

**Local School System/Jurisdiction:** Howard County Public Schools

- Executive Director of Special Education
- Birth–K Director/Supervisor
- Infants and Toddlers Program Director
- Preschool Coordinator

**Submission Date of Plan:** September 2019

## LOCAL RESOURCE DISSEMINATION PLAN

**Critical to the successful implementation of policy, practices, and procedures is the widespread dissemination to all who are responsible for the implementation of activities related to compliance and results.** Please describe your local plan to disseminate and implement “Significant Guidance Documents” received from the Division of Special Education/Early Intervention Services. Significant guidance documents may include Federal “Dear Colleague” letters, State Technical Assistance Bulletins (TAB) and Memoranda, as well as resources and information that result from State webinars and professional learning opportunities (PLOs).

**Suggested individuals include but are not limited to:**

- Chief Academic Officers and Directors who support administration and leadership
- Principals and assistant principals who evaluate special education teachers and instructional programs
- IEP team chairs and designees
- Non-public school staff located within an LSS
- Special/general education teachers, related service/itinerant providers, school psychologists, non-public coordinators, teacher specialists, curricular leads, reading and mathematics specialists, accountability coordinators, alternate assessment facilitators, service coordinators, para-professionals, local advisory groups (such as SECAC, LICC), and parents/guardians of students with disabilities, when appropriate

**Please include the following in your description.**

**Identified Staff & Groups**

Role	Membership and Need
Chief Academic Officer	Oversees the Division of Academics. Information needed to disseminate to the Division of Academics executive team, which also includes the Special Education parent liaison, and staff as appropriate.
DSE Leadership Team	Members include the Executive Director of Special Education, Director of Special Education, Coordinator for Early Intervention, and Coordinator of Countywide Services. Information needed to review and determine further dissemination to individual department teams.

<p>DSE Leadership for School Support Team</p>	<p>Members include the Director of Special Education, Coordinator for Early Intervention, Coordinator of Countywide Services, all instructional facilitators who support levels, and the instructional facilitator(s) for nonpublic services and special education compliance. Information needed to review and determine further dissemination to individual teams within the department and special education team leaders/school teams. Consideration to information necessary for nonpublic schools where HCPSS students attend will also be made by members of this team.</p>
<p>DSE Full Staff Team</p>	<p>Members include DSE Leadership Team along with instructional facilitators, resource teachers, behavior specialists, behavior analysts, program heads, and other specialists. Must review the information for awareness and implementation as they are supporting schools.</p>
<p>School Management and Instructional Leadership</p>	<p>Members include Chief, community superintendents, and performance directors. Receive the policies, practices, and procedures from the DSE that must be discussed at the SMIL team meetings by DSE staff and/or shared with school-based administrators.</p>
<p>Special Education Team Leaders</p>	<p>Designated special education teachers and/or related service professionals assigned to be the point of contact in each school. They support all members of their school-based special education and IEP and IFSP teams. Receive the policies, practices, and procedures from the DSE that must be further disseminated to staff (e.g., special education teachers, general education staff, paraprofessionals, related service providers, administrators) as appropriate.</p>
<p>Special Education Case Managers/Service Coordinators</p>	<p>Special education teachers and providers in each school who have the responsibility of delivering IEP or IFSP services. Need information accessible for review opportunity and professional learning as well as to support team leader with further dissemination, explanations, and support for school staff providing support and services to students with IEPs or IFSPs.</p>
<p>Community/Parent Advocacy Organizations</p>	<p>Parents and families are an essential member of our IEP and IFSP teams. Community advocacy organizations serve as a resource for parents, families, and other community members. They offer information, support and assistance in receiving accurate information about the IEP and IFSP process and HCPSS procedures.</p>

### **Local Timeline for Dissemination**

Upon receipt of information from MSDE, the DSE Executive Team will be expected to review any documents or other type of information about policy, practice, and/or procedure. This information may come in the form of technical assistance bulletins, webinar PowerPoints, Dear Colleague Letters, handouts, etc. This team will determine the flow of communication necessary for each staff group listed above to receive the information in a timely manner. While the typical dissemination flow will follow the list above, the purpose of the information will determine the order in which the groups listed above must receive the information. Other factors will include the urgency of all stakeholders needing the content, method of dissemination, number of people who need it, time of year, staff availability among others. Some information received will need to be part of a larger implementation plan and, therefore, will not be released until a strategic training plan is developed. This will be important for new procedures, revised policy and other like scenarios because additional procedural directions, checklists, etc. are commonly needed to ensure consistency in implementation.

### **Communication Methods**

Information received from MSDE will be disseminated through multiple structures and formats. Below are the most common communication methods expected, but not listed in a particular order. Methods listed for any particular group may also be used for other groups. Communication to staff and other groups may also occur through a paper dissemination, electronic access, and/or presentation material (e.g., PowerPoint slides, handouts)

- Discussion at leadership team/item meetings
- Linked to the HCPSS DSE website (i.e., technical assistance bulletins)
- Revisions to the HCPSS DSE and Infant & Toddler Handbook (posted on website)
- Explanation to Local SECAC Board – Board should determine further dissemination to other SECAC members
- Sharing with School Management and Instructional Leadership Team (e.g., explanations/reminder within weekly news/updates)
- Face-to-face presentations or other types of presentation (e.g., ZOOM, Webinar)
- Emails from DSE staff sent directly to school-based staff (including administrators, team leaders, other case managers)
- Postings/reminders on HCPSS Canvas/Staff Hub
- Include in the Family Support and Resource Center weekly newsletter

*Note: The DSE Leadership Team will determine the schedule for handbook revisions as this also needs to be aligned with the timing for any professional learning for staff that is completed or expected.*

### **Implementation Verification**

The HCPSS Strategic Call to Action includes a desired outcome related to the delivery of high quality special education services to be delivered in a consistent and collaborative manner. In order to maintain a focus on achieving this outcome, the Executive Director will ensure the information is received by all individuals as described above. DSE staff who support schools will be expected to assist in the dissemination of related policies, practices and procedure. This will require staff review and understand the content in order to best support the implementation by other system/school staff. For some content that requires a full professional learning plan, strategies to check for understanding will be incorporated into the training plan for the session(s) where the initial learning is taking place. **The use of exit tickets as a measure can be used during our team leader meetings to verify receipt and understanding of the content.** For other content, there will be reports that can be generated through our IEP/IFSP system that can help verify degree of implementation. DSE staff assigned to provide direct support to the schools will follow up with staff (e.g., look for implementation during IEP/IFSP team meetings, clarify questions during mentoring visits) during their school visits. This group of staff members are in schools on a daily basis. **Additionally, DSE will examine feedback forms from professional learning sessions on specific bulletins as a measure.** Verification of understanding and implementation will also be indicated on the family and parent survey data as well as through a local IEP team survey card (in development). **Measures to detect application of information found in the TABs and other guidance documents will also be built into the comprehensive monitoring tool.** Other indicators will also come through examination of the call/support log data from our HCPSS Special Education Parent Liaison and Parent Leader in our Family Support and Resource Center. Similar information is also expected to be shared through our SECAC as well as other organized parent/community and advisory groups. **Each week, a newsletter is disseminated to the administrators through their supervising office. DSE staff will attend this office's meetings to verify receipt and understanding.**