



Northern Burlington County Regional School District

Director of Special Education

Kristin Patterson-Maas MS CCC-SLP



ENTRY PLAN

skills

long term

first 12

first 3

intro



Kristin Patterson-Maas, MS CCC-SLP

Supervisor of Special Education Compliance and Data
Camden City School District

PERSONAL HISTORY

- ☑ Grew up as an “Army brat”
- ☑ Attended 6 different schools in 3 states, as well as overseas
- ☑ Experienced gaps in learning due to frequent moves
- ☑ Bachelor’s in Elementary Education
- ☑ Master’s in Communication Sciences and Disorders
- ☑ Master’s in Educational Leadership



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Kristin Patterson-Maas, MS CCC-SLP

Supervisor of Special Education Compliance and Data
Camden City School District

PROFESSIONAL HISTORY

Served as a Speech-Language Pathologist for 20 years

- ☑ Worked closely with CST, teachers, and paraprofessionals
- ☑ Supported all areas of curriculum from Pre-K through grade 12
- ☑ Advocated for LRE at all levels of instruction

Served as Supervisor of Special Education Compliance and Data for 6 years

- ☑ Managed 42-68 direct reports per year
- ☑ Created processes, procedures, and tools which improved District compliance by 24%
- ☑ Oversaw special education implementation for 1200+ special-needs students
- ☑ Managed budget for Summer Assessment and tuition placements
- ☑ Participated in contract negotiations
- ☑ Represented the District in mediation and due process cases



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**Central
Office**

Introductory Email

Staff

Welcome In-service

INTRODUCTIONS

Students

Presence in School

Parents

Virtual Meet
and Greet



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July
1

LISTENING

Take advantage
of the Director
overlap



Aug.
2

LEARNING

Immerse myself in
district processes
and procedures



Sept.
3

LEADING

Build relationships
to improve
outcomes



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July-Sept TRANSITION

Ensure a smooth transition for all stakeholders to avoid any disruption in education



Oct-Dec REVISION

Explore the district's areas of growth and develop processes designed to address them



Jan-March IMPLEMENTATION

Educate all stakeholders about the new processes while constantly assessing data points to ensure efficacy



April-June MAINTAINENCE

Allow the processes time to work while gathering feedback from stakeholders.



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PLANNING PROCESS



Listen: Connect with stakeholders to hear their concerns and understand their viewpoints.



Observe: Take time to better understand areas of concern as an impartial observer.



Explore: Dive into district systems such as Frontline IEP and PowerSchool to collect data and analyze patterns.



Act: Develop a plan to remediate the identified concern. Continue to accept feedback from stakeholders and analyze data.

Example: [“Students who are declassified are more likely to be retained or drop out of school.”](#)



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CLOSE THE GAPS

Many military students experience gaps in learning due to frequent moves. How can we mitigate this problem to improve outcomes?



INCREASE LRE

All students are entitled to a free and appropriate education which maximizes the time spent with non-disabled peers.



EMPOWER STAFF

Give staff the training, resources, and support they need to provide an excellent education and become future leaders.



MAINTAIN COMPLIANCE

Ensure that all special education processes and procedures are compliant with Federal, State, and District policies.



EDUCATE THE COMMUNITY

Guarantee that all stakeholders are collaborative partners in education.



FACILITATE SEL

Support the social/emotional needs of staff and students as we transition back to full-time learning.



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GOOGLE SHEETS

☒ Expert



EXCEL

☒ Advanced



FRONTLINE/IEP DIRECT

☒ Advanced



PROBLEM SOLVING

☒ Expert



SOUP MAKING

☒ Expert





GOOGLE SHEETS

☒ Expert

CST Toolbox:

- ☒ Eligibility Requirements Tool
- ☒ Meeting Participants Tool
- ☒ Evaluation Report Requirements
- ☒ 1:1 Para Determination
- ☒ Transportation Determination
- ☒ CST Observation/Teacher Interview/Parent Interview
- ☒ Initial Planning Meeting Summary

CST Handbooks:

- ☒ [CST Handbook](#)
- ☒ [CST Remote/Hybrid Handbook](#)
- ☒ [Summer Assessment Handbook](#)



QUESTIONS?



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