

**SPECIAL EDUCATION DIVISION
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

During the next six years the Special Education Division will:

- Improve performance of special education students on state achievement measures including the Early Childhood Outcomes, State Benchmark Assessments, and High School Graduation Qualifying Exam.
- Investigate and implement research-based curricula for special education students PreK-12.
- Establish and maintain a full continuum of services from PreK – 12 to provide appropriate academic, behavioral and social supports for students with significant disabilities.
- Collaborate with general education and other ASD departments to establish locations and facilities for regional special education programs.
- Collaborate with general education in providing training and support for ASD staff in the area of social skills training and positive behavioral supports.
- Develop and establish an alternate certification program for general education teachers to obtain special education certification within the state of Alaska.
- Effectively align training and professional development of the Division with standards contained in the State Continuous Improvement Monitoring Process.
- Collaborate with community and state agencies so that students are able to access vocational, mental health and support services as they transition to ASD through the Bring the Kids Home Initiative.

June 9, 2008

Special Education Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Special Education students 3rd-10th grade will improve performance in Reading, Writing and Math on state benchmark measures.</p> <p>Special Education students will improve performance on state benchmark measures by 2.5 % yearly.</p> <p>Preschool Special Education students will improve on Early Childhood Outcomes above established baselines.</p> <p>Number of Special Education students passing the HSGQE will improve by 2.5% year above established baseline.</p> <p><u>In each grade, the percentage of Special Education students passing the HSGQE will improve by 2.5% above the established baseline.</u></p> <p>(Wording of this goal was revised based on a recommendation from A&E; current reporting of HSGQE data is more responsive to the new wording.)</p>	<p>Improve in all areas above 2006-2007 performance scores.</p> <p>Improve by 2.5%</p> <p>Baseline scores being established; exit rating is done on preschool students transitioning to Kindergarten. (Note: EED has not yet established reporting format for Early Childhood Outcomes to districts.)</p> <p>Baseline scores without waivers established.</p>	<p>Improve in all areas above 2007-2008 performance scores; baseline scores for Science established.</p> <p>Improve by 2.5%</p> <p>Baseline scores being established; entry and exit ratings are done on preschool students.</p> <p>Improve by 2.5%</p>	<p>Improve in all areas above 2008-2009 performance scores.</p> <p>Improve by 2.5%</p> <p>Baseline scores established.</p> <p>Improve by 2.5%</p>	<p>Improve in all areas above 2009-2010 performance scores.</p> <p>Improve by 2.5%</p> <p>Improvement shown.</p> <p>Improve by 2.5%</p>	<p>Improve in all areas above 2010-2011 performance scores.</p> <p>Improve by 2.5%</p> <p>Improvement shown.</p> <p>Improve by 2.5%</p>

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<p>Preschool Special Education programs use research-based intervention curriculum which has an emphasis on early language, reading and mathematics skills and is aligned with Alaska State Early Learning Guidelines.</p> <p>Selected curriculum is available and implemented in all preschool programs.</p> <p>Continue use of AEPS (Assessment Education Performance Scales) in preschool Special Education programs.</p>	<p>Committee to identify and guide implementation of early intervention curriculum established (2006-2007).</p> <p>Trial of selected preschool intervention curriculum (Investigator’s Club) in representative sample of 2-day, 4-day and Autism classrooms; conclusions and results of trial compiled; recommendation for purchase completed.</p> <p><i>If recommended for implementation, purchase of Investigator’s Club (IC).</i></p> <p>Train new preschool staff on use of the AEPS and its use in reporting Early Childhood Outcomes.</p>	<p>Student achievement will be monitored via pre- and post-internal assessments. Scores will be compiled and reviewed by Committee.</p> <p><i>IC is added to initial inventory for all new preschool classrooms.</i></p> <p><i>Provide training for all preschool teachers and teacher assistants on Investigator’s Club (IC).</i></p> <p><i>Identify and give advanced training to 4 peer coaches.</i></p> <p><i>Purchase of new edition of AEPS for all preschool teachers.</i></p> <p><i>Training for all preschool Sped teachers on the use of the AEPS and how it relates</i></p>	<p>Student achievement will be monitored via pre- and post-internal assessments. Scores will be compiled and reviewed by Committee.</p> <p><i>Inventory of IC materials obtained from all preschool classes; purchase of materials as needed for old and new preschool classes.</i></p> <p><i>Provide IC training for new preschool teachers and teacher assistants.</i></p> <p><i>Provide release time for peer coaches to the extent that all preschool classes have at least one consultation with peer coach.</i></p> <p><i>Train new preschool staff on use of the AEPS.</i></p>	<p>Student achievement will be monitored via pre- and post-internal assessments. Scores will be compiled and reviewed by Committee.</p> <p><i>Inventory of IC materials obtained from all preschool classes; purchase of materials as needed for old and new preschool classes.</i></p> <p><i>Provide IC training for new preschool teachers and teacher assistants.</i></p> <p><i>Provide release time for peer coaches to the extent that all new preschool classes have at least one consultation with peer coach.</i></p> <p><i>Train new preschool staff on use of the AEPS.</i></p> <p><i>Refresher training for preschool teachers on the use of the AEPS.</i></p>	<p>Student achievement will be monitored via pre- and post-internal assessments. Scores will be compiled and reviewed by Committee.</p> <p><i>Inventory of IC materials obtained from all preschool classes; purchase of materials as needed for old and new preschool classes.</i></p> <p><i>Provide IC training for new preschool teachers and teacher assistants.</i></p> <p><i>Provide release time for peer coaches to the extent that all new preschool classes have at least one consultation with peer coach.</i></p> <p><i>Train new preschool staff on use of the AEPS.</i></p>

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<p>Research-based reading programs are available in all elementary resource classrooms for use, as appropriate, with Special Education students scoring below proficient and not proficient on statewide achievement tests.</p> <p><i>Reading Mastery (RM) and Corrective Reading (CR) are available and implemented in all elementary resource programs.</i></p> <p><i>Lindamood Bell (LMB) reading materials are available and implemented in all elementary resource programs.</i></p>	<p>All Resource teachers receive training in reading core curriculum including strategic instruction for students below proficient.</p> <p><i>Resource teams not currently using RM & CR are identified; RM & CR materials are ordered for implementation in 2008-2009.</i></p> <p><i>Orientation training for RM & CR provided for elementary principals.</i></p> <p><i>RM & CR training is provided to new Resource teachers in those schools that currently have RM & CR materials.</i></p> <p><i>RM & CR Refresher training is provided to first group of 30 resource teams (teachers only).</i></p> <p><i>RM & CR training is provided to 50 teacher assistants.</i></p> <p><i>Current LMB materials are inventoried in Resource programs; purchase needs identified, purchase schedule determined.</i></p>	<p><i>to Outcome reporting.</i></p> <p>New Resource teachers receive training in reading core curriculum including strategic instruction for students below proficient.</p> <p><i>RM & CR materials are implemented in identified schools (full implementation).</i></p> <p><i>RM & CR training is provided to all new Resource teachers.</i></p> <p><i>RM & CR Refresher training is provided to second group of 30 resource teams (teachers only).</i></p> <p><i>RM & CR training is provided to 50 teacher assistants.</i></p> <p><i>LMB kits (3) are purchased for identified number of Resource programs.</i></p>	<p>New Resource teachers receive training in reading core curriculum including strategic instruction for students below proficient.</p> <p><i>Resource inventories of RM & CR materials are obtained; replacement or updated materials ordered.</i></p> <p><i>Orientation training for RM & CR provided for elementary principals.</i></p> <p><i>RM & CR training is provided to all new Resource teachers.</i></p> <p><i>RM & CR Refresher training is provided to first group of 30 resource teams (teachers only).</i></p> <p><i>RM & CR training is provided to 50 teacher assistants.</i></p> <p><i>LMB kits (3) are purchased for identified number of Resource programs.</i></p>	<p>New Resource teachers receive training in reading core curriculum including strategic instruction for students below proficient.</p> <p><i>Resource inventories of RM & CR materials are obtained; replacement or updated materials ordered.</i></p> <p><i>RM & CR training is provided to all new Resource teachers.</i></p> <p><i>RM & CR Refresher training is provided to second group of 30 resource teams (teachers only).</i></p> <p><i>RM & CR training is provided to 50 teacher assistants.</i></p> <p><i>LMB kits (3) are purchased for identified number of Resource programs.</i></p>	<p>New Resource teachers receive training in reading core curriculum including strategic instruction for students below proficient.</p> <p><i>Resource inventories of RM & CR materials are obtained; replacement or updated materials ordered.</i></p> <p><i>Orientation training for RM & CR provided for elementary principals.</i></p> <p><i>RM & CR training is provided to all new Resource teachers.</i></p> <p><i>RM & CR Refresher training is provided to first group of 30 resource teams (teachers only).</i></p> <p><i>RM & CR training is provided to 50 teacher assistants.</i></p> <p><i>Full implementation of LMB; kits available at all elementary resource programs.</i></p>

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<p>Research-based Reading programs are available, implemented and in use in elementary special class settings i.e. Extended Resource (ER), Intensive Needs (IN), and Autism (AUT).</p>	<p><i>Initial LMB training available for 25+ resource teachers.</i></p> <p><i>Purchase of Edmark Reading and Reading Milestones for Intensive Needs (IN) teachers.</i></p> <p><i>Provide reading training for IN teachers to aid implementation of Edmark and Reading Milestones.</i></p> <p><i>Include purchase of Edmark Reading and Reading Milestones on initial inventories for future new specialized classes.</i></p>	<p><i>Initial LMB training available for 25 +resource teachers.</i></p> <p><i>Inventory and replacement purchase of Edmark and Reading Milestones in all specialized classes (add ER, AUT classes).</i></p> <p><i>Provide reading training for all IN, ER, AUT teachers to aid implementation of Edmark and Reading Milestones.</i></p> <p><i>Include purchase of Edmark Reading and Reading Milestones on initial inventories for any new specialized classes.</i></p>	<p><i>Initial LMB training available for 25+ resource teachers.</i></p> <p><i>Refresher LMB training provided for teachers.</i></p> <p><i>Inventory and replacement purchase of Edmark and Reading Milestones in all specialized classes (ER, IN, AUT).</i></p> <p><i>Provide reading training for all new ER, IN and AUT teachers to aid implementation of Edmark and Reading Milestones.</i></p> <p><i>Include purchase of Edmark Reading and Reading Milestones on initial inventories for any new specialized classes.</i></p>	<p><i>Initial LMB training available for 25+ resource teachers.</i></p> <p><i>Refresher LMB training provided for teachers.</i></p> <p><i>Inventory and replacement purchase of Edmark and Reading Milestones in all specialized classes (ER, IN, AUT).</i></p> <p><i>Provide reading training for all new ER, IN and AUT teachers to aid implementation of Edmark and Reading Milestones.</i></p> <p><i>Include purchase of Edmark Reading and Reading Milestones on initial inventories for any new specialized classes.</i></p>	<p><i>Initial LMB training available for 25+ resource teachers.</i></p> <p><i>Refresher LMB training provided for teachers.</i></p> <p><i>Inventory and replacement purchase of Edmark and Reading Milestones in all specialized classes (ER, IN, AUT).</i></p> <p><i>Provide reading training for all new ER, IN and AUT teachers to aid implementation of Edmark and Reading Milestones.</i></p> <p><i>Include purchase of Edmark Reading and Reading Milestones on initial inventories for any new specialized classes.</i></p>
<p>Continue implementation of research-based Language Arts curriculum in secondary Special Education.</p> <p>Language! Is available, implemented and in use in middle school Special Education classes.</p>	<p>Expand use of <i>Language!</i> Curriculum in middle school classrooms as needed for program expansion or for new schools/programs.</p> <p><i>Purchase additional materials for new classes and provide training for new staff implementing Language!</i></p>	<p>Expand use of <i>Language!</i> Curriculum in middle school classrooms as needed for program expansion.</p> <p><i>Purchase additional materials for new classes and provide training for new staff implementing Language!</i></p>	<p>Expand use of <i>Language!</i> Curriculum in middle school classrooms as needed for program expansion or for new schools.</p> <p><i>Purchase additional materials for new classes and provide training for new staff implementing Language!</i></p>	<p>Expand use of <i>Language!</i> Curriculum in middle school classrooms as needed for program expansion.</p> <p><i>Purchase additional materials for new classes and provide training for new staff implementing Language!</i></p>	<p>Expand use of <i>Language!</i> Curriculum in middle school classrooms as needed.</p> <p><i>Purchase additional materials for new classes and provide training for new staff implementing Language!</i></p>

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<p>Continue implementation on research-based Mathematics curriculum in secondary Special Education.</p> <p>Basic TransMath is available, implemented and in used in secondary Special Education programs in middle schools.</p>	<p><i>Purchase needed materials and Provide refresher training for staff on Language!</i></p> <p><i>Identify and train in-house trainers to support implementation of Language! In middle schools.</i></p> <p>Implement TransMath PreAlgebra curriculum in all comprehensive high schools.</p> <p><i>Investigate research-based Algebra programs for use in comprehensive high schools; Identify program for trial.</i></p> <p><i>Purchase materials and provide training for new staff implementing TransMath Pre-Algebra program for comprehensive high schools</i></p>	<p><i>Purchase needed materials and provide refresher training for staff on Language!</i></p> <p><i>Continued training of in-house trainers to support implementation of Language!</i></p> <p>Continued implementation of TransMath Pre-Algebra in all comprehensive high schools.</p> <p><i>Conduct trial of identified Algebra program in selected high schools; conclusions and results of trial compiled; recommendation for purchase completed.</i></p> <p>Plan for purchase and implementation completed.</p> <p><i>Purchase materials and provide training for new staff implementing TransMath Pre-Algebra program for comprehensive high schools.</i></p>	<p><i>Purchase needed materials and provide refresher training for staff on Language!</i></p> <p><i>Consultants visit selected sites to observe Language! in use. Recommendations for enhancements or changes are submitted to Director. Staff development plans revised if needed.</i></p> <p>Planned implementation of new Algebra program for comprehensive high schools.</p> <p><i>Purchase materials and provide training for new staff implementing TransMath Pre-Algebra program for comprehensive high schools.</i></p>	<p><i>Purchase needed materials and provide refresher training for staff on Language!</i></p> <p><i>Continued training of in-house trainers if needed.</i></p> <p><i>Purchase materials and provide training for new staff implementing TransMath Pre-Algebra program for comprehensive high schools.</i></p> <p><i>Provide refresher training for staff implementing TransMath Pre-Algebra.</i></p>	<p><i>Purchase needed materials and Provide refresher training for staff on Language!</i></p> <p><i>Continued training of in-house trainers if needed.</i></p> <p><i>Purchase materials and provide training for new staff implementing TransMath Pre-Algebra program for comprehensive high schools.</i></p> <p><i>Provide refresher training for staff implementing TransMath Pre-Algebra.</i></p>

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	<p><i>Monitor and evaluate implementation via consultant feedback or teacher survey.</i></p>	<p><i>Monitor and evaluate implementation via consultant feedback or teacher survey.</i></p>	<p><i>Provide refresher training for staff implementing TransMath Pre-Algebra.</i></p> <p><i>Monitor and evaluate implementation via consultant feedback or teacher survey.</i></p>		
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p>A full continuum of services will be available for grades PreK-12 that will provide appropriate academic, behavioral and social supports for students with significant disabilities.</p> <p><i>Collaborate with general education administration to provide appropriate facilities to support specialized classes within neighborhood schools.</i></p> <p><i>Design and implement a long-range plan to establish multi-class school sites for regional specialized classes which would provide accessibility to these sites for any student in the ASD.</i></p>	<p>Expansion of preschool and elementary specialized classes: 4-day preschool class, Autism and Extended Resource.</p> <p>Using 2008-2009 projections, identify need for additional special classes or relocation of special classes.</p> <p><i>Work with principals in the selection of classroom space when opening new special classes including accessibility to spaces within the school; identify guidelines.</i></p> <p><i>Establish an Elementary committee to write a 5-year plan for expansion of special class sites in neighborhood elementary schools; plan</i></p>	<p>Open one new Elementary Intensive Needs site.</p> <p>Using 2009-2010 projections, identify need for additional special classes or relocation of special classes.</p> <p><i>Incorporate guidelines into department manuals which are given to principals.</i></p> <p><i>Use long range expansion plan when opening new special classes.</i></p>	<p>Using 2010-2011 projections, identify need for additional special classes or relocation of special classes.</p> <p><i>Use long range expansion plan when opening new special classes.</i></p> <p><i>Review/ revise long range</i></p>	<p>Using 2011-2012 projections, identify need for additional special classes or relocation of special classes.</p> <p><i>Use long range expansion plan when opening new special classes.</i></p>	<p>Using 2012-2013 projections, identify need for additional special classes or relocation of special classes.</p> <p><i>Use long range expansion plan when opening new special classes.</i></p>

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<p><i>Establish and maintain appropriate teacher/student ratios in specialized classes thus clarifying the need to open additional new classes to maintain the ratio.</i></p> <p><i>Special Education administration will participate as a district team member in any boundary change process to better represent the needs of Special Education students in the schools involved.</i></p>	<p><i>submitted to Executive Directors of Special Education and Elementary Education.</i></p> <p><i>Special Education Directors will submit recommendations for appropriate teacher/student ratios for all specialized classes preschool - adult services to Executive Director.</i></p>	<p><i>Use recommended teacher/student ratios for budget development process and staff allocations across Special Education division.</i></p>	<p><i>expansion plan.</i></p> <p><i>Use recommended teacher/student ratios for budget development process and staff allocations across Special Education division.</i></p>	<p><i>Use recommended teacher/student ratios for budget development process and staff allocations across Special Education division.</i></p>	<p><i>Use recommended teacher/student ratios for budget development process and staff allocations across Special Education division.</i></p>
<p>Establish long-range plan to improve facilities to better support the program at Whaley School and Mt. Iliamna School.</p> <p><i>Investigate and prioritize facility needs at Whaley School and Mt. Iliamna; Work collaboratively with other ASD departments to establish facility plans.</i></p>	<p>Reopen Whaley Facility Study to determine if previous study should be revised to reflect current programmatic needs.</p> <p><i>Establish a committee to identify and prioritize facility needs to support restructured program as outlined in the Whaley Center Restructuring Plan.</i></p>	<p><i>If approved, revise Whaley Facility Study.</i></p>			
<p>Collaborate with general education to provide training for school staff on appropriate behavior support strategies and interventions.</p> <p><i>Coordinate behavioral training for elementary regular ed and Sped staff to be compatible with school-wide discipline plans.</i></p>	<p><i>Share elementary Sped staff development plans with Elementary Education administration; consult with</i></p>	<p><i>Share elementary Sped staff development plans with Elementary Education administration; revise for</i></p>	<p><i>Share elementary Sped staff development plans with Elementary Education administration; revise for</i></p>	<p><i>Share elementary Sped staff development plans with Elementary Education administration; revise for</i></p>	<p><i>Share elementary Sped staff development plans with Elementary Education administration; revise for</i></p>

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<p><i>Provide additional training for general ed and Sped staff on issues with working with students with emotional disturbance and mental health needs.</i></p> <p><i>Identify and implement an appropriate social skills curriculum that will be available for staff to use within the elementary resource programs.</i></p>	<p><i>Elementary Ed consultant, if possible.</i></p> <p><i>Provide behavioral support training as specified on elementary Sped staff development plan.</i></p> <p><i>Provide at least one training for staff on ED issues and mental health needs; to be determined by Sped department.</i></p> <p><i>Establish a committee to identify and guide implementation of social skills curriculum established; recommendation of curriculum for trial in 2008-2009.</i></p>	<p><i>compatibility if needed.</i></p> <p><i>Provide behavioral support training as specified on elementary Sped staff development plan.</i></p> <p><i>Establish within department staff development plans, a plan for providing training on ED issues and mental health needs.</i></p> <p><i>Conduct trial of selected social skills curriculum in representative sample of resource programs; conclusions and results of trial compiled; recommendation for purchase completed.</i></p> <p><i>Purchase selected social skills curriculum; write implementation plan including purchase, schedule and training.</i></p>	<p><i>compatibility if needed.</i></p> <p><i>Provide behavioral support training as specified on elementary Sped staff development plan.</i></p> <p><i>Implement staff development plan.</i></p> <p><i>Implement social skills curriculum in 20 resource programs; provide training for new resource staff.</i></p>	<p><i>compatibility if needed.</i></p> <p><i>Provide behavioral support training as specified on elementary Sped staff development plan.</i></p> <p><i>Implement social skills curriculum in 20 resource programs; provide training for new resource staff.</i></p>	<p><i>compatibility if needed.</i></p> <p><i>Provide behavioral support training as specified on elementary Sped staff development plan.</i></p> <p><i>Implement social skills curriculum in 20 resource programs; provide training for new resource staff.</i></p>
<p>Investigate, plan and establish an alternate certification program in Special Education.</p> <p><i>Establish a plan to support ASD staff to obtain endorsements in Special Education</i></p>	<p>Continue review of possible alternate certification programs in collaboration with universities or establishment of ASD program; select program and establish implementation schedule.</p> <p><i>Explore options such as tuition reimbursement,</i></p>	<p><i>Investigate an alternate certificate plan or program to</i></p>	<p><i>Investigate/establish an alternate certification plan for</i></p>		

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<i>or related services areas.</i>	<i>scholarships, etc. to support staff in obtaining endorsement.</i>	<i>provide appropriate training programs which would lead to Type C certifications within Related Services: Speech Language Services, Occupational Therapy, Physical Therapy, and School Psychology.</i>	<i>other ASD staff such as behavioral strategists and program specialists to obtain Special Education degrees.</i>		
Goal 3: Public Accountability					
<p>Increase or maintain overall score on the annual CIMP (Continuous Improvement Monitoring Process).</p> <p><i>Revise and implement improved Child Find plans.</i></p> <p><i>ASD Special Education will provide training for staff annually in compliance with any corrective action mandated from the CIMP.</i></p>	<p>ASD Special Education division maintains or increases overall score from 2006-2007.</p> <p><i>Review and revise Current Child Find by Special Education Executive Committee; changes to plan implemented.</i></p> <p><i>Implement training annually.</i></p>	<p>ASD Special Education division maintains or increases overall score from 2007-2008.</p> <p><i>Implement revised Child Find plan; monitor for effectiveness; revise if needed.</i></p> <p><i>Implement training annually.</i></p>	<p>ASD Special Education division maintains or increases overall score from 2008-2009.</p> <p><i>Implement training annually.</i></p>	<p>ASD Special Education division maintains or increases overall score from 2009-2010.</p> <p><i>Implement training annually.</i></p>	<p>ASD Special Education division maintains or increases overall score from 2010-2011.</p> <p><i>Implement training annually.</i></p>
<p>Establish positive working relationships with public and private agencies.</p> <p><i>Establish and maintain appropriate current Memorandums of Agreement with key community agency partners.</i></p> <p><i>Collaborate with agency partners on the Bring the Kids Home initiative process.</i></p>	<p><i>Review of current MOAs by Special Education Executive Committee; investigate use of multi-year MOAs with key agency partners.</i></p> <p><i>Continue to work on transition process which</i></p>	<p><i>Establish yearly or biyearly schedule for MOAs; establish multi-year MOA with at least one key agency partner.</i></p> <p><i>Continue to work on transition process as per</i></p>	<p><i>Continue renewal of MOAs with agency partners as per earlier established schedule.</i></p>	<p><i>Continue renewal of MOAs with agency partners as per earlier established schedule.</i></p>	<p><i>Continue renewal of MOAs with agency partners as per earlier established schedule.</i></p>

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	<p><i>includes interagency collaboration and notification; establish plan and identify support systems and next steps.</i></p>	<p><i>plan established 2007-2008.</i></p>			
<p>Improve communication and collaboration with parents and community on Special Education issues.</p> <p><i>Continue to improve ASD Special Education website to provide current information for staff, parents and community on Special Education topics.</i></p> <p><i>Increase active membership in the SEAC (Special Education Advisory Committee) to ensure diverse representation.</i></p>	<p>Articulate and publish clear mission statement for the STeP Center which would include focus on priority projects.</p> <p><i>Review of current website for potential additions; survey of district and community for feedback on website.</i></p> <p><i>Membership plan discussed by SEAC members; potential membership identified (key community leaders, agencies, etc).</i></p>	<p>Revise and enhance parental involvement and education plan within SteP; establish future priorities.</p> <p><i>Ongoing revision/addition of ASD Special Education website.</i></p> <p><i>Membership advertisement done yearly; continued recruitment.</i></p>	<p><i>Ongoing revision/addition of ASD Special Education website.</i></p> <p><i>Membership advertisement done yearly; continued recruitment.</i></p>	<p><i>Ongoing revision/addition of ASD Special Education website.</i></p> <p><i>Membership advertisement done yearly; continued recruitment.</i></p>	<p><i>Ongoing revision/addition of ASD Special Education website.</i></p> <p><i>Membership advertisement done yearly; continued recruitment.</i></p>