

Executive Summary
Fayette County Public Schools Meeting Agenda Item

TOPIC: Planning Meeting – November 9, 2015

DATE: November 6, 2015

PREPARED BY: Amanda Dennis, Interim Director of Special Education

Recommended Action:

- ☐ Action Item – Consent
- ☐ Action Item – First Read
- ☐ Action Item – Vote
- ☐ Discussion Item
- ☒ Information Item

Recommendation(s): N/A

Background: The Special Education Task Force was formed in the Fall of 2014 as an ad hoc committee of the Fayette County Board of Education charged with making recommendations to the Board of Education and district administration regarding special education services across the district. The task force meets monthly during the school year. To date, the Special Education Task Force has not made any recommendations to the Board.

Fiscal Impact: N/A

Attachment(s): Crosswalk Document comparing the charges of the Special Education Task Force to the components of the Special Education Audit as part of the Superintendent's Entry Plan

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

Board of Education: John Price, Chair • Melissa Bacon, Vice Chair • Amanda Ferguson • Douglas Barnett • Daryl Love

Superintendent Emmanuel Caulk

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The Charge of the Task Force	Superintendent Caulk's Entry Plan includes a Diagnostic Audit of the Special Education Program to Conduct the Following:
Review best practices in special education delivery across the district with an emphasis on providing students with the least restrictive environment.	<ul style="list-style-type: none"> • An analysis of the current instructional programs and recommendations for changes and future programming, especially in relation to instruction in Kentucky Core Academic Standards and team decisions regarding delivery of services in the least restrictive environment for individual students, as well as strategies for maximizing instructional time through strategic master scheduling. • An analysis of existing co-teaching models in the district and recommendations for improvement. • An analysis of the effective use of assistive and instructional technology to support student achievement. • An analysis of the effectiveness of post-secondary transition planning and services, such as vocational programs, employment trainers, OWL (Opportunity for Work and Learning), etc. • An investigation into supports available or needed to address mental health needs of students.
Analyze achievement data for students with disabilities, comparing their performance to that of non-disabled students in the district as well as to the performance of students with disabilities across the state.	<ul style="list-style-type: none"> • To what extent are students with disabilities receiving educational benefit from the programs and services provided by FCPS? • Determine the most effective and efficient programming for special education students in Fayette County Public Schools while providing a quality program for students. • An investigation into the effectiveness of current, research-based programs in use and whether specially designed instruction is matched to the skill deficits, as well as the effectiveness of monitoring student progress.
Evaluate special education resources to recommend the most effective and efficient use of human and financial resources to meet the needs of students with disabilities.	<ul style="list-style-type: none"> • Are resources utilized effectively and efficiently to meet the needs of the special education population? • An analysis of the organization of special education and student services personnel, the staffing allocation model, staff assignments, and scheduling/supervision of special education services at the school level. <ul style="list-style-type: none"> ○ This should include information related to professional development for regular education staff, special education staff, administrators and support personnel to meet the needs of students with disabilities.

Additional items included in the RFP for the Special Education Audit are included below:

- What processes are in place to engage families, staff and the community in locating, identifying, and serving students with disabilities?
- An analysis of current child find activities, including efforts in place to prevent over-identification of minority students and to address language needs of ELL students who are referred for or determined to need special education services.
- An analysis of family engagement and current measures for obtaining input and participation from families.

The next meeting of the Special Education Task Force is scheduled for Thursday, November 11, at 6:30 p.m.