

Student Services FY24 Update

Stephanie Juriansz, Director of Student Services
Jeffrey Lappin, Assistant Director of Student Services
Annya Pedreschi, Special Education Administrator

November 20, 2023



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?



Student Services Department Update

1. Enrollment and Special Education Trends
2. Student Needs
3. Recent Programmatic Adjustments
4. Professional Development Priorities
5. Staffing Challenges
6. Transportation Challenges
7. Extended School Year
8. New IEP: Overview and Timeline
9. Other Ongoing Initiatives

**Additional Student Services Overview and Data Trends Included as an Addendum*



Enrollment & Special Education Data Trends

Section 504 Accommodation Plan Demographics

	October 1, 2019	October 1, 2020	October 1, 2021	October 1, 2022	October 1, 2023
504s	88	93	95	94	106
Enrollment	2,667	2,521	2517	2535	2539
Prevalence	3.3%	3.7%	3.8%	3.7%	4.1%

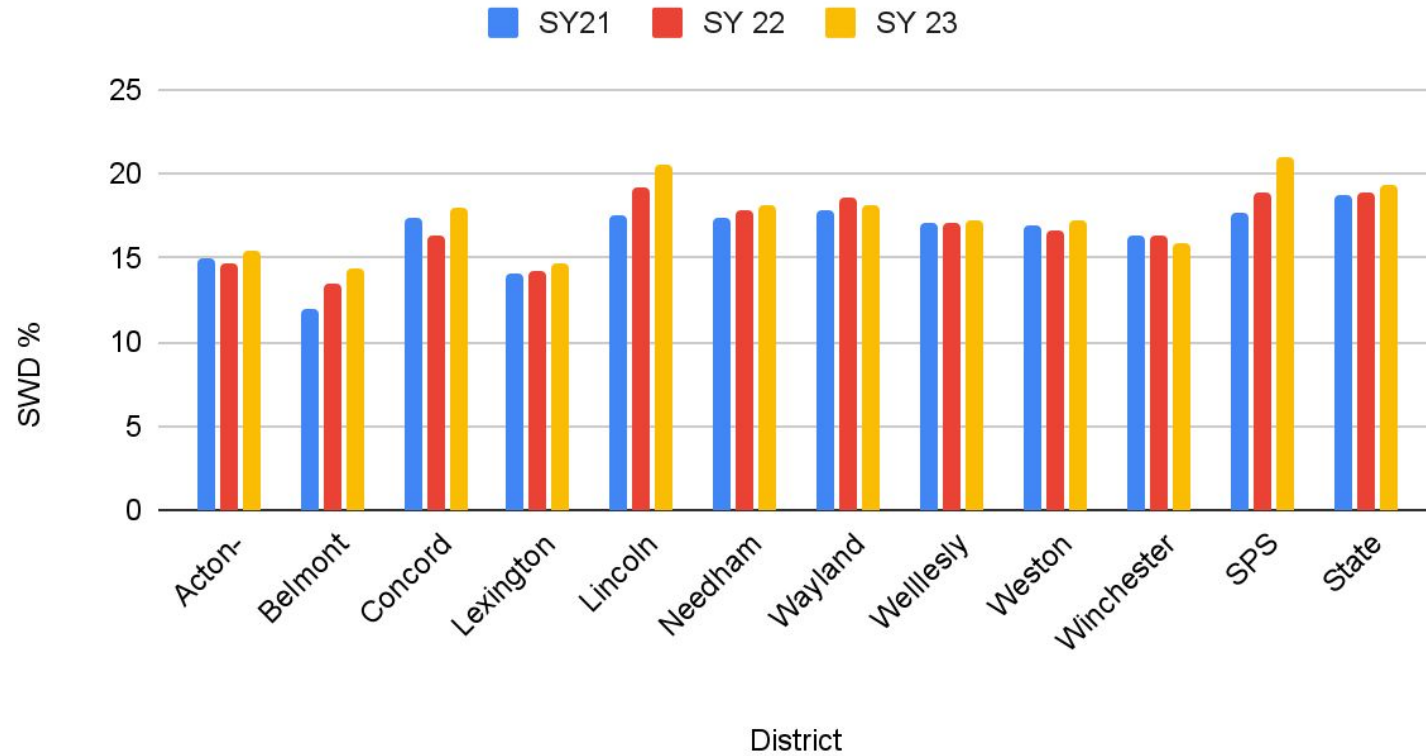
Special Education: Individualized Education Program (IEP)

Demographics

	2019-2020 Oct/June	2020-2021 Oct/June	2021-2022 Oct/June	2022-2023 Oct/June	2023-2024 Oct
IEPs	499 / 532	451 / 525	476 / 577	542 / 587	555
Enrollment	2,667 / 2,679	2,521 / 2,542	2,517 / 2,550	2,535 / 2572	2539
Prevalence %	18.7 / 19.9	17.9 / 20.7	18.9 / 22.6	21.0 / 22.8	21.9

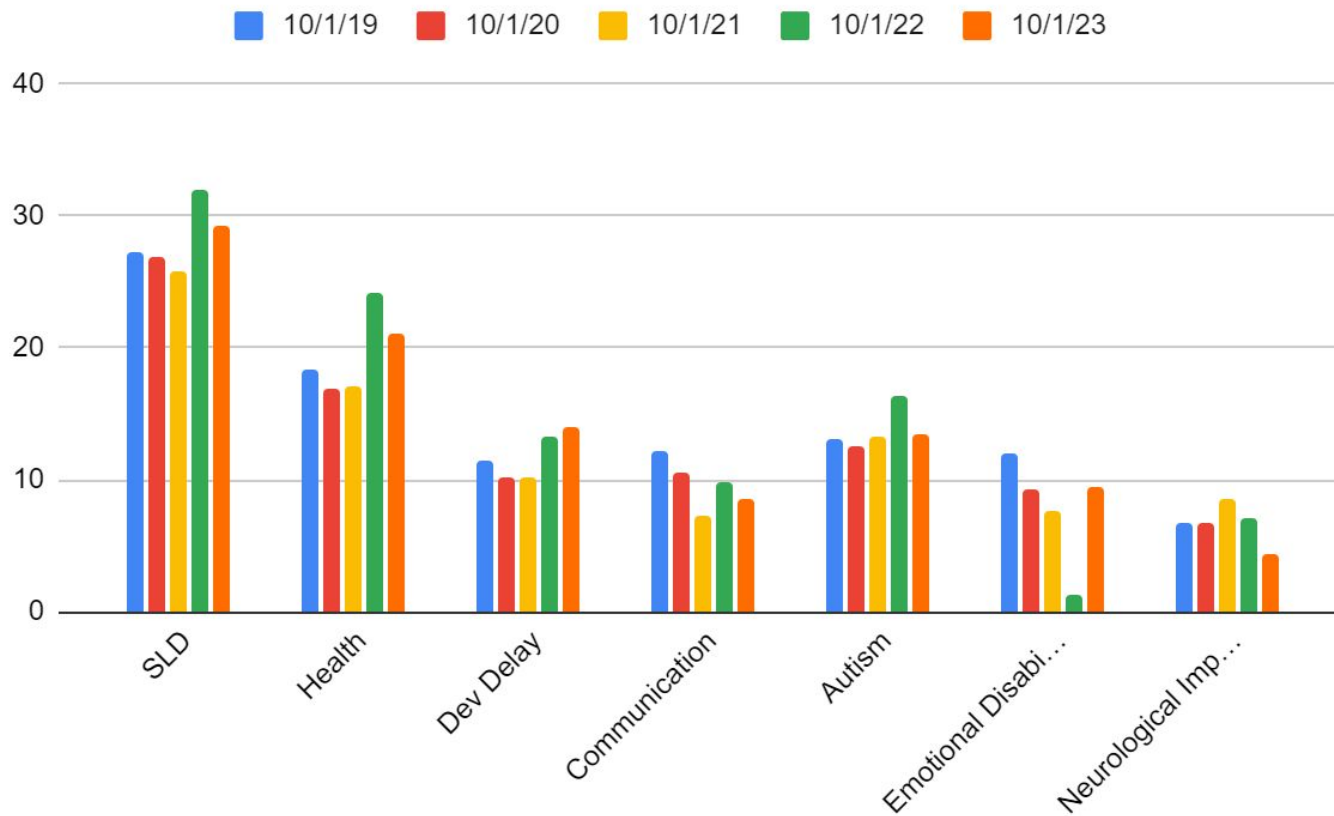
School Year 2023 State average is 19.4% (increase of .5% SY22)

Students with Disabilities (SWD): Prevalence

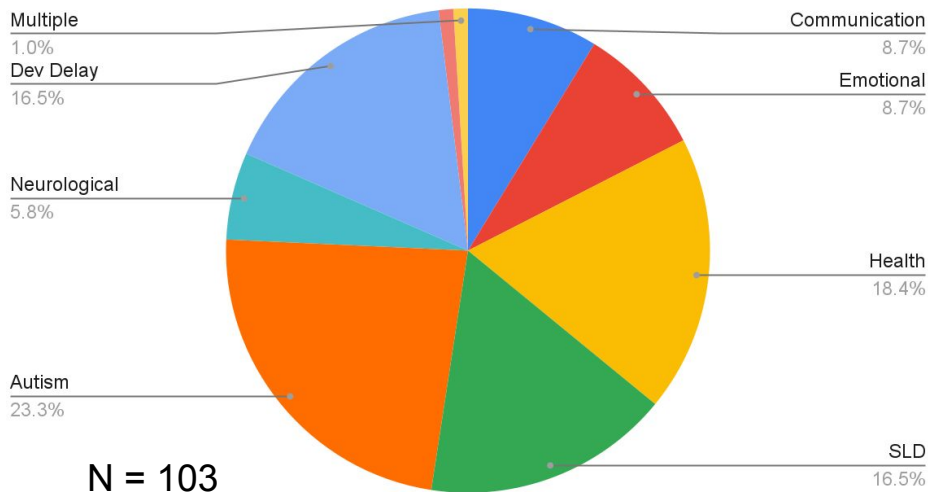


SY=School Year

Percent of Students by Primary Disability Category



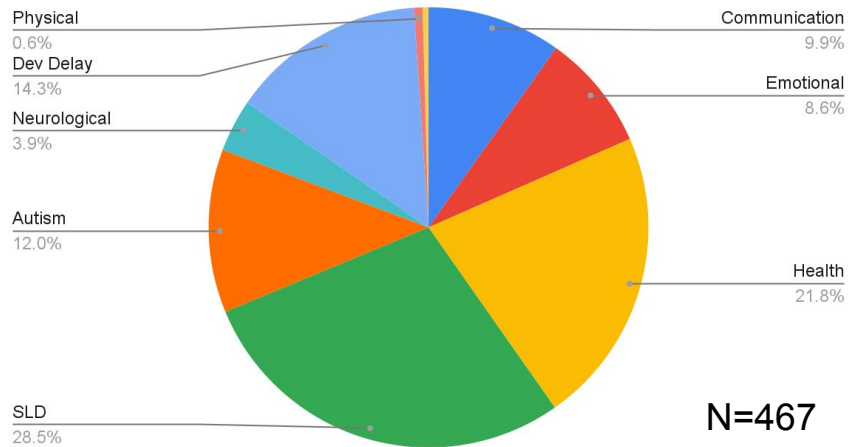
Primary Disability for Students of Color



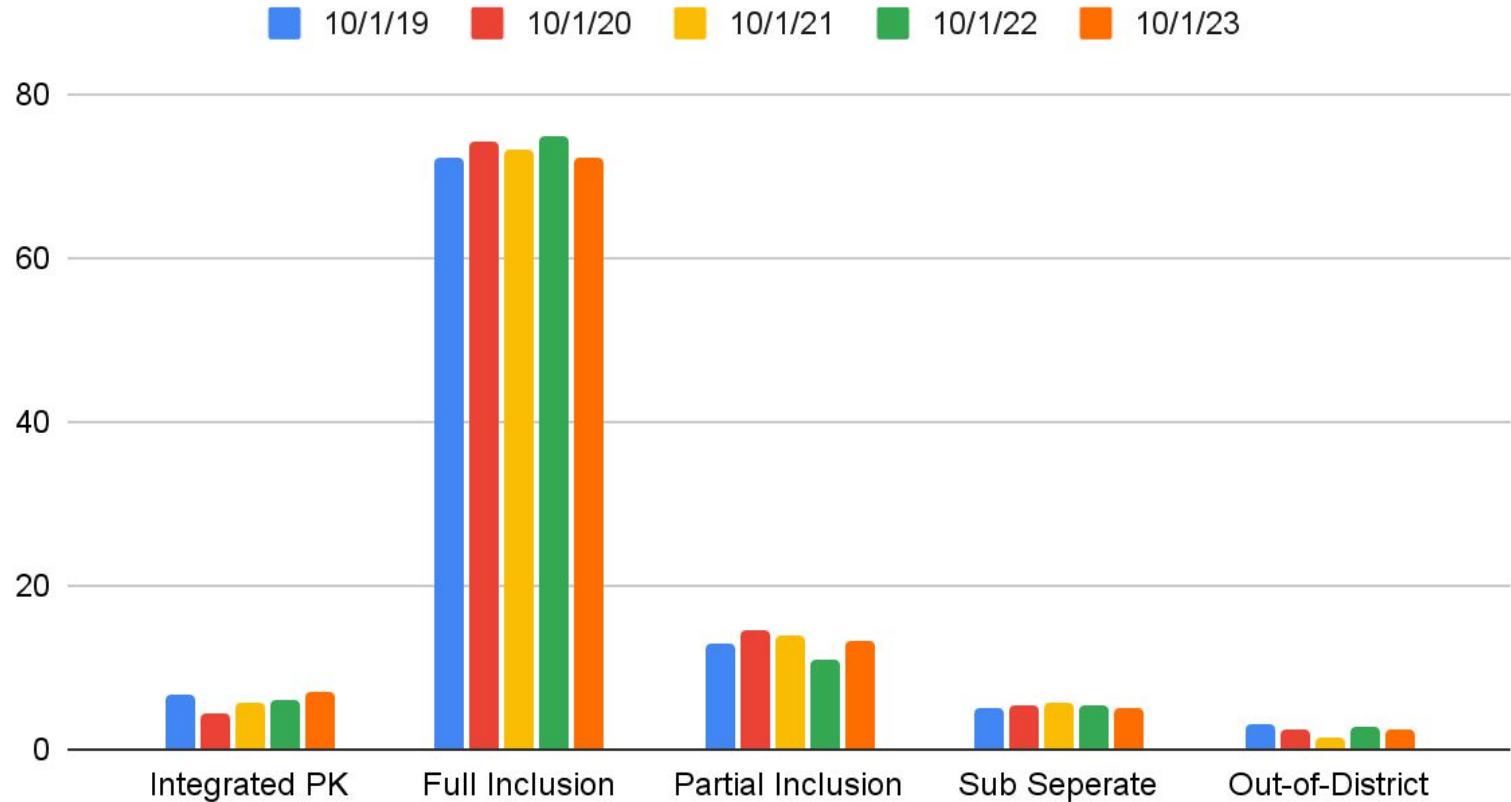
FY24 Comparison of Student Disability Category by Race

**Note: This total N is taken from 11/16/23 ASPEN data.*

Primary Disability for White Students



% of Students by Placement





Student Needs: Mental Health Support

Mental Health Resources

- Coordinated effort of district, elementary and middle clinical teams
 - *Collaboration and Professional Development*
- Tiered Social Emotional Learning (SEL) supports for students: Tier 1,2,3
 - *Universal screening tools and specialized counseling services*
- Ongoing Professional Development
- Increased allocation of support: Clinical Team Members/ BCBA
- Two-way support for families: Family to school/School to Family
- Parent/Guardian Resources: [Social Emotional Resource Website](#)
- William James College Interface Referral System (see resource slides)

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



Clinical Team

Clinical Team members continue to focus their efforts on Tier 2 and 3 services due to increased student need:

- intensive, dysregulated behavior and crisis work
- anxiety, depression stress (students/families/staff)
- request for parent support/workshops/training
- evaluations, caseload intensity, and number of student check-ins
- connecting families with community resources
- consultation with outside experts and school staff
- self-injurious behaviors and trauma experience

Clinical Team Observations

“I am seeing a higher number of students in need of support. In addition to tier 3 students, I have many tier 2 students being referred for groups or short-term support. Their needs include anxiety/school refusal, self-regulation, self-esteem and self-concept, behavior, friendship problems or building connections.”

“Of the students referred for evaluation through January 2024, 12 of 14 presented with emotional concerns, such as anxiety, withdrawal, dysregulation, and/or reduced coping skills.”

“Staff reach out to clinical staff when stressed in order to debrief.”

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
2019-2020	323*	94	109
2020-2021	465	60	103
2021-2022	407	162	200
2022-2023	315	252	275
Fall 2023 (4 months)	139	247	221

*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.

*Evaluations ceased in the spring of 2020 due to school closure.

Increase in Mental Health/Behavioral Support Staff

School Year	Mental Health/Behavioral Support Staff
2019-2020	2.0 Adjustment Counselors
2020-2021	0.5 BCBA
2021-2022	1.0 Adjustment Counselor
2022-2023	0.5 Psychologist 1.3 Adjustment Counselor 0.2 OT Therapist (Self-Regulation Support) 0.6 BCBA
2023-2024	1.0 Psychologist/Counselor 1.0 BCBA

*This slide does not include the increase in Special Education Teachers or Support Staff allocated to meet student needs.

Mental Health Resources for Families

- Interface Referral Services through William James College 888-244-6843
- 988 - Suicide and Crisis Hotline, available 24 hrs
- The Department of Mental Health has launched a new [Behavioral Health Help Line](#) that people can call or text at **833-773-2445**. It is available 24 hours a day, seven days a week in more than 200 languages.
- [Social Emotional Resources Website for Families](#)
- Clinical Team Members at every building to support students and families with mental health needs.

Questions? Please email:
student_services@sudbury.k12.ma.us



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 academic, intellectual, 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.

Out of District: A variety of specialized programs to meet individual needs of students.

Partner Program

Serves students (K-8) primarily 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 while under evaluation.

Sudbury Preschool Program

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



Highly Specialized Program Updates and Adjustments

Highly Specialized Program Updates and Adjustments

Bridges Program (Elementary):

- Dedicated special educator
- Additional mental health and behavioral allocations
- Professional Development: Trauma, Collaborative Problem Solving

Middle School:

- Specialized curriculum consultation
- Hybridizing of programming
 - Community Outings with curricular focus
 - After School Activities
 - Inclusive PE Program: Wellness Team



Inclusive Physical Education Peer Partner Program

This inclusive PE program is designed to ensure that **all students**, regardless of their abilities or needs, have the **opportunity to participate** in physical education activities.





Peer Partner Roles

- Provide positive feedback and encouragement
- Model prosocial behaviors
- Build healthy relationships and have fun with their peers
- Be a partner or a teammate during a game or activity
- Demonstrate movement skills
- Help students transition between activities

Feedback From Peer Partners

"how this experience makes me and others feel very happy and encouraged"

"I have learned how to work with people better through patience and respect."

"I made a nice friend and had a lot of fun."

"I am helping them learn new skills for different sports."

"I have gained the knowledge of how important it is to be kind to everyone."



Early Childhood: A Solid Foundation



Early Childhood: We're Invested!

- Augmented early childhood staffing support
- Robust professional development: Global Early Education Partnership
- Curriculum alignment with Early Childhood standards
- Family Engagement: Parent/Guardian Evening Workshop: *"Nurturing Your Child's Development"*
- Parent/Guardian survey of community program needs
- Behavioral support for area preschools





Early Childhood: A Solid Foundation

A Strengthened Curriculum

- PD with Global Early Education
- Curriculum Framework Crosswalks
- Integrated Preschool Curriculum

Stronger Communication

- SeeSaw Communication platform for Parents/Guardians
- Monthly Newsletter
- Consistent Communication With Staff

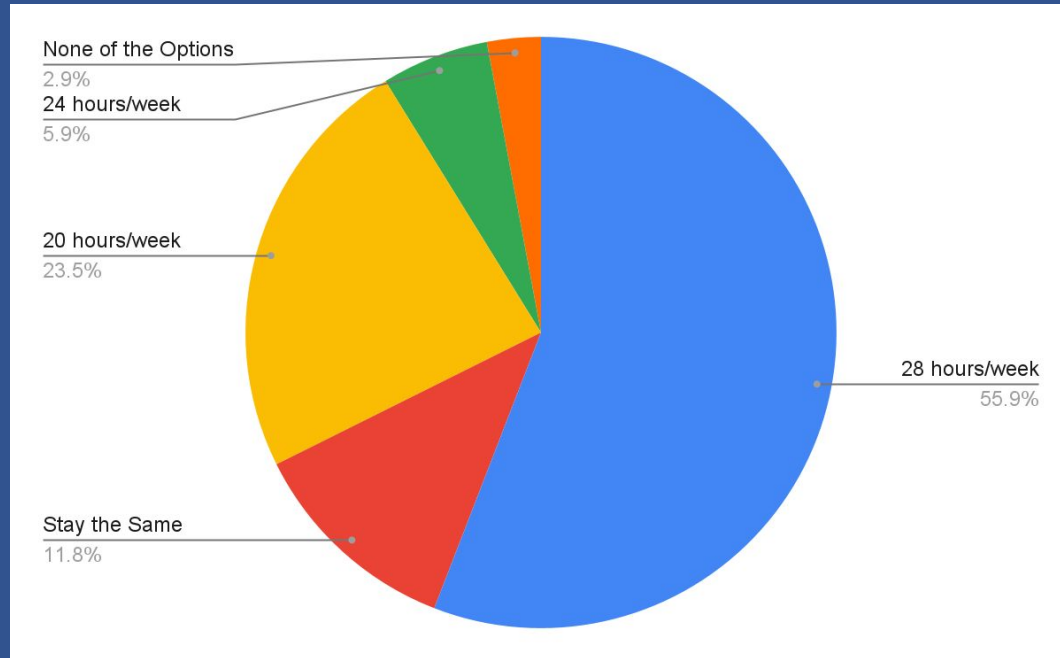


Early Childhood: Special Education



Preschool	2021-2022	2022-2023	2023-2024
# Early Intervention Referrals	21	25	17 (as of Nov 16) 9 more anticipated =26
Community Screening Referrals	37	33	14 (as of Nov 16)
Total Preschool Evaluations	56	58	26 (as of Nov 16)

Early Childhood: Community Feedback Survey



Survey Question: What preschool model would best suit your needs?

FY24 Professional Development

- De-escalation training/strategies for all staff
- Safety-Care/CALM Training
- New IEP Training
- IEP Goal Writing Training
- Dyslexia Screening Training
- Keys to Literacy for Support Staff
- Trauma Sensitive Classrooms
- Mental Health Trauma and Medical Consultation
- Seeing Stars Literacy Training
- Visualizing Verbalizing Literacy Training
- Just Words, Wilson Reading System
- Medicaid Reimbursement and Billing
- Chris Woodin District Math Consultation

Staffing Challenges:

Across the state the trend to hire qualified staff continues to be a challenge due to a competitive and limited labor market.

SPS staffs according to student needs. Meeting those needs in a consistent manner is challenging when positions are unfilled, taking a toll on staff and sometimes requiring contracted services.

SPS experienced some hiring success by expanding our Human Resource outreach. Also helpful are the alternative licensure pathways which DESE has created in order attract qualified staff from outside the education world.

Specialized Transportation Challenges:

Providing necessary specialized transportation for many of our special education students has continued to be difficult due to a continued driver shortage. SPS is experiencing this challenge along with our neighboring communities.

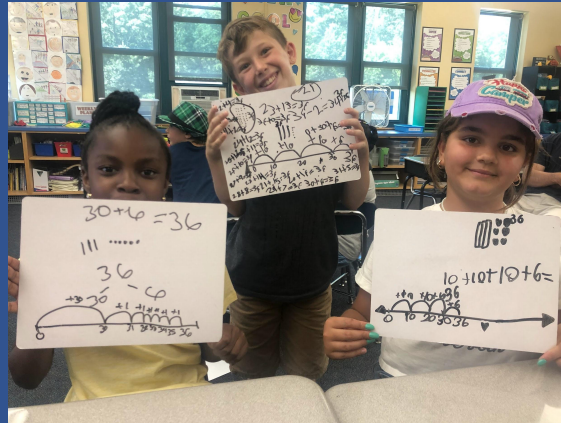
We have expanded our contracts to new companies in an effort to address this concern though we are still unable to fulfil the demand.



Extended School Year (ESY)

Extended School Year (ESY) with SMILE

- Promoted inclusion opportunities
- Access to Explore programs
- Kindergarten transition program
- Ongoing program development



Extended School Year (ESY) Determination

- ESY is a team decision that is reviewed annually.
- ESY is provided to mitigate summer regression of specific skills.
- ESY is based on data demonstrating a regression in a specific skill area after previous time off from learning.
- ESY is determined in isolation from the SMILE program.



IEP Improvement Project

Statewide Implementation of the
New IEP Document in the Fall of 2024

The New IEP Document

New Features / New Areas of Focus:

- Focus on student strengths, interest areas and preferences
- Enhanced student vision section
- Clearer focus on student present status: academics, behavior/social/emotional and communication
- Accommodations/modifications: in classroom but also extracurricular, community and workplace
- Sections dedicated to: English learners, assistive technology, augmentative and alternative communication, autism, bullying, deaf/hard of hearing
- Data: measurable goals, clear baselines for goals/objectives



The New IEP Timeline

Fall 2023	Winter 2024	Spring 2024	Summer 2024	Fall 2024
District trainings with LSRHS and LPS Team Chair training New IEP released in Aspen Late November	Formal ILAP and ongoing trainings District trainings with LSRHS and LPS	Formal ILAP and ongoing trainings Administrators & General Education Teachers Parent/Guardians Communication Training	Ongoing Professional Development	New IEP Rollout

IEP Transition Information Dates

8th to 9th Grade IEP Transition Information Evening:

- January 11, 7:00-8:30 pm Virtual
- March date TBD: In person Visitation for 8th graders

Preschool to Kindergarten Transition Information Evening:

- January 30, 2024, 7:00-8:30 Virtual
- Kindergarten Orientation: In person May 8, 2023

5th to 6th Grade IEP Transition Information Evening:

- March date TBD: In Person

Sudbury SEPAC



CONNECTING FAMILIES - PROVIDING RESOURCES - EDUCATING THE COMMUNITY



Goal 1

Builds understanding, acceptance, connection and inclusion

Goal 2

Provides information about community and district resources

Goal 3

Creates family networking and support opportunities

Goal 4

Offers community and special education workshops and events

Goal 5

Collaborates with School Committee and administration to continuously improve student outcomes and well-being

Caregiver Connections & Resources

MONTHLY GROUPS (Caregivers of Students With...)

- ADHD/Executive Functioning Challenges
- Autism
- Social Emotional Emotional Challenges
- Preschool Aged Children
- Literacy Challenges
- Complex Needs

WORKSHOPS/EVENTS

- Executive Functioning Skills
- Internet Safety
- Basic Rights of the IEP
- The Art of Advocacy
- Understanding Outside Evaluations
- And more!



Communication & Collaboration with SPS

MONTHLY MEETINGS WITH STUDENT SERVICES

- Sudbury SEPAC co-chairs meet with the Director and Assistant Director of Student Services monthly to share caregiver feedback and participate in the planning, development, and evaluation of the District's special education policies and programs.

FEEDBACK & DATA

- Sudbury SEPAC gathers caregiver feedback through monthly meetings, workshops/events, and large-scale surveys and shares data with the District to help inform decision-making about special education policies and programs.



Contact US

School Liaisons

- Curtis: Amy Ackerson
- Haynes: Andrea Kraemer
- Loring: Amy Ackerson
- Nixon: Maia Proujansky-Bell
- Noyes: Katie Dineen
- Pre-K: Karyn Jones
- ODD/METCO: Maia Proujansky-Bell

Co-Chairs

- Kate Mellon & Andrea Kraemer

General Information



sudburysepac@gmail.com



www.sudburysepac.org



Join our e-Newsletter!





The Curtis Outdoor Health & Wellness Space



The outdoor health and wellness activity structure is under construction!
2023-2024

Thank you to the Town and Working Group!



The Curtis Outdoor Wellness Space





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



Questions



Student Services Addendum Slides



Key Question

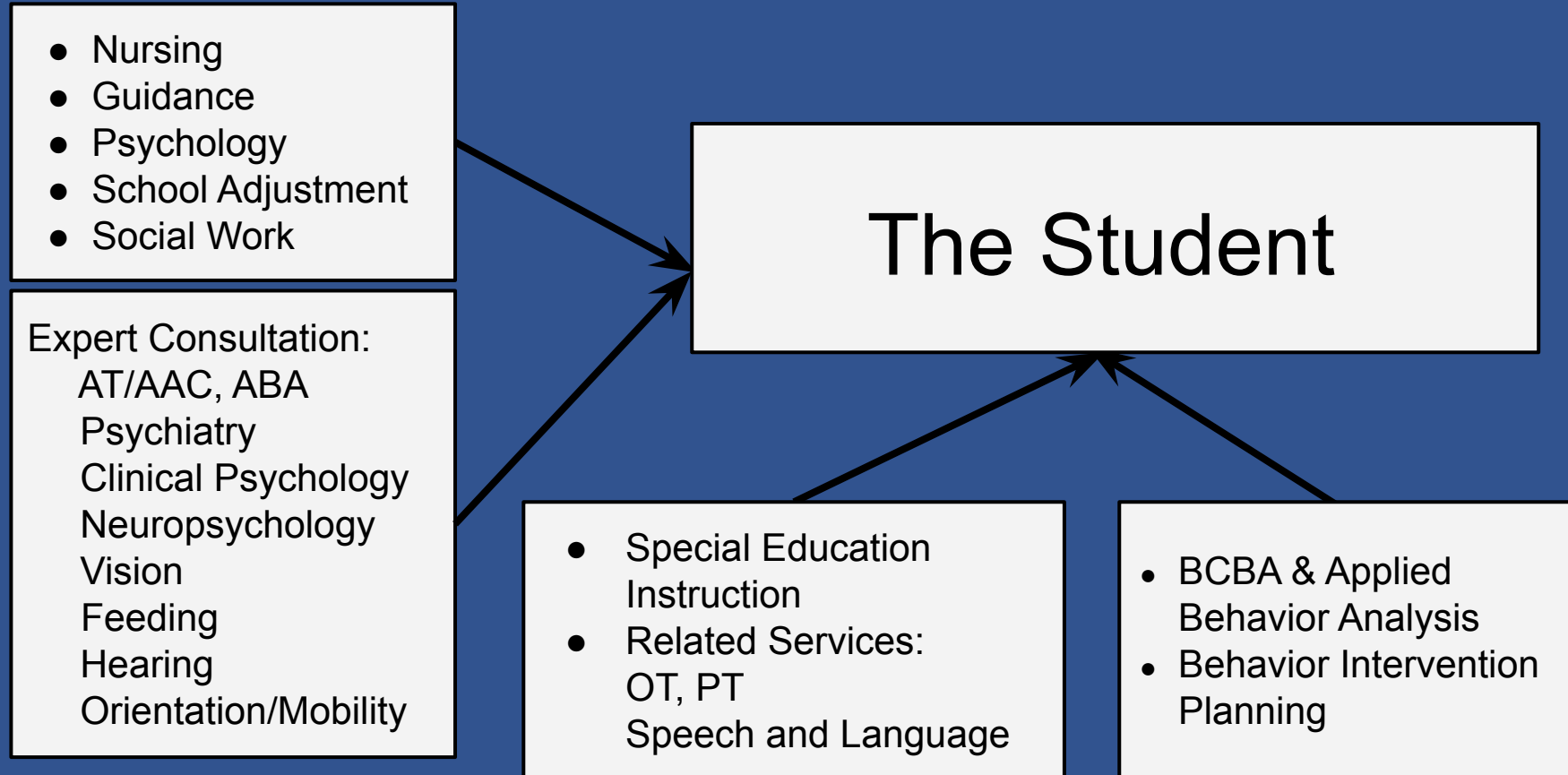
What services and resources are supported by the
Student Services Department?

Student Services and Resources

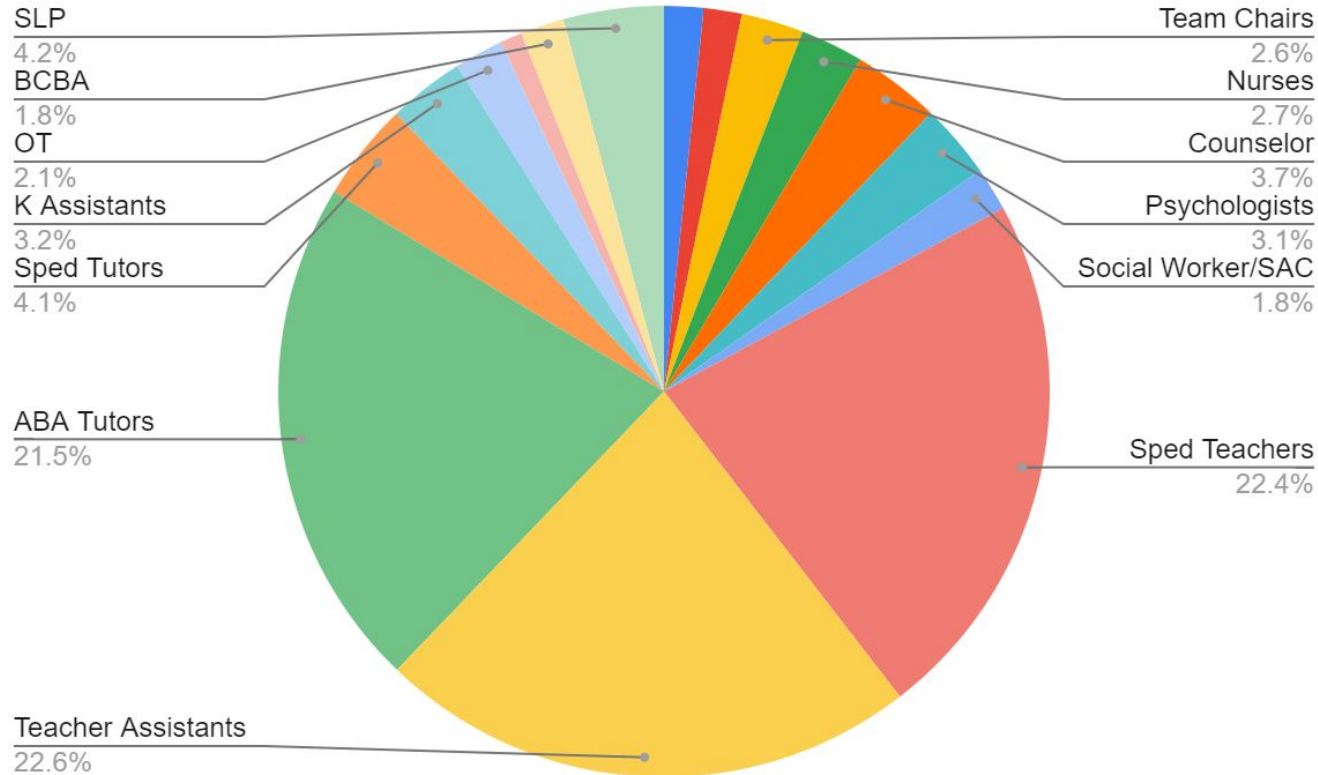
- Personnel with specialized training
- A continuum of intensity of service delivery
- An array of diverse services

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

District Services



Student Services Staffing FY24



218.6 FTE

FY24

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**

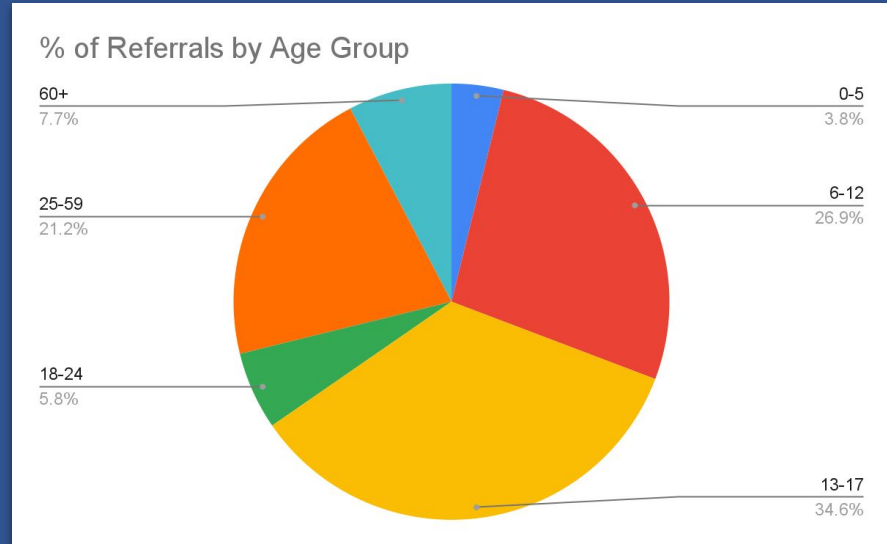


Ongoing Priorities

William James College Interface Referral Data

Community Mental Health Resource for Families

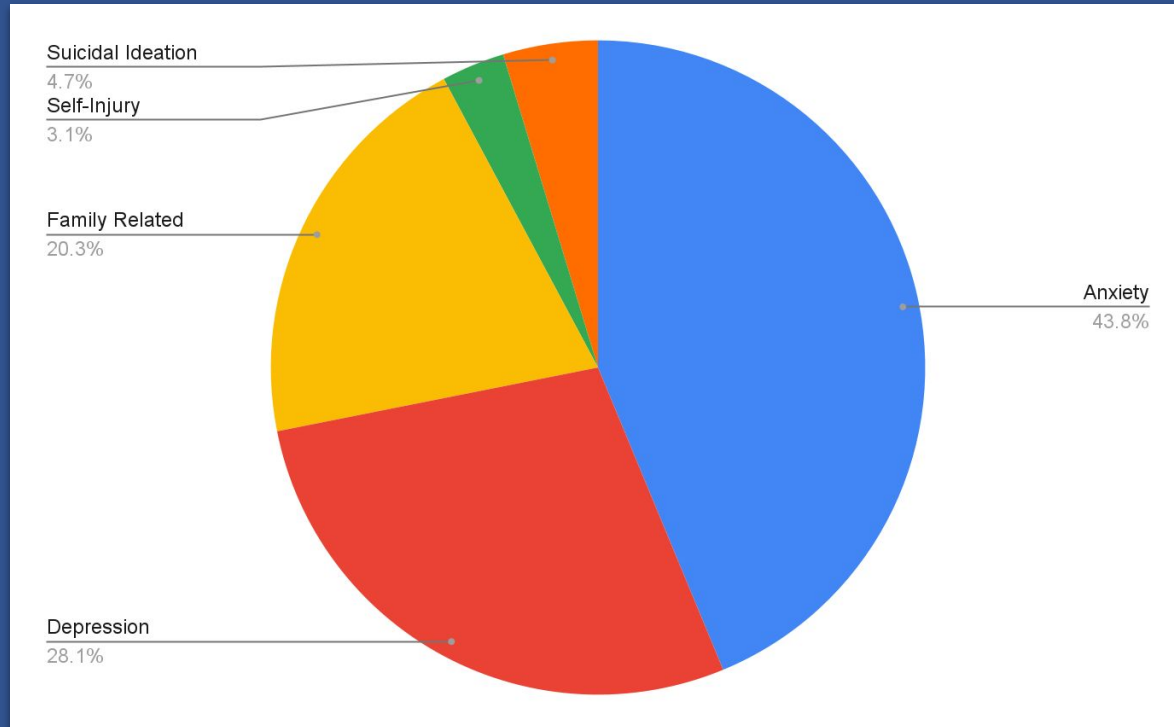
	Number of Referrals
Dec 2022- Nov 2023	90 *
*incomplete-1 month to go	
Dec 2021 - Nov 2022	109
Dec 2020 - Nov 2021	132
Dec 2019 - Nov 2020	100



**Referral Data by Ages from May 2023*

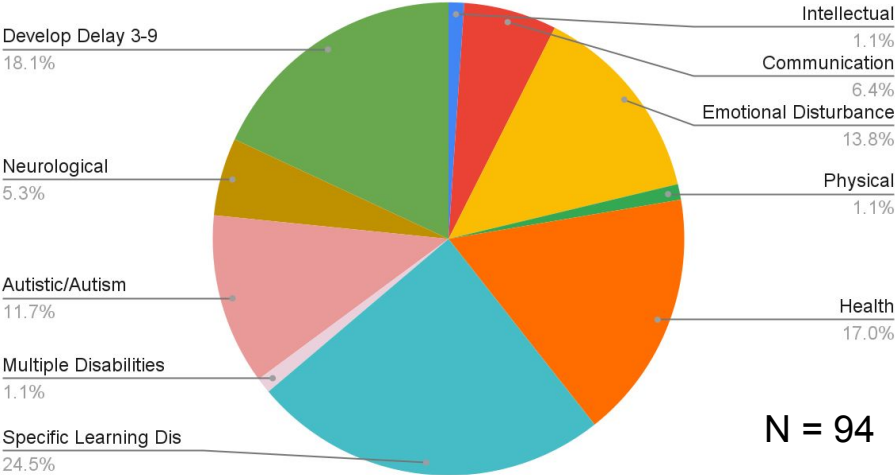
This Mental Health referral service is utilized by all ages across the community.

William James College Interface Referrals



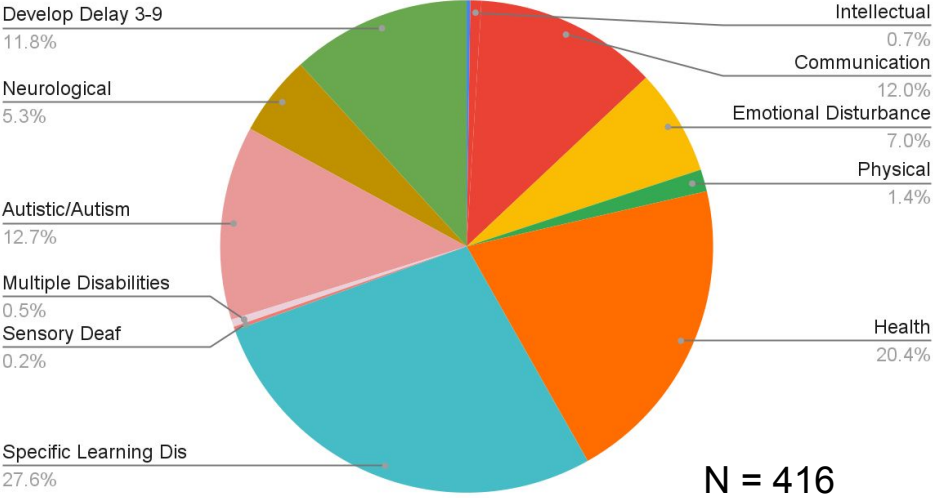
**These are some of several types of Mental Health referrals reported. This data is from May 2023.*

Primary Disability for Students of Color



FY 23 Comparison of Student Disability Category by Race

Primary Disability for White Students



Other Priorities

- Equity Initiatives
- Dyslexia Working Group
- Medicaid Reimbursement Program
- Program development
- Updating testing tools/formats
- Continued collaboration across three districts



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 and 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
- 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