

*Quincy Public Schools  
Program Improvement Plan*

*Special Education Programs*

*Director of  
Special Education*

*Judith Todd*

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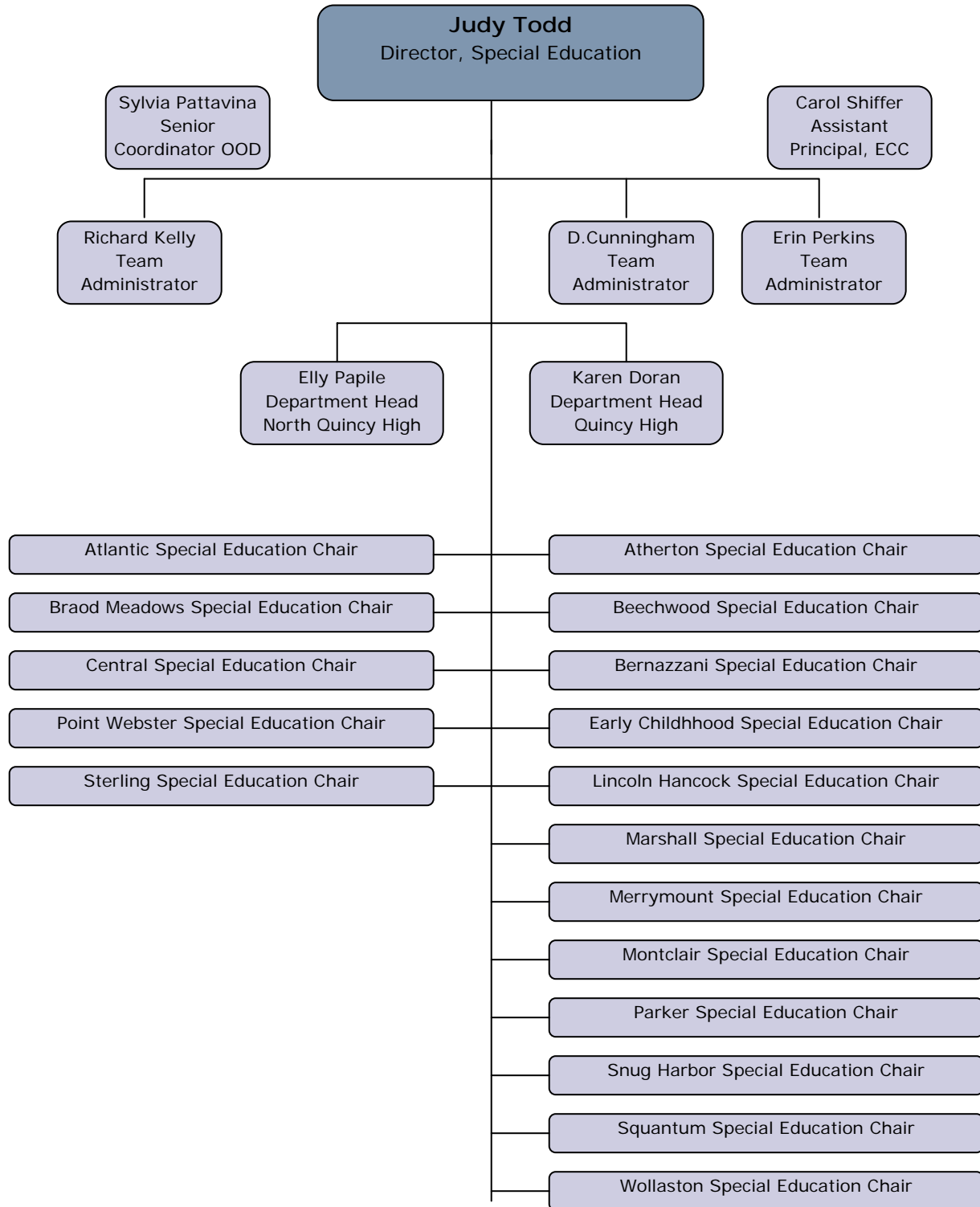
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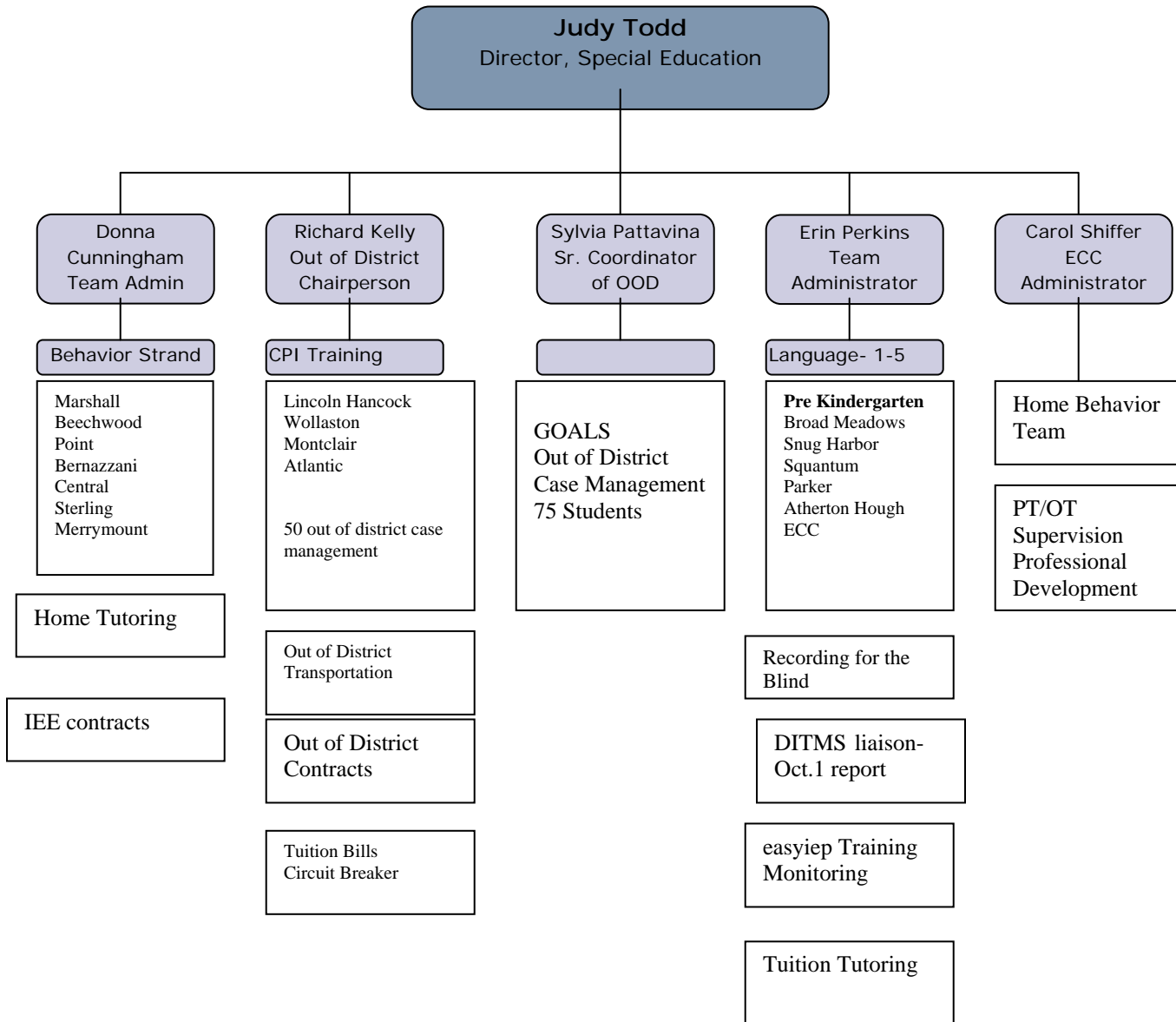
## *I. MISSION*

The Special Education Department is committed to providing all students with a free and appropriate public education designed to meet their unique needs and to successfully maximize their individual educational potential in the least restrictive environment.



# SPECIAL EDUCATION ORGANIZATION







## Standards Assessment

**Standard:** 2 - Curriculum and Instruction

**Indicator:** 10 - Teachers use differentiated instructional strategies that reflect high expectations for all students.

**Benchmark(s)**

Adaptive technology addresses specialized learning needs of students.

**Evidence**

Differentiated Instruction  
Plep B (IEPs)

**Benchmark(s)**

The district provides programs for special populations of students i.e. C.A.R.E.S., SNLC, EVA, LDC, PTC, TLC, GOALS, S.T.A.R.S., THSRR

**Evidence**

Professional Development Plan  
Special Education Program Booklet

**Benchmark(s)**

The district ensures equitable access to school programs and services to students with disabilities through professional collaboration of qualified special education and regular education staff.

**Evidence**

Special Educational Transitional Programs  
Inclusion Models

**Standard:** 4 - Human Resource Management and Professional Development

**Indicator:** 12 - The district's employment (human resources), supervision, and professional development processes are linked and supported by appropriate

**Benchmark(s)**

The district has the particular categories of specialists it needs and staffs these programs with the most qualified, available personnel.

**Evidence**

Licensure Alert Memo  
Licensure Database  
Licensure Handouts

**Benchmark(s)**

The district has an adequate number of staff members at each school who are qualified to deliver basic and emergency safety services.

**Evidence**

Crisis Prevention Training

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 1 - The district administration and staff used aggregated and disaggregated student achievement data on student participation and achievement to adjust instruction and policies for at-risk populations and provided additional programs and supports to assist their progress and academic achievement.

**Benchmark(s)**

The district has successfully implemented Federal and State laws related to special education.

**Evidence**

eSPED reports  
SPED Coordinated Program Review  
Annual SPED Program Review

**Benchmark(s)**

Students meet the benchmarks set forth in their Individual Education programs.

**Evidence**

SPED Progress Reports

**Benchmark(s)**

The district has developed a comprehensive program of appropriate and effective services at all levels to address the needs of our under performing students.

**Evidence**

Special Education program book description  
District Curriculum Accommodation plan  
Special Education interventions, i.e. Wilson, Orton-Gillingham, LIPS, etc

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 2 - At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplementary and/or remedial services that resulted in improved academic achievement and MCAS proficiency.

**Benchmark(s)**

Students' Individual Education Programs (IEPs) prescribe clear, challenging, and fully attainable goals that are aligned with the Massachusetts Curriculum Frameworks.

**Evidence**

Individualized Education Programs  
SPED Progress Reports

**Benchmark(s)**

The district ensures that students with disabilities are covering the material in the State Curriculum Frameworks.

**Evidence**

Clinical Supervision  
EASYIEP Reports

## Q-MAP Assessment

<b>1. Population and Programs</b>	<b>2008</b>	<b>2009</b>
<b>Atherton Hough</b>	<b>43</b>	<b>49</b>
Emotional	2	
Specific Learning Disability	21	25
Neurological	1	1
Developmental Delay	16	7
Autism	3	3
<b># of students in substantially separate classrooms-</b>	<b>23</b>	<b>FTE. 2.0</b>
<b>Resource Room #=26</b>	<b>FTE- .7</b>	
<b>Beechwood</b>	<b>40</b>	<b>39</b>
Communication	3	2
Specific Learning Disability	24	25
Neurological	1	1
Developmental Delay	13	7
Autism	1	3
Health		1
<b>FTE 1.0 + 10 HOURS FROM BZ</b>		
<b>Bernazzani</b>	<b>41</b>	<b>50</b>
Communication	3	3
Emotional	1	1
Health	1	3
Special Learning Disability	18	28
Neurological	3	3
Developmental Delay	15	12
<b>FTE 1.6</b>		
<b>Marshall</b>	<b>63</b>	<b>69</b>
Communication	8	6
Emotional	8	16
Health	4	5
Specific Learning Disability	15	23
Multiple Disabilities	2	1
Neurological	5	3
Developmental Delay	21	18
Autism		1
<b># of students in substantially separate classrooms-</b>	<b>26</b>	<b>FTE-4.0</b>
<b>Resource Room #43</b>	<b>FTE- 2.0</b>	

<b>Merrymount</b>	<b>51</b>	<b>33</b>	
Intellectual	3	1	
Communication	3	6	
Physical	2	1	
Health	4	2	
Specific Learning Disability	22	16	
Multiple Disabilities	1		
Neurological	2	1	
Developmental Delay	21	6	
<b>FTE 1.0 + 15 HOURS TUTORIAL</b>			
<b>Montclair</b>	<b>25</b>	<b>24</b>	
Communication	6	4	
Health	1	1	
Specific Learning Disability	10	12	
Developmental Delay	8	6	
<b>FTE 1.0</b>			
<b>Parker</b>	<b>35</b>	<b>42</b>	
Intellectual	1		
Communication	4	11	
Specific Learning Disability	10	15	
Developmental Delay	8	12	
Multiple		1	
Physical		1	
Health		1	
Neurological		1	
<b># of students in substantially separate classrooms- 21</b>			<b>FTE 2.0</b>
<b>Resource Room #=21</b>	<b>FTE – 1.0</b>		
<b>Squantum</b>	<b>61</b>	<b>70</b>	
Intellectual	8	5	
Communication	3	3	
Sensory/Vision	1	1	
Physical	1	1	
Specific Learning Disability	19	29	
Multiple Disabilities	1	2	
Autism	10	14	
Developmental Delay	18	15	
<b># of students in substantially separate classrooms-33</b>			<b>FTE 4.0</b>
<b>Resource Room # 37</b>	<b>FTE- 1.0</b>		

<b>Wollaston</b>	<b>37</b>	<b>28</b>
Communication	3	1
Health	1	2
Specific Learning Disability	12	11
Multiple Disabilities	1	0
Autism	10	0
Developmental Disability	18	14
<b>FTE- 1.0</b>		

<b>Lincoln Hancock w/out ECC/CDC</b>	<b>51</b>	<b>ECC 71</b>	<b>CDC 17</b>
Communication	11	3	
Emotional	3		
Specific Learning	23		
Autism	3	25	6
Developmental Delay	11	43	5
Multiple			6
<b>FTE 2.25+ 25 HOUR TUTORING</b>		<b>FTE-.25</b>	

**2009**

<b>Snug Harbor without Preschool</b>	<b>51</b>	<b>Pre-kindergarten 89</b>
Intellectual	1	
Communication	9	6
Emotional	2	
Sensory/Vision		2
Sensory/Hearing	2	
Physical	4	1
Health	5	
Specific Learning Disability	19	
Multiple Disabilities		
Developmental Delay		80
Autism	7	
<b># of students in substantially separate classrooms-25</b>	<b>FTE 3.0</b>	
<b>Resource Room # 26</b>	<b>FTE 1.5</b>	

<b>Atlantic</b>	<b>82</b>	<b>63</b>
Intellectual	1	1
Sensory/Hearing	2	1
Communication	5	6
Sensory/Vision	1	1
Emotional	3	1
Health	4	1
Specific Learning Disability	59	49
Autism	2	0
Neurological	5	4
<b>FTE- 4.0 + 15 HOURS TUTORIAL</b>		

<b>Broad Meadows</b>	<b>74</b>	<b>81</b>
Intellectual	16	18
Sensory/Hearing	1	0
Communication	2	11
Sensory/Vision	2	1
Emotional	4	1
Specific Learning Disability	42	42
Multiple Disability	2	2
Autism	3	2
Neurological	2	1
<b># of students in substantially separate classrooms= 22</b>		
<b>Resource Room # =59 FTE 4.0</b>		

<b>Central</b>	<b>58</b>	<b>67</b>
Intellectual	1	1
Sensory/Hearing	2	1
Communication	2	8
Emotional	4	1
Specific Learning Disability	41	49
Multiple Disability	1	0
Autism	3	1
Neurological	4	2
Health		4
<b>FTE- 4.5</b>		

<b>Point</b>	<b>70</b>	<b>86</b>
Intellectual	3	2
Sensory/hearing	1	1
Communication	15	17
Emotional	9	14
Health	4	3
Specific Learning Disability	36	46
Neurological	12	4

Physical 1  
 Multiple 1  
**# of students in substantially separate classrooms-46 FTE- 5.0**  
**Resource Room #40 FTE 3.0**

**Sterling 75 80**  
 Intellectual 2 1  
 Communication 4 5  
 Emotional 15 8  
 Specific Learning Disability 39 43  
 Multiple Disability 1 2  
 Autism 10 14  
 Neurological 4 4  
 Health 3 3  
**# of students in substantially separate classrooms-27 FTE 2.0**  
**Resource Room # 53 FTE 3.0**

**Quincy High 223 208**  
 Intellectual 25 17  
 Sensory/Hearing 2 0  
 Sensory/Vision 2 1  
 Emotional 23 13  
 Health 17 12  
 Specific Learning Disability 140 133  
 Multiple Disabilities 2 2  
 Autism 3 3  
 Neurological 9 8  
 Communication 19  
**# of students in substantially separate classrooms-40**  
**Resource Room #168**  
**FTE- 13.5 INCLUDES EVA**

**North Quincy High 191 251**  
 Intellectual 28 34  
 Communication 10 9  
 Emotional 15 20  
 Physical 1 1  
 Health 37 39  
 Specific Learning Disability 70 107  
 Multiple Disabilities 4 4  
 Autism 17 21  
 Neurological 9 12  
 Hearing 4 4  
**# of students in substantially separate classrooms-49 FTE 2.0 (PASS)**  
**Resource Room #202**  
**FTE-10.0 INCLUDES LEARNING CENTER**

<b>Out of District</b>	<b>119</b>	<b>124</b>
Intellectual	7	7
Sensory/Hearing	2	5
Sensory/Vision	2	2
Emotional	39	41
Specific Learning Disability	7	11
Sensory/Deaf-Blind	1	1
Multiple Disabilities	25	18
Autism	32	36
Neurological	3	2
Developmental Delay	1	1

**Programs** are offered in the areas of:

- Language Development for language impaired students in grades K-12. The kindergarten class is referred to the Primary Transition class and the high school level is currently the Extended Vocational Alternative program. The vocational areas have been expanded. These areas run six weeks in duration in multiple technical areas.
- STARS, Students Together Achieve Real Success, is for students in K through grade 7 with emotional disorders. Students in grades 8-12 attend the GOALS program, BGD grade 8 and the high school transitional program.
- Special Needs Learning Center is a grade 1-12+ program. Students typically remain until the age of 22. For the past three years we have partnered in a grant program with UMass Boston, where students attend Bunker Hill community college for exploratory opportunities. The high school learning center has continues to evolve incorporating many community based vocational experiences.
- The C.A.R.E.S.(Children Achieve Real Educational Success) is a PK-12 program for students who fall within the autism spectrum. Students may need ABA programs or be higher functioning and need assistance traveling from class to class, organizational help and/or a need for a home base to destress.
- Multi-disabled programs are located at Marshall for students in grades 1-4 with multiple disabilities. Many of the students are non verbal and require specially designed instruction. A developmental disability program previously at the CDC has relocated to the ECC.
- The P.A.S.S. program was implemented last year at North Quincy High. The target population is for students who demonstrate high levels of anxiety and depression, students previously outplaced. Last year, the program was very low in numbers. This year opened at almost full capacity,however; some areas of need were identified in areas of curriculum. We are investing in an on-line curriculum program, PLATO, to supplement the many courses needed with only two teachers.

**Changing Population**

Autism continues to be the disability that is climbing astronomically. This year we opened another substantially separate class for PK aged students, increasing our current number at this level to 7, 14 in total counting high school.

2009 Adequate Yearly Progress Date

Special Education

Student Group	Enrolled	Assessed	%	Met target	2008 CPI	2009 CPI	Met Target	AYP
<b>91</b>								
<b>GRADE 3-5 ELA</b>	<b>307</b>	<b>303</b>	<b>99</b>	<b>yes</b>	<b>59.3</b>	<b>58.7</b>	<b>NO</b>	<b>NO</b>
<b>GRADE 3-5 MATH</b>	<b>307</b>	<b>303</b>	<b>99</b>	<b>YES</b>	<b>55.8</b>	<b>52.8</b>	<b>NO</b>	<b>NO</b>
<b>GRADE 6-8 ELA</b>	<b>357</b>	<b>354</b>	<b>99</b>	<b>YES</b>	<b>69.5</b>	<b>69.8</b>	<b>NO</b>	<b>NO</b>
<b>GRADE 6-8 MATH</b>	<b>357</b>	<b>333</b>	<b>99</b>	<b>YES</b>	<b>45.6</b>	<b>47.7</b>	<b>YES</b>	<b>NO</b>
<b>GRADE 9-12 ELA</b>	<b>123</b>	<b>112</b>	<b>91</b>	<b>NO</b>	<b>73.</b>	<b>74.6</b>	<b>YES/SH</b>	<b>NO</b>
<b>GRADE 9-12 MATH</b>	<b>124</b>	<b>112</b>	<b>90</b>	<b>NO</b>	<b>64.9</b>	<b>74.1</b>	<b>YES</b>	<b>NO</b>

\*SH= SAFE HARBOR- Reduced % of non-proficient students by 10%

**Adequate Yearly Progress  
Comparison of Special Education and Aggregate Scores**

**The following schools had the number of students required to report results by sub-group. ELA**

**Elementary Schools**

School	NCLB Accountability	Performance Rating	Improvement Rating	CPI	AYP Status
Atherton Hough	Improvement 2	High	On Target	61.0/80.6	N/A
Beechwood Knoll	No Status	High	On Target	<b>59.6 /87.4</b>	N/A

Bernazzani	Improvement 1	High	On Target	N/A	N/A
Lincoln Hancock	Restructuring	Moderate	No Change	62.9/77.0	N/A
Marshall	Restructuring 1	Moderate	Declined	<b>48.3/74.7</b>	N/A
Merrymount	No Status	Very High	Above Target	78.8/93.8	N/A
Montclair	Restructuring 1	High	On Target	N/A	N/A
Parker	Improvement 2	Moderate	No Change	<b>34.4/71.3</b>	N/A
Snug Harbor	Corrective Action	Moderate	Declined	<b>43.2/72.2</b>	N/A
Squantum	Improvement 2	High	No Change	67.2/82.2	N/A
Wollaston	Improvement 2	High	On Target	61.3/83.9	N/A

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### Middle Schools

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Atlantic	No Status	Very High	On Target	82.3/93.8	Yes
Broad Meadows	No Status	Very High	On Target	83.5/93.8	Yes
Central	Improvement 1	Very High	No change	69.6/93.4	No
Point	Improvement 2	High	On Target	<b>46.2/81.3</b>	No
Sterling	Improvement 1	High	On Target	68.8/84.6	Yes

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### High Schools

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North Quincy	No Status	Very High	On Target	79.7/95.2	Yes
Quincy	Improvement 2	High	On Target	75.0/86.3	No*

## MATH

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### Elementary Schools

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School	NCLB Accountability	Performance Rating	Improvement Rating	CPI	AYP Status
Atherton Hough	No Status	Moderate	On Target	51.0/72.9	N/A
Beechwood Knoll	No Status	High	On Target	71.2/87.4	N/A
Bernazzani	No Status	Moderate	On Target		N/A

Lincoln Hancock	Corrective Action-subgroups	Low	On Target	50.8/67.9	NA
Marshall	No Status	Moderate	Declined	<b>46.7/74.7</b>	N/A
Merrymount	No Status	Very High	On Target	<b>63.8/91.1</b>	N/A
Montclair	No Status	High	No Change	N/A	N/A
Parker	No Status	Moderate	Declined	<b>38.5/77.3</b>	N/A
Snug Harbor	No Status	Moderate	Declined	<b>43.9/72.2</b>	N/A
Squantum	No Status	Moderate	Declined	57.8/73.7	N/A
Wollaston	No Status	High	No Change	48.8/82.6	N/A

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### Middle Schools

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Atlantic	Restructure 1	High	On Target	<b>45.9/82.0</b>	Yes
Broad Meadows	No Status	Moderate	No change	60.1/72.6	No
Central	No Status	High	On Target	<b>52.5/84.7</b>	No
Point	Restructuring	Low	No change	<b>25.7/61.0</b>	No
Sterling	Restructuring 2	Low	On Target	47.7/68.5	Yes

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### High Schools

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North Quincy	No Status	Very High	On Target	75.6/92.5	Yes
Quincy	Corrective Action	High	On Target	79.4/86.7	No*

\*Attendance- did not meet 95% participation

### Summation of MCAS Scores-

The highlighted scores reflect a differential of 25 points between the aggregate composite score and the special education subgroup composite. With the exception of Central, Atlantic, Beechwood, Merrymount and Wollaston (all in the area of Math), the schools that show the greatest differential between the aggregate are schools which house our substantially separate programs: Parker, Marshall, Snug Harbor and Point. The two strands which comprise the significant percentage of the subgroups in these schools are the behavior strand and the language development strand. Point has more students in the 5 substantially separate classes than in their neighborhood resource room. Parker and Snug Harbor have an equal number of neighborhood students with IEPs and students in a system-wide substantially separate program.

The ARRA funding has been specifically directed toward the implementation of new reading and math programs in the language development strand. At the elementary level, new programs include:

Orton Gillingham

Language!

Read Well

Reading Plus

Do the Math

FASTT Math

All students will be pre and posted tested using the CTOPP, LAC (as needed), Gray Oral Reading, Orton Gillingham pre-test and a DRA. An integrated learning team will meet specifically to review progress and design individual programs for students in these classrooms.

At the Middle School level, READ 180 is being implemented in the three Language Classrooms with the opportunity for the inclusion of students in the STAR program.

All elementary Resource Room teachers, Language Development and STAR teachers were all trained to use FASTT Math which speaks directly to Math Fluency. Teachers will provide computer generated reports to demonstrate student progress. All elementary and Middle School teachers will be trained to use Lindamood Bell's "Visualizing and Verbalizing" which addresses comprehension.

## **Teacher Quality**

Of 113 special education teachers, 108 are appropriately credentialed. 5 teachers currently have a waiver and will be expected to have their license by June.

### **Which Teachers effectively level and focus instruction ?**

Teachers who received any kind of intervention training are more likely to effectively level and focus instruction. For special education, Wilson, Orton Gillingham and/or Project Read are important interventions for our population. These programs involve progress monitoring which may include graphing. Student progress is clearly displayed.

All teachers at the elementary level who work with students in the Resource Room, Language Development Class or STARS program will be certified in Orton Gillingham by next fall. In addition, these teachers have all been trained to implement and create reports on FASST Math which will also progress monitor. The new core reading program for our Language Development Elementary levels all have chapter tests. In addition, we will be piloting Reading Plus which also monitors students. Our Middle School Language class will be piloting READ 180 which also generates reports for the purpose of progress monitoring. In all of our LDC classrooms, a schedule will be developed to focus on increased skills in Reading, Mathematics and Written Expression. ILT teams will meet three times of year to review the progress of each student.

## **Curriculum, Instruction, and Assessment.**

Assessments are appropriately selected and interpreted for students referred for evaluation.

### **1. Test and other evaluation materials**

#### **Formal- Standardized**

WIAT

Woodcock Johnson Achievement Battery III

Woodcock Johnson Reading Mastery Tests

Key Math- Purchased with ARRA funds for each elementary building  
 Test of Written Language  
 CTOPP-purchased with ARRA funds for each Resource Room teacher  
 Wide Range Achievement Test  
 Brigance- New 3&4 year old level purchased with ARRA funds

**Progress Monitoring**

DRA  
 DIBELS  
 LAC  
 WADE  
 GRADE  
 QMATH

**Informal**

Classroom observation  
 Classroom report  
 Parent interview  
 Work samples

**Curriculum and Instruction Models**

**Inclusion: Co teaching model**  
**Co teaching with a re-teach model**

**Resource Room**

**Substantially Separate Classroom**

**Team:** Special Education Team  
**Chairperson** Judy Todd  
**Asst.**  
**Purpose:** To communicate on an on-going basis, regarding issues and concerns relative to Special Education, and its' relevance to the QPS Budget, Parents, Students and Administrators.

**Members**

<u>Name</u>	<u>Title</u>	<u>Ext.</u>
Richard Kelly	SPED Team Administrator (In and Out of district team)	8743
Erin Perkins	Sped Administrator	8896
Elly Papile	SPED Administrator	8896
Carol Shiffer	Asst. Principal, ECC	8777
William Mulcahy	Dept. Head SPED, NQHS	8698
Karen Doran	Dept. Head SPED, QHS	8859
Maura Tenaglia	Director Student Support Services	8891
Sylvia Pattavina	Senior Coordinator of out of district Placements(Out of district team)	8803

**SMART Goal # 1** – The Special Education Team will supervise the implementation of the “Reading Academy” intervention programs in each of our Language Development Classes by March, 2010 by providing Professional Development and monitoring the pretests and midyear testing to demonstrate success/progress.

**Action Steps/Monitoring Plan**

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Provide Professional Development for Orton-Gillingham.	September – January	Special Education Team with Commonwealth Learning
2	Provide Professional Development for S.P.I.R.E.	September	Erin Perkins
3.	Provide Professional Development for Reading Plus.	September	Special Education Team/Edie Hughes
4.	Provide Professional Development for core reading programs.	September-November	Special Education Team with Cambium & Scholastic
5	Assess progress through pre and post testing (January) and data from reading programs.	January-February	Special Education Team and LDC Teachers.
6	Monitor the LDC schedules to ensure the schedule is being followed consistently.	September-March	Team Administrators

**Monitoring-** Each Special Education Team agenda will include an update of each LDC school. Team Administrators supervising these schools will report on scheduling and progress monitoring.

**SMART Goal # 2** Monitor the implementation of the new web-based IEP program, EasyIEP, for content as well as compliance in timelines.

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible

1	Provide Professional Development in the use of Easy IEP.	September 8, 2009-September 11, 2009	PCG with Special Education Team and IT.
2	Monitor IEPs by printing monthly reports of each school.	September – May	Special Education Team Administration.

**SMART Goal # 1 – The Special Education Team will supervise the implementation of the “Reading Academy” intervention programs in each of our Language Development Classes by March, 2010 by providing Professional Development and monitoring the results of baseline and midyear testing to demonstrate success/progress.**

### **Action Steps/Monitoring Plan**

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Provide Professional Development for Orton-Gillingham.	September – January	Special Education Team with Commonwealth Learning
2	Provide Professional Development for S.P.I.R.E.	September	Erin Perkins
3.	Provide Professional Development for Reading Plus.	September	Special Education Team/Edie Hughes
4.	Provide Professional Development for core reading programs.	September-November	Special Education Team with Cambium & Scholastic
5	Assess progress through pre and post testing (January) and data from reading programs.	January-February	Special Education Team and LDC Teachers.
6	Monitor the LDC schedules to ensure the schedule is being followed consistently.	September-March	Team Administrators
7.	Provide professional development	September-	Erin Perkins/Kerri

	for Lindamood Bell program, Visualizing and Verbalizing	February	Jacques
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**Monitoring- Each Special Education Team agenda will include an update of each LDC school. Team Administrators supervising these schools will report on scheduling and progress monitoring.**

**SMART Goal # 2 Monitor the implementation of the new web-based IEP program, EasyIEP, for content as well as compliance in timelines.**

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Provide Professional Development in the use of Easy IEP.	September 8, 2009-September 11, 2009	PCG with Special Education Team and IT.
2	Monitor IEPs by printing monthly reports of each school.	September – May	Special Education Team Administration.

**Monitoring: Special Education Team Administrators will report on their assigned schools at our monthly meetings.**

**SMART Goal # 3 Complete the handbook, Disability Characteristics and Strategies to be distributed to all schools for the 2011 School Year.**

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Review previously completed “disabilities” and identify disabilities yet to be completed.	September	Special Education Team
2	Team Administrators facilitate groups of teachers who will contribute to the characteristics and strategies for each identified disabilities.	October-April	Team Administrators
3	Team Administrators will publish the results and create a handbook	May	Team Administrators

	for distribution.		

**Monitoring: Special Education Director will compile all information .  
Professional Development**

**High School**

High School Special Education professional development will work on NEASC accreditation.

**Related Professional Development**

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
8/20/09	<b>Do The Math</b>	LDC 1-5	9:00-12:00	Point	Scholastic	1
9/4/09	<b>READ 180</b>	LDC 6-8	8:30-2:30			
9/8/09	<b>EasyIEP</b>	PK-12	8:00-10:00	Broad Meadows	PCG	
		1-5	10:15-12:15			
			12:15-2:15			
9/15/09	<b>Resource Room,</b>			Broad Meadows	Scholastic	
9/22/09	<b>LDC, STARS-FASTT MATH</b>		1:00-3:00			
	<b>Intensive: CARES</b>	PK-5		Early Childhood Center	Carol Shiffer	
			12:45-2:30			
9/29/09	<b>Intensive: CARES</b>	PK-8	12:45-3:45	ECC	Carol Shiffer	1
	<b>Learning Center: Edmark Reading</b>	K-5		Squantum	Erin Perkins	
<b>10/5,7,9/2009</b>	<b>LDC II teachers</b>	<b>3-5</b>	<b>8:00-2:30</b>	<b>Kennedy Sr. Center</b>	<b>Sopris West</b>	

<b>10/6,8/09</b>	<b>LDC I teachers</b>	<b>1-2</b>				
10/13/09*	Elementary Comp Middle School RR, STARS, Comp for BM workshop 10/13/09 Boardmaker	6-8  ISNC, PK, SLT	1:00-4:30  8:30-2:30	Point  Snug Harbor	Visualizing/ Verbalizing  Mayer Johnson	3
<b>10/27/09</b>	<b>LDC,Resource Room STAR,</b>  LDC: READ 180 Facilitation  Middle School Resource Room, CARE, STARS:easyiep  ISNC:CARES	1-5  6-8  6-8  PK-5  PK-5	Comp PREP TIMEfor 9/22/09  1:00-3:00  1:00-3:00  2:45-2:15  COMP FOR 10/13/09	  Point  Point  ECC	  Donna Cunningham  Judy Todd/ Erin Perkins  Carol Shiffer	
11/24/09	Visualizing/ Verbalizing Part I	6-8/5-8	1:00-3:00	Point	Erin Perkins	2
1/12/10*	Visualizing and Verbalizing Part I  ISNC:CARES	1-5	12:45- 2:15	Wollaston  ECC	Erin Perkins/Kerr i Jacques  Carol Shiffer	1
1/26/2010	LIPS training	1-5	12:45- 3:45	Wollaston	Denise Carlioni	1
2/23/2010	Visualizing/ Verbalizing part II	6-8	1:00-3:00	Point	Erin Perkins	1
3/9/10*	Vertical Team	6-8	1:00-3:00	Point	Special Education Administrati on	

3/30/2010	Disability Characteristics/ strategies	6-8	1:00-3:00	Point	Special Education Administration	3
4/27/2010	Visualizing & Verbalizing Part II	1-5	12:45-3:45	Wollaston	Special Education Administration	3
5/25/10	Wrap up: review of reading interventions/progress- set goals for 2011	1-8	12:45-2:15	Parks and Recreation	Special Education Administration	1

ORTON-GILLINGHAM full day training dates:

**Bring a Lunch**

September 11, 2009      Kennedy Senior Center  
September 16, 2009  
September 21, 2009  
October 19, 2009      Parks and Recreation  
October 26, 2009  
November 9, 2009  
December 7, 2009

There is an additional 15 hours of seminars not already included.

