PUBLIC SCHOOLS of
BROOKLINE

Student Services Update - November 13, 2023

AGENDA

- Tiered Focused Monitoring Review
- Independent Special Education Review
  - Action Steps from April 2022
- Previewing the new Individualized Education Program
  - New forms for the IEP

Addressing Federal & State Mandates

- Assurances of Civil Rights
- Child Find
- Early Childhood
- Pre-Referral Initiatives
- Evaluations & Eligibility *(Additional provisions for Dyslexia & Autism Spectrum Disorders)*
- Individual Education Programs (IEPs) & Placement
- Student Discipline
- McKinney-Vento (*Homeless Assistance Act)*
- 504 Accommodations *(American Disabilities Act)*
- Transitional Planning
- Special Education Parent Advisory Council (SEPAC)
- Tiered Focused Monitoring Reviews

Tiered Focused Monitoring Review (TFM)

Group A Universal Standards:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

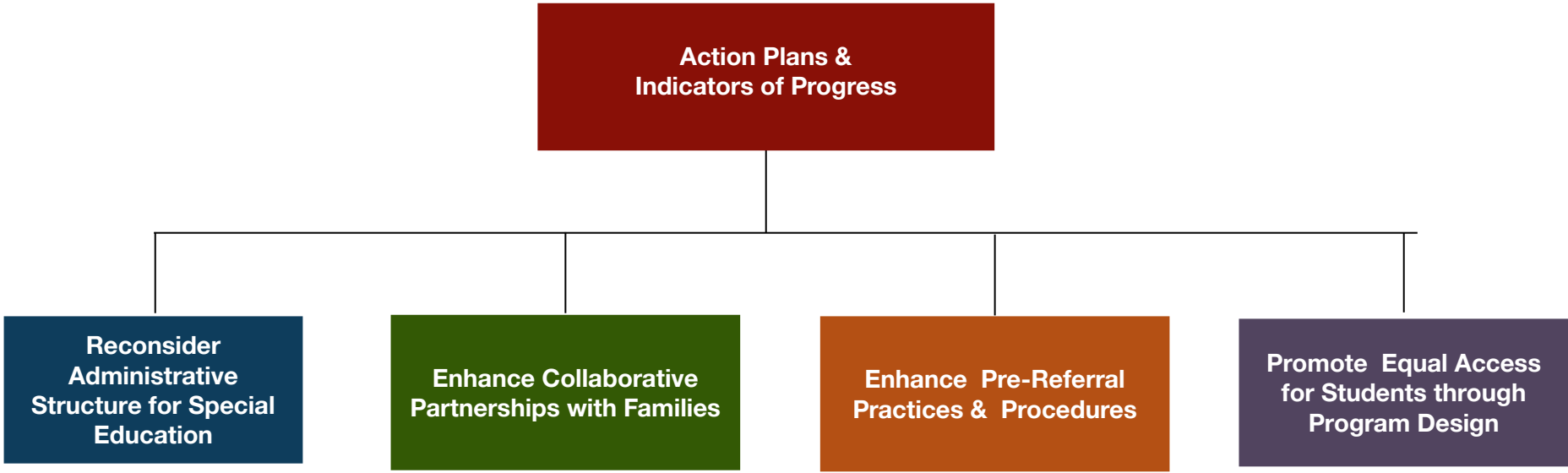
Tiered Focused Monitoring Review (TFM)

Specific Areas of Focus for Civil Rights and Special Education:

- Licensure and Professional Development
- Parent/Student/Community Engagement
- Facilities and Classroom Observations
- Oversights
- Time on Learning
- Equal Access and Opportunity

Independent Special Education Review

Completed during 2021-2022 School Year



Recommendation #1
Reconsider Administrative Structure for Special Education

Recommendations

1. Review various models for increasing special education administrative support for PK-8.
2. Develop clarity on actual job responsibilities
3. Consider and recommend administrative structures to increase level of support to all schools, using a model that fits structure and culture of PSB.

Director of Special Education

Supervision & Evaluation

Emergency Response

- Individual/Group Meetings & Office Hours
- Program/Student Support
- Discipline Issues
- Evaluation System
- Common Core
- Compliance with State & Federal Mandates
- Professional Learning

Coordination & Planning

- General Education
- Special Education

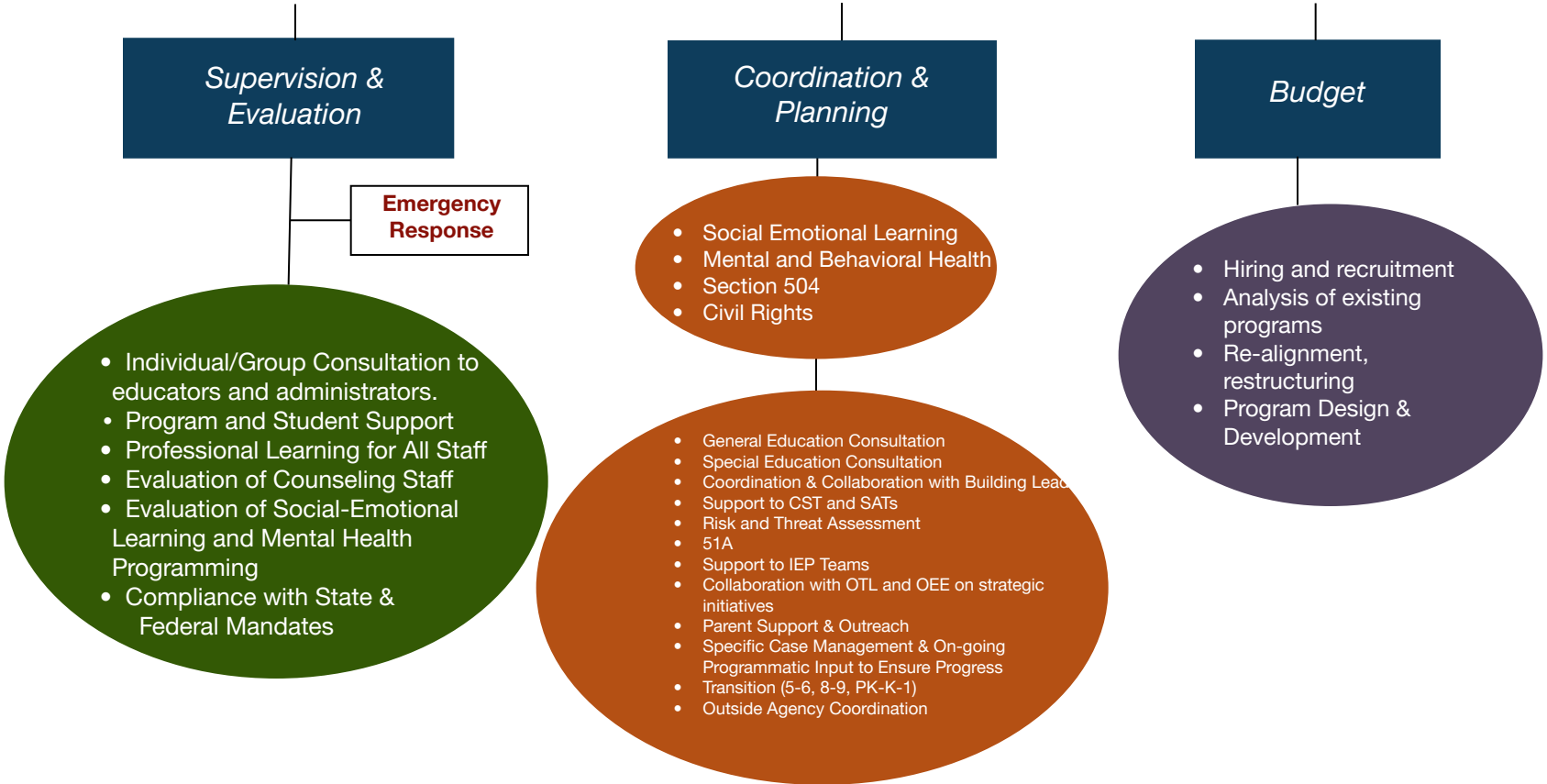
- General Education Consultation
- Coordination & Collaboration with Building Leaders
- Support to CST and SATs
- Assessment
- Regulatory Support to IEP Team/Placement
- Parent Support & Outreach
- Specific Case Management & On-going Programmatic Input to Ensure Progress
- Transition (5-6, 8-9, PK-K-1)
- Outside Agency Coordination
- Progress Reports

Budget

Analysis of Existing Programs

- Re-alignment, restructuring
- Program Design & Development

Senior Directors of Clinical Services & Social Emotional Learning

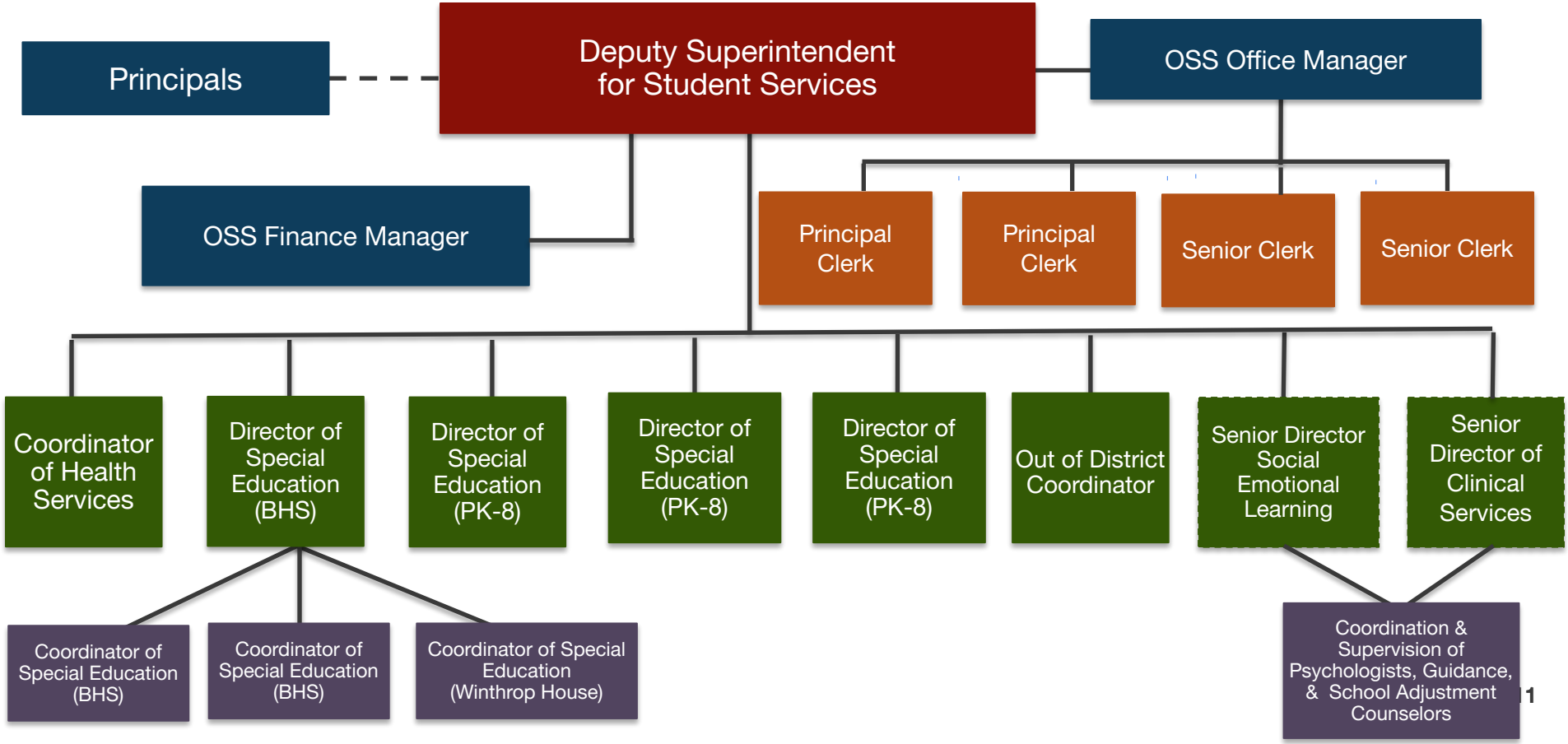


#1 Indicators of Progress

Increased Administrative Support ensures Accountability

- Increased routinized feedback between staff & parents/ guardians.
- Ensured routinized collaboration between OSS, OTL, OEE, Principals & Coordinators.
- Significantly decreased & resolved compensatory, PRS, OCR, & Due Process issues.
- Increased targeted professional learning for paraprofessionals, specific disability areas, and regulatory compliance.
- Created an educational Infrastructure for district-wide social emotional learning and mental health supports.

FY 24 Student Services Administrative Structure



#2 Recommendation
Enhance Collaborative Partnerships with Families

Recommendations

1. Consider ways to improve home school communication with parents/guardians regarding the TEAM Meeting/IEP Process.
2. Increase collaboration with SEPAC specific to providing parents and guardians with timely district information.

#2 Indicator of Progress
Parent/Guardian Feedback for Students with Disabilities

1	**TEAM Meeting Process** *(Meeting regulatory requirements)*	91.14% Strongly Agree/Agree	8.86% Somewhat Disagree/Strongly Disagree
2	**Parent Participation** *(Parent/staff collaboration meets expectations*	95.57% Strongly Agree/Agree	4.43% Somewhat Disagree/Strongly Disagree
3	**The IEP** *(Proposed IEP identifies & accurately reflects a path for progress))*	96.49 Strongly Agree/Agree	2.51% Somewhat Disagree/Strongly Disagree
4	**Overall Satisfaction with Special Education in Brookline**	96.04% Strongly Agree/Agree	3.96% Somewhat Disagree/Strongly Disagree

#3 Recommendation
Enhance Pre-Referral Practices & Procedures

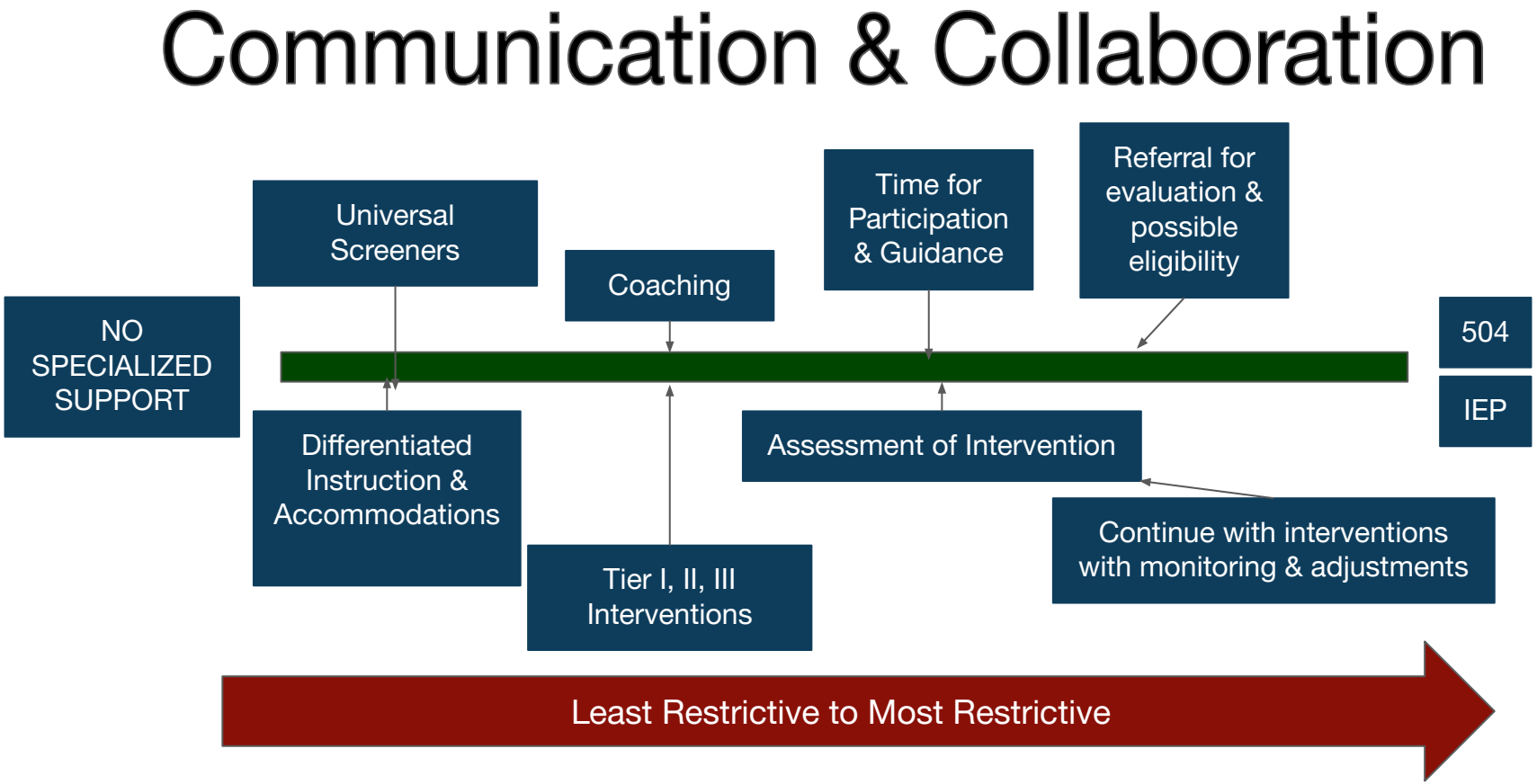
Recommendations

1. Review and develop consistent, district-wide child study (CST & SIT) procedures related to eligibility process, placement in district-wide programs, including clear entry and exit criteria.
2. Provide targeted professional development for aforementioned procedures, aligned with district objectives.

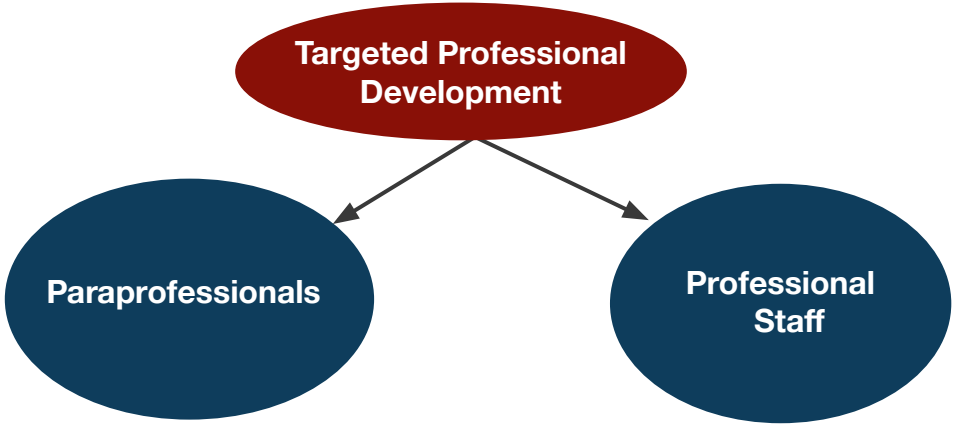
#3 Action Steps
Enhance Pre-Referral Practices & Procedures

- Ensure consistent pre-referral practices within Child Study & Student Intervention Teams
- Initiate a routinized review of Child Study & Student Intervention Team referrals
- Clarify interventions & supports prior to a special education referral
- Increase general education options to address skill gaps (*as an alternative to special education eligibility)*
- Expand use of screening tools (mClass, Panorama, etc.) and ensure analysis and interpretation of data to identify areas of student risk
- Provide Professional Development for Staff Learning
    - Improve interpretation of formal and informal assessment data for eligibility determination,
    - Provide implicit bias training to ensure data driven decision making
    - Complete Orton-Gillingham 10-hour training for K-1 and LAHB Paraprofessionals

#3 Indicators of Progress
Consistent Pre-Referral Process Established



Targeted P.D. Supports Pre-Referral Outcomes



- Orton-Gillingham for K-1/LAHB Paraprofessionals
- Social/emotional Learning (SEL Curricula)
- Applying Trauma Informed Practices
- MPY Training Modules: Understanding Disabilities, etc.
- Supporting organizational skill development (executive functioning)
- Behavior Management: Restorative Practices & De-escalation Strategies

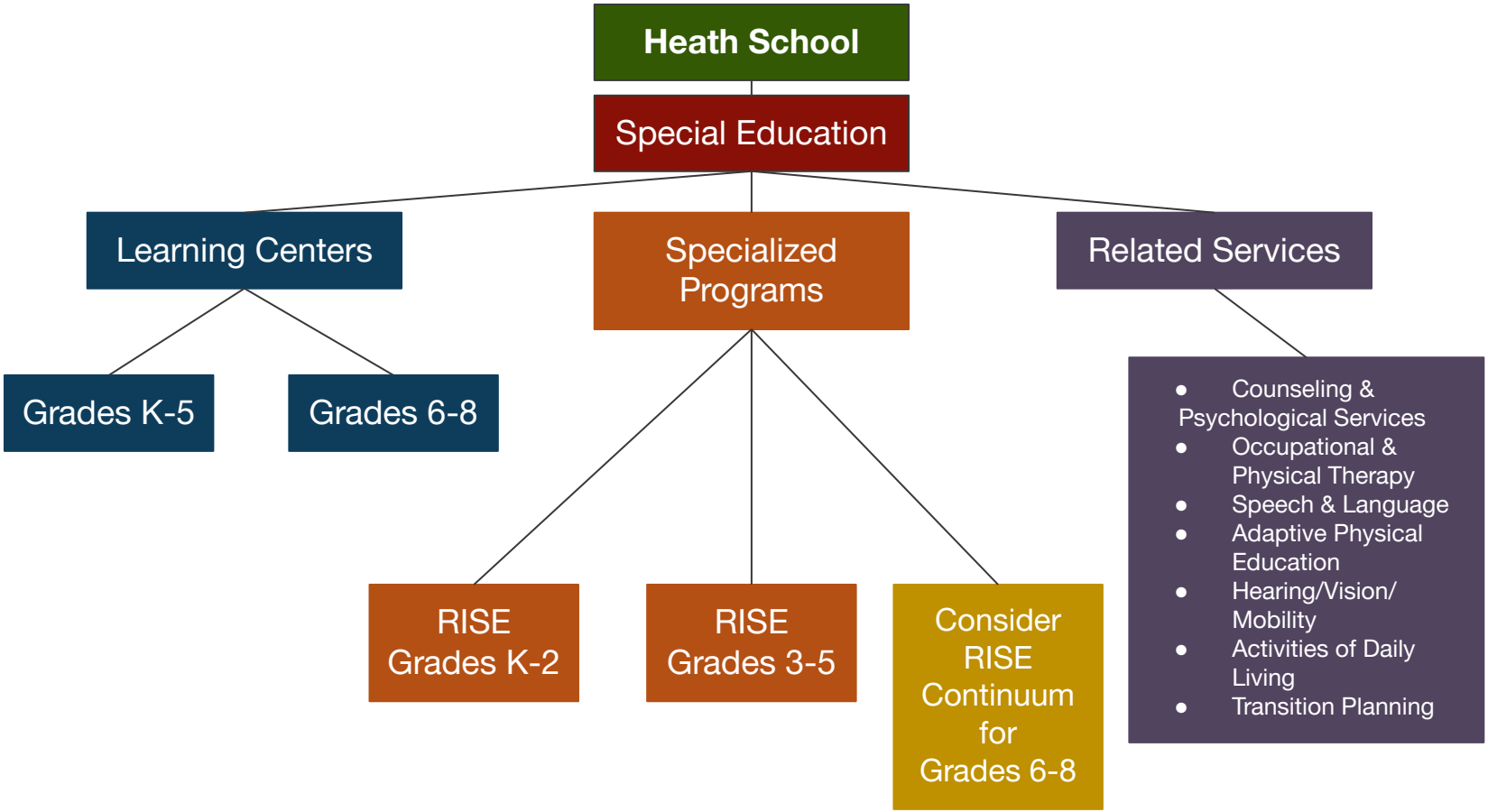
- NTC: Pre-Referral Approaches for CST/SATs
- Pilot Programs for Math & Literacy Initiatives
- What is FAPE: Section 504 and the IEP
- Academic Evaluation Training (WIAT, etc.)
- Co-teaching Approaches
- Supporting Executive Functioning Skills & Strategies
- Differentiating Instruction in the General Education Classroom
- Implicit & Anti-bias Training
- SEL Curricula (Second Step & Wayfinder)
- Applying Trauma-Informed Practices
- SafetyCare Certification/Recertification

Recommendation #4
Promote Equal Access for All Students through Program Design

Recommendations

1. Engage with general education administrators to ensure high expectations and appropriate supports for all students
2. Consider new programming at the middle school level for students with specific disabilities.
3. Expand continuum of program options for students (with autism), grade to grade, school to school, for continuity and coordination of services.

#4 Outcome
Established Grade K-5 RISE Continuum



#4 Indicators of Progress
New Initiatives Promote Equal Access for All Students

District-wide Initiatives

- Piloting Unified Sports program at BHS
- OSS representation on Grade 8-9 transition discussions
- Routine data collection and analysis of Panorama data (belonging)
- Ongoing PD on belonging, relationship building and adult wellness
- Re-configuration of Attendance Officer role & addressing chronic absenteeism through standardized notification practices, targeted interventions, and increased collaboration with families
- OSS representation for the development of a “Life of the School” Policy
- Implementing Social Emotional Learning (SEL) curriculum in all K to 5 classrooms (Second Step)
- Piloting Social Emotional Learning (SEL) curriculum (Wayfinder) in middle school advisories
- Increased collaboration between Student Services & English Language Learner departments (bilingual evaluations, MCAS accommodations, related activities)

#4 Indicators of Progress
New Initiatives Promote Equal Access for All Students

Student Services Initiatives

- Expand Heath School RISE Continuum
- Establish district-wide communication structures to include out-of-district families
- Encourage student participation in non academic and extracurricular activities
- Explore new programmatic options for students with social emotional needs
- Reset expectations through vertical alignment of curriculum in specialized programs

Supporting a Strategic Plan

- Continue to align all educational planning to racial equity and inclusion goals
- Continue to look at children through a multi-disciplinary lens understanding their diverse histories, experiences and needs
- Continue to offer a myriad of supports that complement the efforts of our families and the community
- Continue to routinely collect data regarding social emotional learning and the mental health of our students
- Prepare to adapt programming, instruction and support based on data analysis

Previewing the New IEP

Office of Student Services
11/13/23

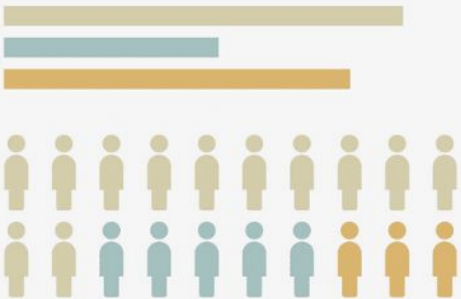
How does the IEP process begin?

The Individuals with Disabilities Education Act (IDEA) and Massachusetts law require public schools to identify, locate, and evaluate all children ages 3 through 21 who are suspected of having a disability, including children who are highly mobile or homeless, English learners, students attending non-public schools, and preschool children.

Typically, school personnel such as members of the Child Study Team (CST etc.) and/or parents are the people who refer students for evaluations to determine special education eligibility.

Students with disabilities are vulnerable to lost educational opportunities if their need for special education and related services is not promptly identified and appropriately addressed.

The district must find children suspected of having a disability who are:



- residents of the district, regardless of where they attend school, even if they attend a private school located outside the geographic boundaries of the district
- residents and non-residents of the district who attend a private school within the geographic boundaries of the district
- homeschooled in the district

As part of the evaluation process, the District will use an “eligibility flowchart” to determine these 4 pieces of information.

For some students that could look like:

*Remain in general education, no additional supports are required

*Remain in general education and receive classroom based general education supports (tier 1)

*Remain in general education and remain in general education and receive short term general education interventions (tier 2)

*Remain in general education and receive accommodations via a ICAP or 504

*Become eligible for an IEP (special education) and receive accommodations, modifications and specialized instruction

Coming soon……

Massachusetts has not had a new IEP form since 2001

- Although this is a new form, it is not a new process
- Similarities from the old form to the new form
- Introduces new focus and concepts
- New acronyms and change of language (in some parts)

(taken from Allan Blume)

How was this new IEP developed?

- DESE has been working on creating a new IEP for 2+ years, working with stakeholders and piloting with school districts.
- There is an increased emphasis on embedding student voice and transition goals throughout the document.
- There is an increased emphasis on documenting student strengths as well as areas of need.
- Importantly, all the federal requirements of IDEA are still applicable and are all still part of the IEP.

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

STUDENT AND TEAM VISION

Student's Vision (ages 3–13)	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)	
While I am in high school, I want to:	
After I finish high school, my education or training plans are:	
After I finish high school, my employment plans are:	
After I finish high school, my independent living plans are:	
Additional Team Vision Ideas	
In response to the student's vision, this year:	
In response to the student's vision, in 5 years:	

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

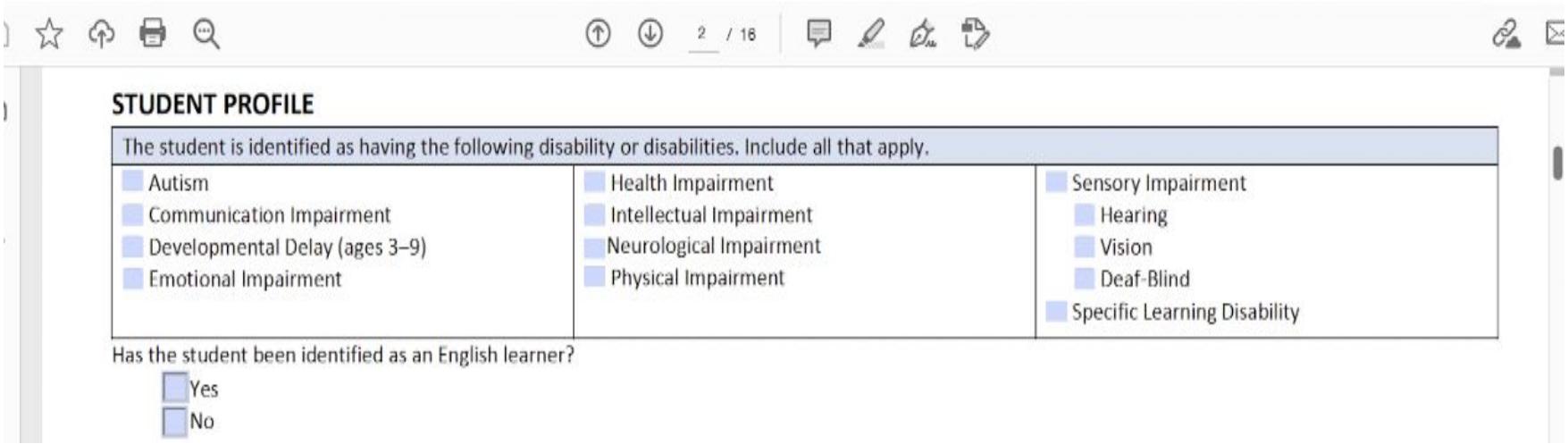
Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply: ☐ English Language Arts ☐ History and Social Sciences ☐ Math ☐ Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

What is the same in the new IEP?

The information will be familiar but may be in a new location. For example:



Instead of writing the disability category under the key eval. section, they are offered in check box form. There is also no longer a primary, secondary or tertiary disability category- they are all of equal importance.

Measurable Annual Goals and Objectives

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	**Goal Area:**

Baseline (What can the student currently do?):

Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	**Criteria** What measurement will be used to determine whether the goal has been achieved?	**Method** How will progress be measured?	**Schedule** How frequently will progress be measured?	**Person(s) Responsible** Who will monitor progress?

Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

“Non-Participation Justification” and the Service Delivery Grid

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student’s educational needs be met in the general education setting, with or without the use of supplementary aids and services?

◯ Yes ◯ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per ____- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

State and Districtwide Assessment Page

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

How does the student participate in state and/or districtwide assessments?

- ◯ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- ◯ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

☐ English Language Arts	☐ Math	☐ Science	☐ Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

What is different in the new IEP?

PLEP A/B are now called the “Present Levels” pages and there are four of these pages(Academics, Behavior/Social/Emotional, Communication, and Additional Areas).

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student’s present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply: ☐ English Language Arts ☐ History and Social Sciences ☐ Math ☐ Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

◉ Yes ○ No

If yes, this need will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications	☐ Services Delivery Grid
☐ Goals/Objectives	☐ Additional Information

All accommodations and modifications are on one page (not separated by PLEP page)

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	**Response** The way the student responds.	**Timing and/or Scheduling** The timing and scheduling of the instruction.	**Setting and/or Environment** The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. **Leave blank any boxes that are not appropriate for the student.**

	Content	**Instruction**	**Student Output**
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

ACCOMMODATIONS IN THE IEP

- **SETTING**
  - Making purposeful determinations for **change in the environment** for a student
- **PRESENTATION**
  - Making purposeful determinations for how **information is provided to a student** (this is statistically the most frequent accommodation)
- **TIMING/SCHEDULING**
  - Making purposeful determinations **for altering time allocations or the schedule** for a student (extra time, at a particular time of day, etc.)
- **RESPONSE**
  - Making purposeful determinations for **how a student will provide information** to the teacher or others

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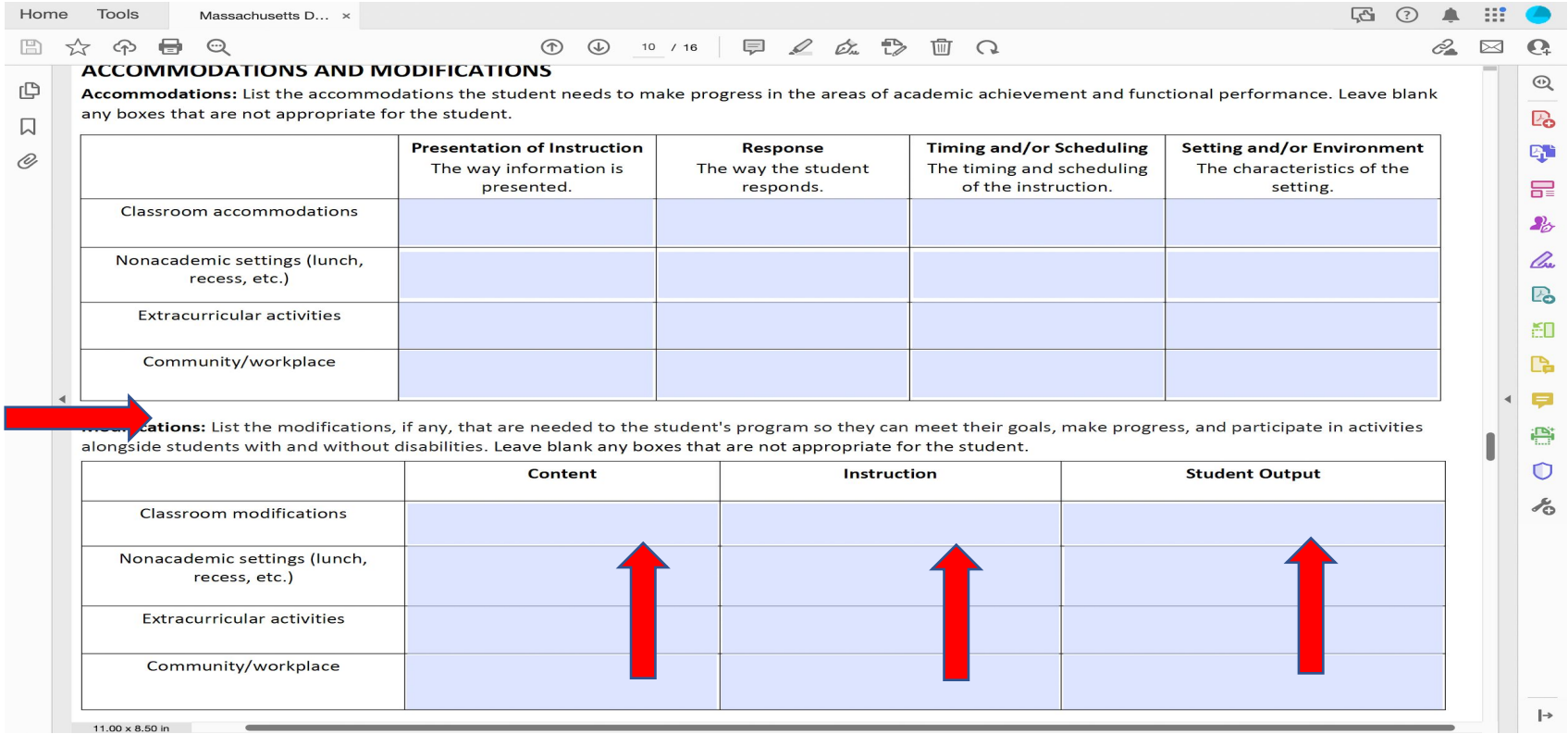
The new terms do the same thing in the new IEP.
Methodology is now called Instruction; Performance Criteria is now Student Output



There is a separate service delivery and transportation page for Extended School Year (ESY)

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per ___- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- (●) Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- ( ) The student requires transportation supports and/or services as a related service.
  - ( ) Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

    Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
  - ( ) Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

    Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

You'll find the transition planning form embedded into the New IEP format:

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications ☐ Goals/Objectives	☐ Services Delivery Grid ☐ Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

What is the student's current status regarding meeting those requirements?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Transition planning form continued

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

◯ Yes ◯ No

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Transition planning form continued

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ○ The student will make their own educational decisions.
- ○ The student will share decision-making with their parent, caregiver, or other adult.
  Individual with whom the student will share decision-making: _____
- ○ The student has delegated decision-making to their parent, caregiver, or other adult.
  Individual to whom the student has delegated decision-making: _____
- ○ A court has appointed a legal guardian for the student who will make educational decisions.
  Name of court-appointed legal guardian:

Date of determination:	

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	○ Yes ○ No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	○ Yes ○ No
Has a 688 referral been submitted for this student?	○ Yes (If so, date the 688 referral was submitted: _____)* ○ No (If so, date the 688 referral will be submitted: _____)* ○ The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

What's next?

Brookline is an Early Adopter district.

- X2 has been holding meetings all summer to gather feedback from Districts regarding the forms
- Allan Blume has been contracted to train staff. This work will begin in Oct. and run through May. This will include Directors, Coordinators, ETFs and school special education staff
- ETFs meet monthly and will revise practices that align with the New IEP forms and work towards consistency across levels
- Directors and ETFs will choose a sample of initial, reevaluation, and annual review IEPs to practice using the new form likely beginning in April 2024 with a focus on transition years and capturing a wide representation of families/students.
- If you would like to volunteer to be part of a pilot likely starting Feb-April 2024, please reach out to one of us or your ETF.
- All IEPs written from September 2024 onward will use the new IEP form.

- While there are changes, so much is familiar.
- Your questions and your input are necessary and welcomed!

If you want to see more: DESE website

FY24 Professional Contacts

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Thank You!