



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

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## ***Prince George's County Board of Education***

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# ***Introduction***

- **Purpose:** To describe phases for restructuring Comprehensive Special Education Program (CSEP) programs and creating a continuum of services in neighborhood schools
- **Process:** Powerpoint presentation and discussion
- **Payoff:** Moving students with disabilities into their neighborhood schools, decreasing numbers of students in the special education subgroup in schools, and thereby improving LRE data, and student achievement.



## **Goals**

- **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 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 on 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 initiating inclusive practices and co-teaching.**
- **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.**



# ***Comprehensive Special Education Programs (CSEP)***

- **CSEP programs are full-day, self-contained programs in 11 elementary schools using the non-categorical model**

<b>Schools</b>				
<b>Region I</b>	<b>Region II</b>	<b>Region III</b>	<b>Region IV</b>	<b>Region V</b>
<b>Oxon Hill</b>	<b>Gaywood</b>	<b>No program</b>	<b>Arrowhead</b>	<b>James Harrison</b>
<b>Benjamin Foulois</b>	<b>Cora Rice</b>		<b>Clinton Grove</b>	<b>Thomas Stone</b>
	<b>Judge Woods</b>		<b>High Bridge</b>	
	<b>Springhill Lake</b>			



## **Comparison Phase I and Phase II: Students and Schools Impacted**

	Phase I	Phase II
When do students move?	August 07	January 08
What student population is impacted?	Students who will be second graders in 07-08	Students who will be second graders in 07-08
How many students?	Potentially 171 second graders Starting with 24 students	Potentially 171 second graders Phasing in a second set of 20-25 students
How many schools are impacted?	Potentially 87 Schools Starting with 19 Schools	Potentially 87 schools, phasing in a second set of 20 schools





## **Comparison Phase I, Phase II and Subsequent Years: IEP Process**

	<b>Phase I</b>	<b>Phase II and Subsequent Years</b>
<b>How is the IEP process impacted?</b>	<b>Annual Reviews have already been held and would have to be reconvened.</b>	<b>The initiative could occur as a natural progression of the IEP process in 2008 and years beyond.</b>



# **Comparison Phase I and II: Classroom Space and Implementation Tasks**

	Phase 1	Phase II and Subsequent Years
<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 each affected grade will necessitate the creation of a new general education classroom at each grade level</b>
<b>What are the phases of implementation?</b>	<b>Planning, preparation, implementation and operational phases occur in a 4 month time frame (93 tasks)</b>	<b>Planning, preparation, implementation and operational phases occur in a time frame during the year prior to student movement (93 tasks)</b>



## **Comparison Phase I and II: Service Delivery Model, Staff Required and Salary Costs**

	Phase I	Phase II
What is the classroom model?	One co-taught classroom at the second grade level with an 18:3 student-teacher ratio	One co-taught classroom at the second grade level with an 18:3 student-teacher ratio
What staff is required?	19 Special Educators 16 General Educators 19 Paraprofessionals 10 Crisis Intervention Resource Teachers	20 Special Educators 15 General Educators 20 Paraprofessionals 10 Crisis Intervention Resource Teachers



# ***Collaboration and Professional Development***

	<b>Phases I and II and Subsequent Years</b>
<b>What inter-departmental collaboration is required?</b>	<b>Regional Offices, Curriculum and Instruction, Finance, Pupil Accounting &amp; School Boundaries, Human Resources, Professional Development, Instructional Technology Department, Transportation, Student Services, Special Education, Facilities Services</b>
<b>What PD is required?</b>	<b>Co-Teaching Strategies and Interventions Creating a Supportive Environment for Special Needs Students The Service Delivery Model Related to Identified Disability</b>



# ***Training Audience***

	<b>Phases I and II and Subsequent Years</b>
<b>Who must be trained?</b>	<b>Administrators, Regional Staff, Curriculum and Instruction Staff, Co-Teaching Teams, Paraeducators, Related Services Staff, Crisis Intervention Resource Teachers, Psychologists, Student Services Staff, Facilities Services Staff, Food Services Staff</b>



# Long-Term Plans

Year 2 (08-09)	Year 3 (09-10)	Year 4 (10-11)	Year 5 (11-12)
<ul style="list-style-type: none"> <li>• Continue to support 2nd graders in neighborhood schools</li> <li>• Expand co-teaching supports to grade 3 for rising 2nd graders</li> <li>• Kindergarteners from ECC continue to transition to neighborhood schools with co-teaching as indicated</li> <li>• Expand capacity in middle schools by providing paraeducator support</li> <li>• Maintain on-going Professional Development in strategies, behavioral supports, interventions, and strategies for specific disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support 2nd and 3rd graders in neighborhood schools</li> <li>• Expand co-teaching supports to grade 1</li> <li>• Kindergarteners from ECC continue to transition to neighborhood schools with co-teaching as indicated</li> <li>• Transition rising 7<sup>th</sup> graders into neighborhood schools</li> <li>• Maintain on-going Professional Development in strategies, behavioral supports, interventions, and strategies for specific disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support 1st, 2nd, and 3rd graders in neighborhood schools</li> <li>• Kindergarteners from ECC continue to transition to neighborhood schools with co-teaching as indicated</li> <li>• Transition rising 7<sup>th</sup> and 8<sup>th</sup> graders into neighborhood schools</li> <li>• Maintain on-going Professional Development in strategies, behavioral supports, interventions, and strategies for specific disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support students in the K-3 continuum in neighborhood schools</li> <li>• Continue to support rising 7<sup>th</sup> and 8<sup>th</sup> graders in neighborhood schools</li> <li>• Maintain on-going Professional Development in strategies, behavioral supports, interventions, and strategies for specific disabilities</li> </ul>