

Melrose Education Task Force

Final Report

November 13, 2007



Task Force: Background

- Formed in June 2005
- Composition. . .
 - Parents
 - Community members
 - Educators
 - Administrators
 - School committee members

Task Force: Accomplishments

What we've done:

- Conducted research
 - Internal Assessments
 - External Assessments
 - Identification of Best Practices
- Created multi-year plan for inclusion
 - Strategic view
 - Tactical details
 - Included in written report

Our Vision

Melrose values each and every one of its children. The Melrose Public Schools will provide the best education possible to every single child. All children will learn in an atmosphere that supports the individual strengths of each child, where all children participate fully in the life of the school.

Task Force Report

Focus of report

1. Communication and Technology
2. Programming
3. Staffing
4. Professional Development and Training
5. Transitions
6. Methodology

1. Communication and Technology

Challenges

- Timely and effective communication
- Appropriate resources

Steps

- Establish and publicize communication plan
- Develop and expand resources for teachers and parents
- Use technology to best advantage
- Training

2. Programming

Challenges

- Information
- Planning
- Habits

Steps

- Create a culture of inclusion
- Collect data
- Build capacity through proper planning

3. Staffing

Challenges

- Sometimes ad hoc approach to staffing
- Do we have appropriate positions?

Steps

- Systematic review of staffing patterns
- Create staff positions
 - Literacy Coach
 - Inclusion Facilitator(s)
 - Social Worker
 - Math Specialist
 - Attendance Officer

4. Professional Development & Training

Challenges

- Best practices
- Planning
- Consistency

Steps

- Plan PD to support district's long-term goal of enhanced inclusion
- Identify and utilize existing staff to provide PD
- Continue peer mentoring as part of PD
- Training for specialists and non-classroom based faculty and staff
- Increase development opportunities for paraprofessionals
- Partner with universities to provide high quality training

5. Transitions

Challenges

- What is the framework?
- Responsibility for planning

Steps

- System-wide framework for transitions
- Alternative teaching methodologies for grades 1-5
- Comprehensive vocational program at Melrose High School
- Assign responsibility for transition coordination

6. Report Methodology

Internal Assessment Mechanisms

- Educator Survey (1/06)
- Public Forum (1/06)
- In-district field trip of Middle School (6/06)

External Assessment Mechanisms

- External Community Survey (1/06)
- MA DOE Audit (2005)

Identification of Best Practices

- Public Forum Speaker (1/06)
- ETF Visit to Patrick O'Hearn School (5/07)

Inclusion: a long-term vision

- Long-term ongoing commitment
- Respect for each child as a learner
- Build on current strengths
 - Strong leadership
 - Support from principals
 - Community support
- Does not occur separately from other education activities
- Key measure: reduction in out-of-district placements
- Not something you every really complete

Next Steps

Task Force Continues. . .

- Working with district
- Providing ongoing assessments
- Tracking progress
- Acting as resource for community



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