

Greenwich Public Schools



Special Education Action Plan 2021-2024

(updated July 1, 2023)

Creating a Culture of Together, We Can!

From Recommendation to Implementation



**Office of
Special Education
& Student Supports**





Executive Summary



The Greenwich Public School District is committed to enhancing academic success for all students, access to programs, protocols, practices, and compliance across PK-12+. High quality instruction is the cornerstone of success for all students, including universally designed lessons focused on high expectations and foundational mastery of standards for all students.

The goal of the Office of the GPS Special Education Action Plan is to ensure:

- All students should receive high quality instruction focused on individualized needs in the regular education setting, unless a student has a significant disability which requires a unique setting and instructions for success;
- The eligibility process must be transparent, easily understood, and collaborative between the school district and families;
- For all students found eligible for special education services and supports, they must receive an individualized education plan which is focused on the highest quality instruction, goals, and objectives;
- Procedures and systems are in place to facilitate the process when a student is ready to reintegrate to a less restrictive environment or exit from special education in accordance with the IEP process.

During the 2020-2021 school year, Greenwich Public Schools worked with the Public Consulting Group (PCG) to conduct a wholesale audit of special education from the lens of programs, organizational structure, financial competence, and overall services and supports provided to students with disabilities. From the recommendations provided, an Action Plan was put in place to move recommendations to the implementation phase in order to create positive change in culture, climate, process, instruction, and compliance. The Action Plan was based on the 28 priority recommendations from PCG, as follows:

| Domains | Recommendations |
|---|--|
|  Learning Environment and Specialized Services Delivering instruction and interventions within an inclusionary framework and with IEP fidelity, leading to increased access and progress in grade-level learning standards and reducing disproportionality | <ol style="list-style-type: none"> 1. Multi-Tiered System of Supports 2. Universal Design for Learning 3. Identification Practices and Disproportionality Monitoring 4. IEP Development 5. Inclusive Practices Planning, Guidance, and Implementation 6. General Education Classroom Composition, Collaborative Teaching, and Co-Teaching 7. Redesign and Rebrand Academic Labs 8. Redesign and Rebrand Comprehensive Program Models 9. Equity and Access to Advanced Placement for Students with Disabilities 10. Twice Exceptional 11. Special Education Transportation 12. Assistive Technology 13. Out of District Placements |
|  Leadership Supporting students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinating efforts with community organizations to improve results | <ol style="list-style-type: none"> 14. Inclusive Education Vision and Planning 15. PPS Organizational Structure 16. Cross-Departmental Collaboration |
|  High Expectations Increasing expectations of students with disabilities by presuming competence and incorporating culturally relevant, growth-oriented practices | <ol style="list-style-type: none"> 17. Academic Optimism and Growth Mindset 18. Elevate Rigor 19. Measure Instructional Beliefs and Practices |
|  Human Capital Investing in people from recruitment to retirement to ensure highly qualified and effective staff have the skills/training needed to provide services and support to promote the success of diverse learners | <ol style="list-style-type: none"> 20. Professional Development |

| Domains | Recommendations |
|---|---|
|  Systems and Structures Defining expectations for service delivery, resource allocation, and data management infrastructure to guide data-driven decisions | 21. Special Education Policy and Procedure Manual 22. Transparent Staffing Allocation Model 23. Out of District Placement Student Data and Financial Monitoring |
|  Family and Community Engagements Embracing partnerships to make informed decisions and provide equitable opportunities for all students | 24. Enact Report Recommendations 25. Family Friendly Guides 26. Website 27. Parent Trainings 28. Family Engagement Vision |

Acronym Glossary

This glossary of acronyms has been designed to help you navigate through this action plan easier.

| Acronym | Meaning | Definition |
|---------|--|---|
| 2E | Twice Exceptional | Gifted students who have some form of disability. These students are considered exceptional both because of their giftedness and because they are disabled. |
| AAC | Augmentative and Alternative Communication | Encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. |
| ALP | Accelerated Learning Program | The purpose is to provide appropriate learning experiences and intellectual challenges that result in continuous academic growth. |
| AP | Advanced Placement | A program in the United States created by the College Board which offers college-level curricula and examinations to high school students. |
| AT | Assistive Technology | A term for assistive, adaptive, and rehabilitative devices for people with disabilities or the elderly population. People with disabilities often have difficulty performing activities of daily living independently, or even with assistance. |
| CSDE | Connecticut State Department of Education | The administrative arm of the Connecticut State Board of Education. |
| CTAA | Connecticut Alternate Assessment | Students with significant cognitive disabilities are identified for participation in the Alternate Assessment System when the Planning and Placement Team (PPT) determines the student meets eligibility criteria. Trained teachers administer the Alternate Assessments individually to eligible students. |
| ELL | English Language Learners | A term used to describe a person who is learning the English language and has a native language that is not English. |
| GPS | Greenwich Public Schools | Making learning personal in Greenwich, CT, driving student academic, personal, and interpersonal growth. PK-12+. More than 8,500 amazing students! |
| IEP | Individualized Education Program | A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs. |

| Acronym | Meaning | Definition |
|---------|--|---|
| LRE | Least Restrictive Environment | A student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. |
| MTSS | Multi-Tiered System of Supports | A systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. |
| OOD | Out of District | Special education programs in private facilities with Connecticut State Board of Education approval as private special education programs |
| PBIS | Positive Behavioral Interventions and Supports | Positive Behavior Interventions and Supports is a set of ideas and tools that schools use to improve the behavior of students. |
| PCG | Public Consulting Group | Consulting group that helps primarily public sector health, education, and human services organizations make measurable improvements to their performance and processes. |
| PD | Professional Development | A way for individuals and teams to expand and/or deepen their skills as educators. |
| PLC | Professional Learning Community | A method to foster collaborative learning among colleagues and as a way to organize teachers into working groups of practice-based professional learning |
| PPS | Pupil Personnel Services | A team effort consisting of school guidance counselors, nurses, classroom teachers, psychologists, speech and language therapists, special education teachers, social workers, and related service providers. |
| PPT | Planning and Placement Team | Responsible for processing referrals to special education, designing and reviewing initial evaluations and reevaluations, determining a student's eligibility for special education, developing, reviewing, and revising a student's IEP. |
| PTAC | Parent Teacher Association Council | The umbrella organization formed by the 15 PTAs of the Greenwich Public Schools. |
| SEAC | Special Education Advisory Council | The purpose is to build full, equal and equitable partnerships between families, the school District and community partners, on a council that gives advisory opinions to the Board of Education on matters pertaining to the education and safety of students with disabilities. |
| SEL | Social Emotional Learning | An education practice that integrates social and emotional skills into school curriculum. |
| SERC | State Education Resource Center | A quasi-public agency established under statute to serve the CT State Board of Education in supporting educational equity and excellence. |

| Acronym | Meaning | Definition |
|---------|--|--|
| SESS | Office of Special Education and Student Services | The department within Greenwich Public Schools that provides education to students ages 3-22 eligible under IDEA (Individuals with Disabilities Education Act) through a continuum of district services and supports. Students are educated with their non-disabled peers in general education classes, Special Education classes and related services. |
| SWD | Students with Disabilities | A person who has been evaluated according to the individuals with disabilities education act and these rules, and is determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have 1 or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. |
| UDL | Universal Design for Learning | An educational framework that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences |

Implementation Levels



1- Beginning. Just beginning to discuss this practice, strategy, or activity. There is a definite interest and organizational activities have begun.



2 - Emerging. Concerted efforts are being made to fully implement this practice, strategy, or activity.



3 - Partially Implemented. There is evidence of partial implementation of this practice, strategy, or activity.



4 - Consistent. Implementation is district-wide and available. This practice, strategy, or activity is consistently implemented. Most or all students and families benefit or participate.



5 - Fully Implemented, Consistent, and Data Driven. Data from this practice, strategy, or activity is used to make decisions about needed services, changes in programs, plans and strategies, and is utilized in the district's emerging, short-term and long-range planning efforts, changes to board policy, procedures, practices, or professional learning opportunities.

1. Multi-Tiered System of Supports

Objectives

Greenwich Public Schools will ensure that all PK-12+ schools build on the RTI and PBIS systemic approach and process to create a Multi-Tiered System of Supports (MTSS) Framework to respond to the academic achievement, positive behavior, and social emotional growth (including enrichment) for all students. The implementation of this objective will include the following actions:

- Expand District-wide MTSS awareness among all stakeholders by creating guides to explain how the models, such as RTI, PBIS, etc. complement one another in Greenwich
- Develop a districtwide leadership team focused on cross-departmental representatives from educational unit, meeting regularly to monitor the fidelity of MTSS.
- Implement a strong MTSS system, which families and staff believe, provides high quality interventions for students and communicates effectively where a student is currently functioning within the system of support.
- Set clear expectations for intervention timelines and framework

Target

100% of PreK-12+ schools will utilize a Multi-Tiered System of Supports

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Conduct needs assessment | <ul style="list-style-type: none"> • Deputy Superintendent | 2020-2021 School Year FULLY IMPLEMENTED |
| Establish district-wide MTSS leadership team | <ul style="list-style-type: none"> • Coordinator of ELA K-8 • Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Stakeholder input across grade level teams to inform guidance document development | <ul style="list-style-type: none"> • Coordinator of ELA K-8 • Chief Officer of Special Education & Student Supports | January 2022 FULLY IMPLEMENTED |
| Determine what expectations will be required district-wide and which will be school based. | <ul style="list-style-type: none"> • Coordinator of ELA K-8 • Chief Officer of Special Education & Student Supports | January 2022 FULLY IMPLEMENTED |
| Diversity, Equity, and Inclusion focus on MTSS practices | <ul style="list-style-type: none"> • Coordinator of ELA K-8 • Chief Officer of Special Education & Student Supports | January 2022 FULLY IMPLEMENTED |
| Create inventory of GPS endorsement to support students across all grade levels | <ul style="list-style-type: none"> • Coordinator of ELA K-8 • Chief Officer of Special Education & Student Supports | January 2022 FULLY IMPLEMENTED |
| Draft MTSS manual for school-based teams | <ul style="list-style-type: none"> • Coordinator of ELA K-8 • Chief Officer of Special Education & Student Supports | January 2022 FULLY IMPLEMENTED |

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Expectations- protocols/meeting frequency/data to be discussed/questions to be discussed in meeting/etc. | <ul style="list-style-type: none"> Coordinator of ELA K-8 Chief Officer of Special Education & Student Supports | January 2022 FULLY IMPLEMENTED |
| Universal Screening | <ul style="list-style-type: none"> Coordinator of ELA K-8 Chief Officer of Special Education & Student Supports | January 2022 PARTIALLY IMPLEMENTED |
| Finalize MTSS manual for school-based teams | <ul style="list-style-type: none"> Coordinator of ELA K-8 Chief Officer of Special Education & Student Supports | June 2022 CONSISTENT |
| Develop two-year professional learning implementations plan | <ul style="list-style-type: none"> Coordinator of ELA K-8 Chief Officer of Special Education & Student Supports | June 2022 CONSISTENT |
| Continue the development of LinkIt! | <ul style="list-style-type: none"> Research Manager | Ongoing |

MTSS HANDBOOK

Greenwich

Public Schools

Education is not preparation for life;
Education is life itself.

-John Dewey



2. Universal Design for Learning

Objective

Universal Design for Learning (UDL) is being implemented in all Greenwich Public Schools classroom.

Target

During a walkthrough, there is observable evidence that UDL was embedded in lesson planning and is being consistently implemented in instructional practices.

| Action Steps | Responsible Staff | Timeline |
|---|---|---|
| Conduct UDL professional learning for GPS administrators | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Conduct UDL professional learning for GPS administrators and school staff | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | November 2021 January 2022 FULLY IMPLEMENTED |
| Implement select UDL practices from training | <ul style="list-style-type: none"> Teachers Building Administrators | February 2022 FULLY IMPLEMENTED |
| Rewrite K-8 ELA and SS curriculum from UDL perspective | <ul style="list-style-type: none"> Curriculum Department Special Education Teachers & Administrators | 2021-2022 FULLY IMPLEMENTED |
| Develop a UDL implementation and coaching framework for UDL practices | <ul style="list-style-type: none"> Coordinator of ELA K-8 Chief Officer of Special Education & Student Supports | 2022-2023 CONSISTENT |
| Merge UDL and MTSS implementation plans | <ul style="list-style-type: none"> Coordinator of ELA K-8 Chief Officer of Special Education & Student Supports | 2022-2023 CONSISTENT |



Young students in their classroom learning from general and special education teachers.

3. Identification Practices & Disproportionality Monitoring

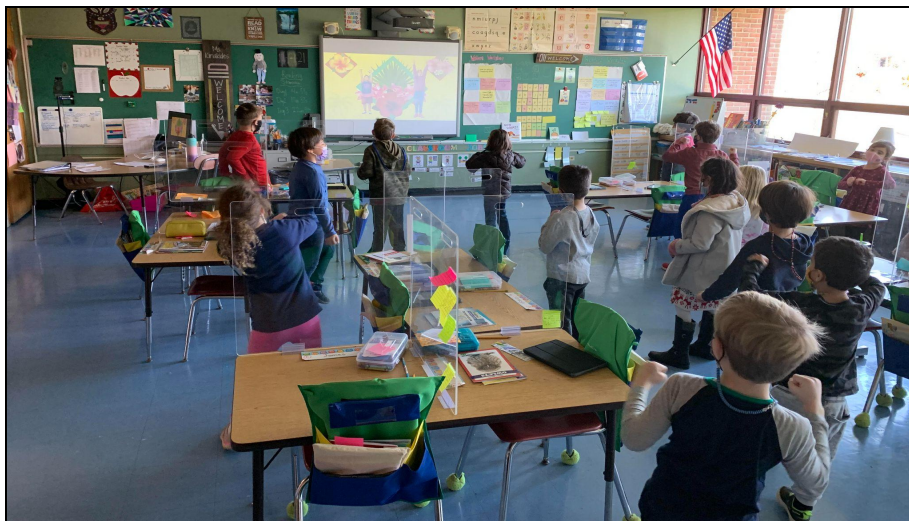
Objective

Ensure GPS staff are aware and implementing culturally relevant assessment tools and practices when evaluating students.

Target

Ensure GPS staff are aware and implementing culturally relevant assessment tools/practices when evaluating students.

| Action Steps | Responsible Staff | Timeline |
|---|---|---|
| Identify a multidisciplinary district team | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Participate in CSDE training session | <ul style="list-style-type: none"> Multidisciplinary Team | October 2021 FULLY IMPLEMENTED |
| Analyze the processes evaluation teams implement eligibility for special education and related services | <ul style="list-style-type: none"> Evaluation Teams Coordinators | December 2021 FULLY IMPLEMENTED |
| Conduct a file review of students as meeting eligibility criteria for ID and students found eligible who identify as Hispanic | <ul style="list-style-type: none"> Evaluation Teams | December 2021 FULLY IMPLEMENTED |
| Participate in CSDE training and coaching opportunities | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports CSDE Multidisciplinary Team | 2021-2022 School Year FULLY IMPLEMENTED |



Students take a movement break to prepare for the next lesson.

4. Individualized Education Program Development

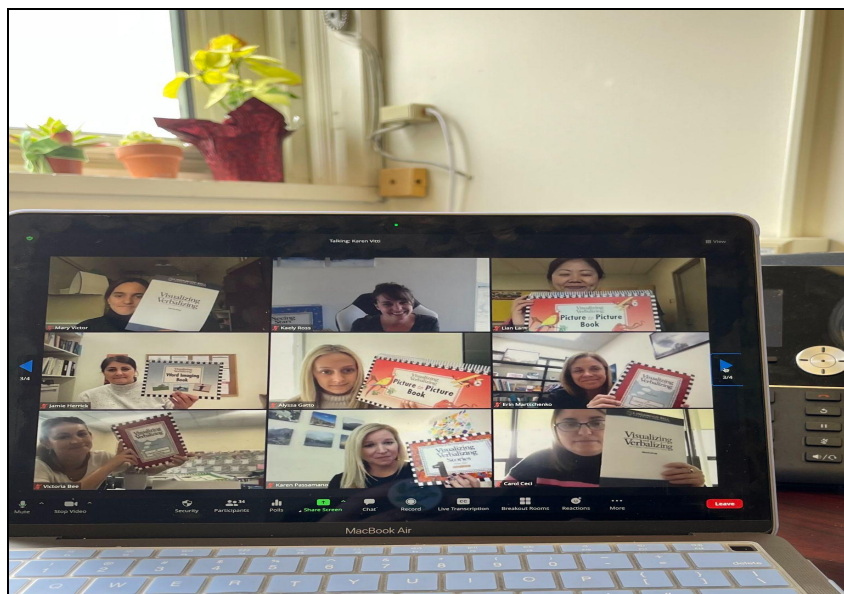
Objectives

- All GPS special education staff can draft a legally defensible Individualized Education Program (IEP) and are able to discuss the IEP development and execution with accuracy during a Planning and Placement Team (PPT) meeting.
- Building administrators demonstrate proficiency in discussing IEP development and execution with accuracy during a PPT meeting.

Target

All GPS special education staff and building administrators participate in the CSDE IEP training.

| Action Steps | Responsible Staff | Timeline |
|---|--|---|
| CSDE New IEP training | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • CSDE | Starting January 2022 FULLY IMPLEMENTED |
| Attend SERC “ED benefit” trainings | <ul style="list-style-type: none"> • SERC • Special Education Coordinators | 2021-2022 School Year |
| Systemic, onboarding plan for new hire, building administrators and special education staff to receive CSDE training/GPS expectations for IEP development | <ul style="list-style-type: none"> • Human Resources | January 2023 PARTIALLY IMPLEMENTED |
| Conduct “ED benefit” reviews | <ul style="list-style-type: none"> • Special Education Coordinators • School-Based Staff & Administrator | 2022-2023 School Year CONSISTENT |



Special education teachers and speech & language pathologists participate in Visualize and Verbalize reading comprehension training.

5. Inclusive Practices Planning, Guidance, and Implementation

Objective

To meet the individual needs of each student with a disability in general education with varying levels of support.

Target

Continuum of support in general education classrooms for students with disabilities (SWD).

| Action Steps | Responsible Staff | Timeline |
|---|---|--|
| Audit middle school and high school classes and schedules to confirm that no more than 50% of students enrolled have been identified as having a disability (students with 504 and IEPs) (based upon CT state guidelines) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Audited schedules are updated by the first day of school to reflect new guidance and being implemented across all middle schools and high school in GPS | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Include coaching for GPS staff focused on putting into practice the updated inclusive philosophy in three-year professional learning plan | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator | October 2021 FULLY IMPLEMENTED |
| Determine the philosophy of inclusion for GPS (terminology, PD, materials, etc.) through an ongoing workgroup | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports GPS Stakeholders | January 2022 FULLY IMPLEMENTED |
| Develop guide for GPS that outlines the continuum of supports available by school and by program | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | June 2022 FULLY IMPLEMENTED |

6. General Education Classroom Composition, Collaborative Teaching, & Co-Teaching

Objectives

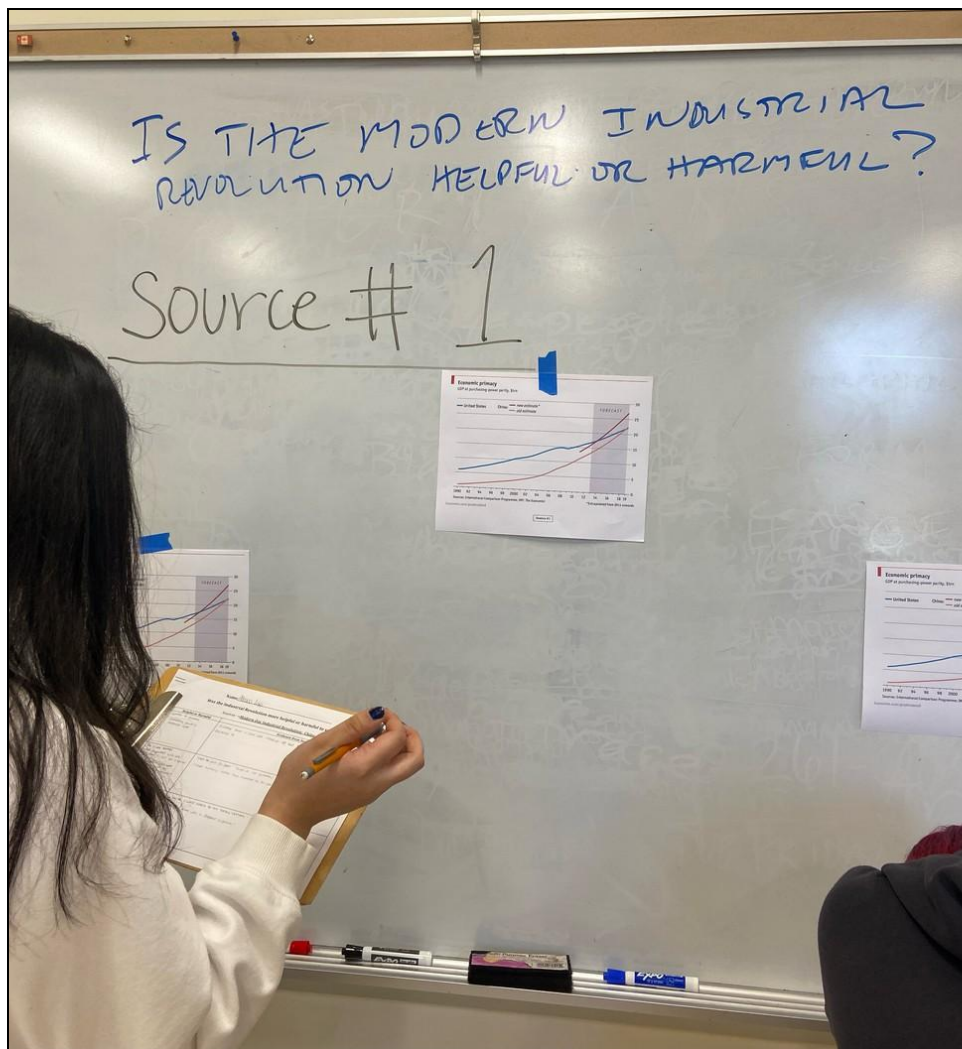
- To create a range of service delivery options, including collaborative and co-teaching models, for students with disabilities prioritizing an equitable distribution of students with and without disabilities in general education classrooms.
- Staff have the tools and support necessary to meet the needs of all students with disabilities in their general education classroom.

Target

GPS will offer a range of service delivery options, including a co-teaching model, that is available to students with disabilities across the district.

| Action Steps | Responsible Staff | Timeline |
|---|--|---|
| Ensure that middle and high school classes are no more than 50% SWD's or the class size has been adjusted | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Middle & High School Principals | August 2021 FULLY IMPLEMENTED |
| Add sections of co-teaching at the high school in English and Math | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Middle & High School Principals | August 2021 FULLY IMPLEMENTED |
| Partner with a consultant to coach co-teaching teams on effective co-teaching practices | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Middle & High School Principals | October 2021 FULLY IMPLEMENTED |
| Evaluate for collaborative and co-teaching opportunities at the elementary school level | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Elementary School Principals | December 2021 FULLY IMPLEMENTED |
| Provide coaching guidance to coordinators responsible for supporting principals in implementing co-teaching practices | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinators | 2021-2022 School Year FULLY IMPLEMENTED |
| Continuously monitor balance of middle and high school classes throughout the school year with a particular focus on semester start/end | <ul style="list-style-type: none"> • Middle & High School Principals | 2021-2022 2022-2023 School Years FULLY IMPLEMENTED |
| Build capacity of principals through Ongoing coaching to create a staffing model focus on effective collaborative and co-teaching practices | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • All Principals | 2021-2022 2022-2023 School Years FULLY IMPLEMENTED |
| Implement a model-to-scale co-teaching teams throughout GPS school buildings | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • All Principals | 2021-2022 2022-2023 School Years FULLY IMPLEMENTED |

| | | |
|---|---|---|
| Auditing classes to ensure that high school students participate in most rigorous courses possible by balancing Master Schedule | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • High School Principal | 2022-2023 School Year FULLY IMPLEMENTED |
| IEPs are written for students to have access to and support in more rigorous courses | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Middle & High School Principals | 2022-2023 School Year CONSISTENT |
| Create a range of service delivery options to support students with disabilities having access to courses of varying rigor | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Middle & High School Principals • Middle and High School Special Education Coordinators | 2022-2023 School Year CONSISTENT |



A variety of co-teaching classes are offered at Greenwich High School.

7. Redesign & Rebrand Academic Labs

Objectives

- Redesign the Academic Labs course to support collaboration in planning and teaching with other high school staff for students with disabilities.
- Create Academic Labs, with appropriate scheduling, to maximize specialized instruction opportunities.

Target

Ensure that student's IEP goals can be adequately met within the Academic Lab setting.

| Action Steps | Responsible Staff | Timeline |
|--|--|--|
| Auditing what is written in body of IEP/goals linked to be implemented in Academic Lab- understanding service/goals | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Meet to discuss Academic Lab data analysis to discuss how to restructure? Ask, "What is an Academic Lab?" | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • High School Special Education Coordinator | October 2021 FULLY IMPLEMENTED |
| Meet with high school special education teachers that are currently teaching Academic Lab to identify barriers to collaborating with other high school educators | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • High School Special Education Coordinator • High School Administration | January 2022 FULLY IMPLEMENTED |
| Create a syllabus of various Academic Labs | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • High School Special Education Coordinator • Special Education Teachers | Spring 2022 FULLY IMPLEMENTED |
| Create various Academic Labs within the Master Schedule | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • High School Special Education Coordinator • High School Administration | Spring 2022 FULLY IMPLEMENTED |

8. Redesign & Rebrand Comprehensive Programs Models

Objectives

- Students with complex or significant disabilities have an IEP that reflects a program that addresses their individual needs.

Target

Understand the differences between services added to IEP vs programming for students with special needs.

| Action Steps | Responsible Staff | Timeline |
|--|--|--|
| Identify alternate, standards-based curriculum for students on the CTAA and make recommendation | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Teachers | November 2021 FULLY IMPLEMENTED |
| Develop systematic and ongoing training program for paraprofessionals | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2022 FULLY IMPLEMENTED |
| Establish stipend opportunities for paraprofessionals contingent upon training completion and job duties | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Human Resources | December 2022 FULLY IMPLEMENTED |
| Partner with paraprofessional Bargaining Unit to create new job descriptions | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Human Resources | December 2022 PARTIALLY IMPLEMENTED |
| Design varied training programs that include initial and job-embedded training | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2022 FULLY IMPLEMENTED/CONSISTENT |
| Develop training for general educators to understand the functional differences between inclusion in the class and how to support robust inclusive programming | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2022 FULLY IMPLEMENTED/CONSISTENT |
| Develop training for special educators in building robust IEP programming for students with more significant or complex needs | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2022 CONSISTENT |

| Action Steps | Responsible Staff | Timeline |
|--|--|---|
| Develop ongoing training on the implementation of the IEP | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development | December 2022 FULLY IMPLEMENTED |
| Establish job-embedded training opportunities for general and special educators to support inclusive programming | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development • GPS Principals | December 2022 FULLY IMPLEMENTED |



Middle school professional learning community participates in walk-throughs, observing classes.

9. Equity & Access to Advanced Placement for Students with Disabilities

Objective

Increase access to, and success in, advanced placement and honors courses.

Target

Increase the number of students with disabilities participating in advanced placement and honors courses and ensure supportive strategies are being implemented for increased participation.

| Action Steps | Responsible Staff | Timeline |
|---|--|---|
| Meet with Coordinator of Guidance to discuss ways to leverage counselors in the AP recommendation process | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Coordinator of School Counseling | September 2021 FULLY IMPLEMENTED |
| Evaluate the sophomore AP English/ AP Social Studies double up requirement | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Deputy Superintendent | January 2022 FULLY IMPLEMENTED |
| Add section on AP and students with disabilities in High School Course guide | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Coordinator of School Counseling | Spring 2022 PARTIALLY IMPLEMENTED |
| Add section on AP in the 2E manual to reflect equity and access for students with disabilities | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Coordinator of School Counseling | June 2022 EMERGING |
| Provide Ongoing support through regular meetings for Counselors to become more fluent in how students with disabilities can receive specialized instruction, accommodations, and/or modifications in an AP course | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Coordinator of School Counseling High School Special Education Coordinator | 2021-2022 School Year FULLY IMPLEMENTED |
| Audit AP classes to ensure that high school students participate in most rigorous courses possible by balancing Master Schedule | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports High School Principal | 2022-2023 School Year FULLY IMPLEMENTED |

10. Twice Exceptional

Objective

Staff and parents are knowledgeable of the characteristics of 2E students and the data to support students' identification. 2E students will receive appropriate programming options.

Target

All school psychologists will demonstrate an understanding of appropriate identification practices as measured by case file reviews. Staff understand when to refer a student in ALP for a special education evaluation.

| Action Steps | Responsible Staff | Timeline |
|---|--|--|
| Meet with ALP Coordinator to discuss identification process, specifically 2E | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | August 2021 FULLY IMPLEMENTED |
| Prepare document of what psychologists can look for when testing that might indicate 2E and make referral | <ul style="list-style-type: none"> ALP Facilitator | September 2021 FULLY IMPLEMENTED |
| Train Psychologists in identification of 2E profiles (including guidance around testing windows/expectations) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | November 2021 FULLY IMPLEMENTED |
| Train ALP teachers in child find and identification in 2E students | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | November 2021 FULLY IMPLEMENTED |
| Create advisory group to start manual development | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | January 2022 FULLY IMPLEMENTED |
| Create a twice exceptional manual (including guidance around testing windows/expectations) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | June 2022 EMERGING |
| Create additional information on the website about identification of 2e/FAQs, created in collaboration with 2e parent group | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | June 2022 EMERGING |
| Include 2E information in monthly special education office newsletter | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | September 2022 EMERGING |
| Training for ALP teachers and special education teachers on delivery of 2E services (striking balance) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports ALP Facilitator | 2022-2023 School Year EMERGING |

11. Special Education Transportation

Objective

Develop protocols to provide clear delineation and communication between the transportation office and the Office of Special Education and Student Supports.

Target

Students, who are initially qualified for specialized transportation on their IEP, receive services on or before their IEP implementation date and any change resulting in a transportation request will be processed within five number of days.

| Action Steps | Responsible Staff | Timeline |
|---|---|--|
| Revise existing transportation request process to streamline and automate data collection | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Transportation Manager | August 2021 FULLY IMPLEMENTED |
| Revise transportation request form to reflect new process | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Transportation Manager | September 2021 FULLY IMPLEMENTED |
| Launch revised process with the goal to streamline how forms are being received and who is receiving them | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Transportation Manager | September 2021 FULLY IMPLEMENTED |
| Message to GPS staff updated process | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Transportation Manager | September 2021 FULLY IMPLEMENTED |



The GPS Transportation Department works hard to ensure safety for all students.

12. Assistive Technology

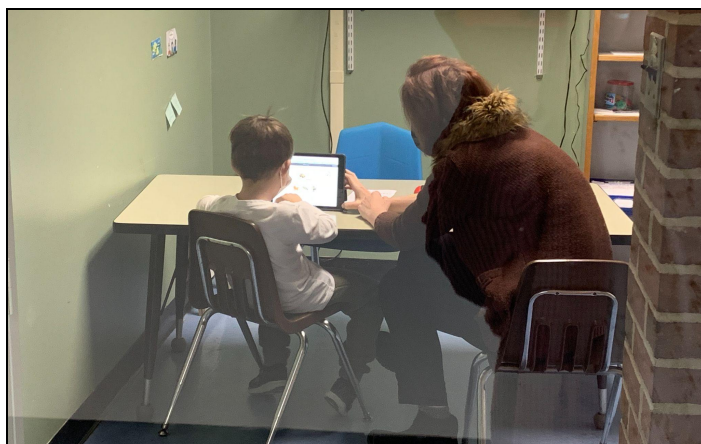
Objective

To meet the needs of all students through assistive technology (AT) and ensuring they have equitable access to curriculum, resources, etc.

Target

Every GPS IEP developed includes evidence of assistive technology that was reviewed.

| Action Steps | Responsible Staff | Timeline |
|--|--|---|
| Conduct existing AT contract review to determine if there is alignment with work and role needs | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Calendar of AT training dates (elementary, Middle, High) | <ul style="list-style-type: none"> Assistive Technology Specialist Special Education Coordinator/Administrator supporting Professional Development | September 2021 FULLY IMPLEMENTED |
| Review for potential AT Specialist role in GPS to include SWD, ELL or RAEL | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Create and implement professional learning for GPS educators to understand the foundations of AT, how to utilize in classroom, and how AT can be leveraged to promote SWD accessing grade level curriculum | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Assistive Technology Specialist | 2021-2022 School Year FULLY IMPLEMENTED |
| Middle School and High School universal AT tools (snap & read) | <ul style="list-style-type: none"> Assistive Technology Specialist High School and Middle School Special Education Coordinators | 2021-2022 School Year FULLY IMPLEMENTED |



Speech and language pathologists works with students on the use of assistive technology for communication.

13. Out of District Placements

Objective

To ensure that a continuum of options is available to GPS students, including those with more significant learning and behavioral needs.

Target

Expansion of the LRE continuum available to students and an increase in the number of parents choosing to return to GPS schools from an OOD placement.

| Action Steps | Responsible Staff | Timeline |
|--|--|--|
| Reorganization of supervision of Out of District (OOD) placements; K-8 and 9-22 | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Schedule and conduct weekly meetings to discuss opportunities for students in OOD placements to return to GPS and review those looking to move into OOD placements | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Supervisors of OOD Placements | FULLY IMPLEMENTED |
| Identify commonalities for students in various OOD placements | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Supervisors of OOD Placements | FULLY IMPLEMENTED |
| Determine whether student needs in OOD placements can be met in a GPS setting | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Supervisors of OOD Placements | FULLY IMPLEMENTED |
| Establish a decision-matrix for determining programmatic needs and a timeline for implementing new programs | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Supervisors of OOD Placements | FULLY IMPLEMENTED |
| Identify areas of program development for GPS from OOD placements | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Supervisors of OOD Placements Special Education Coordinators | FULLY IMPLEMENTED |
| Conduct site visits to OOD placements in the State of Connecticut | <ul style="list-style-type: none"> Supervisors of OOD Placements | September 2022 FULLY IMPLEMENTED |

14. Inclusive Education Vision and Planning

Objective

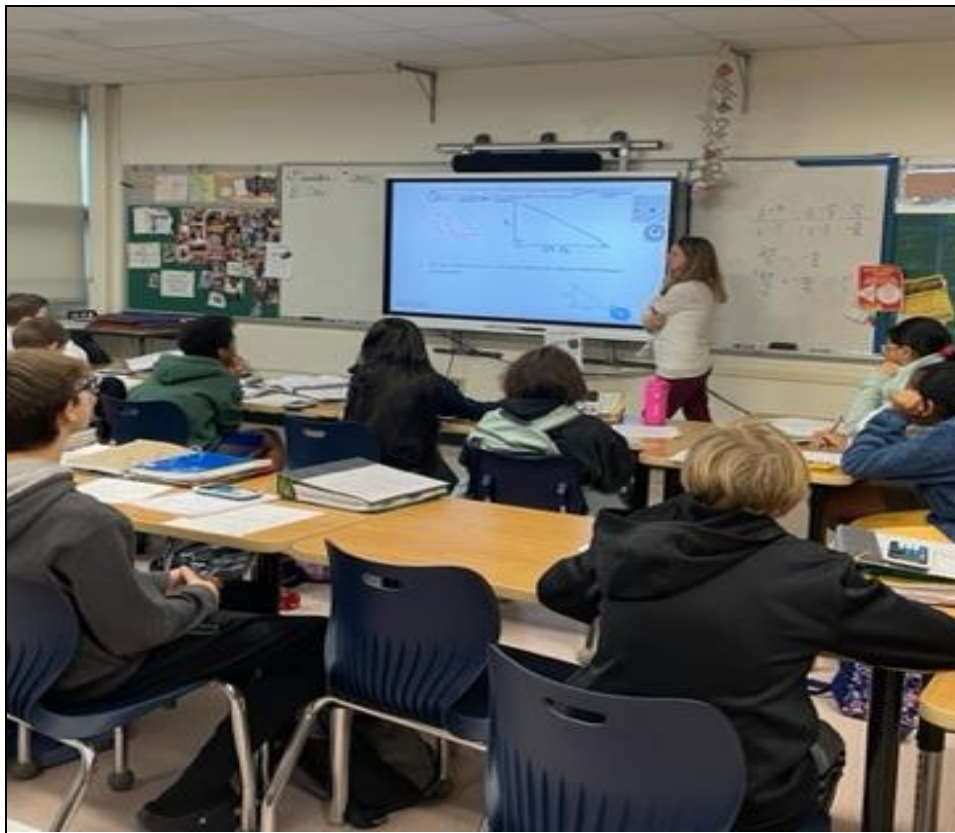
To assume competence of students with disabilities and intentionally plan for participation in grade level curriculum and to ensure that relationships with families are trusting and collaborative.

Target

Implement a structured framework of best practices for inclusive education including specially designed instruction and related services.

| Action Steps | Responsible Staff | Timeline |
|--|--|--|
| Conduct coaching for GPS staff focused on putting into practice the updated inclusive philosophy | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinators | October 2021 FULLY IMPLEMENTED |
| Conduct UDL professional learning for GPS administrators and school staff | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development | November 2021 & January 2022 FULLY IMPLEMENTED |
| Meet with each GPS school campus to conduct an inclusive education, best practices walkthrough and develop school specific implementation plan | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Building Administrators | June 2022 FULLY IMPLEMENTED |
| Establish planning protocol for GPS staff to utilize when supporting students with more complex or significant manifestations of their disability in the general education classroom | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Coordinators of Special Education • Building Assistant Principals | June 2022 FULLY IMPLEMENTED |
| Conduct SERC training to clarify expectations of Least Restrictive Environment (LRE) and the practical implementation of supporting a robust LRE | <ul style="list-style-type: none"> • SERC Staff | 2021-2022 School Year FULLY IMPLEMENTED |
| Conduct training with elementary special educators on service delivery models within the general education classroom | <ul style="list-style-type: none"> • Elementary Administrators • Special Education Coordinators | 2021-2022 School Year FULLY IMPLEMENTED |
| Professional learning to internalize the practices of inclusive education beyond access to general education setting | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development | 2022-2023 School Year CONSISTENT |

| Action Steps | Responsible Staff | Timeline |
|--|--|---|
| Begin the implementation of a comprehensive, three-year professional learning plan | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development | 2022-2023 School Year FULLY IMPLEMENTED |
| Training GPS staff in the implementation of planning protocol | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Coordinators of Special Education • Building Assistant Principals | 2022-2023 School Year CONSISTENT |
| Establish a quarterly PLC for Related Service Providers to discuss implementation inclusive education successes and barriers within and across schools | <ul style="list-style-type: none"> • Coordinators of Special Education | 2022-2023 School Year CONSISTENT |



Middle schools offer co-teaching classes in select mathematics sections.

15. PPS Organizational Structure

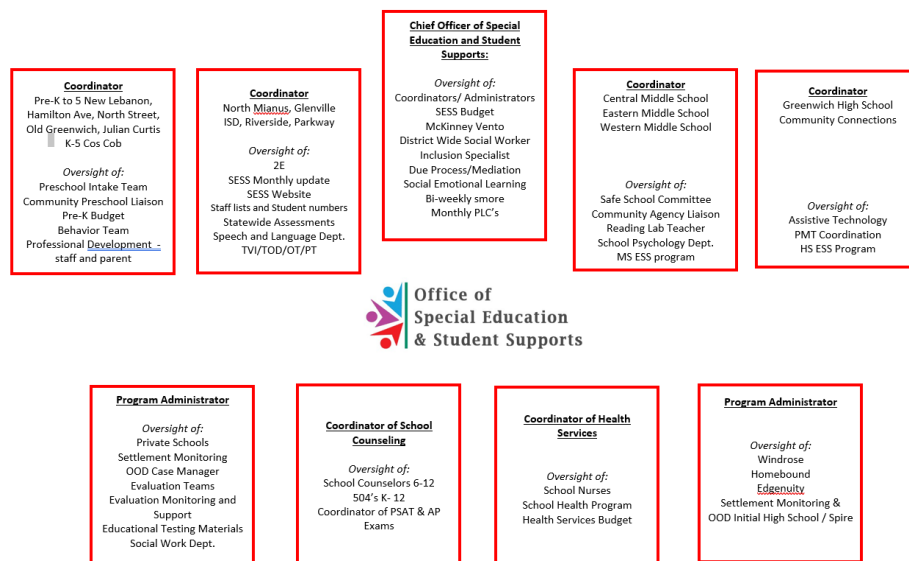
Objective

To utilize district-level special education staff to address the school-based needs of students with disabilities and those who require additional support.

Target

To create a new organizational structure and corresponding chart.

| Action Steps | Responsible Staff | Timeline |
|---|--|--|
| Audit existing positions re: how to provide in-school support for teachers and problem solve specific cases | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Develop organization chart for special education division and subsequent roles/responsibilities description and supervision | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Return Coordinator role to high school | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Pay structure for additional evaluation work outside of contract hours and payment to evaluators | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Revise PPS office title (Office of Special Education and Student Supports) | <ul style="list-style-type: none"> Superintendent of Schools Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |



16. Cross-Departmental Collaboration

Objective

To have clear and Ongoing communication across GPS departments.

Target

Maintain a current list of special education staff and an updated special education budget, including projections.

| Action Steps | Responsible Staff | Timeline |
|--|--|--|
| Revise job descriptions for the “purchasing” position | <ul style="list-style-type: none"> ● Chief Officer of Special Education & Student Supports ● Human Resources ● Finance | September 2021 FULLY IMPLEMENTED |
| Update list of staff within Special Education | <ul style="list-style-type: none"> ● Chief Officer of Special Education & Student Supports ● Human Resources | September 2021 FULLY IMPLEMENTED |
| Meet with finance department to clarify budget processes, including encumbering funds and forecasting large expenditures | <ul style="list-style-type: none"> ● Chief Officer of Special Education & Student Supports ● Finance | September 2021 FULLY IMPLEMENTED |
| Clarify working norms between HR, Finance, and Office of Special Education | <ul style="list-style-type: none"> ● Chief Officer of Special Education & Student Supports ● Human Resources ● Finance | September 2021 FULLY IMPLEMENTED |
| Special Education Coordinators to work with Curriculum Coordinators | <ul style="list-style-type: none"> ● Chief Officer of Special Education & Student Supports ● Director of Curriculum and Leadership K-8 | September 2021 FULLY IMPLEMENTED |

17. Academic Optimism & Growth Mindset

Objective

To assume competence of students with disabilities and intentionally plan for participation in grade level curriculum.

Target

During a walkthrough, there is observable evidence that teachers are demonstrating high expectations of SWD.

| Action Steps | Responsible Staff | Timeline |
|---|---|---|
| Analyze the different levels of classrooms, including practical courses, and plan for SWD to participate in the next higher-level class | <ul style="list-style-type: none"> • High School Administrators • High School Coordinator • Coordinator for School Counseling • Chief Officer of Special Education & Student Supports | Spring 2022 in alignment with development of high school course catalog FULLY IMPLEMENTED |
| Audit process for course selection/assignment for SWD at the MS and HS levels | <ul style="list-style-type: none"> • Middle & High School Administrators • Middle & High School Coordinator • Coordinator for School Counseling • Chief Officer of Special Education & Student Supports | Spring 2022 in alignment with development of high school course catalog PARTIALLY IMPLEMENTED |
| Conduct training on use of assistive technology to promote participation of SWD in grade level curriculum | <ul style="list-style-type: none"> • Assistive Technology Specialist | 2021-2022 School Year FULLY IMPLEMENTED |
| Conduct training on implementation of UDL to promote participation of SWD in grade level curriculum across all grade levels | <ul style="list-style-type: none"> • Public Consulting Group • Chief Officer of Special Education & Student Supports | 2021-2022 School Year FULLY IMPLEMENTED |
| Conduct training with elementary special educators on service delivery models within the general education classroom | <ul style="list-style-type: none"> • Elementary Administrators • Special Education Coordinators | 2021-2022 School Year FULLY IMPLEMENTED |
| Address mindset shifts to better understand the participation barriers for SWD in higher level courses | <ul style="list-style-type: none"> • Middle & High School Administrators • Middle & High School Special Education Coordinator • Coordinator for School Counseling • Chief Officer of Special Education & Student Supports | 2022-2023 School Year PARTIALLY IMPLEMENTED |

18. Elevate Rigor

Objective

To assume competence of students with disabilities and intentionally plan for participation in grade level curriculum.

Target

During a walkthrough, there is observable evidence that teachers are demonstrating high expectations of SWD.

| Action Steps | Responsible Staff | Timeline |
|--|--|---|
| Conduct training on implementation of UDL for general educators to promote participation of SWD in grade level curriculum across all grade levels | <ul style="list-style-type: none"> Public Consulting Group Chief Officer of Special Education & Student Supports | 2021-2022 School Year FULLY IMPLEMENTED |
| Develop a walkthrough protocol that looks for evidence of high expectations. Specifically citing that SWD are being provided grade level content and/or appropriate accommodations are being implemented to access grade level content | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | February 2022 FULLY IMPLEMENTED |
| Train administrators and coordinators on the walkthrough protocol | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | Spring 2022 FULLY IMPLEMENTED |
| Train special educators providing accommodations and modifications in the general education setting to access classroom instruction | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2022 CONSISTENT |
| Develop systematic and ongoing training program for paraprofessionals, including a focus on paraprofessionals engaging students with presented content | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2022 FULLY IMPLEMENTED |
| Audit AP classes to ensure that high school students participate in most rigorous courses possible by balancing Master Schedule | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports High School Principals | 2022-2023 School Year FULLY IMPLEMENTED |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • High School Special Education Coordinator | |
|--|---|--|

19. Measure Instructional Beliefs & Practices

Objective

To assume competence of students with disabilities and intentionally plan for participation in grade level curriculum.

Target

During a walkthrough, there is observable evidence that teachers are demonstrating high expectations of SWD.

| Action Steps | Responsible Staff | Timeline |
|---|---|---|
| Develop a walkthrough protocol that looks for evidence of high expectations. Specifically citing that Students with Disabilities (SWD's) are being provided grade level content and/or appropriate accommodations are being implemented to access grade level content | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports | February 2022 FULLY IMPLEMENTED |
| Train administrators and coordinators on the walkthrough protocol | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports | Spring 2022 FULLY IMPLEMENTED |
| Coordination with special education office and principals to complete walkthrough protocols in all GPS elementary, middle, and high schools. | <ul style="list-style-type: none"> • Building Administrators • Special Education Coordinators • Curriculum Coordinators • Chief Officer of Special Education & Student Supports | Spring 2022 FULLY IMPLEMENTED |
| Meet with school-based administrators to draft action plan for staff | <ul style="list-style-type: none"> • Building Administrators • Special Education Coordinators • Curriculum Coordinators • Chief Officer of Special Education & Student Supports | Summer 2022 FULLY IMPLEMENTED |
| Implement action plan for staff at all GPS schools | <ul style="list-style-type: none"> • Building Administrators • Special Education Coordinators • Curriculum Coordinators • Chief Officer of Special Education & Student Supports | 2022-2023 School Year FULLY IMPLEMENTED |

20. Professional Development

Objective

Develop a three-year professional development plan that is differentiated by role, experience, and needs.

Target

Implement a three-year professional development plan that is differentiated by role, experience, and needs.

| Action Steps | Responsible Staff | Timeline |
|---|--|--|
| Develop a three-year PD Plan that is differentiated by role, experience, and needs | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | November 2021 FULLY IMPLEMENTED |
| Create an inventory of 2021-2022SY professional development offerings that serve as the foundation for the three-year PD plan | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2021 FULLY IMPLEMENTED |
| Conduct professional learning on UDL for administrators and teachers | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 November 2021 January 2022 FULLY IMPLEMENTED |
| DBT for Middle School Psychologist, Social Workers and Counselors | <ul style="list-style-type: none"> Special Education Coordinator/Administrator supporting Professional Development | 2021-2022 School Year FULLY IMPLEMENTED |
| Orton Gillingham (OG) training for all new special education teachers | <ul style="list-style-type: none"> Special Education Coordinator/Administrator supporting Professional Development | 2021-22 School Year FULLY IMPLEMENTED |
| Conduct professional learning on the utility and implementation of UDL | <ul style="list-style-type: none"> Assistive Technology Specialist | 2021-22 School Year FULLY IMPLEMENTED |
| Conduct professional learning on social emotional learning | <ul style="list-style-type: none"> Behavior Support Team Social Workers | 2021-22 School Year FULLY IMPLEMENTED |

21. Special Education Procedures and Practices Manual

Objective

Greenwich Public Schools will revise the existing Red Book into an interactive, web-based GPS special education procedures and practices manual to support user-friendly and transparent access to procedures/practices relevant to the management and operations of special education and to which school staff can be held accountable for implementing.

Target

GPS will review the manual once yearly, and make revisions as needed to ensure alignment with CSDE and IDEA procedures and practices.

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Convene GPS leadership to review existing procedures manuals, in addition to CSDE procedures and practices manual template to identify any unique areas that need to be included in the new manual | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Identify Key Stakeholders to participate in procedures and practices manual update | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Work with SERC to identify dates in which stakeholder committees can work on reviewing CSDE special Education Procedures and Practices manual | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Reach out to stakeholders to schedule review dates and provide chapters to review | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Create draft manual | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Send complete manual to GPS focus group and stakeholders for feedback | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | October 2021 FULLY IMPLEMENTED |
| Finalize recommendations and publish new Procedures and Practices Manual | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | November 2021 FULLY IMPLEMENTED |
| Create asynchronous training modules for GPS staff | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | December 2021 CONSISTENT |
| Launch asynchronous training modules and arrange for follow-up with GPS staff, as needed | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | January 2022 CONSISTENT |

22. Transparent Staffing Allocation Model

Objective

To develop a transparent special education staffing model that meets the needs of staff and students with disabilities.

Target

To implement new special education staffing models for the start of the 2022-2023 school year.

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Determine the "home school" for students who are enrolled in non-public and OOD placements | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Out of District Administrators | August 2021 FULLY IMPLEMENTED |
| Conduct caseload analysis by school | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | October 2021 FULLY IMPLEMENTED |
| Determine caseload allocations | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | April 2022 FULLY IMPLEMENTED |
| Conduct information sessions on new staffing allocation processes for school-based staff | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | April 2022 FULLY IMPLEMENTED |
| Meet with human resources to discuss staffing based upon caseload allocations | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Superintendent of Schools Chief Human Resources Officer | April 2022 FULLY IMPLEMENTED |
| Identify students who are: 1) outside of general education for more than 50% of their day, 2) enrolled in non-public and out of district placements, and 3) private or settlement placements outside of GPS as a precursor to LRE continuum expansion work | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | June 2022 FULLY IMPLEMENTED |
| Assign a base allocation of number of staff for specialized programs (self-contained classrooms, specialized reading programs, co-teaching, etc.) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | June 2022 FULLY IMPLEMENTED |
| Assign paraprofessional by base allocation | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | June 2022 FULLY IMPLEMENTED |
| Determine additional allocation for paraprofessionals based upon student needs (IEP) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinators | August 2022 FULLY IMPLEMENTED |

23. Out of District Placement Student Data & Finances Monitoring

Objective

To maximize the efficiency of the Out of District (OOD) placement process and ensuring that only students whose needs cannot be met within existing GPS special education programming are granted an OOD placement.

Target

Monthly list of OOD placement costs shared with Finance via Google docs to monitor student data and accurately project finances.

| Action Steps | Responsible Staff | Timeline |
|--|--|--|
| Institute weekly meetings to review current OOD placements and pending requests for an OOD placement | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports OOD elementary & Secondary Program Administrators | August 2021 FULLY IMPLEMENTED |
| Realign special education office personnel duties to have coordinated case management | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | August 2021 FULLY IMPLEMENTED |
| Seek parental input to gather information on why they sought an OOD placement | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Meet with finance team to confirm protocols and timelines for sharing updates re: OOD placements | <ul style="list-style-type: none"> Contract Secretary | September 2021 FULLY IMPLEMENTED |
| Evaluate trends of placements, and where placements occur, to assess gaps in GPS programming | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | October 2021 FULLY IMPLEMENTED |
| Create a monthly list of OOD placements to share with finance | <ul style="list-style-type: none"> Contract Secretary | October 2021 FULLY IMPLEMENTED |
| For students identified with an OOD placement, finances are encumbered | <ul style="list-style-type: none"> Contract Secretary | Identified by August 1 Finances Encumbered by December 2021 FULLY IMPLEMENTED |

24. Enact Report Recommendations

Objective

Demonstrate on-going progress on the enactment of report recommendations.

Target

Implement 100% of recommendations.

| Action Steps | Responsible Staff | Timeline |
|--|---|---|
| Present updates from GPS and PCG regarding action planning for report recommendations at July 27 Board meeting | ● Chief Officer of Special Education & Student Supports | July 27, 2021 FULLY IMPLEMENTED |
| Present updates from GPS and PCG regarding action planning for report recommendations at September 9 Board meeting | ● Chief Officer of Special Education & Student Supports | September 9, 2021 FULLY IMPLEMENTED |
| Present updates from GPS and PCG regarding action planning for report recommendations at February 3 Board meeting | ● Chief Officer of Special Education & Student Supports | February 3, 2022 FULLY IMPLEMENTED |
| Present updates from GPS and PCG regarding action planning for report recommendations at June 2 Board meeting | ● Chief Officer of Special Education & Student Supports | June 2, 2022 FULLY IMPLEMENTED |
| Provide update to Board of Education three times per school year | ● Chief Officer of Special Education & Student Supports | 2022-2023 School Year FULLY IMPLEMENTED |
| Provide update to Board of Education three times per school year | ● Chief Officer of Special Education & Student Supports | 2023-2024 School Year |

25. Family Friendly Guides

Objective

GPS taking a leadership role when engaging families, including families with diverse linguistic needs and/or require ADA accommodations; building a sustainable, consistent vision for family engagement around special education initiatives across all GPS schools; meetings that have a positive, thoughtful outcome when working with parents.

Target

GPS will review the family friendly guides once yearly to ensure families have updated and current information on special education resources.

| Action Steps | Responsible Staff | Timeline |
|--|---|---|
| Upload revised technical and procedural documents to website to ensure easy access for parents | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | November 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC and PTAC re: topics GPS parents would like covered in upcoming trainings (possibly literacy, Ross Green, supporting SEL at home, etc.) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports District-Wide Social Worker Special Education Coordinator/Administrator supporting Professional Development | November 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC and PTAC re: method of training delivery (likely virtual), timing, length of training, childcare needs, etc. | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports District-Wide Social Worker | November 2021 FULLY IMPLEMENTED |
| Audit existing resources located on the GPS Special Education website to determine accuracy and relevance of information | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | December 2021 FULLY IMPLEMENTED |
| Establish quarterly parent training schedule lead/prepared by GPS staff, including general and special education leadership | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports District-Wide Social Worker Special Education Coordinator/Administrator supporting Professional Development | January 2022 FULLY IMPLEMENTED |
| Gather feedback from SEAC committee, specifically re: resources for parents and determining which resources should be available in other languages | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | Spring 2022 FULLY IMPLEMENTED |

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Create plan for on-going parent trainings focused on a variety of topics | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development • Parent stakeholder groups | <p>June 2022</p> <p>FULLY IMPLEMENTED</p> |



26. Website

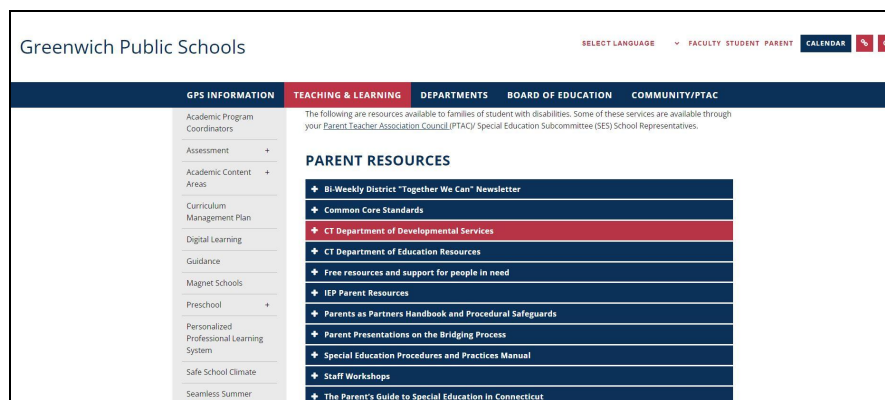
Objective

To host an accessible and technically accurate GPS Special Education website to provide staff, parents, and community stakeholders as a resource to gather information. This content on the site includes information that can be interpreted as well as utilizes language that is accessible.

Target

Update the GPS Special Education website to reflect accurate information in an accessible way.

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Meet with communications department to discuss specifications and design of GPS Special Education website | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | September 2021 FULLY IMPLEMENTED |
| Upload revised technical and procedural documents to website | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | November 2021 FULLY IMPLEMENTED |
| Confirm document translation when accessing from website | <ul style="list-style-type: none"> Communications Department | November 2021 FULLY IMPLEMENTED |
| Audit existing documents, contents, and structure of GPS Special Education site to determine accuracy and relevance of information | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | December 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC committee, specifically regarding resources for parents | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports | Spring 2022 FULLY IMPLEMENTED |
| Construct draft website design that has embedded accessibility, utility, alignment with GPS site, etc. | <ul style="list-style-type: none"> Communications Department | Spring 2022 FULLY IMPLEMENTED |
| Launch new GPS Special Education website | <ul style="list-style-type: none"> Communications Department | Spring 2022 FULLY IMPLEMENTED |



27. Parent Training

Objective

GPS takes a leadership role when engaging families by providing parent training to implement a sustainable, consistent vision for family engagement around special education.

Target

GPS will provide at least three trainings annually targeted to parents of students with disabilities in conjunction with SEAC and PTAC.

| Action Steps | Responsible Staff | Timeline |
|--|---|---|
| Clarify organizational structure that Special Education Coordinator/Administrator is responsible for planning and execution of parent trainings | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Special Education Coordinator/Administrator supporting Professional Development | August 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC and PTAC re: topics GPS parents would like covered in upcoming trainings (possibly literacy, Ross Green, supporting SEL at home, etc.) | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • District-Wide Social Worker • Special Education Coordinator/Administrator supporting Professional Development | November 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC and PTAC re: method of training delivery (likely virtual), timing, length of training, childcare needs, etc. | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • District-Wide Social Worker • Special Education Coordinator/Administrator supporting Professional Development | November 2021 FULLY IMPLEMENTED |
| Establish trimester parent training schedule lead/prepared by GPS staff, including general and special education leadership | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • District-Wide Social Worker • Special Education Coordinator/Administrator supporting Professional Development | January 2022 FULLY IMPLEMENTED |
| Create plan for on-going parent trainings focused on a variety of topics | <ul style="list-style-type: none"> • Special Education Coordinator/Administrator supporting Professional Development | June 2022 FULLY IMPLEMENTED |
| Engage school-based leadership to facilitate parents receiving information on parent trainings | <ul style="list-style-type: none"> • School-Based Leadership in GPS | January 2022 FULLY IMPLEMENTED |

| Action Steps | Responsible Staff | Timeline |
|--|--|---|
| Create and implement plan to ensure that parents receive training on individual student services, such as AAC devices, AT, behavior plans, etc., when needed | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Program Associates • Special Education Coordinator/Administrator supporting Professional Development | <p>June 2022</p> <p>CONSISTENT</p> |
| Create and implement a plan for staff to be trained on when to offer parent trainings for individual student needs, such as AAC, AT, behavior plans, when needed | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • Program Associates • Special Education Coordinator/Administrator supporting Professional Development | <p>June 2022</p> <p>CONSISTENT</p> |



Families actively participate in mindfulness parent workshops.

28. Family Engagement Vision

Objective

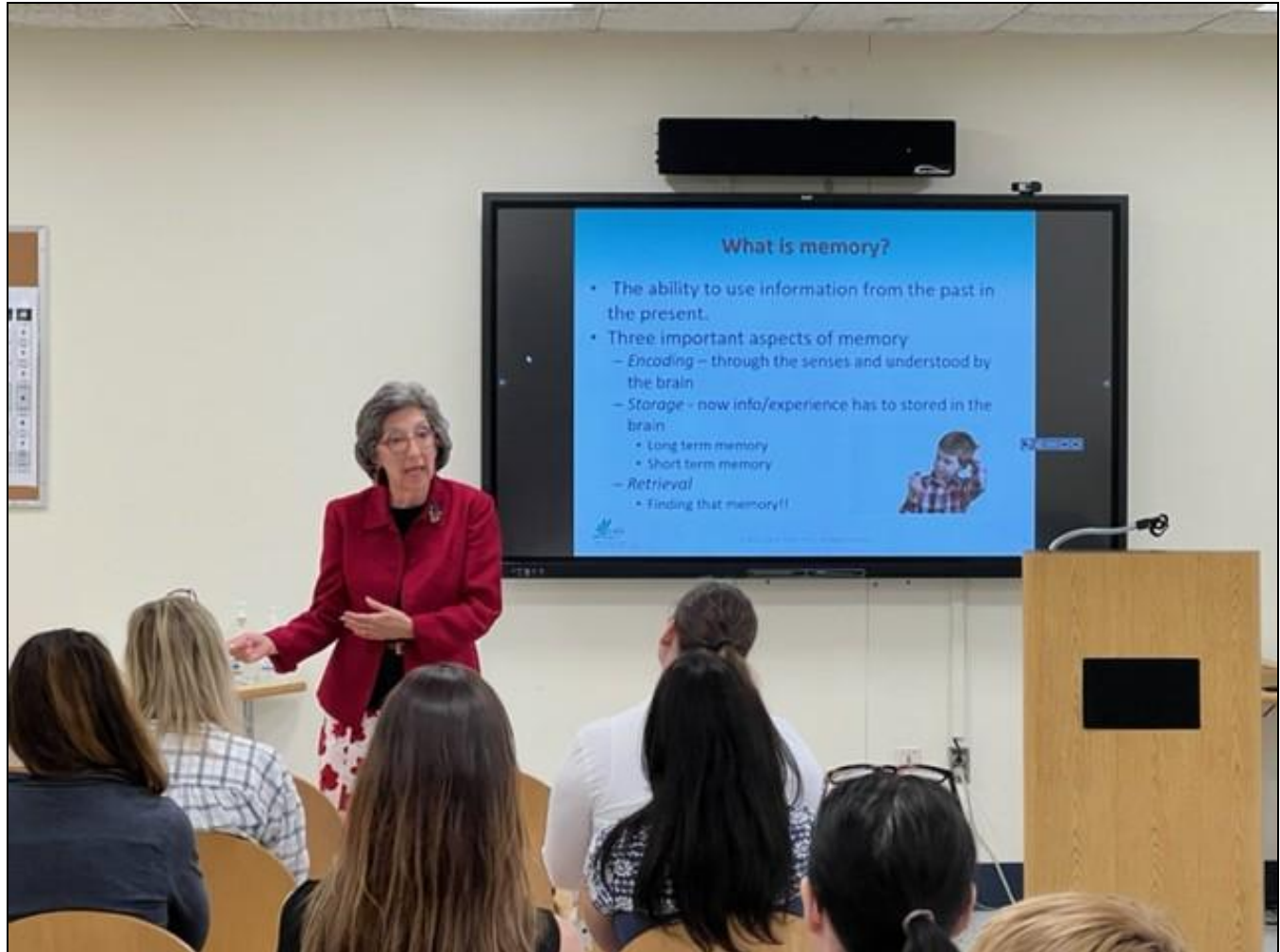
The Office of Special Education and Support staff take a leadership role when engaging families, including families with diverse linguistic needs and/or require ADA accommodations; build a sustainable, consistent vision for family engagement around special education initiatives across all GPS schools; meetings that have a positive, thoughtful outcome when working with parents.

Target

Create a belief statement between parents of students with disabilities, Office of Special Education and Support staff, and community members.

| Action Steps | Responsible Staff | Timeline |
|--|---|--|
| Prioritize creating a process/expectation that each parent will receive a call from their student's case manager with "good news" during the first month of school | <ul style="list-style-type: none"> GPS Special Education Case Managers | September 2021 FULLY IMPLEMENTED |
| Prioritize creating a process/expectation that each parent will receive a call from their student's related service provider/case manager with "thoughtful progress update" by Thanksgiving vacation | <ul style="list-style-type: none"> GPS Related Service Providers | November 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC and PTAC regarding topics GPS parents would like covered in upcoming trainings (possibly literacy, Ross Green, supporting SEL at home, etc.) | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports District-Wide Social Worker Special Education Coordinator/Administrator supporting Professional Development | November 2021 FULLY IMPLEMENTED |
| Gather feedback from SEAC and PTAC regarding method of training delivery (likely virtual), timing, length of training, childcare needs, etc. | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports District-Wide Social Worker Special Education Coordinator/Administrator supporting Professional Development | November 2021 FULLY IMPLEMENTED |
| Establish trimester parent training schedule lead/prepared by GPS staff, including general and special education leadership | <ul style="list-style-type: none"> Chief Officer of Special Education & Student Supports Special Education Coordinator/Administrator supporting Professional Development | January 2022 FULLY IMPLEMENTED |

| Action Steps | Responsible Staff | Timeline |
|---|---|---------------------------------------|
| Understand the cultural mind shifts of GPS staff to promote culture of "yes, we can!" and build genuine collaboration with parents to support students with special needs | <ul style="list-style-type: none"> • Chief Officer of Special Education & Student Supports • District-Wide Social Worker • Special Education Coordinator/Administrator supporting Professional Development | 2021-2022 FULLY IMPLEMENTED |



SEAC hosted Dr. Lydia Soifer at a parent workshop for executive functioning.

Plan Overview and Indicators

Action Plan Measures of Success

The goal of the Office of Special Education and Student Supports is to ensure that through the enacting of the PCG report recommendations, that there will be an increase in positive outcomes for our students with disabilities. To that end, the following six goals set out to increase outcomes for students in the areas of identification, timely identification of services, student achievement, program options to meet student need, access to high level coursework, and collaboration between Greenwich Public Schools and families. It is the belief that by setting out to meet these goals, there is a demonstration of the commitment to following the PCG recommendations and creating a system of partnership between the Office of Special Education and Student Supports staff, parents and students. Together We Can!

| Measure of Success | PCG Recommendations | Domain | Key Measure | Baseline | Target |
|---|---|---|--|--|---|
| 1. GPS will meet state targets for State Performance Plan (SPP) Indicators 9 and 10 related to identification and disproportionality. | 3. Identification Practices and Disproportionality Monitoring | Learning Environment and Specialized Services | <p>Number of areas found disproportionate.</p> <p>Indicator 9: Disproportionate representation in Special Education</p> <p>Indicator 10: Disproportionate representation by Disability</p> | <p>No areas of disproportionality for Indicator 9.</p> <p>Two areas of disproportionality for Indicator 10:</p> <p>Hispanic students found eligible under the disability classification, "Intellectual Disability."- 3.48 RR</p> <p>Hispanic students found eligible under the disability classification, "Speech and Language Impairment"- 2.29 RR</p> | <p>By September 2024:</p> <ul style="list-style-type: none"> ● Indicator 9: 0 Areas ● Indicator 10: 0 Areas |
| 2. Students with IEPs will demonstrate growth towards standards for English Language Arts and Mathematics | <p>5. Inclusive Practices Planning, Guidance, and Implementation</p> <p>6. General Education Classroom Composition, Collaborative Teaching, and Co-teaching</p> <p>7. Redesign and Rebrand Academic Labs</p> <p>14. Inclusive Education Vision</p> <p>17. Academic Optimism and Growth Mindset</p> <p>18. Elevate Rigor</p> | <p>Learning Environment and Specialized Services</p> <p>Leadership</p> <p>High Expectations</p> | <p>Percentage of students meeting or exceeding expectations on English Language Arts and Mathematics assessments based upon the Connecticut State Department of Education Annual Performance Report Scores.</p> | <p>Percentage of students meeting or exceeding expectations on English Language Arts and Mathematics assessments based upon the SY 2018-2019 CSDE Annual Performance Report scores.</p> <ul style="list-style-type: none"> ● Grades 3-8 ELA: 36.09% ● Grades 3-8 Math: 28.95% ● Grade 11 ELA: 43.04% ● Grade 11 Math: 15.19% | <p>By September 2024:</p> <ul style="list-style-type: none"> ● Grades 3-8 ELA: 44.09% ● Grades 3-8 Math: 33.95% ● Grade 11 ELA: 48.04% ● Grade 11 Math: 20.19 |
| | | | | | |

| Measure of Success | PCG Recommendations | Domain | Key Measure | Baseline | Target |
|---|--|---|---|---|--|
| 3. Initial referrals for special education will be complete within the 45-day timeline. | 3. Identification Practices and Disproportionality Monitoring 4. IEP Development 20. Professional Development 21. Special Education Policy and Procedure Manual | Learning Environment and Specialized Services | Baseline for initial completion based upon referral from June 22, 2021 to October 15, 2021. | 71% of meetings meet the 45-day timeline from referral to implementation. | By September 2024: 100% of meetings meet the 45-day timeline from referral to implementation. |
| 4. GPS will offer a continuum of program options for students with disabilities. | 8. Redesign and Rebrand Comprehensive Program Models 13. Out of District Placements 23. Out of District Placement Student Data and Finances Monitoring | Learning Environment and Specialized Services | Baseline for the number of students in Out of District placements based upon data gathered in October 2021. | 86 students with disabilities (7%) in out of district placements in SY 2021-2022. SY 2019-2020: 95 SY 2020-2021: 79 | By September 2024: 5% of students with disabilities will be in Out of District placements. |
| 5. GPS will increase the access of students with disabilities participating in advanced placement or honors courses or identified as “twice exceptional.” | 9. Equity and Access to Advanced Placement for Students with Disabilities 10. Twice Exceptional 20. Professional Development | Learning Environment and Specialized Services | Baseline for students with IEPs participating in Advanced Placement or Honors courses. | 41% of student with IEPs are taking at least 1 Advanced Placement or Honors course 80% of general education students are taking at least 1 Advanced Placement or Honors course | By September 2024: 50% of students with IEPs will take at least 1 Advanced Placement or Honors course |
| 6. GPS will increase effective parent communication. | 24. Enact Report Recommendations 28. Family Engagement Vision | Family and Community Engagement | Parent satisfaction survey. | Average of school and central office effective parent communication metrics from PCG report (65.5%) | By September 2024: 80% of parents will report effective communication on a satisfaction survey. |