

**A COMPREHENSIVE REVIEW OF SPECIALIZED PROGRAMS FOR  
BROOKFIELD PUBLIC SCHOOLS**

*Proposal for Services Rendered*

Submitted by:



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Trumbull, Connecticut 06611

Dec 8, 2022

## Qualifications and Experience

Cooperative Educational Services (C.E.S.) is a regional education service center located at 40 Lindeman Drive, Trumbull, Connecticut. With over 30 years of experience, we have a long history of supporting initiatives that build capacity for our partners. We do this through collaboration, leadership, resources and support to assure student success.

C.E.S. is the capacity-building partner for school districts in lower Fairfield County, Connecticut to provide their educators and leaders with the cutting edge technical support to best prepare students, including students with disabilities, for the 21st century. Our leadership team, educational specialists and consultants provide the guidance, instruction and technical assistance to further enhance the capacity of school districts to meet their continuous improvement goals in a changing world. The seventeen districts in our catchment area comprise a public school enrollment in excess of 115,000 students. C.E.S. serves as a model for extensive Special Education and related services programs. We fulfill our mission statement, "to identify and provide quality educational opportunities for educators, students, families and communities," by providing a myriad of high quality services to member districts that would be more costly for them to procure on their own. C.E.S. is well regarded throughout the state for its high quality programs and services.

As a regional service center, C.E.S. has been acknowledged for its work in providing a continuum of support and services for students with disabilities. In addition, we provide high quality training experiences focusing on all aspects of service delivery including

evaluation of Student and Educator Support Staff (SESS), leadership development, data-based decision-making, school improvement, assistive technology, and clinical assessment practices.

C.E.S.' Special Education programs and services success is evident in our well-attended specialized programs and training opportunities. We are a primary training facility for Positive Behavioral Interventions and Supports (PBIS). We also host regional training for Physical and Psychological Management Training (PMT) and clinical assessment updates following major test revisions. In order to accommodate specific requests from state and regional partners, we provide specialized training opportunities covering varying topics including: neuropsychological evaluation, evaluation of the bicultural/bilingual student, clinical supervision of related services personnel and use of the ADOS-2 for evaluating children suspected of having an autism spectrum disorder. Further, we provide direct technical support to our member districts regarding all aspects of special education administration and program management.

C.E.S. provides exceptional resource management to our partners. The agency has the capacity to manage all aspects of program development and administration. As part of the process of continuous improvement, data is collected to evaluate program effectiveness. Our professional staff uses this data to adjust services in order to best meet the changing needs of its partners.

**Workplan** - Proposed start time - end of January 2023

A team from Cooperative Educational Services (C.E.S.), which includes administrators, support staff, and consultants, will conduct the review and address the topics indicated as follows:

### **Phase I: Review of Special Programs**

Meet with building leaders, special education leaders, and key individuals involved with special programs within the special education department to conduct a program review. Customize and administer a survey for parents/guardians of students placed in these programs. (2 full day sessions x 2 consultants, additional work done by C.E.S. Director of Special Education)

1. Conduct a program review of the special programs (Exceptional Learning Center, Social Emotional Enrichment, High School Life Skills, and Pre-K ) to look at:

- Mission and goals of each program
- Referral criteria and pre-referral intervention strategies
- Entrance and exit criteria
- Program model (curriculum, teaching strategies, personnel and staffing, role of related service providers, etc.)
- Data collection, data based decision making process, progress monitoring
- IEP development and implementation

2. Conduct an evaluation of the program

- Determine desired student outcomes
- Review data to determine effectiveness of the program toward intended student outcomes
- Review IEPs for consistency and quality

3. Review Findings with the Administration and assist to develop action steps

(.5 day with review team)

**Phase II and III:** Scope and timeline to be determined.

Additional work would include evaluating staff utilization and levels, and caseload analysis, review of programs for academic support in the least restrictive environment.

We propose beginning in 2023 with the secondary programs and in 2024 with elementary.

### **Cost Proposal for Phase I**

A flat fee of \$6,500 will be assessed for Phase I to conduct in-district sessions, survey design, data collection, report writing, and debriefing with district leadership.