

HASTINGS SPECIAL EDUCATION AUDIT REVIEW

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WHERE WE ARE NOW...

As a result of the findings and recommendations within the Special Education Audit, we have developed a plan for next steps that include...

- Basic needs that are currently being addressed and will continue to be addressed over the course of the year;
- Critical needs that will be the initial focus of our work and will impact everything from staffing to vision to procedures;
- Primary needs, while also important, will be focused on at various points in the year; for example, some will be addressed concurrently with the primary needs while others will unfold over time

BASIC NEEDS BEING ADDRESSED...

1. In point 2c of the audit, it is recommended that we improve our data collection processes. We have...
 - a. Put Centris in place;
 - b. We are continuously reviewing data collection processes as they relate to IEP goals and RTI interventions;
 - c. Data collection is imperative to creating a solid IEP to best meet the needs of our learners
2. In point 4 of the audit, it is recommended that we continue building in-district services to support students who are currently educated in self-contained. We have...
 - a. Made progress with parentally placed out of district children coming back;
 - b. We have the following courses in place...
 - i. ICT Pre-Algebra, ICT Earth Science - secondary courses
 - ii. ILC at the elementary level - increasing support staff (12:1:1 to 12:1:2)

CRITICAL NEEDS BEING ADDRESSED NEXT...

1. In point 1b of the audit, it is recommended we review the structure of the Special Education Department and make all roles of administrators clear. We will begin by...
 - a. Clarifying the roles & ensuring proper staffing to best meet the needs of our students, staff and families.
 - b. Currently, aside from our teaching staff, we have a Director of Special Education. Moving forward, based we recommend...
 - i. The district create the following position: Assistant Director of Special Education (*next slide will detail role*)
 - ii. The district add a 1.0 Speech Language Pathologist (*already approved to assist with everything from missed services to chairing CSE Meetings*)
 - iii. .8 District Psychologist (*slight increase to current staffing already approved*)

SPECIAL EDUCATION ADMINISTRATIVE STAFFING...

In addition to the existing Director of Special Education position, we are recommending...

- **The district create the position of Assistant Director of Special Education, which would replace the position formerly known as Supervisor of Special Education;**
- **The Assistant Director would have different responsibilities than the Supervisor of Special Education (*as detailed on the next slide*);**
- **The Assistant Director would report to and be evaluated by the Director of Special Education**

SPECIAL ED ADMINISTRATIVE STAFFING RESPONSIBILITIES...

<i>Director of Special Education</i>	<i>Assistant Director of Special Education</i>
<ul style="list-style-type: none">- Supervise Special Education Department- Site visit - K - 12 out of district- Develop Special Education Budget- Oversee & develop PD for staff- Oversee hiring of all Special Education Staff	<ul style="list-style-type: none">- 504 Compliance Officer- Homelessness- Site visits CPSE- Assist in facilitation of PD- Assignment of Teacher Aides & Teacher Assistants at the building level in collaboration with building administration
<p style="text-align: center;">Shared Responsibilities</p> <ul style="list-style-type: none">- Chair all levels of CSE Meetings<ul style="list-style-type: none">- Monitor data- Program development - i.e. - developing classes, courses, etc. for students based on their readiness levels<ul style="list-style-type: none">- Service delivery- Staff Observations- District and School Level Committees	

CRITICAL NEEDS BEING ADDRESSED NEXT (CONTINUED)...

1. In point 2a of the audit, it is recommended that the district develop human capital (*an overarching theme throughout the audit*). We will accomplish this goal by...
 - a. Ensuring the proper staff are in place (*as per previous slides*)
 - b. Currently re-writing the district-wide special education plan, which will continue to unfold;
 - c. Create a Subcommittee on Special Education (staff & parents) to help with...
 - i. Clarifying roles of teachers, administrators, families, students, etc.
 - ii. Develop an SOPM for Hastings (2b)
 - iii. Through the process of developing an SOPM, also begin developing a vision for special education in Hastings (1b)

PRIMARY NEEDS BEING ADDRESSED (OVER THE YEAR) ...

1. In point 3 of the audit, it is recommended the district examine evaluation procedures to monitor students being classified
 - a. An ongoing piece that will help ensure that students are properly classified and we don't see an over-classification of OHI moving forward;
 - i. We will review the tests we use to determine classification moving forward;
2. In point 6 of the audit, it is recommended that the special education department develop positive relationships and communication with the community. This will be accomplished by...
 - a. Coffees, which will continue and evolve
 - b. Communication patterns and practices will be reviewed to determine appropriate additions in unison with the district

PRIMARY NEEDS BEING ADDRESSED (CONTINUED)...

1. In point 5 of the audit, it is recommended the district develop high quality and inclusive instruction for both classified and general education students. Our focal points for the year will be...
 - a. Refining our MTSS (Tiered System for RTI) at the secondary level
 - i. Already in progress with Jim Wright at the elementary level
 1. We must be mindful of the SEL component here too
 - b. Tiered literacy supports
 - i. Elementary
 - ii. Secondary - initial focus will be MS but we will build up to the HS level too
 - c. Reducing gaps in performance rates between classified & non-classified learners
 - d. Possible future considerations...
 - i. Hiring a district behavior specialist
 - ii. Hiring a reading specialist for the secondary level

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ADDITIONAL NOTES

ANY QUESTIONS?