

# Student Services FY23 Update

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# Key Questions

1. What are the responsibilities of the Student Services Department?
2. What services/resources are supported by the Student Services Department?
3. What have been the noticeable trends in the Student Services Department?

# Additional Information

- Enrollment and Special Education Data Trends
- Ongoing Priorities
- SEPAC Overview
- Questions & Answers



# Key Question

What are the responsibilities of the Student Services Department?



# The Three Big “Responsibility Buckets” of the Student Services Department

- 1) Supporting Students, Families, and Staff
- 2) Providing Professional Resources/Structures
- 3) Upholding Legal Mandates



# Supporting Students, Families and Staff with a Focus on:

- Ensuring student learning outcomes
- Communicating with families
- Connecting families with staff expertise and district resources

# Providing Professional Resources / Structures

- Plan professional development opportunities to maintain research-based instructional practices
- Evaluate and oversee resource allocation
- Develop specialized programs: long and short-term program planning to ensure structural supports

# Upholding Legal Mandates

- Adhere to legal procedures and timelines
- Provide a continuum of services
- Follow Child Find regulations
- Tiered Focused Monitoring with the State
- Ensure implementation of 504 Accommodation and Individualized Educational Plans



# Key Question

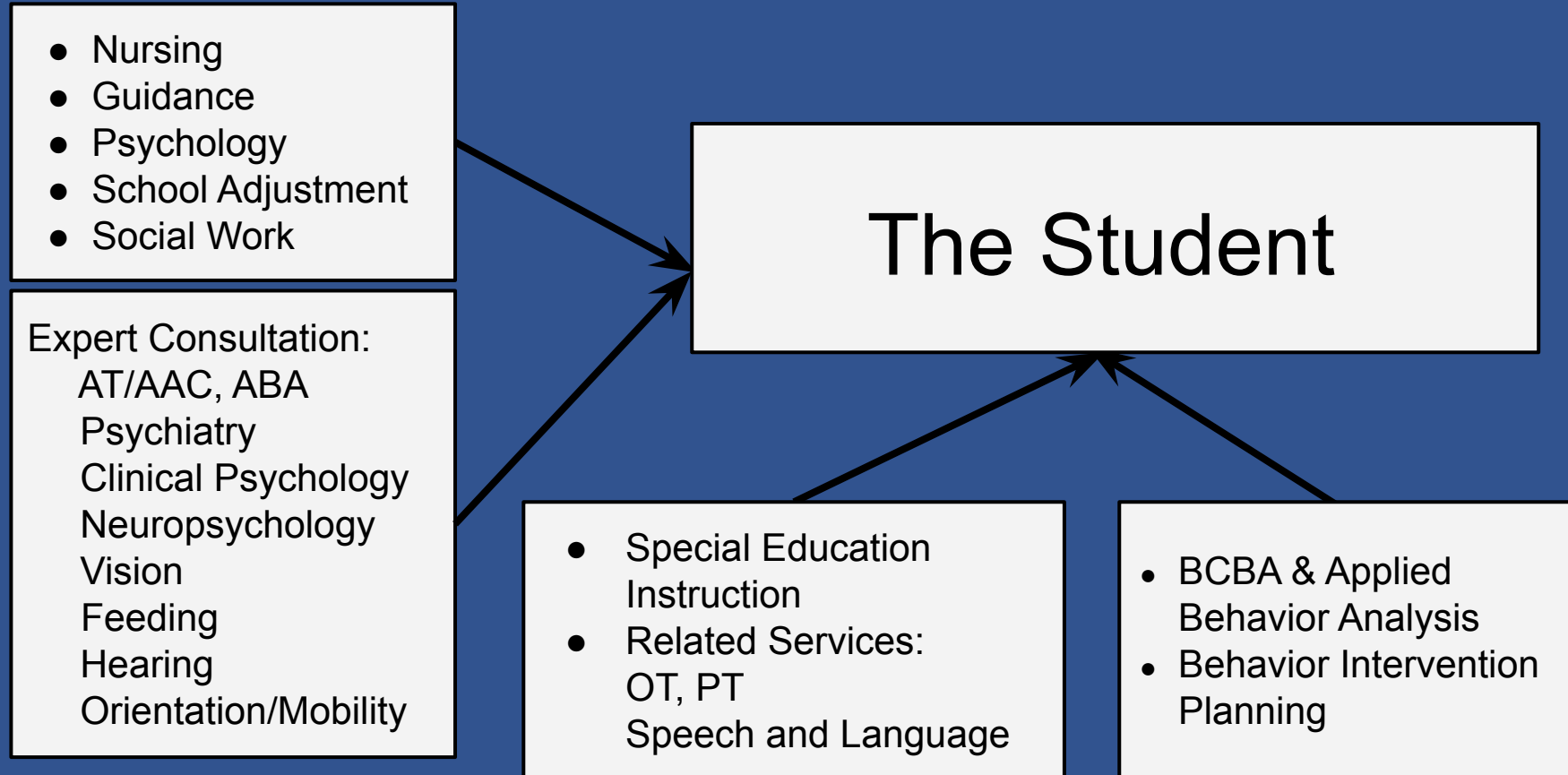
What services and resources are supported by the  
Student Services Department?

# Student Services and Resources

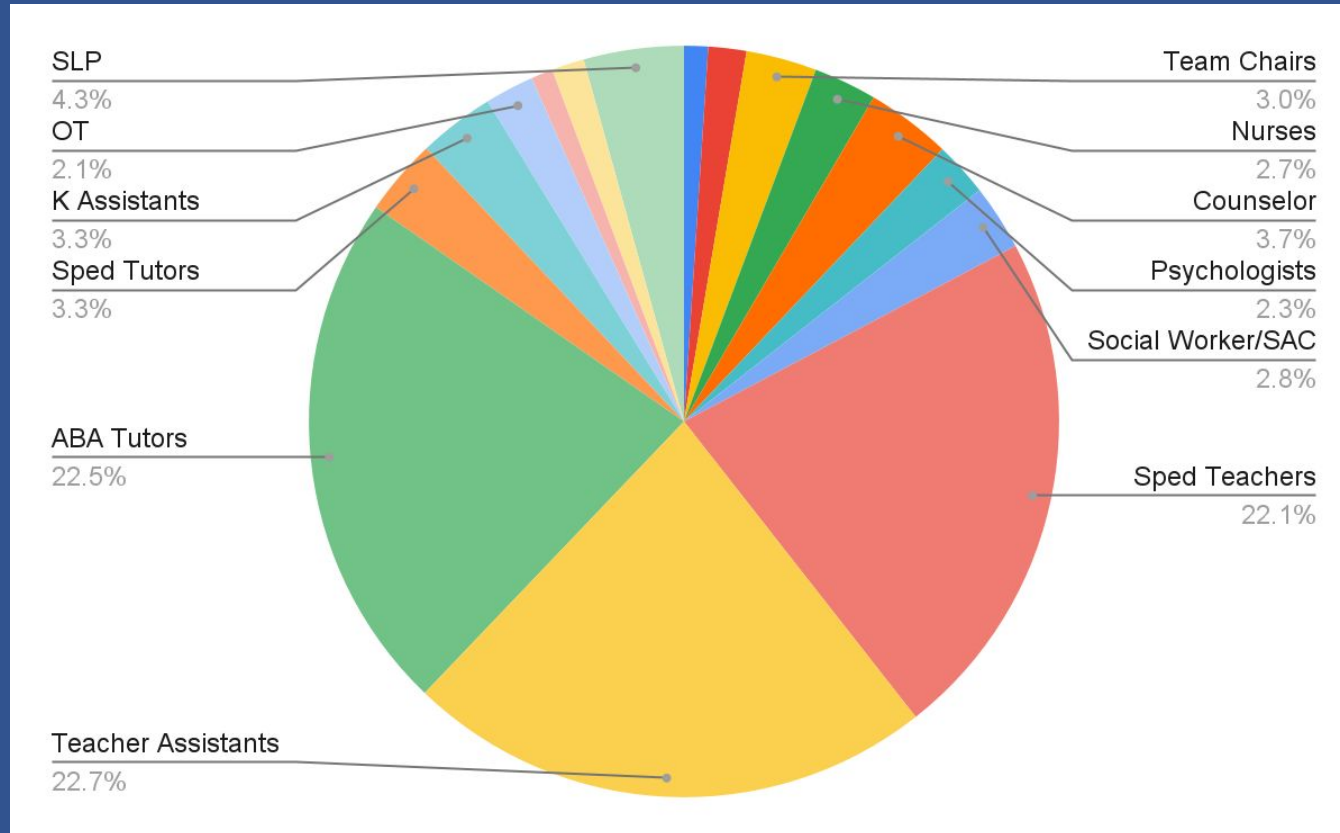
- Personnel with specialized training
- A continuum of intensity of service delivery
- An array of diverse services

*\*These services impact ALL students, both general and special education.*

# District Services



# Student Services Staffing FY23



213.2 FTE



# FY23

## SPS Student Services Department

*A Continuum of Service Delivery*

- Nursing
- Guidance
- BCBA
- 504 Teams
- Student Records
- Support Staff
- Registration

Universal Design  
DCAP: District  
Curriculum  
Accommodation  
Plan

- Special Education Teachers
- Psychologists
- Related Services
- OT, PT, SLP, BCBA
- Support Staff

- ABA
- Wrap Around Therapies
- Consultants

All  
Students

Students  
on IEPs

Students  
in Specialized Programs

Students  
in Out of District  
Placements

2,535 (PK-8)

542

181

16

# Highly Specialized Programs in SPS

**Haynes**

Partner  
Steps

Learning Centers/Skills  
in ALL Schools

**Loring**  
LAB/Bridges

**Nixon**

Access

**Noyes**

Foundations  
LAB  
Preschool



**ECMS**

LAB  
Leap  
Flex  
Access  
Partner  
Bridges

# Brief Program Overview

## **Learning Center/Resource Rooms/Skills Classes**

Serves students grades K-8 of all disabilities, in a wrap around services delivery model that includes in class and/or pull out support for students. Students are taught academic skills for content as well as organization and executive functioning.

## **Language Achievement and Beyond (LAB) Program**

Serves students grades 3-8 with language based learning disabilities. Provides specialized instruction with a systematic and multisensory methodology in either a co-taught or substantially separate structure with both individual and small group instruction.

## **Steps/Leap Program**

Serves students with intellectual, neurological and/or communication disabilities with both sub-separate and small group learning in general education content area classes.

## **Foundations/Flex Program**

Provides highly-specialized instruction and services to students primarily with autism, communication, self-regulation and social/pragmatic language needs in either an integrated or substantially separate structure.

## **Partner Program**

Serves students (K-8) with Autism Spectrum Disorders as well as other students who require intensive Applied Behavior Analysis programming. A highly structured and individualized program supported by BCBAs from the New England Center for Children (NECC).

## **Access Program**

Serves students primarily with social emotional disabilities in grades K-8. The psychologists/school adjustment counselors provide ongoing therapeutic support and social skill instruction. BCBAs work in consult with all staff.

## **Bridges**

A transitional and/or special education therapeutic program which serves students in both general and special education. Students are supported after a long-term absence, anxiety or social emotional needs that are under evaluation.

## **Sudbury Preschool Program**

Integrated classrooms for all students with diverse needs and supported by general/special education and related services in speech, physical, and occupational therapy.

# FY23 Professional Development to Date

- Safety-Care/CALM Training
- Dyslexia Screening Training
- Intervention Strategies for Children with Autism
- Trauma Sensitive Classrooms
- De-escalation training/strategies
- Seeing Stars Literacy Training
- Visualizing Verbalizing Literacy Training
- DIBELS training
- Dr. Orkin Building-Based Dyslexia Consultation
- Medicaid Reimbursement and Billing
- Chris Woodin Building-Based Math Consultation
- New IEP Training



# Service Providers and Recent Trends

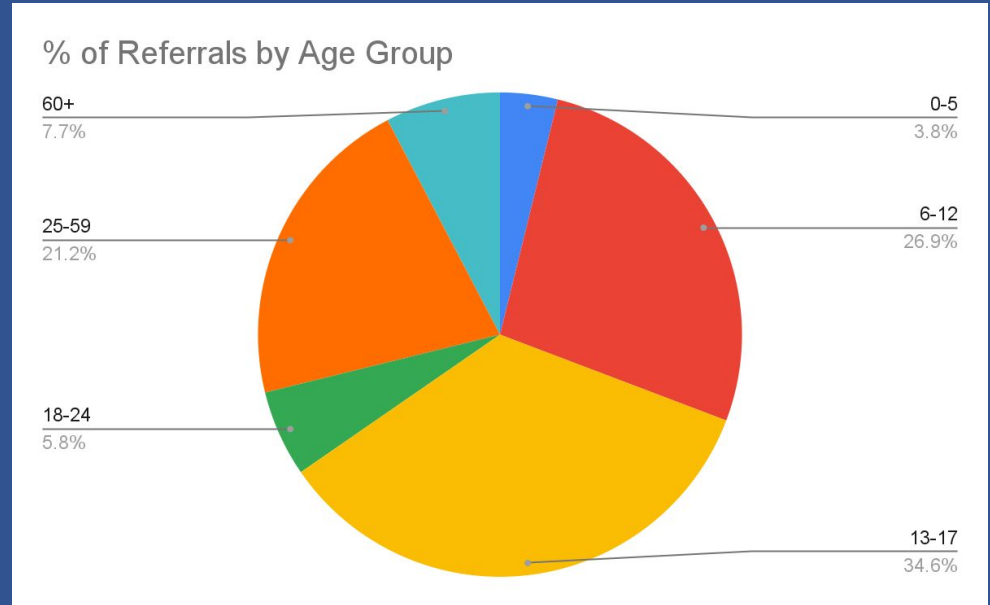
# Mental Health Resources

- Coordinated effort of district, elementary and middle clinical teams
  - Collaboration and Professional Development
- Direct Social Emotional Learning (SEL) supports for students and staff:  
Tier 1,2,3
  - Universal screening tools and specialized counseling services
- Ongoing Professional Development
- Increased allocation of support: School Adjustment Counselor/ BCBA
- Two-way support for families: Family to school/School to Family
- Parent/Guardian Resources: [Social Emotional Resource Website](#)

# William James College Interface Referral Data

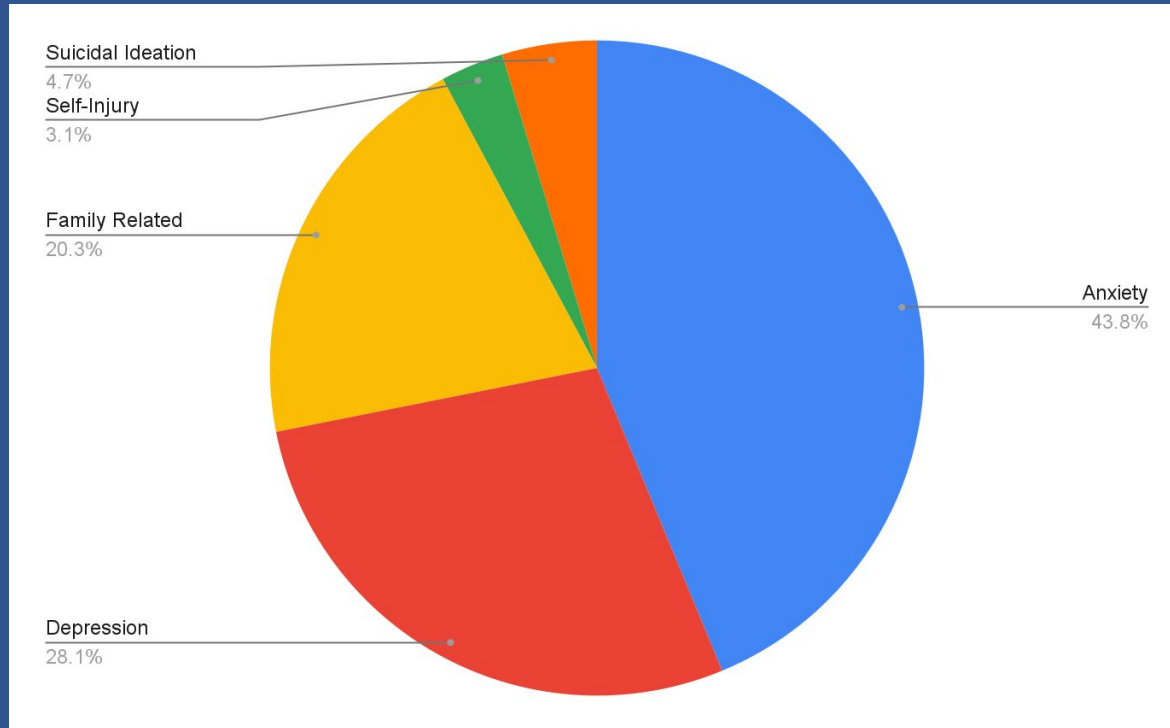
## *Community Mental Health Resource for Families*

	Number of Referrals
Dec 2021 - Nov 2022	109
Dec 2020 - Nov 2021	132
Dec 2019 - Nov 2020	100



*\*This Mental Health referral service is utilized by all ages across the community.*

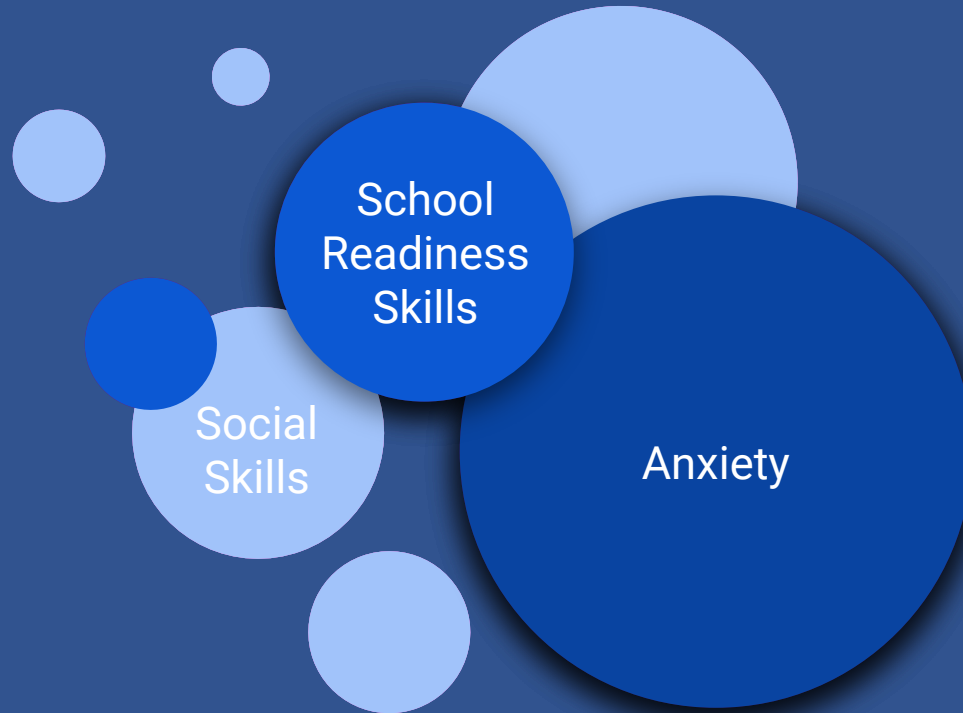
# William James College Interface Referrals



*\*These are some of several types of Mental Health referrals reported.*



# Mental Health & Social Emotional Behavioral Needs: Remain a Primary Concern



# Clinical Team Observations

School Counselors are needing to focus more of their efforts on Tier 2 and 3 services due to increases in student needs, including:

- consultation time with classroom teachers
- intensive, dysregulated behavioral and crisis work
- stress (of staff/students/families), anxiety, depression
- request for parent support/workshops/training
- evaluations, caseload intensity, and number of student check-ins
- connecting families with community resources
- academic pressures
- higher level of consultation on mental health cases
- self injurious behaviors and trauma experience
- increased anxiety of staff

# District Psychological Testing & Mental Health Caseload Trends

- More counseling and evaluation referrals than times prior to COVID
- Increase in parent requests for mental health support for students

	Evaluations	Tier 2	Tier 3
<b>2019-2020</b>	323	94	109
<b>2020-2021</b>	465	60	103
<b>2021-2022</b>	407	162	200
<b>Fall 2022</b>	236	140	207

\*Psychological testing numbers include reevaluations for academic and mental health referrals.

\*Tier 2 cases numbers are variable as services rotate over 6-8 week periods.

\*Caseloads do not capture variation in weight/intensity.

# Mental Health Resources for Families

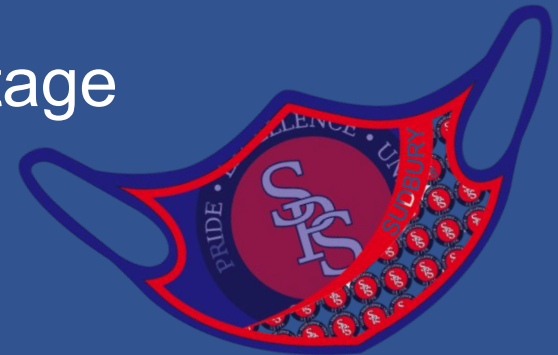
- Interface Referral Services through William James College  
888-244-6843
- Social Emotional Resources: district website for families:  
<https://sites.google.com/a/sudbury.k12.ma.us/social-emotional-resource-site-for-sps-parents/>
- Clinical Team Members at every building to support students and families with mental health needs.

Questions? Please email:  
[student\\_services@sudbury.k12.ma.us](mailto:student_services@sudbury.k12.ma.us)

# Nursing Team



- COVID impact
- Increase of flu
- Increase of student medical needs
- Substitute nursing coverage shortage



# Early Childhood: Preschool



- FY22 additional preschool classroom
- Additional preschool teacher/teaching assistant
- Increase in parent referrals for evaluations
- Increase in speech concerns
- Positive impact

# Special Education Teachers

- Response to DESE mandates
- Increased evaluations
- Meeting diverse student needs
- Virtual IEP meetings

# Professional Support Staff

- Increase in FTE
- Specialized training
- Open positions



# Related Service Providers

- OT/PT/SLP and BCBA Team
- Steady number of evaluations
- Meeting the diverse student needs
- Medicaid claiming



Learning  
is a Journey

# The New IEP

- Main Shift:
  - Student voice in the creation of the IEP
  - A more data focused approach
  - Community resource connections
- Timeline: Fall 23 or Fall 24 (TBD)
  - New training starting this month for team chairs
  - Rollout slowly to staff early 2023.
  - Rollout to families Fall 23 or Fall 24.

# Specialized Transportation

- CASE vans for in district and out of district students
- Lack of drivers across state
- Contracting with other companies



# Enrollment & Special Education Data Trends

# Section 504 Demographics

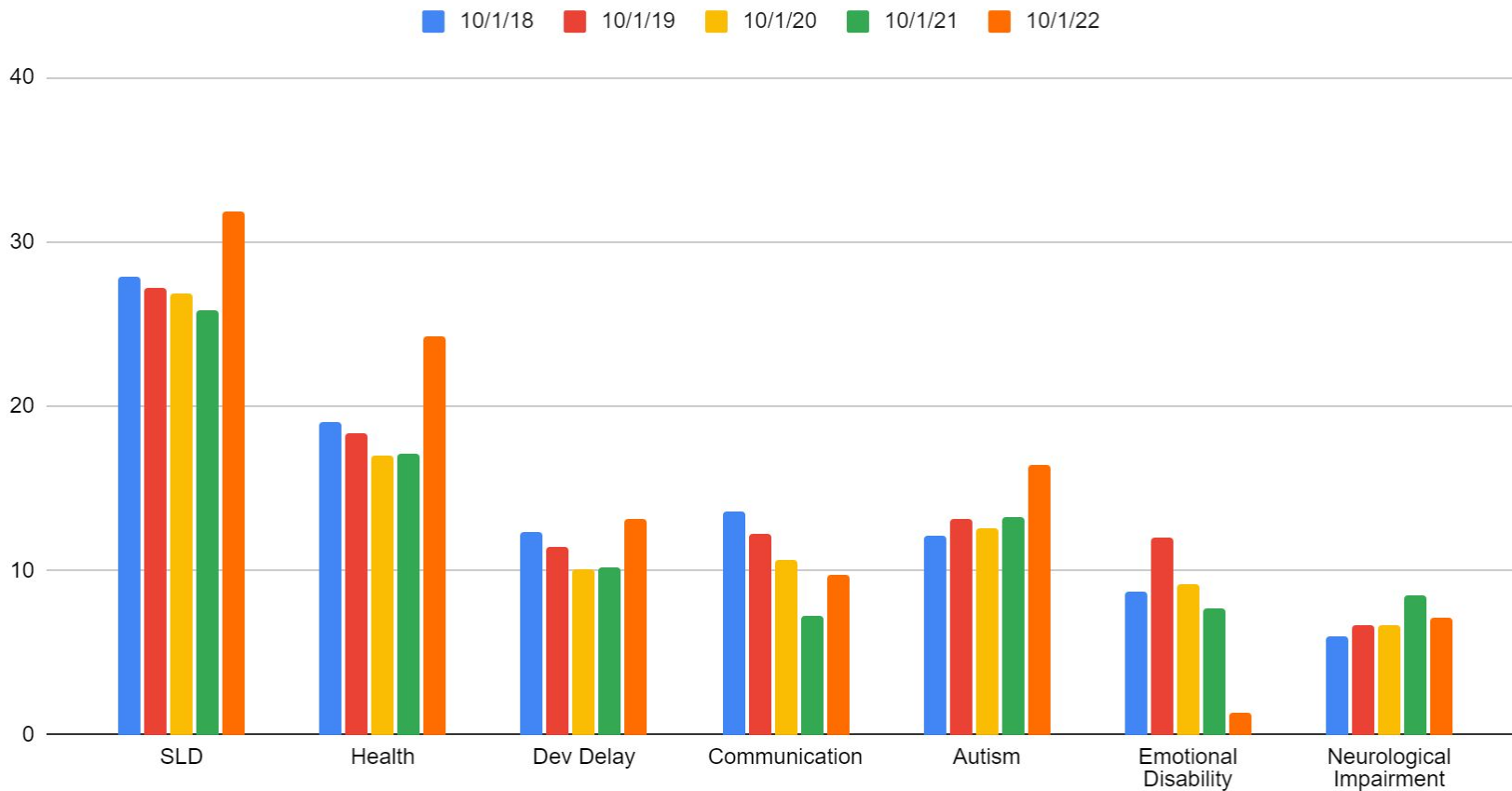
	October 1, 2019	October 1, 2020	October 1, 2021	October 1, 2022
504s	88	93	95	94
Enrollment	2,667	2,521	2517	2535
Prevalence	3.3%	3.7%	3.8%	3.7%

# Special Education Demographics

	2019-2020 Oct/June	2020-2021 Oct/June	2021-2022 Oct/June	2022-2023 Oct
IEPs	499 / 532	451 / 525	476 / 577	542
Enrollment	2,667 / 2,679	2,521 / 2,542	2,517 / 2,550	2,535
Prevalence %	18.7 / 19.9	17.9 / 20.7	18.9 / 22.6	21.0%

*School Year 2022 State average is 19.4% (increase of .5% FY22)*

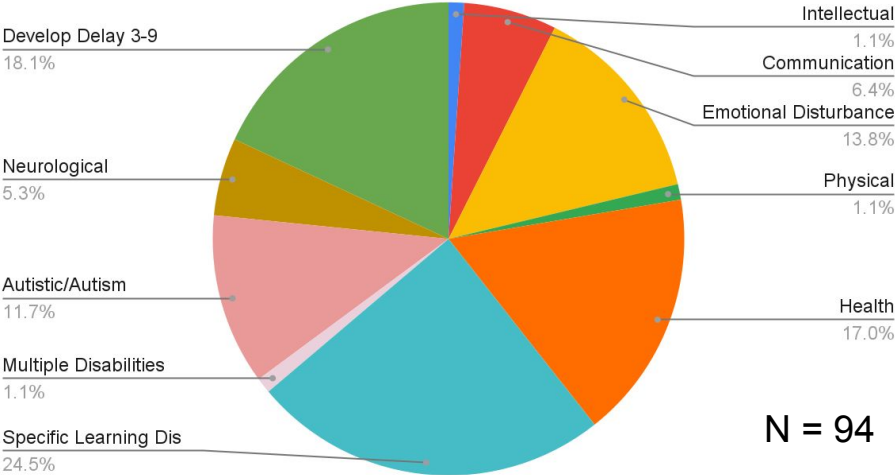
## % of Students by Disability



% Of Students By Disability

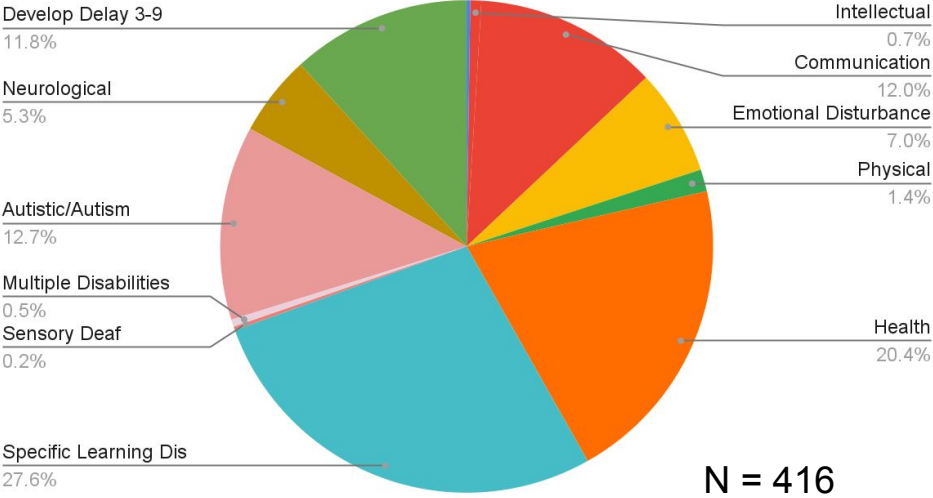


## Primary Disability for Students of Color

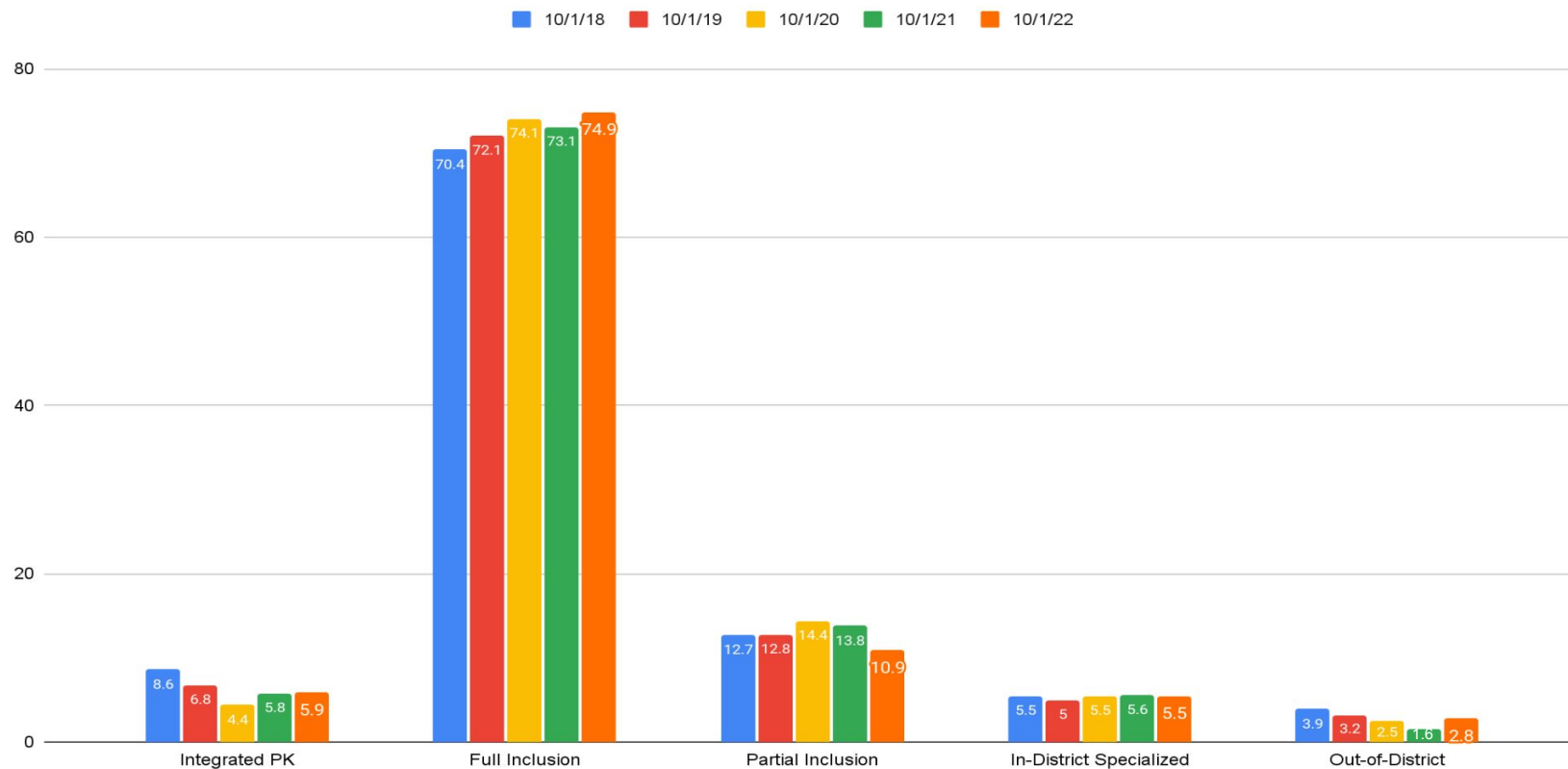


# Comparison of Student Disability Category by Race

## Primary Disability for White Students



## % of Students by Placement

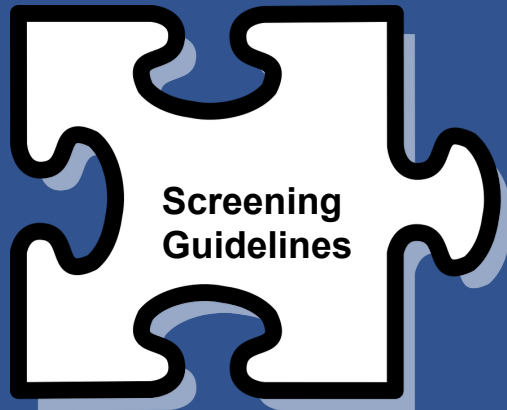




# Ongoing Priorities

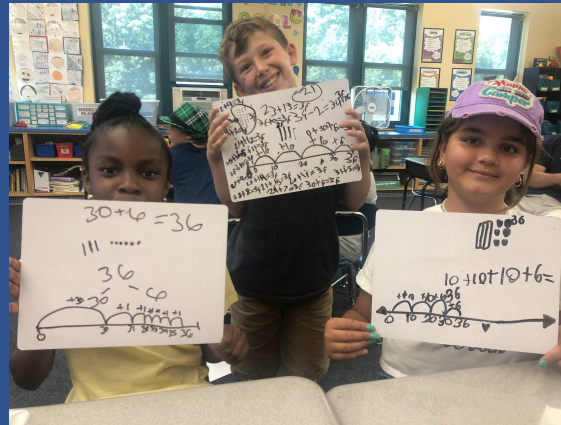
# District Dyslexia Working Group

*In consultation with **Dr. Melissa Orkin, Crafting Minds**, the group is reviewing and revising SPS programming to ensure alignment with DESE guidance.*



# Extended School Year/SMILE

- Promoted inclusion opportunities
- Kindergarten transition program
- Ongoing program development



# Other Priorities

- Equity
- Medicaid Reimbursement Program
- Program development
- Updating testing tools/formats
- Continued collaboration across three districts
- Accessible Play Spaces



# Haynes Playground Project



August 2018

# Noyes Playground Project



August 2019



# Nixon Playground Project



August 2020



# Loring Playground Project



May 2022!



# The Curtis Outdoor Health & Wellness Space



Planning for an outdoor health and wellness activity structure in Fall of 2023!  
A Conceptual Design: seeking funds to support this SPS initiative



# SEPAC

Special Education Parent Advisory Council

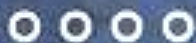


# ***SUDBURY SEPAC***



## **A Volunteer Council That...**

- Builds understanding, acceptance, connection and inclusion
- Provides information about community and district resources
- Offers community and special education workshops and events
- Creates family networking and support opportunities
- Collaborates with School Committee and administration to continuously improve student outcomes and well-being







# ***SEPAC IN 2022-2023***



- School Open Houses
- Together We Play Event
- John Crocker Presentation (with LS SEPAC)
- Sudbury Doing Good Fair
- Basics Rights Workshops
- Kick Off to K/Transition Meetings
- Teacher Appreciation
- Co-host Workshops with SPS
- Parent Groups–ADHD/Executive Functioning, Autism, Social Emotional
- Playground Meetups





# Student Services Department Web Page

If you have any questions related to special education or student services, please see the district webpage under the Student Services tab at <https://www.sudbury.k12.ma.us>, or contact us at:

student\_services@sudbury.k12.ma.us  
(978) 639-3202



***Thank you!***