

## **Making Education Accessible in Neighborhood Schools (MEANS) Initiative**

### What are the goals of the MEANS Initiative?

- To provide a service delivery model for returning CSEP students in neighborhood elementary schools that permits maximum access to the general education curriculum.
- To restructure existing CSEP programs to provide specialized instruction for students with Autism, Emotional Disturbance, and cognitive impairments.
- To reduce the number of students in CSEP sites.
- To decentralize special education services by placing these supports in their neighborhood schools.

### Why are we doing this?

- To meet the goal of increasing the number of students with disabilities in Environments A and B as indicated in the Balanced Scorecard for Special Education.
- To be in accordance with federal mandates relative to LRE.
- This initiative will be in alignment with the LRE Grant, which focuses upon trends in co-teaching and inclusion.
- The MEANS Initiative is consistent with Best Practices for including students with disabilities in General Education settings.
- Current research supports that programming such as the MEANS Initiative has proven to be beneficial for students with disabilities.

### Who will be impacted by this initiative?

- CSEP Students identified via the IEP process will return to their neighborhood schools with appropriate accommodations and supplementary aids and services.

|   | Phase I  | Phase II   |
|---|--|--|
| <b>When do students move?</b>                             | <b>August 07</b>   | <b>January 08</b>  |
| <b>What student population is impacted?</b>               | <b>Students who will be second graders in 07-08</b>  | <b>Students who will be second graders in 07-08</b>  |
| <b>How many students?</b>                                 | <b>171 second graders (phased in over time )</b>   | <b>171 second graders (phased in over time)</b>  |
| <b>How many schools are impacted?</b>                     | <b>Potentially 87 Schools; Starting with approximately 19 schools</b>  | <b>Potentially 87 Schools; Phasing in approximately another 20 schools</b>   |
| <b>How is the IEP process impacted?</b>                   | <b>Annual Reviews have already been held &amp; will have to be reconvened.</b>   | <b>The initiative could occur as a natural progression of the IEP process in 2008.</b>   |
| <b>What increased classroom space is required?</b>        | <b>The reduced class size at grade two will necessitate the creation of a new general education classroom at grade two.</b>  | <b>The reduced class size at grade two will necessitate the creation of a new general education classroom at grade two.</b>  |
| <b>What are the phases of implementation?</b>             | <b>93 tasks occur in a 4 month time frame</b>  | <b>93 tasks occur in an 8 month time frame</b>   |
| <b>What is the classroom model?</b>                       | <b>One co-taught classroom at the second grade level with a ratio of 18:3 student-teacher ratio</b>  | <b>One co-taught classroom at the second grade level with an 18:3 student-teacher ratio</b>  |
| <b>What staff is required?</b>                            | <b>19 Special Educators, 16 General Educators, 19 Paraeducators, 10 Crisis Intervention Resource Teachers<br/>6 Related Services personnel</b>   | <b>20 Special Educators, 15 General Educators, 20 Paraeducators, 10 Crisis Intervention Resource Teachers<br/>6 Related Services personnel</b>   |
| <b>What is the salary cost?</b>                           | <b>\$4,018,081</b>   | <b>\$4,058,090</b>   |
| <b>What inter-departmental collaboration is required?</b> | <b>Regional Offices, Finance, C &amp; I, Pupil Accounting &amp; School Boundaries, Human Resources, Professional Development, Transportation, Student Services, Special Education, Supporting Services, IT</b> | <b>Regional Offices, Finance, C &amp; I, Pupil Accounting &amp; School Boundaries, Human Resources, Professional Development, Transportation, Student Services, Special Education, Supporting Services, IT</b> |
| <b>What PD is required?</b>                               | <b>Co-Teaching, Strategies &amp; Interventions, Creating a Supportive Environment for Special Needs Students, Service Delivery Model Related to Identified Disability</b>                                      | <b>Co-Teaching, Strategies &amp; Interventions, Creating a Supportive Environment for Special Needs Students, Service Delivery Model Related to Identified Disability</b>                                      |
| <b>Who must be trained?</b>                               | <b>Administrators, Regional Staff, C &amp; I Staff, Co-Teaching Teams, Related Services Staff, CIRT's, Psychologists, Student Services Staff, Support Services Staff</b>                                       | <b>Administrators, Regional Staff, C &amp; I Staff, Co-Teaching Teams, Related Services Staff, CIRT's, Psychologists, Student Services Staff, Support Services Staff</b>                                       |