

Quality Indicators for Special Education Services

Mission

The mission of special education in Horry County Schools is to provide the highest quality educational services to students with disabilities by implementing individualized, research and standards-based interventions, instruction and assessments as we prepare them to become productive, responsible members of their community.

Beliefs

We believe special education services must...

- Meet the varied needs of students with disabilities related to the state standards by setting high expectations in an appropriate environment and with adequate resources.
- Be a support system to move students with disabilities through the general curriculum using research-based interventions.
- Instill within students with disabilities skills such as responsibility, independence and advocacy necessary for them to make smooth transitions throughout their educational career and into adulthood.
- Follow a consistent framework for:
 - identifying and targeting students' strengths and weaknesses through meaningful assessment;
 - designing and implementing early/on-going interventions;
 - guiding instruction; and
 - monitoring student progress.
- Enable families of students with disabilities to support instruction at home.
- Foster inquisitiveness that leads to life-long learning.
- Move beyond the "letter-of-the-law" to focus on the intent of the laws, regulations and policies that govern the education of students with disabilities.
- Embrace collaborative teaching partnerships to ensure that students with disabilities receive the quality and caliber of instruction equal to their non-disabled peers.

Horry County Schools
 Framework for Delivering Effective Special Education Services

AREA	Prevention	Assessment and Progress Monitoring	Instruction	Instructional Grouping/Planning
DESCRIPTOR	Students' academic and behavioral needs are met when concerns arise to prevent the need for special education	Students' skill, strategy and/or performance deficits are diagnosed and monitored to adjust/plan instruction	Students access the general curriculum through enhanced and differentiated instruction	Personnel collaborate to plan and implement student-centered instruction
QUALITY INDICATORS	<ul style="list-style-type: none"> ▪ A problem-solving process is implemented for analyzing students' behavioral or academic difficulties. ▪ This analysis provides the foundation for a planned, systematic set of interventions. ▪ Interventions are monitored and evaluated to determine effectiveness. ▪ Resources of general, compensatory and special education are integrated to best meet students' needs. ▪ Accurate information about student progress is communicated regularly. 	<ul style="list-style-type: none"> ▪ A baseline of functional data provides a profile of student skill, strategy and/or performance deficits and strengths. ▪ This baseline serves as the starting point for instruction. ▪ On-going data collection is used to determine instructional needs and monitor student progress. 	<ul style="list-style-type: none"> ▪ Collaborative teaching partnerships ensure students' access and acquisition of information. ▪ Standards-based content, process and/or product is enhanced with research-based devices, routines and/or specialized strategies. ▪ Instructional accommodations are implemented across environments as needed. ▪ What students learn as well as how students go about making sense of ideas and information is addressed. ▪ Coaching, monitoring and support is available to facilitate the provision of consistent and research-based instruction. 	<ul style="list-style-type: none"> ▪ Collaborative planning is valued and meaningful. ▪ Flexible, data-driven student scheduling and grouping is based on instructional needs ▪ Parents are partners throughout the process. ▪ Communication facilitates the transfer of interventions across grade levels and schools. ▪ Class/group sizes facilitate student learning. ▪ Whole-class, small group and individual instruction is blended to address students' strategy, skill and/or performance deficits. ▪ Procedures are consistently monitored and implemented.
GUIDING QUESTIONS	<ul style="list-style-type: none"> ▪ What mechanism is place for the early identification and analysis of students' needs? ▪ How are early interventions designed, implemented and monitored to ensure students' needs are met? ▪ How are resources allocated and used to ensure all students' needs are met? ▪ How is student progress information communicated and shared with all appropriate staff? 	<ul style="list-style-type: none"> ▪ How do you identify student skill and/or strategy deficits? ▪ How do you document these deficit areas? • How do you monitor and document student progress? • How do you involve students in their own progress monitoring? ▪ How do you use the results to guide your instruction? 	<ul style="list-style-type: none"> ▪ How do you ensure that each student has access to the content of the general curriculum? ▪ What teaching strategies do you use to address students' skill deficits? ▪ What teaching strategies do you use to address students' strategy deficits? ▪ How do you accelerate students' learning when deficits are identified? 	<ul style="list-style-type: none"> ▪ How and when do you collaborate with personnel involved with each student? ▪ How are students scheduled to accommodate for their needs? ▪ How do you communicate about student progress with parents? ▪ How do you communicate student's needs to the appropriate general educators?