Chappaqua Central School District
Special Education Strategic Planning

Jonathan P. Costa, Sr.

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costa@edadvance.org

Our Planning Goal

... to review the content of the Public Consulting Group's report and to determine which of the recommendations merit implementation - and then to plan for the work required to do so.

Thanks to the Planning Team

*On behalf of the Superintendent and the Board of Education, we thank and recognize
the members of the Special Education Strategic Planning Team:*

Hilary Grasso

Gina Malmgren

Christine Ackerman

Andrew Lennon

Adam Pease

Tony Sinanis

Karen Smith

Sarah Moskowitz

Sara Kenney

Tonya Wilson

Joseph Mazza

Andrew Corsilia

Rosa Amendola

Jamie Edelman

Jonathan Costa, Process Consultant

Frames of Reference

Frames of Reference for Chappaqua Special Education Planning:

- **IDEA:** Under section 612(a)(5) of the IDEA, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who are not disabled. Further, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- *NYSED Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.*

- *NYSED Equity: The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of all groups.*

- *NYSED Diversity: Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.*

A Commitment to Inclusive Education

An Inclusive Framework for Education

"The Chappaqua Central School District is committed to providing equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age-appropriate general education classrooms in their neighborhood schools. To the greatest extent possible, students with disabilities are educated in chronologically age-appropriate general education classes in their home schools and provided with the specialized instruction they require. Within our inclusive model, instruction is developed and provided in a manner that ensures all students have access to the same curriculum within a learning experience appropriate for them.

Everyone Benefits

Inclusive education significantly contributes to the educational experience of all children in many ways. Special educators, educational specialists, and other support personnel recommended for the education of integrated students with disabilities enrich classrooms by working with all students. The instructional teams in schools are expanded by the participation of multidisciplinary personnel made available by special education and enable new teaching and learning experiences in classrooms for all students. Inclusive education enriches the diversity in classroom learning communities providing all students expanded opportunities for better understanding the world, those around them, and themselves.

Over the many years the school district has developed and implemented inclusive practices, academic outcomes for students with disabilities have become stronger. During the same period of time, the overall achievement of students throughout the district has consistently been excellent."

A Commitment to Inclusive Education

Defining characteristics of an effective inclusion model in Chappaqua:

- All students are supported in the specific learning environment that allows them to access the learning most consistently and effectively.
- Robust spectrum/continuum of service provision options that allow flexibility to develop a program to address the needs of each specific child.
- The utilization of various inclusive models/approaches to meet the diverse needs of students in an inclusive setting.
- Flexibility and fluidity around the continuum and student access to various models.
- Students will be able to meaningfully participate in their instruction.

Recommendation	Implementing	Developing	Deferring
1. Multi-Tiered System of Supports		X	
2. Identification Practices		X	
3. IEP Development		X	
4. Inclusive Practices: Planning, Guidance, and Implementation	X		
5. General Education Classroom Composition, Collaborative Teaching and Co-Teaching		X	
6. Out of District Placements	X		
7. Continued Inclusive Education Vision and Planning	X		
8. Cross-Departmental Collaboration		X	
9. Special Education Leadership Presence in Schools		X	
10. Professional Development		X	
11. Special Education Policy and Procedure Manual		X	
12. Record Keeping		X	
13. Assistive Technology		X	
14. Budget (Budgeting - The District does have a process for budgeted expenses by school building where appropriate and necessary (e.g. - Staff Salaries by location code)			X
15. Report on the implementation of the report recommendations		X	
16. Website		X	
17. Parent Trainings Awareness	X		
18. Family Engagement Vision		X	

Category One: Foundational Beliefs and Program Design Frameworks

- Revise the special education annual plan so that it defines our approach to inclusive practices -
  - Restructure continuum of services for students in special education to reflect the program philosophy.
  - Explore scheduling practices to allow the most flexible provision of these services.
  - Rethink/refocus multi-tiered systems of supports.
  - General Education Classroom Composition, Collaborative Teaching, and Co-Teaching - working through the development of those recommendations.
- Develop a framework for how to work with parents on issues related to out of district placements and perspectives.
  - Working to ensure that as many students as possible can be served by our in-district approaches to reduce the number of students whose needs we cannot meet locally.

Category One: Foundational Beliefs and Program Design Frameworks

Clarifying Questions/General observations associated with Category One –

- Does inclusion mean that you never pull students out for specialized instruction (ELA/Math)?
- Does inclusion also mean instruction and outcome? These are not touched on in the state definition.
- Does inclusion also mean equal access to instruction?
- Is this also social inclusivity?
- What does "traditionally excluded" mean?
- Equal access vs. equitable access.
- How does a TA impact inclusivity?
- Does inclusion have time constraints? In Chappaqua, there are a maximum number of hours that we can provide inclusion. Why?
- Where does this definition of inclusion intersect with least restrictive inclusion?
- Should it be the same?
- The addition of TA support has increased due to the lack of inclusion support to students. We are trying to provide LRE but somehow jump to most restrictive support to make our model work.
- Can inclusion be provided in areas other than just the classroom? (Sports, specials, lunch/recess, etc.)

Category	Action Steps & Recommended Outcomes	Responsibility
Restructure, build and plan for a continuum of services for students in special education to reflect the program philosophy	Clarify Program Philosophy and Define • Learning Center • Resource Room • Consultant Teacher • Building Support Teams • Inclusion Implement Co-Taught Algebra 8 Develop • Pathways Program for K-4 • Pathways Program for 5-8 Explore • Resource or Learning Center: Room K-8 • Offering a Co-Taught Program K-4 • Offering a Co-Taught Program 5-8 • Different CT Models Analyze General Education Classroom Composition, Collaborative Teaching, and Co-Teaching - working through the development of those recommendations - again, associated with the results of aligned recommendations	Karen Smith/Jamie Edelman
Explore scheduling practices to allow the most flexible provision of these services	Middle School Scheduling Support after program is identified Explore how the Gr. 5 & 6 two-teacher model can support special education students.	
Rethink/refocus multi-tiered systems of supports - related to the first recommendation - show us what has been done and map out the work to be done - and determine cost impacts and budgetary needs	**Implement** Monthly meeting of MTSS District Leadership Team Building support teams and structures - align our names (Child Study Teams, instructional support team, CST, IST, Clinical, Tier 2 Team) Data Team Explore cost implications of restructured programming.	Jamie Edelman & Adam Pease

Category Two: Program System Supports and Implementation

Supporting building leadership, teachers, and children by:

- Increasing special education leadership presence in schools - defining specifics about existing positions (Director of Equity, Inclusion & Wellness) and practices to achieve this end.
- Improving IEP development to increase efficiency in completion and consistency across children.
- Offering and supporting professional learning to integrate critical special education representation and issues and practices into these processes:
  - Integrate PPS into existing C&I PD planning
  - New Teacher / Mentors PD (#Project720)
  - Specialized PD for supporting "Complex disabilities"
- Revising and sharing the special education Policy and Procedure Manual.
- Addressing the accuracy of testing and IEP completion to minimize errors.
- Supporting a robust assistive technology approach that provides for regular staff and parent training.

Category	Action Steps & Recommended Outcomes	Responsibility
Special Education Leadership Presence in Schools	**Implement** • Monthly building level meetings with central office staff. • Weekly classroom visits by central office staff. • Facilitate individual student reviews biweekly. • Quarterly building level meetings with parents of special education students. • Quarterly central office meetings with parents of special education students. • Define or redefine the role of the Director of Equity, Inclusion and Wellness.	Jamie Edelman & Karen Smith
IEP Development	**Implement** • Training for faculty on grade level standards to support student IEP goal development. • Comment expectations for faculty and CSE chairs to increase consistency.	Karen Smith
Professional Development	**Areas of Focus** • IEP goal development. • Progress monitoring. • Modifying work and differentiation. • Test administration, scoring and interpretation. • ICT. • Student need identification. • MTSS **Implement** • Professional development in areas of focus listed above. • Increase collaboration and training between general and special education teachers. • PD related to differentiation and IEP delivery for general education teachers. • Wilson level 1 certification (special education and reading teachers). • MTSS teams team identification & training.	Jamie Edelman

Special Education Policy and Procedure Manual	**Implement** • Policy Manual Tri-Annual Review Process & Community Communication. • Yearly Review of Staff Manual. • Addition of Reference Materials. **Explore:** Creation of a parent manual or guidance document.	Karen Smith
Record keeping	**Implement** • Consistent testing process and procedures K-12. • Consistent and annual professional development for faculty. • Peer review of test protocols. • Annual administrative audit of assessment reports. **Explore** • Software purchase to facilitate annual review educational testing for students and generate reports for IEPs. • Different staffing configurations to reduce errors and increase accuracy.	Jamie Edelman & Karen Smith
Assistive Technology	**Implement** • Consultation meetings and training in September for faculty assigned to student caseload. • Include parents in consultation meetings when appropriate. • Meet with the technology department in August to discuss student needs. **Explore:** Internal evaluation capacity.	Karen Smith

Category Three: Parent and Community Engagement and Support

Improve communications/transparency and trust by:

- Being transparent about the implementation of these recommendations.

- Communicating the rationale and progress being made - including a regular update of the district webpage.

- Considering additional parent engagement opportunities and possible training and the provision of consistent information (glossary of terms, possible outlining general processes etc.).

- Engaging in collaborative practices of specific parent communications.

Category	Action Steps & Recommended Outcomes	Responsibility
Community Updates on Strategic Plan Progress	Board of Education Meetings- Semester. Quarterly Letters to Special Education Families.	Jamie Edelman
PPS Communications Team (PTA, CCSD)	Develop a Belief Statement for Special Education Program. Define the PPS Vision & Goals. Develop Philosophy statement that addresses parents as partners. Inform and coordinate the methods, timing and content of various communications activities particular to PPS/Special Education.	Jamie Edelman & Karen Smith
CCSD Special Education Website	Re-Envision the Special Education Website -	Jamie Edelman & Karen Smith
CCSD Communication Calendar	Develop Annual Communication Calendar (what, who, when). Develop a Communication Organizational Chart (who, what, when).	Jamie Edelman & Karen Smith

Thank you!