

# Special Education Review EXECUTIVE SUMMARY

Prepared for:  
Montgomery Independent  
School District

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# GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

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# Introduction

Montgomery Independent School District (herein referred to as “Montgomery ISD” or “the District”) contracted with Gibson Consulting Group, Inc. (Gibson) to conduct a comprehensive review of the District’s special education program and services. Gibson conducted this review over a nine-month period between December 2021 and September 2022. Drawing on information gathered from extant data, documents, staff and parent surveys, individual and group interviews, an IEP file review, and classroom observations, this report describes Gibson’s assessment of Montgomery ISD’s strengths and areas in need of improvement with respect to its special education program, and identifies recommendations for Montgomery ISD to consider as it continues its efforts to improve services for students with disabilities (SWD) in the District.

Gibson wishes to thank the Montgomery ISD leadership and staff for their assistance in conducting this review.

## Project Objectives and Scope

The primary objectives of this special education review were to evaluate Montgomery ISD’s Department of Specialized Learning to identify areas of strength as well as opportunities for improving program efficiency and effectiveness in order to improve outcomes for students receiving special education services. This review focused on how Montgomery ISD can more effectively organize its structures, systems, and processes to better support the delivery of high-quality instruction and services to SWD or who have a Section 504 plan.

The scope of this review focused on answering the following questions:

- **Department Organization and Program Management**
  - Is the special education program compliant with all State Performance Plan (SPP) indicators, and are SWD meeting state targets?
  - Is the central office logically organized to support accountability, communications, and achievement of the Department’s goals and objectives?
  - Are staffing levels aligned to the individualized needs of students with disabilities?
  - Are program expenditures consistent with state and federal requirements, and does the District maximize revenues from Medicaid?
  - Do current information systems support efficient processes for managing and reporting on data and key indicators?
- **Student Identification, Evaluation, and Placement**
  - Does the District have an effective multi-tiered system of supports (MTSS) to address the academic and behavioral needs of students at risk of learning difficulties?

- Are students with a suspected disability appropriately referred to special education?
- Do evaluations include a variety of assessment tools and strategies, and are assessments technically sound and non-discriminatory on a racial or cultural basis?
- Are Individualized Education Programs (IEPs) high-quality and compliant with federal and state requirements?

- **Program Design and Delivery**

- Do Tier 1 instructional practices effectively support SWD in the general education classroom?
- Does the District offer a full continuum of services for SWD?
- Do transition services effectively support SWD as they matriculate from grade-to-grade, school-to-school, or into the community?
- Does the District employ effective practices for addressing maladaptive student behaviors, and are discretionary disciplinary referrals administered unbiased?

- **Parent Engagement and Communications**

- Is the District compliant with procedural safeguards?
- Are parents of SWD supported through effective communications about the special education program and/or the services their child receives?
- Does the District provide sufficient opportunities to engage parents of SWD and support them through training?

## Approach and Methodology

The findings and recommendations included in this report were informed by the following data collection and analytical activities.

### Extant Data and Document Analysis

Gibson collected and analyzed more than 150 documents and data files for the 2017-18 through 2021-22 academic years. Below is a summary of the information provided to the review team:

- **Program policy and guidance documents**, such as relevant Board policies (Local); strategic planning documents; standard operating procedures for special education, MTSS, and/or Response to Intervention (RTI); special education compliance and/or corrective action reports; and SPP indicator data.

- **Financial data**, such as program budget and expenditure data; Individuals with Disabilities Education Act Part B (IDEA-B) Maintenance of Effort (MOE) calculation worksheets; and, revenues related to Medicaid reimbursements.
- **Program information**, such as a description of Montgomery ISD’s instructional arrangements and service delivery models; placement of specialized learning classrooms (SLCs); description of the curricula; samples of training materials; and, classroom observation rubrics.
- **Student data**, such as enrollment data disaggregated by student race/ethnicity, gender, grade, primary disability, socioeconomic status, limited English proficiency (LEP) status, and instructional arrangement; discipline data; extended school year (ESY) participation rates; and, samples of individualized education programs (IEPs) and behavior improvement plans (BIPs).
- **Employee data**, such as organizational charts; job descriptions; position rosters; teacher certification data; teacher experience and turnover statistics; caseload and workload statistics; samples of teacher schedules; and, staffing allocation formulas and/or ratios.
- **School enrollment and performance data**, such as student enrollment and demographics; campus accountability/performance ratings; Title I status; campus location/geographic region; specialized programs; school feeder patterns and bell schedules; and, Campus Improvement Plans (CIPs).

## Peer District Analysis

To provide additional context, Gibson benchmarked Montgomery ISD to four districts that are similar in size, student demographics, and overall performance (Table 1). Peer districts were selected in collaboration with Montgomery ISD. Data for benchmarking was obtained from the Texas Education Agency (TEA) and publicly available information on district websites. Gibson conducts peer analyses to provide context and does not draw conclusions based on any singular benchmark or indicator.

**Table 1. Profile of Peer Districts, 2020-21**

District	Region	Enrollment	Pct. Eco Dis*	Pct. SWD	Pct. EB/EL*
Boerne ISD	20	9,546	18.2%	11.8%	5.9%
Canyon ISD	16	10,282	30.0%	11.8%	2.5%
Midlothian ISD	10	9,810	25.2%	12.8%	3.8%
Montgomery ISD	6	8,904	26.2%	9.7%	2.5%
Midway ISD	12	8,233	33.6%	11.6%	3.7%

Source: Texas Education Agency

\*Eco Dis refers to Economically Disadvantaged. EB/EL refers to Emergent Bilingual/English Learners.

## Individual and Group Interviews

The review team conducted 17 individual interviews and 10 group interviews with the Superintendent, District administrators, Specialized Learning Department administrators and staff, related service providers, school counselors, campus administrators, special education teachers, general education teachers, and instructional aides. The primary purpose of these interviews was to gain a deeper understanding of Montgomery ISD's special education programs and services and to gather anecdotal information from stakeholders regarding their perceptions of program strengths and opportunities for improvement.

## School Visits and Classroom Observations

Classroom observations were an important component of this evaluation as they enabled the review team to observe first-hand the delivery of instruction to SWD. In April 2022, the review team visited two elementary schools, one junior high school, and one high school and observed 15 classrooms. Schools visited were selected in consultation with Department leadership, and were chosen based on their geographic location, student demographics, school performance, and location of SLCs. The review team made every effort to observe the different instructional settings on each campus (e.g., inclusion, resource, self-contained classrooms). Results of the classroom observations were tabulated and aggregated to discern notable trends and patterns across campuses and instructional arrangements.

## Individualized Education Program (IEP) File Review

The primary objective of the IEP file review was to assess whether IEPs are compliant, of high quality, and follow best practice standards. In general, IEPs must comply with all requirements of state and federal laws and regulations and provide a clear statement of expected outcomes and the special education services and supports to be provided to the student. The review team conducted a detailed review of 20 student IEPs, which represents approximately 2.3% of SWD in the District. The review team was provided with read-only access to the District's special education student information system, *Frontline*.

## Staff Survey

Gibson developed and administered an online survey to all campus-based administrators, teachers, paraprofessionals, licensed special education service providers, and other student support services staff who work with SWD, either directly or indirectly. The survey was designed to capture how Montgomery ISD staff perceive the current delivery of special education programs and services for SWD at their campus, and the broader conditions within the District and at campuses that may impact the effective or efficient delivery of those services.

The staff survey was administered between April 18<sup>th</sup> and April 29<sup>th</sup>, 2022 using the online survey platform, *Qualtrics*. In total, 558 staff completed the survey for an overall response rate of 65.2%.

## Parent Survey

Gibson also developed and administered an online survey to all parents/guardians of SWD in order to better understand their perceptions of and satisfaction with the special education services their child receives, as well as the school conditions related to these services. The survey was administered using *Qualtrics*, an online survey platform, and parents/guardians were emailed a link to the survey. District records were used to link parent responses to student demographic data.

The parent survey was administered between May 2<sup>nd</sup> and May 16<sup>th</sup>, 2022. In total, 477 parents/guardians completed the survey for an overall response rate of 37.4%.

## Executive Summary

Montgomery ISD is located in Montgomery County, northwest of Houston, Texas, and encompasses 218-square miles. In 2021-22, the District enrolled 9,343 students in grades Pre-K through 12 in six elementary schools, two junior high schools, and two high schools. Although Montgomery ISD is a relatively fast-growing district (total enrollment increased 12.8% over the past six years), its Special Education student population nearly doubled (80.9%) over this same time period. Yet in 2021-22, representation of students with disabilities (SWD) was 9.7%, two percentage points below the Statewide average of 11.7%. Montgomery ISD is also considered one of the State's highest performing districts, earning an overall "A" rating on the State's annual academic accountability rating system. Although a wide performance gap exists, the academic performance of SWD generally mirrors that of non-disabled students on the STAAR 3-8 and End-of-Course (EOC) assessments at all grade levels and subject areas.

Over the past few years, the Specialized Learning Department experienced frequent changes in program leadership and several key positions within the central office remained vacant for most of the 2021-22 school year, during which time this review was conducted. Morale within the Department was low, and many staff outside of the Department did not perceive leadership as accessible or responsive to their needs. A recommendation to reorganize the Department to better align key functions, reduce spans of control, and improve program oversight and accountability was implemented at the beginning of the 2022-23 school year.

Despite data that show that Montgomery ISD has more special education teachers per SWD than peer districts, there is a broad perception that overall staffing levels are not sufficient to meet the needs of SWD. Moving to a student-centered approach to staffing will help to ensure that positions are allocated to schools based on the needs of SWD. The Department should actively support campuses in building their master schedules to ensure that special education teachers and paraprofessionals are meeting the needs of SWD, particularly those in the mainstream and resource instructional settings.

A review of the State Performance Plan Indicator (SPPI) data for the past several years shows that the District did not meet State targets in several areas. There are no routine structures or systems in place by which the Department monitors these indicators across campuses, thereby limiting its ability to identify issues and provide campuses with targeted supports. Ensuring data integrity at the school level,

implementing an “Early Warning System,” and addressing the needs of SWD in Campus Improvement Plans (CIPs) are all strategies that will strengthen program accountability and compliance.

With regard to District practices for identifying, evaluating, and placing students in special education, data show that students who are economically disadvantaged, Black/African American or Two or More Races are overrepresented in special education, students who are in elementary school are also placed in more restrictive instructional settings than students who are in junior high or high school. The District’s multi-tiered systems for providing pre-referral interventions are not implemented with fidelity across campuses, likely due to the fact that schools receive little guidance and support from the central office. When referrals to special education for an initial evaluation are made, they are often not well-documented.

The review team did not identify any systemic compliance exceptions in its review of a sample of IEPs. However, several isolated compliance risks, and more substantive issues related to the quality of the IEPs, were identified. Developing clear quality standards for each component of the IEP, providing ongoing training to ARDCs, and conducting periodic internal audits will improve practices.

The District’s continuum of services and specialized programming is in need of an overhaul (a process that is ongoing in 2022-23). Some programs are overly restrictive and there is a widely held perception that there are gaps in the continuum. The District also lacks an effective model for inclusion. Less than half of staff that responded to the survey feel that the District is currently meeting the academic and/or social and emotional needs of SWD.

The role of the central office should be to ensure that systems and structures are in place so that all professional learning is high-quality and aligned to district initiatives and/or priorities and to the specific learning needs of individuals. Professional development opportunities are not meeting the needs of instructional and support staff working with SWD, evidenced by staff feedback provided during interviews and on the staff survey. A professional learning system plan is needed to ensure that professional learning is informed by student needs and aligned to the priorities of the school system.

Overall, parent feedback was quite positive with regard to their child’s evaluations, their role in IEP meetings, the quality of their child’s IEP, their child’s progress toward meeting their IEP goals, and school culture. Parents were also positive (but to a lesser extent) when asked about their perceptions of the knowledge and skills of their child’s special education and general education teachers as well as the overall quality of the District’s special education programs and services. Areas most in need of improvement, according to parents, are related to teacher communications about their child and his/her progress toward IEP goals, parent trainings and information so they can better support their children at home, and connections to other parents of SWD and community organizations.

Recommendations resulting from this review highlight how Montgomery ISD can more effectively organize its structures, systems, and processes to better support the delivery of services to students with disabilities.

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SPECIALIZED LEARNING DEPARTMENT

KERRI CLARK, EXECUTIVE DIRECTOR OF SPECIALIZED LEARNING

JANUARY 2023

# AGENDA

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- Department Vision & Mission
- Department Goals & Program Overview
- K-12 Survey Data: Specialized Learning
- What's Next/Future Focus



# Specialized Learning Department

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## OUR VISION

Montgomery ISD will be the Premier School District in the State of Texas serving every child, with excellence, preparing them for future success.

### AS A DEPARTMENT WE BELIEVE...

- ❖ Every child matters
- ❖ High expectations yield high levels of learning
- ❖ All students have strengths that should be celebrated
- ❖ All students have the right to be included
- ❖ Great instruction will radically increase achievement
- ❖ All students have access to enrolled grade level curriculum
- ❖ The responsibility to teach behavior falls on everyone

# Specialized Learning Department

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## OUR MISSION

- **ENGAGE** students in learning with the appropriate levels of academic, social, and behavioral support, in the least restrictive environment.
- **SUPPORT** teachers and staff through a process of training and critical skill building that support inclusive practices and specially designed instruction to meet individual students' unique needs.
- **LEVERAGE** collaborative partnerships with parents, families, and community stakeholders to promote the best possible outcomes for students through Section 504 and the ARD process.

# Specialized Learning Department

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## STUDENT POPULATION SERVED

### ❖ IDEA/SPECIAL EDUCATION

- ❖ Students eligible for services from Birth to Age 22 years old.

### ❖ SECTION 504

- ❖ Students eligible for services from Pre-K – 12<sup>th</sup> Grade

### ❖ DYSLEXIA

- *Students eligible for services through **Special Education or Section 504**, depending on the need for specially designed instruction.*



# CURRENTLY SERVED STUDENTS

## SPED = 1,127

Campus	Special Education	Dyslexia	Dyslexia (Special Education)
KES	152	78	33
LES	71	30	20
LSE	85	53	21
MES	85	49	23
MRE	102	53	27
SCE	117	54	30
MJH	144	111	32
OHJH	113	121	25
LCHS	135	119	24
MHS	123	106	21

# Specialized Learning Program Overview

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- ❖ Program Organization & Management
- ❖ Student Identification, Evaluation and Placement
- ❖ Program Design & Delivery
- ❖ Parent Engagement & Communication

# PROGRAM ORGANIZATION & MANAGEMENT

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## CENTRAL OFFICE ORGANIZATION & SPAN OF CONTROL

- **KERRI CLARK, EXECUTIVE DIRECTOR**

- Supervises Specialized Learning's Leadership Team / Provide Direct Support to SLT and Campus Principals / Training & Professional Development / All Legal Issues / Compliance & District Reports to TEA & USDE / Supervise Related Service Providers / Parent Complaints / Disagreement ARDS / Budgets

- **JULIE HOLMES, ASSISTANT DIRECTOR**

- Supervises Evaluation Staff / Monitor Child Find / Responsible for All Compliance Timelines / Training & Professional Development / Parent Complaints & Disagreement ARDS

- **NATASCHA WEBB, PROGRAM COORDINATOR**

- Supports Special Education Teachers / SHARS (Medicaid) / Supervises Behavioral Intervention Team (BIT) / Training & Professional Development / Special Education Curriculum / Parent Complaints / Disagreement ARDS

- **ALAYNA SIEMONSMA, SECTION 504 & DYSLEXIA COORDINATOR**

- Supervises District Section 504 Program / Supervises Campus Dyslexia Specialists & Dyslexia Programming / Assists with Child Find Master Timeline / Parent Complaints / Training & Professional Development

- **HEATHER BAILEY, ADMINISTRATIVE ASSISTANT** – Supports Directors and Department Needs

- **VANESSA VILLAREAL, SPECIALIZED LEARNING CLERK** – Supports Department Needs

# PROGRAM ORGANIZATION & MANAGEMENT

## 22-23 SPECIALIZED LEARNING TEAM

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❖ 7 DIAGNOSTICIANS

❖ 4 LICENSED SPECIALIST IN SCHOOL PSYCHOLOGY  
❖ (2 CONTRACTED)

❖ 10 ARD FACILITATORS **(NEW MODEL)**  
❖ 5 SPED CLERKS

❖ 5 SPEECH LANGUAGE PATHOLOGIST (SLP)  
❖ (2 CONTRACTED)

❖ 4 SLP ASSISTANTS  
❖ (1 CONTRACTED)

❖ 2 SPED COUNSELORS

❖ 2 BEHAVIOR SPECIALIST

❖ 12 DYSLEXIA SPECIALIST  
❖ 9 DYSLEXIA INTERNS

❖ 2 OCCUPATIONAL THERAPIST

❖ 1 PHYSICAL THERAPIST (CONTRACTED)

❖ 1 ADAPTIVE PE TEACHER

❖ 2 VISION SPECIALIST

❖ 1 ORIENTATION & MOBILITY SPECIALIST

❖ 1 TRANSITION SPECIALIST

❖ 1 ASSISTIVE TECH SPECIALIST (CONTRACTED)


# PROGRAM ORGANIZATION & MANAGEMENT

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## 22-23 SPECIALIZED LEARNING BUDGET

### ➤ (2) FUNDING SOURCES


- IDEA FEDERAL SPECIAL EDUCATION GRANT
- LOCAL SPECIAL EDUCATION BUDGET
  - SPED / SECTION 504 / DYSLEXIA

- 
- BUDGET REQUIRED SOME ADJUSTMENTS MEET DEPARTMENT NEEDS
  - WORKING CLOSELY WITH SLT AND FINANCE TO CREATE AN ACCURATE, EFFECTIVE BUDGET FOR 23-24
  - REVIEW OF CONTRACTED SERVICES TO DETERMINE POSITIONS THAT NEED TO BE FULL-TIME TO MAXIMIZE SERVICES AND REDUCE FUNDING
    - PHYSICAL THERAPY & ASSISTIVE TECHNOLOGY
  - MAINTENANCE OF EFFORT (MOE) IS MONITORED AND CURRENTLY IN COMPLIANCE

**District Goal 3: Finance & Operations / Dept. Goal 2**  
MISD Specialized Learning will review consolidation of resources to provide equitable and financially responsible programming for students with disabilities.

# PROGRAM ORGANIZATION & MANAGEMENT

## MEDICAID BILLING



- 
- DISTRICTS ARE ALLOWED TO “RECOOP” FUNDS FOR SERVICES THAT ARE MEDICAID ELIGIBLE
    - PERSONAL CARE/COUNSELING SERVICES/PSYCHOLOGICAL ASSESSMENTS/RELATED SERVICES SUCH AS OT/PT /SPEECH/SCHOOL NURSING SERVICES/TRANSPORTATION
    - MISD HAS POTENTIAL TO BRING IN OVER 1 MLLION IN MEDICAID REIMBURSEMENT TO THE DISTRICT ANNUALLY
      - CONTRIBUTES TO THE GENERAL FUND
      - SPECIFIC NEEDS IN SPECIALIZED LEARNING
  - STAFF ELIGIBLE TO BILL
    - SPEECH/NURSES/SPED TEACHER AND PARAPROFESSIONALS/LSSPS/RELATED SERVICE PROVIDERS/BUS DRIVERS
  - ANNUAL TRAINING IS REQUIRED
    - MISD TRAINING WAS COMPLETED IN AUG/SEPT
  - BILLING /SUBMISSIONS ARE MONITORED ON A WEEKLY BASIS TO ENSURE MAXIMUM REIMBURSEMENT
  - CHANGE MEDICAID BILLING PROVIDERS FROM MSB TO TASB (23-24 SY)
    - 3% REDUCTION IN SERVICE FEE
    - BETTER QUALITY SERVICES AND INTEGRITY
    - CHANGE WILL TAKE PLACE OVER SUMMER 23
    - TRAINING WILL TAKE PLACE IN JULY / AUGUST

District Goal 3: Finance & Operations / Dept. Goal 2  
MISD Specialized Learning will review consolidation of resources to provide equitable and financially responsible programming for students with disabilities.

# PROGRAM ORGANIZATION & MANAGEMENT

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## DEPARTMENT PROCEDURES/GUIDELINES

- 
- 22-23 SPECIAL EDUCATION OPERATING PROCEDURES
    - MISD WEBSITE / REGION 18 LEGAL FRAMEWORK (TEA REQUIREMENT)
  - SPECIALIZED LEARNING PROGRAM DESCRIPTION GUIDE (PRIOR TO START OF SCHOOL)
  - SECTION 504 HANDBOOK
  - DYSLEXIA HANDBOOK
  - CHILD FIND REFERRAL PROCESS GUIDE
    - REVAMPING REFERRAL PACKET
    - GUIDANCE FLOWCHARTS
- 
- COMPREHENSIVE SPECIAL EDUCATION HANDBOOK – (23-24 PROJECT)



**District Goal 5: Communication & Customer Service / Dept Goal 1**

MISD Specialized Learning will establish operating procedures/guidance and monitor the implementation of the operating procedures/guidance, to facilitate family engagement in school systems for families of students with disabilities.

# STUDENT IDENTIFICATION, EVALUATION & PLACEMENT

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## PEIMS DATA

- 
- TARGETED FOCUS FOR DEPARTMENT
    - CENTRAL OFFICE RECLAIMED CONTROL OF DATA
    - MAXIMIZE FUNDING / ACCURATE DATA
      - LOCATED 300 SPED STUDENTS NOT IN MANAGEMENT SYSTEM – AFFECTS FUNDING AND PROGRAMMING
      - CORRECTED IN TIME FOR OCT SNAPSHOT PEIMS SUBMISSION
      - CURRENTLY TRACKING DATA MONTHLY
      - EXTENSIVE TRAINING HAS BEEN PROVIDED AND IS ONGOING TO ENSURE ACCURATE DATA REPORTING
  - STATE PERFORMANCE PLAN INDICATORS (SPP 11 & 12) – CHILD FIND
    - SPP 11 – INITIAL REFERRALS TO SPED
    - SPP 12 – EARLY CHILDHOOD INITIAL REFERRALS
- 
- TEA CORRECTIVE ACTION (FOR NON-COMPLIANCE)
    - 20-21 & 21-22 SCHOOL YEAR

### District Goal 3: Finance & Operations / Dept. Goal 1

MISD Specialized Learning will utilize a transparent, collaborative process in partnership with the Finance and PEIMS Department to increase accuracy and revenue/allotments based on the weighted average daily attendance calculations.

# STUDENT IDENTIFICATION, EVALUATION & PLACEMENT

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## 22-23 CORRECTIVE ACTION PLAN (CHILD FIND)



- IMPLEMENTED A DISTRICT MASTER TIMELINE SPREADSHEET

- MANAGED AT CENTRAL OFFICE
- DAILY MONITORING
- 285 INITIAL REFERRALS (TO DATE)



- CREATED A CHILD FIND SPECIALIST TEAM

- EACH CAMPUS HAS A DESIGNATED SPECIALIST
- ALL CAMPUS REFERRALS GO THROUGH THE SPECIALIST – COORDINATES W/ CENTRAL OFFICE TO MAINSTREAM PROCESS
- IMPROVES EFFICIENCY, ACCURACY

**\*\* MISD IS CURRENTLY WITHIN TIMELINES FOR THE FIRST TIME IN 3 YEARS!**

# STUDENT IDENTIFICATION, EVALUATION & PLACEMENT

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## IDENTIFICATION / EVALUATION

❖ **TARGETED FOCUS** IN THIS AREA—BI-MONTHLY TRAINING

❖ QUALITY ASSESSMENTS

✓ ❖ ACCURATE DOCUMENTATION

❖ PEER FILE REVIEWS

## PLACEMENT

✓ ❖ SPED REPORTS ARE CREATED & REVIEWED QUARTERLY WITH CAMPUS PRINCIPALS

❖ MONITOR & REVIEW:

❖ ELIGIBILITY / DNQS / INSTRUCTIONAL ARRANGEMENTS / CAMPUS TRANSFERS

❖ OVER-REPRESENTATION / SIGNIFICANT DISPROPORTIONALITY

District Goal 4: Human Capital / Dept Goal 1

MISD Specialized Learning will recruit, support, develop and retain highly qualified and effective personnel as it relates to evaluation and related service staff.

# STUDENT IDENTIFICATION, EVALUATION & PLACEMENT

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## 22-23 PROFESSIONAL DEVELOPMENT

### ❖ EVALUATION / ASSESSMENT STAFF:

- ❖ PRIOR WRITTEN NOTICE
- ❖ DYSLEXIA AND THE LAW
- ❖ CONDUCTING HARD ARDS
- ❖ LEGAL UPDATES INVOLVING ASSESSMENT
- ❖ DISCIPLINE & CONDUCTING MANIFESTATION DETERMINATION REVIEWS (MDR)

### ❖ CAMPUS ADMINISTRATORS:

- ❖ LEGAL UPDATES IN CASE LAW
- ❖ HARD ARDS FOR ADMINISTRATORS
- ❖ DE-ESCALATION/RESTRAINT
- ❖ DISCIPLINE
- ❖ THE ADMINISTRATOR AND THE MDR
- ❖ PLAAFP & IEP GOALS

**\*\*MISD'S SPECIAL EDUCATION TEA CYCLICAL AUDIT  
JAN 2024**



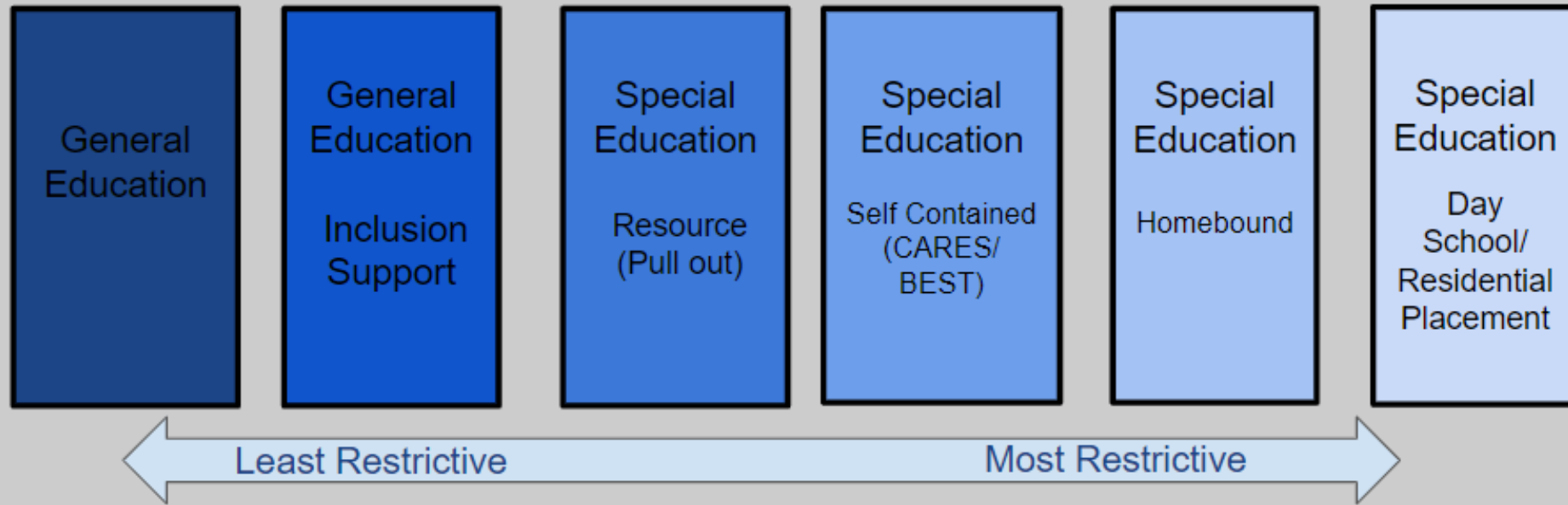
# PROGRAM DESIGN & DELIVERY

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## CONTINUUM OF SERVICES

- ✓ ❖ ENSURING CAMPUSES PROVIDE INSTRUCTIONAL SETTINGS THAT MEET THE NEEDS OF STUDENTS
  - ❖ GEN EDUCATION
  - ❖ GEN EDUCATION WITH INCLUSION SUPPORT
  - ❖ SPECIAL EDUCATION RESOURCE SETTING
  - ❖ SPECIAL EDUCATION SELF-CONTAINED SETTING
- ✓ ❖ REVAMPING OF SELF-CONTAINED CLASSROOMS
  - ❖ LIFE SKILLS / FUNCTIONAL LIFE SKILLS = **CARES** (*COMMUNICATION & ACADEMIC READINESS SETTING*)
  - ❖ BEHAVIORAL UNIT / ABLE / BASE = **BEST** (*BEHAVIOR & EDUCATIONAL SUPPORT TRAINING*)
  - ❖ EARLY CHILDHOOD SELF-CONTAINED = *REMAINS ECSE*
  - ❖ 18 PLUS = ADULT TRANSITION PROGRAM (18-22 YEAR OLDS)
- ✓ ❖ REVIEW DATA QUARTERLY TO ENSURE APPROPRIATE PROGRAMMING
  - ❖ CURRICULUM / STRUCTURE / CONSISTENCY ACROSS THE DISTRICT
    - ❖ STAFFINGS WITH SPED DISTRICT LEADERSHIP ARE REQUIRED BEFORE PLACEMENT INTO SELF-CONTAINED SETTINGS

## Least Restrictive Environment (LRE)



300.114 LRE requirements.

(a) General.

(2) Each public agency must ensure that -

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private or public institutions or other care facilities are educated with children who are non disabled; and
- (ii) Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

# PROGRAM DESIGN & DELIVERY

CAMPUS	SELF-CONTAINED PROGRAMS
KES	ECSE
LES	CARES
LSE	BEST
MES	CARES
MRE	CARES / BEST
SCE	CARES
MJH	CARES / BEST
OHJH	CARES / BEST
LCHS	CARES / BEST / ADULT TRANSITION (18+)
MHS	CARES / BEST

# PROGRAM DESIGN & DELIVERY

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## PROGRAM SUPPORT

### ❖ INCLUSION ACADEMY - 2 YEAR ACADEMY

- ❖ INCLUSION TEAMS FROM (8) CAMPUSES PARTICIPATING IN YEAR-LONG TRAINING (**GROUP #1**)

### ❖ YEAR 1 FOCUS:

- ❖ TEAM COLLABORATION
- ❖ HOW TO TEACH EFFECTIVELY WITHIN AN INCLUSIVE SETTING
- ❖ ACADEMIC & BEHAVIOR STRATEGIES

### ❖ YEAR 2 FOCUS:

- ❖ ON-GOING PROFESSIONAL DEVELOPMENT IN ADVANCED INCLUSION TOPICS
- ❖ OBSERVATIONS / FEEDBACK

**\*\* 3 GROUPS OVER THE NEXT (4) YEARS**

#### District Goal 4: Human Capital / Dept Goal 1

MISD Specialized Learning will recruit, support, develop and retain highly qualified and effective personnel as it relates to evaluation and related service staff.

# PROGRAM DESIGN & DELIVERY

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## PROGRAM SUPPORT



### ❖ TEACHER & PARAPROFESSIONAL TRAININGS

- ❖ MULTIPLE SESSIONS ON PLAAFP & GOALS IN THE IEP
- ❖ DE-ESCALATION/RESTRAINT
- ❖ MULTIPLE SESSIONS ON BEHAVIOR MANAGEMENT
- ❖ INCLUSION STRATEGIES
- ❖ MEDICAID BILLING

### ❖ PARTNERSHIP WITH SHSU FOR LSSP INTERNSHIP / PRACTICUM PROGRAM

- ❖ 22-23 = LSSP 1 PRACTICUM STUDENT
- ❖ 23-24 = 1 FULL-TIME LSSP INTERN / 1-2 LSSP PRACTICUM STUDENTS IN SPRING 24

### ❖ MISD GROW YOUR OWN DYSLEXIA PROGRAM

- ❖ PROUD TO HAVE (9) DYSLEXIA INTERNS CERTIFIED AND READY TO PROVIDE SERVICES / FILL VACANCIES
  - ❖ PROVIDE OVERFLOW SUPPORT TO CAMPUS
  - ❖ 2 NEWS SCHOOLS THAT WILL NEED DYSLEXIA INTERVENTIONIST

# PROGRAM DESIGN & DELIVERY

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## PROGRAM SUPPORT

### ❖ SOCIAL SKILLS/BEHAVIORAL CURRICULUM

- ❖ BOUNCY = ELEMENTARY (ECSE – 5<sup>TH</sup>)
- ❖ WHY TRY = GRADES 5-12<sup>TH</sup>
- ❖ INSIGHTS TO BEHAVIOR = PROGRAM TO HELP CREATE AND TRACK BEHAVIOR INTERVENTION PLANS (BIPS)

### ❖ ADULT TRANSITION CURRICULUM PROGRAM (18 PLUS)

- ❖ TEACHTOWN TRANSITION PROGRAM

### ❖ ELECTRONIC SIGNATURE PROGRAM TO INCREASE EFFICIENCY AND COMPLIANCE

- ❖ BLUE INK – SPECIALIZED LEARNING STAFF AND SECTION 504

### ❖ CREATION OF THE BEHAVIORAL INTERVENTION TEAM (BIT)

- ❖ CONSIST OF THE SPED COUNSELORS AND BEHAVIORAL SPECIALIST
- ❖ PROVIDE WEEKLY SUPPORT TO CAMPUSES – EACH MEMBER HAS A SCHEDULED DAY/TIME EACH WEEK TO BE PRESENT ON CAMPUSES TO HELP ADMINISTRATORS WITH VARIOUS NEEDS REGARDING BEHAVIOR



# PARENT COMMUNICATION & ENGAGEMENT

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## PARENT SUPPORT



- ❖ ANNUAL DYSLEXIA PARENT NIGHT
- ❖ UPDATED WEBSITE WITH LINKS AND INFORMATION
- ❖ 22-23 QUARTERLY NEWSLETTERS (SMORE) FOR STAFF & PARENTS: DYSLEXIA & SPECIAL EDUCATION

## 2023-2024 CREATE A SPECIAL EDUCATION PARENT ADVISORY COMMITTEE (SEPAC)



***GOAL = TO COLLABORATE AND CREATE A PARTNERSHIP BETWEEN THE DISTRICT AND PARENTS TO ENHANCE COMMUNICATION AND POSITIVE PROGRESS FOR STUDENTS WITH DISABILITIES***

- ❖ PARENT REPRESENTATIVE FROM EACH CAMPUS / MEET QUARTERLY
- ❖ GAIN CRITICAL PARENT INPUT ON PROGRAMMING FOR STUDENTS WITH DISABILITIES
- ❖ PROVIDE TRAINING/INFORMATION SESSIONS ON TOPICS SUCH AS: AUTISM, BEHAVIOR SUPPORTS, AND COMMUNITY BASED PROGRAMS AND ACTIVITIES

### **District Goal 5: Communication & Customer Service / Dept Goal 1**

**MISD Specialized Learning will establish operating procedures/guidance and monitor the implementation of the operating procedures/guidance, to facilitate family engagement in school systems for families of students with disabilities.**

## K-12 Survey: Specialized Learning: Work Environment

Topic	21-22	22-23
THERE IS A POSITIVE WORK CULTURE IN MY SCHOOL DEPARTMENT	44%	81%
I LIKE THE CULTURE OF MY SCHOOL/DEPARTMENT	48%	84%
LEADERS CONTRIBUTE TO A POSITIVE WORK CULTURE	53%	91%
MY COLLEAGUES SUPPORT ME	92%	97%
I FEEL COMFORTABLE SHARING FEEDBACK WITH MY PRINCIPAL/SUPERVISOR	32%	78%
MY COLLEAGUES HELP CREATE A POSITIVE WORK ENVIRONMENT	84%	97%

# K-12 Survey: Specialized Learning: Employee Experience

Topic	21-22	22-23
EMPLOYMENT IN MISD GIVES ME A FEELING OF ACCOMPLISHMENT	56%	88%
MISD OFFERS QUALITY PROFESSIONAL DEVELOPMENT OPPORTUNITIES	38%	71%
I HAVE BEEN PROVIDED WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND TRAINING TO MEET THE CURRENT REQUIREMENTS & EXPECTATIONS OF MY JOB	46%	68%
MISD RETAINS HIGH QUALITY TEACHERS	60%	75%
MISD HELPS EMPLOYEES SEE OPPORTUNITIES FOR PROFESSIONAL GROWTH AND LONG-TERM CAREER OPPORTUNITIES IN THE DISTRICT	42%	59%
I AM PROUD TO WORK IN MISD	72%	88%
THERE IS A STRONG CULTURE OF RESPECT WHERE EMPLOYEES FEEL VALUED AND RESPECTED IN THE WORK THEY PERFORM	0%	69%

# WHAT'S NEXT...

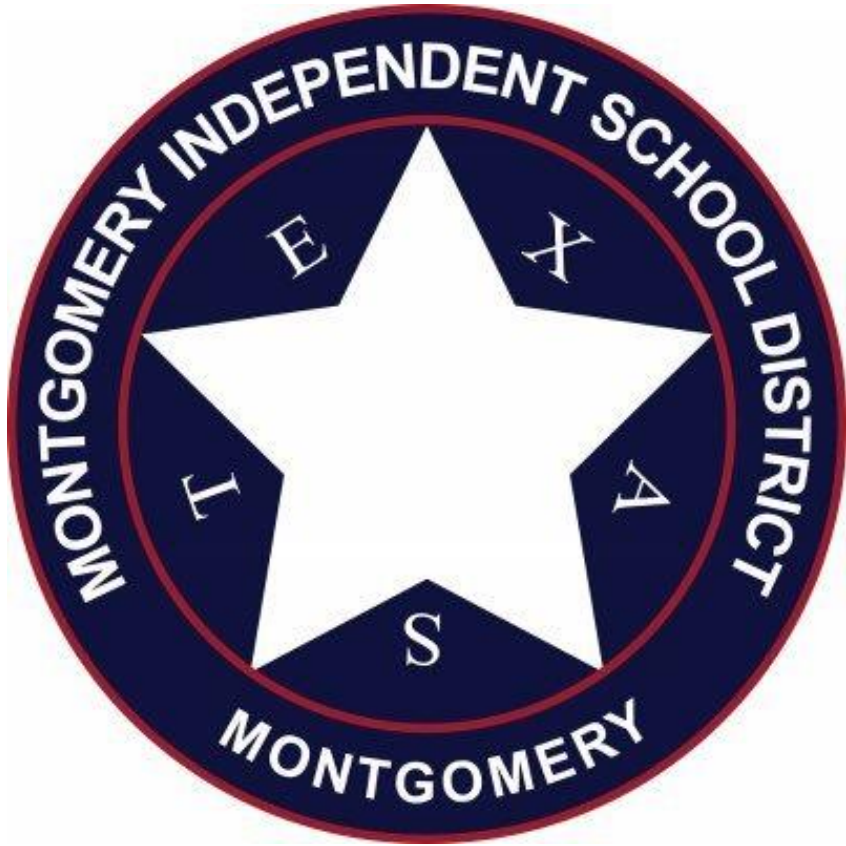
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- **MEETING WITH CAMPUS ADMINISTRATORS TO REVIEW SPECIAL EDUCATION NEEDS FOR 23-24 SY**
  - REVIEW STUDENT DATA / STAFFING NEEDS / ASSIST WITH MASTER SCHEDULING
  - INCORPORATING SPED IN CAMPUS IMPROVEMENT PLANS
- **REVIEW SPEECH PROGRAMMING**
  - MODELS
  - STAFFING CASELOADS
  - RECRUITMENT INCENTIVES
- **PLANNING FOR UPCOMING PROFESSIONAL DEVELOPMENT**
  - SUMMER SUMMIT
  - NEW TEACHER ORIENTATION
  - COMPREHENSIVE SPED PROFESSIONAL DEVELOPMENT PLAN (23-24)

# WHAT'S NEXT...

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- **23-24 BUDGET PREPARATION & STAFF RETENTION**
- **PARAPROFESSIONAL TRAINING ACADEMY (23-24)**
  - **SCHEDULED DURING TEACHER WORKDAYS AND PD**
- **CREATING A COMPREHENSIVE SPECIAL EDUCATION HANDBOOK (23-24)**
- **PREPARING FOR MISD'S TEA CYCLICAL AUDIT IN JANUARY 2024**
  - **PEER REVIEW OF ARDS AND EVALUATION**
  - **MOCK AUDIT**
  - **INTERVIEW PREP W/ ADMINISTRATORS & CAMPUS SPED TEACHERS**



# Questions

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