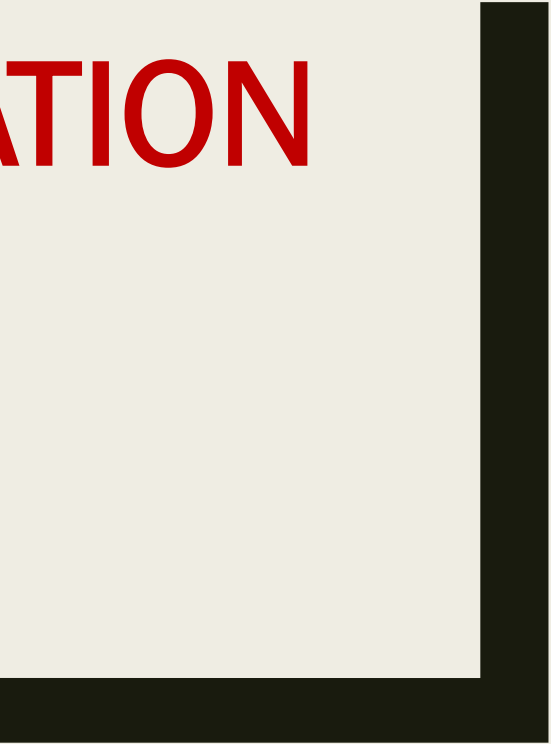
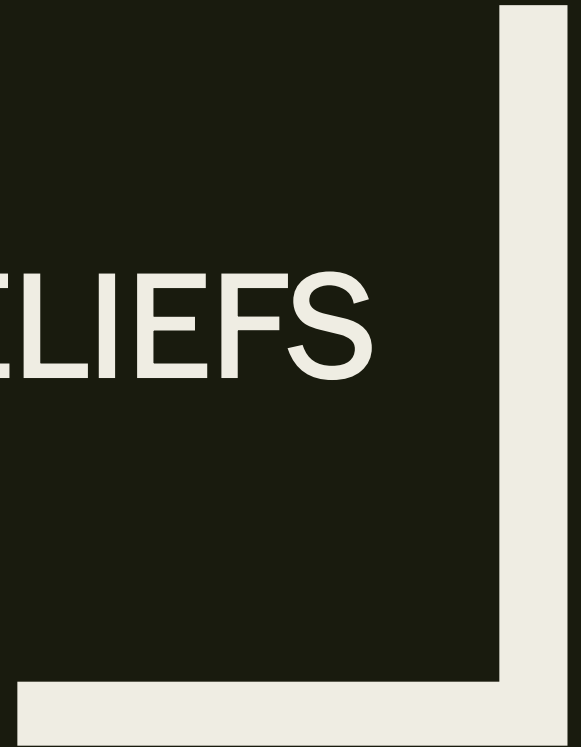


SPECIAL EDUCATION UPDATE

April 26, 2022



VALUES AND BELIEFS



Inclusion....

- ❖ **Offering** *the same opportunities for people with & without disabilities*
- ❖ **Welcoming** *everyone*
- ❖ **Building** *a community where everyone feels respected and valued*
- ❖ **Emphasizing** *cooperation*
- ❖ **Seeking** *to understand, celebrate and support everyone's differences*
- ❖ **Presuming** *everyone's competence*
- ❖ **Ensuring** *a safe and socially comfortable environment for all*
- ❖ **Teaching** *that all people deserve respect, understanding and dignity*
- ❖ **Reaching** *out to people who are excluded and marginalized*
- ❖ **Honoring** *the intrinsic value of each person's life*
- ❖ **Providing** *training and support so that everyone can feel successful*

OUR responsibility...

- To support and teach students to become independent, self-sufficient, self-reliant learners who can advocate for themselves
- Maintain high standards and expectations ensuring access to and progress within the general education curriculum
- Teach **SKILLS** that are impacted by disability through specialized instruction
 - *Research-based interventions*
 - *Highly-qualified and trained staff*
 - *State of the art strategies and techniques*
- Teach **STRATEGIES** to assist a child to compensate for his/her disability across all learning environments
 - *Universal design*
 - *Accessible materials*
 - *Meaningful and appropriate accommodations and modifications*
- Everyone takes ownership and is accountable for each student's learning, achievement, and success.

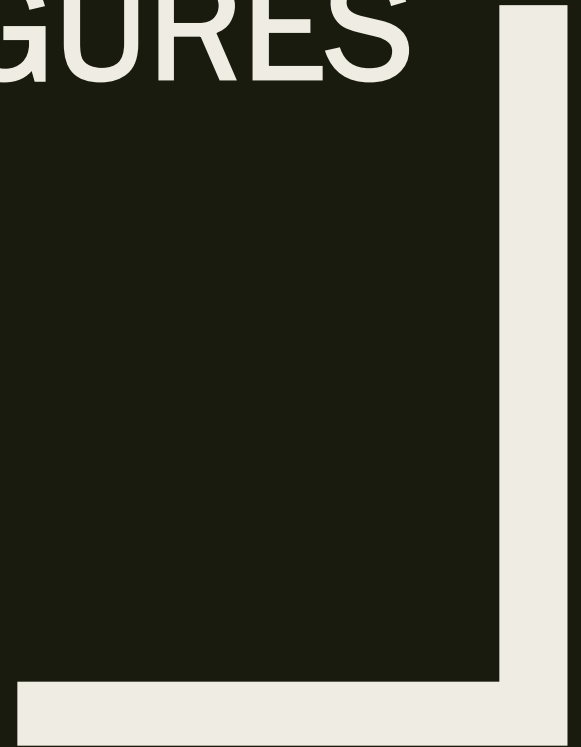
WestEd Report Recommendations – continuing work

- MTSS
- Improving the transition process from level to level;
building to building
- Co-teaching
- District-wide practices and procedures
- Parent outreach and communication
- **Expanding and enhancing continuum of services and
programs**

Language-based Program

- Concord and Concord-Carlisle contracting with Landmark Outreach
 - *Initial program development and design*
 - *LAB Program – “Language and Beyond”*
 - *Draft program description – still a work in progress*
 - *Student profile*
 - *Students with Specific Learning and/or Significant Communication Disabilities impacting the acquisition of reading and written language skills*
- Elementary, middle school, high school continuum
 - *Creates vertical alignment*
- “Partner” classrooms
 - *General education classrooms identified (typically sciences and social studies)*
 - *Supported by program staff*
 - *Careful placement of program students and others with SLD*
 - *Provided with ongoing consultation and training for planned and purposeful common instructional practices*
 - *Placement allows students to generalize taught skills*
 - *Data driven approach to measure carry over of skills*
- Explicit and direct instruction using research-based interventions and best instructional practices
 - *Reading*
 - *Written language*
 - *Executive functioning*
 - *Math (for some)*
- Pace, volume, and complexity of language will be modified to ensure success and mastery

FACTS AND FIGURES



March 1 Data

School	March 2022 Headcount Special Education/School Population	%age	October 2021	June 2021
Preschool	30 IEP and 34 community peers	na	17	23
Alcott	50/423	11.8%	45	66
Thoreau	87/455	19.1%	93	83
Willard	53/448	11.8%	53	66
CMS	121/680	17.8%	119	131
CCHS	208/1326	15.7%	219	210
Out of District	52 (20 CPS/32 CCHS)		48 (19/29)	50 (22/28)
Itinerant	7		11	12

March 1 Data

School	March 1 Headcount Special Education/School Population	%age	District-wide Program Students Disaggregated
Alcott	50/423	11.8%	10.2%
Thoreau	87/455	19.1%	14.5%
Willard	53/448	11.8%	10.0%

March 1 Placement Data

School	CPS	CCHS
Full Inclusion – Special education services outside the general education classroom less than 21% of the time	240	168
Partial Inclusion – Special education services outside the general education classroom 21% - 60% of the time	58	33
Substantially Separate – Special education services outside the general education classroom more than 60% of the time	17	11

Disability Categories

- Intellectual 5
- Sensory – Hearing 7
- Sensory – Vision 4
- Deaf-Blind 1
- Communication 44
- Emotional 70
- Physical 4
- Health 121
- Specific Learning 128
- Multiple Disabilities 4
- Autism 72
- Neurological 98
- Developmental Delay 50

Based on DESE March 2022 SIMS Data

Initial Evaluations

School	Initial Evaluation Requests		Found Eligible for an IEP		Found Not Eligible	
	FY22	FY21	FY22	FY21	FY22	FY21
Preschool	22	9	17	8	5	1
Alcott	15	11	12	7	3	4
Thoreau	11	19	10	15	1	4
Willard	14	16	7	7	7	9
CMS	11	17	6	9	5	8
CCHS	12	27	8	19	4	8
TOTAL	85	99	60	65	25	34

Translation/Interpreter Services

Hola

你好

Bonjour

School Year	Number of Translation & Interpreter Requests
As of April 19, 2022	153
2021	105
2020	98
2019	74

مرحبًا

Olá

नमस्ते

504 Accommodation Plans

- Non-Discrimination on basis of disability
 - *Includes bullying and harassment*
- Accommodations to access educational program
- Accommodation to provide equal opportunity to participate in athletics and extracurricular activities
- FAPE: Provisions of services/accommodations that are designed to meet the needs of students with disabilities as adequately as the needs of non-disabled students



The Difference Between Section 504 and Special Education

- **Section 504** – A federal civil rights law to stop discrimination against people with disabilities
- **IDEA** – A federal special education law for children with disabilities



Major Life Activities

1. Caring for oneself
2. Performing manual tasks
3. Seeing
4. Hearing
5. Eating
6. Sleeping
7. Walking
8. Standing
9. Lifting
10. Bending
11. Speaking
12. Breathing
13. Learning
14. Reading
15. Concentrating
16. Thinking
17. Communicating
18. Working
19. Operation of major bodily functions

504 Process

- Child find
- Evaluation and Eligibility
- Development of the 504 Plan
- Implementation of the 504 Plan
- Progress Monitoring
- Review and Re-evaluation
- Grievance Process

March 1 Data

School	Number of 504 Plans
Alcott	14
Thoreau	14
Willard	19
Concord Middle School	49
Concord-Carlisle High School	96

Based on DESE March 2022 SIMS Data



DESE UPDATES

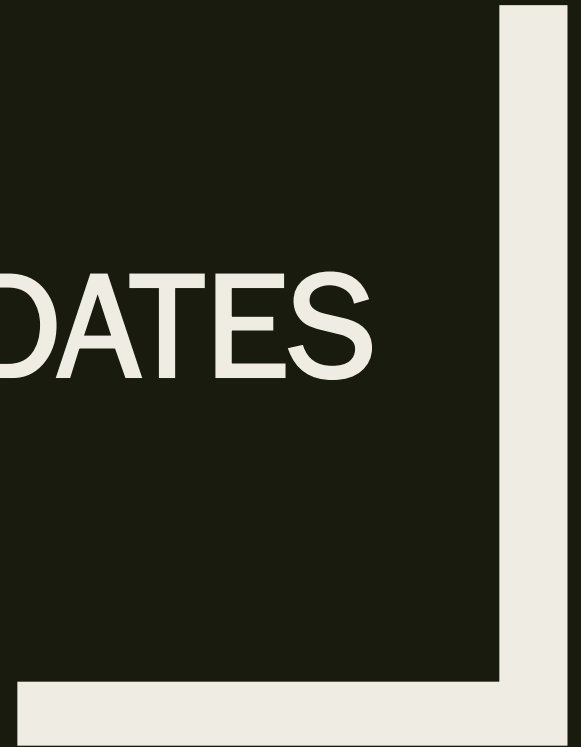
Equity in Special Education

- Significant Disproportionality
 - *Are SWD overall and from certain racial and ethnic groups suspended/expelled disproportionately?*
 - *Are students from certain racial and ethnic groups disproportionately receiving special education services in general and in specific disability categories?*

Annual Special Education Determination

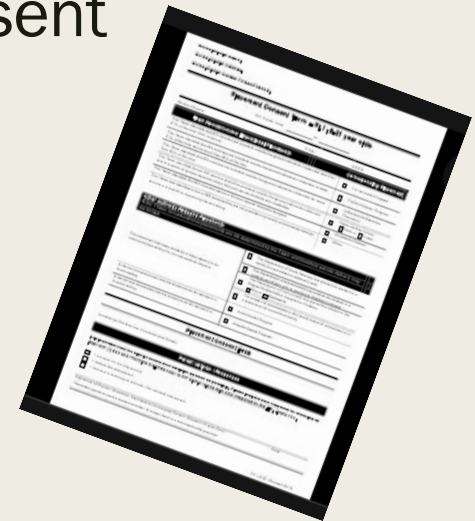
- 5-year Cohort Graduation rates for students with disabilities
- Annual Dropout rate for students with disabilities
- Public School Monitoring special education compliance data
- Problem Resolution System special education complaint data
- Performance on Special Education State Performance Plan/Annual Performance Report Indicators
- Data and findings of Significant Disproportionality

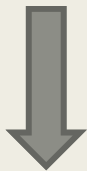
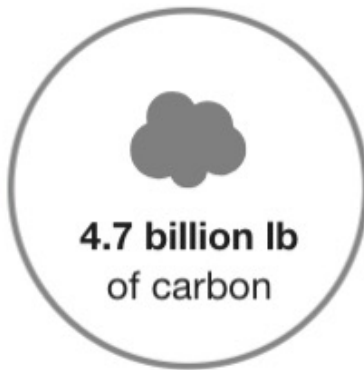
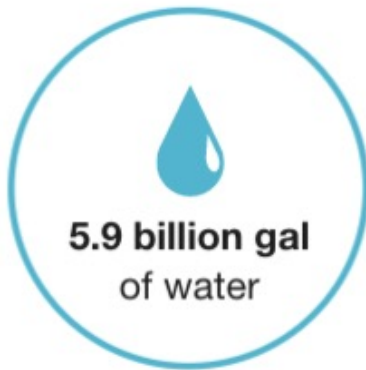
DISTRICT UPDATES



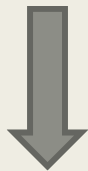
DocuSign Impact

- Used for IEP documents at the preschool and elementary level since February
- Used for evaluation and reevaluation consent forms
- Recently added out of district IEPs and consent forms
- **EFFICIENT**
- **SUSTAINABLE**





6 million trees



**4.3 million
washing
machines**

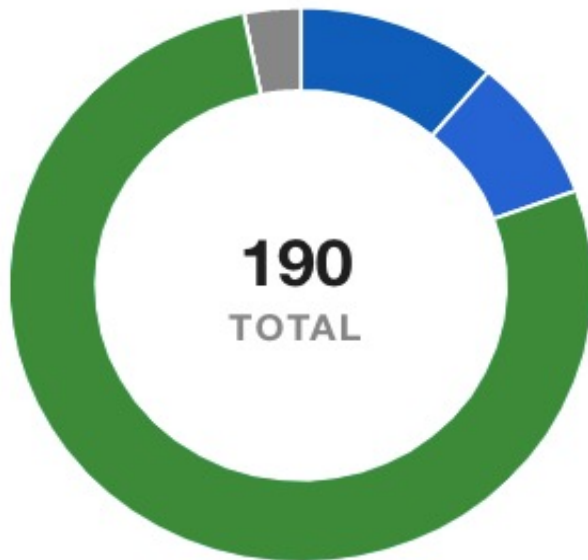








**428,524
cars**



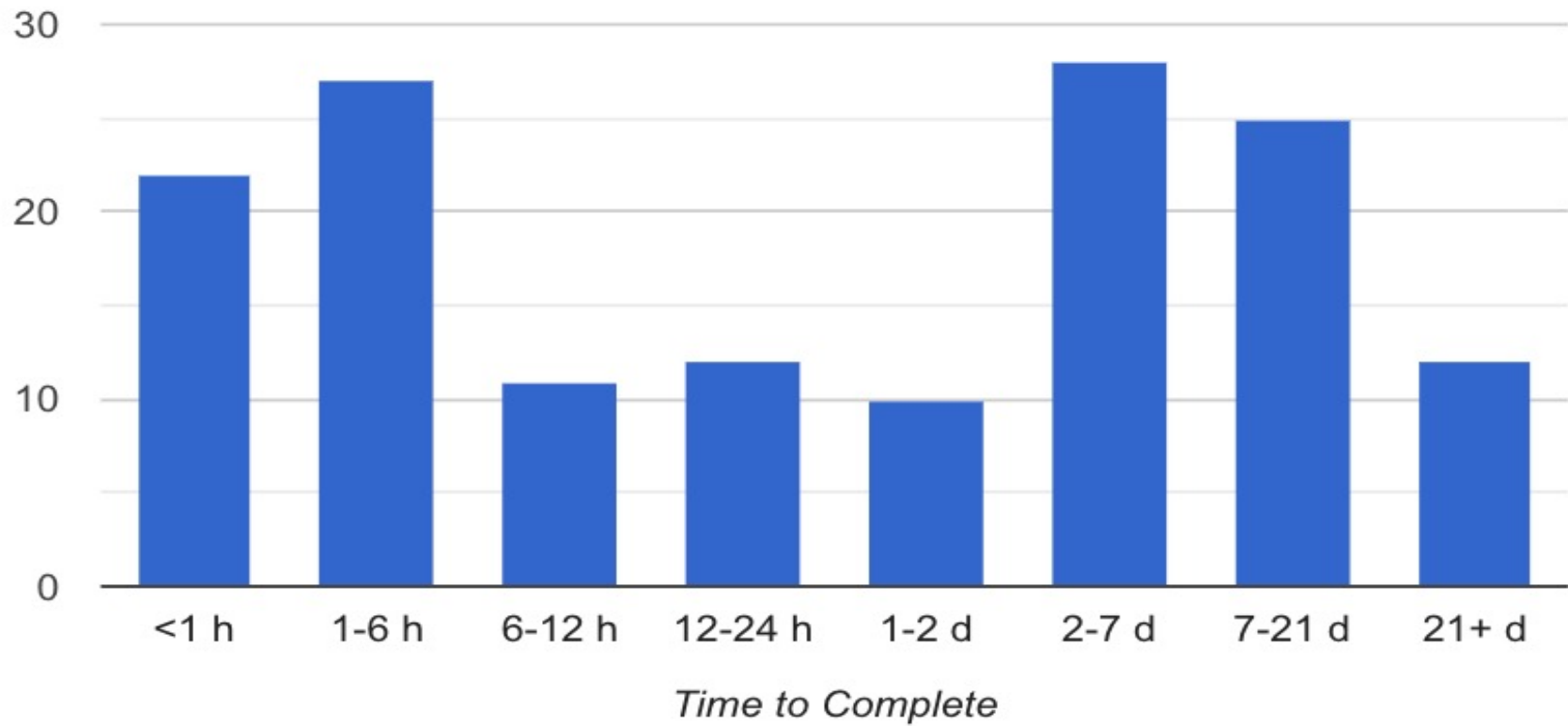
**5.4 million
trash cans**

Envelope Status



 Sent	21
 Delivered	16
 Completed	147
 Corrected	0
 Declined	0
 Voided	6

Envelope Velocity



Questions?

Thank you!