

Arlington Public Schools



SPECIAL EDUCATION SCHOOL COMMITTEE PRESENTATION

JUNE 6, 2019

Special Education Leadership



Alison Elmer, Director of Special Education

Andrea Campbell, Special Education Financial Manager

Chris Carlson, Out-of-District Coordinator

Lynne Bennett, High School Special Education Coordinator

Stephanie Greiner, Middle School Special Education
Coordinator

Kristin Burke, Elementary Special Education Coordinator

Christina Ryan, Elementary Special Education Coordinator

Joyce Schlenger, Early Childhood Coordinator

Team Chairpersons: Hilary Dawson, Mary DiGuardia, Joyce Dvorak, Rachel Hanlon, Bryan Magliocca, Ellen Mendes, Marion Nolan, Rebecca Precourt, & Peggy Tsatsoulis

Special Education Service Providers



- Learning Specialists
- Sub-separate or small class Special Education teachers
- Related Service Providers - Augmentative & Alternative Communication (AAC) and Assistive Technology (AT) Specialist, Board Certified Behavior Analysts (BCBAs,) School Social Workers (SWs,) Occupational Therapists (OTs,) Physical Therapists (PTs,) School Psychologists, Speech Language Pathologists (SLPs,) Speech Language Pathologist-Assistant (SLP-A,) & Teacher of the Visually Impaired (TVI)
- Contracted service providers –Board Certified Audiologist, Orientation and Mobility (O&M) Specialist, & Teacher of the Deaf and Hard of Hearing
- Behavior Support Personnel (BSP)
- Teacher Assistants (TAs)

Special Education Programs



- **Menotomy Preschool** – integrated preschool program serving students ages 3-5 years old
- **Supported Learning Center (SLCs)**
 - **COMPASS (C)** – largely serves students with cognitive and intellectual profiles that require significant modifications in order to access the curriculum and students often have impairments in adaptive functioning (communication, social skills, personal independence, and school or work functioning.)
 - **REACH (A)**– typically serves students with Autism Spectrum Disorder and with similar/related neurological disorders with needs based primarily around lagging skills in executive functioning skills, social cognition and emotional regulations skills, and sensory integration.
 - **SUMMIT (B)** – primarily serves students who may present with complex trauma, mood instability, impulsivity, lagging academic skills, and executive functioning weaknesses . The important functional concern is their inability to access the curriculum based on their social/emotional needs and/or struggles with self-regulation and communication.

Special Education Population



- District total: 1050
- In-District: 916
- Out-of-District: 91
 - Public Day (Collaborative) = 29
 - Private Day = 47
 - Residential = 11
 - SEIS= 4
- Services only (eligible students parentally-placed in private schools): 43

Special Education Population by School



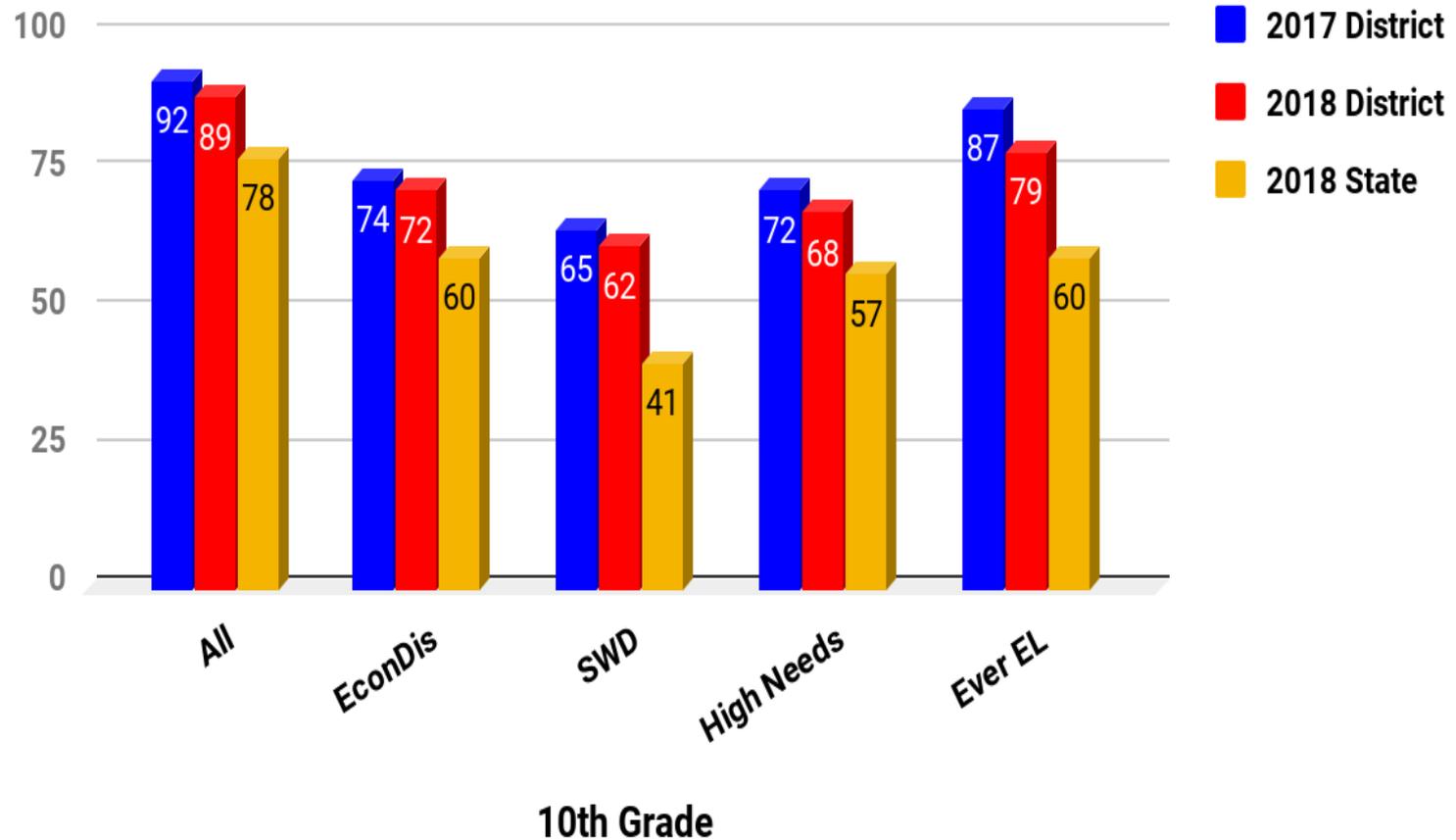
- Menotomy Preschool: **66** * in the day program and **30** students receiving drop-in special education services.
- Bishop - 48
- Brackett ** - 73
- Dallin** - 68
- Hardy - 64
- Peirce - 47
- Stratton** - 94
- Thompson – 72
- Gibbs - 77
- Ottoson - 149
- AHS - 158

State Performance Data

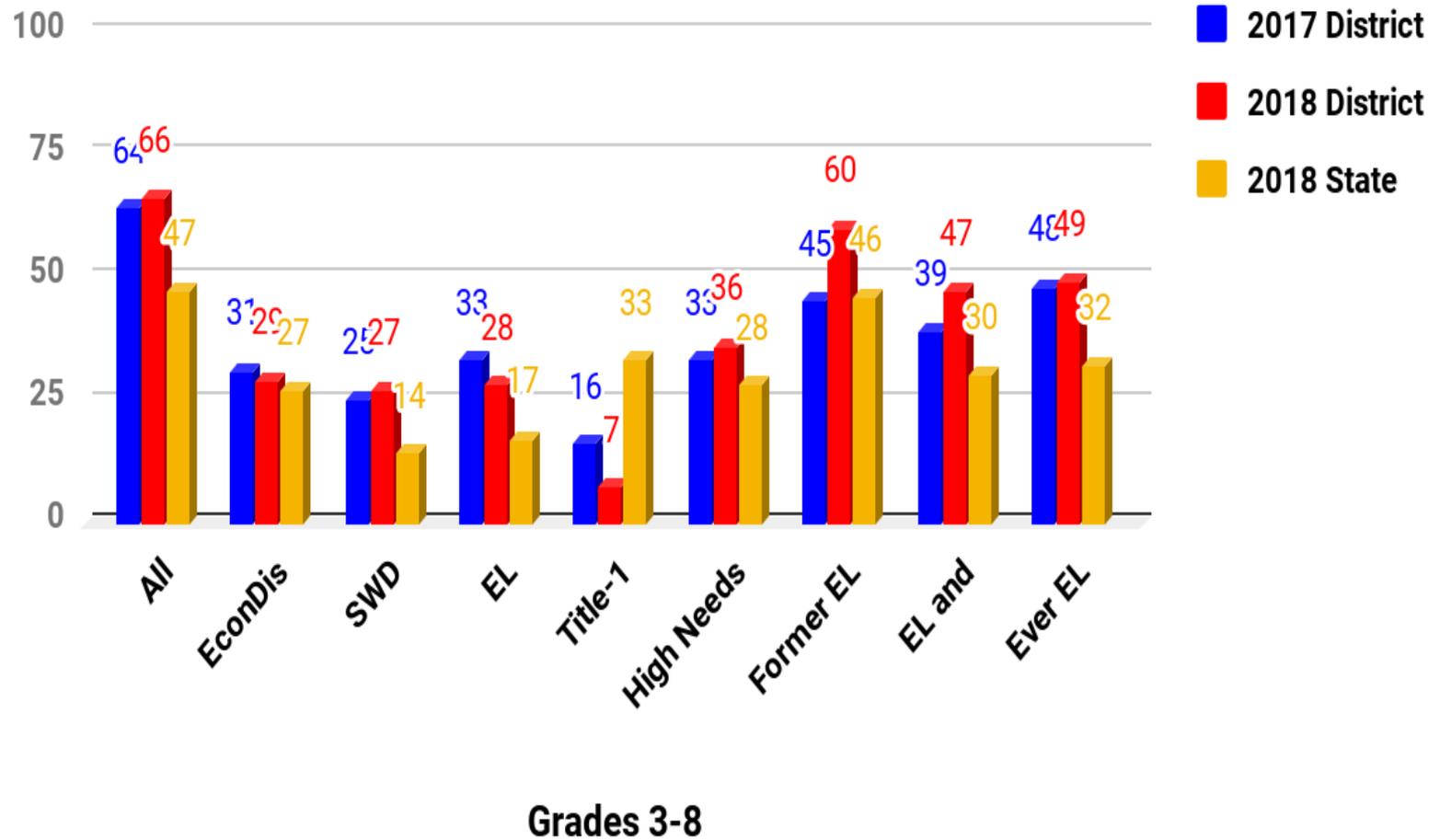


- Individual student progress measured through Individualized Education Program (IEP)
- Initially under NCLB, and now ESSA, students with disabilities (SWD) are including in State/District accountability data

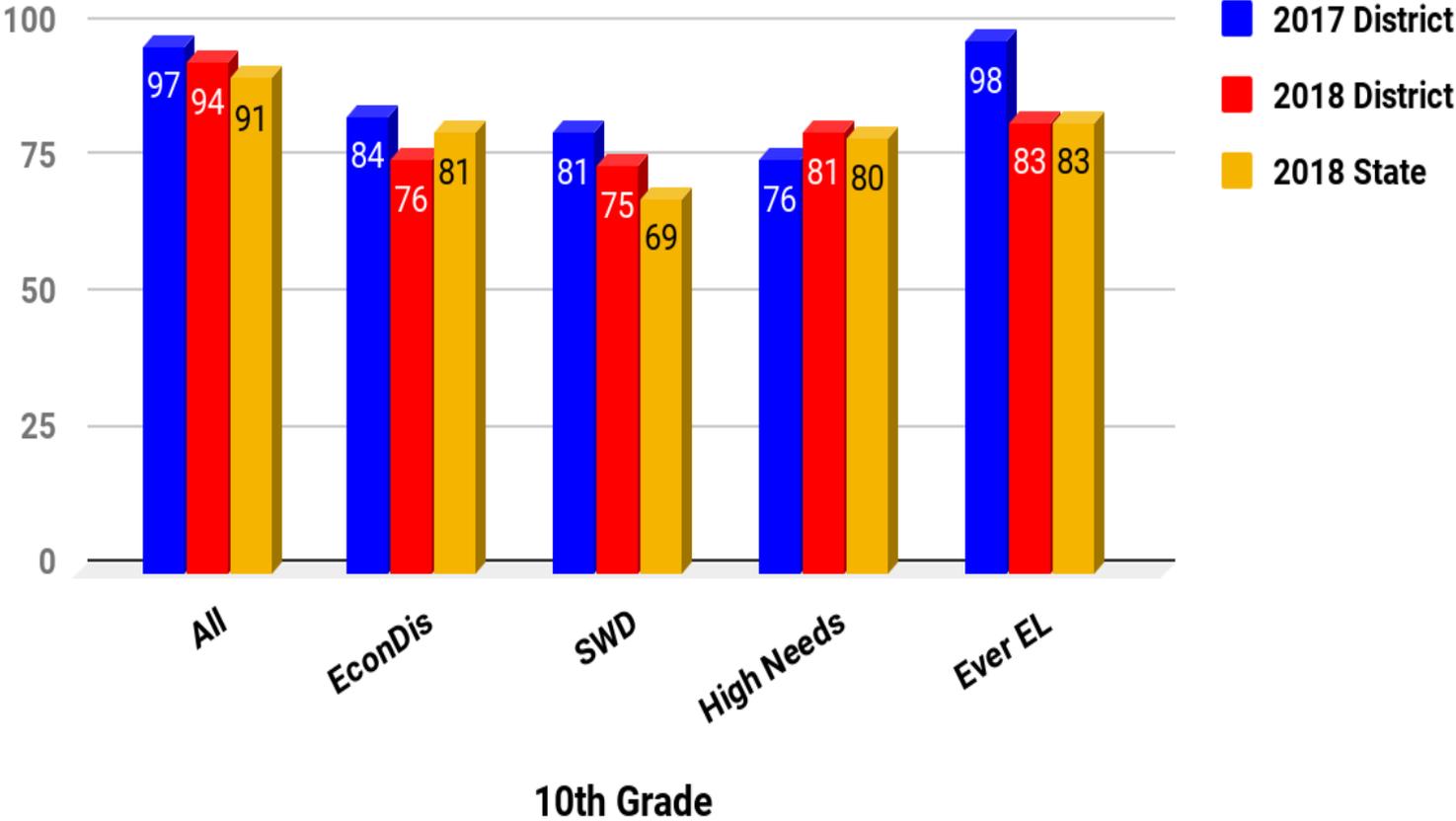
10th Grade District and State Math % Advanced/Proficient by Subgroup



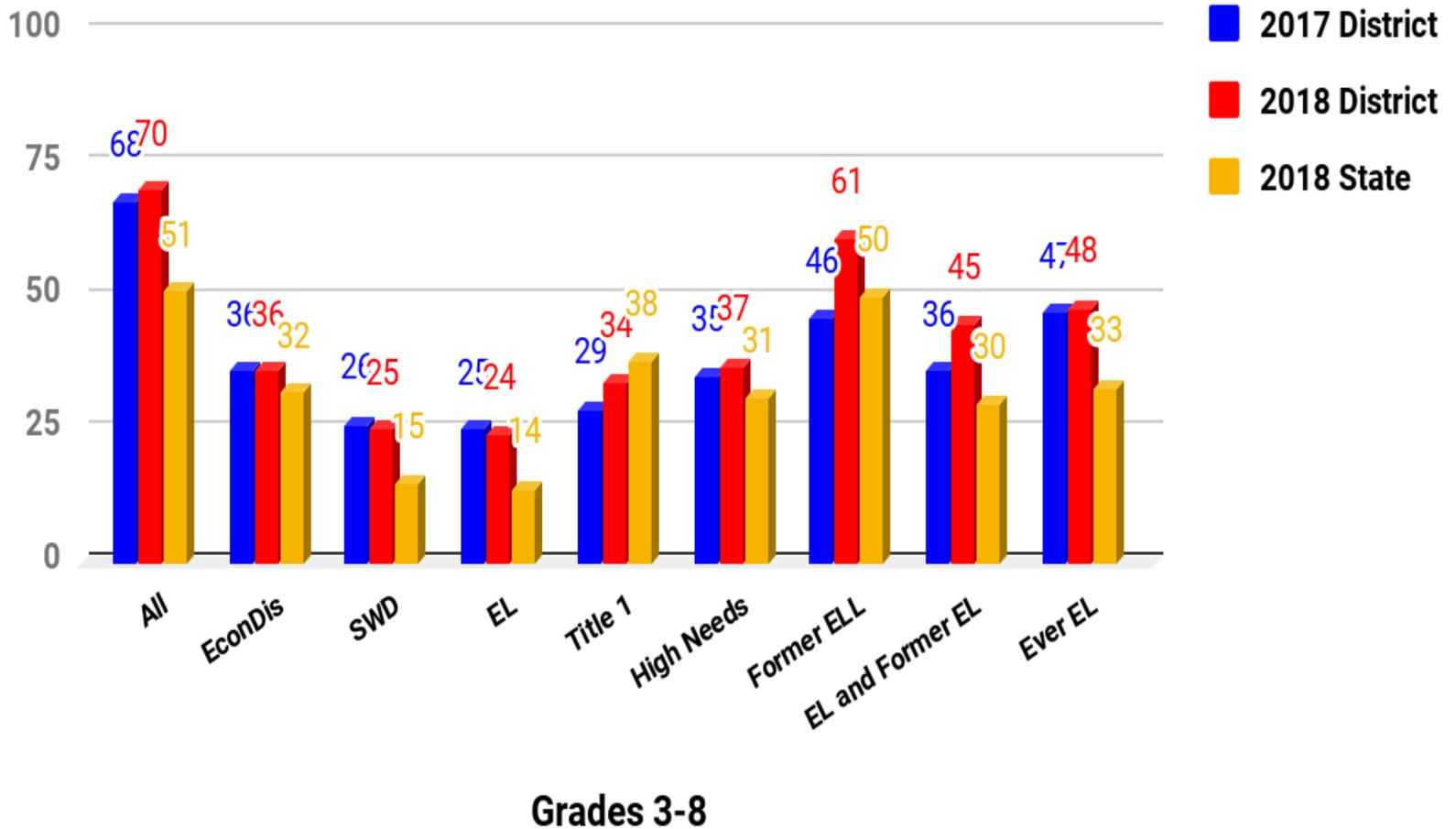
District and State Math % Meeting/Exceeding by Subgroup (3-8)



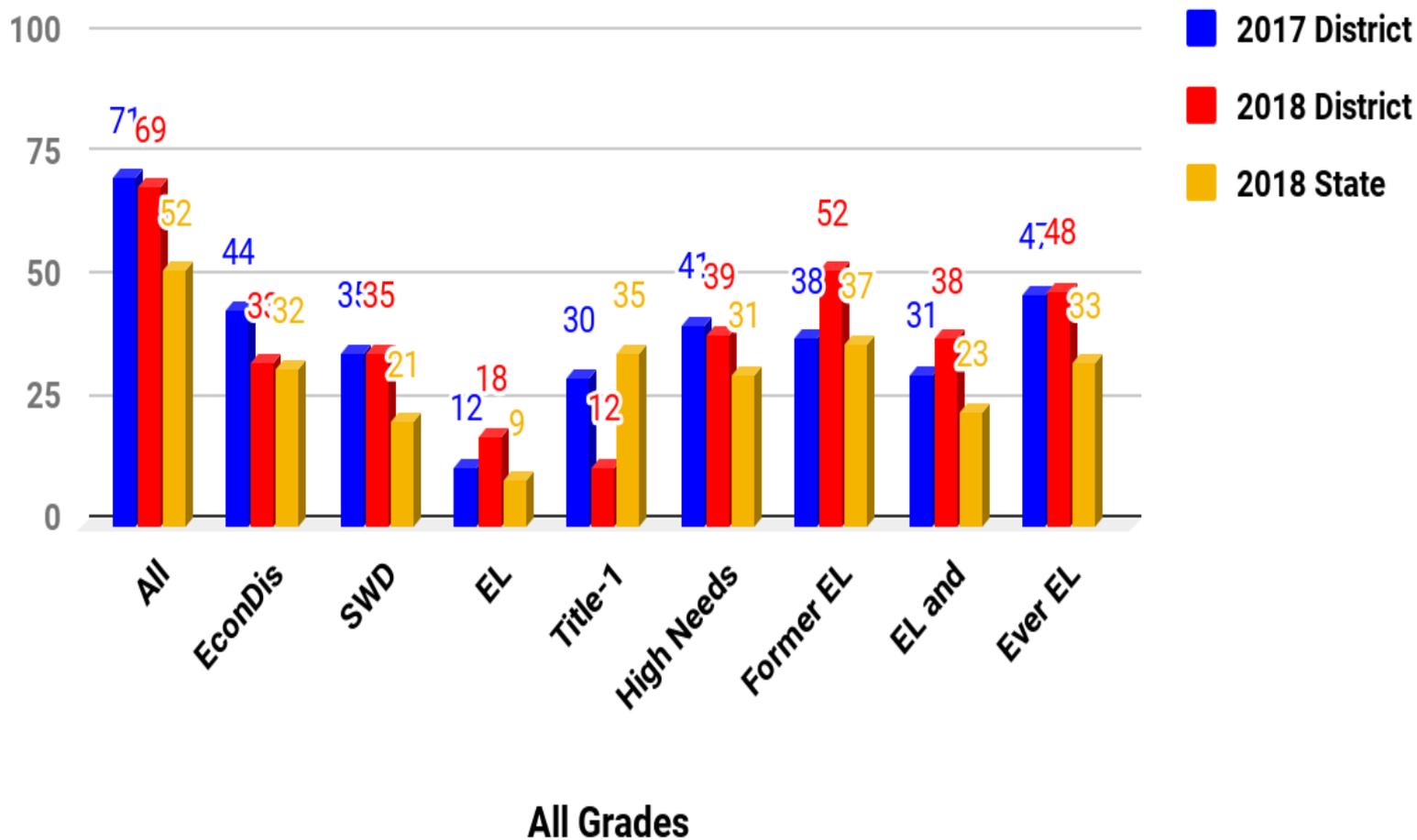
10th Grade District and State ELA % Advanced/Proficient by Subgroup



District and State ELA % Meeting/Exceeding by Subgroup (3-8)



All Grades District and State Science Technology/Engineering % Advanced/Proficient by Subgroup



Program Development is an Iterative Cycle of...



Assessment

Evaluation

Conceptualization



Intervention

The logic model is...

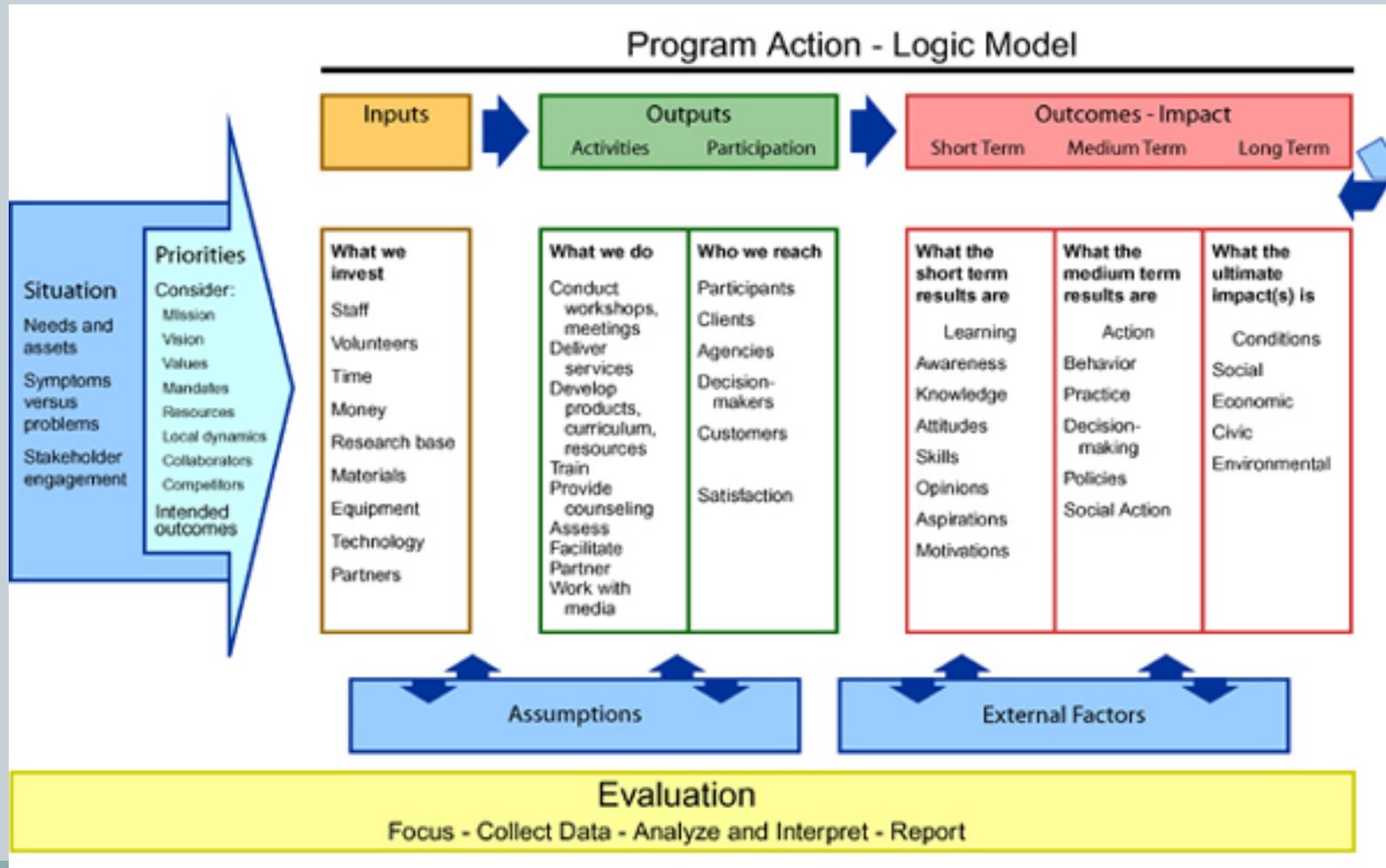


- A depiction of a program showing what the program will do and what it is to accomplish.
- A series of “if-then” relationships that, if implemented as intended, lead to the desired outcomes
 - The underlying idea is to make the best use of all resources available by organizing them in the most logical and advantageous ways—all in accordance with relevant best practices.
- The core of program planning and evaluation

In Simplest form



So here's what you're organizing



Program Expansion - Compass



Who will the program serve?

- Address a range of cognitive profiles, including students diagnosed with intellectual disabilities and cognitive impairments. Typically, a student performs in a way which requires significant academic modification from the general education curriculum (e.g., functional academics), as well as a higher level of academic support, specialized instruction, and related services.
- The program serves AHS students through graduation or the termination of special education services (as determined by IEP Team). In the program, students will develop skills such as travel training, understanding the local community, and connections with adult services
- Students typically have significant modifications in their individualized education program and require changes in the methodology of instruction and a smaller teacher:student ratio.
- The program also offers and serves many students who receive related services including occupational therapy, speech language therapy, and/or counseling on their individualized education program.

Program Expansion – Compass, AHS



Teaching staff will be working with students on:

- Creating transition plans for post secondary goals.
- Social emotional and communication skill development to increase independence and access their local community, share space and social experiences with others.
- Independent living skill development to pursue post secondary goals, including the ability to navigate the community, manage finances, purchase necessary items such as food and clothing, and maintain a safe and appropriate living environment, with or without assistance such as supported employment and community living assistance.
- Development of personal health & wellness habits in diet, nutrition, physical health, and sexual health.

Program Expansion – Compass, AHS



- Instruction is directly tied to each student's post secondary goals. This includes activities of daily living (ADLs) development, money management, skills required to interview, as well as obtain and sustain increased independent living skills and employment. In addition to academic coursework, classes may also include cooking, baking, sewing, home care, self care etc.
- Additionally, programming includes deepening each student's self knowledge in adolescent development and health.
- Individually tailored MCAS preparation, including completion of MCAS Alt Portfolios, or completion of Next Generation MCAS, as appropriate

Program Expansion – Compass, AHS



Staffing:

- Special Education Teachers: 3 teachers will have responsibilities for delivering instruction in the content areas, one of whom is primary program liaison (1.0 FTE)
- Behavior Support Personnel
- Related Service Providers- Speech and Language Pathologist, School Social Worker, BCBA. and Occupational Therapy and Augmented and Assistive Technology consultation.

Program Expansion – Summit, OMS



- There is a population of students at OMS with a variety of Social/Emotional needs based around **Anxiety, Depression, Self-Regulation, and/or Complex Family History.**
- This population requires S/E support services in a substantially separate, partial or full inclusion based setting, depending on the individual plans for the students.
- Without S/E support, students in the Summit Program would not make adequate progress in a regular education setting, for a variety of reasons related to academic, organizational and emotional/behavioral deficits.

Program Expansion – Summit, OMS



- The Summit Program’s mission is to appropriately support students struggling with anxiety, depression, self- regulation, and/or a complex family history by applying research based interventions and practices in a variety of school settings.
- By addressing specific needs, students will develop strategies to prepare them for successful transition to independence by fostering a connection to the greater academic community.

Program Expansion – Summit, OMS



Arlington - Ottoson			
Student Goals			
Goal	When the Goal will be Reached		
	Short-Term Outcome (e.g., change in knowledge and/or awareness; occurs soon after program begins)	Intermediate Outcome (e.g., change in behavior; occurs during his/her time in the program)	Long-Term Outcome (e.g., change in condition; occurs after leaving the program)
1. Emotional Stability	Student effectively transitions into program, develops positive connections with staff and peers, and begins to understand their own disabilities	Student is able to reflect on behaviors, making connections to their disability and using applicable skills with programmatic and therapeutic supports	Student is able to proactively utilize strategies learned for the classroom, with peers, and other common school settings.
How it will be measured	<ul style="list-style-type: none"> •Daily level system (classroom observations) <ul style="list-style-type: none"> •Grades •Teacher feedback •Behavioral Data •Attendance •Pre/Post assessments for skills based treatments 		
2. Academic Success	Student is able to identify major academic goal areas while acclimating to their schedule, attending classes and utilizing support staff	Student is attending core classes regularly with greater independence and meeting academic expectations (with supports)	Student is able to attend core classes and specials, meeting classroom expectations with building-based supports
How it will be measured	<ul style="list-style-type: none"> •Attendance •Grades •Teacher feedback •Time on task 		

Program Expansion – Summit, OMS



Arlington - Ottoson			
Family Goals			
Goal	When the Goal will be Reached		
	Short-Term Outcome (e.g., change in knowledge and/or awareness; occurs soon after program begins)	Intermediate Outcome (e.g., change in behavior; occurs during his/her time in the program)	Long-Term Outcome (e.g., change in condition; occurs after leaving the program)
1. Effective Strategies	Family will gain awareness of programmatic structures/supports and how they pertain to their student's disability (understanding cause/effect of behaviors)	Family will increase understandings of their student's disability and research-based practices that can be adapted for the home setting	Families will practice proactive supports/strategies that align with the school.
How it will be measured	<ul style="list-style-type: none"> •Attendance •Parent survey •Parent/Student survey •Regular communication 		

Staff Roles and Responsibilities

<i>Program Lead Teacher</i> <i>Full-time</i>	<i>Social Worker</i>	<i>Assistants</i> <i>2 Full-time</i>
<ul style="list-style-type: none"> ✓ Classroom teaching (15 hr/wk.) 	<ul style="list-style-type: none"> ✓ DBT course and follow-up (3 hr/wk) 	<ul style="list-style-type: none"> ✓ In-class academic and behavior support (15 hr/wk)
<ul style="list-style-type: none"> ✓ Prep for teaching (5) 		
<ul style="list-style-type: none"> ✓ Family Support Group (1) 	<ul style="list-style-type: none"> ✓ Family Support Group (1) 	<ul style="list-style-type: none"> ✓ Emotional first-aid (10)
<ul style="list-style-type: none"> ✓ Crisis Intervention Emotional First Aid (5) 	<ul style="list-style-type: none"> ✓ Collateral and family contact: Emails, phone calls (5) 	<ul style="list-style-type: none"> ✓ Facilitating activities to build positive relationships with students (5)
<ul style="list-style-type: none"> ✓ Communication with parents/guardians and staff (5) 	<ul style="list-style-type: none"> ✓ Milieu interventions w/students and staff (8) 	<ul style="list-style-type: none"> ✓ One-on-one tutoring and academic support (7.5)
<ul style="list-style-type: none"> ✓ Special Education liaison (4) 	<ul style="list-style-type: none"> ✓ Program meetings (3) 	<ul style="list-style-type: none"> ✓ Data tracking (5)
<ul style="list-style-type: none"> ✓ Organize program and student data – including level system (5) 	<ul style="list-style-type: none"> ✓ Scheduled Direct Service with students (15) 	<ul style="list-style-type: none"> ✓ Mainstream teacher collaboration (2.5)
<ul style="list-style-type: none"> ✓ Program Meetings (3) 	<ul style="list-style-type: none"> ✓ Collateral and family contact: Emails, phone calls (5) 	<ul style="list-style-type: none"> ✓ Program meetings (3)
<ul style="list-style-type: none"> ✓ Gen. Ed. Consults /Observations (6) 		

LABBB Program Evaluation



“This evaluation is focused on the specific area of inclusionary practices for students who are determined eligible for special education....to assist in having a guided and focused discussion that will enable effective short and long-range planning.”

- LABBB Collaborative: Arlington Inclusionary Practices (2017)

TIMELINE



- Record review October 2017
- Onsite observations October & November 2017
- Interviews November & Dec 2017
- Final report issued in May 2018

Commendations



- District efforts to provide an inclusionary approach to instruction
 - 70.5% in Full-inclusion vs. 63.3% State-wide average
 - 6.1% in Substantially separate vs. 13.9% State-wide average
- High school co-teaching model, common-planning block for collaborating teachers.
- Middle school co-teaching model – special education teacher & TA travel with students to each content area
- Co-teaching class ratios
- Millbrook Program assessment center
- Harbor & Shortstop Programs at the high school for re-entry after extended absences
- Use of technology
- Organizational skill development during academic support periods at middle school
- Google School format for data collection at elementary level

Areas of Findings



- “Pre-referral”/Multi-tiered Systems of Support
- Teacher Assistants
- Co-teaching/Inclusion services
- IEP Development & Evaluation
- Communication/Internal processes

Steps Taken SY2018-19



- **Professional development for Teaching Assistants/Behavior Support Personnel and those working with TAs/BSPs**
 - All special education staff began the year with training on “Providing Adult Support in an Inclusive Classroom”
 - Paraprofessionals engaged in an year-long series of professional development during the early release department time on topics from data collection, implementing behavior plans, Responsive Classroom, and fostering independence in the inclusion setting
- **Continue work with on program development**
 - Reach (SLC-A) working with consultant, Dr. Elizabeth Keefe, throughout the year on program development & Dr. Keefe will continue next year
 - Compass (AHS) & Summit (OMS) will engage with Wediko consultant, Doug Delaney, LICSW, over the summer months and through next year on program expansion
- **Communication ladder/Department Organizational Chart**
 - Created for both staff and families. Shared at the start of the school year with staff & through the SEPAC with families

Steps SY2018-19



- **Memorialize transition procedures**
 - Preschool to Kindergarten special education transition defined in writing
 - Elementary to Gibbs/ Gibbs to Ottoson already established
 - Next year will memorialize Middle to High School procedures

- **Role-a-like working groups (related service providers) to refine assessment resources/eligibility criteria/service delivery/goal attainment**
 - Related service providers met throughout the school year during department time to complete a logic model defining roles & services, common assessments tools, and establishing guidelines for eligibility and discharge

- **Work with building administrators and curriculum directors to address co-teaching recommendations**
 - Co-teaching teams and teachers attend co-teaching workshops
 - Worked with curriculum directors to expand co-teaching classes at high school & eliminate Curriculum B in some content areas

Professional Learning Opportunities SY2018-19



- **Paraprofessionals**

- Implementing behavior intervention plans
- Overview of Responsive Classroom principles & Implementing Responsive Classroom strategies
- Providing Adult Support in an Inclusive Setting
- Data Collection, Inclusion Support, Review and “how to” for student specific plans
- Orientation/Review of SLC-A components: ABA & DT, Social Thinking/Supporting Social Skill Development, CPS, Sensory Support, ASD refresher
- Data Collection - Summary and Use
- Inclusive Group Learning and Multi-Aged Instructional Strategies to Support Small Group

Professional Learning Opportunities SY2018-19



- **Learning Specialists & Special Education Teachers**
 - Teaming for Success: Co-Teaching and inclusive practices to close the achievement gap
 - Co-Teaching Conference
 - Best Practices in Co-Teaching
 - Executive Function Workshop
 - The Neuroscience of Training Executive Functioning and Attention
 - Enhancing Special Education Practices - Learn more/Worry Less
 - Effective Education for Children with Down Syndrome in School
 - Integrating DBT for Students with Social/Emotional/Behavioral Difficulties
 - Massachusetts Standards in Social Emotional Learning and Approaches to Play and Learning.
 - Providing Adult Support in an Inclusive Setting

Professional Learning Opportunities SY2018-19



- **Learning Specialists & Special Education Teachers**
 - Project Read: Framing Your Thoughts: Sentence Structure
 - Project Read: Framing Your Thoughts: Paragraph Writing
 - Lively Letters
 - Wilson Reading System
 - Just Words (Wilson)
 - Administering and scoring the WIST
 - RAVE-O
 - Using assessment data to identify reading profiles and target intervention & Working with Struggling Readers Service Planning and Evaluation
 - Developing Culturally Responsive Interactive Read-Aloud Mini-Units for the Early Childhood Classroom
 - Targeted Reading Intervention Training
 - Subtyping framework for reading: Application of Framework to Cases

Professional Learning Opportunities SY2018-19



- **Related Service Providers**

- Departmental review of best practice in assessment, intervention, service delivery
- ABA Programs in Public Schools: Legal Issues and Practical Resources
- 19 Timesaving Strategies to Integrate Your OT Interventions into Classrooms
- Therapeutic Crisis Intervention for Families Training
- Behavioral Health Emergencies in the PreK-8 Classroom
- Building Bridges from the Testing Report to Real-Life Settings: Using Appropriate Academic and Behavior Strategies
- Introduction to the Neurosequential Model of Therapeutics Core Concepts
- Technology Integration for Social and Executive Function
- Providing Adult Support in an Inclusive Setting

Professional Learning Opportunities SY2018-19



- **Leadership**

- Special Education Leadership Institute
- Unpacking Cultural Proficiency
- Leadership for Inclusive Practices
- Legal Issues in Educating Students with Disabilities
- Optimizing the transition from middle school to high school
- Leading with Equity and Access
- Facilitative Leadership for Equity & Inclusion
- Special Education and Cultural Competency Related to EL Learners

Professional Learning Opportunities SY2018-19



- **All Staff (District)**
 - Youth Mental Health First Aid
 - Hip-Hop(e): The Art and Science of Creating an Environment Where All Youth Can Thrive
 - Collaborative Problem Solving
 - The Impact of Trauma on Learning: An Overview
 - The Impact of Trauma on Learning: Classroom and Student Supports
 - The Impact of Trauma on Learning: Action Research and Seminar
 - Responsive Classroom

SY 2019-20



- **Five year strategic plan/budget requests/district goals for SY2019-20**
 - PD line item requests to address training needs
 - Purchase of executive function curriculum for implementation in middle school academic support classes
 - Request for funding on-site co-teaching coaching/consultant to support implementation of model
 - Identify planning opportunities for co-teaching & program teams over the summer
 - Continue program development through consultation with Wediko (Compass & Summit) & Dr. Elizabeth Keefe (Reach/SLC-A)
 - Continue professional development with Dr. Melissa Orkin in area of reading assessment & intervention to deliver specially-designed instruction for students identified with reading disorders (dyslexia)