

Concord Public Schools &
Concord-Carlisle Regional School District
Special Education

Ruth Grube
November 7, 2019





Fun Facts - Ruth Grube

- ❖ Transitioned from the private sector to education in 2003.
- ❖ My past experience has been as a paraprofessional, general education teacher, special education teacher, curriculum facilitator, professional development coordinator, principal of a high school therapeutic program, Director of Special Education and now as a Director of Student Services.
- ❖ I am married and have 3 children, 2 dogs, 2 cats, and our first grandchild is due in February 
- ❖ I am in year two of an Educational Leadership Doctoral Program.
- ❖ I will always do what is right for children.

- MISSION -

Educate all students to become independent lifelong learners, creative thinkers, caring citizens and responsible contributors in our increasingly diverse global society

CORE VALUES & BELIEFS

- Continuous Improvement
- Education Equity
- Empathic and Respectful Community
- Professional Collaboration





Completed Special Education Reviews

- CCHS - Re-designed programming in 18-19 school year
- CPS K-8 March 2018 - Report August 2018
 - Programs developed and are starting in 19-20 school year
 - Preschool - Report written and read out on 10-1-19
https://www.concordps.org/wp-content/uploads/2019/09/CPSIntegratedPreschoolReport_042919_SD-FINAL.pdf

District Updates

Concord Public Schools

- NEW PROGRAMS
 - Fall, 2019 - Branch Program (Social Emotional Learning Program (District Wide): Alcott
 - Fall, 2018 - ILP Pathways Program (Intensive Learning Program) K-1 (District Wide) - Thoreau
Bridge Program Autism Program (District Wide)- Thoreau (existing)
 - Fall, 2019 - Language Based Program - (District Wide) -Willard
 - Spring, 2018-19 Branch Program (Social Emotional Learning Program) Middle School
 - Fall, 2019 - Launch Program (Post-Secondary Program) Ripley Building

Concord Public Schools

ALCOTT - BRANCH PROGRAM DESCRIPTION

Students with emotional disabilities who require modification and support beyond what can be provided in the least restrictive environment. Students are provided with accommodations, modifications and service support models; as well as individual behavioral support plans all while being monitored and adjusted individually

Substantially separate or partial inclusion based upon needs of students aligning IEP

Significant modifications to methodology, performance criteria and content aligning with IEP

Integrated behavior support and instruction

School Adjustment Counselor assigned to the program

Concord Public Schools

THOREAU - PATHWAYS PROGRAM DESCRIPTION

Students with an Intellectual Impairment who require significant modifications to content, methodology and performance criteria, as well as functional skills in areas that will support access to school/content/community.

Substantially separate classroom with opportunities for inclusion as outlined in the student's IEP

Significant modifications to content, methodology and performance criteria

Entry level academics based upon individual student's needs

Opportunity to work in the community at higher grade levels

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THOREAU - BRIDGE PROGRAM DESCRIPTION

Students with Autism who require communication and behavioral support as well as a small, highly structured, specialized environment and significant modifications.

Significant modifications to content, methodology, and performance criteria

Integrated communication support and instruction

Integrated behavior support and instruction

Speech, OT, PT and Behavior support based on each student's IEP goals

Concord Public Schools

WILLARD - LANGUAGE BASED PROGRAM DESCRIPTION

Students with disabilities and level of need that require specially designed instruction beyond what may be provided in the least restrictive environment for some or all content areas. Most students are included in the general education classroom for parts of the school day. Students often require more significant modifications to content, methodology and performance criteria.

Partial inclusion for most students

Small group instruction designed to meet disability related needs

More significant modifications to content, methodology and performance criteria

Concord Public Schools

MIDDLE SCHOOL: PEABODY AND SANBORN - BRANCH PROGRAM DESCRIPTION

Students with emotional disabilities who require modification and support beyond what can be provided in the least restrictive environment. Students are provided with accommodations, modifications and service support models; as well as individual behavioral support plans all while being monitored and adjusted individually

Substantially separate or partial inclusion based upon needs of students aligning IEP

Significant modifications to methodology, performance criteria and content aligning with IEP

Integrated behavior support and instruction

School Adjustment Counselor assigned to the program

Concord Carlisle High School Programs

LEAP - (Learning Executive and Academic Process) - Organization tasks/planning and prioritizing/memory strategies and study skills/goal setting/self reflection

WRAP - (Writing, Reading and Academic Processes) -Reading comprehension strategies/direct skill and strategy instruction in small and large groups/alignment of skills with what student is working on in class/planning, writing, revising, editing essays

BRIDGE - (Programming for students with Autism spectrum disorders and social communication difficulties) - Academic support and instruction / executive functioning/weekly social groups with speech pathologist and psychologist

HARBOR (Emotional disabilities, difficulty access curriculum, some psychiatric difficulties) - Academic support, individual counseling/crisis management/bi-weekly or monthly family meetings

Concord Carlisle High School Programs

MATH TUTORIAL (Middle to High School transition program) Math tutor to serve both general and special education students. Cohort style

LITERACY STRATEGIES (Skills based) Focuses to increase and strengthen decoding, fluency, comprehension, writing, grammar and vocabulary skills.

ALTERNATIVE PROGRAM (Alt-Pro) Supporting students with social and emotional difficulties

PATHWAYS PROGRAM (Individualized educational, social and vocational program) Can include small group instruction in ELA, Math, Life-skills and include vocational development

LAUNCH PROGRAM (Post-Secondary) To provide enhanced learning experiences that link students in transition from school to career and independent living

2019-20 General Education & Special Education PD Pathways

PATH A: Inclusion of Special Education Students

PATH B: Inclusive Instructional Methods and Engagement Strategies

PATH C: Social Emotional Learning

PATH D: Inclusion through Interdisciplinary Work

PATH E: Inclusion through Cultural Competency

PATH F: Including Students with Mental Health Disorders

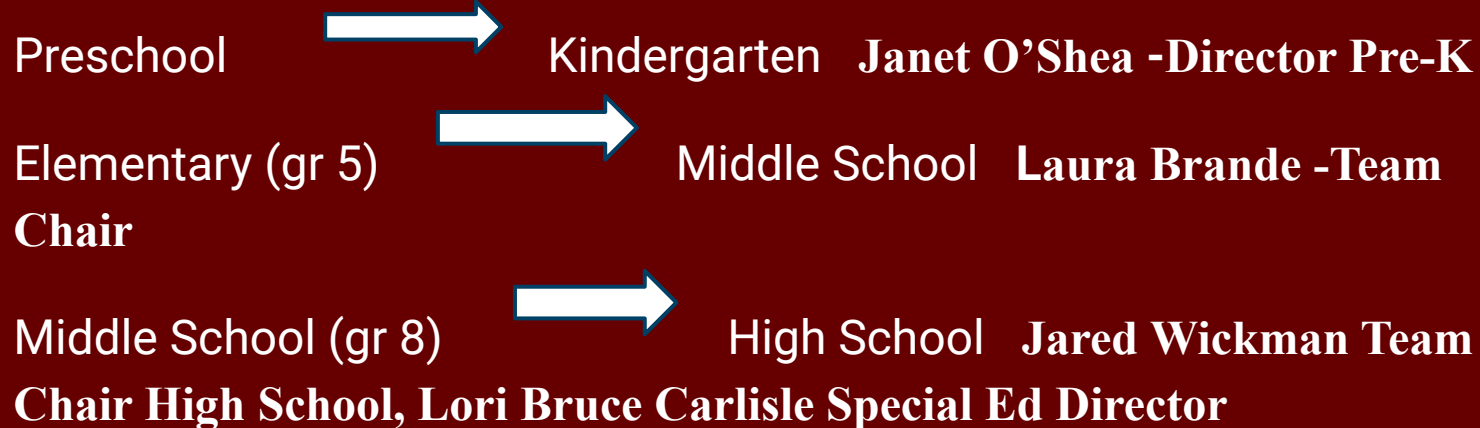
PATH G: Including Students Who Identify as LGBTQ

PATH H: Using Technology to Better Include Students with Disabilities

Vertical Alignment - Transitional Grades

Transitions between levels:

In addition to your child's annual review a transition meeting is held when he/she moves to a new level:



The OOD Coordinator K-12

Marielle Wintersteen

- **Liaison between family, program and district**
- **Commits resources on behalf of the district**
- **Monitor each student's placement and progress**
- **Facilitates team meetings and more**

Who do you call in Special Ed?

Ellen Schoellkopf - 978-202-1105

Mary O'Callaghan - 978-202-1106

Janet O'Shea Preschool Director - 978-202-1147

Ruth Grube - 978-202-1105

QUESTIONS?



Thank you to the SEPAC and co-presidents Carol Yelle
and Shaina Brito for your continued support