

**RICH TOWNSHIP HIGH SCHOOL DISTRICT 227  
SPECIAL EDUCATION  
ALTERNATIVE EDUCATION  
FIVE YEAR PLAN  
2008 – 2013**



**MISSION:** Provide educational opportunities that will allow all students to reach their academic potential.

**VISION:** Offer programs and services that are prescriptive for students identified as needing individualized interventions. The interventions will be:

- scientific researched-based
- offered in the least restrictive environment
- delivered by highly qualified staff
- with the necessary instructional resources to support best instructional practices
- monitored to determine the degree of student progress

**VALUES:** -Treating staff and students with dignity and respect

-Creating classrooms that promote active student engagement

-Supporting data driven decisions utilizing formative and summative assessments

-Offering quality and sustainable professional learning opportunities

-Preparing students to meet post secondary goals

-Promoting positive behavior interventions

## DELIVERY OF SPECIAL EDUCATION SERVICES

The district provides special education services to approximately 17% of the district total enrollment.

Students will continue to receive academic and/or behavioral support in one of the following settings:

General education classroom with consultative services to the general education teacher

Resource class to assist students with challenges presented in the general education class

Co Taught class where the special and general education teacher shares teaching responsibilities

Special Education Instructional Classrooms for specific courses in which students require a modified curriculum utilizing supplemental materials and adjusting the pacing of concepts taught.

Special Education Public or Private Day School for students requiring a specialized environment with extensive supports

### RESOURCE MODEL:

2008-2009: Implementation of expanded model in the Freshman Academy

2009-2010: Evaluate effectiveness of the model (ABC rate, general education teacher feedback, special education resource teacher feedback, parent and student feedback)

2010-2011: Make adjustments and explore expansion of model to Sophomore Students and review student ABC rates.

2011-2012: Expand the Model to Junior and Senior Students and review student ABC rates.

2012-2013: Disseminate survey to parents, teachers and students to receive feedback regarding the effectiveness of the model at each grade level.

## DISTRICT SPECIAL EDUCATION PROGRAM FOR STUDENTS WITH EMOTIONAL DISABILITY:

- 2009-2010: Research existing special education classrooms for students with emotional disabilities located in other districts and visit the sites. Discuss financial impact with district administration including staffing needs, identify potential location for the program, develop criteria for student placement, identify 30% of the out of district students (approx. 40 students) to be returned to the district as well as new placements and determine number of students that can be accommodated in the district program. Finalize program location.
- 2010-2011: Conduct IEP meetings and inform parents of identified students and SPEED Coop of least restrictive option and the intent to return students to a district program.  
Hire staff for 2011-2012 school year implementation.  
Purchase furniture, equipment, and instructional materials.  
Provide staff with training during the summer on behavioral/therapeutic interventions.  
Allocate time to develop the program structure.  
Establish separate bus routes.  
Include the District Instructional Leader for Applied Arts in the discussion Regarding course offerings in order to address student post secondary interests. Assign a special education transition coordinator to the site to arrange work experience opportunities for all students based on their career interests.
- 2011-2012: Implement program, provide ongoing professional development to staff to include best practices related to classroom instruction, effective utilization of data and positive behavioral interventions.
- 2012-2013: Evaluate effectiveness of program (review discipline, attendance, and academic data); determine feasibility of expanding program to serve more students in district rather than a more restrictive special public day school.

## ALPHA HOME SCHOOL MODEL:

2008-2009: Identify number of students returning to their home campus  
Inform administration regarding projected classroom space needs at each campus to accommodate Alpha students  
Meet with Alpha program staff to solicit input  
Identify staffing needs (teachers, related services staff, classified staff)  
Contact feeder districts regarding projected freshman  
Discuss additional costs with the Assistant Superintendent for Fiscal Affairs  
Notify parents regarding home campus placement  
Engage in ongoing discussion with the Instructional Leaders for Special Education to ensure a smooth transition of staff and students to each campus

SPRING/SUMMER 2009: Purchase instructional materials for the campus as needed  
Interview candidates for additional teaching positions  
Finalize therapy equipment needs for purchase  
Identify classroom and therapy space to be used at the campus  
Notify current staff of campus assignments  
Notify Transportation Company of lift bus needs at the Campus and the special education bus routes needed for the campus

2009-2010: Return students to their home campus (Rich Central)  
Schedule a staff meeting with general education and special education staff to share information regarding structure of the program, and types of disabilities of the students to be served. Answer staff questions and solicit their support.  
Identify a time and staff that will assist with meeting with students and answering their questions.  
The Instructional Leader for Special Education will closely monitor student and staff adjustment.  
Receive weekly updates from the Instructional Leader regarding any concerns or program needs

2010-2011: Return students to their home campus (Rich South)  
Follow same procedures that were followed for Rich Central and make any necessary adjustments based on individual student needs and campus circumstances.  
Review the successes and challenges of the transition for Rich Central staff and students and identify additional needs.

## SPECIAL EDUCATION DEPARTMENT

### ADMINISTRATIVE STRUCTURE:

2009-2010- Review special education enrollment at each campus to determine the need for additional special education administrative support which will ensure the appropriate time is allocated for the administrators to complete special education mandated staffing, record keeping, and monitoring of out of district student placements.

CLERICAL SUPPORT: Evaluate tasks assigned to each secretary and the impact of the district special education enrollment on the timely completion of specific time sensitive tasks.

RECORD KEEPING: Identify companies to assist with the transfer of files to an electronic system. Organize files in preparation for the transfer. Complete the transfer of files to an electronic record keeping system for those files that must be maintained by the special education department for 5 years after the student leaves the district.

2010-2011:

OFFICE SPACE: Consider future district office space to include a work area to allow quick access to active student files and state reports. Designate an area for storing records requiring immediate access. Identify space for sorting incoming records from the foundation districts and organizing information for placement in the file cabinets. Identify an additional work station with a computer for staff who needs to complete projects at the district office.

## SPECIAL EDUCATION CONTINUOUS IMPROVEMENT

2008-2013:

As a part of the district Response to Intervention (RtI) implementation plan, the special education department will track the number of students by campus referred for a special education initial case study evaluation. The purpose is to determine if students referred have received scientific researched-based interventions with documentation of progress monitoring prior to the initiation of a case study evaluation.

Staff will develop action plans as directed by the Instructional Leaders for Special Education at each campus to address Specific, Measurable, Attainable, Results-Oriented, and Time Bound (S.M.A.R.T.) goals as outlined in each general education content area but will be specific to the challenges of students receiving special education services.

Special education students as a subgroup will meet safe harbor in math and reading on the ACT/PSAE by receiving instruction in the least restrictive environment utilizing the general education curriculum with the necessary accommodations/modifications. Eligible juniors will also participate in the year long PSAE class offered to all juniors.

Quarterly updates on ABC rates for all special education classes and co taught classes serving special education students will be reviewed by special education administrators to determine the effectiveness of instructional practices.

Instructional Leaders for Special Education at each campus will schedule quarterly Intervention Conferences with teachers with low ABC rates reviewing staff log entries of interventions and discussing the effectiveness of those interventions.

The district Director for Special Education will establish and/or maintain ongoing communication with foundation districts to address special education enrollment for incoming freshman.

The Special Education Advisory board will meet at least 3 times a year to discuss district special education initiatives and make recommendations, review district special education data and provide input regarding parent workshops.

#### ALTERNATIVE EDUCATION

2008-2009: Meet with the Night School Administrator to become familiar with the current night school structure. (number of classrooms, number of students, number of teachers, ABC rates, discipline data, course offerings, bus transportation, etc.)

Create a template for completion of a program audit to determine priorities for the 2009-2010 school year. Review previous list of challenges and previous recommendations.

Confirm location for night school for the 2009- 2010 school year.

2009-2010: Based on audit findings, identify program priorities for the 2009-2010 school Year:

Provide opportunity for staff input.

Meet with the night school counselor to review all students post secondary plans.

Include the District Instructional Leader for Applied Arts in the discussion to identify courses to be offered to students based on career interests, assist in identifying community resources and expanding vocational linkages to support students post secondary goals.

Consider additional course offerings based on the program audit.

Based on review of discipline data, determine the need to provide counseling services to address social/emotional needs of the students.

Consider community service as a component of the night school program based on individual student circumstances

Evaluate the effectiveness of teacher directed instruction and the Nova Net program based on student academic success.

Begin planning for a larger Alternative School site to more effectively address the needs of our student population to include a day school and night school option.

Determine the feasibility of the district to explore a separate site for the entire alternative school program as well as the special education population of students identified as having an emotional disability and are currently placed in more restrictive school settings outside of the district.

Complete renovation of the new site to meet all necessary building and school code standards.

Identify the number of administrators, certified and classified staff, equipment, furniture, and instructional materials needed to provide quality educational services to all the students.

Establish bus routes

Determine instructional resources to be used to support the standard district curriculum.

Designate time for certified staff to complete curriculum work in preparation for the 2010-2011 school year.

2010-2011: Conduct a student and parent orientation to review the program structure as well as share academic and behavioral expectations.

Monitor student progress by reviewing academic, discipline and attendance data monthly.

District and building administration will review data and share information with staff to determine areas of concern needing immediate attention.

Schedule regular meetings with staff to solicit input on classroom and school climate

Survey parents, students, and staff regarding the school environment and the academic success of the students.

Identify additional resources needed for the 2011-2012 school year.