

Rec. #	Themes	Recommendation From:	Recommendation	Accept/Reject	Action Step	Responsibility/Participants	Timeline			
							Ongoing	2012 - 2013	2013 - 2014	2014 - 2015
00-001	Parent Relations	Dr. Kamens	Review standard communications and form letters for consistency and positive language	Accept	Review feedback from state monitors. Evaluate effectiveness of district forms and letters that are used during the implementation of IEP Direct.	Special Education Administration		X		
00-002	Parent Relations	Dr. Kamens	Increase vehicles for communication and dissemination of information with parents – newsletter, direct e-mail list, web page, parent groups, meetings	Accept	Create Special Education Parent Teacher Student Association (SEPTSA). Organize the Special Education Parent Advisory Committee. Write and disseminate district Special Education newsletters.	District Supervisor of Special Education		X		
00-003	Parent Relations	Dr. Kamens	Create PLC to examine parent relations , create a clear vision with consistent expectations across the district	Accept	Request the Parent Advisory Committee to study parent relations and parent expectations.	District Supervisor of Special Education		X		
00-004	Parent Relations	Dr. Kamens	Distribute IEPs to parents before the scheduled meeting	Accept	Examine the IEP process. Study methods of reviewing the draft IEP prior to the parent-staff IEP meeting, with input from members of the IEP team.	Case Manager	X			
00-005	Parent Relations	Dr. Kamens	Hire a parent liaison	Reject	Acknowledge that this recommendation does not comply with NJAC or best practices as parent concerns should be reported to Special Education administrators, child study team members, or building administrators.	None				
00-006	Parent Relations	Dr. Kamens	Provide professional development about effective interactions and collaboration with parents for all administration and staff connected with special education, including general education administrators and/or teachers	Accept	Review with CST members the implementation of the professional development training about effective collaboration with parents. Offer follow-up training for all district administrators.	Special Education Administration		X		
00-007	Parent Relations	Dr. Kamens	Provide conflict resolution training, particularly for Child Study Teams	Accept	Study the effectiveness of conflict resolution training.	Special Education Administration		X		

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00-008	Parent Relations	Dr. Kamens	Start a PTA and/or support group for parents of students in special education	Accept	Analyze the success of SEPTSA.	WWPSEPTSA Leadership and Special Education Administration	X				
00-009	Parent Relations	Dr. Kamens	Have at least three parent meetings a year to share information, concerns, ideas, problem-solving, or parent training	Accept	Host parent advisory and SEPTSA meetings throughout the school year on a quarterly or monthly basis.	Special Education Administration	X				
00-010	Parent Relations	Dr. Kamens	Schedule an orientation for new and transfer families to provide information	Accept	Review and implement, within 30 calendar days, students with existing IEPS who transfer into the district. Host orientation programs for new students in the summer.	Case Managers, New Parent Link staff members, Building Administration and/or Guidance Counselors		X			
00-011	The Referral/Placement Process	Dr. Kamens	Review and revise Intervention and Referral Process (currently implemented) with accurate data collection	Accept	Initiate a review of the I&RS process during the 2012-2013 school year, and submit recommendations to central office administration.	Director of Guidance				X	
00-012	The Referral/Placement Process	Dr. Kamens	Provide professional development for team members, related to effective, research-based interventions, effective teams, etc.	Accept	Train I&RS staff members in research-based strategies.	Director of Guidance and Building Administrators				X	
00-013	The Referral/Placement Process	Dr. Kamens	Provide professional development about the process, purpose, interventions, and how to participate for general education teachers	Accept	Train I&RS staff members in research-based strategies.	Director of Guidance and Building Administrators				X	
00-014	The Referral/Placement Process	Dr. Kamens	Create a professional learning community/task force to review the 504 process and criteria for the district	Accept	Continue to train staff members on the updated 504 process.	District Director of Guidance and Building 504 Chairperson	X				
00-015	The Referral/Placement Process	Dr. Kamens	Explore and implement an Response to Intervention (RTI) model for identification of students with specific learning disabilities	Accept	Explore the Response to Intervention (RTI) model for possible implementation in the district.	Director of Guidance and Building Administrators					X

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00-016	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Expand programs for students with behavioral disabilities before grade 9	Accept	Review the success of the Community Middle School behavior disabilities class.	Special Education Administration		X		
00-017	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Explore placement options to separate students with autism and provide specific programming for these students	Accept	Assess placement options and programming for students with autism.	District		X		
00-018	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Provide program options for at-risk or struggling students	Accept	Explore and expand, if necessary, options for at-risk and/or struggling students.	District	X			
00-019	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Examine structures for scheduling at the middle school to avoid on-team/off-team schedules for students with disabilities	Reject	Evaluate student programming needs to minimize on-team/off-team schedules for students. Review the need for IEP determinations to be given primary consideration.	None				
00-020	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Explore ways to provide student support in various languages (secondary level) through professional development for foreign language teachers	Accept	Explore professional development opportunities for all World Language teachers working with special needs students.	World Language Supervisor SPDC Assistant Superintendent of C&I Special Education Administration	X			
00-021	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Explore clear consistent criteria for placement in resource vs. LLD	Accept	Initiate a conversation with Special Education staff members, Parent Advisory members, and SEPTSA regarding the establishment of placement criteria in resource and LLD classrooms.	Special Education Administration		X	X	
00-022	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Examine impact of revised math curriculum on students in special education, particularly at the high school level	Accept	Discuss compliance of IEPs and graduation requirements with Guidance counselors and district supervisors.	District Math Supervisor, Child Study Team Members and Guidance Counselors	X			

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00-023	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Implement a comprehensive, consistent social skills program that is supported by research	Accept	Explore a consistent approach to implementing social skills programs.	IEP Team Members and District Special Education Administrators			X	
00-024	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Explore separate, focused programs for individuals with autism; do not mix with MD population	Accept	Explore the feasibility of separate, focused programs for students with autism.	Special Education Administration	X			
00-025	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Hire a behavior specialist who is BCBA certified and can implement ABA	Accept	Investigate the feasibility of creating a new job description to employ a full- time BCBA.	District Supervisor of Special Education and Deputy Superintendent		X		
00-026	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Explore resources related to autism in the Mercer County area	Accept	Study available resources for students with autism in Mercer County and Middlesex County.	District staff	X			
00-027	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Hire an assistive technology specialist to support use and implementation of technology for students	Reject	Review the use of assistive technology evaluations. Continue to maintain and track district equipment.	None				
00-028	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Explore opportunities for job sampling and work for students in LARKS	Accept	Evaluate job sampling for all LARKS students under the direction of a job coach/teacher.	Secondary Supervisor of Special Education		X		
00-029	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Collect data to determine the effectiveness of the inclusion facilitator program	Accept	Create an effective data collection method during the 2012-2013 school year for the Inclusion Consultant Model. Study collected data during the 2013-2014 school year with possible recommendations for the 2014 -2015 school year.	Secondary Supervisor of Special Education	X			

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00-030	Program Offerings/ Continuum of Services/ Curriculum	Dr. Kamens	Review possible solutions for professional development/certification in special education for language teachers	Accept	Provide professional development opportunities for World Language teachers focused on meeting the needs of all learners.	World Language Supervisor SPDC Assistant Superintendent of C&I Special Education Administration	X				
00-031	Staff Roles and Relationships	Dr. Kamens	Review case study management for efficiency	Accept	Form a committee of child study team members to address the concerns indicated in items #00-031, 00-032, and 00-033.	Child Study Team Members Special Education Administration	X				
00-032	Staff Roles and Relationships	Dr. Kamens	Collect data related to child study team activities to determine needs for effective team services	Accept	Form a committee of child study team members to address the concerns indicated in items #00-031, 00-032, and 00-033.	Child Study Team Members Special Education Administration	X				
00-033	Staff Roles and Relationships	Dr. Kamens	Provide relevant professional development for child study team members	Accept	Form a committee of child study team members to address the concerns indicated in items #00-031, 00-032, and 00-033.	Child Study Team Members Special Education Administration	X				
00-034	Staff Roles and Relationships	Dr. Kamens	Provide professional development for Instructional Assistants related to work with their students	Accept	Offer appropriate professional development opportunities during in-service dates.	Special Education Administration	X				
00-035	Staff Roles and Relationships	Dr. Kamens	Provide more time for Instructional Assistants to communicate with teachers	Accept	Provide opportunities, when appropriate, for time consultation between instructional assistants and classroom teachers.	Special Education Administration and Building Administration	X				
00-036	Staff Roles and Relationships	Dr. Kamens	Give more advanced notice of Instructional Assistant assignments when possible	Accept	Prepare instructional assistance schedules based on the needs of individual students	Special Education Administration and Building Administration	X				
00-037	Consistency and Articulation between Schools	Dr. Kamens	Create an articulation committee to develop consistent structures for programming, assessment, identification and referral, parent interactions, etc. across the district	Reject	No recommendation needed.	None					
00-038	Consistency and Articulation between Schools	Dr. Kamens	Create structures for ongoing communication between general education administrators and special education administrators	Accept	Study communications issues between general education administrators and Special Education administrators at monthly meetings.	Superintendent					

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00-039	Consistency and Articulation between Schools	Dr. Kamens	Create professional learning community related to inclusive practice. This group would establish a clear vision and consistent expectations of what is expected in inclusive classroom; this should be shared	Accept	Create and expand inclusive practices across the district to ensure consistency among staff. Provide professional development programs and training, as needed.	Special Education Administration				X
00-040	Consistency and Articulation between Schools	Dr. Kamens	Provide professional development related to inclusive practice, across the district	Accept	Create and expand inclusive practices across the district to ensure consistency among staff. Provide professional development programs and training, as needed.	Special Education Administration				X
00-041	Consistency and Articulation between Schools	Dr. Kamens	Create professional development opportunities and communicate clear expectations for ICS teachers	Accept	Provide training for co-partners in inclusive practices.	Special Education Administration				X
00-042	Consistency and Articulation between Schools	Dr. Kamens	Include relevant professional development for special education staff	Accept	Continue to offer in-service days, departmental meetings, and child study team meetings to serve as opportunities for professional growth.	Special Education Administration	X			
00-043	Consistency and Articulation between Schools	Dr. Kamens	Have regular, focused meetings for special education staff	Accept	Hold monthly meetings with special education teachers and staff.	Special Education Administration	X			
00-044	Domain: Curriculum (Grades PreK - 5)	Internal Team	The district should ensure the accessibility of curricular documents to all stakeholders.	Accept	Study the feasibility of posting curriculum documents on the district web site.	Curriculum Supervisors		X		
00-045	Domain: Curriculum (Grades PreK - 5)	Internal Team	The district should continue to update current curricular documents within all self-contained programs	Accept	Review the need to update and/or modify curriculum documents, including self-contained program curriculum.	Special Education Administration		X		
00-046	Domain: Curriculum (Grades PreK - 5)	Internal Team	The district needs to continue to refine a preschool through grade 5, Social Skills curriculum in order to address the needs of our students' social and emotional needs.	Accept	Investigate the need for a PK-5 social skills curriculum.	Implementation Team			X	
00-047	Domain: Curriculum (Grades PreK - 5)	Internal Team	the availability of technological tools in all buildings for students with special needs, specific to curriculum planning and instruction. An itemized listing of software, hardware, and other technological tools should be compiled for use across district	Accept	Create a database with all district assistive technology software, hardware, and devices.	District Assistive Technology Consultant	X			

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00-048	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	The district needs to develop a clearly defined modified curriculum in order to better address the individualized needs in RC and LLD classes at all levels and across content areas.	Accept	Establish consistent curriculum for RC and LLD classrooms, and include specific modifications based upon individualized needs as determined in the IEP.	Special Education Administration Special Education Teachers Curriculum Committee		X		
00-049	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	The district needs to expand the curriculum within the MD program at all levels.	Accept	Prepare curriculum for MD classes.	Special Education Administration Curriculum Committee		X		
00-050	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	Teachers should continue to develop lesson plans, inclusive of assessment tools, that connect to individual goals and objectives thus monitoring the progress of each student.	Accept	Train staff members on the new lesson planner software. Create lesson plans that indicate all modifications being implemented for students.	Assistant Superintendent of C&I Special Education Teachers	X			
00-051	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	Continued dialogue regarding the use of curriculum-based measurement tools in connection with progress monitoring of individualized goals and objectives should be conducted.	Accept	Continue discussions about the use of curriculum-based measurement tools for progress monitoring.	Special Education Teachers, Administrators and CST	X			
00-052	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	The district needs to continue to refine and write measurable goals and objectives within each content area. Goals should address areas of remediation for the individual student. These goals should be directly related to the student's disability within the curricular area.	Accept	Implement IEP Direct during the 2012-2013 school year.	Special Education Administration	X			

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00-053	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	An itemized listing of software, hardware, and other technological tools should be compiled for use across the district. Inconsistency exists regarding the availability of technological tools in all buildings for students with special needs, specific to curriculum planning and instruction.	Accept	Create a database with all district assistive technology software, hardware, and devices.	District Assistive Technology Consultant		X		
00-054	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	The district should explore and develop additional elective options at the high school level in order to better address functional and pragmatic needs of students in preparation for graduation and post high school transition.	Accept	Organize an ad hoc committee with building administrators, teachers, and counselors to review and recommend potential course offerings at the high school level.	Ad Hoc Committee				X
00-055	Domain: Curriculum (Grades 6 - Age 21)	Internal Team	The district needs to further develop and refine a grade 6 through age 21, Social Skills curriculum in order to address the needs of our students' social and emotional needs.	Accept	Develop a social skills curriculum for Grades 6-age 21 students.	IEP Team Members Special Education Administration			X	
00-056	Domain: Instruction	Internal Team	The district should develop a consistent format for lesson planning that accommodates the needs of special education teachers and therapists. The format should include student specific goals and objectives that guide instruction, accommodations and modification, and evidence of alignment with the CCCS.	Accept	Identify accommodations and modifications on teacher lesson plans.	All district staff.		X		
00-057	Domain: Instruction	Internal Team	The district should continue to support differentiation of instruction and provide appropriate professional development to enhance these practices.	Accept	Continue to support inclusive practices and differentiated instruction through professional development opportunities.	Special Education Administration				X

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00-058	Domain: Instruction	Internal Team	The district should continue to develop its co-teaching model of instruction and provide on-going coaching and support. Consistent opportunities for horizontal and vertical articulation should be provided to enhance teaching partnerships and professional dialogue.	Accept	Refine the co-teaching model of instruction. Provide ongoing coaching and support to teachers and staff.	Special Education Administration				X
00-059	Domain: Instruction	Internal Team	The district should continue to provide training in writing effective goals and objectives respective to instruction. These should include goals for remediation that address individual student needs.	Accept	Train Special Education teachers on the implementation of IEP Direct.	Special Education Administration	X			
00-060	Domain: Instruction	Internal Team	The district should continue its efforts in the development of common assessments. These assessments should include appropriate accommodations and modifications for students with special needs. Conversations in departments should include both general and special education teachers.	Accept	Continue in the development of common assessments that include appropriate accommodations and modifications for students with special needs.	Assistant Superintendent of C&I		X		
00-061	Domain: Instruction	Internal Team	Opportunities for post-secondary transition would benefit from expansion		Examine the feasibility of enhancing current course offerings for job skill training.	Ad Hoc Committee				X
00-062	Domain: Instruction	Internal Team	The district should work to further enhance the current course offerings for Job Skill Training (e.g. Dare to Dream program through the Office of Special Education).	Accept	Explore the possibility of enhancing course offerings for job skill training.	Ad Hoc Committee				X

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00-063	Domain: Assessment and Performance	Internal Team	Consistent training to maintain standardization is essential. As tests are revised or added, the district needs to provide the appropriate training necessary to become proficient at administration in order to protect standardization.	Accept	Review standardized testing protocols to ensure compliance with the testing methodology, as appropriate. Provide training, as needed.	District Administrators	X				
00-064	Domain: Assessment and Performance	Internal Team	Consistency in assessment procedures across the district is important. Maintain periodic review of assessment procedures through Child Study Team district meetings and monthly Special Services meetings.	Accept	Review district assessment procedures at district-wide child study team meetings.	Special Education Administration	X				
00-065	Domain: Assessment and Performance	Internal Team	Maintain monthly district learning consultant, psychologist and social worker professional development meetings to enhance skills in assessment tools and procedures.	Accept	Host monthly meetings with child study team members to enhance skills in assessment tools and procedures.	Special Education Administration	X				
00-066	Domain: Assessment and Performance	Internal Team	Encourage staff attendance at professional workshops to address assessment.	Accept	Review the creation and utilization of student assessment measures. Encourage staff members to attend workshops. Incorporate student assessment measures as a topic during departmental meetings.	District Supervisors Special Education Administration	X				
00-067	Domain: Assessment and Performance	Internal Team	It is intended that the district will soon implement Performance Matters to provide further analysis of tracking student achievement and district needs.	Accept	Input state assessment data and district benchmark assessments into Performance Matters.	District Staff	X				

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00-068	Domain: Assessment and Performance	Internal Team	In order to comply with Special Education code it is essential to provide consultation time to review test results and students' needs. This is especially important during the beginning of the school year and in preparation of annual reviews.	Accept	Provide access to student IEPs via Infinite Campus to appropriate staff members.	District Staff	X				
00-069	Domain: Assessment and Performance	Internal Team	Additional staffing to help with input of GRADE data in order to have timely response time for teachers to guide their instructional goals for students.	Accept	Assign staff to input GRADE data.	Special Education Administration		X			
00-070	Domain: Assessment and Performance	Internal Team	Increase in Child Study Team staffing in order to continue to meet state mandated assessment timelines and pupil contact time.	Accept	Evaluate, on a yearly basis, child study team ratios and caseloads.	Special Education Administration	X				
00-071	Domain: Assessment and Performance (Grade 6 - Age 21)	Internal Team	The district should continue its efforts to establish consistency and communicate expectations with regard to purpose, method and criteria for assessment.	Accept	Continue efforts to establish consistency and communicate expectations regarding student assessment.	District Administrators	X				
00-072	Domain: Assessment and Performance (Grade 6 - Age 21)	Internal Team	Samplings from teacher interviews indicate a need for additional release time in order to review and understand individual student learning profiles.	Accept	Institute professional development for district staff on the utilization and interpretation of student data for all students.	Special Education Administration Deputy Superintendent	X				
00-073	Domain: Assessment and Performance (Grade 6 - Age 21)	Internal Team	The district should provide professional development on the collection, interpretation, and use of data.	Accept	Institute professional development for district staff on the utilization and interpretation of student data for all students.	Special Education Administration Deputy Superintendent	X				

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00-074	Domain: Assessment and Performance (Grade 6 - Age 21)	Internal Team	The district should investigate the development of common assessments in curricular areas for students with special needs in RC and LLD settings, training and use of more frequent curriculum based measures and record-keeping of goal and objective progress at the middle and upper levels.	Accept	Continue to develop common assessments in all curricular areas.	District Administrators Special Education Teachers	X				
00-075	Domain: Assessment and Performance (Grade 6 - Age 21)	Internal Team	The district should investigate how the competencies are used as a form of assessment that has a purpose and involves the student as a self-directed learner.	Accept	Continue to develop purposeful student assessments.	District Administrators Special Education Teachers	X				
00-076	Domain: Assessment and Performance (Grade 6 - Age 21)	Internal Team	It is intended that the district will utilize Performance Matters to collect and analyze multiple forms of data across individuals, curricular areas, classes, and many other subdivisions as filtered to determine cross-sections of student performance strengths and weaknesses.	Accept	Input state assessment data and district benchmark assessments into Performance Matters.	District Staff	X				
00-077	Domain: Resources (Grades Preschool - Age 21)	Internal Team	While there is an abundance of grade level resources, the district should invest in additional print and on-line resources that provide text that is matched to individual student reading and ability levels.	Accept	Continue to review appropriate resources for the needs of individual students and programs.	Special Education Teachers and Administrators	X				

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00-078	Domain: Resources (Grades Preschool - Age 21)	Internal Team	An overwhelming number of teachers surveyed think that a suggested list of activities/resources for students with special needs in their content area would be helpful. Across the grade levels, needs were noted in the areas of reading/language arts, mathematics, and self-determination in the transition planning and programming process.	Accept	Continue conversation across grades, buildings, and programs for appropriate activities and resources for students with special needs.	Special Education Teachers and Administrators	X				
00-079	Domain: Resources (Grades Preschool - Age 21)	Internal Team	In addition, the district should look to expand upon resources that are matched to student abilities to ensure appropriate access thus supporting the individual assessment of student performance.	Accept	Explore the expansion of resources to support individual assessment of student performance.	Special Education Teachers and Administrators	X				
00-080	Domain: Resources (Grades Preschool - Age 21)	Internal Team	The response to professional development opportunities to effectively and consistently use supplied resources for the instruction of students with special needs seemed to be fragmented throughout the grade levels thereby suggesting that more consistency would be helpful. The district should allow for special education based training in useful programs and technology to meet the individualized needs of students.	Accept	Continue to explore appropriate professional development opportunities for district staff members specific to the area of topics within Special Education.	Special Education Administration Deputy Superintendent Special Education Teachers Child Study Teams	X				

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00-081	Domain: Resources (Grades Preschool - Age 21)	Internal Team	The district should continue to offer consistent opportunities for articulation between grades and levels. Both general and special education teachers should be provided with adequate time to investigate resources that are appropriate for students with special needs.	Accept	Review scheduling options that offer time for teachers and child study team members to meet.	Building Administration Special Education Administration	X			
00-082	Domain: Resources (Grades Preschool - Age 21)	Internal Team	In addition, schools should provide time for teachers and child study team members to discuss student needs where appropriate recommendations can be reviewed and discussed.	Accept	Review opportunities for teachers and child study team members to meet.	Building Administration Special Education Administration	X			
00-083	Domain: Professional Development (Preschool through Grade 5)	Internal Team	The special education department has identified a need for more specific training for instructional assistants and how they assist teachers that they work with in the classrooms as well as with individual students. Helping come up with ways to plan together for instructional needs is an area of need. Other specific requests have been for Columbia training at the K/5 level- specific to how it impacts a special education classroom.	Accept	Continue to offer appropriate professional development opportunities for instructional assistants and how they assist teachers.	District Special Education Administration		X		
00-084	Domain: Professional Development (Preschool through Grade 5)	Internal Team	More training is needed in the area of web based program use such as Infinite Campus, Sharp School etc.	Accept	Provide additional training for Infinite Campus, SharpSchool, and other district web-based tools.	Technology Department	X			

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00-085	Domain: Professional Development (Preschool through Grade 5)	Internal Team	General education teachers are interested in opportunities for learning about current strategies for meeting the needs of special education students.	Accept	Request the Local Professional Development Committee to consider creating professional development programs for general education teachers to learn about strategies for meeting the needs of Special Education students.	LPDC and Building Administrators	X				
00-086	Domain: Professional Development (Preschool through Grade 5)	Internal Team	Exploring different strategies and modifications for specific subject areas	Accept	Request the Local Professional Development Committee to consider creating professional development programs that explore strategies and modifications for specific subject areas.	LPDC		X			
00-087	Domain: Professional Development (Grades 6 through Age 21)	Internal Team	have expressed a request for greater articulation time and common planning periods to adjust teaching more specifically and more frequently adapted to student needs.	Accept	Review opportunities for teachers and child study team members to meet.	Building Administration	X				
00-088	Domain: Professional Development (Grades 6 through Age 21)	Internal Team	<b>intentional about identifying and addressing the needs of professionals who support special education students. Some potential topics include:</b> Understanding Asperser's Syndrome and exploring strategies, Understanding and implementing IEP's, Writing goals and objectives and the creation of PLAAFP's, Gifted Education and the student with special needs, Specific strategies/methods based in special education (e.g. Wilson, Framing Your Thoughts, etc.), Content specific core curriculum content standards aligned with accommodations and	Accept	Explore the creation of a district-wide Special Education Professional Development Committee to review topics and professional development needs identified for all staff.	LPDC and Special Education Department				X	
00-089	Domain: Professional Development (Grades 6 through	Internal Team	The district should explore consistent opportunities for staff to provide input as to their professional development needs.	Accept	Provide opportunities for staff members to provide input as to their professional development needs.	Assistant Superintendent of C&I	X				

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00-090	Domain: Professional Development (Grades 6 through Age 21)	Internal Team	provided limited exposure to topics within specific buildings, it is recommended the district explore sustained professional development to impact instruction.	Accept	Request the Local Professional Development Committee to explore sustained professional development to impact instruction.	LPDC		X		
00-091	Domain: Professional Development (Grades 6 through Age 21)	Internal Team	It was found that Instructional Assistant professional development needs to be provided with focused training at the 6 -12 levels. Some potential topics include: Defining the roles and responsibilities of the IA as a classroom assistant and as a 1-1 assistant, Microsoft office and other software programs, Strategies for addressing the behavioral and academic needs of challenging students, Assistive Technology, Understanding of the eligibility process in special education.	Accept	Continue to offer appropriate professional development opportunities for instructional assistants.	District Special Education Administration		X		
00-092	Domain: Professional Development (Grades 6 through Age 21)	Internal Team	more effective vertical communication should be established between departments, buildings, and central office. This includes the development of a clearly defined vision and supervisory structure for Special Education teachers that provides direct support in the buildings. Additionally, the role of lead teachers should be clearly defined with all	Accept	Request district administration to develop a clearly delineated supervisory structure for all Special Education teachers.	Building Administration, Special Education Administrators and Deputy Superintendent.		X		

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00-093	Domain: Professional Development (Grades 6 through Age 21)	Internal Team	The district should explore avenues to provide parents with training specific to special education. For example: the components of an IEP, current topics in special education, etc.	Accept	Collaborate with SEPTSA to offer monthly parent programs.	Special Education Administration		X		
00-094	Domain: Special Education Code NJAC 6A:14 (Monitoring- Compliance Standards)	Internal Team	In January of 2012 our district was cited as having a disproportionate representation of specific racial/ethnic groups in special education as reported from data from NJSMART Special Education submissions for the fall of 2010 and 2011. As a result of this disproportionate representation the district is currently participating in technical assistance sessions as well as self-assessment sessions to identify strategies to achieve equitable representation of all	Accept	Participate in technical assistance workshops and trainings to develop strategies to achieve equitable representation of racial and ethnic students.	Special Education Administration and Director of Guidance	X			
00-095	Domain: Special Education Code NJAC 6A:14 (New/Expanded Programs)	Internal Team	planning stages for developing a Behavior Disabilities class at the Community Middle School with an anticipated opening for the Fall of 2012. This class will house up to 12 students, some of which will come back for the least restrictive environment to the district and be as close to	Accept	Prepare for the opening a class for students with behavioral disabilities.	Special Education Administration and CMS Administrators		X		