

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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	Completed 7/1/16 Revised 9/1/17			
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	Completed 7/1/16, revised 10/1/17, revised 6/1/19			
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	Completed 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	Completed 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	Completed 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	Completed as of 10/1/17, revised 5/31/18, revised 6/24/19			
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	Completed 10/30/17, revised 6/25/19			

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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	Completed 6/25/18, revised 6/1/19			
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	Completed 6/1/19		In collaboration with Talent	
GOAL 1.10	<i>Recruitment and Retention</i>	Human Resources and Special Education offices develop relationships with staffing agencies and	June 2016	Completed			
GOAL 1.11	<i>Recruitment and Retention</i>	Develop and implement an onboarding and mentor system to support new special education staff.	June 2017	Completed 5/1/19		In collaboration with Talent	
GOAL 1.12	<i>Recruitment and Retention</i>	Create and implement a succession plan for the Chief Special Services Officer	June 2017	Completed, revised 11/1/19			
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	Completed		In collaboration with HR	
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	Completed 5/1/19		In collaboration with Talent and Finance	
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	Completed			

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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	Completed 6/1/19			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. Heilenthaler 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.
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	Completed 6/1/18, revised 6/1/19			SERC CES Eillen Luddy and Associates (2016-17). As of 2017-18, Rethink Autism has been used to train aides as RBTs.
GOAL 1.18	<i>Staff Training</i>	Implement Professional Development Plan and monitor student outcomes.	June 2017	Completed 2017 and 2018. Redevelop new plan for 2019-20 to be supervised by Director of Specialized Learning.			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.
GOAL 2.1		Develop School Clusters from feeder schools.	June 2016	Completed			

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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)	June 2016	Completed		In collaboration with HR	
GOAL 2.3		Move 504 responsibilities to general education.	June 2016	Completed			
GOAL 2.4		Coordinate and monitor all special education student evaluation and assessment services and hire an	June 2016	Completed			
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	Completed 6/1/18, revised 6/1/19		In collaboration with IT	Pull monthly compliance data
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	June 2017	Completed 6/1/18, revised 6/1/19		In collaboration with IT	Pull monthly CSDE compliance data and data on assessment scores, attendance, out of district placements, suspensions, and expulsions.
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	Completed and ongoing			
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	Completed and ongoing			
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	Completed and updated July 2019		In collaboration with the curriculum department	CDSE, Fairfield Univerity and Literacyhow

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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	Completed 6/1/18 and updated July 2019			SERC, NYU, DBT, High Roads, NCC
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	Completed 2017-18 and ongoing			High Road/ESS 2017-2018. DBT and Child Guidance Ability Beyond, Project SEARCH, BRS, and Norwalk Community College.
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	Completed 9/1/17 and ongoing			
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	Completed 6/1/18 and ongoing			NYU
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 and ongoing		In collaboration with Finance	Constellation
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	June 2016	Completed and ongoing		In collaboration with Finance	

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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, <u>assess and request assistive technology equipment</u>	June 2017	Completed		Works in collaboration with the technology department	
GOAL 3.11	<i>Utilization of Resources for Instruction</i>	Assess the needs of the special education students in the expelled program.	June 2017	Completed and ongoing		Operations Department	
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	Completed and ongoing		Curriculum Department	
GOAL 3.13	<i>Scientific Research-based Interventions</i>	General education to implement a comprehensive SRBI plan.	June 2017	Ongoing		Curriculum Department	
GOAL 4.1		Update the procedures manual, train special education staff and building administrators on the processes, and monitor implementation.	June 2016	Completed and on-going			CSDE
GOAL 4.2		Professional development (PD) on writing IEPs and administrative review of each IEP.	June 2016	Completed and on-going			SERC
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 and on-going		In collaboration with IT	Pull monthly CSDE compliance data
GOAL 4.4		All new special education staff go through training on procedures.	June 2017	Completed September 2017 and on-going		In collaboration with HR	
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	Completed and on-going			

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
GOAL 5.1		Develop a plan to reduce costs for out of district and consultation services.	June 2016	Completed and on-going		In Collaboration with Finance	
GOAL 5.2		Weekly meetings with the Special Education, Business Services, and HR offices to review budget, staffing, and processes .	June 2016	Completed and on-going		In Collaboration with Finance and HR	
GOAL 5.3		No special education expenditures can be made without the approval of the Chief Special Services Officer.	June 2016	Completed and on-going			
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 and on-going		In collaboration with Finance Department	
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 and on-going		In collaboration with Finance Department	
GOAL 6.1		Conduct school cluster special education staff meetings regularly.	June 2016	Completed and on-going			

**STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19**

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
GOAL 6.2		Strategic Plan Committee composed of representative staff and parents meets.	June 2016	Completed and updated 2019			
GOAL 6.3		Centralize parent contact information to provide timely information to parents.	June 2016	Completed and ongoing		In collaboration with the Communications Department and CPAC, NSPEDPAC	
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	Scheduled for 2019-20			CSDE
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 and on-going			SERC and Connecticut parent Advocacy Center

STATUS REPORT
CREC RECOMMENDATIONS as of 6/27/19

RECOMMENDATION	CATEGORY	TASK DESCRIPTION	CREC RECOMMENDED DEADLINE	STATUS	RE-REQUISITE STEPS (set up)	Departments	OUTSIDE AGENCIES
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.		Scheduled for 2019-20			
GOAL 6.7		Provide parent information and training sessions on a variety of topics selected by the parents.		Completed and ongoing			

UPDATES
COMMENTS

New Chief appointed, Yvette Goorevitch began on 9/1/17
All Administrative positions are 12 month. Admins were assigned to clusters at beginning of 2016-17 school year. 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. During 2018-19 school year, 3 new administrators were hired. Teacher in Residence program for aspiring administrators was established in 9/2018.
NECC has a dedicated Special Education Administrator. New NECC Administrator Deborah Whitman began 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.
5 Administrative Staff members are now assigned FT to the special education office. Annette Esposito began in October 2017. Liliana Meza began 5/31/18. Farrah Askenback was assigned 6/24/19.
Comprehensive google document was created in October 2017 and is continually updated to reflect changes in IEP mandates. Additionally, goal was met to provide in-service training and BCBA supervision for paras assigned as "ABA Paras" and RBT are linked to BCBA's based on school assignments. 14 paras have completed the requirements and have been certified as RBTs. 22 additional paras have completed the required 40 hours of training and results of certification examination are pending. Goal to build capacity for 40 Paraprofessionals to be certified as RBTs will be completed by 7/15/19. District and union revised and finalized job descriptions to align positions with skills and expertise based on student needs 6/1/19.

UPDATES
COMMENTS

<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. For 2019-20 budget, 9 new positions are added including expansion of NEST, 2nd transition coordinator, Parent Ombudsperson and additional positions for caseload reduction.</p>
<p>Incentive program developed for G/T program. S/L and Psychologists affiliations with 3 Colleges established (U Conn, So. CT and Sacred Heart). SLPa and Transitional School Psychologist positions established. Teacher in Residence position established, see goal 1.2.</p>
<p>Continue to collaborate with agencies as district develops capacity for internal staffing.</p>
<p>Talent and Specialized Service Department collaborated to establish HR business partner to onboard and monitor the mentor system for new special education teachers</p>
<p>Re-organization discussed with Board of Education and Director's position to be proposed and approved. In November 2018, Stacey Heiligenthaler was appointed to <u>Director Pupil Personnel Services</u>.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

UPDATES
COMMENTS

Revision of the 2 year plan based upon input from special education leadership, building administrators and NFT consulting committee to identify additional training needs to support the districts strategic operating plan.

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. In 2018-19 over 40 paras were trained in behavior analysis through rethink and 100 para educators were trained in CPI.

A 2 year PD Plan was developed and being implemented. Student outcomes will be progressed monitored by Aimsweb (continuous or monthly) and Rethink (goals for Alternative assessment students).

Sped admin are assigned to feeder patterns and clusters. Re-assessed and developed supervisory patterns by Level (Elementary, Middle and HS).

**UPDATES
COMMENTS**

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.

504 has been moved to the Department of Technology and Innovation.

A 12 month Special Education Admin/ Assessment Coordinator has been hired.

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. During the 2018-19 school year the Director of Pupil Personnel services met on a monthly basis with the compliance monitors. SEDAC and EVT data reflect excellent data toward compliance. In October 2018 a systemic compliance with CSDE was filed. Preparation of intensive documentation was provided in response to the compliant. Through this process, 3 schools were identified for intensive supervision, which has been and will continue to be provided.

See 2.5. Chief and Director to provide quarterly reports in 2018-19 to Special Education Committee for Board Presentation. Monthly reports have been provided to the Special Education Ad Hoc Committee.

All special education administrators have completed the CT SEED training in observation and evaluations. See 2.2. During 2018-19 school year, monthly calibration walks were implemented with the special education administrators and building leaders.

All testing materials and Assistive Technology materials have been inventoried and needed materials have been ordered.

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. Identified and hired a OG Fellow (part time) and Literacy Center Coordinator (Part time) to begin 2019-20 school year.

UPDATES
COMMENTS

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. For the 2019-20 school year, plans for expanding NEST at Fox Run and Ponus, expansion of elementary co-teaching at Brookside, Rowayton, and Kendall, and development of part time special class with intensive literacy focus at Naramake and West Rocks.

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. For the 2019-20 school year the 18-21 program is moving off the NHS campus and into a community based site.

6 preschool classes have been moved to NECC. Two full day school readiness classes have been 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. For 2019-20 school year, dedicated staff including the special education teachers, para's with RBT, and clinical staff have been identified at Tracey, Roton, Brien McMahon High school, and Norwalk High School.

NPS has hired an Assistive 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 Assistive Technology Specialist, and a districtwide audiologist. For 19-20 the district have hired RBT's and BCBA to facilitate the transition from contractor to district staff at Fox Run. The district will staff with 7 BCBA's.

Weekly meetings with finance and special services has produced an effective process for ensuring all contracts, requisitions, and purchases are ordered, inventoried, monitored, and paid on a timely basis.

UPDATES COMMENTS
<p>NPS has hired an AT Specialist. Second AT Specialist and Audiologist currently being recruited. The district hired a second AT specialist and audiologist in the 2018-19 school year. In addition, a part time IT assistant has been hired to facilitate and support the work of the AT team.</p>
<p>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.</p>
<p>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. SRBI manual was finalized and approved by the Board of Education. In 2019-20, Aimsweb for progress monitor in grades 4-12 will be implemented and supported with training and coaching.</p>
<p>See 3.12</p>
<p>The procedures manual is complete and located on the NPS website. All special education staff has been trained on the manual.</p>
<p>PD has been provided on writing goals.</p>
<p>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.</p>
<p>Assistant Director completed training. This will be on-going for new hired. Director meets with staff as part of on-boarding.</p>
<p>Director meets monthly with Compliance monitors. Compliance Monitors established in all schools Pre-k through 12 including HS Department Chairs. Training and coaching provided. Supervisors randomly review service logs for compliance. Procedures establish September 2018 to ensure that make up hours are provided to students as appropriate within the month.</p>

UPDATES
COMMENTS

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. Additional reduction of 1.5 mm in contract costs have been realized for 19-20 by reduction in IPP, CREC and ESS contracts. In addition, RFP was established in June 2019 for a review and bidding process for all substantial contracts.

Weekly finance meetings

All purchases, bills, and contracts must be approved by the Chief of Specialized Learning.

General education items have been moved to the correct budget for the 2017-18 school year

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 with Operations consistent with Teacher's contract for regular department meetings. Specific centralized agenda items will guide monthly staff meetings for consistency and congruence of implementation. Calibration walk-through observations have been conducted by leadership staff on a monthly basis. School Principals and leaders participate in the feedback session.

UPDATES
COMMENTS

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. Norwalk SPEDPAC was approved by the Board of Education in collaboration with CPAC. NSPEDPAC's mission is to establish a collaborative relationship with the Special Education Department to support the mission of improved special education service delivery. NSPEDPAC will issue an annual advisory to the Board of Education on matters related to special education supports on services in Norwalk. NSPEDPAC will work collaboratively with the Department of Specialized Services and the School District to develop workshops and programs for parents/guardians and cross training for parents and staff. By-Laws, Board Members, and Council Members and Sub-Committees (Recruitment, Communication and Enrichment)

All centralized communications are distributed by the communications department. Establishing NSPEDPAC email, link to pull down NSPEDPAC menu on District's website. Meetings and Agenda will be posted on District website, announced via peachjar and District's social media pages.

Department of Specialized Learning to voluntarily participate in CSDE parent participation and satisfaction survey. Results to be assessed by CSDE vendors (SERC contract established). SDE requested District delay self-survey to allow Federally Required Parent Satisfaction Indicator to be completed. Anticipated Survey will be school level in Winter 2019-20. NECC completed self-survey. Established Parent Ombudsperson posting for implementation in 19-20.

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. Establish NSPEDPAC designed to support improved communication and collaboration among parents and the Department of Specialized Services and District. Board of Education approved NSPEDPAC in collaboration with CPAC in November 2018. CPAC provides technical assistance to the District in the establishment and support of this process. Cross Training for parents and staff will continue during the 2019-20 school year.

UPDATES
COMMENTS

See 6.4 data to be further analyzed by school through the district's data coordinator. Department of Specialized Learning to voluntarily participate in CSDE parent participation and satisfaction survey. Results to be assessed by CSDE vendors (SERC contract established). SDE requested District delay self-survey to allow Federally Required Parent Satisfaction Indicator to be completed. Anticipated Survey will be school level in Winter 2019-20 by school and will be reviewed by Department of Specialized Services, Each School Building Leader and shared with NSPEDPAC. . NECC completed self-survey with 61 responses (30% response rate) showing high levels of satisfaction.

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. In addition, NSPEDPAC identified several areas of priority for: Communication, Compliance -including logs, delivery of services, evaluations and PPT timelines and follow up, School Climate including SEL and bullying, inclusive practices). SPEDPAC also requested budget review information to discuss caseloads and expenditures.