

Special Services Audit Summary



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Interim Director of Special Services
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Background



- Audit was conducted by Bryant, Gemza, Keenoy and Kozlik - Student Services Specialists
- Audit process began in school year 2022-2023
 - 4 years after the previous audit.
- Purpose of the Audit
 - To Identify Strengths of SE programs and processes
 - To Identify Areas in need of improvement
 - To Make Recommendations for enhancement

Plan for Completing the Audit



- Review MTSD policies
- Review Child Study Team (CST) records
- Examine state test scores
- Survey Stakeholders
- Interview Stakeholders
- Complete a Comprehensive analysis of practices
- Identify strengths, weaknesses and recommendations for improvement

Summary of Policies/Procedures



- Collaboration with Strauss Esmay Associates
 - Positive - Specialize in New Jersey Schools
 - Personalized policies/regulations
 - Maintain compliance - align with State and Federal laws
- Continue to update manuals with current information

Summary of Interviews



Administration

- SE Department Performs well
- Employment of a permanent Director
- Positive changes occurred with the Interim Director
- Students' Individualized Educational Program (IEP) documents
 - modifications and accommodations - specific and appropriate
 - Some training needed for better understanding by Admin
 - Intervention and Referral Service (I&RS) is trending in the right direction
 - Focus on Scheduling Pull-out replacement programs

Summary of Interviews/Surveys



Parents

- Overall satisfaction with programs and services
- Concerned with scheduling services
 - Students missing cycles and electives
- Expressed a need to increase coordination between school transitions
- Overall District is responsive to student's needs.

Summary of Interviews/Surveys



Staff

- CST student referrals are based on Reading/Language difficulties
 - Increase interventions in early grades
 - Provide an evidence-based literacy program
- Lack of clarity regarding paraprofessional's role
 - Significant number of paraprofessionals
 - Correlate to evaluative criteria and IEP interventions

Summary of Programs



- Out of District Placements - reduction over the past several years
- Consider evidence-based instructional and behavioral programs
- Utilize instructional resources, tools and program materials consistent for equitable teaching
- Explicit and systematic programs that teach foundational skills with fidelity

Summary of Programs (cont.)



- Continue to support I&RS and Multi-Tiered Systems of Support (MTSS) - Training
- Consider offering students, who are eligible for special services, Tier II interventions
- Establish guidelines for special class programs

Summary of Programs (cont.)



- Teachers
 - Knowledge of accommodations and modifications
 - Refresher training on Present Level Academic Achievement and Functional Performance (PLAAFP)
 - Goal achievement
 - Progress monitoring

Summary of IEP Records Review



- Reviewed our electronic software platform
- Professional development topics:
 - SMART Goals (Specific, Measurable, Achievable Relevant and Time-bound)
 - PLAAFP statement
 - Include data and goal achievement
 - Relationship to general education
- Establish a procedure for uploading document into document repository

Summary - Overall



- Noted improvement from the past study
- Montgomery Township School District is among the top programs in the state
- Professional development
 - Instructional strategies
 - Data-based decision making
 - IEP development and requirements



Questions and Answers

Thank you!