

Communication

Questions	Answers
<p>How is the new model being communicated to special education teachers, general education teachers, and schools?</p>	<p>We continue to work towards better communication with all of our stakeholders. We have created a new interactive communication tool and have a full schedule of discussions, trainings, and informational nights planned this year for both general and special education teachers.</p>
<p>Why was a broader group of stakeholders e.g., parents currently in the citywide program, parents not in the citywide program but with children being served in community schools, general ed and special ed teachers, case managers, and principals not meaningfully consulted prior to deciding on the changes to the special education autism services?</p>	<p>A broad group of stakeholders were engaged and involved in the special education opportunities review conducted by District Management Council (DMC). It was completed in 2012-13 and included: interviewing stakeholder groups, listening sessions, review of staffing ratios, special education child count data, and teacher schedules. The DMC report was presented to the MPS Board of Education and adopted by the district. The special education department continued the plan to improve instruction for special education students entering the 2014-15 school year and continued to seek advisement through the Special Education Advisory Council. The plan included the following recommendations:</p> <ul style="list-style-type: none"> • identify and hire a new executive director of special education services • increase the number of literacy coaches and general education teachers working directly with special education students on core instruction • increase inclusive instructional opportunities for special education students • provide more training for both general education and special education teachers and support staff • refine the budget planning process to reflect the special education program restructuring