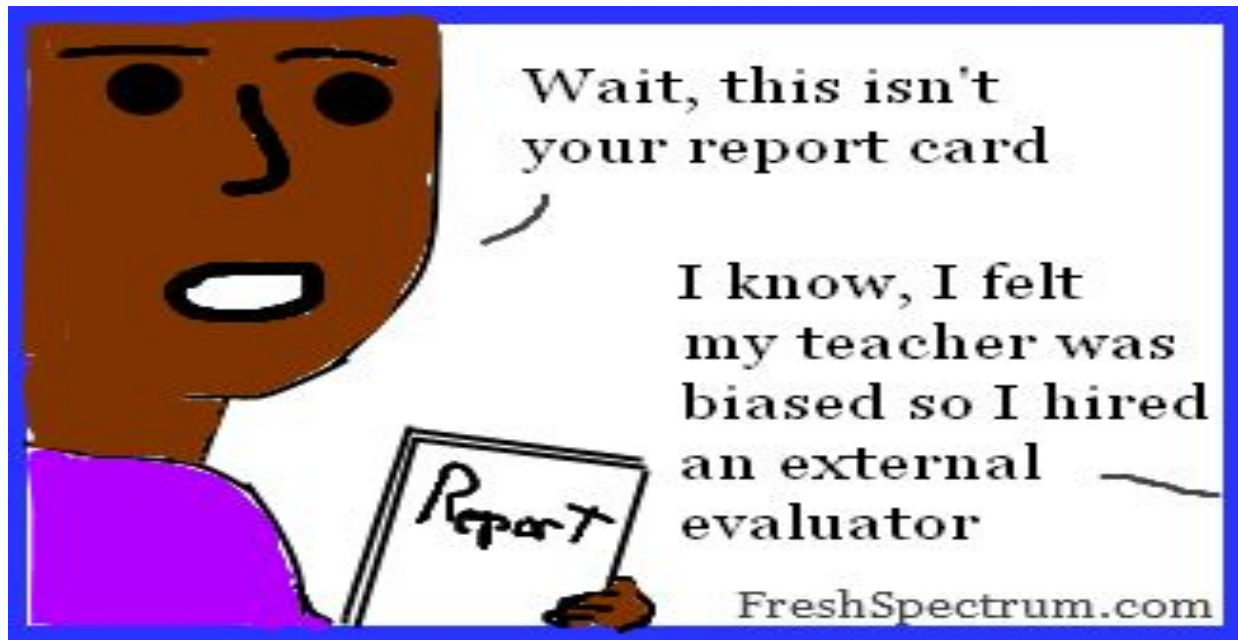


**Georgetown Public Schools
Program Evaluation Of
Services And Settings For
Students With Disabilities**

Walker Consulting

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FreshSpectrum.com

Purpose Of Evaluation

The purpose of the evaluation was to conduct a review of the District's programming and services for students with disabilities. Specifically, the goal was to identify what key stakeholders believe is currently working well, and what services can be improved upon.

Focus Areas

- + Access To Grade Level Curriculum
- + Effectiveness & Efficiency Of Staffing
- + Pre-K - 12 Program Alignment
- + Collaboration Between Special Education Staff & Parents
- + Academic, Social Emotional & Behavioral Support

Data Collected

- + Georgetown Public Schools Policies, Procedures & Program Descriptions
- + Staffing Patterns
- + Staff, Administrator & Parent Interviews
- + Focus Groups
- + Classroom Observations
- + Parent Survey

comments
ratings
input **feedback** **reviews**
replies
answers
responses
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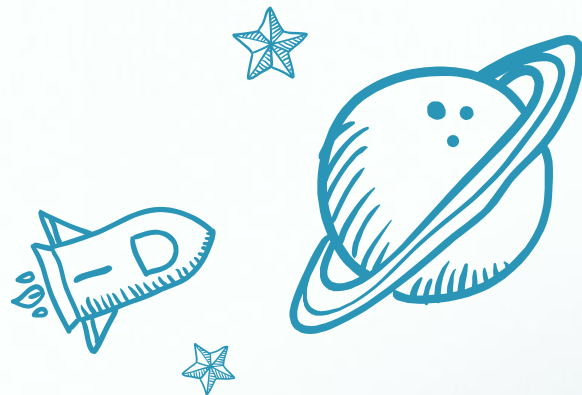
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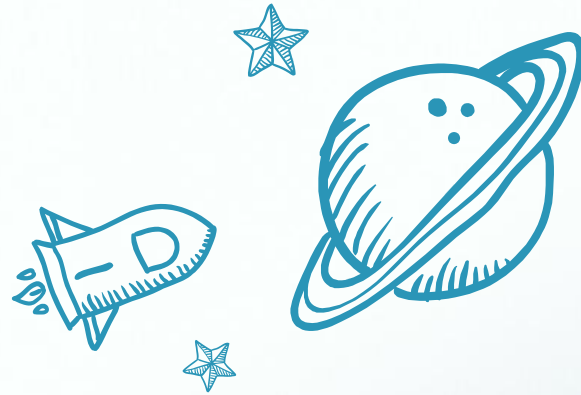
Are students with disabilities at Georgetown Public Schools given full access to grade level curriculum through the continuum of services offered, which include related services, inclusive practices, small group instruction, and district programs?

Feedback

- + General feedback is that the move toward inclusive programming has been successful.
- + Staff need more training and discussion about what effective inclusion looks like.
- + Continued growth needs to be made in collecting progress monitoring data.
- + Differentiation is an area for staff improvement.
- + Scheduling continues to be a barrier to student access.

Recommendations

- + Professional Development should be provided in the following areas:
 - + Differentiation Of Instruction
 - + Universal Design For Learning
 - + Co-Teaching Strategies
 - + Inclusive Collaboration
 - + Progress Monitoring



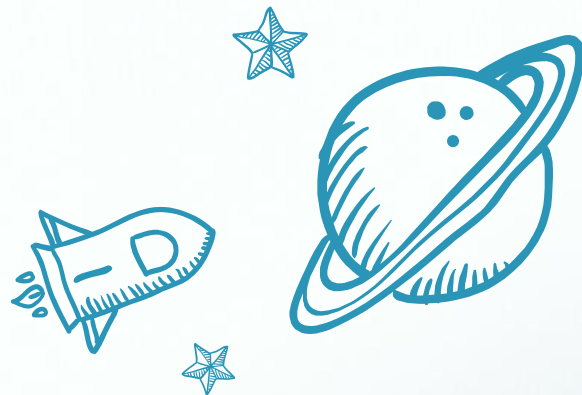
Are staffing patterns at Georgetown Public Schools efficient and effective in assuring that the various needs of all students are met?

Feedback

- + Observations showed both general and special education staff working well collaboratively.
- + Studies skills at the MHS are highly effective.
- + New hires have been strong, particularly paraprofessional staff.
- + Staffing is within typical ranges compared to other districts.
- + Parents do not feel staffing is appropriate.

Recommendations

- + The level of turnover of special education staff should be analyzed.
- + Common planning time should be arranged for all staff, including paraprofessionals.
- + The development of interdisciplinary teams should be explored.
- + The district should increase the allocation of resources to staff providing social and emotional supports.



Are the district programs at Georgetown Public Schools fully aligned Pre-K - 12+, and are appropriate criteria in place to ensure appropriate services and supports for students?

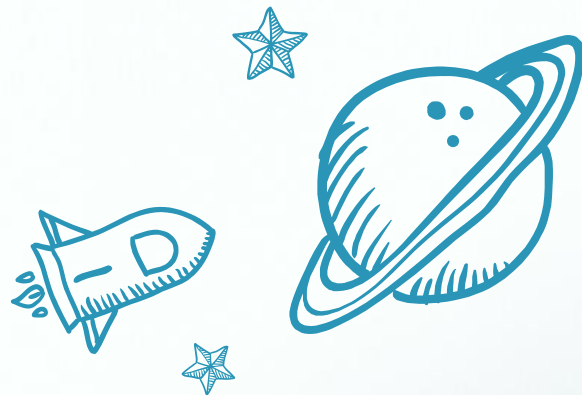


Feedback

- + Transition meetings support students as they move from building to building, and include staff members from each building.
- + Elementary staff do not have enough knowledge of middle school programs.
- + Middle school staff do not have enough involvement in the placement of transitioning students.
- + IEP benchmarks need to be written to align more with the next school placement.

Recommendations

- + Program descriptions should be rewritten and include purpose, goals, and program features.
- + New procedure manuals should be developed to include entry and exit criteria, and approaches to progress monitoring.
- + Transition meetings should be held for 504 students.
- + The district should provide information to all staff members to ensure their understanding of the district programs.



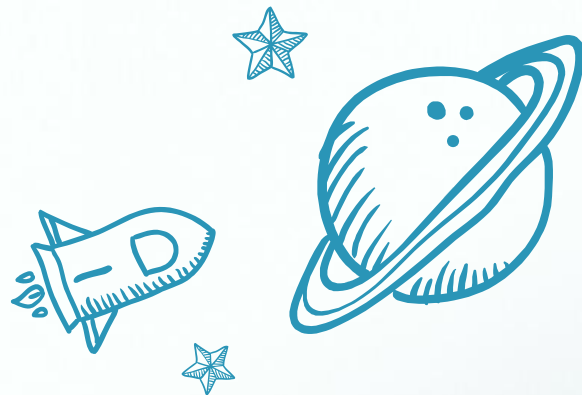
How can the special education staff form a more positive collaboration with parents and families to gain stronger parent support and trust?

Feedback

- + There is a high level of parent and family engagement in Georgetown
- + Vast improvements in recent years
- + Communication is stronger within special education than from general educators
- + Teacher use of the portal is inconsistent
- + Parent mistrust in school district

Recommendations

- + The district needs to effectively engage families as partners in the special education process
- + The district should continue to look at school climate
- + The district should provide training to help parents access the portal



Are the academic, social emotional and behavioral supports offered at Georgetown Public Schools appropriate in meeting all of the unique needs of its' student population?



Feedback

- + Use of Wilson Reading is not showing expected progress, and students are missing time in the classroom to receive it
- + Students with disabilities are not performing well in writing
- + Addition of PBIS & Second Step is positive
- + The removal of morning meeting in the upper elementary grades has been a significant loss
- + Therapist and guidance staff are strong, but there are not enough of them
- + Excellent professional development in the area of SEL

Recommendations

- + A district - wide SEL Task Force should be created, to include parents, students, administrators and staff
- + System - wide frameworks should be developed to include universal design for learning, tiered systems of support, and collaborative problem solving

ISSUES FOR FURTHER INVESTIGATION

- + Stronger acceptance of students with disabilities from all stakeholders, including parents
- + Greater availability of foreign language options for students with disabilities
- + More college prep options for students with disabilities





THANKS!

Any questions?

Jack Tiano

Director of Student Services

Georgetown Public Schools

