

DRAFT

Student Services FY20 Update

Stephanie Juriansz, Director of Student Services
Jeffrey Lappin, Assistant Director of Student Services
November 4, 2019



District Vision

We are committed to educating students to be knowledgeable, creative, and independent thinkers who are caring, collaborative members of the school and wider community.

Sudbury Inclusion Statement

All means ALL.



Sudbury Public Schools is committed to being an inclusive environment where all students are full members of our school community. We hold to the belief that all individuals should be respected, valued, and included by peers, teachers, parents, and the community at large. We are an inclusive environment where all students feel safe and thrive socially, emotionally, physically and academically.

About Our Children



We recognize that **all** children can learn. Perhaps, not at the same pace, or in the same way, but they can and **do** learn.

We encourage, support, provide, alter, create, explain, and celebrate all students, no matter their learning styles.

Learning is a process. Each student deserves to learn utilizing a **process** that encourages their excellence for social, academic and physical well being.

Outline for Tonight

1. Overview of Student Services
2. Strengths/Opportunities for Growth
3. District Resources and Programs
4. Student Services Allocations
5. Data Trends
6. Ongoing Initiatives
7. SEPAC
8. Questions & Answers



OVERVIEW OF STUDENT SERVICES

SPS Student Services Department

-Nursing
-Guidance
-BCBA
-504 Teams
-Student Records
-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

2,667(PK-8)
2,627 (K-8)

Students
on IEPs

499

Students
in Specialized Programs

116

Students
in Out of District
Placements

18

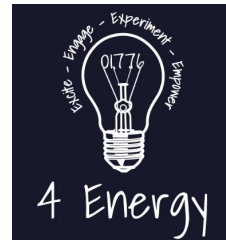
Source: DESE October 2019 Enrollment

Ultimate Goal: Universal Design for Learning

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- The goal of UDL is to use a variety of teaching methods to remove any barriers to learning. It's about building in flexibility that can be adjusted for every student's strengths and needs. UDL benefits all learners.



Universal Design for Learning at SPS



The Purpose of Special Education:

To minimize the impact of disability and to provide specialized instruction in areas of need so that students can access curriculum and be provided with opportunities for effective progress, achievement and independence.





STRENGTHS/OPPORTUNITIES FOR GROWTH

Strengths

- Professional teams
- Partnership with families and community
- Specialized instruction/program development
- Commitment to meeting the needs of students in the district
- Robust and responsive professional learning program
- Administrative support

Opportunities for Growth

- Continuity of Leadership
- Long Term Planning
- Consistent Methods of Data Collection and Recording
- Program Development
- Results from the DESE State Coordinated Program Review/Tiered Focus Monitoring

DESE Coordinated Program Review

- Department of Elementary and Secondary Education (DESE) conducts Program Reviews on a rotating 3 year cycle
- DESE visited in April 2019, conducted a survey and interview sessions with staff and families
- Continuous Improvement Monitoring Plan: PD, review of IEP's and Paperwork
- Two areas of attention - Determining Specific Learning Disabilities and Least Restrictive Environment Statement on IEPs
- Copies of the report are online and outside the Student Services Office



DISTRICT RESOURCES & PROGRAMS

District Services

-Nursing
-Guidance
-Psychology
-Social Work

The Student

Special Education Instruction
Related Services:
-OT
-PT
-Speech and Language

Our Programs

Learning Centers in ALL Schools

Loring
LAB

ECMS

LEAP
LAB
FLEX
Access
Partner
Bridges

Noyes
Foundations
Preschool

The Foundation: *Early Childhood Education* An Investment in the Early Years

*“The **first five**
years have so
much to do with
how the next 80
turn out.”*

*-Bill Gates, Sr., Co-Chair of the Bill and
Melinda Gates Foundation*

The Sudbury Preschool Program



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The Sudbury Preschool Program

- Developmentally appropriate philosophy:
 - Play-based/research-based curriculum aligned with state standards
- Focus on the *whole child*: social, emotional, cognitive and physical development
- Multiple learning modalities and methodologies
 - Music, physical education/gross motor class, and special community programs
- Inclusive Educational Program: Respect for all and learning from one another



The Preschool Continuum of Services/Placements

- Related Services Only: Occupational Therapy, Physical Therapy, Speech Therapy
- Inclusive Programming
 - Integrated full or half-days for all students
 - 3-5 half-days, integrated and/or sub-separate
 - 4.5 full-days
 - Lunch bunch/social group
 - Full day programming
- Extended School Year: to prevent substantial regression
- Out-of-District: collaborative/private placement



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The Array of Services in Preschool

- Related Services: Occupational, Physical, & Speech Therapists
- Board Certified Behavior Analyst, Psychologist, and Nurse
- Consultation: Assistive Technology, Augmentative/Alternative Communication, Orientation & Mobility, Vision, Hearing
- Preschool Community Screenings for the general public





STUDENT SERVICES: ELEMENTARY & MIDDLE SCHOOL SPECIALIZED PROGRAMS

Learning Centers/Skills Classes All Schools



- Serves students grades K-8, with 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.
- Individual and small group instruction with multiple methodologies in areas of: written expression, literacy and numeracy.

LAB Program at Loring/Curtis



Language, Achievement and Beyond (The 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 in areas of literacy and numeracy
- Particular emphasis is placed on reading, writing and math instruction including: phonemic awareness, decoding skills, reading comprehension and written language

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STEPS/LEAP Program at Haynes/Curtis



- Serves students with intellectual, neurological and/or communication disabilities
- Designed to encourage:
 - Acquisition of core content in reading, math and writing
 - Development of language, social and daily living skills
 - Development of self-advocacy skills
- Sub-separate and small group learning in general education content area classes
- Community focused experiences to address functional application of skills in daily life

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Foundations/Flex Program at Noyes/Curtis



- Provides highly-specialized instruction and services to students primarily with autism, communication, self-regulation and social/pragmatic language needs.
- Customizes instruction for student's unique interests and learning styles with a focus on social emotional and behavioral needs.
- Students participate in both inclusive and sub-separate settings.

Partner Program at Haynes/Curtis



- Serves students with Autism Spectrum Disorders as well as other students who require Applied Behavior Analysis programming
- Supports with comprehensive, specialized and intensive behavioral supports
- Community focused experiences to address functional application of skills in daily life
- The program is in collaboration with The New England Center for Children (NECC)

Access Program at Nixon/Curtis



- Serves students primarily with social emotional disabilities in grades K-8.
- Students participate in a continuum of full and partial inclusion and sub-separate classes
- Students receive academic supports as needed across subjects.
- The psychologists/school adjustment counselors provide ongoing therapeutic support and social skill instruction. BCBAs work in consult with all staff.

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Bridges at Curtis



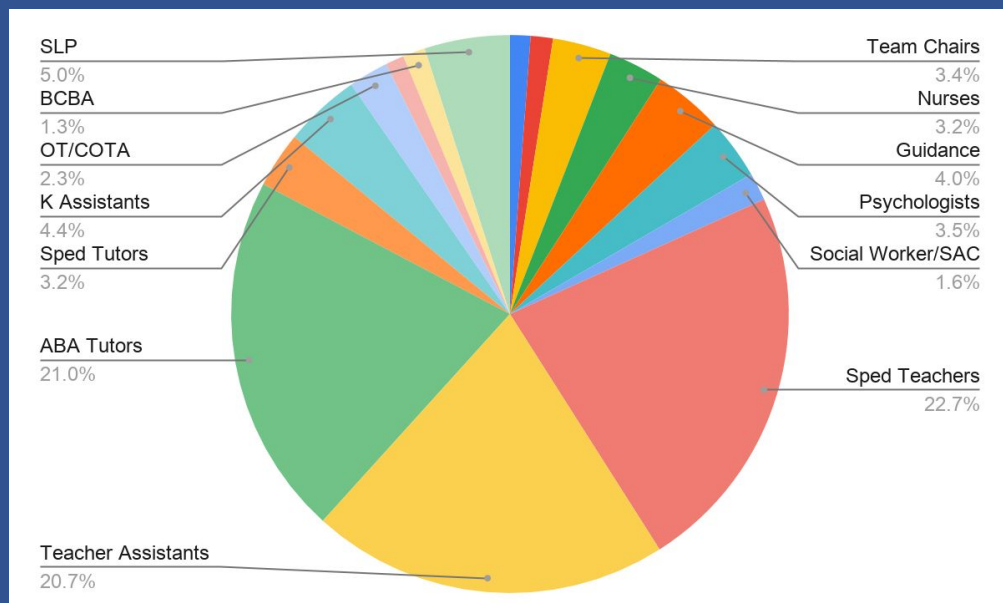
- This is a transitional program which serves students in both general and special education. The goal of the program is to support students to return to the general education setting after a long term absence from school.
- Services provided to students returning to school are:
 - *Direct clinical supports*
 - *Academic coordination*
 - *Family engagement* with wrap around community-based services
- Consultation with BRYT Program (Bridge for Resilient Youth in Transition)

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STUDENT SERVICES ALLOCATIONS

Student Services Staffing FY20





ENROLLMENT & SPECIAL EDUCATION DATA TRENDS

Demographics

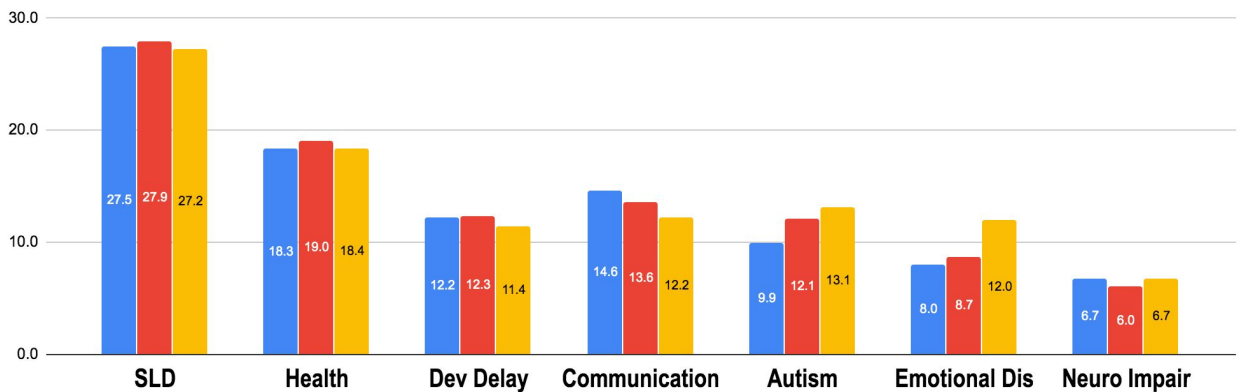
Section 504			
	October 1, 2017	October 1, 2018	October 1, 2019
504's	83	91	88
Enrollment	2696	2,653	2,667
Prevalence	3.1%	3.4%	3.3%

Demographics

Special Education			
	October 1, 2017	October 1, 2018	October 1, 2019
IEP's	464	490	499
Enrollment	2696	2,653	2,667
Prevalence	17.2%	18.5%	18.7%

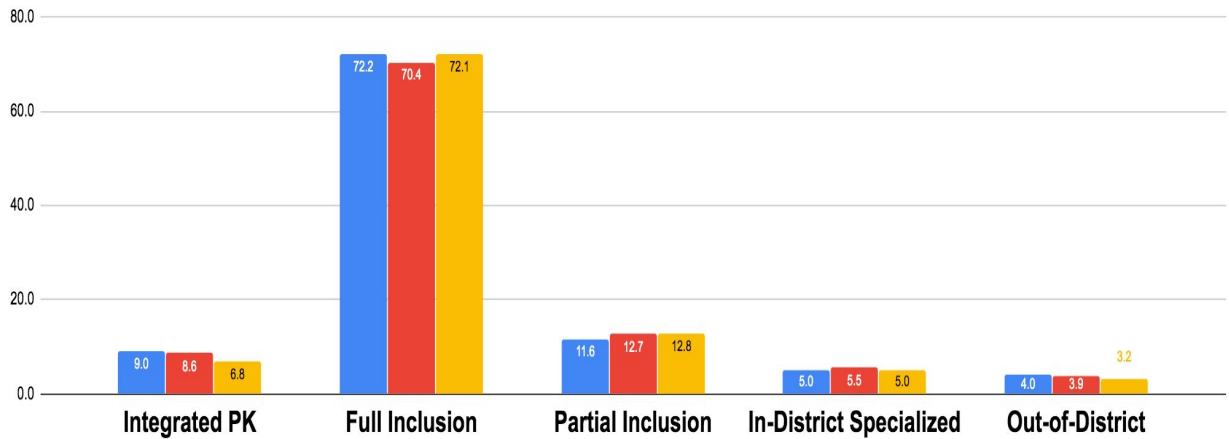
% of Students by Disability

■ 10/1/2017 ■ 10/1/2018 ■ 10/1/2019



% of Students by Placement

■ 10/1/2017 ■ 10/1/2018 ■ 10/1/2019



ONGOING INITIATIVES

Medicaid Reimbursement Program

Institute District Medicaid Reimbursement Program for Student Services:

- Began in January 2019
- Medicaid Expansion Program: not just students with IEPs: ALL Students
- Reimbursements for all screenings/nursing services
- Administrative and Direct Service claims
- Training of Staff Participation
- Quarterly reporting and returns after 6-8 months

Unified Games/Special Olympics



- Unified Games is an inclusive sports program that unites Special Olympics athletes and peer partners as teammates to participate on the same team in a structured partnership.
- The district goal is to have this event promote inclusion through team spirit and competition.
- Fundraising efforts in partnership with SEPAC for transportation, team shirts and snacks.



Collaboration Across Three Districts



- Meeting regularly with counterparts
- Shared opportunities for Professional Development in Student Services
- Considerations on how we can continue to work together and examine opportunities to benefit all L/S families
- Transition Planning/Alignment

Lincoln Public Schools



SEPAC



SPECIAL EDUCATION PARENT ADVISORY COUNCIL

SudburySEPAC.org

November 4, 2019
Presentation to Sudbury School Committee

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Sudbury Special Education Parent Advisory Council

Our Mission

is to advocate for the education and safety of all Sudbury students with disabilities in grades Pre-K to 8.



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

Our Work

- Advise the district, including the Director of Student Services and School Committee, on operations and development of special education programs, parent and teacher training needs, and help to develop policy
- Facilitate communication between parents and school officials
- Encourage understanding, acceptance, and inclusion of students with disabilities
- Offer opportunities to increase awareness of issues and best practices pertaining to students with disabilities
- Provide opportunities for families to network

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- Monthly - Coffees & Socials, Board Meetings
- Unified Games/Special Olympics collaboration
- **November 12, 2019** - Meet and Greet with SPS Administration
- **December 5, 2019** - Board Meeting special topic: Bullying Policy and Procedure with Student Services
- **January 8, 2020** - Board Meeting special topic: Legislative Education Update with Representative Carmine Gentile
- **March 4, 2020** - Board Meeting special topic: Safety Discussion with Chief Nix



FAMILIES & DISTRICT

SEPAC HOUSEKEEPING

- Active Membership
- Website/Technology
- Bylaws
- Monthly Newsletter
- Outreach

Family Outreach & Collaboration

WORKSHOPS & EVENTS

- MA Partnership for Youth workshops co-hosted with Student Services
- Basic Rights Series co-hosted with neighboring SEPACs
- Police Department Open House
- **October 23, 2019** - *Learning Disorders: Dyslexia, Nonverbal Learning Disorder, ADHD, and Executive Function Disorder*
- **November 6, 2019** *Evaluation & Eligibility (Basic Rights, Part 1)*
- **January 15, 2020** - *Beyond the Basics: Navigating the Team Process*

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Monthly planning meetings and board meetings with Student Services administrators

To provide information about transitions between Schools and/or Programs

Improving Case Collaborative Transportation Safety

Participation in district events
Back to School Nights, METCO curriculum night, Kindergarten Kickoff

Collaboration:

Continue sharing family perspectives with School Committee and Administration

To educate families about SPS Bullying Policies and Procedures

Hosting workshops on the Basic Rights of Special Education, Bullying, Family Life Education, and High Functioning ASD

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2019 Sudbury SEPAC Survey

(Preliminary Results)

Respondents

99 Total

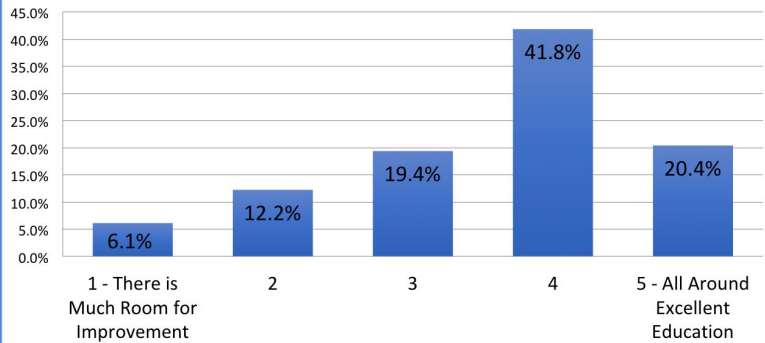
50.5% Special Education
49.5% General Education

Respondents

99 Total

6% Pre-K
33% K-2
34% 3-5
27% 6-8

Rate your overall satisfaction with the quality of your child's education.



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Noted Strengths

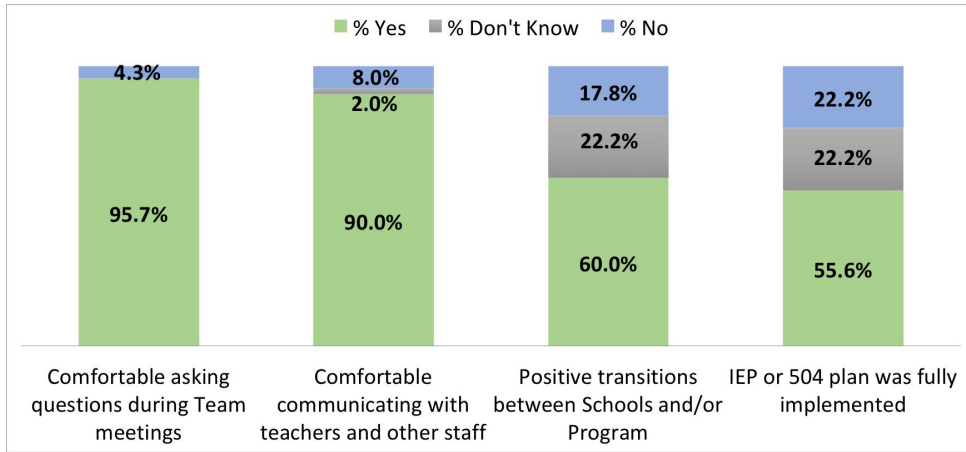
"Interesting programming, engaged students, good cadence to the work and assessments, great emphasis on critical thinking"

"The teachers, teaching assistants and staff are the strengths of Sudbury. They are so caring and passionate about their work."

"In my experience: Collaborative, creative, and a real belief in each child's ability to be successful"

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Area for Growth - Communication (Preliminary Results)



The Parent Perspective

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"I feel the school does not always recognize the learning capacity of its students and fails to challenge them."

"more comprehensive/clear communication to parents on a regular basis"

"...make sure educators have the experience to understand that every kid is different regardless of diagnosis..."

Areas for Growth

"Transparency in letting parents know what additional resources are available."

"Communication with parents"

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Noyes Playground Groundbreaking June 2019



Noyes Playground Project: Completed!



August 2019

Celebration and Nixon 2020 and Loring 2021



Student Services Webpage

If you have any questions related to special education or student services, please go to the district web page and look for the **Student Services** tab.

<https://www.sudbury.k12.ma.us>



Thank you!

