

Office of Pupil Personnel Services

2020-2021
School Committee Annual Presentation

3/17/2021

Susan Maselli, Administrator for Pupil Personnel Services
Mark Harrison, Assistant Director for Pupil Personnel Services
Jenny Sheehan, SEPAC

Our Role

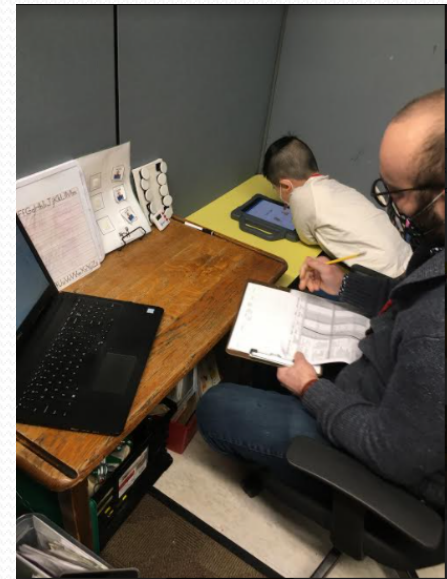
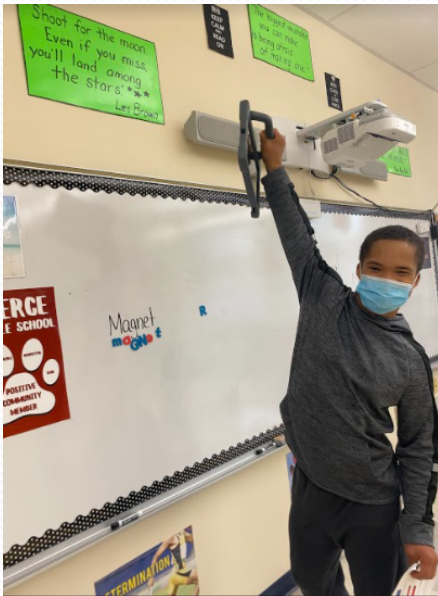
- Oversight of Special Education supports and services preschool through age 22
- Collaborate with Guidance on provision of supports and services via Section 504
- Provide guidance for Education Stability for children who experience homelessness, military education impact, or are in foster care
- Coordinate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



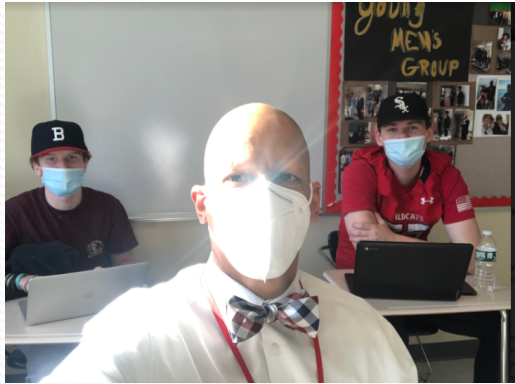
Pre-Covid photo!

COVID Updates

- Extended School Year programs available for students in self-contained programs for six weeks during Summer 2020
- Five-day experiences for students with high level of need, September 2020.



Students and Staff in Action



Launch Starts a Business!



Launch

Soaring into endless possibilities!!!

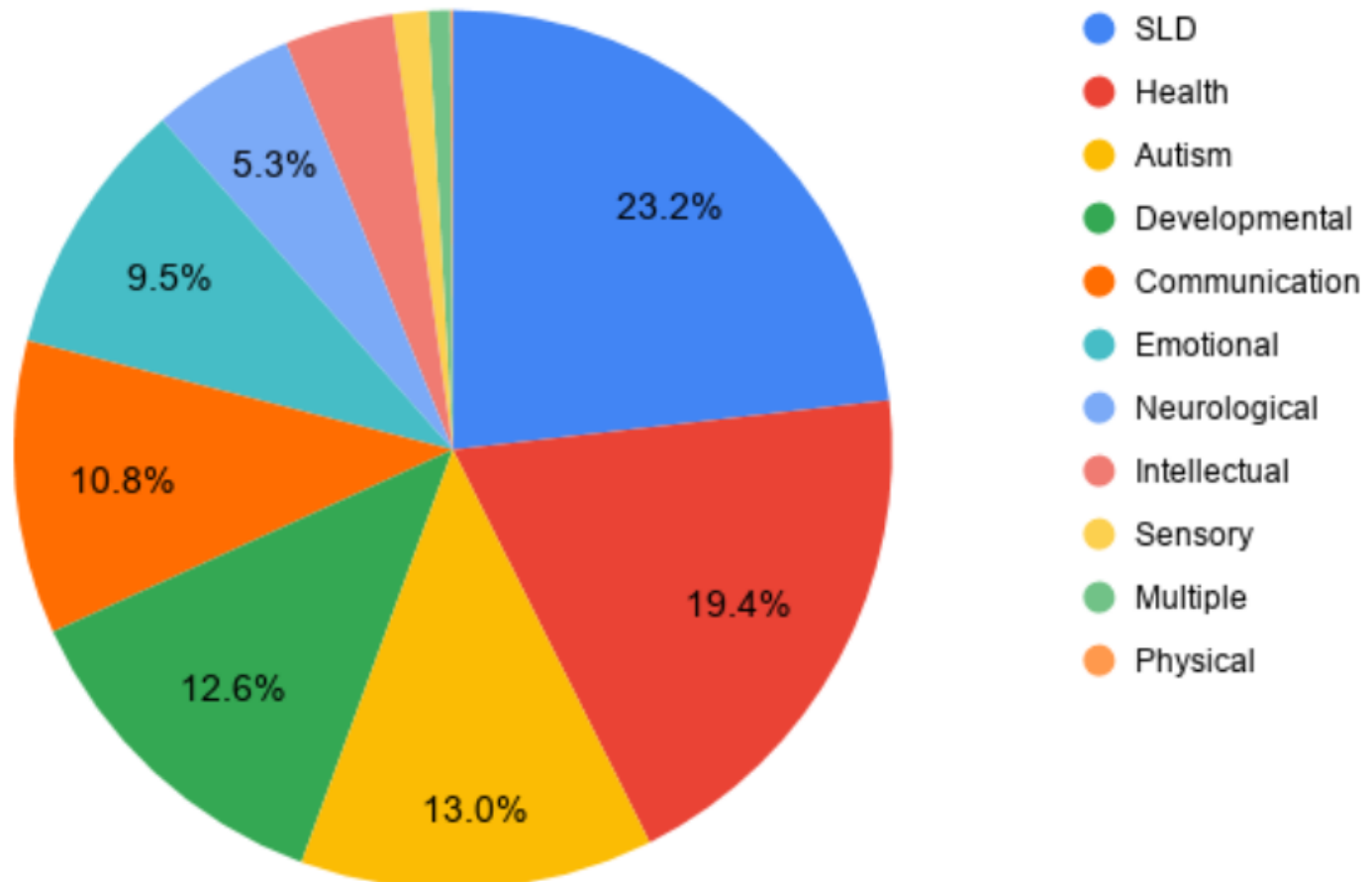


Historical Trends in Enrollment

	Students with Disabilities	Total Student Enrollment (October Reporting)	Percentage in Special Education
2015-16	613	4,144	14
2016-17	634	4,195	15
2017-18	657	4,265	15
2018-19	704	4,322	16
2019-20	712	4,440	16
2020-21	779	4,334	18

School	19-20	20-21
Preschool (District-wide)	51	54
Collicot Elementary School	80	92
Cunningham Elementary School	86	80
Glover Elementary School	70	75
Tucker Elementary School	46	54
Pierce Middle School	157	159
Milton High School	156	185
Out of District		
Residential	8	11
Day	31	29
Collaborative	12	9
Attending Private School at parent choice	*	25
Walk In Services	*	5
* Students counted in home schools previously		

Distribution of Students by Primary Disability



Referral Data - (March 1 Data)

	Number of Referrals	Qualified	Did Not Qualify
Preschool	22	12	10
Collicot	31	13	18
Cunningham	21	4	17
Glover	24	15	9
Tucker	19	10	9
Pierce	11	6	5
High	9	6	3

Move-Ins Since July 1, 2020

(Parentheses represent SY 2019-2020 data)

	Students who moved into Milton with program-level IEPs
Collicot	(3) 1
Cunningham	(2) 2
Glover	(1) 1
Tucker	(0) 4
Pierce	(2) 1
Milton High	(2) 3
OOD	(0) 1 (res)
Preschool	(0) 3

504 Accommodation Plans

(as of March 1)

(Parentheses represent SY 2019-2020 data)

Grade	Total number of plans (2019-20) & YTD		Grade	Total number of plans
Kindergarten	(5) 2		7	(29) 25
1	(8) 9		8	(28) 30
2	(18) 9		9	(23) 23
3	(15) 14		10	(23) 23
4	(12) 22		11	(18) 24
5	(25) 22		12	(23) 21
6	(29) 26		Total	(256) 250

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 districts' 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 Cognitive/ Developmental Delay Strand
Preschool	Integrated and Sub-Separate ABA programs	Integrated Preschool	Integrated Preschool	Integrated Preschool
Elementary	NECC and Partner classrooms at Collicot	Co-Taught Strand at Glover (Grades 1-5)	STEP Program at Glover (Grades K – 5)	Collaborative Classrooms at Cunningham (Grades K-5)
Middle	NECC (Grades 6-8)	Language-Based Mini School (Grades 6-8)	SMLC (Grades 6-8)	Reach (Grades 6-8)
High School	Achieve (Grades 9-12) and Launch (12+-22)	Co-Taught Classes with Academic Supports	BRYT Compass (Grades 9-12)	Achieve (Grades 9-12) and Launch (12+-22)

Equitable (Proportional) Share

- Supports and services offered via federal funding for students who attend private school in Milton at parent choice
- Continuing to support students who attend private school within Milton at parental choice at
 - Saint Mary of the Hills School
 - Saint Agatha School
 - Fontbonne Academy
- Academic Support in ELA and Math, Executive Functioning, and Work Completion

Disproportionality Work

- **District-wide systematic data analysis of data related to trends in two areas of disproportionalities**
 - 13-year data analysis (current enrollment K-12)
 - Trends and patterns in student identification and outcomes
 - Disproportional identification of children who identify as Black or African American as having a Communication Disability
 - Action plan included retraining at Team Level for eligibility determination
 - Disproportional identification of children who identify as Black or African American being removed for school discipline
 - Action Plan included Restorative Justice Professional Development for 6-12

SST: Student Support Team

- Inclusion Specialists facilitating K-5 and 6-12 teams to support students within tiered supports
- Data-based accountability for SST outcomes
- Re-introduction of District Curriculum Accommodation Plan (DCAP)

Staff Professional Development

- Ongoing PD related to IEP development and SMARTIE Goals
- Tourette's Syndrome : Impact in the General Ed setting
- Eligibility and Evaluation for the provision of special education services
- Ongoing Job-Alike Professional Development Learning Communities and Calibrations of Services across buildings for equity
- Tech Tools: Google Read & Write, Symphony, and Core5/PowerUp
- Early Childhood Institute for Inclusive Practices

Educational Assistant Professional Development

- Increasing student enjoyment in inclusion settings
- Interpreting and implementing key components of IEPs in the classroom
- Reading supports for students in special education
- Using UDL (Universal Design for Learning) for all students
- Updates in legal responsibilities related to the provision of special education supports and services
- Assistive & adaptive tech to increase student engagement
- Formative assessment training for eligibility
- IEP database management (Frontline)

Community Outreach

- Parent / Guardian Coffees and Building Connections
- Parent / Guardian Series on engaging students within a Remote Learning Environment
- Special Ed Improvement Grant: Engaging Reluctant Learners during COVID via a Mentoring Program
- Special Ed Improvement Grant: Supporting learning via Assistive and Adaptive Technology supports
- Partnership with SEPAC

SEPAC: Special Education Parent Advisory Counsel

SEPAC Goals 2021-2022

Advocacy


- Build relationships and awareness
- Access to district data: Quality Review Survey
- Develop vision and 3 year strategic plan: update bylaws

Education

- Update SEPAC Brochure
- Workshops
- DEI: best inclusion practices

Community

- [School Rep](#) presence
- Monthly Open Meetings
- Engagement with and Inclusion of out-of-district families



School Reps

- **Out of District** Melissa Feldman
- **Glover** Nora Harrington
- **Cunningham** Darcy Maksou,
Johanna McCarthy (Preschool)
- **Collicott** Amy Masferrer
- **Tucker** TBD
- **Pierce** Jenny Sheehan (Co-Chair)
- **Milton High School** Clare
Keating, Jennie Mulqueen (Co-Chair)



2021 Meetings

- **January 11**
- **February 25** (5) Principals able
to attend, large attendance with
many new folks!
- **March 23**
- **April 12: School Committee
Forum** All candidates welcomed
- **May 18**
- **June 8**

Milton and State Initiatives

- Indicator 7: Preschool Outcomes

- End of year three year indicator- mostly qualitative data
- tracking growth and development for students with special education need related to their typical peers
- Outcomes showed early intervention supports has decreased student need for continuation of services
- For other students, early services has allowed more nuanced supports based on specific needs
- Continuing to see a large continuum of need, increasing enrollment

- Indicator 14: Secondary Outcomes

- End of three year indicator
- Class of 2019 Post Secondary outcomes
 - Number of students : 20
 - Number of Responses: 17
 - College, Military and Employment

Inclusion Task Force



Purpose:

To foster authentic relationships in schools and the broader community for our students with disabilities.

To promote awareness of inclusive opportunities throughout the school district and community.

Initial Work:

Support students, families and communities on what inclusion is and how to engage learners with special needs

Focus on building based activities

Community outreach

Ensuring all students have equal access to school and community activities

Continued Work:

Supporting activities to make them inclusive, PTO, building based, community

Developing the role of the Inclusion Specialists

Refined mission statement:

Unified Track, Pierce Pals

Survey to Families:

Preliminary results:

Access to sports

Access to before and after school activities

Next Step:

How does ITF integrate into other areas of our equity work?

Questions?

- Thank you for your support of the special education programs for Milton students.

- Thanks to Milton SEPAC
- Special Thanks to the Staff and Students of MPS