



Office of Student Support Services 2021-2022 LAE Update



Mary A. Toomey, Ed.D.
Assistant Superintendent

November 10, 2021

The Office of Student Support Services

Provides a continuum of specialized services to ensure *advocacy, high expectations,* and *student centered instruction* to meet the needs of all students.

Our Focus...



[21-22 LPS SPECIAL EDUCATION PROGRAM GUIDE](#)

Special Education

Social Emotional Learning (SEL)

School Counseling

Student Health and Wellness

Response to Instruction and Intervention (RtII)

Who we are...

Mary A. Toomey, Ed.D., Assistant Superintendent
Nancy Walsh, Director of Health Services
Brittany Lynch, Expert Educator for Behavioral Health

ZONE 1

Marlena Ysalguez, Special Education Director

BREEN

LAWLOR

LEAHY

SCHOOL FOR EXCEPTIONAL STUDIES

SOUTH LAWRENCE EAST ELEM/SPARK

TARBOX

UP LEONARD

ZONE 2

Sean Reardon, Special Education Director

ARLINGTON ELEM/ARLINGTON MIDDLE

EARLY INTERVENTION SCREENING TEAM

OLIVER PARTNERSHIP

PARTHUM ELEM/PARTHUM MIDDLE

ROLLINS EARLY CHILDHOOD

UP OLIVER

ZONE 3

Carol Keenan, Special Education Director

BRUCE

FROST ELEMENTARY/FROST MIDDLE

GUILMETTE ELEM/GUILMETTE MIDDLE

HENNESSEY

LAWRENCE FAMILY ACADEMY

RISE

SCHOOL FOR EXCEPTIONAL STUDIES ANNEX

WETHERBEE

ZONE 4

Heather Driscoll, Acting Special Ed Director

LAWRENCE HIGH SCHOOL

- LOWER SCHOOL ACADEMY/GR 9 & GR 10
- UPPER SCHOOL ACADEMY/GR 11 & GR 12
- POST GRAD PROGRAM (18-22 YEARS)
- ABBOTT LAWRENCE ACADEMY
- ENLACE
- HIGH SCHOOL LEARNING CENTER
- INTERNATIONAL HIGH SCHOOL

Health and Safety – Updates (as of 11-2-2021)

Routine COVID Pooled Testing and School-Based Follow-Up Testing

Shallow nasal swab samples are collected at school and put into a single tube (maximum of 10 samples per tube). If a group tests positive, individual Follow-Up testing with a second sample collection occurs at the school with BinaxNOW and/or individual PCR testing, as necessary.

**# STAFF AND STUDENTS WITH CONSENT to ROUTINE TESTING: 4192
STARTED 9-27-2021 (5 weeks)**

ONLY 36 Positive “pools” – Asymptomatic individuals identified

“Test and Stay” (close contact testing)

An alternative to quarantining at home for asymptomatic close contacts: Shallow nasal swab samples are collected at school using the BinaxNOW rapid antigen test. Tests are administered daily from the first day of exposure for at least five (5) days.

SOFT START 10-18-21 Offered to Close Contacts at 4 Schools

As of 10-25-21 – Offered at ALL schools

224 Participants – ONLY 1 CONVERTED to POSITIVE

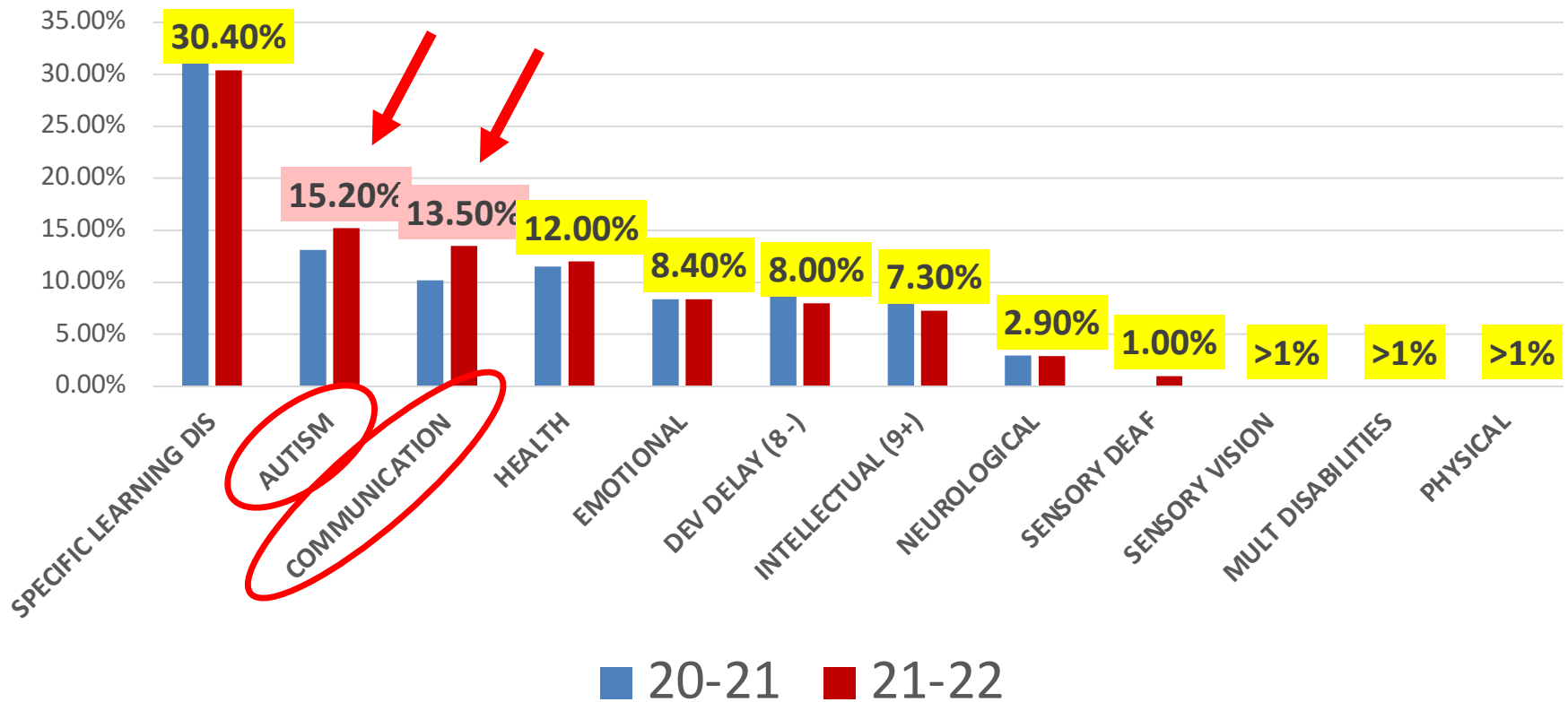
Symptomatic Testing: (for when individuals present symptoms while at school; individuals should not go to school if experiencing symptoms while at home)

Shallow nasal swab samples are collected at school using the BinaxNOW rapid antigen test or another approved diagnostic test.

IEPs by DISABILITY – November 2021

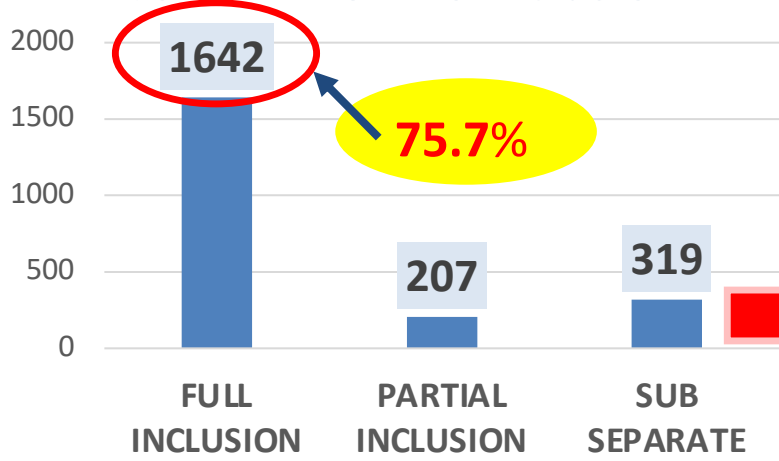
NOV 2021: 2,367 Students with IEPs

(Feb 2021: 2,374 Students with IEPs)

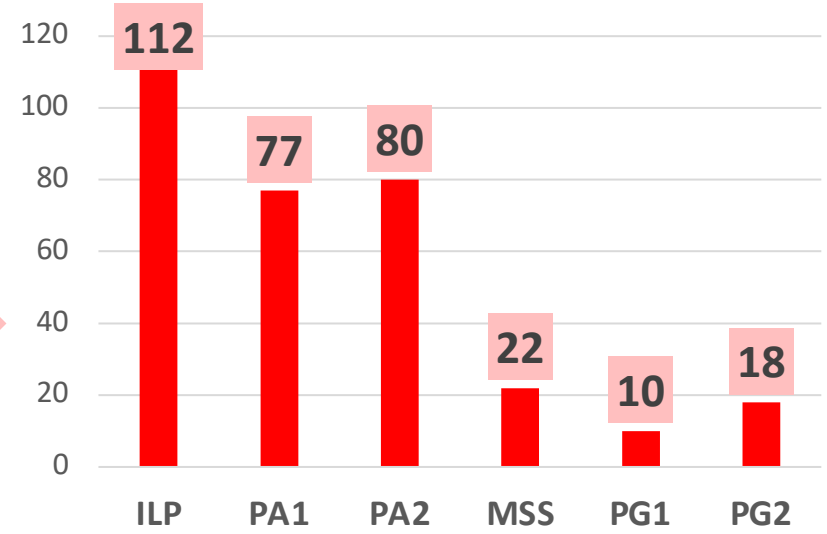


LPS CONTINUUM OF SERVICE DELIVERY (11-3-21)

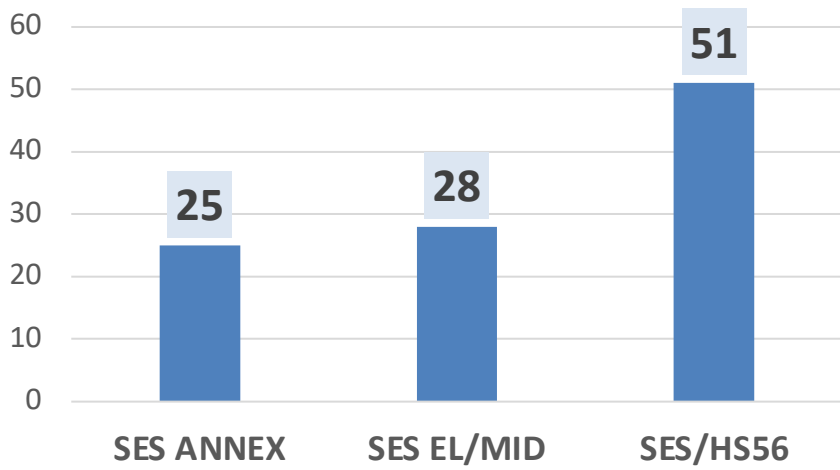
Commitment to Inclusion



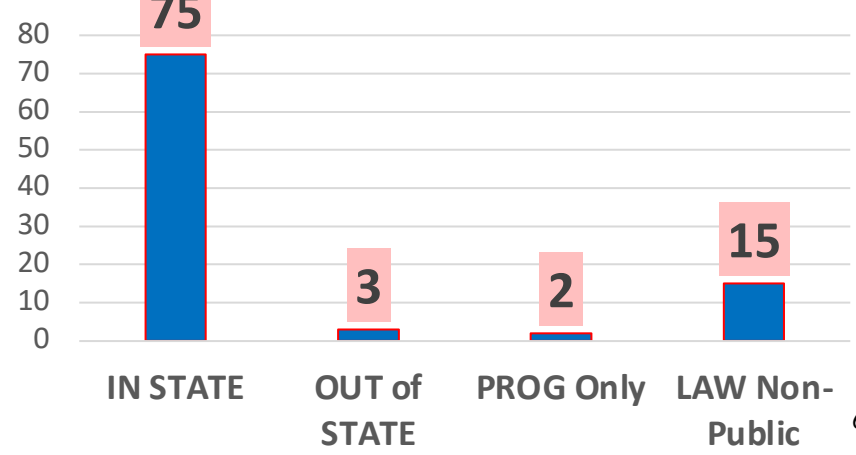
A Closer Look at SUB SEPARATE



Therapeutic DAY Schools



OUT of DISTRICT



Student Support Services NEW Staffing Summary

PRIORITY: Enhance service delivery by **"zone"** to include school feeder patterns that *maximize support, balance case loads,* and *enhance the continuum of services* to all students and allow them to learn alongside neighborhood peers.

2021 – 2022 ADDITIONAL FTEs

POSITION	NEW 21-22 FTEs	HIRED to DATE	REMAINING
School Adjustment Counselors	21	12	9
Board Certified Behavior Analysts	8	3	5
Special Education Co-Teachers	12	10	2
Multi-Lingual Co-Teachers	6	6	0
Special Education Teachers (ILP)	4	4	0
Occupational Therapist	1	1	0
Para Professionals	8	4	4
Licensed Practical Nurses	2	0	2
NEW: Certified Nursing Assistants	10	1	9
TOTALS →	72	41	31

Early Intervention – Integrated PreK

- Integrated PreK offers a curriculum with focus on social and emotional development through play-based learning and alignment with state core standards in a HALF-DAY program (2.5 Hours)
- Our inclusive preschool program welcomes all children
- Due to limited space as well as space constraints, the neighborhood school is not able to accept more children
- For students eligible for special services, additional support services will be provided
- The program is currently being reviewed by the...

With only 34 DAYS of SCHOOL – 150 EVALS received
With 150+ PENDING – 38 SEATS will not meet the need
Working on Plans for Additional INT PK Seats

			Seats Avail
BR...			19
HEM...		90	3
LAW...	4	60	4
ROLLINS	10	150	12
TOTALS →	36	540	38

2021-22 (10-19-21) Early Intervention Evals	
EVALS	COUNT
COMPLETED	43
IN PROCESS	32
NEW	75
TOTAL →	150

NEW for

Passing the torch

Jill Harmacinski jharmacinski@eagletribune.com
LAWRENCE — A rally promoting unity rolled through city schools on Thursday.

Nine Lawrence schools participating in the Special Olympics Unified Champion Schools Program were the backdrop for a rally that included police officers, firefighters, cheerleaders and a drumline, officials said. The torch was passed at each stop.

The Special Olympics Unified Champion Schools Program is designed to help schools create a socially inclusive environment by having students both with and without intellectual and physical disabilities participate together in sports and other activities.

The program "offers unique combination of effective activities that equip young people with tools and training to create sports, classroom and school climates of acceptance."

"These are school climates where students with disabilities feel welcome and are routinely included in, and feel a part of, all activities and functions," according to the Special Olympics website. Schools involved in the program implement inclusive sports, youth leadership opportunities and whole school engagement.

"The program is designed to be woven into the fabric of the school, enhancing current efforts and providing rich opportunities that lead to meaningful change in a creating a socially inclusive school that supports and engages all learners," according to the Special Olympics.

Follow staff reporter Jill Harmacinski on Twitter @ EagleTribJill.
More photos on Page 2.



Champion Schools

Champion Schools partnership. Communities where all young people are ready for people with intellectual disabilities to participate in Special Olympics.

from opportunities in School Engagement.



Schools
Unified S

- Early Childhood
- Hennessey
- Rollins
- P
- We

14 LPS SCHOOLS

10-28-2021

Registered Behavior Technicians

- The Registered Behavior Technician™ (RBT®) is a nationally recognized paraprofessional certification in behavior analysis.
- RBTs assist in areas such as delivering direct behavior-analytic services, aiding in implementing behavior plans which are developed by the BCBA and collecting data.

- ❖ Partnership with New England Center for Children
- ❖ 50 PARAS enrolled in 40 Hour Course + BCBA Supervision
- ❖ Certification and License Exam in March-April 2022



NEW! Roman Music Therapy

For ALL District
Program Students

Making music transforms lives.

Music connects people.

Everyone can make music.

Making music builds bridges and creates community.

Music therapy celebrates abilities and allows us to see
beyond limitations.

**Inclusive opportunities allow children to be music makers,
to belong, to contribute, and to connect with others.**

Music making is a form of communication that fosters
expression and understanding.







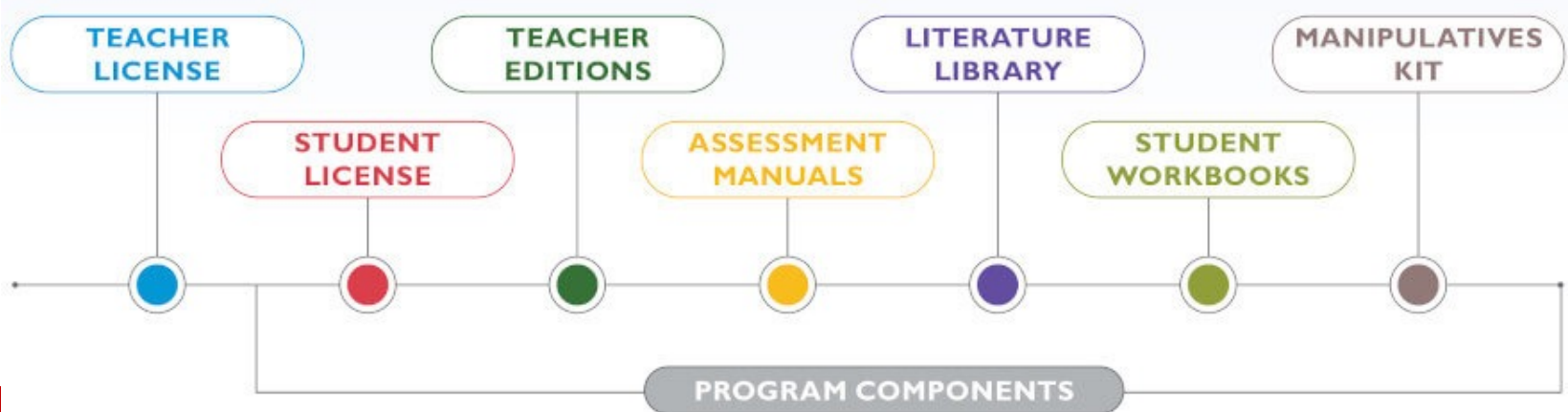
Jigsaw Education – Curriculum Adoption

**DISTRICT
SPECIAL EDUCATION
PROGRAMS**

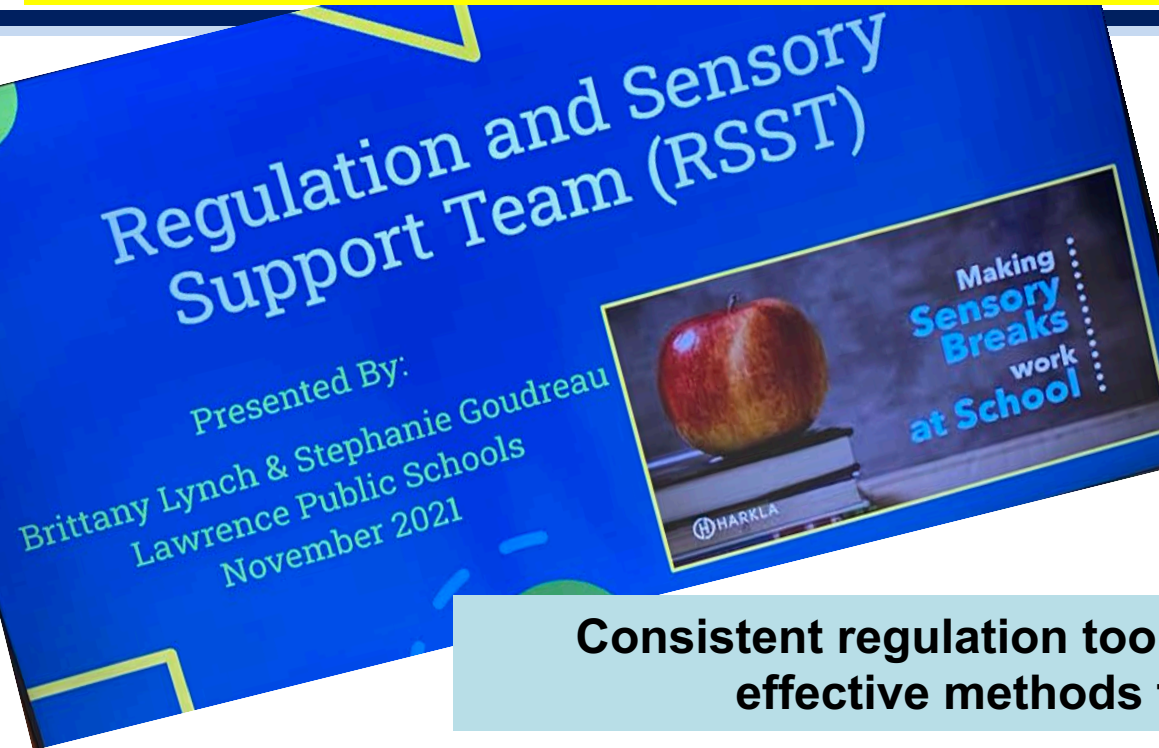
44 CLASSES

enCORE is the only standards-based, core-curriculum based on **Applied Behavior Analysis (ABA)** that provides students with moderate and severe disabilities access to the general education curriculum.

	PK/K 6 CLASSES
	PK/K 6 CLASSES
	K-5 17 CLASSES
	6-8 and 9-PG 21 CLASSES



Regulation and Sensory Support Teams



NEW! 13 SCHOOLS have created RSSTs to support all staff with training, tools, and resources necessary to provide students with meaningful interventions for promoting self-regulation and success in school.

Consistent regulation tools and sensory breaks are effective methods for many students.

The return to full time in-person learning has revealed the need for enhanced attention to understanding and utilizing these important tools to prevent and mitigate episodes of dysregulation.

Creating sensory informed classrooms with sensory tools and flexible seating promotes regulation, improved focus, and increased participation enabling students to be available for learning.

Student Support and Stabilization Teams

As part of our SOA plans and to meet the growing need for students struggling with emotional and/or behavioral regulation, the district will add four Student Support and Stabilization Teams (SSSTs).

- Teams will be composed of specialized personnel that will include **Social Workers, Psychologists, Counselors, and/or BCBAs**.
- An SSA Team will be deployed to one or more schools as a resource for **observing** the student(s) in need, determining functions of behavior(s) including antecedents, performing **functional behavior assessments**, developing **behavior intervention plans**, and **training** school-based staff to implement, monitor, and assess progress.
- SSA teams will provide consultation, resources, community/agency outreach, family engagement, and stabilization for **Tier 3 students** exhibiting internal and/or external maladaptive behaviors or dysregulation.

NOV 2021: LAUNCH 1st SSST!

- ❖ 3 Experienced Mental Health Clinicians
- ❖ Led by Brittany Lynch, Lead Educator for Behavioral Health



Speech and Language Pathologists. 11-2 FULL DAY AAC PD "Make and Take"

Communication devices, systems, strategies and tools that replace or support natural speech are known as **Augmentative and Alternative Communication (AAC)**.

These tools support students who have difficulties communicating using speech.



Strategies for Supporting Students with Autism



**Independent Learning Program
Teachers and Paras
learning more about
Applied Behavior Techniques
from Lead BCBA Kristin Pas
Full Day PD 11-2**

Thank
you

