

BEAUFORT COUNTY SCHOOL DISTRICT
COLLABORATIVE PLAN FOR SPECIAL AND REGULAR EDUCATION
2013-2016

Rev.11/14

The Beaufort County School District is committed to preparing all of its students to be successful in their future. As today's young people are tomorrow's leaders, BCSD's focus is on providing the knowledge and skills students need to be successful citizens as they transition into the adult world. Therefore, it is the responsibility of all staff members to play a role in the preparation of every student academically, socially, emotionally, and culturally.

In order to meet the State Standards' call to fully educate all students to the point that they are ready to enter the workforce or engage in post-secondary education, shared ownership of all students' learning is an imperative for both special and regular education teachers. The boundaries once placed on the education of students with disabilities must be removed. Special education and regular education students and teachers must be brought together in the classroom, just as they will be in the workforce. Collaboration and learning to thrive in challenging situations should become an unwritten standard that all educators strive to meet.

To address the unique needs of a child with a disability, educators are required to ensure student access to the on-grade-level curriculum, so that they too can be exposed to the State Standards. Special education teachers, alone, cannot be expected to assume all responsibility for the learning of these students. Both special education and regular education teachers must assume responsibility for student learning. Specially designed instruction, via simply adapting on-grade-level materials to fit the needs of the student with a disability, can be vital in accomplishing this goal. However, in order to meet this objective, both special and regular educators must have the opportunity to collaborate, share strategies, guide selected interventions, understand the barriers and tackle the targets and outcomes as a team. Teachers need to work together to achieve student success.

PREMISES:

- All students in the district matriculate using the adopted curriculum in all subjects. (All students, with or without disabilities, grades 9 through 12 must take a science course for which there is an end of course assessment. (Reg 43-234(IV) (E) (Supp.2010))
- All students in the district are expected to graduate from high school.
- All students are being prepared upon graduation for college or career entry.
- All students are included in state and district assessments/testing (MAP and state required assessments).
- All students receive accommodations and interventions based on their learning needs.
- All teachers are prepared and/or trained in instructional strategies that best meet the needs of all students.

OVERARCHING GOALS:

- All teachers understand and embrace the premise that all students are the responsibility of all staff.
- Professional development for regular and special education teachers will be inclusive.
- Opportunities will be provided for regular education teachers to be trained in research based strategies and practices that will support students with disabilities, and special education teachers will participate in all professional development provided for regular education teachers.
- All core curriculum and support materials will be provided to both regular and special education teachers with corresponding training.
- Collaborative planning time between regular and special education teachers will be scheduled at each school site.
- Students with disabilities will participate in core curriculum classes and will be given opportunities to prepare for exams in a differentiated manner.

AGES 3 THROUGH PRE-KINDERGARTEN		Timetable	Indicators
Goal 1	Increased language and numeracy development		
Actions	<p>1A. Early Childhood (EC) Coordinator maintains Creative Curriculum (CC), EDM for special education and regular education Classrooms.</p> <p>-EC Coordinator and EC SPED Coordinators review annually with LEAs to ensure that CC is meeting needs of students and promoting progress.</p> <p>1B. Provide interventions in Math and ELA</p> <p>-School Math and ELA Coordinators meet with the SPED Coordinators to identify strategies for instruction in all classrooms.</p> <p>1C. Utilize Waterford Curriculum in all classroom computer stations</p> <ul style="list-style-type: none"> - Director of Elementary will review each school's usage and review scheduling of SPED and regular education students. 	<p>Annually</p> <p>Quarterly</p> <p>Semi-Annually</p>	<p>1A.</p> <ul style="list-style-type: none"> • Inventory List <p>1B.</p> <ul style="list-style-type: none"> • Meeting agendas <p>1C.</p> <ul style="list-style-type: none"> • Usage Reports
Goal 2	Improved collaboration through inclusive practices		
Actions	<p>2A. Collaborate with Head Start to provide seamless transition between Head Start and BCSD classrooms</p> <ul style="list-style-type: none"> - EC Coordinator works with Head Start personnel to ensure smooth transitions. Meet with Head Start leads semi-annually to develop a transition plan for implementation for EC Head Start to BCSD Pre-K and K. - Disseminate and discuss transition plan to all Head Start and BCSD administrators and teachers of each by early fall. - Annually MOUs and include activities in transition plan <p>2B. EC Coordinator and EC SPED Coordinator conduct quarterly meetings to collaborate with local agencies (DDSN, BabyNet, First Steps...) to provide seamless transition between community and BCSD classrooms.</p>	<p>Annually</p> <p>Quarterly</p> <p>Annually</p> <p>Quarterly</p>	<p>2/A</p> <ul style="list-style-type: none"> • BCSD/Head Start meeting schedule <ul style="list-style-type: none"> • District Transition Plans <p>2B.</p> <ul style="list-style-type: none"> • MOUs and local inter-agency meeting agendas.
Goal 3	Provide full-day Pre-K for all students meeting state criteria		
Actions	<p>3A. EC Coordinator and EC SPED Coordinators provide a plan for the extension of full-day Pre-K for all schools.</p> <ul style="list-style-type: none"> - Develop plans for implementation of full-day Pre-K. 	2014-15	<p>3A.</p> <ul style="list-style-type: none"> • Implementation schedule of full-day Pre-K all schools
Goal 4	Create and implement data teams at all schools		
Actions	<p>4A. Maintain TS GOLD for assessment purposes in all classrooms</p> <ul style="list-style-type: none"> - Teachers conduct testing three times per year according to testing schedule - EC Coordinator meets with teachers at each school to review data of regular and special education students to determine growth gaps and interventions on an ongoing basis 	Quarterly	<p>4A.</p> <ul style="list-style-type: none"> • Testing reports and usage reports per school • Student proficiency rosters • Meeting agendas

GRADES KINDERGARTEN THROUGH FIFTH		Timetable	Indicators
Goal 1	Improved academic success in core subjects		
Actions	<p>1A. Score Met or Proficient on PASS/SC ALT in Math and ELA</p> <ul style="list-style-type: none"> -SPED and Regular Education teachers review data of regular and special education students to determine growth gaps regularly and the effectiveness of or needed interventions. -SPED Coordinators meet monthly with LEA/Principal to review data of special education students to determine growth gaps effectiveness of, needed interventions. <p>1B. Meet growth targets in ELA and Math on Primary MAP or MAP</p> <ul style="list-style-type: none"> -Principals and teachers (including SPED teachers) to review data, develop data walls to guide instructional decisions. <p>1C. All students on grade level in all subjects by end of 2nd grade</p> <ul style="list-style-type: none"> - Coaches, literacy teachers, SPED teachers and Regular education teachers provide individualized prescriptive remediation plans through use of Continuum of Learning, Number Worlds, Compass and Waterford for both regular and special education students and use Passport Reading and Voyager Math in all special education classes and as needed for interventions. - Principal schedules intervention in Math and ELA using literacy teachers and math tutors for all students with or without disabilities. <p>1D. Principal and Testing Coordinators and District Testing Coordinator verify that special education students participate in all district/state assessments</p> <p>1E. Principals and guidance counselors ensure that students are not excluded from Health and PE classes in order to receive added time in core subject areas (state law) through schedule and or transcript review.</p> <p>1F. Principals/LEAs monitor teacher's use of grade level subject/course curriculum maps to drive unit planning.</p> <ul style="list-style-type: none"> - Director of Teaching and Learning discusses usage with Principals/LEAs and monitors. 	<p>Annually/ Quarterly</p> <p>Monthly</p> <p>Quarterly</p> <p>Annually</p> <p>Ongoing</p>	<p>1A-B</p> <ul style="list-style-type: none"> • MAP, PASS, SC ALT, IEP data and report cards • SPED Coordinator notes 1C • RTI notes and Enrich <p>1D</p> <ul style="list-style-type: none"> • District Testing report. <p>1E</p> <ul style="list-style-type: none"> • PE attendance rosters <p>1F</p> <ul style="list-style-type: none"> • EM usage reports
Goal 2	Improved collaboration between the regular education and special education teachers.		
Actions	2A. Schedule common planning time and collaborative sessions between the regular education and special education teachers.	Monthly	2A

	<ul style="list-style-type: none"> - SPED Coordinator meets with school literacy teachers, math and ELA coaches on a monthly basis. - Principals include regular and special education teachers in data meetings at the school level that involve review of individual student and school data - Principals ensure that SPED and regular education teachers meet to share and plan GANAG lessons which will equalize/duplicate raised expectations, selection of high return strategies that will enhance coordinated learning (GANAG Plus). <p>2B. Principals include SPED teacher representation in school improvement plan development and school renewal planning.</p> <ul style="list-style-type: none"> - AIO checks for SPED teacher representation in the development and school renewal plan. 	Ongoing	<ul style="list-style-type: none"> • Review of Master Schedules • Attendance sheets from TOSA <p>2B</p> <ul style="list-style-type: none"> • SIC and SRP plans
Goal 3	Ensure compliance monitoring and accurate reporting		
Actions	<p>3A. Review the in-school and out-of school suspension data monthly.</p> <ul style="list-style-type: none"> - Principals, data specialists, SPED Coordinators, SPED teachers review in-school and out of school suspension data monthly to ascertain consistency with the progressive discipline code. - Principals, SPED teachers, SPED Coordinators and School Psychologists review data to assist in determining if additional interventions or changes in behavior plans (BIP) are necessary. - Principals, SPED Coordinators and School Psychologists ensure that mandated process for developing or changing behavior plans is followed on each student. - Principal monitors the reporting of discipline (in the discipline Management segment of PowerSchool) for consistency on a monthly basis. - Director of Data Services and Director of SPED conduct established internal auditing of individual student records for compliance with IDEA and state regulations each semester. 	Monthly	<p>3A</p> <ul style="list-style-type: none"> • Observations and Rubicon usage logs, lesson plans • Internal auditing student records
Goal 4	Implement RTI with fidelity		
Actions	<p>4A. Principals ensure that regular and special education teachers participate in Tier II and Tier III of RTI interventions.</p> <ul style="list-style-type: none"> - SPED teacher /Speech Language therapist serve as a resource to identify appropriate interventions at Tier II and III meetings. 	Ongoing	<p>4A</p> <ul style="list-style-type: none"> • RTI and IEP meeting notes

GRADES SIXTH THROUGH EIGHTH		Timetable	Indicators
Goal 1	Improved academic success in core subjects		
Actions	<p>1A. Score Met or Proficient on PASS/SC ALT in Math and ELA</p> <ul style="list-style-type: none"> -Special and regular education teachers review data of regular and special education students to determine growth gaps and the effectiveness of or needed interventions monthly. - SPED Coordinators meet monthly with LEA/Principal to review data of special education students to determine growth gaps and effectiveness of needed interventions. <p>1B. Meet growth targets in ELA and Math on MAP</p> <ul style="list-style-type: none"> -- Principals and teachers (including SPED teachers) to review data, develop data walls to guide instructional decisions. - Principal/Coaches conduct data meetings to determine growth gaps and interventions between regular and special education students - Coaches ensure that literacy strategies are integrated within Social Studies instruction, including Reading Apprenticeship <p>1C. Principal schedules intervention opportunities in Math and ELA</p> <ul style="list-style-type: none"> - Reading and math tutors are scheduled to support students with or without disabilities. - Coaches, SPED teachers and Regular education teachers provide individualized prescriptive remediation plans through use of DesCarte, Compass, Read 180 for both regular and special education students and implement Passport Reading and Voyager Math in all special education classes and as needed for interventions. <p>1D. Principal and Testing Coordinators and District Testing Coordinator verify that special education students participate in all district/state assessments</p> <p>1E. Principals and guidance counselors ensure that students are not excluded from Health and PE classes in order to receive added time in core subject areas (state law) through schedule and or transcript review.</p> <p>1F. Principals/LEAs monitor teachers use of grade level subject/course curriculum maps and implementation of SC Standards to drive unit planning.</p> <ul style="list-style-type: none"> - Director of Teaching and Learning discusses usage with principals/LEA and monitors 	<p>Annually</p> <p>Monthly</p> <p>Monthly</p> <p>Quarterly</p> <p>Annually</p> <p>Quarterly</p> <p>Annually</p> <p>Ongoing</p>	<p>1A-B</p> <ul style="list-style-type: none"> • MAP, PASS, SC ALT, IEP data and report cards Walk-through observations, Academic Assessment Team Visits • SPED Coordinator’s monthly meeting notes. <p>1C</p> <ul style="list-style-type: none"> • In-school tutorial schedules and lists of students served. • Compass learning, Read 180, Passport and voyager usage reports. • Observations <p>1D</p> <ul style="list-style-type: none"> • Test score reports <p>1E</p> <ul style="list-style-type: none"> • PE attendance rosters • Attendance rosters for SPED students <p>1F</p> <ul style="list-style-type: none"> • Rubicon Atlas usage reports, Observations, Lesson Plans
Goal 2	Improved collaboration between the regular education and special education teachers		

Actions	<p>2A. Schedule common planning time and/or collaborative sessions between the regular education and special education teachers</p> <ul style="list-style-type: none"> - SPED Coordinator meets with school literacy teachers, math and ELA coaches on a monthly basis - Principals include regular and special education teachers in data meetings at the school level that involve review of individual student and school data - Principals ensure that SPED and regular education teachers meet to share and plan GANAG lessons which will equalize/duplicate raised expectations, selection of high return strategies that will enhance coordinated learning. (GANAG Plus) <p>2B. Principals include SPED teacher representation in school improvement plan development and school renewal planning.</p>	<p>Annually</p> <p>Monthly</p> <p>Annually</p>	<p>2A</p> <ul style="list-style-type: none"> • Tutorial Plans, IEP Notes and teacher rosters • Data meeting schedules • Observations <p>2B</p> <ul style="list-style-type: none"> • Assurance Membership Sheet - School Improvement plan
Goal 3	Ensure compliance monitoring and accurate reporting		
Actions	<p>3A. Review the in-school and out-of school suspension data monthly.</p> <ul style="list-style-type: none"> - Principals, data specialists, SPED Coordinators, SPED teachers review in-school and out of school suspension data monthly to ascertain consistency with the progressive discipline code. - Principals, SPED teachers, SPED Coordinators and School Psychologists review data to assist in determining if additional interventions or changes in behavior plans (BIP) are necessary. - Principals, SPED Coordinators and School Psychologists ensure that mandated process for developing or changing behavior plans is followed on each student. - Principal monitors the reporting of discipline (in the discipline Management segment of PowerSchool) for consistency on a monthly basis. <p>3B. Director of Data Services and Director of SPED conduct established internal auditing of individual student records for compliance with IDEA and state regulations each semester.</p>	<p>Monthly</p> <p>Annually</p>	<p>3A</p> <ul style="list-style-type: none"> • Suspension report/data in PowerSchool • Disciplinary action data in PowerSchool <p>3B</p> <ul style="list-style-type: none"> • Internal auditing compliance report
Goal 4	Implement RTI with fidelity at all schools		
Actions	<p>4A. District expands RTI Process to include grades 6-8</p> <ul style="list-style-type: none"> - District RTI Coordinator and SPED Coordinators assist schools grades 6-8 to implement RTI process. 	2013-14	<p>4A</p> <ul style="list-style-type: none"> • RTI training and Handbook • Enrich data

GRADES NINTH THROUGH TWELFTH		Timetable	Indicators
Goal 1	Improved academic success in core subjects		
Actions	<p>1A All students pass State required assessments, EOC, SC ALT. first attempt at each HS</p> <ul style="list-style-type: none"> - API and SPED teachers support the students in Algebra 1 and English 1 to ensure passing of the End of Course exam. - Teachers utilize grade level subject/course curriculum maps to drive unit planning and IEP data to drive planning and instruction. - SS Coordinator and the ELL Coordinator provide SS and literacy strategies to teachers to use in both SPED and regular education classrooms <p>1B. Data meetings with special and regular education teachers conducted by-monthly to determine growth gaps and interventions between regular and special education students.</p> <p>1C. All SPED and selected regular education classrooms will need to be equipped with individualized prescriptive remediation through use of Continuum of Learning, Passport Reading, Journey Reading, Voyager Math, System 44, and Read 180.</p> <ul style="list-style-type: none"> - Director of SPED, Director of Secondary and Director of Educational Technology review the availability and need for these programs in all schools with Principal or designee and ensure connection where needed. <p>1D. Provide intervention in Math and ELA using reading and math tutors for all students with or without disabilities.</p> <ul style="list-style-type: none"> - In-school tutorial plans are monitored by CISO and AIO to ensure that interventions are being provided inclusive of students with disabilities. <p>1E Verify that special education students participate in all district/state assessments.</p> <ul style="list-style-type: none"> - District Testing Coordinator will review school testing lists with site testing coordinators to ensure that students with disabilities are being included in EOC and other state and District testing opportunities. <p>1F. Extend classroom instruction for English I and Algebra I (targeted population) with and without disabilities.</p> <p>-School schedules will be reviewed by Director of SPED and assigned to the Special Education Coordinators to ensure that SPED students are scheduled for extended</p>	<p>Annually</p> <p>Ongoing</p> <p>2013-14</p> <p>Fall</p> <p>Annually</p> <p>Quarterly</p> <p>Fall</p> <p>Annually</p> <p>Annually</p>	<p>1A</p> <ul style="list-style-type: none"> • State required assessments, EOC, SC ALT, IEP data and report cards • Walk-through observations • Rubicon Atlas usage reports • Onsite training rosters- ESOL/ELL <p>1B</p> <ul style="list-style-type: none"> • Data meeting attendance lists <p>1C</p> <ul style="list-style-type: none"> • Technology Apps inventory/software usage reports <p>1D</p> <ul style="list-style-type: none"> • Tutorial Plans and schedules <p>1E</p> <ul style="list-style-type: none"> • Testing Rosters <p>1F</p> <ul style="list-style-type: none"> • HS Master schedules <p>1G</p> <ul style="list-style-type: none"> • Transcript audits and IEPs • SPED Coordinator meeting

	<p>time in these courses.</p> <p>1G. Schedule so that SPED students are not excluded from PE classes in order to receive added time in core subject areas (state law) and ensure that they are enrolled in a Science course with an EOC</p> <ul style="list-style-type: none"> - SPED Coordinators at each school meet with API to ensure inclusion of SPED students in Science EOCs and review for inclusion in PE 		notes.
Goal 2	Graduate students who are college and/or career ready in 4 years	2013-16	
Actions	<p>2A. Provide individualized prescriptive remediation through APEX, Read 180, USA Testprep, Continuum of Learning and other approved, research-based computer assisted programs for all students with or without disabilities.</p> <ul style="list-style-type: none"> - APIs and School technology/APEX Coordinators and Instructional Technology coaches review student enrollment in prescriptive courses to provide inclusion and support. - APIs and School Technology Coordinators schedule state required assessment preparation/remediation classes that include both special and regular education students. <p>2B. Construct programs giving all students the opportunity to participate in unit recovery before course failure occurs.</p> <ul style="list-style-type: none"> - Principals and unit recovery/APEX Coordinators meet to identify procedures for providing special and regular education students in need of unit recovery. - Principals and ESOL teachers meet to identify best ways to provide ELL students with support when assigning virtual unit recovery - School counselors meet regularly with SPED and ESOL teachers to ensure on track graduation for all students. 	<p>Fall/Spring annually</p> <p>Annually</p>	<p>2A</p> <ul style="list-style-type: none"> • Unit recovery schedules • Usage reports • Applications for credit recovery Courses • State required assessment <p>preparation and remediation student rosters</p> <p>2B</p> <ul style="list-style-type: none"> • Unit recovery plans • Tutorial plans, summer school plans. • IGPs
Goal 3	Improved collaboration between the regular education and special education teachers		
Actions	<p>3A. Improve collaboration through inclusive practices</p> <ul style="list-style-type: none"> - Principals schedule time for collaboration for regular and special education teachers - Special education teachers attend data team meetings - AIO checks for SPED teacher representation in the development of school renewal plans. 	Annually	<p>3A</p> <ul style="list-style-type: none"> • Master Schedules • Academic assessments. • Data team meeting rosters • School Renewal Plan assurance membership page
Goal 4	Ensure compliance monitoring and accurate reporting		

PROVIDE JOB-EMBEDDED PROFESSIONAL DEVELOPMENT
Early Childhood through 12th Grade

<p>Ages 3 to PK Professional Development/Best Practices</p>	<ul style="list-style-type: none"> - Paraprofessional in school and district professional development in key focus areas for regular and special education teachers as well as paraprofessionals (literacy, numeracy, technology, and assessment) by Math, ELA Coaches, ESOL Coordinator, EC Coordinator, - Provide ongoing professional development in the use of the Creative Curriculum, Number Worlds, Waterford and Everyday Math by Math, ELA Coaches, ESOL Coordinator, EC Coordinator, - Improve instructional strategies and practices through coaching intervention (Literacy, Math, and Technology) and professional development (..). - Identify the instructional strategies and practices that need to be used based on the needs of the students. - Principals work with special and regular education teachers and coaches to gather artifacts that reflect the evidence of obtainment of new learning. - Provide regular education and SPED teachers with training as it relates to working with students with disabilities and inclusionary practices (Dr. Jane Pollock).
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<p>Kindergarten through 5th grade Professional Development/Best Practices</p>	<p>* Director of Special Initiatives and Professional Development, Director of SPED, Math, ELA Coaches and Coordinators, ESOL Coordinator, SPED Coordinators plan and deliver in school and district professional development in key focus areas for regular and special education teachers as well as paraprofessionals (literacy, numeracy, technology, and assessment)</p> <ul style="list-style-type: none"> - Professional development provided in Number Worlds and Waterford on an ongoing basis - Special classes and training in Sheltered Instruction Observation Protocol for identified teachers/schools. - Training for staff regarding BIPs (Behavior intervention plans) and methods for disciplining students with disabilities effectively. <p>*Improve instructional strategies and practices through coaching intervention (Literacy, Math, and Technology) and professional development (Dr. Roy Abshire).</p> <ul style="list-style-type: none"> - Identify the instructional strategies and practices that need to be used based on the needs of the students. - Principals work with special and regular education teachers and coaches to gather artifacts that reflect the evidence of obtainment of new learning. <p>*Instructional Technology Coordinators provide technology training on District software applications and hardware.</p> <p>*Director of SPED and Director of Special Initiatives provide regular education and special education teachers with</p>
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	<p>training as it relates to working with students with disabilities and inclusionary practices (Dr. Jane Pollock).</p> <p>*Director of Teaching and Learning and Director of SPED provide regular education and SPED teachers in GANAG plus and methodologies such as parallel teaching, interactive notebooks, co-teaching, and how to plan and deliver lessons that match.</p> <p>*Director of SPED and Director of Academic Initiatives initiate a cohort that provides graduate credit in Special Education. that targets strategies for working with students with disabilities</p> <p>*District subject area coordinators design and deliver targeted professional development for regular education classroom teachers on differentiated instruction and inclusionary practices - in Math, Science, ESOL and ELA-</p> <p>*District Director of Academic Initiatives and Director of Teaching and Learning provide ongoing professional development for all regular and special education teachers on SC State Standards</p> <p>Special Education Coordinators provide regular education teachers with training as it relates to working with students with disabilities and provide regular education teachers and administrators with crisis intervention training</p>
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<p>Sixth through Twelfth grades Professional Development/Best Practices</p>	<p>*Director of Special Initiatives and Professional Development, Director of SPED, Math, ELA Coaches and Coordinators, ESOL Coordinator, SPED Coordinators plan and deliver in school and district professional development in key focus areas for regular and special education teachers as well as paraprofessionals (literacy, numeracy, technology, and assessment)</p> <ul style="list-style-type: none"> - Professional development provided in Number Worlds, READ 180, Systems 44 on an ongoing basis - Special classes and training in Sheltered Instruction Observation Protocol for identified teachers/schools. - Training for staff regarding BIPs (Behavior intervention plans) and methods for disciplining students with disabilities effectively. <p>*Improve instructional strategies and practices through coaching intervention (Literacy, Math, and Technology) and professional development (Dr. Roy Abshire).</p> <ul style="list-style-type: none"> - Identify the instructional strategies and practices that need to be used based on the needs of the students. - Principals work with teachers and coaches to gather artifacts that reflect the evidence of obtainment of new learning. - Instructional Technology Coordinators provide technology training on District software applications and hardware. <p>*Director of SPED and Director of Academic Initiatives provide regular education and SPED teachers with training as it relates to working with students with disabilities and inclusionary practices (Dr. Jane Pollock).</p>
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	<ul style="list-style-type: none"> - Provide regular education and SPED teachers in GANAG plus and methodologies such as parallel teaching, interactive notebooks, co-teaching, and how to plan and deliver lessons that match. - Initiate a cohort that provides graduate credit in Special Education that targets strategies for working with students with disabilities - Design and deliver targeted professional development for regular education classroom teachers on differentiated instruction and inclusionary practices - in Math, Science, ESOL and ELA. <p>*.Director of SPED, District Subject area Coordinators and Special Education coordinators :</p> <ul style="list-style-type: none"> - Provide ongoing professional development for all regular and special education teachers on SC State Standards - Provide regular education teachers with training as it relates to working with students with disabilities - Provide regular education teachers and administrators with crisis intervention training <p>*District RTI Coordinator, Director of SPED develop a plan for training secondary level teachers in the RTI process</p> <p>* Director of SPED and Director of Academic Initiatives establish a cohort of secondary level teachers to provide graduate level SPED courses and or a master’s program</p> <p>* Director of Academic Initiatives and Director of Secondary increase the number of middle and high school SPED teachers endorsed as highly qualified in one or more core content areas by creating a cohort of middle and high school teachers to receive endorsement/master’s degree in Special Education</p>
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Definitions- Regular education includes all core subjects, academic arts subjects, CTE courses and others taught by non-SPED certified teachers. SPED education includes all activities, classes, courses and educators that engage in direct instruction or management of SPED students and programming.

Readings:

Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools, by Marilyn Friend, Greensboro, NC 2014.
Minding the Achievement Gap One Classroom at a Time, by Jane E. Pollock, Sharon M. Ford, and Margaret M. Black, 2012.
Fisher, William P., Elbaum, B., Coulter, W. A. (2012). Construction and Validation of Two Parent Report scales for the evaluation of early intervention programs. *Journal of Applied Measurement*, 13(1), 57-76.
Elbaum, B., Fisher, W. P., & Coulter, W.A. (2011). Measuring schools’ efforts to partner with parents of children served under IDEA: Scaling and standard setting for accountability reporting. *Journal of Applied Measurement*, 12(3), 261-278. Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative Approaches to the Definition and Identification of Learning Disabilities: Some Questions and Answers. *Annals of Dyslexia*, 54(2),304-331. Coulter, W. A. (2007). Best practices in focused monitoring of special education in states. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V*. Washington, D.C.: National Association of School Psychologists.

APPENDIX A

SPECIAL EDUCATION/REGULAR EDUCATION COLLABORATIVE PLAN ACTIVITY CHECKLISTS

- AGES 3 THROUGH PRE-KINDER
- KINDERGARTEN THROUGH EIGHTH GRADE
- NINTH THROUGH TWELFTH GRADE
- ESOL KINDERGARTEN THROUGH TWELFTH GRADE

**SPECIAL EDUCATION/REGULAR EDUCATION COLLABORATIVE PLAN
CHECKLIST FOR AGES 3 THROUGH PRE-KINDERGARTEN**

GOAL/ACTION	INDICATOR	DATE(s) REVIEWED	DATE COMPLETED	Monitored by:
Principal, EC Coordinator and EC SPED Coordinator meet annually to review student/school needs, materials inventory and review, policy procedures updates.	Meeting Agendas			
Distribution of CC and EDM kits for all SPED and Regular Education classrooms	Inventory List			
School Math and ELA Coaches meet with SPED Coordinator to identify strategies and interventions available for use	Meeting Agendas			
Monthly check to ensure Waterford Curriculum utilized at all computer stations	Usage Reports			
Review of TS GOLD testing results with EC teachers three times per year.	Testing reports and usage reports by teacher			
EC SPED and Regular Education teachers meet with school leaders to review testing data of regular education and SPED students	Meeting Agendas			
Developed PD plan that includes on-going training for Regular Education and SPED teachers and paraprofessionals	School PD plan			
SPED and Regular Education Teachers have attended PD implemented for Creative Curriculum, Number Worlds, Waterford and EDM.	Sign-in Sheets Agendas			
Have signed up EC teachers for district PD (both Regular Education and SPED teachers) as it relates to students with disabilities and inclusionary practices.	Sign-in Sheets Agendas			

**SPECIAL EDUCATION/REGULAR EDUCATION COLLABORATIVE PLAN
CHECKLIST FOR GRADES K-8**

ACTION/GOAL	INDICATOR	DATE(S) REVIEWED	DATE COMPLETED	Monitored By:
Include regular and SPED teachers in data meetings, SIC, PTO and School Renewal Plan development.	Attendance sheets from Data Services Representative, SIC Plan, PTO minutes, School Renewal Plan membership.			
Conduct observations to ensure sheltered Instruction Observation Protocol and differentiated strategies are being implemented	Classroom observations			
Review the In-School and Out- Of- Schools suspension data monthly with SPED Coordinator	Monthly Data Log Sheets			
Principals ensure that Regular and SPED teachers participate in Tier II and Tier III of RTI interventions	RTI Meeting Notes and IEP Meeting Notes			
Check usage reports for Number Worlds, Waterford, READ 180, Voyager, Passport, Compass to ensure inclusion of SPED students	Attendance reports			
Master schedule includes opportunities for SPED and Regular Education teachers to meet for planning	Master Schedule			
SPED students given opportunity to participate in tutorials, remedial classes and summer opportunities along with regular education students.	Tutorial Plans/Master Schedule			
SPED students not scheduled for remedial classes during PE/Health classes.	Master Schedule			
All SPED students are enrolled for district/state testing opportunities	Testing Rosters/attendance			
Ensure that SPED and Regular Education teachers are using established curriculum maps to plan units of instruction.	Rubicon usage report			
SPED and Regular Education teachers encouraged to participate in professional development that assists each to understand and implement strategies for both SPED and regular education students.	MyLearningPlan			
Ensure expansion and implementation of RTI in grades 6-8 in collaboration with District SPED Coordinators	RTI and IEP Notes			
Ensure RTI training for all K-8 teachers.	MyLearningPlan /Sign-In			

Ensure professional development sign-up for regular education and SPED teachers in training as it relates to students with disabilities - District-wide training	Schedule of professional district development training			
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**SPECIAL EDUCATION/REGULAR EDUCATION COLLABORATIVE PLAN
CHECKLIST FOR GRADES 9-12**

GOAL/ACTION	INDICATOR	DATE(s) REVIEWED	DATE COMPLETED	Monitored by:
SPED and Regular education students are enrolled in state required assessment, EOC remediation classes.	state required assessment, EOC, SC ALT, IEP data and report cards			
All SPED students (except those taking SCALT) are enrolled in a Science EOC class	Class Rosters			
Master schedule provides for SPED and regular education teachers collaborative planning time	Master Schedule			
SPED Coordinators have met monthly with LEA/Principal to review SPED data including disciplinary data.	Coordinator/LEA notes			
Equip all SPED and Regular Ed classes with individualized prescriptive remediation applications	Inventory			
Ensure that Special Education students participate in all district/state assessments.	District Testing Data Reports			
Provide professional support for ELL and SPED students enrolled in APEX credit or unit recovery	Credit recovery enrollment forms			
Ensure that all students are not excluded from Health and PE classes, are enrolled in a Science course with EOC and are not pulled from these classes for remediation purposes in other subject areas.	Attendance rosters, transcript audits and IEPs			
Provide extended classroom instruction for English I and Algebra I students with and without disabilities	Master Schedule			
Provide individualized prescriptive remediation through APEX, Read 180, USA Testprep, Continuum of Learning and other approved research based programs	Technology usage reports			
Encourage regular HS teachers to obtain SPED endorsement and SPED teachers to obtain subject area	Independent/SDE course offerings			

endorsement. Independent/SDE course offerings				
Schedule planning time and collaborative sessions between regular education and special education teachers	Review of Master Schedules			
Principals include regular and SPED teachers in data meetings	Attendance sheets from Data Services Representative			
Review the In-School and Out- Of- Schools suspension data monthly with SPED Coordinators	Monthly Data Log Sheets			
Expose, train teachers and expand RTI process to include grades 9-12 with support from District Director of Secondary	RTI Training and program documentation			
Encourage participation of SPED and Regular Education teachers in PD provided for key focus areas in RTI, SC Standards, SIOP, and	MyLearningPlan attendance reports and School PD plan			
Ensure use of District Curriculum Maps by SPED and Regular Education teachers for instructional unit planning and delivery.	Rubicon Usage Reports			

ESOL REQUIRED ACTIONS

SPECIAL EDUCATION/REGULAR EDUCATION COLLABORATIVE PLAN CHECKLIST FOR GRADES K-12

ACTION/GOAL	INDICATOR	DATES REVIEWED/DUE	DATES COMPLETED	Monitored By:
NEW STUDENTS				
ALL new students enrolling, hard copy of HLS in A9 for ALL students regardless of languages checked. Copy in ESOL folder too if other language marked.	<u>HLS (Home Language Survey-at enrollment)</u>	At Enrollment		
Certified teacher(s) that passed W-APT Speaking Quiz will test all students that marked something other than English on HLS. Score reported to BL/Data to code in PS and hard copy of results placed in ESOL folder. W-APT parent explanation letter sent home with PNF, IMP.	<u>W-APT (Screener Test-30 days at beginning of year new ELL or no ACCESS score previous spring, within 10 days for new ELL after start of school year)</u>	With 30 days of new school year or within 10 days of enrollment		
<u>Kindergarten</u> students not enrolled/tested in Pre-K in BCSD marked other language on HLS,	<u>W-APT test within 45 days of school starting.</u>	Within 45 days of school start		
<u>Pre-K</u> coded 1 in PS if marked other language on HLS, test with W-APT in May.	<u>Test with W-APT in May.</u>	May		
ALL students placed in age appropriate grade level, on track to graduate, as soon as Registration Requirements are met. See Registration Guideline Document. Do not wait to enroll student if requirements are met.	ESOL Student Enrollment	Following registration		
ALL STUDENTS CODED LEP LEVEL 1-7				
<u>ACCESS School Report (before school starts)</u> look at student domain scores and placement of classes	ACCESS School Report	Prior to school start.		

* ESOL Exit Letter/ACCESS Scores with Letter (within 10 days of school)- Send home to parents. If student scored Fully Proficient “5” on ACCESS . ESOL Folder placed in A9. Check new LEP code in PS for accuracy	ESOL Exit Letter/Access Scores ESOL Folder	Within 10 days of school start.		
PNF (Parent Notification Form-within 30 days levels 1-7) have PNF. Copy sent home to parents, ESOL teacher copy, and copy in ESOL folder. If ESOL services change, send new PNF.	Parent Notification Form	Within 30 days		
Face to Face Meeting with Mainstream teachers to go over IMP (within 30 days of school)	Individual Modification Plan review with mainstream teachers	Within 30 days of school start		
IMP (Individual Modification Plan- within 30 days levels 1-5), all teachers of student sign. Copy sent home, in ESOL folder, and given to all teachers that signed form.	Individual Modification Plan signed	Within 30 days of school start		
PowerSchool check was updated with new LEP codes	New LEP Codes	Periodically		
ESOL spreadsheet updated within 30 days of first day of school : ELLI (Instructional Model),Years in ESOL(Cohort Group), Date Entered in US, Date Entered in BCSD, Country of Origin, ESOL Exit Date, LEP Level(W-APT for new students, ACCESS for others)	ESOL data Spreadsheet	Within 30 days of school		
ESOL Information (within 30 school days) Give to mainstream teachers, counselors, administration : ESOL class lists, students’ levels (LEP 1-7), ESOL Schedule	Class lists to school staff	Within 30 days of school		
ESOL Schedule (within 10 days of school starting) ESOL Class schedule with students listed to your principal.	ESOL schedule to principal	Within 10 days of school start		
ESOL Folder for ALL LEP 1-7 ACCESS Reports, WM or W-APT screener, HL, PNF, IMP, other important data and scores. Update information outside of folder yearly.	ESOL Folder update and review	Periodic		

<u>A9 Student Folder</u>- Check Stamped	A9 Folder	When folder developed		
<u>Check A9's for HLS for ALL students, not just ESOL</u>	A9 Folder check	Periodic		
<u>International transcripts</u> evaluated and credits given	International Transcript evaluation	As needed		
<u>Lower level students</u> placed in SIOP trained classroom	Placement for SIOP	At start of year.		
3 ESOL Parent Nights scheduled and dates, times, locations, agenda sent to ESOL Coordinator	ESOL Parent Night schedule	At start of year		
ESOL teacher keeps <u>student spreadsheet</u> with data-MAP and EOC	Maintain/File Student spreadsheet	Ongoing		
<u>Attend RTI, SPED, GT, Behavior</u> meetings	Attend Meetings	Ongoing		
<u>LPT (Language Placement Team)</u> reviews ESOL student data and progress EACH QUARTER	Review student data and progress	Quarterly		
<u>ESOL Teacher communicates</u> regularly with Mainstream teachers about ESOL student progress	Communicate progress with mainstream teachers	Ongoing		
Work with Testing coordinator to make sure accommodations are met	Testing Accommodations	Prior to scheduled test		
<u>Order dictionaries</u> for testing	Dictionary orders	Prior to scheduled test		
ESOL teachers review and sign off on <u>IGP plans</u> with counselors-students taking courses necessary to graduate	Review/Sign IGP plans Monitor track to graduation	November-March		
<u>Student failures</u> CANNOT be due to lack of English, LPT involved with failures	Review failure data	End of year		
ESOL students being <u>retained or failing classes</u>, LPT must meet about student	Language Placement Team reviews recommended failures	Quarterly/End of Year		
<u>Report Cards and Parent Communication</u> in home language	Report Cards	Quarterly/End		

		of Year		
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