

Director of Sp.Ed.

2019 - 2020: Year in Review

2019 -2020: Focus Areas

[Back to Agenda](#)



2020-2021 Director of Student Services Professional Goal:

Professional Practice Goal:

- To encourage and support individual or group school principals to apply a systems approach to the development of special education programs and process.

Projected Outcome:

- Assist curriculum leaders and administrators in understanding importance of appropriate skill-based explicit instructional curriculum decision-making, focusing on individualization for students with disabilities, and the learning for their non-disabled peers.
- Promote positive culture within special education and in the greater organization, in alignment with district vision, mission and values.



2020 - 2021 District-wide Special Education Goal

Student Learning Goal:

- To continue providing district-wide high quality professional development to support the learning initiatives for students with disabilities, and there non-disabled peers.



Focus Areas

Supporting curriculum through specialized explicit instruction:

- SPIRE - Intensive Reading Intervention
- MGH - SAIL Literacy Lab
- Telepractice to support hybrid and remote learning
- SLP Assist
- Extended School Year Services (ESY)
- ESY Survey Feedback
- In-person evaluation and assessments

Guidance on Fall 2020 Special Education Services, July 9, 2020

Students already identified as “high needs” through the IEP process on the IEP form entitled “[Primary Disability/Level of Need-PL3](#).” **Such students must meet at least two of these criteria:**

- Services provided outside of the general education classroom;
- Service providers are special education teachers and related service providers;
- Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless
- Students in foster care or congregate care;
- Students dually identified as English Learners;
- Additionally, Students who cannot engage in remote learning due to their disability-related needs;
and
- Students who primarily use aided and augmentative communication.

In response to this guidance, we have reviewed student IEPs and PL-3 placements to assist us in identifying the “high needs” of students.

- By **Friday, August 21, 2020**, families will receive a letter by email notifying that their child has been identified for four days in-person instruction.
- Additionally, we are finalizing the identification of students who may also require two or four days of in-person instruction that does not meet the criteria set forth by DESE. Families will receive a letter by email notifying that their child has been identified by **Friday, August 28, 2020**, if not sooner.
- Staff availability pending



SPIRE Intensive Reading Intervention for Non-readers and Struggling Readers

- Explicit, Teacher-led Instruction
- TIER 3 (Multi-Tiered System of Support, “MTSS”)
- Research Proven
- Impact on Reading Growth & Development



Accomplishments

- Heath Brook, Trahan, North Street and Dewing schools implementing SPIRE
- Special education teachers, service providers, and other specialists collaborating and vertically aligning specialized instruction
- Teacher-led, explicit instruction consistently implemented with fidelity
- Reading growth & development shown in over 40% of students accessing program with consistent adherence to the sequential specialized curriculum

TEAM



COLLABORATION





Takeaways

EXPERIENCE IS THE TEACHER OF ALL THINGS.
~JULIUS CAESAR

The only source of knowledge is experience.
~Albert Einstein

We do not learn from experience...we learn from reflecting on experience.
~John Dewey

If you are not thinking about what you are learning, you probably are not learning.
~Jim Knight

1. 40% of the students in grade 4 no longer required intensive reading intervention
2. SPIRE program was used less than 5 months to show these gains
3. TIER 1 & 2 intervention may have prevented intensive intervention
4. Observed student entering kindergarten and first grade would benefit from explicit teaching in areas of phonemic awareness and phonics
5. Hypothesize early screening prior to transition up to first grade could ameliorate future reading struggles
6. Postulate that early interventions to boost phonological skills with an integrated explicit instruction of phonological awareness and phonics with teaching of reading for maximum early literacy skills could possibly prevent over identification for specialized instruction and reading failure.

MGH - SAiL Language Literacy Lab

I₁ N₁ F₅ O₁ R₁ M₂ A₁ T₂ I₁ O₁ N₁
L₂ I₁ T₂ E₁ R₁ A₁ C₂ Y₂



Extended School Year Services (ESY)

- In-person Learning
 - DLC, BRIDGE, Progression, LEAP, Alternative Program
- Hybrid Learning
 - DLC, BRIDGE, LEAP, Individual Therapies
- Remote Learning
 - iSPIRE
 - SLP Assist
 - OT/PT





In-Person



STOCK IMAGES



STOCK IMAGE



STOCK IMAGES



TELEPRACTICE & TECHNOLOGY



iSPIRE Survey Results

SLP Assist Survey Results