

Student Services FY22 Update

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December 6, 2021



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 has been the impact of COVID-19 on 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



1) Supporting Students, Families and Staff with a Focus on:

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

2) 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

3) 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:

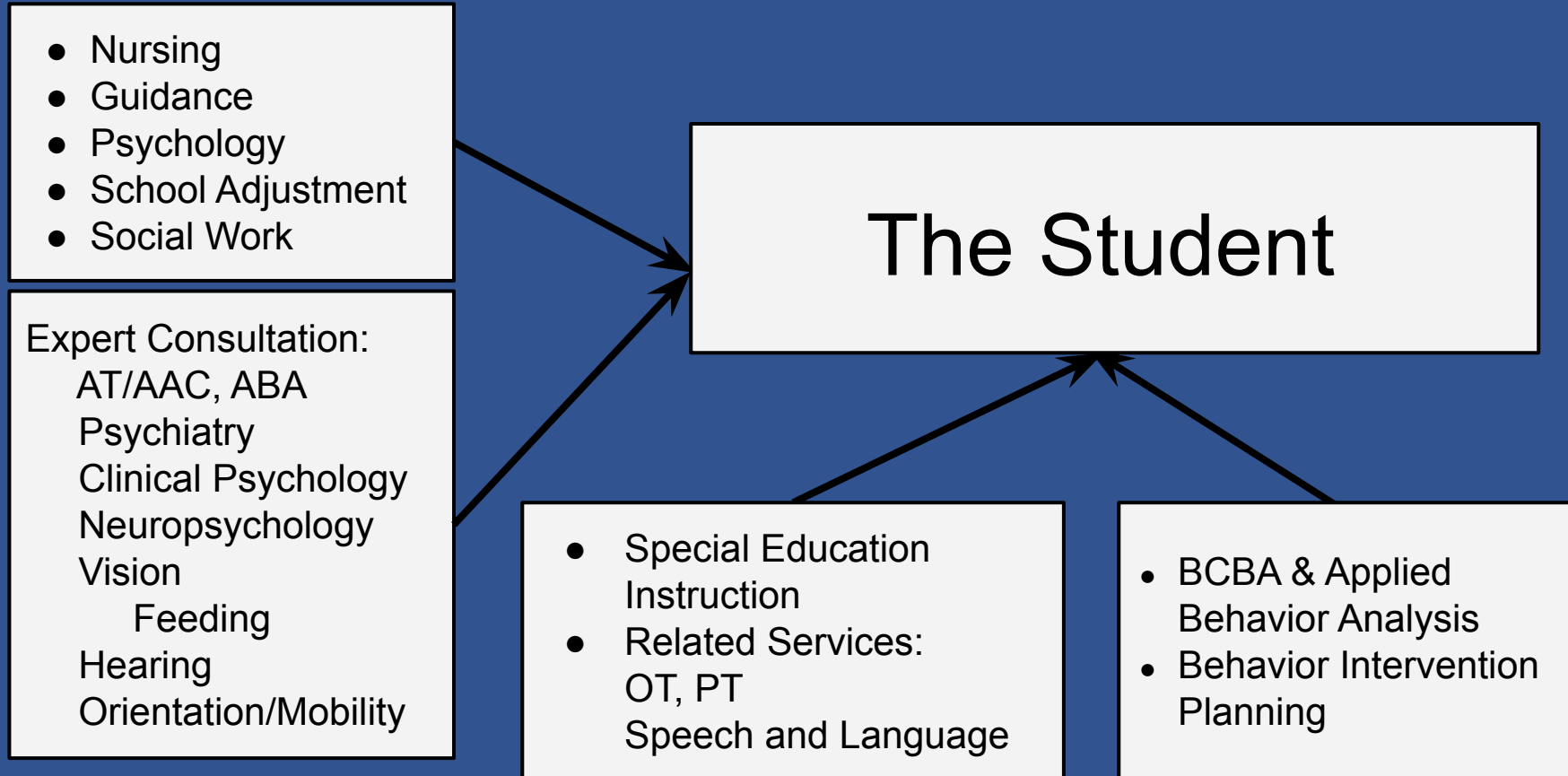
What services and resources are supported by the Student Services Department?

Student Services and Resources

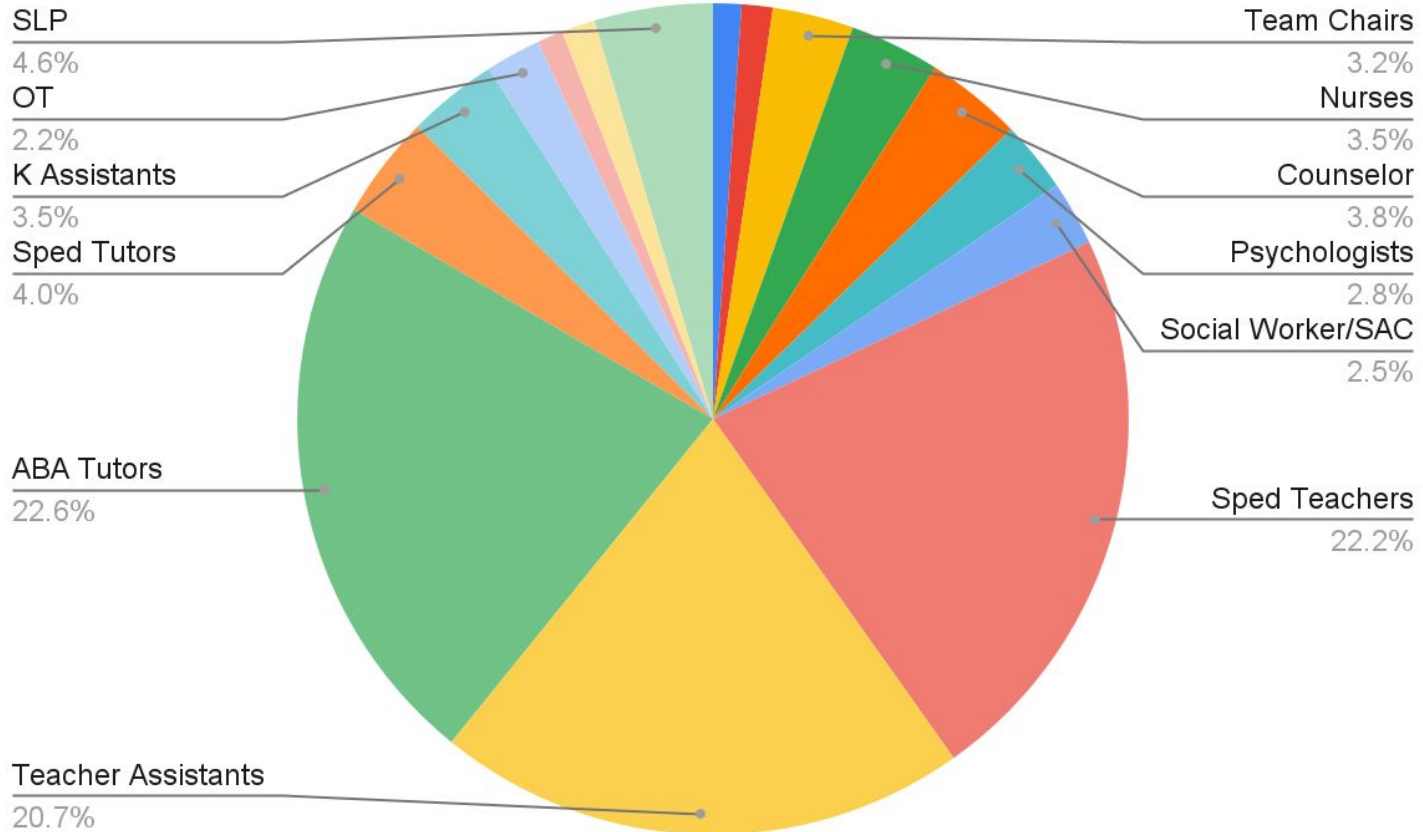
- Personnel with specialized training
- A continuum of intensity of service delivery
- An array of diverse services

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

District Services



Student Services Staffing FY22



FY22

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

2,517 (PK-8)
2,453 (K-8)

476

114

11

Highly Specialized Programs in SPS

Learning Centers/Resource Rooms
for Skills in ALL Schools

ECMS

LAB
Leap
Flex
Access
Partner
Bridges

Haynes

Partner
Steps



Loring
LAB

Nixon
Access

Noyes
Foundations
LAB
Preschool

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 at Curtis

This is a transitional and/or special education therapeutic program which serves students in both general and special education. The goal of the program is to support students to return to the general education setting after a long term absence from school whether it be due to medical or anxiety.

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.

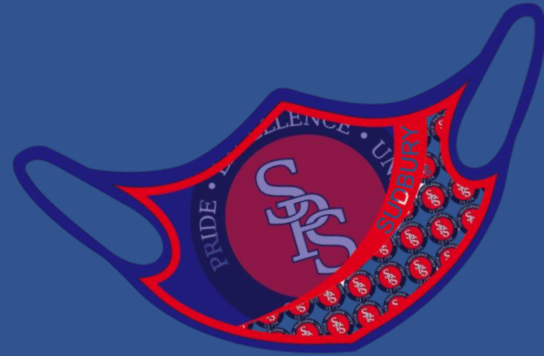


COVID-19 Updates

The impact of COVID-19 on the Student Services Department

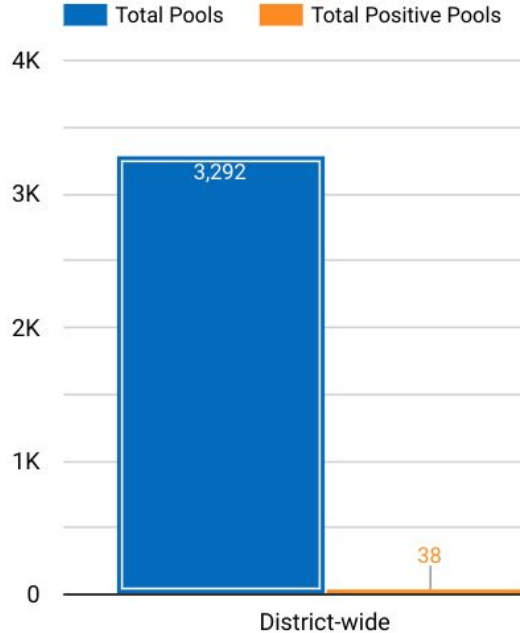
Implications for our Nursing Team

- Partnership with Board of Health
- Training of Staff/Students on evolving COVID protocols
- Communication with families, staff, administrators, BOH
- Monitor timelines and logging results
- Test and Stay procedures
- Contact tracing/logging
- Weekly meetings
- Material/ PPE distribution



Surveillance Program

Pool Testing Totals



3,292 Pool Testing Pools



1416 BinaxNow Tests



*263 Students
Stayed in School:
Test & Stay
Program*

Nursing Allocation

School	Curtis	Haynes	Noyes	Loring	Nixon
Enrollment	870	357	583	428	304
SPS Allocated Nurse FTE	2.0	1.0	1.0	1.0	1.0
DESE/DPH FTE Guidance	1.57	1.0	1.17	1.0	1.0

**Recently added floating nurse to support the intensity of the demands with Test and Stay Program and inconsistent substitute pool*

Mental Health Update/Resources

- Coordinated effort of district, elementary and middle clinical teams
 - Collaboration and Professional Development
- Direct 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/.6 BCBA
- Two-way support for families: Family to school/School to Family
- Parent Resources: [Parent Social Emotional Resource Website](#)
- Webinar Speaker series continued

FY22 Sampling of Staff Professional Development

- 4 Key Levers for an Anti-Racist Classroom
- Suicide Protocol
- Safety-Care De-escalation training
- Anxiety
- School Crisis Team Development:
Introduction to Creating a
Comprehensive Targeted Violence
Prevention Plan
- Anxiety and Executive Function
- The Impact of Covid-19 on Children's
Social and Emotional Learning
- Understanding Trauma and Trauma
Sensitive Schools
- Leveraging CBT Across All Tiers
- Section 504 training
- Student Mental Health and SEL
Connecting the Dots from Prevention
to Behavioral Intervention
- The Impact of Grief and Loss on your
Mental Health
- Trauma Informed Back to School
- Intersection of Trauma, Resilience
and Self-Care

Community Webinar Professional Development Series:
Massachusetts Partnership for Youth in Sudbury
2021-22

Anxiety/Executive Functioning, Dr. David Gotthelf

Cultural Proficiency, Cory Mashburn

Healthy Screen Time, Cory Mashburn

Trauma Sensitive Classroom, Jessica Teperow

Neuroscience of Anxiety, Sheilah Gauch

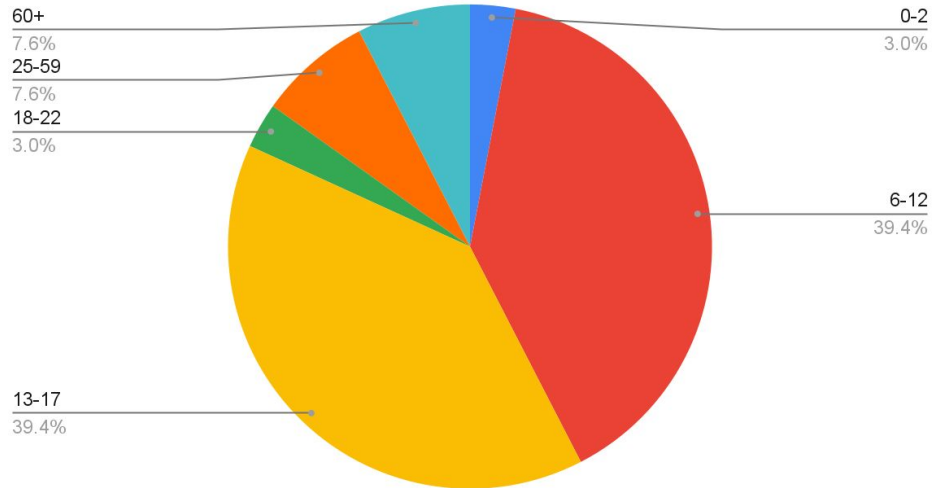
Gender Identity, Harry Voulgarakis, Ph.D., BCBA-D

William James College Interface Referral Data

Community Mental Health Resource for Families

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

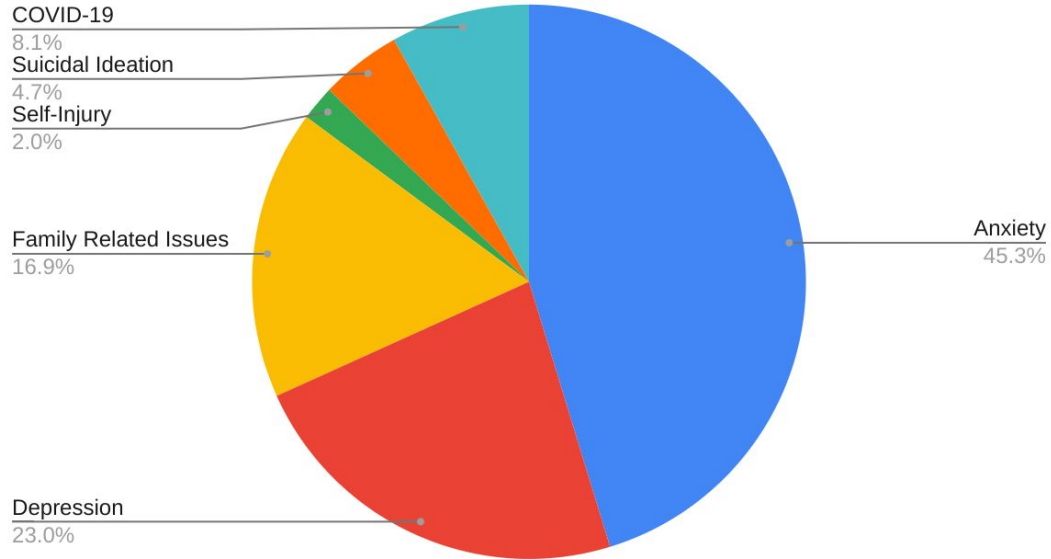
% of Referrals by Age Group



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

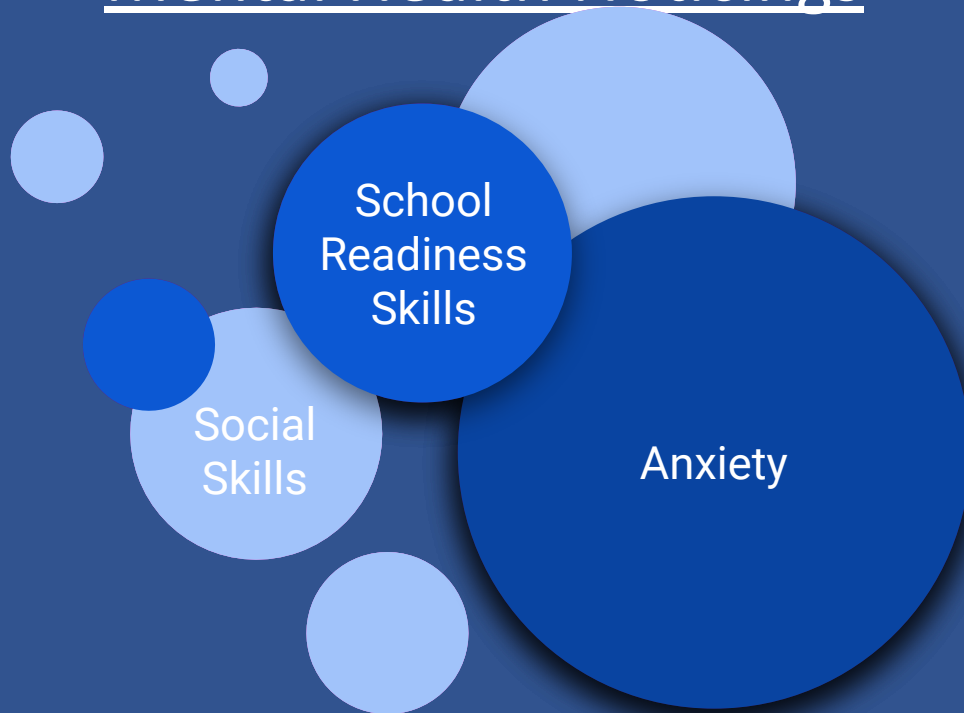
Types of Interface Referrals

Wm James Referrals 2020-21



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

Mental Health Noticings



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/>
- Counselors, School Adjustment Counselors and Psychologist at every building to support students and families

Questions? Please email:
student_services@sudbury.k12.ma.us
978-639-3202

Early Childhood Implications



New Preschool Classroom

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

Special Educators & Related Service Providers

- Response to DESE mandates
- Increased number of evaluations
- Meeting student needs

**Positive feedback from families and staff regarding the accessibility of virtual IEP meetings*



Recovery
is a Journey



Enrollment & Special Education Data Trends

Demographics

Section 504

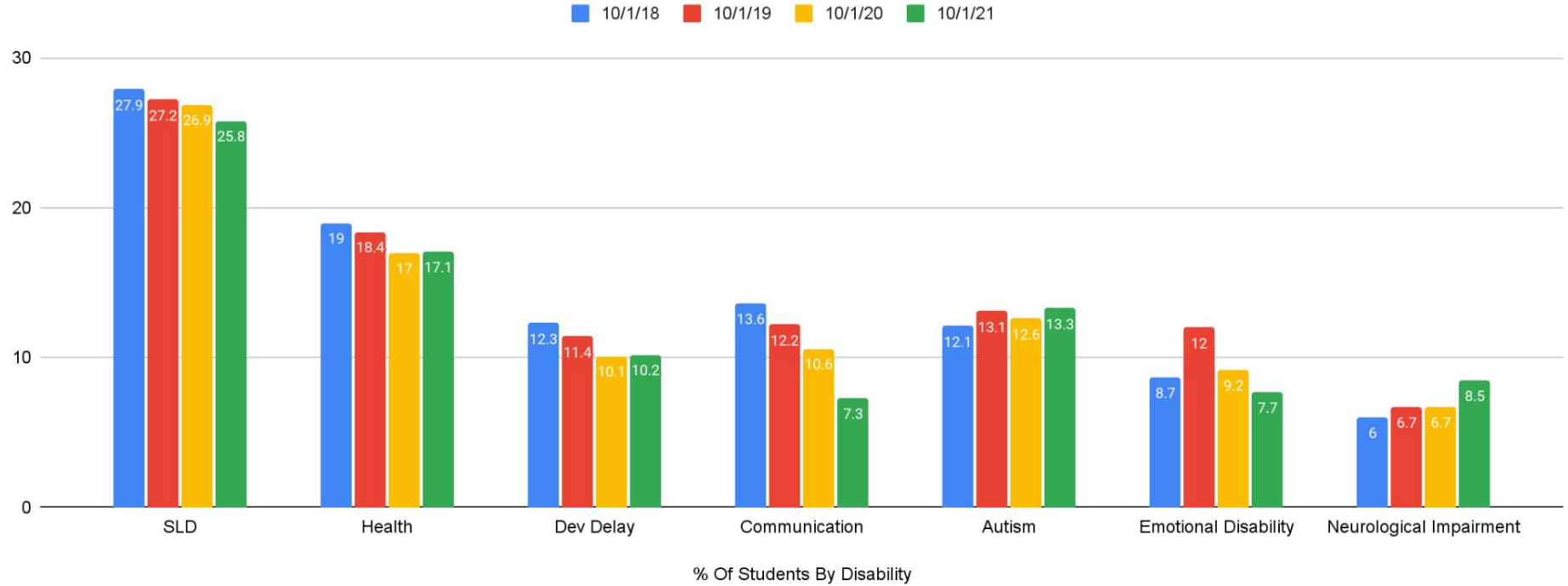
	October 1, 2018	October 1, 2019	October 1, 2020	October 1, 2021
504s	91	88	93	95
Enrollment	2,653	2,667	2,521	2517
Prevalence	3.4%	3.3%	3.7%	3.8%

Special Education Demographics

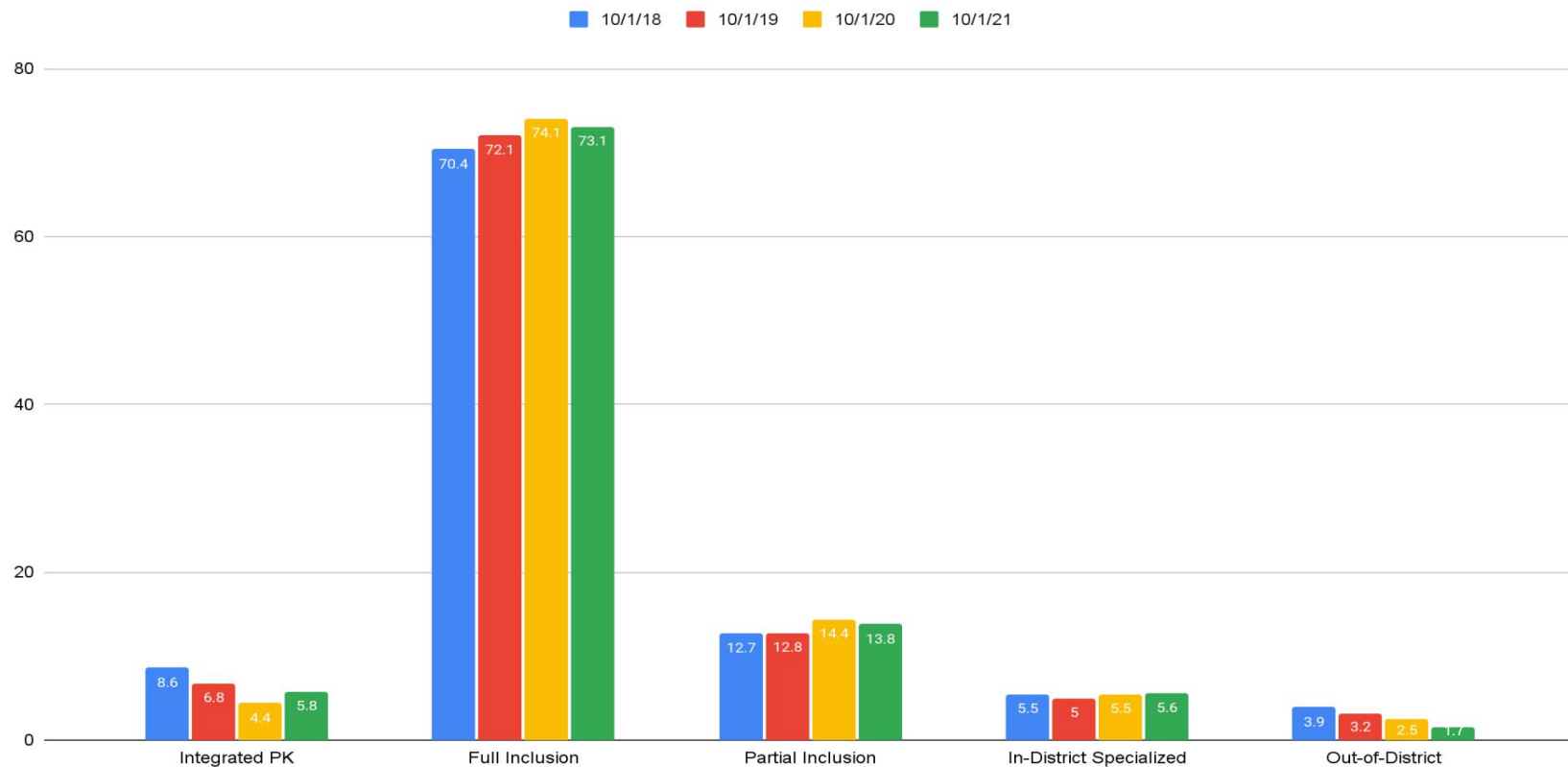
	2018-2019 Oct/June	2019-2020 Oct/June	2020-2021 Oct/June	2021-2022 Oct
IEPs	490 / 545	499 / 532	451/525	476
Enrollment	2,653 / 2,679	2,667 / 2,679	2,521 / 2,542	2517
Prevalence %	18.5 / 20.3	18.7 / 19.9	17.9 / 20.7	18.9%*

**State average is 18.9%*

% of Students by Disability



% 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.*



Other Ongoing Priorities

- Medicaid Reimbursement Program
- Program development
- Updating testing tools/formats
- Continued collaboration across three districts
- Extended School Year Program development

Extended School Year/SMILE

- Promoted Inclusion Opportunities
- Supported Transition from Remote to In-Person Learning
- Kindergarten Transition Program
- Ongoing program development





Ongoing Priorities: Playgrounds

Haynes Playground Project



August 2018

Noyes Playground Project



August 2019

Nixon Playground Project



August 2020

Loring Playground Project



Fall 2021 to Spring of 2022

What could be next? ... Curtis!



**In discussions about an outdoor health and wellness activity structure!*



SEPAC



Collaboration and connection
within and beyond the
Sudbury Public Schools

***We welcome all families of SPS students
and interested community members***

www.sudburysepac.org
info@sudburysepac.org

A VOLUNTEER COUNCIL THAT...

Builds understanding, acceptance,
connection, and inclusion

Provides information about community
and district resources

Offers community & special education
workshops and events

Creates family networking and
support opportunities

Collaborates with and advises school committee
and administration to continuously improve
student outcomes and well-being.

MGL c. 71B, § 3 / MGL c. 71, § 1C
MA Reg 603 CMR 28.07(4) / MA Reg 603 CMR 28.03(1)(a)(4)





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INTERNAL FOCUS

- ★ Participate in monthly meetings with Student Services administrators
- ★ Collaborate with Student Services
 - Letters to the community
 - Workshops
 - Relay community concerns
- ★ Assist with Tiered Focus Monitoring review
- ★ Advance technology: Website remake & internal infrastructure



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EXTERNAL FOCUS

- ★ Provide social opportunities for parents and community members
- ★ Collaborate with LS SEPAC and neighboring SEPACs
- ★ Develop a user friendly website
- ★ Promote workshops, resources, events, and organizations in the broader community

Upcoming Events

January 25th 2022, Kick off to Kindergarten
Winter/Spring 2022, Basic Rights Series
Monthly board meetings
January 26th 2022, 7:30PM SEPAC Cafe Socials (Remote)
Webinar series—mental health



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CONNECTING WITH FAMILIES

- ★ Serve as a bridge between parents and the schools
- ★ Respond to family inquiries
 - Offer information about resources and supports in or out of the schools
 - Encourage effective communication with the Team
- ★ Communicate feedback from parent to Students Services
- ★ Conduct a Community Survey: What can Sudbury SEPAC do for you?



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HOW TO GET INVOLVED

Volunteers wanted!

**A role to fit every interest, skill set
and availability.**

- ★ Email: info@sudburysepac.org
- ★ Facebook: [@sudburysepac](https://www.facebook.com/sudburysepac)
- ★ Meetings: monthly remote evenings
- ★ Socials: daytime– in person (outside)
evenings– remote (seasonally)

LEADERSHIP TEAM

Board:

Co-chair: *Maia Proujansky-Bell*

Co-Chair: *Kate Mellon*

Community Resources: *Estel Du Plessis*

Liaisons:

Curtis: Amy Canute

Noyes: Erika de Bedout

Loring: Estel DuPlessis

Metco & OOD: Maia Proujansky-Bell

Haynes: Susan Robinson

Nixon: Karyn Jones

C.O.D.: Kay Bell

LS-SEPAC: Lisa Kouchakdjian



Student Services Department Webpage

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!