



Brookfield Public Schools
CREC Special Education Program Review
Follow Up

Create Your Tomorrow

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Entry Priorities

- During the first six months, the following action steps will be initiated and completed in conjunction with the CREC Program Review
 - Review expectations and set monthly and yearly benchmarks with Superintendent and Assistant Superintendent
 - Establish schedule to visit buildings and meet with administrators
 - Visit classrooms to meet students and teachers
 - Attend department meetings in each building in conjunction with Supervisors
 - Monthly parent meetings and Special Education PTO on special education topics
 - Department audit regarding programs, outplacements, budgets and allocations to demonstrate long term fiscal responsibility.

Strategic Plan and Recommendations

- Developing a 3-5 year Special Education Strategic Plan
- CREC utilized four domains that frame their work for planning
 - Resources
 - Organizational Structures and Processes
 - Student Learning
 - Communication and Collaboration

Resources

Design and coordinate professional development across special and general education staff including building administrators and related services professionals.

- Professional development for staff, including IEP Quality Training
- Implementation includes providing relevant and useful professional learning for staff directly related to their roles. These sessions can be conducted in multiple settings throughout the year in order to determine effectiveness of the learning and to address any adjustments.
- Develop a needs assessment, which supports creating relevant presentations and ensures alignment among schools and staff. This needs assessment will be initiated and completed this fall

Organizational Structures and Processes

In-depth evaluation of staff, resources and professional development in specialized programs.

- Align with District Strategy/Goal #4: Continuously improve District Systems and Structures in alignment with the Portrait of The Graduate to ensure school operations best support quality education.
- Collaborate with CREC on a review of specialized programs to address concerns around staffing, IEP compliance and budgeting.
- Form a Special Education Professional Development Committee that will guide topics throughout the process.

Student Learning

Districtwide data system should internally disaggregate data in subgroups and analyzed at the district, building, grade/department and classroom levels regularly.

- Planning for Student Learning relates to District Strategy/Goal #1 which addresses the implementation of the Portrait of the Graduate through clear performance standards, checkpoints and curriculum integration.
- Through monthly examination and analysis of special education data, we can ensure fidelity to both Portrait of the Graduate areas as well as assessing and checking IEP data in CT-SEDS to align goals and objectives with student needs and district goals.

Communication and Collaboration

Establish regular school-based visits to connect with students and staff, build relationships, meet with special education teams, and acquire a deep understanding of the daily routines expected in schools.

- The plan for improving communication is directly related to District Strategy/Goal #4 which addresses engagement with staff and community.
 - As we strengthen relationships within each building we will provide access, support and ongoing communication for clear expectations.
 - Visibility and open-door style create a positive culture for the department, as well as for students, families and the community.
 - My weekly visits to each building to observe classrooms, meet with teams and administration allows me to monitor ongoing implementation.

Special Education Department Strategic Plan

- Aligned with Board/District Strategic Plan
- **Goal:** Framework for Special Education that addresses 4 domains in CREC Program Review
- **Process:** Developing a coherent structure that supports student learning and IEP implementation
- **Create Strategic Planning team** in collaboration with Superintendent, Assistant Superintendent, Board of Education, staff members, students, families and community stakeholders
 - Articulate the “why”
 - Establish norms, expectations, trends and data
 - Prioritize areas including impact, need and desired outcomes.
 - Create “essential questions” that guide the process
 - Elicit feedback from all areas of the district (staff, administrators, students, families, community)



Thank you!