

# Office of Pupil Personnel Services

2021-2022  
School Committee Annual Presentation

3/16/2022

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

# 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
- Collaborate with SEPAC and district administration on relevant special education related issues



# 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 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 <b>Fall 2022 Self Contained LB gr 2-5</b>	STEP Program at Glover	Collaborative Classrooms at Cunningham
Middle	NECC	Language-Based Mini School	SMLC	Reach
High School	Achieve (Grades 9-12) and Launch (12+-22)	Small Group and Co-Taught Classes with Academic Supports	Compass (Grades 9-12)	Achieve (Grades 9-12) and Launch (12+-22)

# Historical Trends in Enrollment

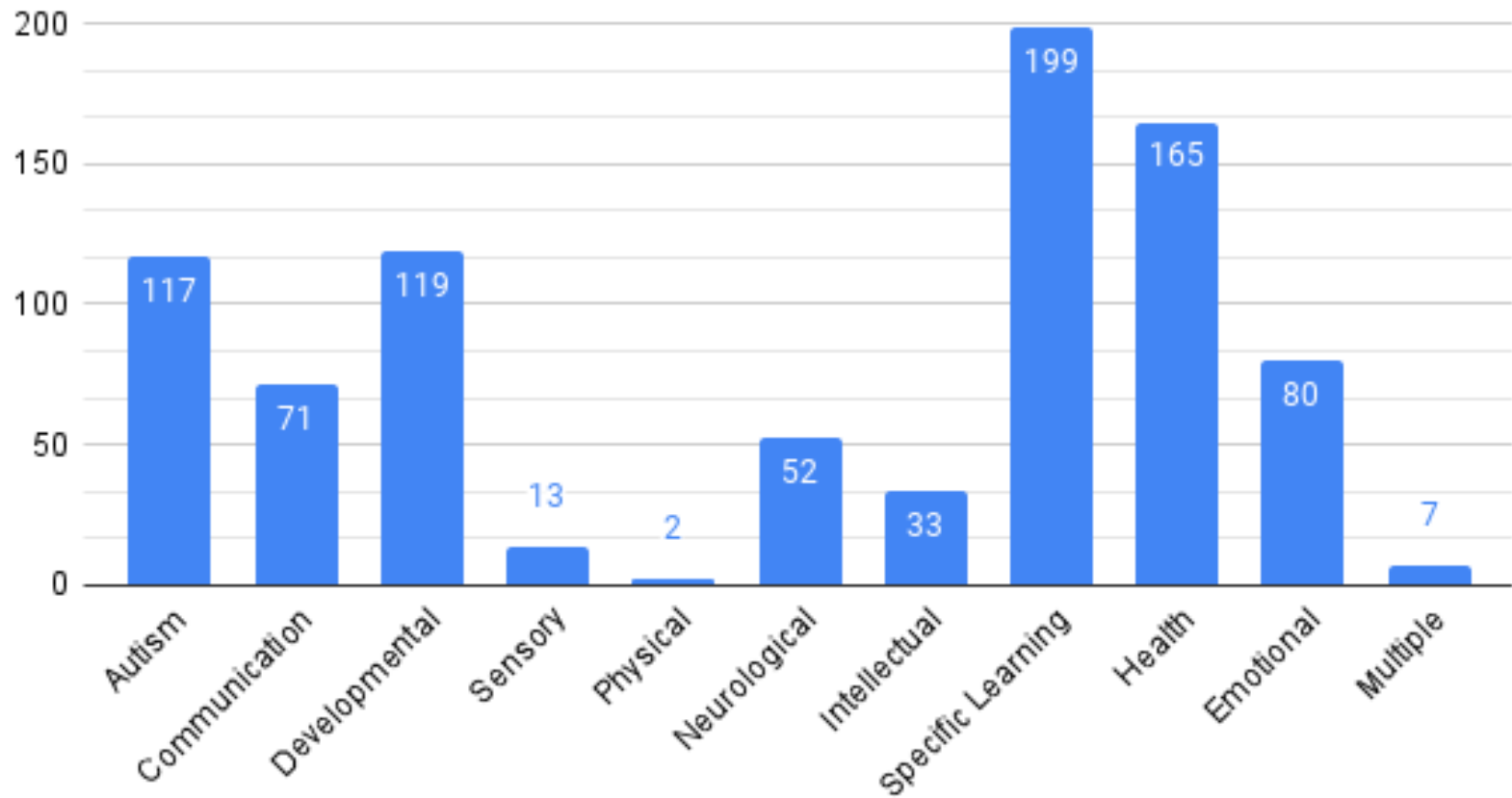
	Students with Disabilities	Total Student Enrollment	Percentage in Special Education
2017-18	657	4,265	15
2018-19	704	4,322	16
2019-20	712	4,440	16
2020-21	779	4,339	18
2021-22	858	4,417 (YTD)	19

	2019- 2020	2020- 2021	2021- 2022
Preschool (District-wide)	51	54	69
Collicot Elementary School	80	92	96
Cunningham Elementary School	86	80	76
Glover Elementary School	70	75	79
Tucker Elementary School	46	54	66
Pierce Middle School	157	159	165
Milton High School	156	185	201
Out of District:			
Residential	8	11	11
Day	31	29	36
Collaborative	12	9	9
Attending Private School at parent choice	*	25	36
Walk In Services	*	5	14

# Distribution of Students by Primary Disability

3/1/22

Distribution by Disability (Total)

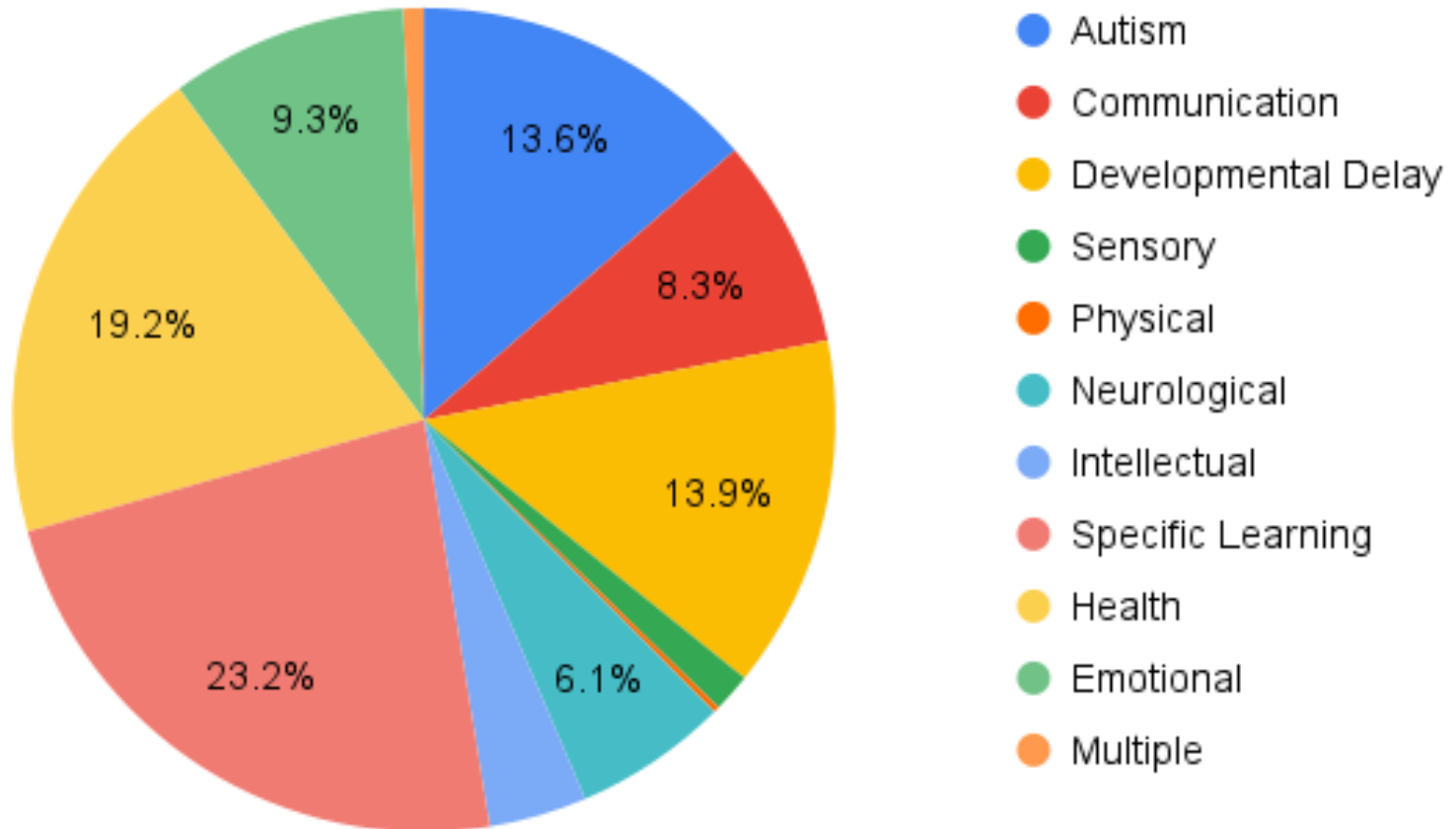




# Distribution of Students by Primary Disability

3/1/22

Distribution by Disability (Percentage)





# Primary Disability Previous Year Comparison

Category	2020-2021	2021-2022	Change
Autism	101	117	16
Communication	84	71	-13
Developmental Delay	98	119	21
Sensory	10	13	3
Physical	1	2	1
Neurological	42	52	10
Intellectual	31	33	2
Specific Learning	181	199	18
Health	151	165	14
Emotional	74	80	6
Multiple Disabilities	6	7	1

# Referral Data - (March 1 Data)

School	Number of Referrals	Qualified	Did Not Qualify
Preschool	67	30	7
Collicot	28	8	14
Cunningham	29	6	11
Glover	26	5	5
Tucker	32	15	7
Pierce	38	11	7
High	27	1	4

# Move in Students HIGH NEEDS

\* students who move to Milton with an IEP from another community

	2019-2020	2020-2021	2021-2022
Collicot	3	1	3
Cunningham	2	2	0
Glover	2	2	1
Tucker	0	4	1
Pierce	2	1	2
High School	2	3	4
OOD	0	1	1
Preschool	0	3	2

# Out-Of-District Students

- The group of students in special education who receive their special education supports and services in an approved special education collaborative, day or residential program, or via settlement.

## **Transitioned out of district**

- 1 preschooler
- 7 elementary students
- 1 middle school student
- 5 high school and post grad students
- 2 discipline removals

## **Transitioned back in district from OOD placements:**

- 3 students

## **Will or have graduated or aged out (turned 22) from OOD placements during FY22**

- 8 students

# Extended School Year 2021

Participants	Eligible Students	Participation Rate
145	194	75%

	Participants	Eligible Students	Participation Rate
Preschool	14	18	78%
Elementary	92	116	79%
Middle	14	25	56%
High	25	35	71%

# 504 Accommodation Plans

\* Year to date data

Grade	2019-2020	2020-2021	2021-2022*		Grade	2019-2020	2020-2021	2021-2022*
K	5	2	3		7	29	26	32
1	8	9	4		8	28	31	22
2	18	11	15		9	23	25	21
3	15	16	18		10	23	33	36
4	12	23	20		11	18	26	36
5	25	24	27		12	23	12	35
6	29	28	27		Totals	256	268	296*

# MCAS subgroups Performance Change Between 2019-2021

	G3-8 ELA	G3-8 Math	G5 & G8 Science	G10 ELA	G10 Math
Students w/ disabilities	+2%	-6%	+9%	+5%	+7%
EL and former EL	-14%	-16%	+5%	n/a	n/a
Economically Disadvantaged	-4%	-21%	+10%	+9%	-12%
African Am/Black	-6%	-16%	-7%	-8%	-15%
Asian	-12%	-20%	0	+8%	-17%
Hispanic/Latino	-18%	-23%	-10%	-13%	-7%
Multi-Race	-6%	-15%	-6%	n/a	n/a
White	-5%	-20%	-4%	+3%	0
All Students	-7%	-18%	-3%	+2%	-3%



# SST: Student Support Team

- General education student referrals for tiered supports under the district DCAP (District Curriculum Accommodation Plan) and also pre-referral process for tiered supports alongside special education or 504 eligibility processes

	2019-2020	2020-2021	2021-2022 *year to date
Collicot	36	53	30
Cunningham	30	41	25
Glover	28	35	43
Tucker	30	31	33
PMS	19	25	22
MHS	Not tracked	45	36

# Home Hospital Bound Students:

- Students who are medically excused from school by their physician while they undergo medical care (mental health or medically related)

Level	Number of Students Excused		
	2019-2020	2020-2021	2021-2022 *year to date
Elementary	2	5	2*
Middle	4	3	4*
High	11	12	16*

# Equitable (Proportional) Share

- Supports and services offered via federal funding for students who attend private school in Milton at parent choice
- 14 resident, 17 non-resident private school students being served
- Continuing to support students who attend private school within Milton:
  - Saint Mary of the Hills School
  - Saint Agatha School
  - Fontbonne Academy
  - Thatcher Montessori
  - Centre School
- Academic Support in ELA and Math, Executive Functioning, and Work Completion

# Disproportionality Work

- 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
- At Risk Disproportional identification of children who identify as Black or African American being removed for school discipline
  - Action Plan included Restorative Justice Professional Development

# Communication Disproportionality Updates

- Baseline assessment all prek and k students
- Baseline at risk students in grades 1 & 2
- Providing direct and consultative supports to students during literacy blocks focusing on phonology and background knowledge
- Purchased culturally diverse instructional materials, books and leveled readers
- Introduced Heggerty method for Phonological development
- Family connections and community outreach beginning
- Purchase of formalized assessment tools that reduce assessment bias and increase cultural responsiveness
- Creation of evaluation team model to reduce/eligibility bias in assessment and create continuity across four elementary schools

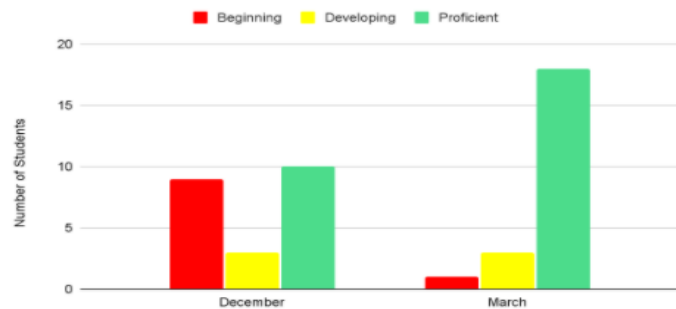
# Data to date:

Student performance based pre and post assessment  
Heggerty Phonological Intervention

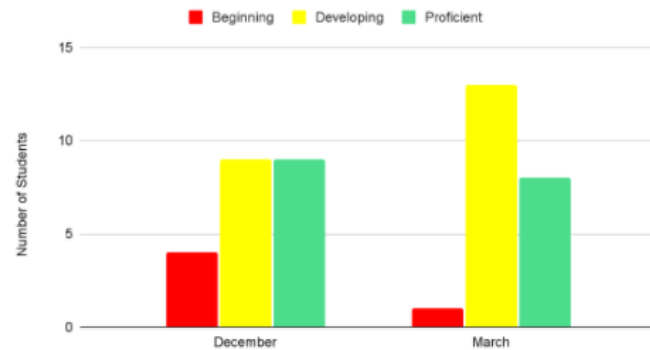
5 areas of explicit instruction

1. Initial phoneme identification
2. Blending syllables
3. Final phoneme identification
4. Segmenting
5. Onset-rime

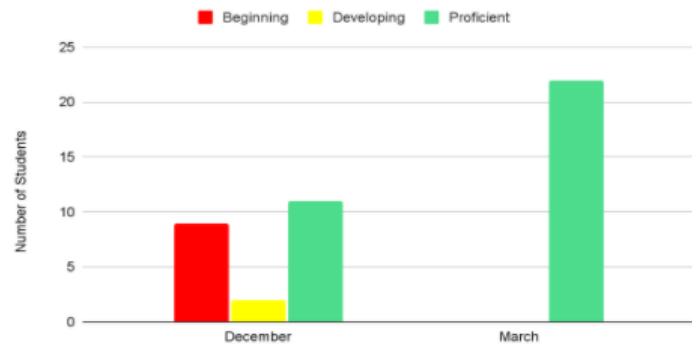
Onset Fluency: Initial Phoneme Isolation



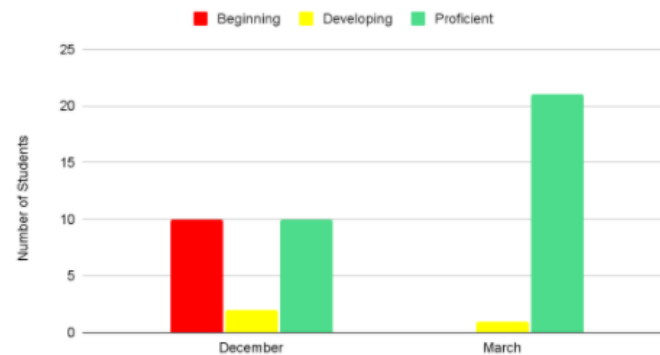
Final Phoneme Isolation



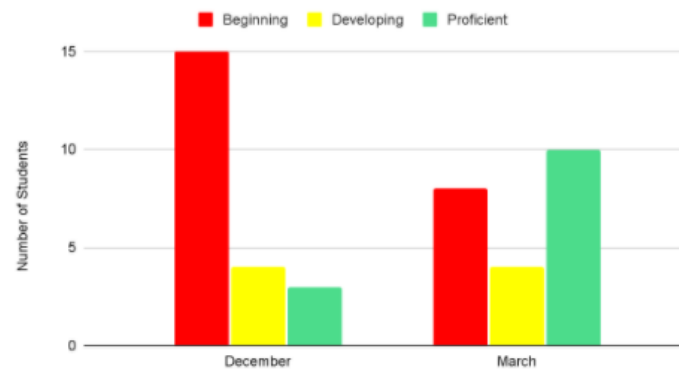
Blending Syllables



Segmenting Words into Syllables



Blending Onset-Rime





# Current Trends on Communication Data

\* categories of Race not inclusive of all subgroups below

	White	Asian	White/ Asian	White/ Black	Black
Number of IEPs	31	9	1	1	28
Total District Enrollment	2970	327	104	104	575
Percentage	1	.001	.001	.001	4

# Discipline At Risk Disproportionality Update

- Year three of training district administrators on Restorative Justice from Suffolk University
- Year one of Restorative Justice Coach position k-12
- 10 hour strand of PD offered to district wide staff (50 staff have joined)
- In-Situ professional development and coaching for district wide staff on Restorative practices
- Beginning to integrate Restorative philosophy into discipline and removal practices, including use of “circles” and utilizing the 7 Core Assumptions
- Coach working with students directly, staff, and modeling with gradual release methods
- Co-leading and modeling between five and seven proactive, community circles a week for students at risk of being negatively impacted by traditional consequences
- Ongoing one-on-one coaching conversations with administrators, teachers, and counselors about how to identify implicit bias in disciplinary processes and revise using a more restorative lens.

# Current Discipline Removal Data: MHS

	Internal	%		External	%
Total Students	3	--		36	--
IEPs	2	67%		21	58%
White – Not Hispanic or Latino	2	67%		26	72%
White – Hispanic or Latino	0	--		1	3%
Black or African American – Not Hispanic or Latino	0	--		8	22%
Black or African American – Hispanic or Latino	1	33%		1	3%

# Current Discipline Removal Data: PMS

	Internal	%		External	%
Total Students	11	--		6	--
IEPs	2	18%		3	50%
White – Not Hispanic or Latino	6	55%		4	67%
Asian – Hispanic or Latino	1	9%		0	--
Black or African American – Not Hispanic or Latino	3	27%		2	33%
Black or African American – Hispanic or Latino	1	9%%		0	--

# Staff Professional Development

- Continued work to further IEP development, including assessment and goal writing, as well as work on disability impact on learning
- Restorative practices
- Positive behavior support strategies for classroom management
- 504 training
- Continued work on Assistive Tech tools

# Milton and State Initiatives

- **Part B IDEA Special Ed Determination** : Milton is **MEETS REQUIREMENTS**
- Cohort to look at:
  - -5 yr graduation rate
  - Annual drop out rate
  - Public School monitoring and compliance
  - Problem Resolution System and complain resolution
  - Special Education Performance Plan
  - State Indicators
- **Entering Self Assessment for Tiered Focus Monitoring**  
(process formally referred to as Coordinated Program Review CPR)
  - 6 year cycle
  - Systems management review
  - Policy and procedure review
  - File review
  - Family engagement

# Questions?

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

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