

STATUS REPORT
CREC RECOMMENDATIONS as of 6/25/18

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)
GOAL 1.1	<i>Staff recruitment, hiring, assignments and retention</i>	Elevate the Director of Pupil Services position to Chief Special Services Officer with authority to implement the Strategic Plan.	June 2016	Complete 7/1/16	
GOAL 1.2	<i>Staff recruitment, hiring, assignments and retention</i>	Revise special education administrator job descriptions, extend their work year, assign them to school clusters (see organizational structure recommendations). Ensure all administrators have necessary experience and expertise to perform revised job descriptions.	June 2016	Complete 7/1/16, revised 10/1/17	
GOAL 1.3	<i>Staff recruitment, hiring, assignments and retention</i>	Hire one additional administrator by July 2016 to supervise special education preschool.	June 2016	Complete 9/1/16 and revised as of 7/1/18	
GOAL 1.4	<i>Staff recruitment, hiring, assignments and retention</i>	Hire an Evaluation/Assessment Coordinator by February 2016 to monitor and coordinate evaluation and assessment services.	June 2016	complete in 10/16 and revised as of 7/1/18	
GOAL 1.5	<i>Staff recruitment, hiring, assignments and retention</i>	Hire Out of District Coordinator (non-administrative position) by February 2016.	June 2016	complete 3/20/17	
GOAL 1.6	<i>Staff recruitment, hiring, assignments and retention</i>	Hire one additional special education office staff in 2015-16 and two more in 2016-17 and reassign all to align with the new organizational structure.	June 2016	complete as of 10/1/17 and revised 5/31/18	

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GOAL 1.7	<i>Staff recruitment, hiring, assignments and retention</i>	Review utilization of special education aides to determine number needed, where and if hiring of part time staff is advisable, and work with the union to adjust the contract to align positions with skills and expertise of aides.	June 2016	Complete 10/30/17 and continue to monitor	
GOAL 1.8	<i>Staff recruitment, hiring, assignments and retention</i>	Utilizing standard protocol, analyze special education teacher assignments and caseloads and make recommendations for 2016-17 budget and staffing assignments.	June 2016	Complete 6/25/18	
GOAL 1.9	<i>Staff recruitment, hiring, assignments and retention</i>	Develop an incentive program for hard to find staff such as Special Education Teachers and Speech and Language Pathologists. Work with colleges or AARC (Special Education) to develop Norwalk staff.	June 2017	In Process	
GOAL 1.10	<i>Recruitment and Retention</i>	Human Resources and Special Education offices develop relationships with staffing agencies and colleges to grow and obtain hard to find staff.	June 2016	Complete	
GOAL 1.11	<i>Recruitment and Retention</i>	Develop and implement an onboarding and mentor system to support new special education staff.	June 2017	In process	
GOAL 1.12	<i>Recruitment and Retention</i>	Create and implement a succession plan for the Chief Special Services Officer	June 2017	Complete	

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GOAL 1.13	<i>Staff Processes</i>	Develop and implement with fidelity procedures for staff hiring, assignments, caseloads, tracking, and retention of high quality staff.	June 2016	Complete	
GOAL 1.14	<i>Staff Processes</i>	Human Resources (HR) develop a system to track special education staff assignments and provide reports regularly to Superintendent and Chief Special Services Officer.	June 2016	In Process with Talent and Finance, Internal System complete in Department of Special Education as of October 2017	
GOAL 1.15	<i>Staff Processes</i>	Special education administrators collaborate with building administrators in the hiring, supervision, and evaluation of special education certified staff.	June 2016	Complete	

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GOAL 1.16	<i>Staff Training</i>	Utilizing the national learning forward standards for professional development, develop a comprehensive 2 year professional development plan for special education and general education staff, including administrators that addresses the areas of concern identified in this report. Specifically, writing and implementing quality IEPs, Specially Designed Instruction, Least Restrictive Environment and Continuum of Services, all District Policies and Procedures related to special education, Co-teaching, Assistive Technology, Legal and Ethical Issues, comprehensive paraprofessional job embedded training, Effective Utilization of Special Education Aides, Research Based Literacy and Math Interventions.	June 2016	2 year plan developed in Fall 2016. Year 1 implemented with SERC, Year 2 implemented internally. On-going	
GOAL 1.17	<i>Staff Training</i>	Implement a comprehensive training to special education aides that ensures all aides have been trained in roles and responsibilities, legal and ethical issues, academic, behavioral, and instructional skills within the first year and have received job related training throughout the year. The district has already purchased the curriculum (Compass).	June 2016	Complete 6/1/18 and continue to implement	

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GOAL 1.18	<i>Staff Training</i>	Implement Professional Development Plan and monitor student outcomes.	June 2017	Completed 2017. Redevelop new plan for 2018-19 and 2019-20 to be supervised by Director of Specialized Learning.	
GOAL 2.1		Develop School Clusters from feeder schools.	June 2016	Complete	
GOAL 2.2		Assign Special Education Administrators to school clusters and define their responsibilities to those schools to include: a) Hire, supervise , evaluate, train and assign (shared with building principal) special education and related services staff. b) Monitor for Compliance and District Procedures. c) Weekly/Biweekly meetings with building administrator. d) Monitor budgetary expenses. e) PPT meetings, as needed. f) Coordinate and lead bimonthly staff meetings. g) Assist with determination of students entering and exiting the programs and schools. h) Monitor programs for students whose home school is in their cluster that are out of district. i) provide instructional leadership and guidance on special education and 504 issues to school staff.	June 2016	Complete	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)
GOAL 2.3		Move 504 responsibilities to general education.	June 2016	complete	
GOAL 2.4		Coordinate and monitor all special education student evaluation and assessment services and hire an evaluation/assessment coordinator.	June 2016	complete	
GOAL 2.5		Develop a Tiered System of School Supervision and Support to assist schools that require more support in the implementation of quality special education. Utilizing multiple data sources, determine which category the schools fall into: Intense Supervision and Support, Moderate Supervision and Support or Limited Supervision and Support.	June 2016	Complete 6/1/18 and to be implemented on-going	
GOAL 2.6		Utilizing data (formative and summative assessment scores, attendance, drop out prevalence, out of district placements, suspensions and expulsions, adherence to compliance, IEP quality, parent feedback, etc.) from 2016, identify in July 2016 the schools that require Moderate or Intensive Supervision and Support in the 3 tiered system. For schools requiring Moderate and Intense Supervision, develop and implement an improvement plan with the Principal, Chief Special Services Officer, and Supervisor of Special Education. Monitor the Improvement Plan monthly and report progress quarterly to the Superintendent of Schools and Board of Education.	June 2017	Complete 6/1/18 and to be implemented on-going	
GOAL 3.1	<i>Teaching and Learning, Continuum of Services and LRE</i>	As instructional leaders, special education administrators will conduct classroom observations and provide instructional training on areas described in the report and monitor special education student progress on summative and formative assessments.	June 2016	Complete	

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GOAL 3.2	<i>Teaching and Learning, Continuum of Services and LRE</i>	Inventory instructional materials, equipment, and space and put needs into 2016-17 budget.	June 2016	Complete	
GOAL 3.3	<i>Teaching and Learning, Continuum of Services and LRE</i>	Provide research-based, specially designed interventions in reading, writing, and math to meet the needs of students with disabilities.	June 2016	Literacy Complete 6/1/18 and Math in Process	
GOAL 3.4	<i>Teaching and Learning, Continuum of Services and LRE</i>	Assess continuum of services in each school and define entry and exit criteria for district programs. Ensure that schools are staffed at sufficient levels to allow each school to provide a full continuum of services.	June 2016	Complete 6/1/18	
GOAL 3.5	<i>Teaching and Learning, Continuum of Services and LRE</i>	Working in partnership with other agencies, develop a plan to provide an 18-21 year old community based program and a high school therapeutic program for students with emotional problems in 2016-17.	June 2016	complete 2017-18	
GOAL 3.6	<i>Teaching and Learning, Continuum of Services and LRE</i>	Find a location that will accommodate all preschool classes and also allow for expansion and the partnering with other agencies.	June 2016	Complete 9/1/17	
GOAL 3.7	<i>Teaching and Learning, Continuum of Services and LRE</i>	In an effort to support the programs offered in the district for the more involved students, the district should utilize a case study/clinic model that brings in experts in the fields of autism, behavior, reading, assistive technology, and preschool to assist with program development and individual case study. This approach will assist the district with ongoing issues, while building district skills and capacity.	June 2017	Complete 6/1/18	

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GOAL 3.8	<i>Utilization of Resources for Instruction</i>	A review of the use of independent contractors to provide such services as Assistive Technology, Autism, and Occupational and Physical Therapy should be conducted to determine if the district can do it better and for less money.	June 2016	completed	
GOAL 3.9	<i>Utilization of Resources for Instruction</i>	Review the budget process for special education programs to ensure that funds are appropriately allocated and a process is in place for purchasing of materials and equipment for all special education programs (including districtwide programs).	June 2016	completed	
GOAL 3.10	<i>Utilization of Resources for Instruction</i>	The district should use the \$100,000 currently allotted for the AT consultant to develop, train, and support a district Assistive Technology team. The team's role would be to develop guidelines for assistive technology evaluation and use, train staff, assess and request assistive technology equipment and materials, and conduct evaluations in conjunction with building staff.	June 2017	completed	
GOAL 3.11	<i>Utilization of Resources for Instruction</i>	Assess the needs of the special education students in the expelled program.	June 2017	In Process	
GOAL 3.12	<i>Scientific Research-based Interventions</i>	The general education department should conduct an audit of SRBI practices within the district and develop a plan to consistently provide an SRBI framework.	June 2016	In Process	
GOAL 3.13	<i>Scientific Research-based Interventions</i>	General education to implement a comprehensive SRBI plan.	June 2017	In Process	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)
GOAL 4.1		Update the procedures manual, train special education staff and building administrators on the processes, and monitor implementation.	June 2016	Completed	
GOAL 4.2		Professional development (PD) on writing IEPs and administrative review of each IEP.	June 2016	Completed	
GOAL 4.3		To ensure that procedures are followed with fidelity, the Superintendent and Office of Special Education developed a monitoring system aligned with the recommendations made for a tiered system of School Supervision and Support.	June 2016	Completed	
GOAL 4.4		All new special education staff go through training on procedures.	June 2017	Completed September 2017	
GOAL 4.5		Implement the Three Tier System of Support and Supervision and provide updates on school improvement plans to Superintendent and Board of Education.	June 2017	In Process	
GOAL 5.1		Develop a plan to reduce costs for out of district and consultation services.	June 2016	Completed	
GOAL 5.2		Weekly meetings with the Special Education, Business Services, and HR offices to review budget, staffing, and processes .	June 2016	Completed	
GOAL 5.3		No special education expenditures can be made without the approval of the Chief Special Services Officer.	June 2016	Complete	

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RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)
GOAL 5.5		Transfer the \$465,000 of expenditures in the special education budget for general education students to the district budget and use that money to increase special education teachers and purchase needed equipment and instructional materials for special education students.	June 2017	Completed	
GOAL 5.6		District-wide special education program materials and equipment should be paid for by special education budget, not the building budget.	June 2017	Completed	
GOAL 6.1		Conduct school cluster special education staff meetings regularly.	June 2016	Completed 2017-2018	
GOAL 6.2		Strategic Plan Committee composed of representative staff and parents meets.	June 2016	Completed 2017-2018 with revision for 2018-19	
GOAL 6.3		Centralize parent contact information to provide timely information to parents.	June 2016	in process 2017-18	
GOAL 6.4		Develop a procedure for handling parent concerns and for communicating changes in student programs because of lack of staff or other issues. Train staff and implement procedures.	June 2016	in process	
GOAL 6.5		Building and central office administrators should receive training during the summer of 2016 on working collaboratively with parents. They, in turn should train their staff.		Completed 2016-17, reassessed for 2018-19	

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GOAL 6.6		To ensure that parent communication and collaboration has improved, each special education and building administrator should conduct a survey of parents of special education students in their schools to obtain parental feedback. The results of the survey should be shared with superintendent and Board of Education and should help to determine staff goals.		in process, to be completed in September 2018	
GOAL 6.7		Provide parent information and training sessions on a variety of topics selected by the parents.		Completed 2017-18, and reassessed for 2018-19	

Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
		New Chief appointed, Yvette Goorevitch began on 9/1/17
		6 Admin positions are 12 month and 1 remains at 10 months with request pending for conversion to 12 month position. Admins were assigned to clusters at beginning of 2016-17 school year. Some revision will be needed for fall 2017 due to needed reassignments. After review of needs, assignments were made by level with 1 Supervisor assigned to High School Programs, 1 Supervisor assigned to Middle school programs and 2 supervisors assigned to elementary school programs. This service pattern was felt to be superior to recommendation allowing supervisors to ensure congruence and consistency across the school district at specific levels.
		NECC has a dedicated Special Education Administrator. New NECC Administrator Deborah Whitman will begin on 7/1/18.
		Maureen Sullivan was hired in October 2016. She was assigned as an interim to NECC during the 2017-18 school year and will assume her primary responsibilities as Assessment Coordinator as of 7/1/18.
		Kirsten Grady was hired 3/20/17. Position was just authorized for up to 30 days of summer work recognizing that the work continues on a 12 month basis.
		4 Administrative Staff members are now assigned FT to the special education office. Annete Esposito began in October 2017. Liliana Meza began 5/31/18. Assesss need for 1 additional staff member.

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		<p>Comprehensive google document was created in October 2017 and is continually updated to reflect changes in IEP mandates. Additionally, goal was set to provide in-service training and BCBA supervision for paras assigned as "ABA Paras." 11 paras have completed the requirements and have been certified as RBTs. 8 additional paras have completed the required 40 hours of training and results of certification examination are pending. Goal is to build capacity for 40 Paraprofessionals to be certified as RBTs.</p>
		<p>Caseloads were examined and program development continues. Approved budget in general fund has 17 new positions of which 11 are for caseload reduction. The remaining new positions are for new program development. Additionally, 3 new positions are funded in the Federal IDEA Grant. Sustainability for the staffing for program development in future years will be off-set by decreases in contract costs and tuition costs as capacity is built in district program.</p>
In collaboration with Talent		<p>Incentive program developed for G/T program. S/L and Psychologists affiliations with 3 Colleges established (U Conn, So. CT and Sacred Heart).</p>
		<p>Continue to collaborate with agencies as district develops capacity for internal staffing.</p>
In collaboration with HR		
		<p>Re-organization discussed with Board of Education and Director's position to be proposed and approved.</p>

Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
In collaboration with HR		Staff hiring process has been developed and disseminated to principals and sped admins. Level 1 interviews with Principals and Supervisors, Level 2 with Chief for final recommendation.
In collaboration with Talent and Finance		HR and Finance are collaborating with Specialized Services to have one main list with all staff locations. This list will account for new hires with implementation of Position Control number in MUNIS.
		Staff hiring process has been developed and disseminated to principals and sped admins. Level 1 interviews with Principals and Supervisors, Level 2 with Chief for final recommendation.

Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	<p>SERC (Year 1), Internal Training with Compliance Monitors, internally provided by J. Russo. LRE and Co-Teaching to be provided by NYU/NEST affiliation, internally by S. Heiligenthaler and Supervisors. AT, internally by A. Rinaldi. Supervisors attended Regional Conferences, see RBT training above for paras. Literacy Interventions training with Fairfield University, Literacyhow, CREC, Windward Teacher Training Institute, LindaMoodBell and SPIRE. Goal for on-going is to assign all PD efforts to Director of Specialized Learning to ensure an organized approach to staff development and embedded coaching leading to implementation with fidelity.</p>	<p>2 year plan developed with SERC for professional development in identified areas. Training provided to administrators, teachers, related staff and para's.</p>
	<p>SERC CES Eillen Luddy and Associates (2016-17). As of 2017-18, Rethink Autism has been used to train aides as RBTs.</p>	<p>Para's have participated in training during district wide PD days. Training has been provided by SERC and Eileen Luddy. A new training program with CES is starting with ABA's and para's. Cohort 1 begins May 2017. Continued training in 2017-18 with access to Rethink on-line access.</p>

Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
	<p>SERC (2016-17). Director to develop 2 year plan for 2018-19 and 2019-20 focussing on coaching for co-teaching, DBT strategies, NEST implementation, integrating technology into universal design, implementation of OG and literacy strategies with fidelity, Transition Planning Development of CPI resource team for training of crisis teams in each school, transition planning, and student involvement in PPT's.</p>	<p>A 2 year PD Plan was developed and being implemented.</p>
		<p>Sped admin are assigned to feeder patterns and clusters. Re-assessed and developed supervisory patterns by Level (Elementary, Middle and HS).</p>
<p>In collaboration with HR</p>		<p>Sped admin are assigned by level. Job responsibilities have been reviewed with all sped admin. In addition, Chief meets twice monthly with Special Education Leadership Team with once monthly on site school walk-throughs to calibrate supervisory and observation inter-rater reliability.</p>

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		504 has been moved to the Department of Technology and Innovation.
		A 12 month Special education Admin/ Assessment Coordinator has been hired.
In collaboration with IT	Pull monthly compliance data	Based on Monthly compliance data, schools are being put into a tiered system of supervision. Director of Specialized Services to Provide Monthly Coaching to Compliance Monitors, Supervisors, and Principals in buildings requiring moderate or intense supervision. Three schools have been identified for intensive Supervision and 3 schools identified for moderate supervision.
In collaboration with IT	Pull monthly CSDE compliance data and data on assessment scores, attendance, out of district placements, suspensions, and expulsions.	See 2.5. Chief and Director to provide quarterly reports in 2018-19 to Special Education Committee for Board Presentation.
		All special education administrators have completed the CT SEED training in observation and evaluations. See 2.2.

Departments	OUTSIDE AGENCIES	UPDATES COMMENTS
		All testing materials and Assitive technology materials have been inventoried and needed materials have been ordered.
In collaboration with the curriculum department	CDSE, Fairfield Univserity and Literacyhow	Reading Intervention Clinic serving students with dedication of Clinic in Fall 2018. 5 Classroom OG certified staff and 15 structured literacy trained staff. PD and coaching on going with OG, LMB.
	SERC, NYU, DBT, High Roads, NCC	Fox Run has been identified as a model school of continuum of options. Co-teaching classes are recommended for NECC, Brookside, Rowayton, and Fox Run. NEST classes in Fox Run and Nathan Hale. Continued support for co-teaching in middle schools and expanded co-teaching in both high schools. Exit and entry criteria to be written summer 2018 and posted on website.
	High Road/ESS 2017-2018. DBT and Child Guidance	The 18-21 program is currently located at NHS. The district is looking at an alternative site for 2017-18 school year. The high school therapeutic program is located at NHS. 2018-19 therapeutic program to be implemented in BMHS and redesigned in Roton for Project Success with dedicated psychologist and DBT coaching and psychiatric consultation. Implementation of Project SEARCH.
		6 preschool classes have been moved to NECC. Two full day school readiness classes will be moved from Brookside.
		LEAP class located in Wolfpit fully implemented with District staff as of 9/1/18. 2 NEST classes established for students with autism as of 9/1/18. Redesigned middle program (Success) staffing and physical space redesigned for 9/1/18 with DBT coaching and newly designed HS program at BMHS for students with significant mental health or social skill disorders.

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In collaboration with Finance	Constellation	NPS has hired an Assisitive Technology specialist and additional BCBA's. It was determined that continuing with Constellation was most cost effective and provided more consistent service delivery. Staffing continues for 3 BCBA's, 1 district OT, 1 district PT, an additional Assisitive Technology Specialist, and a districtwide audiologist.
In collaboration with Finance		Weekly meetings with finance and special services has produced an effective process for ensuring all contracts, requisitons, and purchases are ordered, inventoried, monitored, and paid on a timely basis.
Works in collaboration with the technology department		NPS has hired an AT Specialist. Second AT Specialist and Audiologist currently being recruited.
Operations Department		A new districtwide model is being implemented in the 2017-18 school year. Currently budgeted in general fund for a full day program compliant with newly promulgated CSDE requirements. Section 10-233b.
Curriculum Department		NPS completed audit of SRBI processes, working committee formed. Draft manual to be finalized summer 2018 to include continuous progress monitoring of Tier 3 students with AIMsweb and strategic progress monitoring of Tier 2 students. Implementation Fall 2018.
Curriculum Department		See 3.12

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	CSDE	The procedures manual is complete and located on the NPS website. All special education staff has been trained on the manual.
	SERC	PD has been provided on writing goals.
In collaboration with IT	Pull monthly CSDE compliance data	Compliance monitor position has been implemented to assist in ongoing compliance at the elementary site level. Compliance monitor position has been implemented to assist in ongoing PD at the elementary site level (16-17) and middle added in 2017-18 with HS department chairs responsible as of 2017-18.
In collaboration with HR		Assistant Director completed training. This will be ongoing for new hired.
		The schools are currently in process of being placed in a tiered system. See 2.5
In Collaboration with Finance		Have reviewed all contracts for outside service providers. Plan to move to less expensive contractors or in district personnel for 2017-18 school year. Reduced costs of out of district tuitions and contracted costs by approximately \$2mm as of final budget report to Board of Education as of 6/26/18.
In Collaboration with Finance and HR		Weekly finance meetings
		All purchases, bills, and contracts must be approved by the Chief of Specialized Learning.

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In collaboration with Finance Department		General education items have been moved to the correct budget for the 2017-18 school year
In collaboration with Finance Department		Budget has been developed to provide needed materials to special education students/programs that required specialized materials.
		Consistent with revised supervisory assignments by level, monthly staff meetings conducted. Developed a calendar
		Ad Hoc Special Education Committee formed by School Board in 2016-17. Parent's Advisory Committee (expanded) developed in September 2017. Review and revise structure for 2018-19.
In collaboration with the Communications Department		Any centralized information is distributed through the communications department. Utilized automated calling and District website including Peachjar. Reviewing opt-in options with PAC-e and Sped Partners.
	CSDE	Department of Specialized Learning to voluntarily participate in CSDE parent participation and satisfaction survey to be implemented in September 2018. Results to be assessed by CSDE vendors.
	SERC and Connecticut parent Advocacy Center	In 2016-17 SERC provided monthly trainings to building and central office administrators on working collaboratively with families. Re-assess and work with John Flanders of the Connecticut Parent Advocacy Center in 2018-19. Four new supervisors will receive training for onboarding.

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		See 6.4 data to be further analyzed by school through the district's data coordinator.
		Speakers and topics identified in consultation with Pac-E. In 2017-18 had an introduction to new chief and assistive technology parent training. 2018-19 includes transition fair with guest speaker (October 2018), social emotional learning including Best Buddies, other topics to be identified by Pac-E. In addition, parent education and counseling has been added as an IEP service for students with significant disabilities which require parental support to implement across sessions for generalization. Entrance and exit criteria to be written for this service in summer 2018. NEST program to implement monthly parent counseling and training sessions, DBT therapeutic programs to implement monthly.