Student Opportunity Act Plan

Frontier

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* Students with disabilities

*The rationale for selecting these student subgroups.*

Frontier Regional School District is engaged in an ongoing effort to increase the participation of students on IEPs in general education classes as well as increase the level of support for this population in this environment. The goals are outlined in the District Strategic Plan objective 2: Connectivity and System Equity. District MCAS data in English Language Arts and mathematics demonstrate a performance gap for this subgroup as compared to students who do not have identified disabilities.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

This is the highest priority need in our district.

***Focus Area 1:*** Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Frontier Regional School District (grades 7 - 12) selected: Inclusion/co-teaching for students with disabilities as the primary focus for this initiative. Frontier Regional School District has historically housed a number of different substantially separate programs for students with disabilities. At the middle school level students with social emotional needs, intellectual disabilities and students with autism spectrum disorders are fully included in a number of classes. Students with milder learning disabilities are fully included and have access to instructional assistants and special educators as part of the general education experience. The focus of this initiative is at the high school level where students with significant disabilities have historically had limited access to the general education environment. Students with milder disabilities are fully included but support services are provided in a separate skills building class. Instructional assistants support students in the class but special education teachers are not available to push into classes or engage in co-teaching strategies. The plan is to modify the high school program to look more like the middle school delivery model. In the 2018/19 school year the Frontier Regional School District moved towards a model of 75% inclusion for students with significant disabilities in the general education setting. In the 2020/21 school year this initiative will be expanded to include significant changes to the delivery model for students with milder disabilities. Special educators will work in concert with general educators to deliver curriculum in the general education setting. Skills work will be limited to one block of time a day in order to free up special educators to push into mainstream classes. Professional development for special educators and general educators will provide guidance for this initiative.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion teachers** | **340,000** | **Classroom & Specialist Teachers** |
| **2** | **Inclusion PD** | **5,000** | **Professional Development** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

Currently the district has an active Special Education PAC group. This group meets monthly to discuss issues of importance to children with special needs in the district. This group will continue to meet and will receive a presentation on the new initiative that will provide more inclusive environments for their children. The current health crisis has stalled our work in reaching out and consulting with families on this topic. Most of the current discussions are targeted toward serving students with special needs in a remote learning environment.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

Central Office, school leadership, and faculty have all been including in the process of developing the new delivery model for special education. The special education advisory committee was consulted and informed about phase one of this project proposal (implemented in 2018/19 school year). The COVID-19 outbreak has impacted our ability to consult and inform the group about the next phase of implementation.

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: Pending