered literacy supports at all grade levels

Actions

- Embed a plan for teaching literacy skills in the overarching MTSS plan for the district
- Completed through survey, My Learning Plan, and human resources dept.
- Provide supplemental literacy supports to augment Tier 1 instruction
- Train staff in supplemental literacy programs to provide Tier 2 and Tier 3 interventions

Implementation of this recommendation will be ongoing.

While each school has developed or is in the process of developing their own MTSS plan, there is a need to develop a districtwide ELA plan that will guide the district to what is needed for literacy supports throughout the grades.

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)

5d. Implement district wide SEL curriculum. This should include consistent suspension practices across the district and consistent processes for conducting Functional Behavioral Assessments (FBA's) and Behavioral Intervention Plans (BIP's).

Actions

- Develop a districtwide, researched-based, social-emotional learning curriculum (SEL) integrated with positive behavioral intervention supports (PBIS).
- Create evidence based SEL competencies to strengthen social support networks and improve academic performance, improve school climate, and reduce disciplinary incidents
- Collaborate with community providers on coordinated services to enhance or reinforce SEL
- Facilitate home-school collaboration
- Systemwide de-escalation and crisis training for all staff and principals
- Evaluate that model helps students self regulate, manage own behaviors and reduce referrals to special education for student who have been diagnosed with ADHD

This recommendation is in progress.

SEL should be included as district MTSS plan is developed. Currently Second Step is used in early grades.

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)

5e. Develop measures to support students with disabilities in attending four-year colleges.

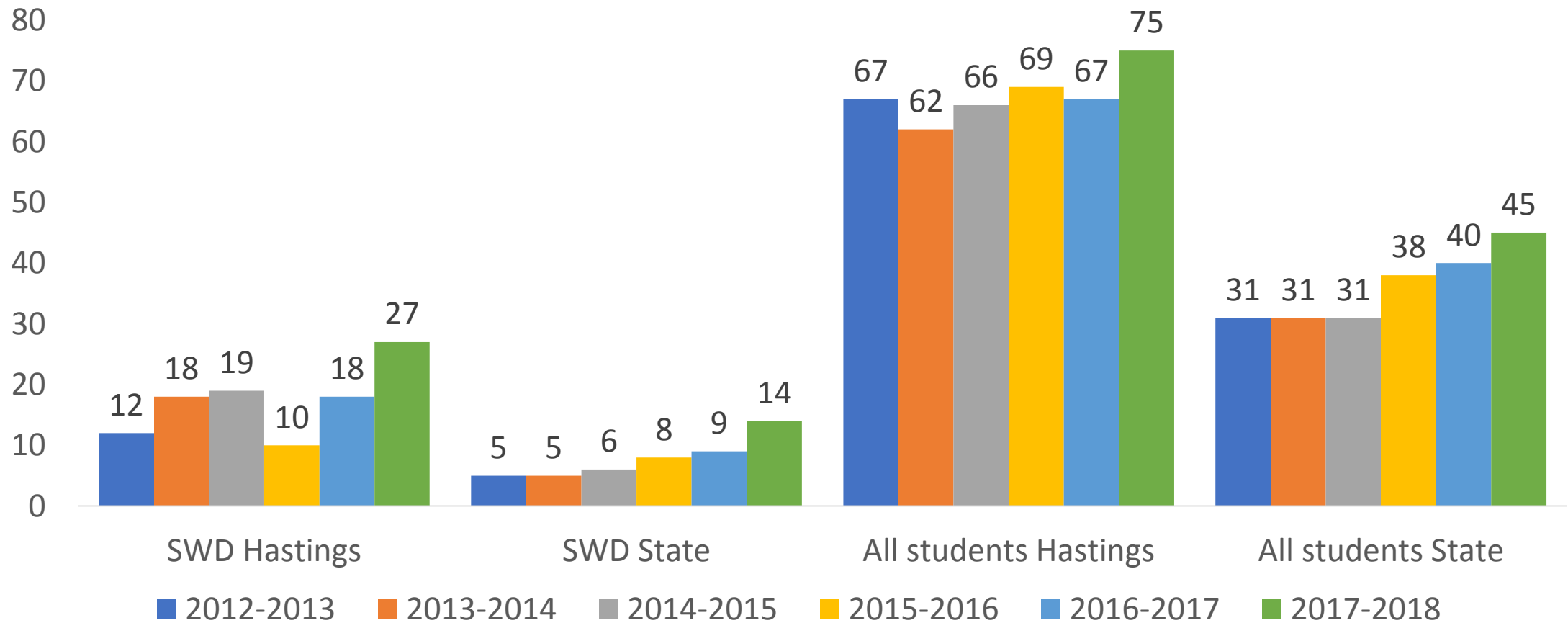
Actions

Review transition requirements and goals

This recommendation is in progress.

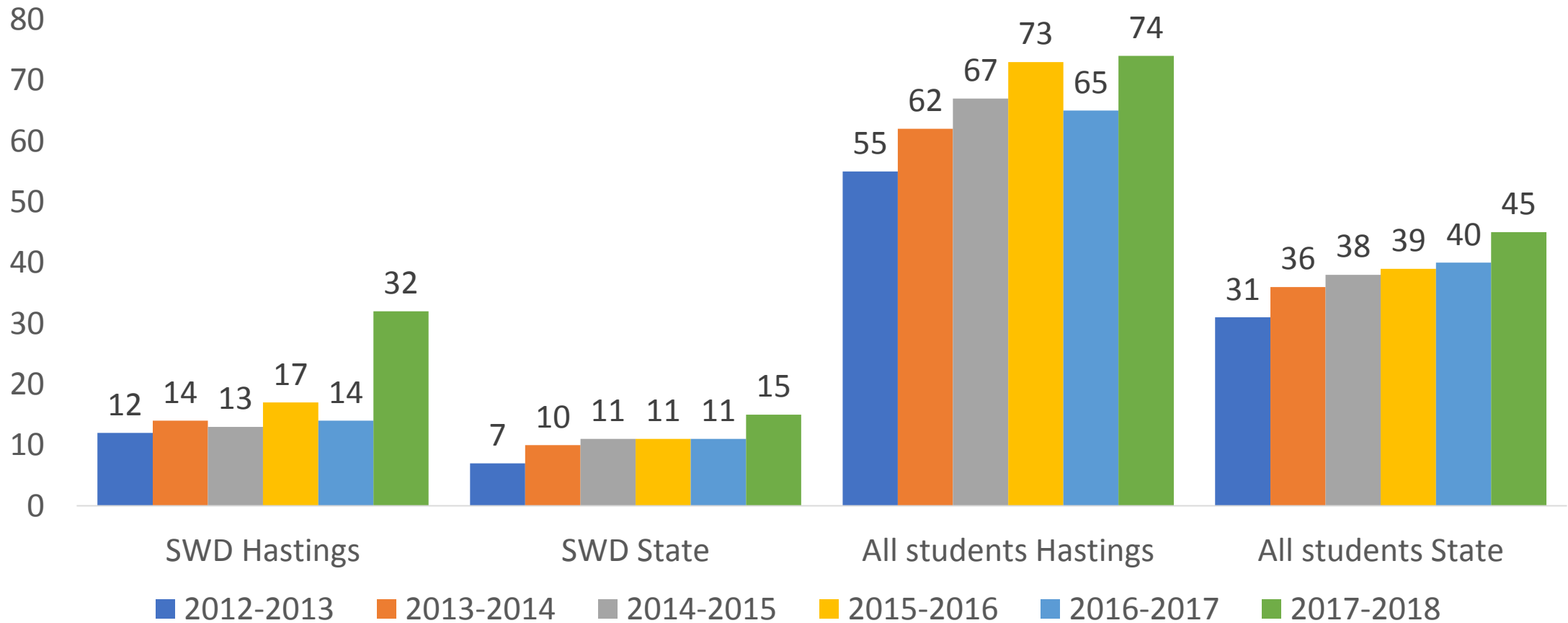
Improved instructional practices and opportunities for students with disabilities to be involved in all levels of academics will create the structures that support college enrollment and success.

Percentage of students scoring at or above proficient on NY state 3-8 ELA assessment, 2012-2017



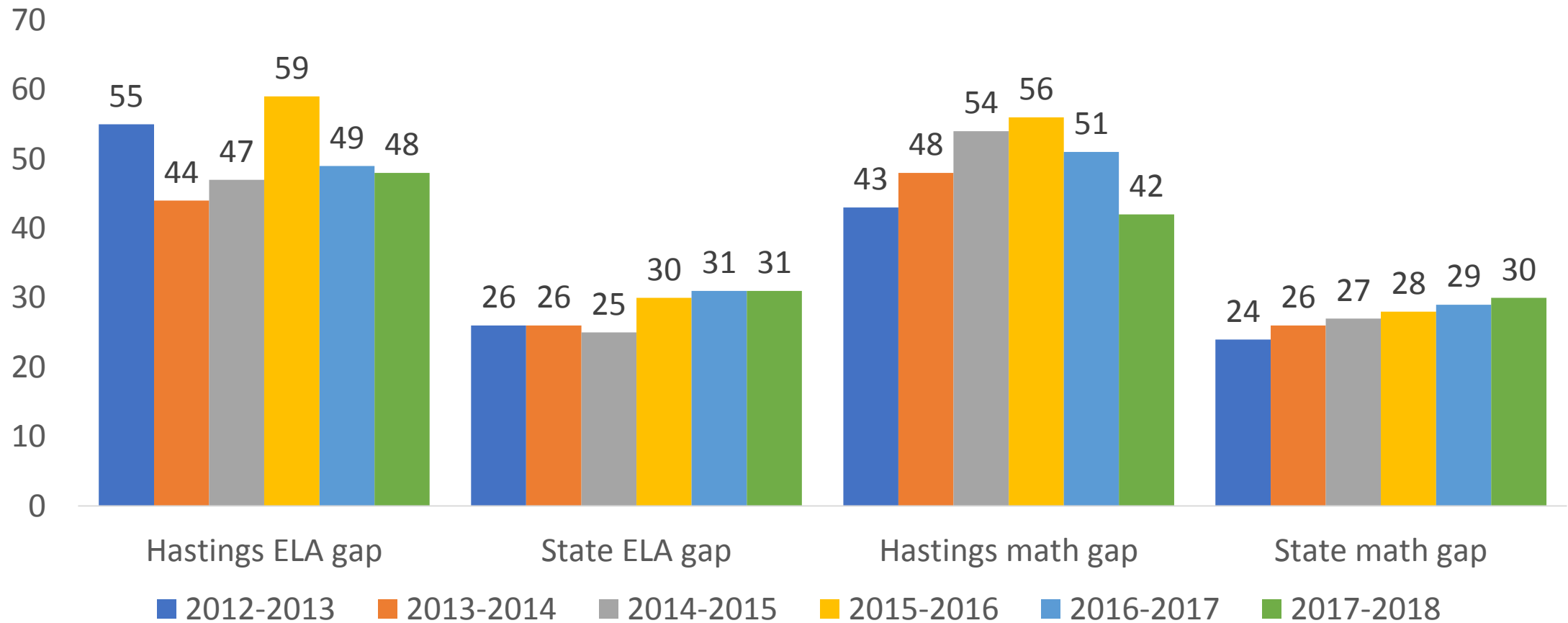
*Note: NYS website notes that 2017-2018 scores are not comparable to past scores but will be to future scores.

Percentage of students scoring at or above proficient on NY state 3-8 Math assessment, 2012-2017



*Note: NYS website notes that 2017-2018 scores are not comparable to past scores but will be to future scores.

Gap between students with disabilities and all students in percentage of students scoring at or above proficient on NY state 3-8 ELA and Math assessments, 2012-2017



*Note: NYS website notes that 2017-2018 scores are not comparable to past scores but will be to future scores.

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5a. Establish a districtwide MTSS framework and implementation plan

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Develop a written structure and protocol for all three schools - a three year plan	MTSS District-wide plan is in development.	While each school has developed their own model, there is not a districtwide model, so there is not consistency moving from school to school.	In progress	District
Inclusive of all grade levels, students of all abilities, including students with disabilities and ELL students			Ongoing	District
Address culturally appropriate instruction			Ongoing	District
Effective core academic and behavior instruction, interventions, and supports			Ongoing	District
Review district's current suspension data and consider ways to support students in school when disciplinary infractions occur to maximize student's time on learning		Only one student with a disability suspended last year!	Ongoing	District
Embed instruction aligned with the Common Core within the UDL approach		Spec ed has focused on UDL with their ICT consultant, but this should be a district focus.	Ongoing	District

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5a. Establish a districtwide MTSS framework and implementation plan

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Establish common universal screening and progress monitoring tools for academic achievement		Progress monitoring from spec ed in IEP Direct and all schools have progress monitoring. Not yet organized throughout district.	Ongoing	District and Spec Ed
Establish effective use of FBA and BIP including an expansion of the personnel pool to be trained and time available to engage students in these activities	Spring 2016 - Director of Special Education and psychologists, social workers from Hillside and FMS attended a 3 day training on FBA and BIP writing and implementation	Training has happened.	Ongoing	Spec Ed
	01/18 - expanded the use of the behavioral consultant to the high school			
	09/18 - behavioral consultant will increase hours from 2 days per week to 3 days per week with one day dedicated to MS/HS			
Consider personnel currently in schools and how to maximize their involvement with students of all abilities	MTSS District-wide plan is in development. Hillside is restructuring their implementation of Reading Instruction		Ongoing	District
Create guidance and an implementation plan for the MTSS plan.	MTSS District-wide plan is in development.		In progress	District

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5b. Focus special education services on reducing the gap between students with and without disabilities

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Special education services should be included as part of the MTSS plan, they should be able to move seamlessly between tiers.	MTSS District-wide plan is in development.	The gap between students with and without disabilities has decreased. A districtwide plan of academic instructional practices, PD, interventions, and staffing roles will further help close the gap.	Ongoing	District and Spec Ed

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5c. Provide students with evidence-based tiered literacy supports at all grade levels

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Develop literacy skills for all students. Embed a plan for teaching literacy skills in the overarching MTSS plan for the district	Began looking at the structure and programs of reading instruction through the special education department. Researched programs and methodologies (1/2018)	A districtwide ELA plan will guide the district to what is needed for literacy supports throughout the grades.	In progress	District
	February 2018 - purchased 15 more licenses for Edmark (2/2018)		Met	Spec Ed
	May 2018 Purchased LLI materials for all three schools and 10 teachers will attend training in September 2018	District should own, but spec ed took responsibility	In progress	District
	Purchased Seeing Stars (Lindamood Bell) materials for Hillside and 15 teachers will be training during August 2018 (training provided through HEF grant)	District should own, but spec ed took responsibility	In progress	District
	September 2018 - Hillside reading instruction will be delivered during the same period in grades 1-4 allowing for skill based groupings and fluid movement through levels		Ongoing	Spec Ed

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5c. Provide students with evidence-based tiered literacy supports at all grade levels

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Review which special education teachers have training in delivering reading interventions. Identify teachers that would benefit from professional development geared towards literacy interventions (especially in the high school)	November 2018 - collected data on all special education teachers regarding their areas of certification and any specific specialized training they have received	Completed through survey, My Learning Plan, and human resources dept.	Met	District and Spec Ed
	Purchased LLI materials for all three schools and 10 teachers will attend training in September 2018	District should own, but spec ed took responsibility	Ongoing	District
	September 2018 - 1.0 FTE Literacy Specialist will work in both MS and HS to support struggling readers	May need to increase.	Ongoing	District
Provide supplemental literacy supports to augment Tier 1 instruction	MTSS District-wide plan is in development.		Ongoing	District
Train staff in supplemental literacy programs to provide Tier 2 and Tier 3 interventions	MTSS District-wide plan is in development.		Ongoing	District

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5d. Implement district wide SEL curriculum. This should include consistent suspension practices across the district and consistent processes for conducting Functional Behavioral Assessments (FBA's) and Behavioral Intervention Plans

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Develop a districtwide, researched-based, social-emotional learning curriculum (SEL) integrated with positive behavioral intervention supports (PBIS).	MTSS District-wide plan is in development.	Currently Second Step is used in early grades.	Ongoing	District
Reduce disciplinary incidents	2016-2017 school year - five students with disabilities were suspended		Ongoing	District
	2017-2018 school year - one special education student was suspended		Ongoing	District
Improve classroom and school climate	MTSS District-wide plan is in development.		Ongoing	District
Create evidence based SEL competencies to strengthen social support networks and improve academic performance	MTSS District-wide plan is in development.	PBIS work	Ongoing	District
Collaborate with community providers on coordinated services to enhance or reinforce SEL competencies	MTSS District-wide plan is in development.		Ongoing	District

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5d. Implement district wide SEL curriculum. This should include consistent suspension practices across the district and consistent processes for conducting Functional Behavioral Assessments (FBA's) and Behavioral Intervention Plans

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Facilitate home-school collaboration	MTSS District-wide plan is in development.		Ongoing	District
Systemwide de-escalation and crisis training for all staff and principals	Three staff members renewed their CPI Trainer Certification. Middle School Psychologist, High School Physical Education Teacher and Director of Athletics attended a five day certification program		Ongoing	District
	June 2018 - CPI Training offered to teacher aides, teaching assistants, nurses, administrators... two sessions will be provided with a total of approx 30 staff members (each training is capped at 15)		Ongoing	District
Evaluate that model helps students self regulate, manage own behaviors and reduce referrals to special education for student who have been diagnosed with ADHD	MTSS District-wide plan is in development.		Ongoing	District

5. Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS)all students.

5e. Develop measures to support students with disabilities in attending four-year colleges.(BIP's).

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Review transition requirements and goals	2015-16- 100% graduation rate. 33% 2 year college, 66% 4 year college	Review transition requirements and goals	In progress	District and Spec Ed
	2016-17 87% graduation rate (1 student did not graduate). 28% 2 year college, 71% 4 year college			
	2017-18 94% graduation rate (1 student did not graduate). TBD college information.			

6. Build positive relationships and communication strategies between HUSD and the community.

6a. Build positive relationships between school and the community by continuing to facilitate open discussion, parent meetings and professional development for staff regarding best practices for communication for families.

Actions

- Adopt symbolic language (special education is a service, not a place)
- Provide instructional professional development within an MTSS framework to embrace an "all means all" philosophy
- Disseminate the parent survey to all staff as part of professional development.
- Ensure staff is aware of parent concerns.
- Create a collaborative environment for determining ways to address the concerns outlined from parent survey.

Implementation of this recommendation will be ongoing.

While there have been structures put in place (newsletters, coffees, etc.) and a collaborative relationship developed between SEPTA and Special Education, the continued need for more effective and collaborative communication between families, district, and schools has impeded overall progress in improved special education supports and services. Suggest professional support, perhaps organizational health inventory.

6. Build positive relationships and communication strategies between HUSD and the community.

6b. Build effective communication strategies between the district and the community with a focus on district practices that include a communication protocol guidance on the role of the case managers.

Actions

- Collaborate with SEPTA and other parent organizations to continue to work on building strong parent-teacher communication
- Create a communication protocol that would define the timing and content of communication between a child's team and their parents
- Create a communication protocol to include any special education services missed
- Provide guidance on the role of the case managers to students with disabilities

Implementation of this recommendation will be ongoing.

The strategies and protocols have been developed. As stated in 6a, a focus on building positive relationships remains a need.

6. Build positive relationships and communication strategies between HUSD and the community.

6b. Build effective communication strategies between the district and the community with a focus on district practices that include a communication protocol guidance on the role of the case managers.

Actions

- Collaborate with SEPTA and other parent organizations to continue to work on building strong parent-teacher communication
- Create a communication protocol that would define the timing and content of communication between a child's team and their parents
- Create a communication protocol to include any special education services missed
- Provide guidance on the role of the case managers to students with disabilities

Implementation of this recommendation will be ongoing.

The strategies and protocols have been developed. As stated in 6a, a focus on building positive relationships remains a need.

6. Build positive relationships and communication strategies between HUSD and the community.

6a. Build positive relationships between school and the community by continuing to facilitate open discussion, parent meetings and professional development for staff regarding best practices for communication for families.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Adopt symbolic language (special education is a service, not a place)	April 2018 drafted vision and sent out to stakeholders for feedback		Ongoing	Spec Ed
Provide instructional professional development within an MTSS framework to embrace an "all means all" philosophy	MTSS District-wide plan is in development.		Ongoing	District
Disseminate the parent survey to all staff as part of professional development. Ensure staff is aware of parent concerns.	2016-17 the district was assigned indicator 8 by NYS. This indicator looked at Parental Involvement. The SEPTA Board and Special Education administration decided to hold off on disseminating the survey as they wanted to see the results of Indicator.	Survey completed.	Ongoing	Spec Ed
	Indicator #8 results included a 90.5% positive parental response rate	This is a high percentage	Ongoing	

6. Build positive relationships and communication strategies between HUSD and the community

6a. Build positive relationships between school and the community by continuing to facilitate open discussion, parent meetings and professional development for staff regarding best practices for communication for families.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Create a collaborative environment for determining ways to address the concerns outlined from parent survey.	Increased community communication through "Special Education Today" Newsletter. 2 coffees held in each school. Regular meetings with the SEPTA Board and special education administration. Implementation of the BOE Special Education Sub-Committee. Community participation on the development of the SOPM and Continuum of Services. Website link for parents/guardians to ask questions.	Development of good tools (newsletter, coffees, etc.). Continued need for more effective and collaborative communication between families, district, and schools.	Ongoing	District and Spec Ed
Create SOPM	Researched effective models of SOPM. Researched current changes in laws. Conduct focus groups involving community and teaching staff around the CSE Referral Process and Continuum of Services (program definitions and specific program needs)		Ongoing	Spec Ed
	Corrective action team to address identification of Learning Disabilities vs Language Acquisition		Ongoing	Spec Ed
	Summer 2018 will develop a FAQ SOPM format.		In progress	Spec Ed

6. Build positive relationships and communication strategies between HUSD and the community

6a. Build positive relationships between school and the community by continuing to facilitate open discussion, parent meetings and professional development for staff regarding best practices for communication for families.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Training staff on policies concerning appropriate evaluation procedures to decrease inaccurate classifications	Researched and ordered new evaluation measures for students with lower cognitive functioning in order to ascertain measurable and valuable information. (WJ-IV ECAD)		In progress	Spec Ed
Create a teacher group that will work with SEPTA and meet regularly to support their efforts and bridge the communication gap.	K-12 Special Education Chairperson will serve as liaison.	Relationship between Spec Ed and SEPTA now solid.	Ongoing	Spec Ed
Understanding and attending to the political context allows acceptance of the vision and policies.	April 2018 drafted vision and sent out to stakeholders for feedback	Vision in place. Next steps are to develop district/community alignment.	Ongoing	Spec Ed

6. Build positive relationships and communication strategies between HUSD and the community

6a. Build positive relationships between school and the community by continuing to facilitate open discussion, parent meetings and professional development for staff regarding best practices for communication for families.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Systematic reform can take place by attending to the needs of the people doing the work, attending to the power structure where the work will occur, creating policies and organizational structures that support the work and knowing the vision and the goals of the work	Increased communication	Development of good tools (newsletter, coffees, etc.). Continued need for more effective and collaborative communication between families, district, and schools.	Ongoing	District and Spec Ed
	Development of SOPM		In progress	Spec Ed
	Development of vision		Ongoing	Spec Ed

6. Build positive relationships and communication strategies between HUSD and the community

6a. Build positive relationships between school and the community by continuing to facilitate open discussion, parent meetings and professional development for staff regarding best practices for communication for families.

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Cross-cultural communication in the school community	In discussion with the SEPTA Board, it was felt this is not necessary at this point many barriers have been crossed and communication and trust has/continues to improve (Toolkit for Resources for Engaging Families and the Community as Partners in Education).	Good that SEPTA and spec ed working together. Continued need for more effective and collaborative communication between families, district, and schools.	Ongoing	District and Spec Ed
Prepare educators for two-way communication with families	Google Forms request for questions		Met	Spec Ed
	Open lines of communication		Ongoing	Spec Ed
	Year end survey		Met	Spec Ed

6. Build positive relationships and communication strategies between HUSD and the community

6b. Build effective communication strategies between the district and the community with a focus on district practices that include a communication protocol guidance on the role of the case managers

Goals	Actions	Progress and Notes	Progress	Primary Responsibility
Collaborate with SEPTA and other parent organizations to continue to work on building strong parent-teacher communication	Google Forms request for questions		Met	Spec Ed
	Open lines of communication		Ongoing	District and Spec Ed
Create a communication protocol that would define the timing and content of communication between a child's team and their parents			In progress	
Create a communication protocol to include any special education services missed	Created quarterly letter that is sent home to parents when 5 or more sessions have been missed and not made up. Parents are given the choice to make up sessions		Met	Spec Ed
Provide guidance on the role of the case managers to students with disabilities	Redesigned the case manager letter that is sent home to the parents with contact information (names and contact information of all service providers)		Met	Spec Ed

EDC Team Members

- Lauren Katzman, Ed.D.
- Jennifer Baribeau
- Caroline Parker

In case needed...

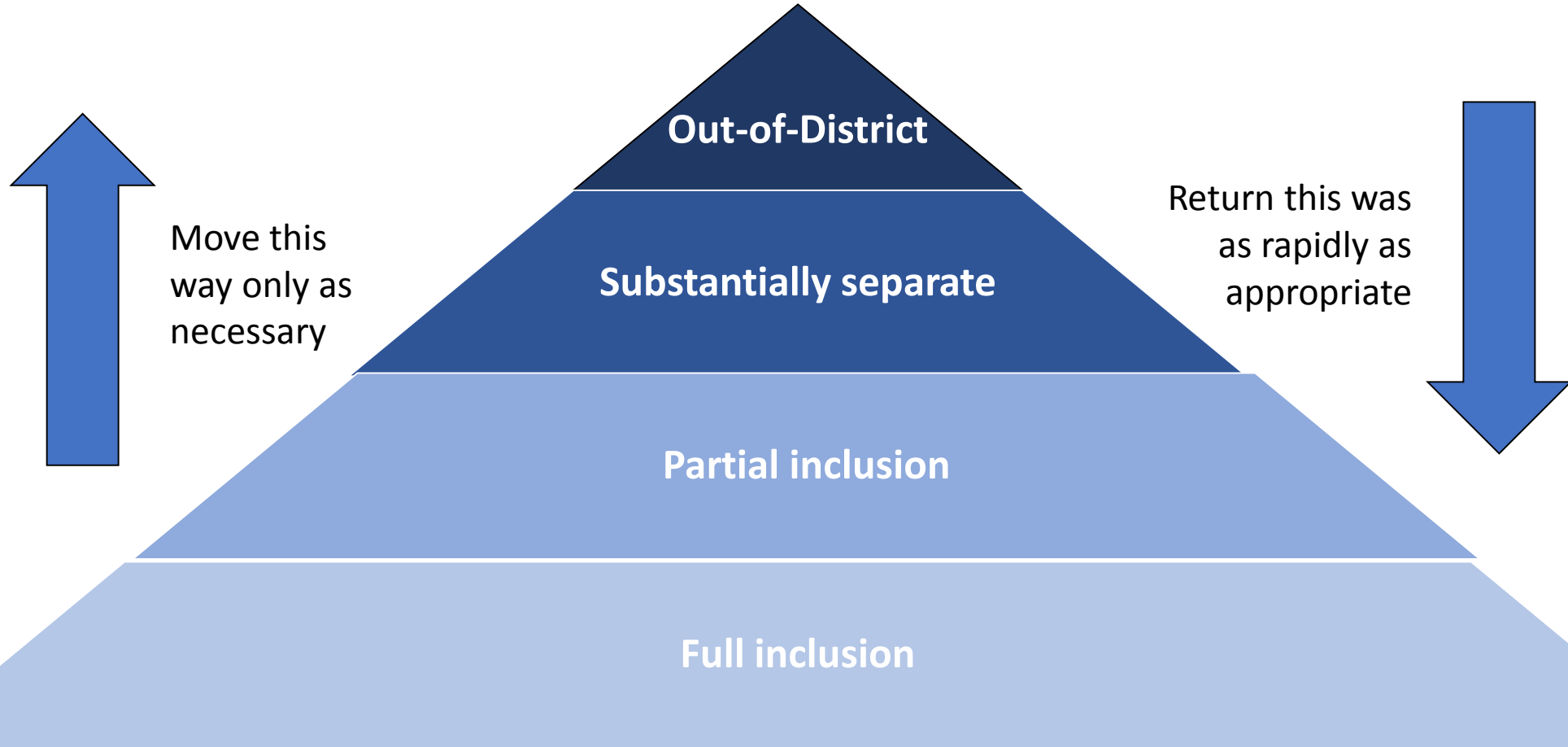
Why are Inclusive Services Important?

- The more time students with disabilities spend in a general education classroom, the:
 - higher their scores are on standardized tests of reading and math;
 - fewer absences they have from school;
 - fewer referrals they have for disruptive behavior; and
 - better outcomes they have after high school in the areas of employment and independent living.
- This was found for all students with disabilities, regardless of:
 - their disability label;
 - the severity of their disability;
 - their gender; or
 - their family's socio-economic status.

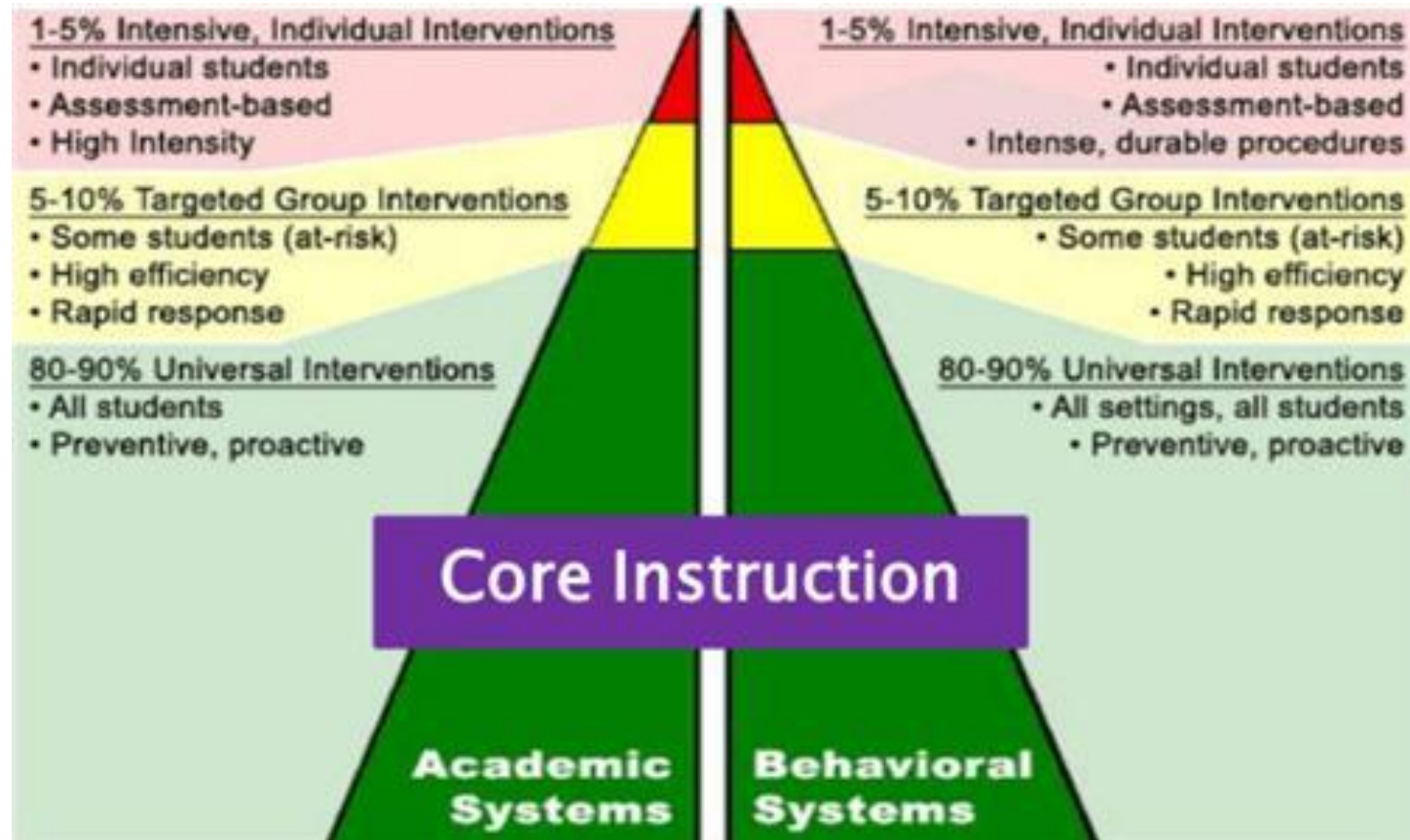
(Wagner, Newman, Cameto, Levine, & Garza, 2006)

Continuum of Special Education Services

(as required in IDEA)



Multi-Tiered System of Supports



Universal Design for Learning

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Source URL: http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice