



Bexley City School District

To provide educational experiences that engage, equip and empower each student.

June 29, 2022

To: Dr. Jason Fine, Superintendent

From: Samantha McMasters, Director of Student Services

Re: Summary of 2022 Special Education Work Group

Purpose: Bexley City School District recognizes the importance of continuous improvement. The Special Education Department solicited feedback from staff and families to:

1. Identify strengths and needs based on family and staff input
2. Prioritize focus areas for immediate work plan development.
3. Continue to identify cross-sections of our work with other departments (i.e., HR, Equity, Teaching and Learning (professional development, etc.))

Process:

- Six work sessions were conducted, including one session for parents as part of the workgroup, one session for staff only, and one open session for all Bexley families receiving services through Special Education. A family survey was also distributed to all families receiving special education services.
- The work group consisted of 16 staff members (general education, special education, and paraprofessionals). The survey resulted in 22 responses. The open session was attended by 4 parents.
- A summary of all feedback was reviewed and shared with the workgroup. Strengths were listed and then items were categorized into the following:
 - Communication*
 - Service Models/Staffing*
 - Professional Development*
 - Parent Support/Training*
 - Equity and Inclusion*
- Once all feedback was reviewed, work groups further categorized information into items that could be quickly addressed with little time or funding. Then teams identified potential items for further work. A final session determined the four key areas of focus to support special education in Bexley Schools.



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Outcomes:

The following items were agreed upon by the workgroup as focus areas for the 22-23 school year. There is an understanding that the work is a process and the director and special education staff will work together to create work plans, predict outcomes, and measure progress and success.

Additional information about topics and ideas for implementation have been shared with the special education coordinator and the new Director of Student Services.

Priority Focus Area	Notes
<p><i>Establish a peer mentoring program for students with disabilities.</i></p>	<p>Peer Collaboration materials have been ordered and the team will need to collaborate with school counselors and intervention specialists to support the work. The parent mentor will assist with implementation.</p>
<p><i>Establish a system for ongoing training in the following categories:</i> Administrators Intervention Specialists and Related Services Staff General Education Teachers</p>	<p>Topics for each are listed on a separate document for the Director of Student Services to work with staff in developing and implementing content.</p> <p>All training needs to be developed through the lens of humanity, dignity, and equity in addressing the needs for children with disabilities.</p>
<p><i>Update the Website to include additional resources</i></p>	<p>Preschool is now listed as a “school” Include access to SPED Newsletter</p>
<p><i>Begin the work to level the playing field to make extracurricular activities more accessible.</i></p>	<p>Ideas are included in supporting documentation for the Director of Student Services to begin planning.</p>



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Other DISTRICT Priorities which continue to be addressed in addition to the targeted work listed above:

Topic	Notes
RTI/MTSS	<ul style="list-style-type: none"> ● District RtI Handbook developed and implemented this year. ● Maybe include in Parent training series to help them know what to expect and what questions to ask.
Dyslexia Bill	<ul style="list-style-type: none"> ● Work is in progress ● New guidance from the state was released today
Preschool supports and services	<ul style="list-style-type: none"> ● Continue evaluating needs and service models ● Work with local preschools for quarterly RtI meetings ● Collaboration with Childhood League, FCDD, ESCCO
Increased Mental Health Support	<ul style="list-style-type: none"> ● Additional 3 days a week of mental health direct support and professional development ● Addition of focused intervention support at BHS to service and support our students in district ● PREPaRE Crisis Response and Intervention training for counselors, NCH clinicians, BCBA, Nurses
CPI Trainers	<ul style="list-style-type: none"> ● 2 Fully Certified Trainers



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NEXT STEPS:

1. The Director, Cathy Rodeheffer, Rachael Holland, and Department Chairs will develop action plans for implementation.
2. Verify work on the “Quick Wins” list
3. Information about the priority areas will be included in the Special Ed. Department Newsletters.
4. Evaluation of progress will be reported in the newsletters and updated to SEPTO monthly.
5. Create an understanding that if something isn’t on the “priority list” it does not mean it will not be addressed or it may overlap with some of the other work.
6. Establish a cycle for review and update of the priority areas. The new Director may want to outline a 1,3,5 year plan.
7. Make sure Special Education has a voice in the development of the District Strategic Plan over the next year.