

AD HOC COMMITTEE ON SPECIAL EDUCATION

October 9, 2003

The meeting was called to order at 5:50 p.m. Those present were Mr. Burnett, Ms. Cox, Dr. Haughey, Dr. Wright, Mr. Bartels, Ms. Mason, Mr. Ikheloa, and Mrs. Rose (recorder).

Prior to the agenda items, Dr. Wright updated the committee on the discussions with the state and federal governments regarding the testing conflicts between to acts – Individuals with Disabilities Education Act and No Child Left Behind.

Outcome of Continuous Improvement Team Meeting

The following materials were distributed from the CIT – (1) meeting notes and (2) planing agenda. There was a discussion about recommending to the Board that the CIT become an advisory committee to the Board of Education. There will be a need to develop membership criteria and a charge to the committee. The advantage would be that special education issues would be reviewed by the Board on a regular basis, and special education would become part of the strategic plan and school improvement plans. Board staff will prepare a memorandum on the work and next steps of the committee, and the topic will be scheduled in December for public discussion.

The committee discussed the nine recommendations from the classical program review:

1. Develop an indicator system and key benchmarks or goals to track special education program performance.
2. Eliminate the separate of special education in central office administration and within schools.
3. Increase the capacity of general education classrooms to better support students receiving special education as well as other students with significant learning and/or behavioral needs.
4. Review the current array of special education programs and classes to reduce the sorting and placing of students and create a seamless and flexible continuum of settings and services.
5. Increase age-appropriate options for all students with disabilities, ages 19-21.
6. Develop a curricular framework, as well as a systemwide professional development program to ensure that all students with disabilities, regardless of where they receive their education, have the opportunity to access the general education curriculum and extracurricular activities.
7. Address the discrepancies in staffing across classes and programs that serve students with high incidence disabilities, particularly those receiving Intensity III services.
8. Engage in initiatives and exploration of how to reduce special education paperwork.
9. Revise the process for determining staff allocations and other resources with the goal of increasing flexibility at the school level with appropriate accountability for specific program and student indicators. These include both

student performance data and other processes to be identified as part of the recommended indicator system.

Status of Classical Program Review

Based on the recommendations, the committee reviewed the final draft on The Education of Students with Disabilities in Montgomery County Public Schools: *Indicators of Effective Special Education Services*.

The meeting adjourned at 7:05 p.m.