

SPECIAL EDUCATION UPDATE

November 9, 2021

VALUES AND BELIEFS

TOM HEHIR SAYS...

Inclusion means...

- ❖ **Offering** *the same opportunities for people with & without disabilities*
- ❖ **Welcoming** *everyone*
- ❖ **Building** *a community where everyone feels respected and valued*
- ❖ **Emphasizing** *cooperation*
- ❖ **Seeking** *to understand, celebrate and support everyone's differences*
- ❖ **Presuming** *everyone's competence*

TOM HEHIR SAYS...

Inclusion means...

- ❖ **Ensuring** *a safe and socially comfortable environment for all*
- ❖ **Teaching** *that all people deserve respect, understanding and dignity*
- ❖ **Reaching** *out to people who are excluded and marginalized*
- ❖ **Honoring** *the intrinsic value of each person's life*
- ❖ **Providing** *training and support so that everyone can feel successful*

OUR RESPONSIBILITY...

- Support and teach students to become independent, self-sufficient, self-reliant learners who can advocate for themselves
- Maintain high standards and expectations ensuring access to and progress within the general education curriculum
- Teach skills that are impacted by disability through specialized instruction
 - Research-based interventions
 - Highly-qualified and trained staff
 - State of the art strategies and techniques
- Teach strategies to assist a child to compensate for his/her disability across all learning environments
 - Universal design
 - Accessible materials
 - Meaningful and appropriate accommodations and modifications
- Everyone takes ownership and is accountable for each student's learning, achievement, and success.

HOW WE MEET STUDENT NEEDS...

- Inclusionary practices (LRE)
- Co-teaching
- Collaborative relationships
- High expectations for student learning
- Teamwork
- Shared responsibility and ownership of student learning
- Support among and for all team members
- Varied resources and research-based interventions
- Ongoing monitoring, assessment, progress reporting
- Creativity and thinking outside the box
- Use of data to inform decision-making
- Engage parents as partners

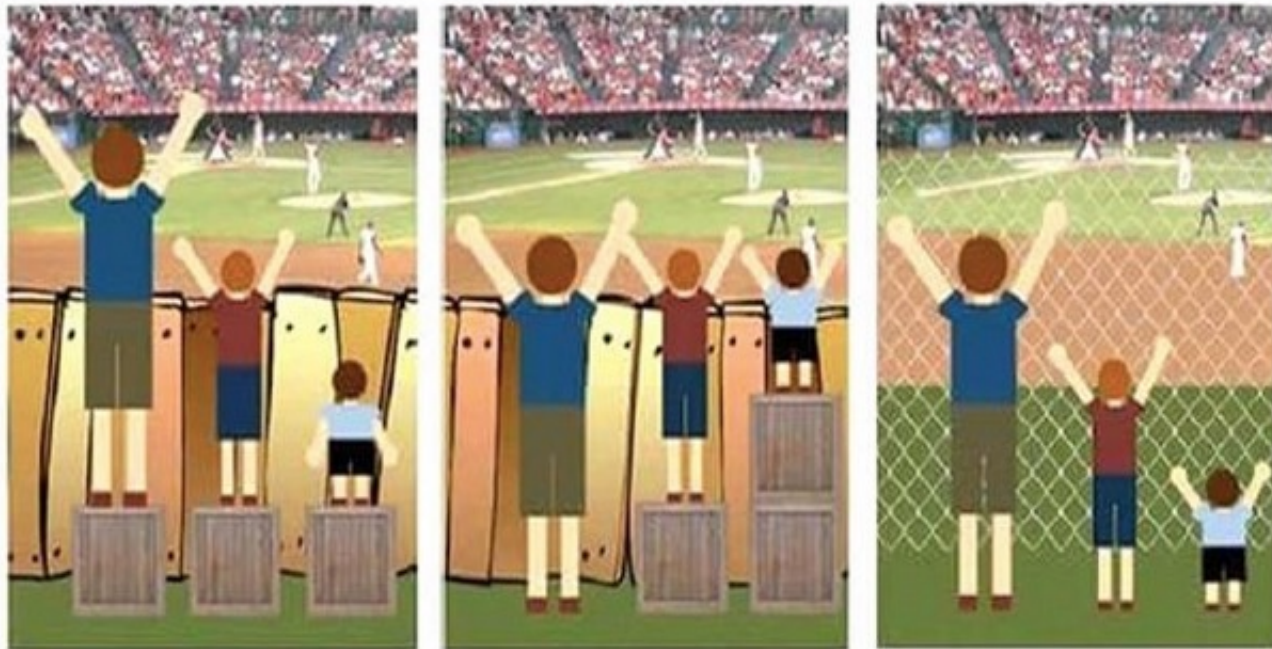
GENERAL EDUCATION TEACHER RESPONSIBILITIES

- **Accommodations**
 - Remove barriers presented by disability
 - Allow a student access to curriculum
 - Allow a student to progress within the curriculum
 - Allow a student to show what they know and can do
 - Are not intended to make work easier
 - Are the responsibility of the general education teacher with input from special educators

SPECIAL EDUCATION TEACHER RESPONSIBILITIES

- **Modifications**
 - Are instructional interventions that are not regularly provided or available in the general education program
 - May require a change in content
 - May require a change in instructional approach
 - May require a change in instructional level
 - May require a change in performance criteria
 - Are the joint responsibility of the special educator and general education teachers
 - *Focus is on core concepts and essential skills*

WHAT IS FAIR IS NOT ALWAYS EQUAL



WEST ED REPORT – HIGHLIGHTS PRESCHOOL

- School day now ends at 3:00
- Preschool now included in district professional development
- Preschool has a full time preschool director to provide onsite leadership
- The preschool is recognized as its own school
- The preschool is addressing ELL students through consultation with ELL teachers
- Transportation is streamlined and reduced

WEST ED REPORT – HIGHLIGHTS ELEMENTARY

- Focus is now on direct and explicit specialized instruction
- Tutors now work under direction of licensed special educators
- Ongoing professional development is being offered to increase teacher capacity and expertise
- Co-teaching is occurring
- An array of special education services and programs is now provided

WEST ED REPORT - HIGHLIGHTS MIDDLE SCHOOL

- Focus is now on direct and explicit specialized instruction through the workshop model
- Tutors now work under direction of licensed special educators
- Ongoing professional development is being offered to increase teacher capacity and expertise
- Co-teaching is occurring
- An array of special education services and increased programming is now provided
- A department chair has been added

WEST ED REPORT – HIGHLIGHTS HIGH SCHOOL

- Inclusive support in general education classrooms is being provided by tutors
- There has been an Increase in the continuum of special education services and programs
- Focus is now on direct and explicit specialized instruction

WEST ED – STILL WORKING ON

- MTSS
- Improving the transition process for level to level; building to building
- Co-teaching
- District-wide policies, practices and procedures
- Parent outreach and communication
- Expanding and enhancing continuum of services and programs

PROGRAM OVERVIEW - ELEMENTARY

Program	Description
Learning Centers	Students with mild to moderate disabilities receive explicit and direct instruction in reading, writing, math, executive functioning, etc.
Related Services	Speech and language services, pragmatic language support, counseling, occupational therapy, physical therapy, vision services, educational audiology, assistive technology, etc.
Branch (Alcott)	Branch provides therapeutic programming for students who present with a variety of mental health challenges including significant anxiety, depression, school avoidance, mood disorders and social skill challenges. The program provides students with a therapeutic milieu in a safe and supportive environment
Bridges (Thoreau)	Students with Autism Spectrum Disorders and other neurological and communication disabilities are supported primarily in an inclusive setting using the principles of Applied Behavior Analysis.
Intensive Learning Program (Thoreau)	Students with complex profiles including significant Autism, cognitive, neurological, and/or communication disabilities are taught in this sub-separate program using the principles of Applied Behavior Analysis. Inclusion opportunities are provided as appropriate.
Language-based Learning Disabilities Program (Willard)	Students with language-based disabilities, including dyslexia, are supported through this program. Students receive explicit and direct reading and writing instruction; content areas may require modifications to allow successful access to the curriculum.

PROGRAM OVERVIEW – MIDDLE SCHOOL

Program	Description
Workshops	Students with mild to moderate disabilities receive explicit and direct instruction in reading, comprehension, fluency, writing, math, executive functioning, etc.
Related Services	Speech and language services, pragmatic language support, counseling, occupational therapy, physical therapy, vision services, educational audiology, assistive technology, etc.
ACCESS	ACCESS provides therapeutic programming for students who present with a variety of mental health challenges including anxiety, depression, school avoidance, mood disorders and social skill challenges. The program provides students with a therapeutic milieu in a safe and supportive environment
Intensive ELA/Math	Replacement classes are provided for students who require intensive instruction in targeted skills in the areas of reading, writing and/or math.
Intensive Literacy Workshop	Students are provided with intensive research-based instruction (Orton-Gillingham or Wilson) to address decoding and encoding due to significant reading disabilities, including dyslexia.

PROGRAM OVERVIEW – HIGH SCHOOL

Program	Description
Academic Support Centers	Students with mild to moderate disabilities receive explicit and direct instruction in reading, writing, math, executive functioning, etc.
Related Services	Speech and language services, pragmatic language support, counseling, occupational therapy, physical therapy, vision services, educational audiology, assistive technology, transition, etc.
Harbor	Harbor is an inclusion program that provides students with supports designed to address targeted social, emotional, and behavioral challenges in a safe and supportive environment; primary focus is on academic support and self-regulation.
Alternative Program (Alt Pro)	Alt Pro provides a more substantially separate program for students with more significant mental health challenges programming for students who present with a variety of significant mental health challenges including anxiety, depression, school avoidance, mood disorders and social skills.
Bridges	Students with Autism Spectrum Disorders and/or Social Communication Disorders are supported through this full inclusion program, through targeted instruction in social pragmatics, self-regulation, executive functioning, and academic support.

PROGRAM OVERVIEW – HIGH SCHOOL

Program	Description
Pathways (grades 9-12)	Pathways provides high school experiences to students with significant and complex disabilities in addition to instruction in life skills, functional academics, pre-vocational and vocational programming.
Launch (ages 18-22)	Launch provides post-graduate transition services to students who require continued programming through age 22. Launch is located at the Ripley Building.

PRESCHOOL

Preschool	1/2 day am 1/2 day pm	Itinerant Services	Full Day Class #1	Full Day Class #2	Full Day Class #3	
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ELEMENTARY

Alcott	Learning Center	Related Services	Branch			
Thoreau	Learning Center	Related Services			Intensive Learning Program	Bridges
Willard	Learning Center	Related Services		Language-Based Learning Disabilities		

MIDDLE SCHOOL

CMS	Workshop	Related Services	ACCESS	Intensive ELA/Math Intensive Literacy		
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HIGH SCHOOL

CCHS	Academic Support	Related Services	Harbor		Pathways	Bridges
			Alt Pro		Launch	

2021-22 FOCUS AREAS

- **Program Definition and Development**
 - Enhance existing programs, develop entrance/exit criteria, extend continuum of service, establish program components and staffing
- **Continuity and Consistency**
 - Approaches, practices, evaluation, interventions
- **Update Process and Procedures**
 - Shared drive, forms, centralize, seek efficiencies, ensure compliance
- **IEP Development and Process**
- **Dyslexia Guidelines and Practices**

CONCORD BY THE NUMBERS

OCTOBER 1 DATA

School	Headcount Special Education/School Population	%age
Preschool	25/33	
Alcott	45/418 (66)	10.7%
Thoreau	93/451 (83)	20.6%
Willard	53/441 (66)	12.0%
Concord Middle School	119/688 (131)	17.3%
Concord-Carlisle Regional HS	219/1323 (210)	16.6%
Out of District	48 (50)	
Itinerant	11 (12)	

Based on DESE October 1 SIMS Data
(June 2021 data)

DISABILITY CATEGORIES

- Intellectual **5**
- Sensory – Hearing **8**
- Sensory – Vision **2**
- Deaf-Blind **1**
- Communication **46**
- Emotional **58**
- Physical **4**
- Health **112**
- Specific Learning **118**
- Multiple Disabilities **4**
- Autism **64**
- Neurological **110**
- Developmental Delay **51**

Based on DESE October 2021 SIMS Data

BUDGET DRIVERS

- OOD Tuitions
- Transportation
- Special Educators
- Tutors/Assistants
- Contracted Services
- Supplies and Materials

FY22 BUDGET

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|--------------------------|------------------|
| • OOD Tuitions | • \$4,377,161.00 |
| • Transportation | • \$1,251,111.00 |
| • Special Educators | • \$7,750,550.00 |
| • Tutors/Assistants | • \$3,703,478.00 |
| • Contracted Services | • \$661,833.00 |
| • Supplies and Materials | • \$65,140.00 |

DESE UPDATES

COMPENSATORY SERVICES

- Students with disabilities in schools or districts that were fully remote for three or more months during the 2020-21 school year;
- Students with disabilities who were chronically absent during the 2020-21 school year; and
- Students with disabilities who had significant difficulty accessing remote learning offered by the school or district due to the nature or severity of the disability, technology barriers, language access barriers, or other barriers resulting from the pandemic.

DYSLEXIA

- K-12 MTSS for Struggling Readers Committee
- Screening, Assessment, Evaluation
- Research-based Interventions
- Professional Development with Dr. Nadine Gaab

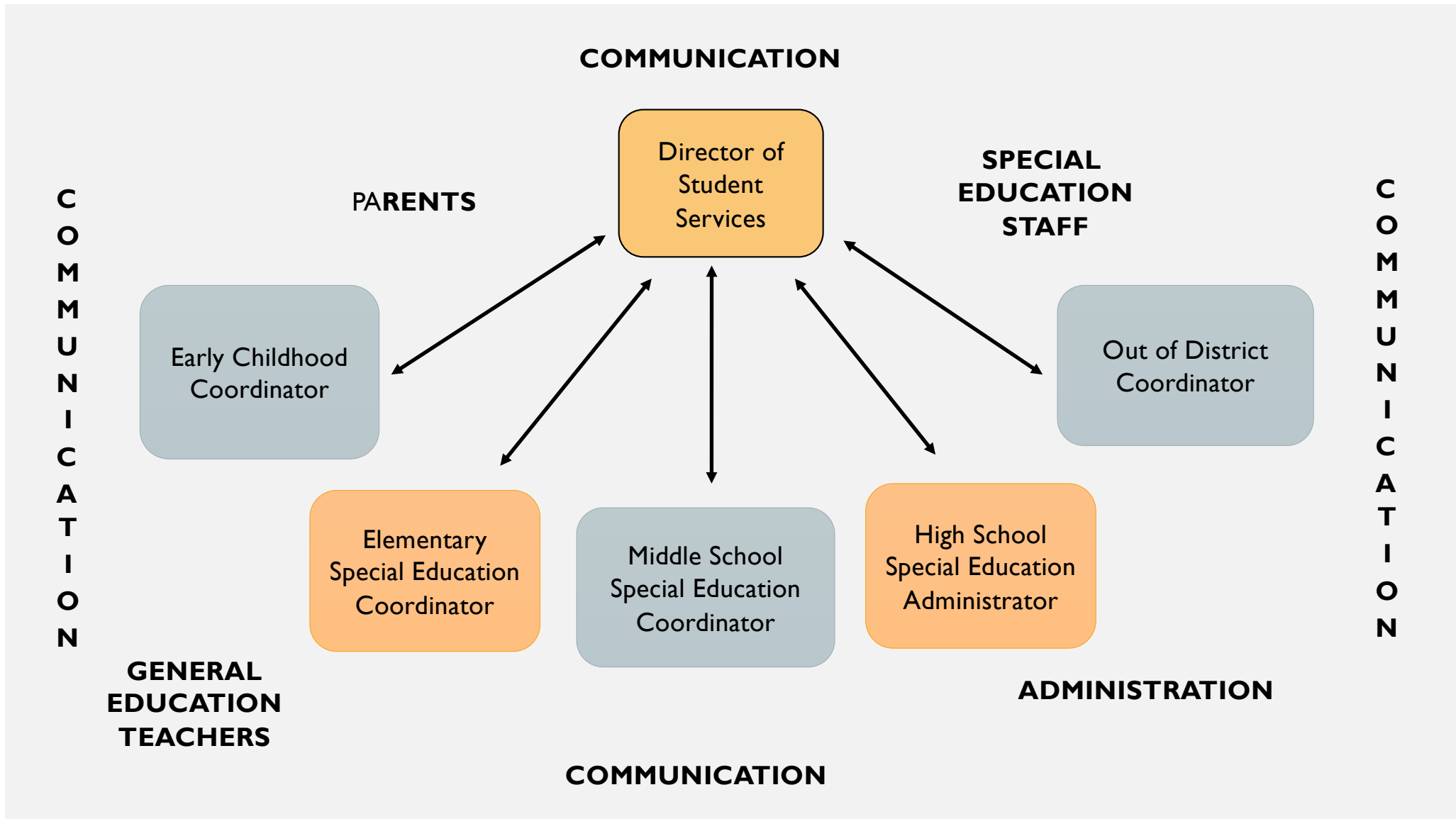
DEFINITION OF DYSLEXIA

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

DISTRICT UPDATES

DISTRICT UPDATES

- **Special Education Files:** PreK – 5 files have been moved from buildings to the central office
- **Sustainability:** Moving toward using electronic signatures for consents and IEPs via DocuSign
- **Developmental History/Home Assessment:** New form for initial evaluation
- **Communication and Organization:** Utilizing existing staff for efficiencies and compliance



QUESTIONS?

Thank you!