

SPECIAL PROGRAMS 2010-2011

Demographics

	2010-2011	2009-2010	2008-2009
STUDENTS RECEIVING SERVICES THROUGH THE Special Education Program	2,494	2,601	2,676
STUDENTS RECEIVING SERVICES THROUGH THE BILINGUAL (K-6)	2,384	2,360	2,550
ESL Programs (7-12)	577	669	677

Numbers from 2010 Fall PEIMS Collection

Special Program Focus

PRIORITY FOCUS:
Ensure learning experiences that are engaging, challenging, and meaningful.

KEY COMPONENT:
Defined District systems that support at-risk students in high needs populations.

Bilingual Program:

Target Goal: Establish a systemic, research-based Bilingual Program

Specific Strategies :

Redesign of Bilingual/ESL program to exit/maintenance model.

Development of operating guidelines which have been posted on Sharepoint for easy access by staff

Addition of 2 Elementary Specialists to provide support for elementary campuses

Redesign of bilingual program will include consistent purchase/utilization of resources.

Department representative required to be present at campus LPACs/ARDs.

Horizontal Planning meetings, according to grade level, to address campus needs.

ESL Program:

Target Goal: Establish a systemic, research-based ESL Program

Specific Strategies :

District ESL LPAC representative required at all LAPCs/ARDs. Current codes verified.

Purchase of Journeys reading program

Limited funding of materials if request did not meet department guidelines

ESL Specialists moved to Administration Building to be more available for campus and district support/services.

Addition of ESL Coordinator to assist Secondary Campuses

In accordance with district directive, redesigned ESL program to be implemented on all secondary campuses.

Operating Guidelines posted on SharePoint/updated & revised as needed

Special Education

Target Goal: Special education program reorganization and focus on moving more students to Least Restrictive Environment (LRE)

Specific Strategies :

Review of statewide testing selections (TAKS, TAKS-A, TAKS-M, and TAKS-AIT) by special education in collaboration with campuses.

Provide training to campus special education staff on essential components of the Individual Education Plan development and implementation.

Completion of Operating Guidelines, timeline to provide training for campus stakeholders.

Development of staffing rubric to ensure staff assignment will facilitate the implementation of student IEPs.

Specific support given to secondary schools in the development of special education staff assignments to ensure services are provided as per the IEP.

Participate in Horizontal Planning meetings, according to grade level, as requested by the campus.

Specific Strategies :
Compliance Issues identified and being monitored:
Monitoring Residential Facilities CAP for compliance with TEA monitoring division.
State Performance Plan Indicator 12 CAP (evaluating students referred through Early Childhood Intervention Programs before their 3 rd birthday) monitoring to ensure compliance with said corrective actions.
State Performance Plan Indicator 11 (percentage of students, ages 3-21, who were evaluated and Admission, Review and Dismissal Committee meetings held within the 90 day timeline), monthly monitoring of timeline compliance with regard to initial referral completion.
