

FY 2008 QUESTION NUMBER: 46

QUESTION:

How will the Office of Special Education and Student Services monitor the effects on placement changes for special education students if the learning centers close?

BUDGET PAGE REFERENCE: NA

ANSWER:

The superintendent of schools has announced a revised proposal that would allow all students with disabilities Grades 6–12 who currently receive special education services through the learning centers to remain there through graduation. The revised plan also proposes to transition the current Grade 5 students who are in elementary learning centers to their home schools, where they will receive all of the services and supports that are outlined in their Individualized Education Program (IEP).

A systematic action plan has been developed which outlines all of the steps that will be taken to ensure the success of the students who transition to their home middle school. In addition, the Department of Special Education Services will be closely monitoring these students and their progress.

In the spring 2007, the confidential files of all current Grade 5 students who are in the elementary learning centers will be thoroughly reviewed in order to determine individual student needs and ensure that appropriate materials and interventions are in place before the student's transition. Prior to students' arrival, the special education supervisors, in collaboration with the school-based administrators, will review the status of the master schedule of each school to ensure the placement of students in appropriate classes. Each receiving school will implement the IEPs, including any accommodations that are identified, and will provide a continuum of services and settings.

Once rising Grade 6 students have transitioned from the elementary learning centers to their home schools, a school-based case manager will be assigned to each student. The case manager will monitor and track student progress, set up a 30-day periodic IEP team meeting, and facilitate communication between home, school, and central office staff. A point person from the central office will be assigned to each home school to monitor, support, and evaluate the revised service delivery system.

In addition, staff from the Division of School-Based Special Education Services will provide consultation to schools as they assist in the development of master schedules; conduct walk-throughs in co-taught classes; and provide input on individual school instructional councils, data committees, literacy team committees, and achievement steering committees.