

Concord-Carlisle Regional School District

Special Education

10/19/17



Who I am?



I am...

The Director of Special Education

The Preschool Administrator

The District 504 (Compliance)
Coordinator

The mother of 4 children with special
education needs

I am the person who has sat on both
sides of the “table” and it never gets
easier

I am never one without being the
other...

- MISSION -

Educate all students to become independent lifelong learners, creative thinkers, caring citizens and responsible contributors in our increasingly diverse global society

CORE VALUES & BELIEFS

- Academic Excellence
- Continuous Improvement
- Education Equity
- Empathic and Respectful Community
- Professional Collaboration

District Updates- Based on National Trends

Concord Public Schools

- Status quo-
- Preschool population continues to grow
- Looking forward... comprehensive program review (SY 18-19)

Concord Carlisle Regional School District

- Completing a comprehensive program review- The on site observations and focus groups are happening today and tomorrow

- Support site based management- Everything falls under the principal at their school site
- Legal compliance
- Training
- Team meetings, IEP development, consultation, CST, Data teams and more
- Mediation, due process hearing
- Grant and budget development
- Supervision and evaluation
- 504 District Coordinator
- Out of District oversight
- Clinical Team at CCHS
- Manifestation Determinations
- Student/family support



The Role of the Director of Special Education

Site Based School Management

Site-based management means creating ownership for those responsible for carrying out decisions by involving them directly in the decision-making process.

Each school site has a Leadership Team (comprised of staff members) and a School Advisory Council (comprised of parents, teachers and principal)

WHAT DOES THIS mean FOR SPECIAL EDUCATION?

I provide guidance and resources and principals work with their leadership teams to efficiently and effectively use these resources and support the progress of students on IEPs.

What does that all mean??

The Principal is responsible for all aspects of programming at their school site- both regular education and special education.

COLLABORATION

- Programming
- Use of resources
- Attend team meetings

CONSULTATION

- To staff
- Provide In house training, facilitating independent consultants

AUTHORIZATION OF RESOURCES- to the school site: Principal can commit resources at the team meeting

Moving on up....

Transitions between levels:

In addition to your child's annual review a transition meeting is held when he/she moves to a new level:

Preschool  Kindergarten

Elementary (gr 5)  Middle School

Middle School (gr 8)  High School

A representative from the receiving school is in attendance

Why OOD?

- **Quality of services- low incidence disabilities**
- **Student:staff ratios**
- **Increased “wrap around” supports**
- **Affinity groups**

Why not create our own? The who, what, where and why?

- **As the preschool has grown we are able to look at cohorts to create a program for in order to keep students in district.**

The OOD Coordinator

Marielle Wintersteen

- **Liaison between family, program and district**
- **Commits resources on behalf of the district**
- **Monitor each student's placement and progress**
- **Facilitates team meetings and more**

Transition Planning, Assistive Technology

Transition Planning:

Through secondary transition planning, which occurs in Massachusetts for students with IEPs aged 14-22, IEP Teams facilitate an individualized process that moves a student ever-closer to the successful realization of his or her personal vision for the future.

IDEA 2004: Assistive Technology

Specialized materials and equipment specified in IEPs are provided.

The school district provides evidence that assistive technology is considered for each eligible student and if the student needs it in order to receive a free, appropriate public education described in the IEP and provided by the district.

Bullying and Harassment

Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, or the student has an Autism Spectrum Disorder diagnosis:

The IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. (G.L. c. 71B, §3, as amended by Chapter 92 of the Acts of 2010.)

CPS and CCRSD include a statement regarding Bullying, Harassment and Teasing in the additional information section of the IEP.

Who do you call?



FAQ...

- Who do I contact with questions?
- Team meeting attendance- 1 teacher?
- What if I disagree with the IEP?
- Can I request a team meeting?
- Can I bring an Advocate?
- What happens when a parent provides a private evaluation?
- Alternative methods to dispute resolution:
 - The BSEA (Bureau of Special Education Appeals)
 - Facilitated Team meetings
 - Mediation
 - Due Process Hearing

Resources

- **Parent's Guide to Special Education (FCSN):**

http://www.fcsn.org/parents_guide/pgenglish.pdf

FCSN



- **Disability Info Search engine**

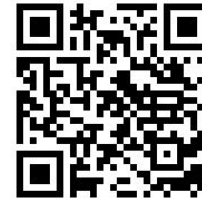
<https://www.disabilityinfo.org> Dis.org



- **William James Project Interface**

<https://interface.williamjames.edu/>

WJ



- **Support and Resources for Parents and Teachers**

<http://www.specialeducationguide.com/pre-k-12/tools-and-research/support-and-resources-for-parents-and-teachers/>

Resources



Notes....