

To: Board of Education

From: Kevin Harrell, executive director, student services, ext. 2221
Laura Basham, assistant director, special education, ext. 2410

RE: Special Education Program Review

Date: January 19, 2017

Background:

The Special Education Department volunteered to participate in an efficiency review with the Center for Innovative School Leadership (CISL). This work was initiated in April 2016 and concluded in January 2017. The review was designed to gather information to assist district administration in determining the current status, effectiveness and efficiency of the organizational structure, staffing patterns, personnel roles and responsibilities, utilization of current professional and paraprofessional staffing positions, overall strengths and areas of programmatic and service needs.

In addition, the intent of the review was to gather information to assist district personnel in responding to strengthening procedural practices, instructional supports, professional development opportunities for special education staff as well as all district personnel, and issues related to equitable access for students with exceptionalities.

Report:

Deb Meyer and Mike Hughes from the Center for Innovative School Leadership (CISL) will share with the Board of Education results of the review, including an Executive Summary of recommendations and commendations specific to current practices in Lawrence Public Schools.

Discussion:

The Special Education Department is in the process of forming short- and long-term steps to address future programming and practice needs that will ultimately enhance the supports and services for students with exceptionalities and resources for staff. We are also in the process of creating a special education parent advisory group and a special education teacher advisory group. These groups will work collaboratively with the district special education department, provide feedback and make recommendations based on district data as well as the program review document.