

**Simsbury Public Schools
Department of Special Services**

**Continuous Improvement Plan
2009 ~ 2010**

**Developed by the Special Services Leadership Team
In Collaboration
With Special Services Departmental Staff**

**Submitted by:
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*“To ask the best of our children,
We must ask the best of ourselves.”*

- Edward T. Jayner, 1999

Table of Contents

I.	Continuous Improvement Plan Introduction.....	3 - 4
II.	Program Description	5
III.	Board of Education Achievement and Quality Goals	6 - 7
IV.	Department Mission/Quality Goals.....	8
V.	Department Goals	9 - 11
VI.	Department Priorities	12
VII.	Department Action Plans/Priorities.....	13 - 25
	Goal One Action Plan.....	13 – 15
	Goal Two Action Plan.....	16 – 18
	Department Priority 1.....	19
	Department Priority 2.....	20 - 21
	Department Priority 3.....	22
	Department Priority 4.....	23
	Department Priority 5.....	24
	Department Priority 6.....	25

Continuous Improvement Introduction

The Simsbury Public Schools has embraced the philosophy of continuous improvement as a vehicle for ensuring that the educational system, as a whole, responds to the needs of its students. The needs are identified through a variety of indicators whose on-going analysis informs the work of district leaders and educators. Supported by a strong vision and a comprehensive set of core beliefs, school leaders formulate specific goals and targets each year that align with these beliefs. The yearly Continuous Improvement cycle begins with the analysis of data sources that identify current measurable outcomes regarding student achievement results, district program and curriculum effectiveness as well as individual school performance. Ongoing district-wide assessments, state assessments in addition to other high stakes testing, and school and district strategic profiles, are a few of these data sources currently utilized for this process. The data analysis is focused on both student achievement as well as system quality.

Teams review data sources available and, through the analytical process, identify areas for improvement over the course of the year. Action plans, aligned with the Board of Education's Five Year Goals, are defined that identify specific strategies to be implemented. These plans are reflective and thoughtful regarding the design of the plan in order to reach desired and stated outcomes. Continuous Improvement Plans (CIPs) are defined for each school and program in the district. Professional Growth Plans (PGPs) are generated by each of the district's certified staff that embraces school, thus department, thus system CIPs. The year-long plans that are defined in the PGPs provide the documentation of action plans and strategies that will be utilized through the course of the school year. Professional development needs are identified through this process. Each of these plans, while individual in scope, align together thus ensuring that system improvement goals are accomplished.

Over the past several years, the Department of Special Services has placed a focused emphasis on student outcomes and the determination of educational benefit for students serviced in special education. This focus aligns with the BOE Achievement goal that clearly requires achievement of rigorous academic standards within grade-level curriculum frameworks. Starting with the goals that are identified in an Individual Education Plan, or IEP, the staff has worked to ensure that students with disabilities receive high quality instruction that is aligned with grade level curriculum standards. While some of this specialized instruction must be downward extensions, or simply stated, modifications of grade level standards for a number of students with significant disabilities, ensuring access to and progress within the district's designated curriculum is an essential component of the belief that *all* students must receive instruction that supports their individual ability to achieve at high levels. Educational goals are developed with the intent that the student will master the goal as the expected outcome. The continuous improvement process has helped department members to identify targets and analyze outcomes through a variety of indicators.

The department recognizes that the cycle of continuous improvement is essential to the work we do as this is a department that is specifically designed to provide appropriate resources and programs to those Simsbury students who struggle most to meet the identified standards set forth in the Board of Education and Superintendent's achievement goals. The high level of dedication and commitment of every department member ~ teachers, related service providers, teacher assistants and support staff, department leaders as well as our truly invested parents, has ensured that we see, overall, great accomplishments for our students with disabilities in many areas. We have learned through this process, the importance of focusing our work. We have collected the evidence that supports the mantra "**what gets counted – gets done!**"

II

Program Description

The Department of Special Services, in accordance with federal and state regulations, assumes the responsibility for the identification of students who require specialized instruction. The department must conduct appropriate evaluations in this process and once identified, the department ensures the provision of specialized educational services for all children age 3 through 21 who require special education and related services. Students who receive special education have a wide range of abilities, talents, and needs. Inherent in this Continuous Improvement Plan, as well as the Vision and Core Beliefs of the Simsbury Public Schools, and the mission of this department, is the understanding that all stakeholders – teachers, parents, administrators, and students – must work collaboratively to help students with disabilities reach the challenging standards established for all Simsbury Public School students. The collaboration begins at the general classroom level, aligning supports and teacher expertise to address the learning challenges of our students at the earliest possible level. Students who require increasing supports are identified through collaborative teams, inclusive of the parents, and a student's progress within focused interventions is monitored at least yearly through the annual Planning and Placement Team process.

Currently Simsbury has a 12.1% prevalence rate of disability with 627 students, age 3 through 21 identified as students who require specialized education. A continuum of services initiating with consultative supports in a general education classroom to highly specialized placements in private special education facilities are provided to students with unique learning needs. Most of the students receive their educational program within the general education setting and at their own home, or neighborhood school. The department is taking a focused look at the rate of disability and will continue to ensure that guidelines for eligibility are consistently utilized so that students who do not require a disability mandation have access to intervention and support without need of a special education label.

The State Department of Education monitors a district's special education programs and services in an effort to ensure compliance with special education laws and regulations. Data submitted by each districts' Department of Special Education Services is analyzed. Based on this data, a district receives a detailed report regarding effectiveness of the programs, as well as district compliance with special education laws, by focusing on data regarding twenty specific indicators. The annual report card provided by the State Department of education indicates that Simsbury **meets the expected targets** identified by the state. However, as a district we continue to struggle with meeting state determined inclusion targets for students identified as having intellectual disabilities. The department has the need to look closely at this indicator and establish specific procedures to more effectively ensure that students with these have greater access to the general education classroom. These issues are specifically addressed in the action plans and department priorities developed for this year's continuous improvement process.

Results from the 2008-2009 school year suggest that greater commitment and effort are going to be required to help students with disabilities meet the high standards established for all students. While many Simsbury students with disabilities demonstrate proficient skills in reading, writing and math, smaller numbers are meeting the grade level goal targets identified. The department must also improve outcomes on the IEP for students with disabilities and ensure that students meet the desired targets set forth in the specific goals of the IEP.

III
Simsbury Public Schools
Board of Education Five Year Goals
Adopted June 9, 2009

Board of Education Goals: 2009-2014

1. **Integrate and align content area curriculum with the higher-order, 21st Century critical thinking skills needed for success in learning, work, and life.**

2. **Ensure that every student is engaged in a rigorous and engaging learning experience that recognizes and challenges him/her to balance their academic progress with expressive, personal, physical, civic and social development.**

3. **Attract and retain the highest quality staff by providing a vital, challenging, and consistently focused professional environment.**

4. **Continuously improve the systems that promote effective communication among and between the administration, staff and community and ensure that the deployment of resources efficiently supports the district's Mission and priorities.**

District Vision for the



Simsbury Public Schools

The Simsbury Public Schools community cultivates the mind, body, and character of each student.

We provide our students with a rich and rigorous academic foundation designed to stimulate the skills necessary to thrive in an ever-changing and global society: critical and creative thought; problem solving; effective communication; artistic expression; an understanding and appreciation of diverse cultures; and physical, social, and emotional wellness.

Supported by an exceptional faculty, committed families, and a generous community, we create a safe and supportive environment that fosters deep and enduring personal relationships. Within this caring atmosphere, our students explore their talents and interests, set individual and group goals, and pursue courageous endeavors in all areas of their lives.

We value a culture of civility where students and adults are treated with fairness, are respected for their contributions, and are celebrated for their successes.

Above all else, we prepare our students to embrace their lives with integrity, compassion, and resilience, enabling them to act knowledgeably, lead thoughtfully, share generously, and contribute meaningfully.

Core Beliefs of the Simsbury Public Schools

Students

We believe in the unlimited potential of students by respecting and developing their unique learning styles and interests.

We believe in academic and extracurricular experiences that emphasize intellectual, physical, and social/emotional well-being.

We believe in setting challenging and demanding expectations of performance and supporting all students to achieve high standards.

We believe that effort makes a difference in achievement and that students should be provided with opportunities to pursue a rich and rigorous academic program.

We believe in developing students' ability to problem solve, think critically, work collaboratively, express themselves creatively, and communicate effectively.

We believe in developing a passion for lifelong learning and in the importance of connecting students to the school, community, and world.

Faculty

We believe that faculty are experts in instruction and content knowledge and that they use curriculum to instill joy and excitement about learning.

We believe in the value of collaboration and communication among faculty within and across grade and department structures.

We believe that commitment to and implementation of continuous learning lead to improved student performance.

We believe in collecting, analyzing, and sharing data to guide decisions to improve student learning, individualized instruction, and promoting social, emotional, and physical development.

We believe in the power of personal connections and relations between staff and students.

Parents and Community

We believe that families are essential in establishing the foundation of lifelong learning.

We believe that families know their children best, and we value their knowledge and input.

We believe in the importance of effective communication between families and school personnel to foster a safe and nurturing educational experience.

We believe that active involvement of family and community members enhances and enriches the learning experiences for all students and staff.

We believe in the importance of community partnerships in the education of all students.

System

We believe that the school community must, through reflection, strive for continuous improvement in order to become a center of educational excellence.

We believe in preparing students for a global, interconnected society, which will require faculty with relationships, higher order thinking, technology, and languages.

We believe that an understanding of and respect for diverse beliefs, cultures, backgrounds, abilities, and perspectives enrich the lives and learning environment for all our students.

We believe in the importance of shared leadership, collaborative decision making, and the systematic examination of our practice.

We believe in the appropriate allocation of resources to provide a cohesive, guaranteed, viable, and relevant curriculum for all students.

We believe in the importance of reasonable class size, which promotes a cohesive and safe environment and ensures personal connections between students and staff.

We believe in the proactive recruitment, retention, and ongoing professional development of exceptional staff, teachers, and administrators.

IV

Department of Special Services Vision/Belief Statement

The Department of Special Services of the Simsbury Public Schools, promotes the ideal that given quality services, dedicated and highly competent staff, high levels of collaboration between general education and special education staff, specially designed instruction of high quality, and families involved with the educational process, all students with disabilities will achieve at high levels.

Department of Special Services Mission Statement

It is the mission of the Department of Special Services to ensure that students, who require special education and/or related services, receive specially designed instruction that is research-based, of high quality, of an accelerated nature, and of sufficient intensity so as to ensure that, each student has the opportunity and ability to achieve a high academic standard.

Department of Special Services Outcome Statements

In addition to academic gains, students with disabilities will demonstrate:

- *Increased Independence*
- *Acceptance of Self and Others*
- *Improved Self Awareness and Respect*
- *The Ability to Contribute to Their Community*
- *A Desire, and the Skills Necessary to be a Life-Long Learner*

Department of Special Services Five Year Achievement/Quality Goals

1. Increase TWNDP for SWD who take alternate assessments to an average of 80%.
2. Ensure that all SWD will have access to and be proficient in the use of technology.
3. Ensure successful transitions among all levels inclusive of students transitioning from high school to post-secondary education and/or vocational settings.
4. Ensure that all SWD make measurable progress toward achieving scores at or above goal in all areas of the CMT/CAPT.
5. Increase access to and participation in extra-curricular activities by SWD within all school communities.
6. Ensure district/departmental compliance with state and federal educational mandates.
7. Ensure that SWD will meet grade level standards in general education classrooms.
8. To provide comprehensive Assistive Technology evaluations in district.

V

Department Goals

CIP Department Goal One

All Simsbury students with disabilities will meet mastery levels on IEP Goals in the core areas of reading, writing, and math as determined by progress monitoring systems that provide evidence of skill attainment/progress over time at regular intervals throughout the school year.

Specific targeted outcomes of the increased monitoring of interventions will be:

- That 75% of the TARGET students with reading, math, and writing goals on the Individualized Education Plan (IEP) will achieve mastery on these targeted goals by the end of the '09 – '10 school year (or the term of the IEP);
- That 55% of students with disabilities will meet grade level goal standards on 2009 CMT/CAPT and
- That 85% of students with disabilities will meet proficiency standards on these assessments.

Rationale for Department Goal One

This goal was chosen as a departmental target as a result of the focused work over the past several years. After a review of last year's data specifically (*see Special Services Annual Report 2008 – 2009*) it was clear that our priorities for the coming year will continue to focus on data targets that truly indicate our students' progress levels as well as departmental requirements set forth by state and federal governments. Three critical points helped team members to formulate the departmental goal for this current year:

First: We must continue to strive for mastery on our IEP goals and objectives. We have made strides both in the number of students meeting mastery targets and in crafting clear, focused and measurable goals. This will continue to be a focus area and data will be collected at each marking period.

Second: While students are meeting some mastery targets, our analysis has identified a critical need to incorporate shorter progress–monitoring systems, or probes, into our ongoing work with students. Thus, the second prong of our work will be to incorporate baseline data and specific on-going progress–monitoring systems that will allow each service provider to accurately measure specific progress levels and provide specific EVIDENCE of this progress analysis. **“What gets counted.....gets done!”**

CIP Department Goal Two:

To define and begin implementation of an LD eligibility determination process that successfully incorporates SRBI (Scientific Research-Based Intervention) as one critical component of the determination/mandation process.

Rationale for Department Goal Two

Response to Intervention, or RtI, is both a federal and state mandate that is the direct result of two Federal laws, NCLB in 2001 and IDEA, 2004. The Connecticut Department of Education's framework for Response to Intervention is called Scientific Research-Based Intervention, or SRBI. SRBI is a multi-tiered service delivery approach designed to enhance all students' educational outcomes. Core concepts of the SRBI approach are:

- Early identification of students with academic and/or behavioral difficulties (through school-wide screenings).
- Utilization of research-based interventions that are matched to student needs in general education.
- On-going assessment of student performance through consistent progress monitoring.
- Use of the progress monitoring data to shape instruction and make educational decisions.

The rationale for federal and state mandate support of this pre-referral model of intervention is based on:

- Continued increases in LD and LI disability identification by schools
- Continued achievement gaps evident in this population of students

Quite simply, the “wait to fail model” of intervening with evaluation, identification and the provision of specialized services has not dramatically improved outcomes for this student population; nor has it closed our obvious achievement gaps for this population of students.

In addition to the need to initiate formal SRBI practices in the district, the department continues to actively address prevalence rate issues through the provision of support and assistance to general education. By ensuring appropriate pre-referral intervention practices (SRBI), use of consistent procedures for considering dismissal from special education, and ensuring compliance with eligibility determination practices, the district should see a gradual decline of the prevalence rate to one more in line with other districts around the state as well as our DRG.

Our focused monitoring of the district prevalence rate began last year with a monthly calculation per school and a review of eligibility criteria for each mandation category. Some progress was noted as our October 1, 2008 calculated rate decreased from 12.6% to

12.1%. This represents a continual decline from a 2006 -2007 prevalence rate of 13.5%. While we are realizing a downward trend, this prevalence rate of disability among our school-age population continues to be higher than state and DRG/ERG averages which are typically between 10 and 11%. It is reasonable to expect that Simsbury should see a 11.5% prevalence rate of disability by the end of this academic year.

VI Department Priorities

The following additional departmental priorities for 2009-2010 are identified as a result of data review provided by the SDE in its annual report and district compliance with special education process and procedures.

- To define specific interventions at each tier of the Simsbury Pyramid of Intervention for addressing the needs of at-risk students exhibiting school avoidant/refusal behaviors.
- To increase time with non-disabled peers (TWNDP) for students with intellectual disabilities.
- To identify and provide appropriate extra-curricular activities that actively engages and supports the participation of students with disabilities at the secondary level.
- To increase student access to instructional technologies by increasing both availability of these tools as well as increasing teacher competencies in utilization of these technologies.
- To increase parent/school partnerships by establishing a Special Services Advisory Council.
- To conduct an audit of the special services department in order to identify successful practices and inform budgetary decision-making relative to identified needs and potential cost savings.

VII

**Departmental Action Plans
CIP Department Goal One
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Board of Education Goal 2	
<i>Ensure that every student is engaged in a rigorous and engaging learning experience that recognizes and challenges him/her to balance his/her academic progress with personal, physical, civic and social development.</i>	
Indicator: A. Academic success is monitored and improved through school and program goals which exist within a cycle of improvement and are responsive to internal and external measures of achievement.	
Strategy: 2. A.1: Develop and implement district and school goals/action plans to address areas for improvement.	
Department Goal One	As Measured By
Students with disabilities will improve outcomes on state assessments in the areas of reading, math and writing as evidenced by clearly demonstrated progress toward closing the gap for students with disabilities (those who meet proficiency within specific grade levels as well as cohort data).	A 5% increase in the numbers of students with disabilities who meet proficiency standard on CMT/CAPT at both grade level and within cohorts; A 5% increase in the numbers of students with disabilities who meet goal standard on CMT/CAPT at both grade level and within cohorts. A 25% increase in the number of target students meeting the mastery standard on targeted IEP goals/objectives.

Action	Person(s) Responsible	Timeline	Resources Needed
Share assessment and IEP data with school-based PLCs.	Helen Donaher, Dorothy Norman	August 28-29, 2009	Ed Lyman data reports, SDE CT Reports
Facilitate data utilization in order to identify target students for staff PGPs. (students attaining Basic/Below Basic scores on state assessments over time, students qualifying for MAS administration)	Helen Donaher, Dorothy Norman	August – Oct, 2009	Student Cat III files, CMT CAPT Data, IEP mastery data

<p>Develop special education collaborative teams (PLCs) in order to utilize the cycle of inquiry process in the development of SMART goals and progress monitoring.</p> <p>Provide monthly notices /news blurbs to staff that identify specific procedures for helping teachers think about and improve practice related to the development of SMART goals and effective progress monitoring.</p>	Helen Donaher, Dorothy Norman, Pat Auber	Sept. 2009	PLC time with special education staff in buildings, Web-based Research, ConnCASE administrative meetings
<p>Conduct ongoing PLC collaboration to develop staff understanding of SMART goal development and intervention implementation/progress monitoring.</p>	Helen Donaher, Dorothy Norman, Pat Auber	Sept – Dec., 2009	PLC time with special education staff in buildings, Web-based Research, ConnCASE administrative meetings, consultant time (RG)
<p>Review IEPs of target students in order to ensure that the goals meet SMART goal criteria.</p>	Dorothy Norman, Pat Auber	Dec. '09 - March, '10	IEP Direct reports
<p>Facilitate the successful implementation of progress monitoring probes and tools that visually depict progress toward a student's intervention goal (graphs, charts).</p>	Helen Donaher, Dorothy Norman, Pat Auber	Ongoing throughout the year	Web-based research, SERC supports, Farmington Valley special services PD
<p>Review staff progress monitoring data at regular intervals (marking periods) throughout the school year.</p>	Helen Donaher, Dorothy Norman, Pat Auber	Dec, March, June (elem) 09-10 Nov, Jan, April, June (sec) 09-10	PD regarding development of efficient IEP Direct report features
<p>Review randomly selected IEP progress reports of target students to ensure that the report reflects specific data and evidence of</p>	Helen Donaher, Dorothy	Dec, March, June	PD regarding development of efficient

progress toward the goal.	Norman, Pat Auber	(elem) 09-10 Nov, Jan, April, June (sec) 09 -10	IEP Direct report features
Utilize a rubric at annual PPTs in order to assess impact of new learning on the development of new goals/objectives for the next year's IEP.	Dorothy Norman, Pat Auber	Last half of year at annual PPTs Jan. – June 2010	Rubric development and use

**CIP Department Goal Two
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Board of Education Goal 2	
<i>Ensure that every student is engaged in a rigorous and engaging learning experience that recognizes and challenges him/her to balance his/her academic progress with personal, physical, civic and social development.</i>	
Indicator: A. Academic success is monitored and improved through school and program goals which exist within a cycle of improvement and are responsive to internal and external measures of achievement.	
Strategy: 2. A.3: To monitor the district's disability prevalence rate and implement action plans that are designed to ensure consistent application of the LD eligibility guidelines inclusive of pre-referral SRBI intervention procedures.	
Expected Outcome: 1. Reduced prevalence rate of disabilities by .5 – 1%. 2. Continue to observe a decline in overall numbers of special education referrals. 3. Decrease the number of evaluations for students who ultimately do not qualify for services by 10%. 4. Utilization of SRBI data in determining appropriate referrals as well as identification of disabilities for all students referred by a school-based SIT process.	
Department Goal Two	As Measured By
To define and begin implementation of an LD eligibility determination process that incorporates SRBI (Scientific Research-Based Intervention) as one critical component of the determination/mandation process.	100% compliance with SDE LD Guidelines requiring the inclusion of SRBI data when making an LD eligibility determination. All multidisciplinary evaluation reports and PPT summaries will reflect this standard for all students identified as LD this school year.

Action	Person(s) Responsible	Timeline	Resources Needed
Conduct professional development for school-based Student Intervention Teams (SITs) in order to ensure that at-risk	Helen Donaher, Betsy	October and December, 2009	Professional development time, funds

student reviews are managed in a consistent manner that effectively employs a problem-solving, inquiry based process of defining early intervening supports.	Gunsalus		for consultant (Margie Gillis), substitute funding
Progress monitoring data at each tier of intervention for each child involved in SRBI will be required for all students accepted for referral through the school-based (SIT) team. Components of this data must include: <ul style="list-style-type: none"> at least one reasonable hypothesis. specific progress monitoring data providing evidence that the SIT participated in a problem-solving process before recommending a referral to special education. Advancement through tiers of intervention that reflect changes in frequency and intensity of the intervention(s). 	Building Principals, Special Education Administrators – H. Donaher, D. Norman	Ongoing throughout the 2009-10 school year	PD for SIT teams as described above and in previous goals
When a child is recommended for special education referral from the SIT, building administrator will review referral data with special services administrator prior to initiating a formal special education referral. (Special education referral form may only be accessed through a special services administrator).	Building Principals, Special Education Administrators – H. Donaher, D. Norman	Ongoing throughout the 2009-10 school year	Time efficiencies to ensure compliance with Child Find evaluation timelines
Special education administrator determines appropriateness of the referral based upon evidence of the above criteria. (Rubric will be utilized to document preponderance of/quality of evidence).	H. Donaher, D. Norman	Ongoing throughout the 2009-10 school year	Time efficiencies to ensure compliance with Child Find evaluation timelines
Continue to provide each principal with monthly referral data and prevalence rate information. (New referrals, new mandations, new move-ins, dismissals, other exits).	Helen Donaher	Monthly reports commencing October, 09 and ongoing	IEP Direct maintenance

		throughout the 2009-10 school year	
Develop consensus regarding how pupil services multidisciplinary teams will report the results of diagnostic assessments utilized in the SIT process to school team members and parents.	Helen Donaher, Meg Evans (psychology team leader)	December, 2009	Early release days, monthly psychologist meetings
Develop consensus regarding the diagnostic assessments the school psychologists will be using in the SIT process.	Helen Donaher, Meg Evans (psychology team leader)	December, 2009	Early release days, monthly psychologist meetings
Develop a district LD Assessment /evaluation report that consistently incorporates student intervention data from the SRBI process and utilization of this information in the eligibility decision-making process by: <ul style="list-style-type: none"> • Developing consensus among psychologists regarding what information from Tier I, II, and III interventions will be incorporated into the LD Multidisciplinary Report • Developing consensus among psychologists regarding the format that the information will be presented in the LD Multidisciplinary Report 	Helen Donaher, Meg Evans (psychology team leader)	December, 2009	Early release days, monthly psychologist meetings
School psychologists to present case studies at monthly psychologist meetings that demonstrate the evolution of a student moving through the different tiers of Simsbury's pyramid of interventions at monthly psychologist meetings.	Helen Donaher, Meg Evans (psychology team leader)	Ongoing throughout the 2009-10 school year	Early release days, monthly psychologist meetings
Psychologists in each building will attend at least one grade level PLC (K-2) weekly to discuss at risk students. In addition, each psychologist will monitor at risk students from grades 3-6.	Helen Donaher, Meg Evans (psychology team leader)	Ongoing throughout the 2009-10 school year	Early release days, monthly psychologist meetings

CIP Department Priority One 2009 ~ 2010

Simsbury Public Schools

Department of Special Services

Department Priority One	As Measured By
Define specific interventions at each Tier of the Simsbury Pyramid of Intervention for addressing the needs of at-risk students exhibiting school avoidant/refusal behaviors.	Defined interventions for school avoidant behaviors at Tier 1, 2, 3 for all students in grades 1-12.
<p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1. At-risk students participating in SRBI early intervening services will have a clear record of interventions and progress-monitoring data that is consistently utilized to inform instruction and movement through the tiers of intervention. 2. Behavioral interventions that address the school-avoidant/refusal student will be defined at each of the three tiers for grades 1 – 12. 3. Anticipated attendance policy revision recommendations. 	

Action	Person(s) Responsible	Timeline
Establish urgency for pursuing this goal with school administrators, guidance staff, nursing staff, school social workers and psychologists.	Helen Donaher	August – September 2009
Review current attendance policies (BOE and School Handbooks for each school)	Helen Donaher, PGP team	October, 2009
Establish consistent policy and procedures for requesting/securing homebound instruction. Ensure that this information is reviewed yearly with administrative, guidance, nursing, and appropriate secretarial staff.	Helen Donaher	August – September 2009
Establish PGP teams who will address this issue at each level.	Helen Donaher	August – September 2009
PGP teams will identify current resources, strategies and interventions available to students demonstrating school-avoidant behaviors and identify appropriate placement on the intervention pyramid.	Helen Donaher	November – December, 2009
PGP teams will visit/review procedures utilized in surrounding districts in regard to addressing school avoidance issues.	Helen Donaher	November 2009 – Jan. 2010
Identify proposed interventions as well as community resources available to families as a result of the PGP work.	Helen Donaher	March, 2010
Recommendations for revision to current attendance policies will be considered for the following year.	Helen Donaher	May, 2010

**CIP Department Priority Two
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Department Priority Two	As Measured By	
Increase TWNDP for students with intellectual disabilities. The State Department of Education has set a target of 80% inclusion for students with intellectual disabilities. Simsbury has been making continuous progress toward meeting this target, however as of June, 2009 the district was found by the SDE to continue to need Level One Assistance.	Students presently within the 70-79% band of time in general education with nondisabled peers will increase TWNDP to an 80% level of time in general education with nondisabled peers at the time of the next annual review.	
Action	Person(s) Responsible	Timeline
Identify the number of students with IEPs in district whose primary eligibility is intellectual disability and the percentage of time these students spend in general education with nondisabled peers(TWNDP); Identify target students falling within the 70-79% band and ensure accuracy of data reported to SDE.	Dorothy Norman, Supervisor Deb Cervas, Inclusion Consulting Teacher	September, 2009
Review Data with building level administrators in order to provide specific roadmap to principals for targeted students increased TWNDP	Dorothy Norman; Pat Auber, Special Education HS Dept Supervisor	October, 2009
Review target students IEPs and determine areas for increased meaningful inclusion.	Case Managers, Dorothy Norman, Deb Cervas	October, 2009
SERC PD, “Accessing the General Education Curriculum for Students with Significant Disabilities”	Deb Cervas, Tracy McConnell	November 19, 2009 December 1, 2009
Analyze students’ characteristics using strengths-based approach; identify setting demands of general education classroom and potential barriers for active participation of students with disabilities; use goals and objectives of an IEP to provide guidance for daily lesson planning; design and implement responsible inclusive instruction in the general education classroom using modifications to improve student	Deb Cervas, Tracy McConnell	December, 2009 – January, 2010

outcomes; determine how to align IEPs with the general education curriculum		
Provide “Choice Workshop” during Professional Development Time for General/Special education staff to increase use of “unit tracker” and CMT/CAPT downward extensions as tools to increase meaningful inclusion.	Deb Cervas	March 2009
Develop rubric to use at PPTs.	Deb Cervas, Dorothy Norman	December, 2009
Facilitate PPT for target students through modeling and use of PPT rubric in an effort to increase TWNDP through reflective determination of student’s ability to participate in general education curriculum.	Dorothy Norman/Deb Cervas/Pat Auber	Ongoing
Meet with general education and special education teams of targeted students so as to address problems/barriers to inclusion including modified curriculum.	Deb Cervas	Quarterly
Paraprofessional Workshops that will assist in identifying supports necessary for meaningful inclusion and effective use of paraprofessionals.	Deb Cervas	October, 2009 January, 2010
Review of TWNDP data	Dorothy Norman/Deb Cervas	Monthly
Plan Summer Curriculum Project	Select ESS/General Education Teachers at Elementary & Secondary Level	Summer Curriculum Project

**CIP Department Priority Three
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Department Priority Three	As Measured By	
To identify and provide appropriate extra curricular activities that effectively engages and supports the participation of students with disabilities at the secondary level.	To attain a goal of 50% of students with disabilities participating in at least one extra-curricular offering at the secondary level by June 2011.	
Action	Person(s) Responsible	Timeline
Gather information regarding numbers of students with disabilities who participate in extra-curricular activities at the secondary level.	Helen Donaher, Pat Auber, Deb Cervas	January, 2010
Review current extra-curricular activities and determine level of accessibility for students with disabilities.	Helen Donaher, Deb Cervas	Each season throughout the-e 2009-2010 school year
Survey students/parents who participate in Unified Sports to determine levels of satisfaction with this program.	Helen Donaher	March/April 2010
In order to increase levels of participation of SWD, review IEPs of students not currently participating in extra-curricular activities and determine the necessary accommodations/supplementary aides or services that would be required for students to participate.	Deb Cervas	April/May, 2010
Prepare recommendations for improvements to the extra-curricular offerings relative to the needs of SWD.	Helen Donaher	July, 2010

**CIP Department Priority Four
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Department Priority Four	As Measured By
To provide student access to instructional technologies by increasing both availability as well as teacher competency with educational technologies.	<ul style="list-style-type: none"> • Smart Board Technology in 80% of special education settings by June, 2011. • Increased student access to and use of computers/laptops at the secondary level (5 laptops in each secondary resource room). • Access to augmentative devices for any student requiring such technology to increase/have improved levels of communication.

Action	Person(s) Responsible	Timeline	Resources Needed
Utilize a significant portion of the ARRA funds to purchase technology supports for special education classroom settings.	Helen Donaher	August/September 2009	IDEA/ARRA Grant Application funds
Hire an additional .5 Assistive Technology Consulting Teacher for 2009-10 and 2010-11.	Helen Donaher	August/September 2009	IDEA/ARRA Grant Application funds
Create an Assistive Technology Training Facilitator stipend position for 2009-10 and 2010-11.	Helen Donaher	August/September 2009	IDEA/ARRA Grant Application funds
Survey teachers regarding benefits of increased technology and improvements in teacher skill in accessing/utilizing educational technology tools.	Helen Donaher	April, 2010	Survey Tools Data supports

**CIP Department Priority Five
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Department Priority Five	As Measured By	
To increase parent/school partnerships by establishing a Special Services Advisory Council.	<ul style="list-style-type: none"> • Schedule of meetings for the school year • Successful revision of department's vision and mission statements • Variability of Committee members (parents, teachers, range of mandation categories represented) 	
Action	Person(s) Responsible	Timeline
Establish a year-long schedule of SSAC meetings.	Helen Donaher	Early September
Utilize the SSAC to review and revise current Special Services Department Mission and Vision statements.	Helen Donaher	December - February
Post meeting agendas and meeting minutes on Special Services website.	Helen Donaher	Ongoing through the school year
Inform SSAC members of the budget process and provide access to budgetary information in order to ensure transparency of the budget development process.	Helen Donaher	Throughout the budget development season

**CIP Department Priority Six
2009 ~ 2010**

Simsbury Public Schools

Department of Special Services

Department Priority Six	As Measured By	
To conduct an audit of the special services department in order to identify successful practices and inform budgetary decision-making relative to identified needs and potential cost savings.	Audit/Opportunities Review Report will be presented to the BOE. Outcomes of the audit will be utilized when making budgetary decisions for the Special Services Department; Recommendations of the audit will be considered for departmental program changes	
Action	Person(s) Responsible	Timeline
Hire an independent firm to conduct a departmental audit.	Helen Donaher	September, 2009
Gather and provide requested data for the Opportunities Review/Audit.	Helen Donaher Dave Holden	September, 2009
Provide information about the audit to stakeholders – BOE report, SEPTO information, SSAC report/discussion, information on the website	Helen Donaher	September, 2009
Organize interview teams	Helen Donaher	September, 2009
Facilitate building of the survey tools	Helen Donaher	September, October, 2009
Distribute surveys to designated participants	Helen Donaher	October, 2009
Facilitate distribution of audit results to stakeholders	Helen Donaher Diane Ullman	November, December 2009