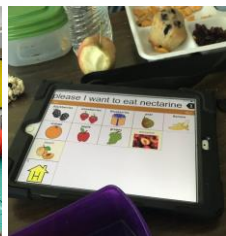
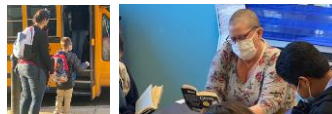


SOMERVILLE 
PUBLIC SCHOOLS

Special Education

Supporting Students, Staff, and Families

Christine Trevisone, Director of Special Education, Nurses and Health Services
Will Verbits, Assistant Director of Special Education for Services & Support
Marisa MacDonald, Assistant Director of Special Education for Instruction & Programs
Siobhan Healey, Special Education Literacy Specialist



SOMERVILLE PUBLIC SCHOOLS



Supports for Students



- **Resource Room Teachers**
- **Speech and Language Pathologist**
- **Registered Behavior Technicians**
- **Transition Teacher CTE**
- **BCBA Capuano AIM**
- **Dan Sprintzen student outreach and mentoring**

Supports for Staff



- **Special Education Department Head at WEST and Healey School**
- **Dan Sprintzen - Consultation and support for School Adjustment Counselors and Staff**
- **Triumph Center- Consultation and support for schools, staff, and programs**
- **Special Education Literacy Specialist**
- **Professional Development and Coaching for Special Education Staff with Melissa Orkin and Crafting Minds - Structured Literacy**

Diversity, Equity & Inclusion Support



- **Dan Sprintzen (Consultant)**
 - **Wrap Around Supports to families and students**
- **Enhanced Interpreting and Translating**
 - **1 Haitian Creole**
 - **1 Portuguese**
 - **2 Spanish**
 - **On-call language support via phone and zoom**
- **Continued Partnership with SEPAC (Special Education Parent Advisory Council)**
- **Transition Workshop for families**
- **SHS Virtual College Planning for Students with Disabilities**

Evaluations and Review of Data



Initial Referrals as of 01/24/22 176

Re-Evaluations as of 01/24/22 133

Extended Evaluations 01/24/22 58

Total # of Evaluation as of 01/24/22
367

Meeting with building based administration to review data and trends for initial evaluations at each school

- Grade level referral
- Equity
- MTSS practices and supports for students



Targeted Support

Targeting Support



Ongoing Support

- Support for In-District Social-Emotional SEEK Program (Kennedy School) & Next Wave/Full Circle (SHS)
 - Observations
 - Feedback
 - Modeling
- Consultation on cases with Special Ed Dept Heads and Case Managers
- Monthly meetings with School Psychologists
- Support & guidance for new move ins/returning to district students with complex social-emotional profiles
- Out of District
 - Consultation on cases
 - Regular caseload review

Opportunities for Ongoing & New Targeted Support

- Equitable Services (DESE proportionate share requirements) for homeschooled students and students attending St. Theresa's School
- Student specific consultation with building administrators (Principal, Assistant Principals, Redirect, etc.)
- Review of caseloads to ensure quality services & manageable caseloads
- Ongoing program evaluation & support
- Child Find
- Equity & Inclusion Efforts: Document translation / interpreters at meetings
 - Spanish, Portuguese, Haitian Creole



Instruction and Programming

Special Education's Literacy Timeline



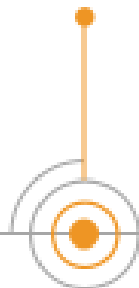
Fall '18



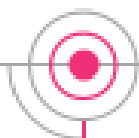
Small group of Special Educators worked with Melissa Orkin of Crafting Minds to learn about her offerings and see if it would be beneficial to introduce to SPS

First Group of Special Educators and Reading Specialists took part in Literacy Instruction That's Targeted (LITT)

Winter '18
Spring '19



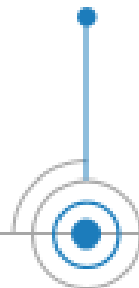
SY '19 – '20



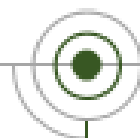
Second Group of Special Educators and SLPs took part in Literacy Instruction That's Targeted (LITT)

Introduction to Structured Literacy through remote professional development

SY '20 – '21



SY '21 – '22



Implementation of Structured Literacy through professional development and school based consultations

Crafting Minds and SPS Collaboration for 2021 – 2022 School Year

- Self-Guided Remote Professional Development
 - Two hour self-guided professional development which reviewed the introduction to structured literacy which was provided spring of 2021.
- Whole Group In Person Professional Development
 - 3 hour in person professional development that focused on how to create and implement structured literacy routines to improve student outcomes.
- School Based Consultation with Crafting Minds
 - Teachers have been filming parts of structured literacy lessons and meeting with consultant from Crafting Minds to get feedback and learn about additional interventions that can be added to their routine
- Google Drive Resource Folder
 - We have created a google drive with resources from Crafting Minds, as well as free decodables, and videos to support in providing structured



Focus: Structured Literacy

Our focus this year is to provide targeted literacy instruction utilizing Structured Literacy Routines



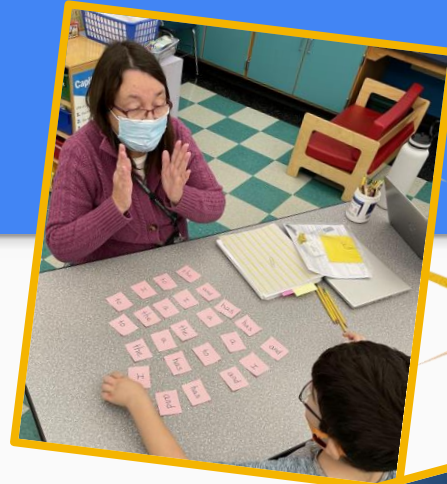
Source: © 2016 Cowen for International Dyslexia Association
<https://app.box.com/s/2yqu2ke21mxs0hz9l77owdlorgvtesyq>

- Structured Literacy provides explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure
- We have purchased decodable texts for students to practice reading connected text
- School based sessions are focused on collaboration and feedback to further target student needs and improve student outcomes
- Special Education Literacy Specialist has worked with teachers in various coaching cycles providing feedback in addition to consultation with Crafting Minds

Student Highlights

- Student A
 - 62% increase in K sight word recognition
 - 27% increase in letter names
 - 35% increase in letter sounds
- Student B:
 - 20% increase in fluency and accuracy in connected text
- Student C:
 - 20 WCPM increase
 - Increased prosody and fluency by 2 words per phrase

* All data is from Sept to November



Additional Updates and Supports



SEEK: We have been providing consultation through observations and feedback focusing on improving learning outcomes for SEEK students.

AIM: We have started a curriculum focus group. We are going to be scheduling demos of various ABA curriculums, in order to improve instruction and programming for students in our AIM program.

Life Skills: We have been researching evidenced based curriculums, supports, resources that we can implement to strengthen students foundational skills in order to access general education curriculums.

EmPOWER: We have been in consulting with Bonnie Singer, to develop a plan to provide EmPOWER and Brain Frames training to support educators in teaching writing skills and support students with executive functioning deficits.

RAVE-O: We have trained our SE Literacy Specialist in RAVE-O as an additional support and resource she can offer in her coaching cycles. RAVE-O focuses on fluency that builds across all aspects of word knowledge, including connecting phonics to semantics, parts of speech, morphology and orthographic mapping.

We will continue to look at purchasing additional decodables to provide opportunities for students to practice skills in connected text

COVID Compensatory Services

The Special Education Department has been provided COVID compensatory to students throughout the district during the summer of 2021 and the current school year.

Extended School Year 2021:

We offered approximately 41 students compensatory services this summer.

About 29 of these students received compensatory services through their summer programming and extension of the summer school day.

About 12 of these students received compensatory services through walk-in resource room or walk-in related services.

School Year 2021- 2022

We have currently serviced approximately 27 students this year utilizing our additional Resource Room teachers for compensatory services.

We continue to monitor and shift support to schools and students who require compensatory services. We anticipate servicing an additional 15-25 students for the remainder of the year.

We will be providing extension of summer school day for approximately 37 students summer 2022.

We anticipate providing compensatory services through walk-in resource room or walk-in related services summer of 2022.

Planning for 2022-2023

Aim Projections...

- 8 students moving into K from PK
- 12 students moving into 1st grade from K
- 3 students moving into 9th grade SHS from WHCIS

Considerations:

- Focus on direct service to students and impact of increase education evaluations
- Need for targeted BCBA support for Life Skills, SKIP, SHIP, and Transition Programming across the district

SHS Projections....

- Increase of 40+ students transitioning to SHS needing Resource Room support
- SAC caseloads at SHS average over 50+ students and impact of increase 9th grade class
- 22 students starting year in Path Program (Therapeutic)
- 13 students needing transition program (18-22 Year old)
- 10 students needing Life Skills
- 3 students needing AIM Programming

What Makes Us Special...



