



Division for Exceptional Students

1870 Twin Towers East
Atlanta, Georgia 30334
404-656-3963
Fax: 404-651-6457

December 15, 2005

FOCUSED MONITORING REPORT
Reducing the Achievement Gap in Mathematics
Between Students With and Without Disabilities

Baldwin County School System

C. Eugene Trammel
Superintendent of Schools

Traci Kitchens
Director of Special Education

Introduction and Statutory Authority

The Individuals with Disabilities Education Act (IDEA) guarantees a free and appropriate public education to students with disabilities. The IDEA provides federal funds to assist states in carrying out this responsibility and to comply with the associated regulations. 34 CFR Section 300.600 of the IDEA requires that states ensure that local systems comply with federal regulations and meet the state's educational standards as they provide educational programs for students with disabilities. The Division for Exceptional Students (DES) of the Georgia Department of Education (DOE) provides this general supervision and monitoring of local systems through a variety of activities identified as Georgia's Continuous Improvement Monitoring Process (GCIMP).

GCIMP is composed of multiple means for monitoring the local systems' provision of a compliant and quality education for students with disabilities. These include, but are not limited to, evaluation of timelines for entry into special education, student record review, dispute resolution, system improvement plans, data profiles, and Focused Monitoring. A manual was distributed to all system special education directors in the spring of 2004 detailing the components of GCIMP.

The State Advisory Panel for Special Education serves as the stakeholder committee for the DOE and advises the state on the development and implementation of the GCIMP including Focused Monitoring. For Focused Monitoring, the stakeholders reviewed the state data on each of the ten performance goals and determined that the state priority goal for the FY06 (2005-2006) school year would be closing the achievement gap between students with and without disabilities. Once the priority was identified, the CRCT results for all systems were reviewed, compared to systems with similar size special education populations, and ranked within the similar size groups. Those systems with the largest average gap in achievement between students with and without disabilities in grades 3 through 8 in either reading or mathematics were selected for Focused Monitoring. A total of 20 systems were identified for Focused Monitoring in FY06. For more details on the selection of systems, refer to the section of the GCIMP manual on Focused Monitoring.

Focused Monitoring

Baldwin County School System was selected for Focused Monitoring in the area of mathematics because the data placed the system in the lowest quartile when compared to other systems in the size group B (1000-3000 students). The purpose of the Focused Monitoring site visit to Baldwin County School System was to identify reasons why the gap in mathematics achievement remains large and to begin to assist the system to identify strategies that decrease the achievement gap, thereby improving outcomes for students with disabilities.

The Monitoring Team

The DOE authorized the following team of monitors and consultants to conduct on-site monitoring in the Baldwin County School System from Nov. 8 -10, 2005:

Ginny O’Connell, Team Leader, Division for Exceptional Students, DOE
Perry Andrews, District Liaison, Division for Exceptional Students, DOE
Joyce Garrison, Special Education Administrator, Murray School System
Candace Knobloch, Parent of a student with a disability
Henrietta Bellows, Parent of a student with a disability

Data Related to Focused Monitoring

The most recent CRCT data (Spring 2005) was used to identify the gap in mathematics achievement. The data used was as follows:

Spring 2005	Students without disabilities meeting and exceeding	Students with disabilities meeting and exceeding	GAP between students with and without disabilities
Gr. 3-8	86.4%	45.8%	40.6%

A review of the data shows that when Baldwin County School System is compared with the 33 other systems in the same size group, it is in the bottom quartile for the gap in mathematics achievement. A review of previous years’ data also shows that the gap in mathematics was large and has not shown significant decrease over time. As part of the Focused Monitoring activities, the GCIMP Plan submitted by the system for FY 2006 was reviewed. The Baldwin County School System does have a goal that targets the achievement gap. The system will be asked to revise this plan with targets, using the findings contained in this report in its efforts to move forward in reducing the achievement gap. Using the CRCT results from the 2006-07 school year, the system’s progress in meeting the target set for reducing the gap will be reviewed. Systems that fail to meet those targets within two years and fail to meet compliance criteria within one year may be subject to sanctions from the DOE.

Additional Data

Prior to the on-site visit all available and related data were reviewed and considered.

Data reviewed included:

- Focused Monitoring Survey from 120 professionals
- Focused Monitoring Survey from 54 parents of students with disabilities
- Individual school and student test data and enrollment data
- Georgia’s Continuous Improvement Monitoring Process Plan for special education
- Teacher schedules and student rosters
- Special education budget
- System Profile

On-site Process and Activities

The on-site activities of Focused Monitoring occurred November 8-10, 2005. During that time the following activities took place:

- Conducted a parent meeting with 11 attendees
- Conducted a parent drop-in session with 2 attendees
- Conducted a local stakeholders meeting with 35 attendees
- Visited 6 schools
- Interviewed 7 general education teachers
- Interviewed 7 special education teachers
- Interviewed 10 parents
- Interviewed 7 principals or assistant principals
- Interviewed 6 central office personnel including 1 psychologist, 2 curriculum directors, the director of special education, 1 special education coordinator, 1 family service coordinator
- Reviewed 22 student special education records
- Reviewed 33 student SST records
- Reviewed Professional Learning Plan
- Reviewed System Improvement Plan
- Reviewed student discipline records from 1 school
- Reviewed information provided by the Baldwin County School System

Summary of On-Site Findings

The monitoring team found systemic noncompliance in 3 areas, as follows:

- 1. Students with disabilities are not located through an ongoing process that includes a pre-referral process (SST).**
 - The system does not have written policies and procedures for SST.
 - Student records do not contain required documentation from the SST of strategies and modifications attempted before referral to special education.
- 2. Students with disabilities are not provided a Free Appropriate Public Education.**
 - Students with disabilities do not have access to grade level general education curriculum.
 - Students with disabilities do not receive appropriate individualized supports and accommodations or assistive technology to assist them in accessing the general education curriculum.
 - The need for ESY services is not considered on an individual basis and is determined or limited based solely on the category or severity of disability, type, amount, or duration of services.
- 3. Students with disabilities are not educated in the Least Restrictive Environment.**
 - The full continuum of options is not considered by IEP teams, including instruction in regular classes for students, regardless of the disability.
 - Placement decisions are not based upon the presumption that special education services will be provided in the general education.
 - The whole range of supplemental aids and services that would permit satisfactory education in the regular classroom is not considered.

ON-SITE FINDING NO. 1

Students with disabilities are not located through an ongoing process that includes a pre-referral process (SST).

- The system does not have written policies and procedures for SST.
- Student records do not contain required documentation from the SST of strategies and modifications attempted before referral to special education.

Description of Findings of Noncompliance:

The SST process in Baldwin County does not provide the support or interventions designed to assist students to make progress in the general education setting. Strategies and interventions are limited, progress is not monitored, many students remain in SST for years, and teachers are often unaware of students' SST status. The SST process is viewed as a pre-referral to special education and it lacks leadership and supervision within the system and within individual schools.

Applicable Regulations:

34 CFR 300.125

Supporting Evidence:

- Schools do not maintain SST logs.
- Reviews of 28 student SST records indicated strategies that were not individualized or specific to the problem area or no strategies at all.
- Reviews of 28 student SST records indicated that students are frequently referred in kindergarten or first grade and remain in SST, without success, until late elementary or middle school. A middle school administrator stated that the average amount of time in SST is three to four years.
- Individual student SST records were incomplete and many did not document meetings on a regular basis, often only once per year, if at all. No evidence of data collection regarding the effectiveness of strategies was found.
- Interviews with teachers indicated little or no understanding of the SST process and no training for classroom teachers.
- A general education teacher reported that teachers often do not know which students are in SST until months pass in the school year. She stated that many students fall through the cracks when in SST because the paperwork and records do not get to the students' teachers.
- Professional surveys indicated that teachers and administrators view the SST process as a pre-referral to special education.
- Interviews with teachers and central office personnel indicated that general education teachers are resistant to implementing strategies and interventions as suggested by the SST team.
- A preliminary report from an audit of the Student Support Team process cited lack of sound strategies or progress monitoring and the need for further

training on goal and strategy development and data collection among other comments.

Comments and Discussion:

Administrators in Baldwin County recognize the need for improvement of the SST process. Outside evaluators completed a study of Baldwin County's SST process and will provide a report of findings in early December. Policies, procedures and practices for SST must be established system wide and training is necessary for all teachers and administrators. An SST manual should be available at all schools as a resource for staff. SST logs should be kept at each school and regularly reviewed to guarantee that appropriate strategies are being selected, implemented and monitored for individual students. Supervision at both system and school levels is required.

Required Evidence of Change:

Documentation of policies, practices and procedures established and readily available to all teachers. Documentation that the SST process is supervised and monitored at the building and system levels. A review of student SST records that indicate research based strategies and interventions have been implemented and progress monitored for sufficient amounts of time prior to referral to special education.

ON-SITE FINDING NO. 2

Students with disabilities are not provided a Free Appropriate Public Education (FAPE).

- Students with disabilities do not have access to grade level general education curriculum.
- Students with disabilities do not receive appropriate individualized supports and accommodations or assistive technology to assist them in accessing the general education curriculum.
- The need for ESY services is not considered on an individual basis and is determined or limited based solely on the category or severity of disability, type, amount, or duration of services.

Description of Findings of Noncompliance:

All students receiving mathematics instruction in special education settings are not receiving instruction in grade level mathematics curriculum. Some special education teachers report using the Saxon math program “as a resource” and complain that it does not address the needs of their students. The students in co-taught classes are being exposed to the grade level curriculum but in both settings teachers are concerned about the students’ ability to perform at grade level and tend to teach to the student’s performance level. Students with disabilities will continue to lag behind their grade level peers without access to grade level curriculum.

Accommodations for instruction and testing have not been provided to students based on individual needs. Evidence indicated that accommodations are identical for many students with disabilities and did not reflect individual needs. Assistive technology is not being used to assist students with disabilities in accessing the general education curriculum. Many students with disabilities remain in special education classrooms due to deficits in computation when assistive technology could be provided to enable them to participate in grade level academic instruction.

Extended School Year is not considered for students in all disability categories. The ESY services provided are not designed to meet individual needs.

Applicable Regulations:

34 CFR 300.300
34 CFR 300.309
34 CFR 300.346
34 CFR 300.347

Supporting Evidence:

- Student record reviews indicated the same instructional and testing accommodations for most students.
- Professional surveys and interviews indicated that expectations for students with disabilities are low. When asked about the causes of poor math achievement, several Baldwin County professionals discussed the “large number of mentally ill people in Milledgeville” and reported that many students in the system are products of generations of mental illness.
- One special education teacher stated that expectations are much lower for special education students and added that grades are frequently adjusted. She said, “Some students with disabilities can never earn a 100. If a student gets a 60, it’s a B.” Another teacher stated in the survey, “If a student’s disability is the inability to process information, it will be extremely difficult for that student to acquire and learn any academic skills.”
- Record reviews revealed IEPs with short term objectives well below grade level for many students.
- Parents of students with disabilities who did not meet CRCT standards stated that lack of transportation prevents their children from attending after school or summer remediation programs.
- High school math teachers responded in surveys and interviews that students entering high school do not have the requisite skills for success in high school math.
- Interviews with special education teachers revealed that most do not fully understand the factors to consider or the purpose of ESY. One teacher described ESY as a “program during the summer for four weeks from 9:00 until noon” for students with severe disabilities.
- Parents stated that ESY was not explained at IEP meetings and that most were told that ESY is not required. Most parents also thought that ESY was the same as summer school.
- Interviews with a high school math teacher and central office personnel indicated that vertical alignment of mathematics skills to assure that students are prepared for high school mathematics classes is not occurring.

Comments and Discussion:

More training, support and supervision are needed for all teachers in differentiating instruction and providing accommodations so that all students have access to the general curriculum. Training in these areas has been available through the *Student Achievement in the Least Restrictive Project* but not all schools and teachers are participating in the project.

Currently, most students with disabilities have the same accommodations which are not selected on an individual basis and this practice reinforces the low expectations and performance for these students. Professional development for special education teachers is needed in this area.

Special education teachers at all school levels need content training for teaching mathematics. Many teachers have not taken advantage of the professional development opportunities available in the past and this is a critical component in improving student achievement in mathematics. All students with disabilities must have access to grade level general education mathematics by teachers qualified to teach mathematics.

Training in the consideration and use of assistive technology is necessary to ensure that students are provided with the necessary supports to gain access to and make progress in the general education curriculum. Baldwin County is encouraged to consult with the Georgia Project for Assistive Technology to establish policies, procedures and practices for the use of assistive technology. Technical assistance should also be provided to all teachers in the provision of assistive technology.

Assessment data is not always analyzed to determine specific mathematics deficits so that remediation can be prescribed according to individual needs. The current remediation activities do not target individual deficits and few students with disabilities attend the extended day activities due to transportation issues. Once individual deficits have been identified, remediation should be provided in those specific areas to all students with disabilities who do not meet expectations on the CRCT or in classroom performance.

Extended school year must be considered and provided for all students who demonstrate the need based on criteria as stated in the Georgia Rules for Special Education.

Baldwin County needs to facilitate planning for mathematics instruction at all school levels with input from elementary, middle and high school personnel. Input from the high school mathematics department is vital to this discussion to assure that students are prepared for the high school mathematics program.

Required Evidence of Change:

Evidence that students with disabilities are receiving mathematics instruction in the grade level general education curriculum. Documentation that students are receiving individualized appropriate accommodations and supports for instruction and testing. Evidence of policies, procedures and practices in the evaluation and provision of assistive technology. Evidence that students with deficits in mathematics are receiving targeted remediation. Verification that ESY is considered and provided for students who demonstrate the need.

ON-SITE FINDING NO. 3

Students with disabilities are not educated in the Least Restrictive Environment (LRE).

- The full continuum of options is not considered by IEP teams, including instruction in regular classes for students, regardless of the disability.
- Placement decisions are not based upon the presumption that special education services will be provided in the general education.
- The whole range of supplemental aids and services that would permit satisfactory education in the regular classroom is not considered.

Description of Findings of Noncompliance:

Baldwin County is in the second year of participation in the *Student Achievement in the Least Restrictive Environment Project* and has many co-taught classes in many subject areas. However, consideration of participation in the co-taught math classes is limited to students by eligibility category rather than by individual needs and abilities. In addition, the general education classroom with the range of supplemental aids and services is not considered for students with disabilities.

Applicable Regulations:

34 CFR 300.346, 347

34 CFR 300.550, 552

Supporting Evidence:

- The rationale for placement in student records did not demonstrate that all placement options are considered nor did they provide sufficient reasons for students' removal from general education environment.
- Interviews with middle school teachers indicated that math instruction for students with disabilities is limited to co-taught or special education settings and that the general education classroom with supplemental aids and services is not considered.
- Parents reported that they prefer their students in the special education setting so that they receive the necessary accommodations and differentiation to learn mathematics.
- One special education teacher stated that placement decisions are made based on scheduling at schools.
- Many teachers reported in the surveys that classes are too large and they find it impossible to provide the assistance that all students need.

Comments and Discussion:

Baldwin County has increased the number of co-taught classes but participation in those classes is not considered for all students. Additionally, the general education setting, with or without supports is not considered for students with disabilities in math. School personnel should consider the placement options for students subject by subject and not merely by current placements or disabilities. Training for general education teachers in providing accommodations, differentiating instruction, and disability categories is necessary for students with disabilities to make progress in those settings.

Placement options considered at IEP meetings must begin with the general education setting for all students, regardless of the disability or current placement.

Required Evidence of Change:

Evidence that all placement options are considered for all students with disabilities. Documentation of rationale for students not receiving instruction in the general education setting.

ADDITIONAL PROFESSIONAL CONCERNS

The DOE strongly urges the district to examine the following concerns and take steps to resolve issues as appropriate:

- Many parents of students with disabilities in Baldwin County are uninvolved in the educational process. Only 54 parents returned the DOE parent survey and only 13 parents attended the parent meetings conducted by the DOE. School officials also stated that attendance at school functions is poor. School personnel are urged to examine this problem and provide opportunities where parents are encouraged and able to receive the information they seek. Consideration of parents' other responsibilities and hardships is encouraged when planning and providing these opportunities.
- All professionals in Baldwin County would benefit from training in positive behavior intervention strategies. The system currently relies on the STAR program for consequences but lacks policies, procedures and practices to explicitly teach pro-social behavior on a preventative basis. Behavior intervention plans must be examined at manifestation determination meetings to determine if adequate strategies and supports to address the behavior have been in place. Functional behavior assessments must be completed in order to determine the function of the behavior and to develop appropriate strategies to teach replacement behavior. Psychological evaluations should be reviewed by qualified personnel before assigning students with disabilities to a program that could be detrimental to some students. Psychologists are usually invited to these meetings but they attend less than 10 percent of the meetings.

Required Actions

With the assistance of their local stakeholders the Baldwin County School System must develop a Compliance Action Plan (CAP) to address the improvement of mathematics achievement, including the cited compliance items for students with disabilities. The CAP then becomes a part of the system's Georgia's Continuous Improvement Monitoring Process (GCIMP) Plan.

The system must convene stakeholders, develop the CAP *and* revise the GCIMP and submit *both* to the DOE team leader within **45 calendar days** of receiving this report. The plan must be approved by the superintendent and include the list of stakeholders who assisted in the development and local approval of the CAP and GCIMP.

The CAP, which must be approved by DOE, must include a long range plan for increasing the achievement of mathematics for students with disabilities. It must also contain very specific actions and reporting activities for up to one calendar year to bring the noncompliant items into compliance.

When developing activities and tasks for the CAP, systems are asked to review the following elements, determine needs and include activities from these categories to improve achievement for students with disabilities:

- Infrastructure (culture, leadership, resources, certification, personnel)
- Policies, procedures and practices
- Professional learning
- Technical assistance/support (assistance implementing professional learning activities)
- Supervision (to assure that policies, procedures and practices are being implemented)

The system is encouraged to work collaboratively with Ginny O'Connell, Compliance Team Leader, and Perry Andrews, District Liaison, in the development and on-going implementation of this plan.

The DOE has completed the compliance item sections in the chart below. The system must complete the chart with the plan for bringing the items into compliance. A sample of a completed Compliance Action Plan is at the end of this report.

Focused Monitoring Funds

Funds have been allocated for systems in Focused Monitoring in FY06. These funds are allotted by system size. The Baldwin County School System will have up to \$40,000.00 available to use toward implementing this Improvement Plan and compliance actions. If the school system chooses to access these funds, they must submit a revised budget with their Improvement Plan 45 days from receipt of this report. Budget forms are available on the DOE web page. A narrative describing the plan to use the funds must accompany the budget pages. The use of the additional funds must be clearly identified in the chart in the resources column of the Compliance Action Plan. Systems may, of course, reallocate other funds to supplement these improvement actions.

DOE Approval of Plan and Budget

The District Liaison and other DOE staff will review the CAP and GCIMP Plan. The Baldwin County School System may be contacted for further clarification or revisions. Once the DOE has accepted the CAP and GCIMP Plan, the Baldwin County School System will receive written notification of the approval. Approval should be received by the system within 30 days of submission to the DOE.

Once approval is received, the Baldwin County School System must submit the interim progress documentation as scheduled in the plan. District Liaison, Perry Andrews, and team leader, Ginny O'Connell, will have regular contact with the special education director to ensure improvement and compliance activities are on-going. At any time that assistance is needed or the plan needs to be amended, the system should contact DOE.

No later than one year after approval of the CAP, the Compliance Team Leader and the District Liaison will verify that all noncompliance items have come into compliance and that the system is fully implementing the Improvement Plan. System achievement gap data will be reviewed after spring testing in the 2006-07 school year to verify that the targets were met. Systems that fail to meet compliance criteria within one year or that fail to meet the targets in their GCIMP goals may be subject to sanctions from the DOE.

Future Focused Monitoring

Any system that was selected for Focused Monitoring in a fiscal year will be removed from the possibility of a Focused Monitoring for the next fiscal year for the same priority goal.

Steps to Completing Required Actions

1. Baldwin County School System must convene stakeholders and:
 - a. Complete the attached Compliance Action Plan to specifically address the findings in this report. The plan must include a long range plan for increasing the achievement of mathematics for students with disabilities. It must also contain very specific actions and reporting activities for up to one calendar year to bring the noncompliant items into compliance.
 - b. Review and revise the system's Georgia's Continuous Improvement Monitoring Process Plan to address the improvement of mathematics achievement.
2. Develop a revised budget for use of allocated funds as part of the CAP using budget forms (available on the DOE website). GCIMP Plan, with targets, must be approved and signed by the superintendent and stakeholders who assisted in its development.
3. The system must submit the Compliance Action Plan, revised GCIMP Plan and revised budget to the DOE team leader within **45 calendar days** of receiving this report. The CAP must be submitted electronically as well as via US mail. All other documentation must be mailed.

**COMPLIANCE ACTION PLAN FOR STUDENTS WITH DISABILITIES
IN BALDWIN COUNTY SCHOOL SYSTEM**

Date:

Area of noncompliance #1: Students with disabilities are not located through an ongoing process that includes a pre-referral process (SST).

- The system does not have written policies and procedures for SST.
- Student records do not contain required documentation from the SST of strategies and modifications attempted before referral to special education.

TASKS/ACTIVITIES	PERSON RESPONSIBLE	ACTIVITY TIMELINES	DOCUMENTATION	DUE DATES	RESOURCES	DOC. RECEIVED

**COMPLIANCE ACTION PLAN FOR STUDENTS WITH DISABILITIES
IN BALDWIN COUNTY SCHOOL SYSTEM**

Date:

Area of noncompliance #2: Students with disabilities are not provided a Free Appropriate Public Education (FAPE).

- Students with disabilities do not have access to grade level general education curriculum.
- Students with disabilities do not receive appropriate individualized supports and accommodations or assistive technology to assist them in accessing the general education curriculum.
- The need for ESY services is not considered on an individual basis and is determined or limited based solely on the category or severity of disability, type, amount, or duration of services.

TASKS/ACTIVITIES	PERSON RESPONSIBLE	ACTIVITY TIMELINES	DOCUMENTATION	DUE DATES	RESOURCES	DOC. RECEIVED

**COMPLIANCE ACTION PLAN FOR STUDENTS WITH DISABILITIES
IN BALDWIN COUNTY SCHOOL SYSTEM**

Date:

Area of noncompliance #3: Students with disabilities are not educated in the Least Restrictive Environment (LRE).

- The full continuum of options is not considered by IEP teams, including instruction in regular classes for students, regardless of the disability.
- Placement decisions are not based upon the presumption that special education services will be provided in the general education.
- The whole range of supplemental aids and services that would permit satisfactory education in the regular classroom is not considered.

TASKS/ACTIVITIES	PERSON RESPONSIBLE	ACTIVITY TIMELINES	DOCUMENTATION	DUE DATES	RESOURCES	DOC. RECEIVED

SAMPLE COMPLIANCE ACTION PLAN FOR MATH ACHIEVEMENT GAP

Noncompliance #1: The evidence demonstrates that [] School System does not provide a free appropriate public education to all students with disabilities.

- Students in special education settings do not have access to the general education mathematics curriculum.
- Assistive technology is not being provided to enable students to access the general education curriculum.

TASKS/ACTIVITIES	PERSON RESPONSIBLE	TIMELINES	DOCUMENTATION	Due Dates	RESOURCES	Doc. Received
1. Grade level general education mathematics textbooks and materials will be provided to all special education classrooms.	Special Education Director Superintendent Curriculum Director	Yearly beginning January 2006 with all new textbook adoptions and orders.	Confirmation of textbook distribution at each school.	8/15/2006	Funding through textbook purchasing/curriculum	
2. All special education teachers will receive training in teaching the GPS. All special education math teachers will receive instruction in math content and in teaching the general education curriculum.	System trainers in GPS. GLRS staff Math department chairperson	Workshop for all math teachers in summer 2006. Ongoing GPS training.	Agenda and sign in sheets from staff training session(s).	8/15/2006	Stipends for teachers for math workshops during summer break. (App. \$4,000)	
3. Policies and procedures for identification, evaluation, and assessment of assistive technology needs will be developed and a handbook will be distributed to all teachers through a newly formed AT committee.	Special Education Director and AT committee with input from GPAT	Committee formed immediately. Handbook completed by April, 2006.	Manual of policies and procedures for Assistive Technology.	5/1/2006	Printing & binding of handbook (App. \$500.00)	
4. Professional learning will be provided to all special education teachers in the use of assistive technology in the classroom and the system policies and procedures for identification and referral for AT services.	GPAT staff to train Special Education Director and AT committee for redelivery to all special education staff	GPAT training completed by March 1, 2006. Redelivery to staff completed by May 30, 2006.	Agenda and sign in sheets from staff training.	5/1/2006 6/30/2006	Substitute pay for AT committee (App. \$500.00)	
5. Ongoing coaching and support will be provided to teachers in providing math instruction and in assessing and using assistive technology in the classroom through discussion at special education meetings and in classroom visits.	Special Education Director Building level lead teachers	Beginning immediately and ongoing throughout each school year.	Special Education Director will monitor implementation of this process. Documentation of the development of this process and its implementation will be provided to DOE.	8/15/2006	No funds required.	