

**ORANGE COUNTY
BOARD OF EDUCATION**

AGENDA ITEM ABSTRACT

Meeting Date: March 25, 2013

AGENDA ITEM No. 13-03-(2)-11

ACTION: (Y/N) N

SUBJECT: Exceptional Children's (EC) Program Update

INFO. CONTACT: Dr. Denise Morton, Connie Crimmins **PHONE:** (919) 732-8126

ATTACHMENTS: 1. Exceptional Children's Services Personnel and Program Overview
 2. Exceptional Children's Program Power Point
 3. Exceptional Children's Program 2010-2013 Strategic Plan Update

PURPOSE: To provide the Board of Education an overview of the EC Program and a report on what has been accomplished to date on the EC program's 2010-2013 Strategic Plan.

BACKGROUND: Orange County Schools EC Program offers comprehensive services to students with disabilities across the district. According to the latest state headcount of December 2012, 1093 or 14.79% of students in the district are labeled as a student with a disability. Services for these students range from providing educational support to also providing related services such as speech/language therapy, occupational therapy, physical therapy, etc. Specific services and supports for each child are determined by the child's Individual Education Plan team.

In September of 2010, as part of the district's continuous improvement cycle, district leadership requested that the North Carolina Department of Public Instruction conduct a program evaluation of the EC program. The goal of the program evaluation was to ensure that the district's programs were operating as effectively and efficiently as possible. A major outcome of the team's visit was the development of a three year strategic plan for the EC program which was based on the team's recommendations. A report on the status of the EC three year strategic plan will be shared with the Board of Education.

FINANCIAL IMPACT:

Orange County Schools Board of Education	\$534,242.00
State	\$3,765,454.00
DPI Risk Pool	\$79,545.00
Special State Reserve	\$62,743.00
Developmental Day	\$18,248.00
Federal	\$2,298,187.00
TOTAL FUNDING:	\$6,758,419.00

RECOMMENDATION: The Superintendent recommends that the Board of Education receive for information purposes the EC Program update.

**Exceptional Children Services
Personnel and Program Overview
2012-2013**

Personnel and services/programs overview:

Personnel:

Central Services Personnel: Connie Crimmins, Director
Diane Wilson, Administrative Assistant
Debbie Wiley, Program Specialist
vacant, Program Specialist
Arpita Byrnes, Preschool Disabilities Coordinator
Whitney Griffin, Autism Specialist

Major Responsibilities:

Connie Crimmins, Director

- Leadership and direction for the department in accordance with federal and state policies, local procedures and local initiatives
- Maintain compliance with federal, state and local laws, policies and procedures
- Collaboration with other district directors
- Create and /or implement local procedures as necessary
- Interface with NCDPI for updated policy information
- Monitor staffing of all aspects of Services for Exceptional Children
- Maintain fiscal responsibility through effective budgeting

Diane Wilson, EC Department Administrative Assistant

- Provide Administrative Assistance to the director and other staff, as needed
- Monitor budget and purchasing

Debbie Wiley, Program Specialist

- Coordinates the Exceptional Children's programming at 6 Schools
- Oversees the Comprehensive Exceptional Children's Accountability System (CECAS)
- Collaborates at school level Professional Learning Communities
- Provides support and technical assistance to district EC Facilitators and teachers

vacant, Program Specialist

- Coordinates the Exceptional Children's programming at 6 Schools
- Provides technical assistance and support for delivery of students' Individualized Education Plan
- Collaborates at school level Professional Learning Communities
- Facilitates professional development for instruction and best practices in alignment with Orange County Schools district initiatives

Sheila Vanhook MacDonald, Specialized Services Coordinator

- Supervises implementation of funding received through PRC 29, including hiring and managing staff
- Provides and coordinates the NC Non-Violent Crisis Intervention, district-wide
- Coordinates implementation of Positive Behavior Intervention Support (PBIS)
- Coordinates district-wide review of the PBIS program
- Coordinates the Section 504 program

Arpita Byrnes, Preschool Disabilities Coordinator

- Coordinating the special education process students and representing the LEA during meetings
- Acting as the Orange County School's liaison for Preschool in working with other agencies (Kidscope, CDSA, Head Start, Children's Learning Center, Doctor's Offices, Department of Social Services, Orange County Health Department, etc)
- Serving students' Special Education Services that are not currently in a BK Certified Teacher's classrooms
- Participating and coordinating the Transdisciplinary Play Assessments for the PreK Intervention team
- Completing the paperwork related to IEP meetings, referrals, etc (and assisting teachers when needed)

Whitney Griffin, Autism Specialist

- Coordinates services for students with Autism
- Provides professional development on best practices for instructing students with Autism
- Serves as a district Differentiation Coach
- Coordinates the programming and budget for the Autism Support Team (PRC 118)
- Supports teachers and parents of students with Autism

Related Service Personnel:

Under the Individuals with Disabilities Act, students with disabilities may be eligible for related services. Related services support the student's access and support the special education services. Unlike private therapies, the school based related services target skills needed for a student to benefit from special education. The most prevalent related services are Speech-Language therapy, Occupational Therapy, Physical Therapy, and transportation.

The staffing in Orange County Schools related service personnel is as follows:

1.5 Physical Therapists

5 Occupational Therapists

0.2 Audiologist (contracted service)

9.6 Speech Language Pathologists

District Itinerant Support:

Due to the low prevalence rate of certain disabilities or full time staffing need in a building, Orange County School employs itinerant staff to provide direct service in these areas. OCS employs the following itinerant staff:

1 teacher for the hearing impaired

5 School Psychologists

1 Adapted Physical Education Teacher

1 teacher for the visually impaired

Services:

Preschool Intervention (ages 3-5): Preschool services for students with disabilities are provided through a variety of service models. Orange County Schools serves students in 5 classes funded by Title 1/NC Pre-K, 5 Headstart classes funded through Orange County Head Start, private day care settings, Developmental Day at The Children's Learning Center and as visiting students to receive services at one of the school based sites. Additionally, there are two classrooms for students with disabilities with a low student teacher ratio as every student is identified as a student with a disability.

School Age Programs ages (5-21): All schools provide services for students with disabilities. Schools are staffed with teachers with special education licenses to provide specially designed instruction for students eligible for special education. In addition, each school is assigned related service personnel (speech-language pathologist, Occupational Therapist, Physical Therapist, and a School Psychologist) to meet the students' needs, if eligible for related services, based on the Individualized Education Plan. Students with mild to moderate disabilities receive services in the Least Restrictive Environment typically in the general education classroom or in a small group away from the general education classroom.

Every attempt is made to educate students with disabilities in their home schools. However, there are small, separate settings designed to meet the needs of students with increased special education needs. These classrooms offer a greater staff to student ratio and the curriculum delivered upholds the North Carolina Extended Content Standards) grades K-12 or the Occupational Course of Study (grades 9-12). A reference table of separate setting classroom location is listed below:

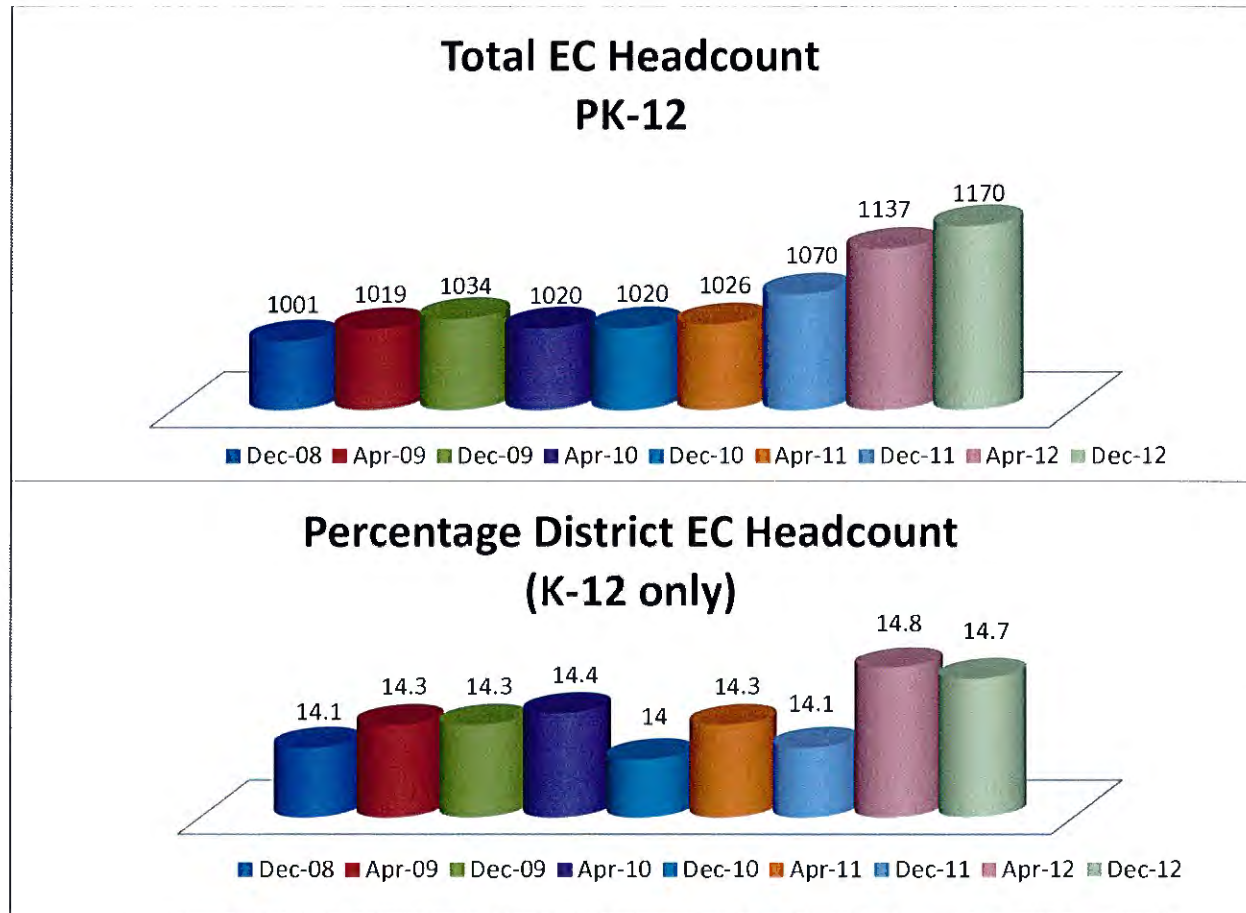
**Separate Settings for Students with Disabilities
2012-2013**

School	PK-separate	PK Title 1/blended	PK-Headstart	Autism	Low Incidence	Sustained Behavior Support	Occupational Course of Study
Elementary Schools:							
Grady Brown	X			X-2 classes			
New Hope		X			X-2 classes		
Pathways	X	X	X				
Central		X	X				
Efland Cheeks		X	X				
Cameron Park							
Hillsborough							
Middle School							
AL Stanback				X-1 class	X-1 classes		
CW Stanford							
Gravelly Hill						X-pending	
High Schools:							
Orange High					X-3 classes		X-2 classes
Cedar Ridge							X
Alternative Secondary School							
Partnership Academy							

5 Year Child Count Synopsis:

Each December and April, LEAs are required to submit Child Count to the state which determines funding services for students with disabilities. Each child meets entitlement status through compliant paperwork and provision of a Free and Appropriate Public Education.

The graph below shows the Child Count numbers submitted each December and April as well as a school age percentage of students identified.



ORANGE COUNTY SCHOOLS EXCEPTIONAL CHILDREN'S PROGRAM

UPDATE TO THE BOARD OF EDUCATION

MARCH 25, 2013

Personnel...

Central Services Staff:	7
Related Service Staff:	18.5
Psychologists:	5
Teachers:	55
Instructional Assistants:	43 (includes 7 at PK)
Itinerant Teachers:	3
Behavior Interventionists:	3
ECLPN:	1
EC Nurse:	1
# of National Board Certified Teachers:	9
100% HQ teachers per the Title II report	



Accomplishments...

People:

- Charlotte Hughes, PT: recipient of the Lara Jane Parker Excellence Award (New Voices Foundation)
- Paula Alford, EC teacher at OHS: Honored at the state Exceptional Children's Conference as the Teacher of Excellence from Orange County Schools
- Whitney Griffin, AU specialist offers ongoing PD for parents and staff in topics related to Autism

Partnerships:

- Dr. Karen Erickson, UNC
- Dr. Harriet Able, UNC
- New Voices
- Triumph, LLC
- Special Education PTA (SEPTA)

Accomplishments...

Programmatic:

- Successful opening of a new classroom at Gravelly Hill Middle School to serve students with intensive behavioral and academic needs
- The development of an Assistive Technology team
- Positive Behavior Support (PBIS) initiated at 3 schools

Presentations:

- Connie Crimmins presented with Dr. Karen Erickson at the Council for the Chief State School Officials at the winter meeting in Atlanta titled "*Strategies to Prepare Learners with Diverse Needs to Achieve the Common Cores State Standards*"

Funding...

- Federal-- \$2,298,187
- State-- \$3,765,454
- Local-- \$534,242
- Special funding through the Department of Public Instruction:
 - Risk Pool--\$79,545
 - Special State Reserve--\$62,743
 - Developmental Day--\$18,248

Disability areas...

- | | |
|---|---|
| <input type="checkbox"/> Autism- AU | <input type="checkbox"/> Speech-language Impaired- SI |
| <input type="checkbox"/> Visually Impaired, including
blindness- VI | <input type="checkbox"/> Traumatic Brain Injured- TBI |
| <input type="checkbox"/> Hearing Impaired- HI | <input type="checkbox"/> Orthopedically Impaired- OI |
| <input type="checkbox"/> Deaf-Blindness- DB | <input type="checkbox"/> Intellectually Disabled-
Mild/Moderate/Severe-
IDMI/IDMO/IDSE |
| <input type="checkbox"/> Other Health Impaired- OHI | <input type="checkbox"/> Multiple Disabilities- MU |
| <input type="checkbox"/> Serious Emotionally Disabled- SED | <input type="checkbox"/> Specific Learning Disabled- SLD |
| <input type="checkbox"/> Development Delay- DD | <input type="checkbox"/> Deafness- DF |

Related Services

- ☐ Speech language
- ☐ Occupational Therapy
- ☐ Transportation
- ☐ Physical Therapy
- ☐ Orientation and Mobility
- ☐ Interpreting
- ☐ Audiology

How Students Receive Support

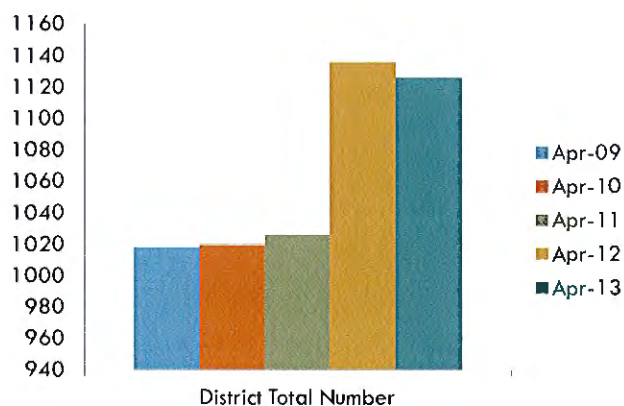
General Education Teacher
EC Teacher
EC Facilitator
Grade Level PLC/Department PLC
Behavior Interventionists
School Psychologist
School Nurse
School Social Worker
School Counselor



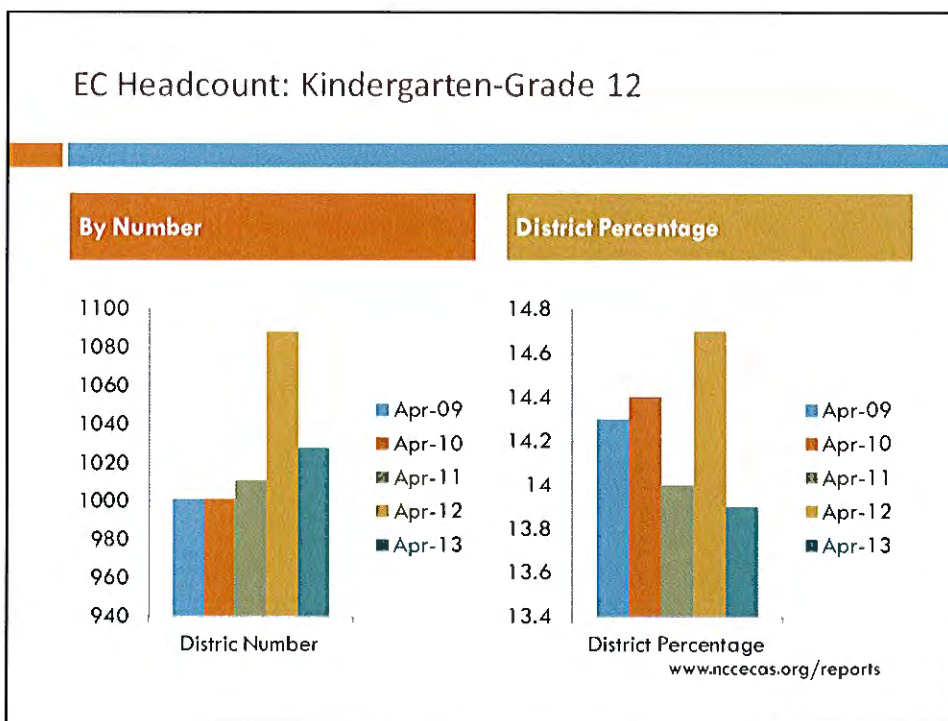
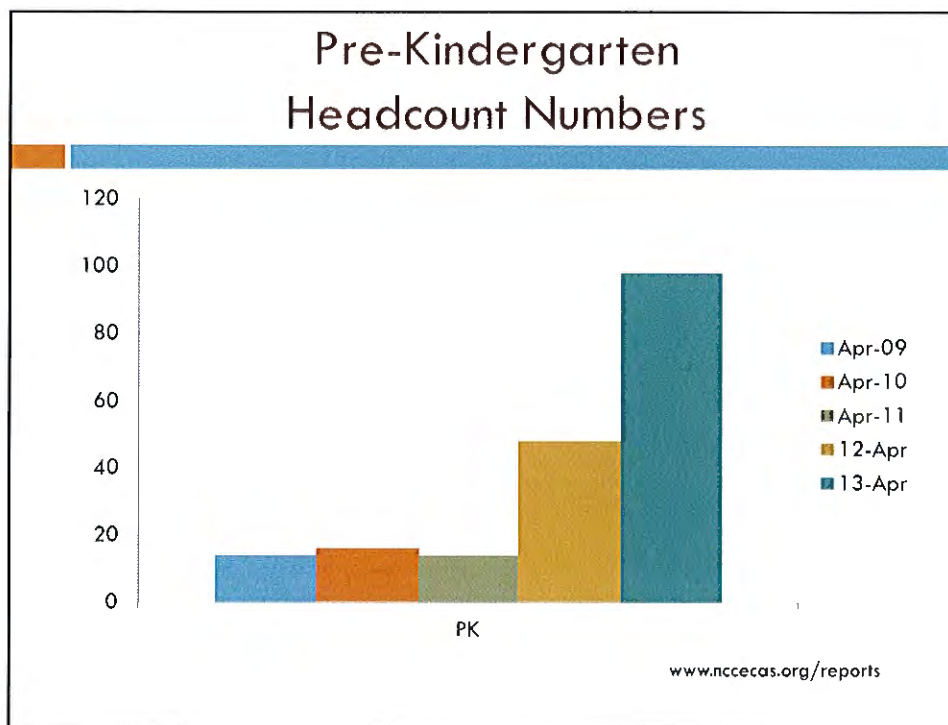
Separate Class Locations..

Level	School	Class Type
Pre-Kindergarten	•Grady Brown •Pathways	•Autism •Low Incidence
Elementary	•Grady Brown •New Hope	•Autism (2) •Low Incidence (2)
Middle School	•AL Stanback •Gravelly Hill •Triumph Academy	•Autism (1) •Low Incidence (1) •Emotional Disabilities (1) •Day Treatment
High School	•Cedar Ridge •Orange	•Occupational Course of Study (1) •Occupational Course of Study (1) •Low Incidence (3)

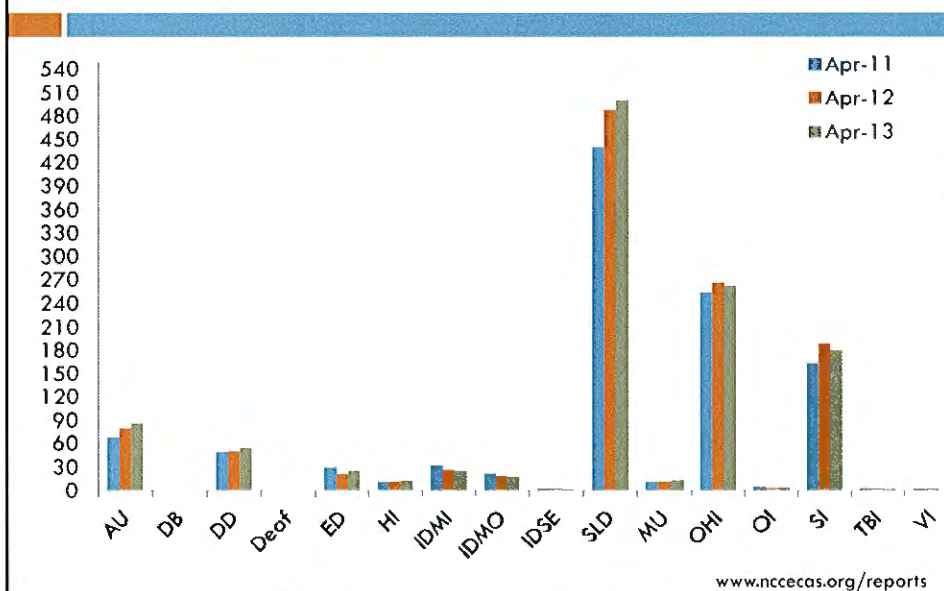
EC Headcount: Number of students Pre-Kindergarten-Grade 12



www.nccecas.org/reports



Number by Disability Area



EC Percentage by School

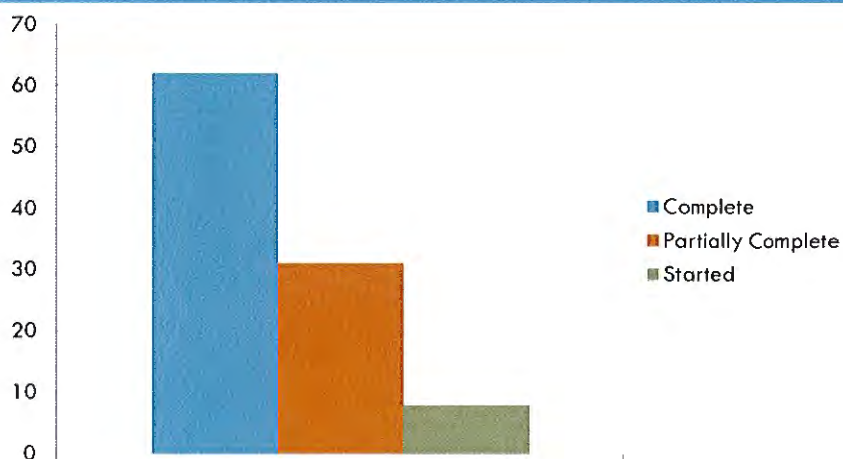
School	April 2011	April 2012	April 2013
Cameron Park	9%	11.9%	11.3%
Central	18.7%	19.7%	15.6%
Efland Cheeks	10.3%	13.2%	13.6%
Grady Brown*	10.8%	12.3%	13.5 % (9.8%)
Hillsborough	10.5%	14.2%	15%
New Hope*	11.3%	14.1%	17% (14.3%)
Pathways	11.4%	14%	14.1%
AL Stanback*	17.1%	18.5%	18.8% (16.6%)
CW Stanford	12.3%	11%	10.5%
Gravelly Hill	13.7%	15.3%	15.2%
Cedar Ridge	19.3%	16.4%	12%
Orange*	18.1%	15.9%	12.8% (10.5%)
Partnership	50%	39%	65%

PBIS program outcomes---

- ☐ Reduction in office referrals
- ☐ Suspensions reduced
- ☐ Increased attendance
- ☐ Increased instructional time
- ☐ Common language and consistent processes
- ☐ Drop out rate decreased



Strategic Plan Update



Questions...

Exceptional Children's Program

2010-2013

Strategic Plan Update

Spring 2013

Acronyms:

ABA:	Applied Behavior Analysis
ADA:	Americans with Disabilities Act
CECAS:	Comprehensive Exceptional Children's Accountability System
DPI:	Department of Public Instruction
EC:	Exceptional Children
ESY:	Extended School Year
FERPA:	Family Educational Rights and Privacy Act
HQ:	Highly Qualified
HR:	Human Resources
IDEA:	Individuals with Disabilities Act
IEP:	Individual Education Plan
NC:	North Carolina
NCVPS:	North Carolina Virtual Public Schools
OCS:	Orange County Schools
OHS:	Orange High School
PBIS:	Positive Behavior Intervention System
PD:	Professional Development
PLAAFP:	Present Level of Academic and Functional Performance
PLC:	Professional Learning Community
RACG:	Raising Achievement/Closing the Gap
SLP:	Speech-Language Pathologist
TEACCH:	Treatment and Education of Autistic and related Communication Handicapped Children
WTP:	Whole to Part

DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible	Status
<p><u>Area I: Caseload Class Size</u></p> <p>❖ Continually monitor low-incidence populations/classrooms for sufficient staffing</p>	<p>Identify firm date for consensus of caseload/class size (30 days after the start of school year) and quarterly thereafter. Caseload/Class size forms will be collected from each case manager after the first 20 days of school. Caseload/class size forms will be collected from case managers at the end of each quarter for review</p> <p>CECAS will be used to monitor case loads</p> <p>Caseload / class size will be aligned with NC Policies Governing Services for Children with Disabilities Special Education Class Size Requirement</p>	<p>Ongoing</p> <p>Spring 2010</p> <p>Ongoing/ review of quarterly reporting of caseload</p>	<p>EC Director, EC Program Compliance /CECAS Specialist Principal.</p> <p>EC Program Compliance/CECAS Specialist</p> <p>EC Director</p>	<p>Status: Complete</p> <p>Provider function was added to CECAS to monitor caseloads at the Central Service level. Case loads align with the NC Policies Governing Services for Children with Disabilities Special Education Class Size Requirement— monitoring is ongoing by Program Specialists EC Facilitators and the EC Director. A database of students placed in the district classes was developed and continually monitored</p>

<p>❖ Consider co-teaching and team-teaching models for those whose licenses do not reflect certification in the content area (e.g., some Occupation Course of Study courses)</p>	<p>Piloting Virtual co-teaching model at Cedar Ridge High School (Algebra I)</p> <p>Implement Virtual High School co-teaching for Occupational Course of Study courses at Cedar Ridge High School and Orange High School.</p> <p>Provide District level co-teaching training to general and exceptional educators</p>	<p>Spring 2011</p> <p>Fall 2011</p> <p>Fall 2010 and Fall 2011</p>	<p>EC Program Specialist for Curriculum / Transition, High Principals</p> <p>EC Program Specialist for Curriculum / Transition, High School Principals</p> <p>EC Program Specialist for Curriculum / Transition, High School Principals</p>	<p>Status: Complete</p> <p>EC teachers are involved in Co-teaching Professional Development and the Differentiation Professional Development</p> <p>NCVirtual Public Schools is being used in the Occupational Course of Study and will continue next year</p>
<p>❖ Schedule time for planning and collaboration between general education and special education teachers</p>	<p>Identify early release days for collaboration</p> <p>Principals will develop a plan at each school for general education teachers and special education teachers to collaborate</p>	<p>Fall 2011</p> <p>Fall 2011</p>	<p>Principals</p> <p>Principals, EC District Staff, EC Director</p>	<p>Status: Complete</p> <p>EC teachers attend all school based Professional Development during early release days. EC teachers attend grade level or content level Professional Learning Communities (PLCs). This was reiterated to principals at the beginning of the year. Program Specialists</p>

				participate in the EC PLCs and monitor the communication with General Education and the participation in General Education PLCs.
❖ Review various issues with staff, especially new staff, such as: the EC Facilitators role; teachers' expectations and their roles; classroom behavior management; and teacher scheduling practices	<p>Develop quick start guides to outline teacher expectations/roles and EC facilitator roles within the Exceptional Children's Process</p> <p>New EC Teacher Orientation New CECAS user professional development</p> <p>Develop EC Facilitator job description</p> <p>School administrators and school level EC staff will collaborate prior to the opening of school to develop schedules to meet the needs of exceptional children</p>	<p>Fall 2010/ Revised fall of 2011</p> <p>September 2010, October 2010/ Ongoing each</p> <p>Spring 2011</p> <p>Plan to be developed Fall 2011</p>	<p>EC Program Compliance/CECAS Specialist</p> <p>EC Director, EC Program Compliance/CECAS Specialist</p> <p>EC Director, Assistant Superintendent for Human Resources</p> <p>Principals</p>	<p>Status: Partially complete</p> <p>All items have been addressed. New staff receives an introduction to state policies and local procedures (including CECAS) at beginning of the year and ongoing throughout the year. Job descriptions were developed and shared with EC Facilitators and principals. Program Specialists are involved in EC School-based PLCs in order to address scheduling needs proactively. EC Director, Elementary Education Director and principals will be collaborating on scheduling practices for the upcoming school</p>

				year.
❖ Consider the need to designate a Lead Speech-Language Pathologist and re-establish monthly speech meetings to provide discipline-specific staff development	<p>Designate Lead Speech Language Pathologist</p> <p>Establish monthly Speech Language Pathologist meetings</p> <p>Develop 3 year Speech Language professional development plan to align with the EC department strategic plan</p>	<p>Fall 2011</p> <p>Fall</p> <p>Fall 2011</p>	<p>EC Director</p> <p>EC Director, Lead Speech Language Pathologist</p> <p>EC Director, Lead Speech Language Pathologist</p>	<p>Status: Complete</p> <p>Lead Speech/Language Pathologist was identified and conducts monthly PLCs. SLPs are identifying Professional development needs. Opportunities have been afforded to attend conferences, bring speakers in and collaborate together.</p>

DPI Recommendations	Improvement Activity	Time Line	Who's Responsible	Status
<p><u>Area II: Paperwork Procedures</u></p> <p>❖ Ensure that the maintenance of confidential files adhere to the requirements of Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Improvement Act (IDEA)</p>	<p>Conduct location assessment of student EC records at each school</p> <p>Post confidentiality requirements on all file cabinets in schools</p> <p>Develop a standardized district-wide sign in/out procedure for confidential records</p>	<p>Summer 2011</p> <p>Summer 2011</p> <p>Summer 2011</p>	<p>District EC Staff</p> <p>District EC Staff, Principals</p> <p>District EC Staff, Principals, EC Director</p>	<p>Status: Complete</p> <p>Procedures have been instituted to address these items and will continue.</p>
<p>❖ Ensure that teachers and IEP Teams are informed of the requirement to include competency goals on the IEPs for students who are assessed using the modified achievement standards (i.e., NCEXTEND 2)</p>	<p>District-level compliance training held annually</p> <p>School based compliance training</p>	<p>Fall 2010/ Ongoing</p> <p>Fall 2011/ongoing—</p>	<p>District EC Staff, EC Facilitators, Case Managers</p> <p>District EC Staff, EC Facilitators, Case Managers, and Principals</p>	<p>Status: Complete</p> <p>Ongoing confidential file review and school based training has continued. Results are shared with each school's EC team.</p>
<p>❖ Develop and enforce guidelines and procedures for consistency in goals, Present Level of Academic and Functional Performances (PLAAFP), and all policies related to Individual Education Plans (IEP) and their handling</p>	<p>Develop a teacher friendly audit worksheet for self monitoring IEP quality (to include required components of goals and Present Level of Academic and Functional Performance)</p> <p>Self monitoring audit worksheets of randomly selected EC student records will be reviewed and results will be reported to principals and case managers for corrections</p>	<p>Summer 2011</p> <p>March 20011/ ongoing with twice a month reporting to principals</p>	<p>District EC Staff, EC Facilitators</p> <p>District EC Staff , EC Facilitators</p>	<p>Status: Complete</p> <p>Ongoing confidential file reviews and school based training has continued. Results are shared with each school's EC team.</p>

	Implement the use of CECAS to manage IEP(s) and progress reporting	Fall 2010/ ongoing	District EC Staff, EC Facilitators, Case Managers, Principals	
❖ Provide Staff development to ensure understanding of the above, possibly to include self-audit procedures/checklists	Writing quality IEP focused professional development will be provided to individual school staff based on school level audit findings reported to principals (self-audit procedures/checklists addressed above)	Fall 2011	District EC Staff, Principals	Status: Complete Ongoing confidential file reviews and school based training has continued. Results are shared with each school's EC team. Improvement will be continual over each school year.
❖ Monitor high school records and promote development of stronger and more individualized PLAAFPs and IEPs	High school Exceptional Children's Staff will participate in a professional development activity focusing on writing quality how to write quality IEP(s) A professional development on using the self audit worksheet to monitor IEPs will be provided during school level PLCs	Fall 2011 Spring 2012	District EC Staff, Principals District EC Staff, Principals	Status: Partially complete Ongoing confidential file review and school based training has continued. Results are shared with each school's EC team. Improvement will be continual over each school year. A self-monitoring process will be developed and initiated School Year

				13/14.
❖ Conduct ongoing monitoring of records (consult with your DPI monitoring consultant)	<p>Exceptional Children's Facilitators will conduct audits twice monthly of records throughout the district during regularly scheduled meetings</p> <p>Audit findings are recorded on the state deficit sheet and Exceptional Children's Facilitators will monitor and verify corrections are made at the school level by case managers</p> <p>District staff monitor school level corrections submitted by the Exceptional Children's Facilitators to the EC Department</p>	<p>Fall 2010/ ongoing</p> <p>Fall 2010/ongoing</p> <p>Fall 2010/ongoing</p>	<p>EC Program Compliance /CECAS Specialist, EC Facilitators</p> <p>EC Facilitators, Case Managers, Principals</p> <p>EC Director, EC Program Compliance /CECAS Specialist</p>	<p>Status: Complete</p> <p>Ongoing confidential file review and school based training has continued. Results are shared with each school's EC team.</p>

DPI Recommendations	Improvement Activity	Time Line	Who's Responsible	Status
<p><u>AREA III: Staffing/Licensure</u></p> <p>❖ Establish who is licensed and appropriately assigned related to "highly qualified" (HQ) issues; determine gaps in services being provided; and make plans for addressing the continuum of services offered and what existing staff can do to work together to offer them</p>	<p>Review teacher assignments prior to the beginning of the each school year/ semester</p> <p>Develop school based scheduling committees (i.e. principal, school based department chairs including general education, EC, and a counselor to ensure that the continuum of services is offered at each school</p>	<p>Fall 2010/ongoing</p> <p>Spring/Summer ongoing</p>	<p>Assistant Superintendent for Human Resources, Principals, EC Director</p> <p>Principals</p>	<p>Status: Complete</p> <p>Collaboration with the Human Resources department is ongoing</p>
<p>❖ Determine if existing staff will take the Praxis exams or coursework to add certification to become HQ</p>	<p>Human Resources will assist individual staff to develop a plan for addressing licensure needs</p>	<p>Fall 2010/ongoing</p>	<p>Assistant Superintendent for Human Resources</p>	<p>Status: Complete</p> <p>Collaboration with the HR department is ongoing. Any teachers with this need will continue to be identified to resolve the HQ issue.</p>
<p>❖ Establish who delivers information related to licensure</p>	<p>Human Resources will work directly with any staff member needing licensure information</p>	<p>Fall 2010/ongoing</p>	<p>Assistant Superintendent for Human Resources</p>	<p>Status: Complete</p> <p>Complete: HR discusses the licensure information with the employees or candidate</p>

❖ Develop an orientation process for new teachers coming in after the year begins	New Teacher Orientation is offered each semester with individual follow up on an as needed basis	September 2010, October 2010/ongoing each semester	District EC Staff	Status: Complete Complete and will continue each year
	General IEP training will be offered for newly hired teachers	Fall 2011	District EC Staff	
	Orientation and reference materials will be posted on Exceptional Children's website	Fall 2011	District EC Staff	
❖ Change the way contracted providers are assigned workloads and contracted services; ensure these providers have background checks conducted on them	A committee will evaluate the use of Speech Language contracted services and make recommendations for assignments Backgrounds checks will be performed on all contract service providers prior to entering into a contract	Fall 2011 Immediately	District EC Staff, Lead Speech Language Pathologist Assistant Superintendent of Human Resources	Status: Complete Completed and will continue each subsequent school year

<p>❖ Consider contracting for related services directly rather than having contractors serve and bill for only Medicaid eligible students. This contracting method has potential for conflict of interest concerns and two levels of service driven by Medicaid eligibility rather than least restrictive environment</p>	<p>A committee will evaluate the use of Speech Language contracted services throughout the district and make recommendations for Medicaid billing</p> <p>Lead Speech Language Pathologist will oversee Medicaid billing</p>	<p>Summer 2011</p> <p>Fall 2011</p>	<p>EC Director, Lead Speech Language Pathologist</p> <p>EC Director, Lead Speech Language Pathologist</p>	<p>Status: Complete</p> <p>Caseloads for all related service areas have been analyzed including the Medicaid implications.</p> <p>Orange County Schools will hire related service personnel as Orange County Schools employees as much as possible and in a fiscally responsible manner.</p>
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DPI Recommendations	Improvement Activity	Time Line	Who's Responsible	Status
<u>AREA IV: Service Delivery Model/Instructional Methods</u>				
❖ Immediately address Americans with Disabilities Act-compliance concerns at Orange High School	Senior District Level Administration will collaborate with Orange High Schools principal & EC Director to develop a plan to address ADA-compliance concerns at Orange High School	Immediate action	Senior District Level Administration	Status: Complete Bathroom built in a separate setting classroom and ramp/sidewalks renovated
❖ Develop better systems for writing and implementing quality IEPs, utilizing current staff	Offer quality IEP professional development for targeted staff based on school level audit findings	Fall 2010 ongoing	District EC Staff, EC Facilitators	Status: Complete Professional Development will be offered ongoing each year
❖ Improve use of data to drive decision-making for individuals students	Implement district-wide assessment tool (Brigance Inventories: Early Intervention, Transition & Basic Skills) Provide professional development on the use of various sources of data to drive decision making throughout the EC process	Spring 2011 Fall 2010 & ongoing	District EC Staff District EC Staff	Status: Partially complete Ongoing—all data is being analyzed to determine if current service delivery is meeting student's needs. IEP teams will have continued Professional Development related to data and the relationship with IEPs.

❖ Evaluate special education services in high school. Use Academic Strategies classes for true instruction (e.g., reading strategies, test-taking skills, social skills, etc.) rather than just study halls	Provide professional development and coaching to implement specific research based reading instruction. (Wilson Language, Whole to Part, HillRAP) Lead high school teachers through a facilitated analysis of students needs and design appropriate interventions with in the Academic Strategies classes	Fall 2010, ongoing Spring 2011	District EC Staff, Principals District EC Staff, Principals	Status: Started Raising Achievement/Closing the Gap committee goal for SY13/14
❖ Assign classrooms that are appropriately sized and away from unnecessary distractions	Senior District Level Administration will collaborate with Principals and EC Director to develop a plan to ensure students have access to appropriately sized classrooms and away from unnecessary distractions	Immediate action	Senior District Level Administration, Principals, EC Director	Status: Complete Monitoring is ongoing
❖ Ensure that teachers of core content to students with disabilities are "highly qualified"	Human Resources will work directly with staff members requiring licensure information to become highly qualified	ongoing	Assistant Superintendent For Human Resources	Status: Complete EC director continually collaborates with HR Department
❖ Provide training and supports to teachers on the implementation of Positive Behavior Interventions and Support and on classroom management strategies	Develop a 3 year plan to Implement Positive Behavior Intervention & Support (PBIS) in all schools with Senior Administration approval	Fall 2012	Senior District Level Administration, EC Director, EC Positive Behavior Intervention Support, Principals	Status: Partially Complete Plan was developed and revised. Schools are surveyed to determine interest in starting school side

				PBIS. Grady Brown and AL Stanback actively involved. Training is being offered to schools so that they may become PBIS schools.
❖ Ensure that, during pull-out sessions, all teachers have specific plans to address students unique need and skill deficits	Lesson plans to address students specific needs will be developed and monitored	ongoing	Principals	Status: Partially Complete Walk-through tool being develop with curriculum directors will address this component and provide data to principals. It is a requirement for EC teachers.
❖ Improve attention to Least Restrictive Environment issues in serving speech-language students	Provide collaborative IEP professional development to staff and information session to parents Speech Language Pathologists will monitor Least Restrictive Environment of students receiving speech language services	Fall 2010, ongoing Fall 2011, ongoing	District EC Staff EC Director, Lead Speech Language Pathologist	Status: Complete
❖ Consider conducting a district-wide analysis of scientifically based reading researched materials. Utilize the list of materials to design a pyramid of intervention (e.g., core instruction, supplemental materials,	Analyze current district wide implementation of scientifically research based reading instruction offered by the EC Department Develop a pyramid of intervention to identify the instructional	2011-2012 School Year 2011-2012 School	EC Director, District EC Staff EC Director, District EC	Status: Partially Complete Analysis has begun

strategic intervention, and intensive intervention)	methods that are utilized on each level of the pyramid	Year	Staff	
❖ Provide professional development in Reading and Math Foundations and implementation of research-based instructional programs with fidelity	Provide professional development and coaching of specific researched based programs to ensure fidelity (i.e. Wilson, Foundations, HillRAP, Whole To Part)	Fall 2009 and ongoing	EC Director, District EC Staff	Status: Partially Complete Reading Foundations complete with ongoing follow up. Will investigate Math Foundations
❖ Develop a walk-through tool to be used by administration for evaluating quality co-teaching	Add EC indicators to the current 3 minute walk through instrument used by principals	Fall 2011	EC Director, Principals, Senior District Level Administration	Status: Started Walkthrough tool being developed with curriculum directors

DPI Recommendations	Improvement Activity	Time Line	Who's Responsible	Status
<p><u>AREA V: Programs for Students with Autism</u></p> <p>❖ Develop and implement a dedicated communications system (low and/or high tech) for each student who is non-verbal and for some students who are partially verbal</p>	<p>Assistive Technology Team will develop a written plan for assessing and implementing communication system needs for students with disabilities</p> <p>Establish an assistive technology lending library for the district</p> <p>Provide assistive technology professional development and consultation to teachers of students with communication needs</p>	<p>Spring 2011, ongoing</p> <p>Spring 2011, ongoing</p> <p>Spring 2011, ongoing</p>	<p>EC Director, District EC Staff , Assistive Technology Team</p> <p>Assistive Technology Team</p> <p>Assistive Technology Team</p>	<p>Status: Partially Complete</p> <p>Areas have been addressed and a plan for follow up Professional Development is being developed.</p>
<p>❖ Help teachers understand the Extended Content Standards and how they connect to the development of curriculum and lesson plans. Decide on a preschool curriculum to guide instruction</p>	<p>Provide professional development on the new Extended Content Standards (currently under development by DPI)</p> <p>Exceptional Children's Preschool classrooms will implement High Scope Curriculum</p>	<p>When new Extended Content Standards are released by DPI</p> <p>Fall 2011</p>	<p>District EC Staff</p> <p>EC Director, Pre-K Disabilities Specialist</p>	<p>Status: Partially Complete</p> <p>Ongoing PD for the teachers teaching the extended content standards is offered and investigation into PK curriculum has started</p>
<p>❖ Help teachers develop an understanding of evidence-based practices (e.g., not just TEACCH, ABA, etc.); use data to drive decisions for each individual student</p>	<p>The Autism Problem Solving Team is developing a systemic plan for ensuring that teachers of students with Autism receive ongoing training in evidence-based practices</p>	<p>Spring 2011, ongoing</p>	<p>EC Director, Autism Problem Solving Team</p>	<p>Status: Complete</p> <p>Ongoing PD is offered. Data driven decisions will continue to be required.</p>

❖ Provide support to underserved classrooms as staffing issues are being resolved	As staffing issues arise the EC Director, Principal and Assistant Superintendent For Human Resources will develop a plan to ensure all students are served adequately	Immediately	EC Director, Principal, Assistant Superintendent For Human Resources	Status: Complete Continually monitored through multiple data sources.
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DPI Recommendations	Improvement Activity	Time Line	Who's Responsible	
<u>Other Feedback</u> ❖ Develop a more proactive vision for a system-wide professional development strategic plan, including follow-up	Develop and implement a strategic professional development plan to include fidelity checks	2011-2012 School Year	EC Director, District EC Staff, EC Curriculum Leadership Team	Status: Complete Yearlong Professional Development plan addressing curriculum, co-teaching, differentiation and compliance was developed at the beginning of the year. Professional Development has been completed.
❖ Make monthly meetings of the EC Leadership Team more targeted toward the vision of the group	EC Curriculum Leadership Team will develop goals targeted toward the overall vision of the group	2011-2012 School Year	EC Director, District EC Staff, EC Curriculum Leadership Team	Status: Complete Ongoing input is solicited at any meeting with EC staff

❖ Have a system-wide approach to training/fidelity for differentiated instruction and/or program implementation	<p>Develop and implement a strategic three year professional development plan to include fidelity checks</p> <p>Provide online professional development via The Hill Center to address differentiated instruction and understanding learning differences</p>	<p>Fall 2012, ongoing</p> <p>Fall 2011/Spring 2012</p>	<p>EC Director, District EC Staff, EC Curriculum Leadership Team</p> <p>Senior District Level Administration, EC Director, District EC Staff, Principals</p>	<p>Status: Partially Complete</p> <p>Analysis has started and development will occur over the summer and articulated plan for School Year 13/14.</p>
❖ Provide information to parents related to IEP Team decision-making for Extended School Year services	<p>Develop an Extended School Year brochure to share with parents (hard copy and online)</p> <p>Share Extended School Year information with parents and staff via Exceptional Expressions Newsletter</p>	<p>Spring 2012</p> <p>Spring 2011</p>	<p>District EC Staff</p> <p>District EC Staff</p>	<p>Status: Started</p> <p>Comprehensive EC brochure will be developed, including Information about Extended School Year. Extended School Year determination is reviewed annually at each IEP meeting</p>
❖ Develop better communication systems amongst stakeholders. For example: consider development and use of a Parent Advisory Council; annually provide an EC update to the Orange County Board of Education; ensure there is a feedback loop among EC teachers, general educators and principals; and participate in DPI Exceptional Children Division regional meetings,	<p>Produce a quarterly newsletter (Exceptional Expressions)</p> <p>Maintain current information on the EC website</p> <p>Conduct parent satisfaction survey</p> <p>Each school will host a separate open house for students with</p>	<p>Fall 2010, ongoing</p> <p>Fall 2010, ongoing</p> <p>Winter 2010-</p> <p>Fall 2010</p>	<p>District EC Staff</p> <p>District EC Staff</p> <p>Senior District Level Administration, EC Director</p> <p>Senior District Level</p>	<p>Status: Partially Completed</p> <p>All aspects addressed in different venues, different modalities. Overall communication plan is still in development.</p>

directors' institutes and summer institutes	disabilities and their parents		Administration, EC Director, Principals	
	Conduct parent workshops to address areas of interest. (Tuesday Talks)	Fall 2010, ongoing	District EC Staff ,Senior District Level Administration	
	Provide annual EC update to School Board	Spring 2011, ongoing	EC Director	
	Hold ongoing EC Curriculum Leadership Team and Exceptional Children Facilitator meetings to share updated information	Fall 2010, ongoing	EC Director, District EC Staff	
	Hold monthly PBIS in-house coaches.	Fall 2009, ongoing	EC Positive Behavior Intervention Support	
	Meetings hold weekly meetings with District Level Behavior Interventionists	Fall 2010, ongoing	EC Director	
	EC Director or designee to attend directors' institutes, regional meetings and summer institutes	Fall 2012	Senior District Level Administration	
	A parent of an exceptional child will serve on the district Parent Advisory Council to the Superintendent as recommended by the Southern Association for the Accreditation of Colleges and Schools			

