

Office of Pupil Personnel Services



2019-20
SCHOOL COMMITTEE
ANNUAL PRESENTATION

SUSAN MASELLI, ADMINISTRATOR FOR PUPIL PERSONNEL SERVICES

3/4/2020

Welcome!



- <https://drive.google.com/file/d/16nVGoYAH8RuIwCG6SKk1G2KbWP2k6L3p/view?ts=5e5ffd9a>

Our Role:



- Special Education supports and services preschool through age 22
- Collaborate with guidance on provision of supports and services via Section 504
- Provide oversight for Education Stability for children who experience homelessness, military education impact, or are in foster care
- Special Education transportation
- Homebound or hospital-bound education

Historical Trends in Enrollment



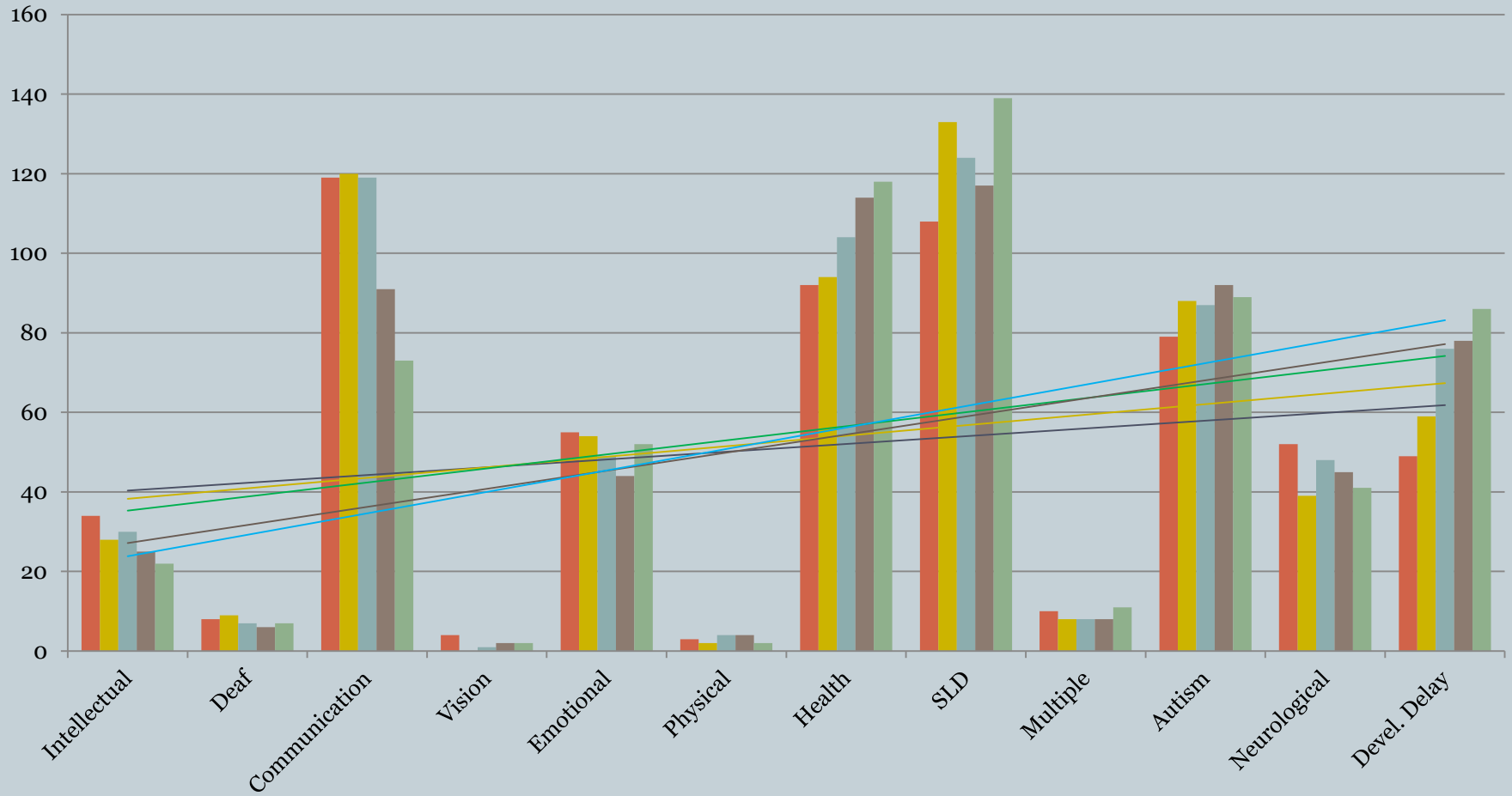
	Students with Disabilities	Total Student Enrollment (October Reporting)	Percentage in Special Education
2015-16	613	4,144	14.7
2016-17	634	4,195	15.1
2017-18	657	4,265	15.4
2018-19	626	4,322	14.5
2019-20	646 (year to date)	4,483 (year to date)	14.5

Special Education Enrollment (by school)

School	Students in Special Education
Preschool (District-wide)	51
Collicot Elementary School	80
Cunningham Elementary School	86
Glover Elementary School	70
Tucker Elementary School	46
Pierce Middle School	157
Milton High School	156
Out of District	Residential 8 Day Program 31 Collaborative Program 12

Snapshot of Disability Trends

(based on enrollment 2015 to present)



Move-ins since July 1, 2019



	Students who moved into Milton with Program level IEPS
Collicot	3
Cunningham	2
Glover	1
Tucker	0
Pierce	2
Milton High	2

504 Accommodation Plans



Grade	Total number of plans		Grade	Total number of plans
Kindergarten	5		7	29
1	8		8	28
2	18		9	23
3	15		10	23
4	12		11	18
5	25		12	23
6	29		total	256



Continuum Of Services

Learning Center/Academic Support

- Push in and pull out services
- Opportunities for co-taught content area classes
- Most Milton Public School students who are supported by Special Education do so in the district's Learning Center/Academic Support Programs (all buildings). Special education consultation, pull out services, co-teaching, and in-class supports are readily available and designed to assist students in accessing the curricula, making effective progress, organizing materials and assignments, and developing the skills needed to become independent learners.

Specialized District Program Strands

	Autism Related Disabilities Strand	SLD Language Based Strand	Social-Emotional and behavioral strand	Communication and Cognition/ Developmental Delays Strand
Preschool	Integrated and Sub-Separate ABA programs	Integrated Preschool	Integrated Preschool	Integrated Preschool
Elementary	NECC and Partner classrooms at Collicot	Co-Taught strand Grades 1-5 at Glover	STEP Program at Glover Grades K - 5	Collaborative Classrooms at Cunningham Grades K-5
Middle	REACH and NECC Grades 6-8	Co-Taught with academic supports	SMLC Grades 6-8	REACH Grades 6-8
High School	ACHIEVE Grades 9-12+ and 18-22 Program	Co-Taught classes with academic supports	BRYT grades 9-12	ACHIEVE Grades 9-12+ and 18-22 Program

Staff Professional Development



- Medicaid Training for reimbursement (related providers)
- Related providers Job-A-Likes (SLP, OT/PT, Psych)
- IEP development for Team Chairs
- 10-hour Strands:
 - **IEP Boot Camp for General Educators**
 - **6 Methods of Co-Teaching using UDL for Special Ed & General Ed Partner Teachers**
 - **Preschool Eligibility and Service Provision**
 - **Testing for eligibility (High School Special Ed)**
 - **Preschool Social Interactions/Cultural Competency**

Educational Assistant Professional Development



- Continued work on PBIS
- Introduction to data collection within a behavioral mindset
- Educational Assistants Roles & Responsibilities
- Curriculum and content exposure

Milton and State Initiatives



- The MA Department of Elementary and Secondary Education has completed two Program Reviews for Milton this year
 - Tiered Focus Monitoring for Special Education 6- year review completed. (Formerly referred to as The Coordinated Program Review: CPR)
 - Educational Stability Program Review

Milton Special Education Program Review



- Every two years, MA DESE requires districts to complete a review of their special education programs and services.
- Options include outside vendor reviews (last done by PCG Consulting Group in 2018) or
- Internal review (in process)

Special Education Program Review



- **Year One (2018-19)**
 - Entry Plan
 - Parent outreach
 - Review of current in-district programs and supports
 - Student observation and record review
 - Meet with SEPAC, Parents, Administrators and Staff
 - Collection and review of historical data

Special Education Program Review

- **Year Two (2019-20)**
 - Engage Parent/Guardians (coffees, PD, Focus group)
 - Conduct Staff Focus Groups
 - Generate short and long term PD goals for staff subgroups
 - Review of current IEPS, RTI Model and initiatives
 - Data analysis of performance, including review of staffing
 - Engage students (formally and informally)
 - Staff Work Place Task Force

Preliminary Findings: Community Outreach



- Focus Group and Parent/Guardian Survey
- Generally, families understand the IEP process.
- Milton could do more to help families understand the role of special education verses other supports available in the district.
- Families would benefit from additional information for post secondary planning.

LINK TO SURVEY

<https://forms.gle/Xk85L5eAqtbm9tUz9>

Preliminary Findings: Staff Outreach



- Staff feel strong relationships with families.
- Staff feel strong connections to colleagues.
- Staff report the need for professional development in the areas of assessment and instruction.
- Staff desire to further enhance district-wide RTI.
- Staff desire additional professional development opportunities with general education staff.

Preliminary Findings: Provision of Special Education Services

- IEP mandates are clear.
- Special Education staff are dedicated and motivated to provide the best supports possible for the students in our community.
- Some lack of clarity continues, regarding which elementary building “houses” which strand of support services.
- District-wide terms can be confusing: Team Taught, Co-Taught,..... What does it all mean?
- Special Education staff would like support in balancing scheduling needs with student needs.

Next Steps: (Program Review)



- Student and Administrator Focus Groups need to be completed
- Final review of all collected data
- Special Education Task Force in Process
- Findings presented to Superintendent and school community

Questions?



- Thank you for your support of the special education programs for Milton students.
 - Thanks to Milton SEPAC
 - Special Thanks to the students from our
 - MHS Achieve Program.