

Sudbury Public Schools

**STUDENT SERVICES AND
EARLY CHILDHOOD EDUCATION
2016-17**

Overview

- Vision
- District Goals
- Demographics
- Inputs
- Outputs
- Outcomes
- Questions and Answers

District Vision

- We are committed to educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities.

Two District Goals

1. Enhance inclusive educational opportunities for students
2. Enhance social-emotional-behavioral supports for students

Demographics

- Special Education (October 1, 2016)
Number – 428
Prevalence – 15.3%
- Section 504 (October 1, 2016)
Number - 74
Prevalence – 2.6%

Demographics

◎ Preschool Numbers: Ever Evolving

ELL Students – 11

Students with Disabilities – 51

Tuition Students – 40

Early Intervention Prevalence – 82%

Community Initial Prevalence – 71%

Summer SWD Move-Ins – 4

Extended School Year Eligible – 22

OOD Placements – 2

Demographics

- ◎ Kindergarten Numbers

District Total – 246

PK Students with Disabilities – 24

PK SWDs in K Special Programs – 6

Inputs

- The Preschool Array of Services

Related Services:

Occupational, Physical, Speech Therapy

Applied Behavior Analysis/Behavior Intervention Planning

Expert Consultation: Assistive Technology,
Augmentative/Alternative Communication,
Orientation/Mobility, Vision, Hearing

Collaboration with External Providers

Inputs

● The Preschool Continuum of Placements

Related Services Only

Inclusive Programming

Specialized Programming

ESY as needed to prevent regression

Out-of-District: Collaborative and Private

Outputs

- Supporting Early Integration and Intervention:
Preschool

Related Services Only: Occupational, Physical, Speech Therapy (10)

Inclusive Programming

3 half-days (6)

4 half-days (24)

5 half-days – 4 integrated, 1 specialized (6)

5 half-days - 3 integrated, 2 specialized (12)

4.5 full-days (3)

ESY as needed to prevent regression (22)

Out-of-District: Collaborative and Private (2)

Inputs

- District Array of Services

 - Related Services: OT, PT, Speech

 - Nursing

 - Guidance

 - Psychology

 - Social Work

 - Applied Behavior Analysis and Behavior

 - Intervention Planning

 - Expert Consultation – AT/AAC, ABA, Psychiatry,
Clinical Psychology, Neuropsychology, Vision,
Hearing, Orientation/Mobility

Inputs

- District Continuum of Placements

(October 1, 2016)

Integrated Preschool – 9%

Full Inclusion (<21% out) – 69%

Partial Inclusion (21-60% out) – 12%

Specialized Programs (>60% out) – 5%

Out-of-District – 4%

Outputs

① Focus of the Work

Effectiveness of services and programs:
Progress Monitoring

Improving the effectiveness and efficiency of programs:
Inclusion, LLD, Procedures, Program Descriptions

Supporting early integration and intervention: Preschool

Developing and implementing effective SEB support: TSS

Outputs

- Effectiveness of Services and Programs:
Progress Monitoring

Literacy and Numeracy

PARRC and MCAS

Fountas and Pinnell

MAP and iReady

Social-Emotional-Behavioral Skills

DESSA

Outputs

① Improving the Effectiveness/Efficiency of Programs

Inclusion

- Review of the research
- School-based presentations

LLD Professional Development

- Summer professional development
- School-year professional guidance and support

Procedures and Processes

- Website development
- School-based review and discussion

Special Program Descriptions

- Reviewed and revised
- Posted on the website

Outputs

- Developing and Implementing Effective SEB Support: TSS

 - Assessment – DESSA Screener

 - Research-based tiered intervention, supports, and services

 - Organizational support

 - District Steering Committee

 - School-Based Leadership Teams

 - Direct Service Teams (e.g., Grade-Level, IST)

 - SEL/SEB “Coaches” – Counselors and

 - Psychologists

 - Expert Consultants – Minahan, Berman, Bellonci

 - Program and Professional Development

 - DESSA/SEL

 - Crisis Protocols

Outcomes

◎ Student Results

Academic

(Sample: SWDs, Spring 2016 PARCC and/or Fall 2016 F&P)

Proficient or Progressing: 75% of the sample

Not Meeting Expectations or Failing: 25% of the sample

Social-Emotional-Behavioral

(Sample: All students in K, 1,3, 4 on the DESSA Mini)

Strength/Typical: 89% of the sample

Need: 11% of the sample