



**Interim Executive Director
of Special Education**

ENTRY PLAN

Cambridge Public Schools
Frank Alves, Ed.D.



The entry plan includes:

- Entry Plan Goals
- Entry Plan Activities and Timelines
- Data Gathering Plan
 - Documents for review
 - Interviews with key stakeholders
- Plan for final report and recommendations

Entry Plan Purpose and Goals

The entry plan will provide me with the opportunity to observe programs, carefully review academic, operational, and financial district documents, and meet with community leaders, parents, teachers, other staff members and students to accelerate my transition as the new Interim Executive Director of Special Education in the Cambridge Public School District. The goals of these entry activities are to:

- Examine and develop an understanding of policies and procedures and how each unique system operates and works in conjunction with one another.
- Develop a comprehensive understanding of the special education department's strengths, challenges, and opportunities for building capacity.
- Observe and experience the culture and climate of each school and program setting to understand the values and beliefs of administrators, staff, and parents.
- Begin to build trust, strong mutual relationships, and foster collaboration with key stakeholder member groups/individuals.
- Use the information obtained to develop strategic priorities to lead the district to improve outcomes for students with disabilities in compliance with state and federal special education regulations and aligned with the vision, mission, and core values of the district.
- Use the information to assist the district in creating an action plan to reduce or eliminate disproportionately in school suspension and overidentification of students with exceptional learning needs.
- Assess and analyze role and responsibilities of Special Education staff to develop a comprehensive workload audit.



Entry Plan Activities and Timeline

ACTIVITY

TIMELINE

1.1 PRELIMINARY

- Review Draft Entry Plan with Assistant Superintendent and Superintendent
- Identify Key Stakeholders to Meet
- Establish Data Gathering Protocols
- Schedule Appointments
- Identify Documents for Review

December 5 – 16

1.2 DATA GATHERING

- Document Review
- Key Stakeholder Meetings
- Building & Program Visits
- Classroom Observations
- Team Meeting Observations

December 26 – January 3

1.3 ANALYSES

- Identify Emerging Themes and District trends
- Validate with Selected Groups/Individuals

January 3 – 13

1.4 DRAFT PRELIMINARY REPORT OF FINDINGS

- Categorize areas of strengths, challenges and opportunities for growth - Bullet findings
- Establish Priorities and Goals

January 16 – 31

1.5 FINAL REPORT AND RECOMMENDATIONS

- Establish One – Five Priority Areas and Goals
- Develop an Implementation Plan
- Create presentation for School Board

February 1 – 15

Data Gathering Plan

SPECIAL EDUCATION DOCUMENTS FOR REVIEW

- Program Evaluations
- Tiered Focus Monitoring Report and Response
- Budget and Grant Documents
- Placement Decisions
- Pending Litigation
- Pending Grievances
- Settlement Agreements/Hearing Decisions
- Professional Development Plan
- Licensure Status Report
- Job Descriptions
- Program Descriptions
- Out of District Placements (Including student demographic data, disability area, & placement decision)
- Records Review (Quality of IEPs, Assessment and Progress Reports, Timelines)
- State and District Accountability and Assessment Data
- IEP Process, Policies and Procedures
- Special Education Forms
- All data related to SWD including discipline and suspension rates
- MTSS Process and Procedures

DISTRICT DOCUMENTS FOR REVIEW

- District Strategic Plan
- School Improvement Plans
- Data on Disproportionality
- DCAP/MTSS/RTI Academic and SEL Intervention Plans
- FY23 Budget
- Unit A/B Collective Bargaining Agreement

INTERVIEWS WITH KEY INFORMANTS

Group interviews will be conducted with:

- Special Education Coordinators
- Building Administrators
- School Psychologist/Team Chairs
- Coordinators and Directors
- SEPAC
- Teachers & Students (Survey Sample)

Stakeholders will be asked the following broad-based questions but based on role, they will not be limited too or held to each question.

1. What is your role and responsibility in the district and what are you proud of?
2. What are the strengths of the special education department's programs and services? What do you think is working?
3. What do you see as challenges to effective programs/programming?
4. Are there short-term issues that you think should be addressed as a high priority?
5. How can we work together to strengthen and build the capacity of educators, administrators, and parents in order to provide (or continue to provide) high quality services?

OBSERVATIONS

- Classroom Programs
- Resource Programs
- Co-teaching
- Team meetings
- Student Engagement

Final Report and Recommendations

It is my intention to present key findings to the superintendent, school board, central office team, principals, and special education leaders in February 2023. The report will present findings about the special education department's strengths and assets as well as the challenges and opportunities. The report will outline where the district is according to the following three major areas:

- 1** The impact of roles, expectations, and responsibilities of teachers, district administrators, and community stakeholders on student outcomes.
- 2** Systems development and management and its impact on compliance with federal mandates, state guidelines, and DESE regulation.
- 3** Policies and procedures to address the disproportionate rates of suspension and overidentifying students of color with a disability.

The administrative team will then work together to identify top priorities for improvement, capacity building or further inquiry. By June 2023 a strategic plan will be developed in the priority areas to move the special education department forward.

