The background is a solid blue color with a subtle texture. At the top, there are several wavy, horizontal lines in a slightly lighter shade of blue, creating a sense of movement or a horizon line.


Allow Me to Introduce Myself

Marianne Vines, M.Ed



Who am I?

- A special educator with teaching experience at the elementary, middle and high school levels.
- An experienced leader who has served as a team chair, a special education program administrator, an assistant director of special education, and an interim special education director.
- A creative program developer intent upon helping districts meet students' needs
- A versatile administrator with supervisory experience with both moderate and severe need programs



I will bring the following skills and knowledge expertise to the position of special education director if appointed:

- *Crisis Management/CPI*
- *Elementary Education*
- *Data Collection and Analysis*
- *Staff Development, Supervision and Evaluation*
- *Instructor/Facilitator*
- *Learning Disabilities*
- *Early Childhood Education*
- *Research Based Instruction*
- *Needs Assessment/ Evaluation*
- *Special Ed Law/IDEA*
- *Program Development*
- *Technology and Assistive Tech*
- *Grant writing and Management*
- *Budget Development*



My Beliefs

- I believe that it's important to support a culture based on principles rather than on practices. Principles are natural law and will operate regardless. Principles are sustainable.
- I believe that trust, empowerment and enlightenment are key components to good leadership.
- I also tend to think in processes. When something needs to be done or major changes need to be made, I am famous for making a shift in the way we have been thinking about the whole process.



My Vision for The Special Education Department

- It is our responsibility, to the greatest extent possible, to ensure students are educated in their home school and community.
- Provided with high expectations, presumed competence and research based instruction, all special education students can reach their highest potential.
- Each student is unique and learns in different ways.
- Special education builds on individual strengths and needs of each student taking into consideration the whole child including emotional, social and behavioral health and academic needs.
- The sharing of resources and collaboration of special education staff and general education staff.
- Ongoing staff development that focuses on refinement of instructional practices that reflect the unique needs of our students.



Inclusion

Over the past year, through review of the current programs, discussions with the principals and the teachers, I've identified several areas in which we will provide a greater continuum of services to expand our inclusionary model. Some changes for next year include:

- Development of program for students with autism at the Davis School
- Implementation of co-taught classrooms in all four schools
- Increase in special education supports and services provided within the general education classrooms at all four schools

Bringing Students Back

Bedford's Out of District Placements

April	June	June	June	June	June	June	June	June	June
2015	2014	2013	2012	2011	2010	2009	2008	2007	2006
79	88	92	90	95	95	107	116	116	112

I firmly believe that it is our responsibility, to the greatest extent possible, to ensure students are educated in their home school and community. Bedford has consistently been moving in the right direction for years. To continue that good work, this year we proposed two programs in order to provide opportunities for some of these students to return to their home school: the Autism Program at Davis and the STEP program for students with social/emotional disabilities at Bedford High School.



Steps to Return Students to the District

- Work with the OOD Coordinator to ensure we are exploring all possible options before we recommend students require an OOD placement.
- Work with administrators, team chairs and teachers at each school to determine services necessary and to develop programs necessary to bring students back to the district.
- Continue to work with the Early Childhood Coordinator to expand the continuum of services at the pre-school and elementary levels to keep students in district.
- Research and explore professional development opportunities for staff to assist them in expanding their repertoire of skills and services in order to teach students with more diverse learning needs.

Strategic Action Plan 2015-16

NEEDS/GOALS	ACTION
<p>Over the next year, provided with direct instruction, teachers will begin to deliver high-quality, effective, research based Co-teaching in inclusive settings in at least one grade per school.</p>	<p>-Hire a consultant to work with staff and provide instruction and mentoring on co-teaching</p> <ul style="list-style-type: none">- May, 2015: consultant works with administrators to assess needs and plan course follow-up-June, 2015: Special education and regular education staff participate in four-day training-August, 2015: Consultant meets for full day to review assignments and facilitate co-planning of first weeks' lesson plans- Fall, 2015: Consultant observes and advises co-teaching teams.




Strategic Action Plan 2015-16

Needs/Goal	Action
<p>Over the next year, implement plan for the development of the Autism program at Davis School.</p>	<ul style="list-style-type: none">-Hire teacher with severe certification (preferably ABA) and teaching assistants-Meet with families, transition meetings and facilitate meeting with Principal and families-Work with Principal and Facilities Director to create appropriate space modifications-Order curricula, materials, desks, supplies etc.-Meet with staff and schedule weekly meetings for next year-Meet with Principal regularly-Research and provide PD to Davis staff on Autism



Strategic Action Plan 2015-16

Needs/Goal	Action
<p>Over the next year, implement the Sub-separate program at Bedford High School.</p>	<ul style="list-style-type: none">- Hire teacher, teaching assistants, adjustment counselor-Meet with Principal and Special Education Program Administrator regularly-Research and provide PD on social emotional issues and co-teaching



Needs/Goal	Action
<p>Over the 2015-16 school year, provide guidance and assistance to Lane staff to support the District's initiative to increase special education push in and alignment with regular education to improve math performance in key grades.</p>	<ul style="list-style-type: none"> -Attend a grade level team meeting at least one time per month. -Attend weekly Student Assistant Team meetings -Meet with team chairs to discuss eligibility and placement for special education students -Review of all IEPs and placement to ensure program eligibility requirements are being met -Set up a committee or roundtable to meet with Lane staff to allow them to openly speak to me about their questions and concerns about inclusion. -Provide ongoing PD and guidance on the co-teaching initiative. -Schedule regular meetings with Principal and Assistant Principal



In Closing

PERSONAL PROFILE

- ***Effective decision-maker*** who analyzes situations carefully, implements plan of action and supervises projects to a successful conclusion.
- ***Innovative problem solver*** who finds alternative solutions and creative strategies for complex problems and is very much a “consensus builder”.
- ***Creative communicator*** with excellent writing, interpersonal and organizational skills and knows how to give a logical presentation in a persuasive manner.
- ***Results oriented professional*** who accomplishes the results needed through hard work, determination and attention to detail.
- ***Self-reliant achiever*** who performs well under pressure and has shown consistent success in personal, educational and professional endeavors.



Questions?