

Lawrence Public Schools Special Education Review

LAE Update December 13, 2023

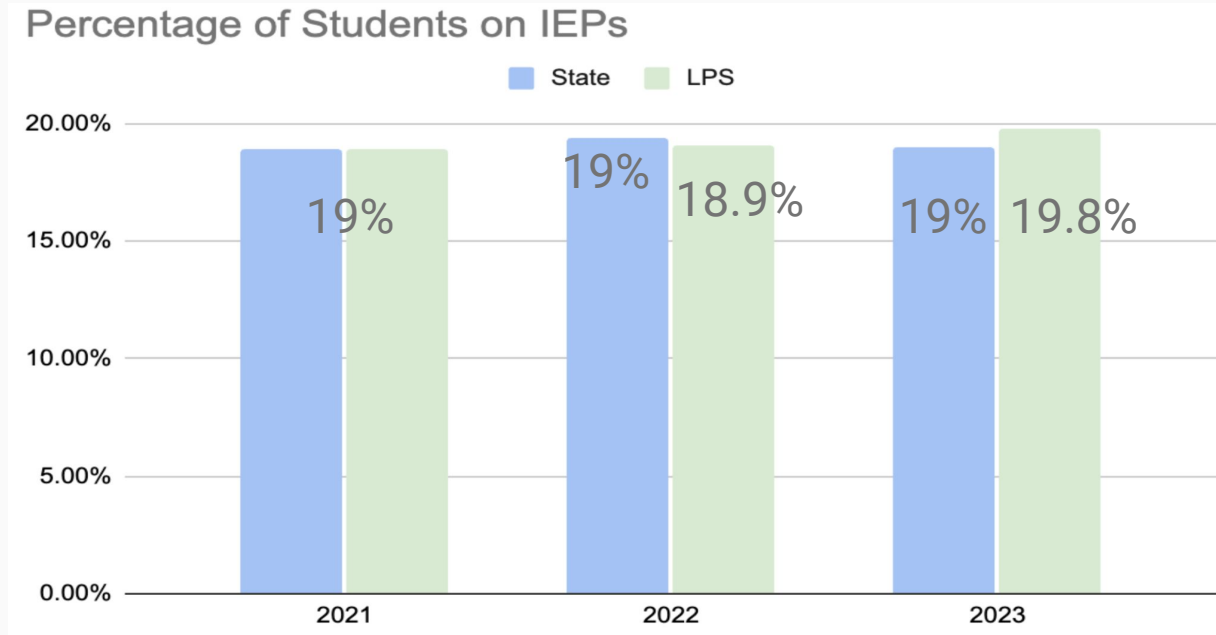


Marlena Ysalguez-Senior Special Education Director
Katelyn Stouch-Assistant Special Education Director
Kim Kozak-OSSS Director of Program and Professional Development
Dr. Danielle Archambeault- Director of Inclusion Education
Brittany Lynch-Director of Behavioral Health

Office of Student Services

2023-2024 IEP Breakdown

Total of All LPS IEP as of 12/6/2023 (includes ODD & Non-Public) 2,655



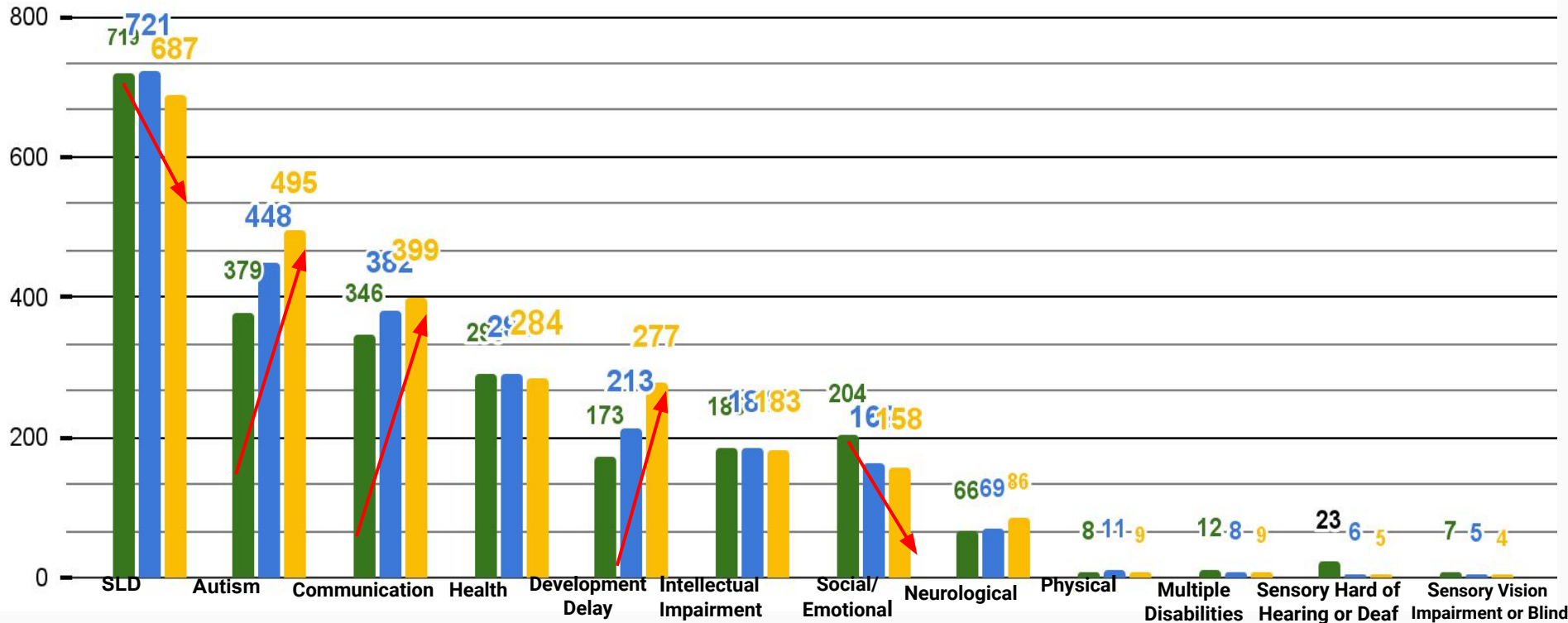
23/24 Inclusion, Specialized Programs, Therapeutic Day School, Out of Districts

| | 2022 | 2023 | Fall of 2023 (as of 12/23) |
|---|------|------|-------------------------------|
| Full Inclusion | 1612 | 1814 | 1815 |
| Partial Inclusion | 285 | 247 | 301 |
| Specialized Programs | 334 | 383 | 416 |
| School for Exceptional Studies (NCEC/ANNEX) | 99 | 112 | 108 |
| Out of District | 87 | 77 | 63 |

LPS Educational Disability Breakdown

Educational Disability Breakdown

■ % of Students 2022 ■ % of Students 2023 ■ % Fall of 2023



What does the data tell us?

2023-2024 Special Education Priorities

- **New IEP Roll-Out**
- **High Quality Professional Learning**
- **Re-Imagining Inclusion**
- **MTSS/Family Engagement**

LPS Rollout of the IEP Improvement Plan

PRESENTED BY THE OFFICE OF STUDENT SUPPORT SERVICES

Katelyn Stouch, Assistant Special Education Director
Kimberly Kozak, Director of Program and Professional Development

Scheduled Trainings

Allan Blume will provide training to LPS staff, including:

Special Education Directors, Evaluation Team Facilitators, Related Service Provider Leads, Related Service Providers, School Administration, Special Education Teachers, General Education Teachers, and Paraprofessionals.

(Allan Blume is a respected educational consultant in Massachusetts, working with over 100+ districts. He has been a special educator for over 45 years, professor at Simmons University in the Special Education Departments for 23 years, and specializes in special education eligibility, disability awareness, section 504, linking instruction to standards, inclusion, and writing, editing and revising IEPs.)

Other Trainings provided by DESE

"Train the Trainer" Model & Building Internal Capacity

Related Service Provider Leads->

**Related Service Providers (School Psych, OT, PT, SLP, BCBA, APE,)
Other groups as scheduled**

ETFs ->

**All Educational Staff
Parents
Other groups as scheduled (After School workshops...)
Continue to provide support within their assigned schools to educators writing IEPs**

OSSS->

**Will support all LPS roles
Parents**

Scheduled Trainings

Special Education Directors

09/06/23, 9:00am-12:00pm

09/13/23, 9:00am-12:00pm

12/04/23, 10:00-10:30

(Allan Blume) 3 part series training on the New IEP and the Blume Method App

10/17/23, 8:00am-4:00pm

(DESE) training on the New IEP

Evaluation Team Facilitators (ETFs)

12/13/23, 12:30pm-3:00pm

01/10/24, 9:00am-12:00pm

01/17/24, 9:00am-12:00pm

(Allan Blume) 3 part series training on the New IEP & Blume Method app

***Session 1 (Overview) recorded to be used as an additional training resource for the rollout of the New IEP**

+ Special Education Coach Attending Series

02/20/24, 9:00am-2:00pm

02/21/24, 9:00am-2:00pm

02/22/24, 9:00am-2:00pm

02/23/24, 9:00am-2:00pm

Some ETFs participate in a 4 day workshop, over February break, to continue unpacking the components of the New IEP in preparation for presenting to all educational staff, parents, and other groups as scheduled, while providing ongoing support to educators within their assigned schools

Scheduled Trainings

Related Service Provider (RSP) Leads

09/06/23, 9:00am-12:00pm

09/13/23, 9:00am-12:00pm

(Allan Blume) 2 part series training on the New IEP

11/08/23, 9:00am-12:00pm

11/15/23, 9:00am-12:00pm

12/13/23, 9:00am-12:00pm

(Allan Blume) additional 3 trainings for support with train the trainer model

Related Service Providers (RSPs) OT, PT, SLP, BCBA

12/13/23, 12:30pm-3:00pm

(Allan Blume) Session 1 Overview training on the New IEP & Blume Method app

Beginning 01/18/24

Related Service Provider Leads will provide support to **RSPs** during bi weekly "Role-Alike" meetings

Family Resource Center

January

Use 12/13 (Allan Blume) Session 1 Overview training on the New IEP & Blume Method app (Internal Resource, recorded session)

01/09/24

Meet with OSS for Q&A

Scheduled Trainings

School Administrators

12/06/23, 3:00pm-5:00pm

(District Principals' Meeting) presented by OSSS:

-Information on the New IEP

-Upcoming professional development

-Request for part of a spring building meeting be used for an overview of the NEW IEP to **All Educational Staff**.

01/24/24, 9:00am-10:30am OR 10:30am-12:00pm

(Allan Blume) Overview of the New IEP presented to School Administrators

Special Education Teachers

04/03/24, 12:00pm-3:00pm

04/10/24, 12:00pm-3:00pm

(Allan Blume) 2 part series training on the New IEP & Blume Method app

04/10/24 9:00am-12:00pm

05/08/24, 9:00am-12:00pm

(Allan Blume) 2 part series training on the New IEP & Blume Method app

05/08/24, 12:00pm-3:00pm

05/22/24, 12:00pm-3:00pm

(Allan Blume) 2 part series training on the New IEP & Blume Method app

(Dates-TBD) After school and Summer workshops with ETF's and/or RSP Leads

Fall 2024 Office hours available for staff to attend to work collaboratively with an ETF and/or RSP Lead on upcoming IEPs

Scheduled Trainings

Paraprofessionals

01/31/24, 12:30pm-03:00pm

(Allan Blume) Introduction to the New IEP and understanding the IEP Process for **Paraprofessionals**

General Education Teachers

02/28/24, 3:00pm-5:00pm

03/13/24, 3:00pm-5:00pm

03/27/24, 3:00pm-5:00pm

04/03/23, 3:00pm-5:00pm

(Allan Blume) 4 part series (optional) for **General Education Teachers** to learn more about Special Education, including the New IEP

Other Educational Staff

Spring Building Meeting (dates vary by school)- Overview of New IEP for **ALL Educational Staff**

Parents

04/10/24- OSS present information to **Parents** at the Special Education Parents Advisory Council

Spring Open House Date (varies by school)- Information presented to **Parents** at Spring Open House

Listening Session Date- Office of Student Support will provide a listening session for parents to attend and ask questions

Spring- OSS will email an informational guide to **parents of students receiving a special education**

Spring-Information in monthly **Parent Newsletter**

Spring IEP Meetings- **Parents** will be informed of the upcoming change to the IEP

Additional offerings will be provided for parents in Fall 2024

Summary of Rollout



The Old IEP v New IEP

Present Levels of Educational Performance
A: General Curriculum

Check all that apply. **General curriculum area(s) affected by this student's disability(ies):**

| | |
|--|--|
| <input type="checkbox"/> English Language Arts | Consider the language, composition, literature (including reading) and media strands. |
| <input type="checkbox"/> History and Social Sciences | Consider the history, geography, economic and civics and government strands. |
| <input type="checkbox"/> Science and Technology | Consider the inquiry, domains of science, technology and science, technology and human affairs strand. |
| <input type="checkbox"/> Mathematics | Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands. |
| <input type="checkbox"/> Other Curriculum Area | Specify: |

How does the disability(ies) affect progress in the curriculum area(s)?

What type(s) of accommodations, if any, is necessary for the student to make effective progress?

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

Content:

Methodology/Delivery of Instruction:

Performance Criteria:

OLD IEP

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.

| | | |
|--|---|---|
| <p>Briefly describe current academic performance.</p> <p style="text-align: center;">Check all that apply:</p> <p><input type="checkbox"/> English Language Arts</p> <p><input type="checkbox"/> History and Social Sciences</p> <p><input type="checkbox"/> Math</p> <p><input type="checkbox"/> Science, Technology, and Engineering</p> | <p>Strengths, interest areas, and preferences</p> | <p>Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities</p> |
| <p style="font-size: 48px; opacity: 0.5;">NEW IEP</p> | | |

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:

| | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

-A lot of the same information, presented differently

-Language/ acronym changes

-Data Driven

-Includes more opportunities for student voice

-Language that can easily understood

The New IEP Includes TPF

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:

| | |
|---|---|
| <input type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> 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.

The Transition Plan Form is now part of the IEP. Beginning at age 14, students identify post secondary visions and outline a plan and their supports to achieve this vision.

Questions?



Office of Student Support Services High-Quality Professional Learning (HQPL)

2023-2024 School Year

LAE Presentation
12/13/2023



Student Opportunity Act (SOA)

The SOA funding provided the LPS Special Education Department with the ability to create strong programming and support priority areas directly impacting student outcomes and achievement.

One of these areas is High-Quality Professional Learning (HQPL) opportunities.



LPS HQPL

High-Quality Professional Learning

HQPL's main objective is to build capacity for LPS.

- Staff can learn from leading experts in the field
- Increase student growth/achievement.
- Offerings are not a 'one and done' model:
 - The vast majority of the HQPL is extended series
 - Experts are executing learning walks, observations, and coaching.
 - Educators have direct access to experts.
- In addition, OSSS is offering the following:
 - Boutique-style HQPL is provided by both outside consultants and our LPS staff
 - Virtual HQPL presented by vetted organizations
 - A variety of dates and times to reach as many staff as possible
 - A hybrid of online and in-person workshops
 - An open system for feedback in an effort to tailor future offerings

Key Points of Interest

01 YEAR LONG OR MULTI YEAR INITIATIVES OR SERIES

- Co Teaching
- Wilson Reading/Just Words
- TeachTown
- Executive Functioning
- Universal Design for Learning
- IEP Improvement Roll Out
- Behavioral Self Regulation, Behavioral Intervention and Student Transition

Key Points of Interest

02

FIELD EXPERTS WHO WORK WITH LAWRENCE

- Dr. Patricia McDaid
- Dr. Tammy Barron
- Dr. Allan Blume
- Donnalynn Kahn, Esq./Angela Smagula, Esq.
- Heather Gray, SLP-CCC
- Dr. Jennifer Montgomery
- Dr. Jessica Minehan, BCBA
- Kristen Jacobsen, MS., CCC/SLP
- Rachel Currie-Rubin, Ed.D.
- Elizabeth Miller, BCBA, LABA
- Department of Public Health: Suicide Prevention Program
- UMass Amherst
- Massachusetts General Hospital Think:Kids

Key Points of Interest

03 BOTIQUE OFFERINGS

- More than 20 internal LPS staff have led PD for small groups
- More than 560 participants across 22 offerings have participated July 2023-December 2024
- Real time examples, participant feedback and internal follow up resources have been invaluable to participants

Key Points of Interest

04 REACH OF HIGH QUALITY PROFESSIONAL LEARNING

- Approximately 1603 staff across the district have been able to participate in HQPL from July to December 2023





Building a More Inclusive Educational Experience for All

A Presentation for The Lawrence Alliance for Education Board

Dr. Danielle Archambeault, DHSc., BCBA, LABA
Director of Inclusion Education





What is Inclusion?

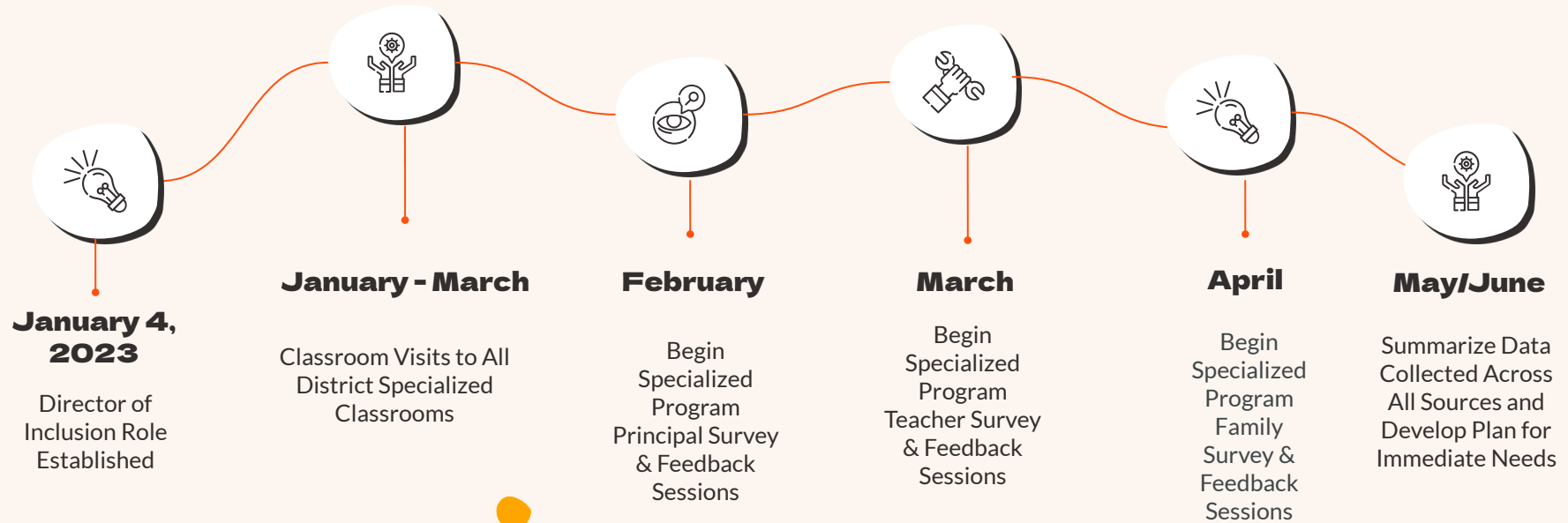
“Inclusion is not necessarily a placement or a setting—it involves the implementation of systems and processes that allow all students to learn within an educational community.”

“Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings.”

The Department of Elementary and Secondary Education; Guidebook for Inclusive Practice, (2016)



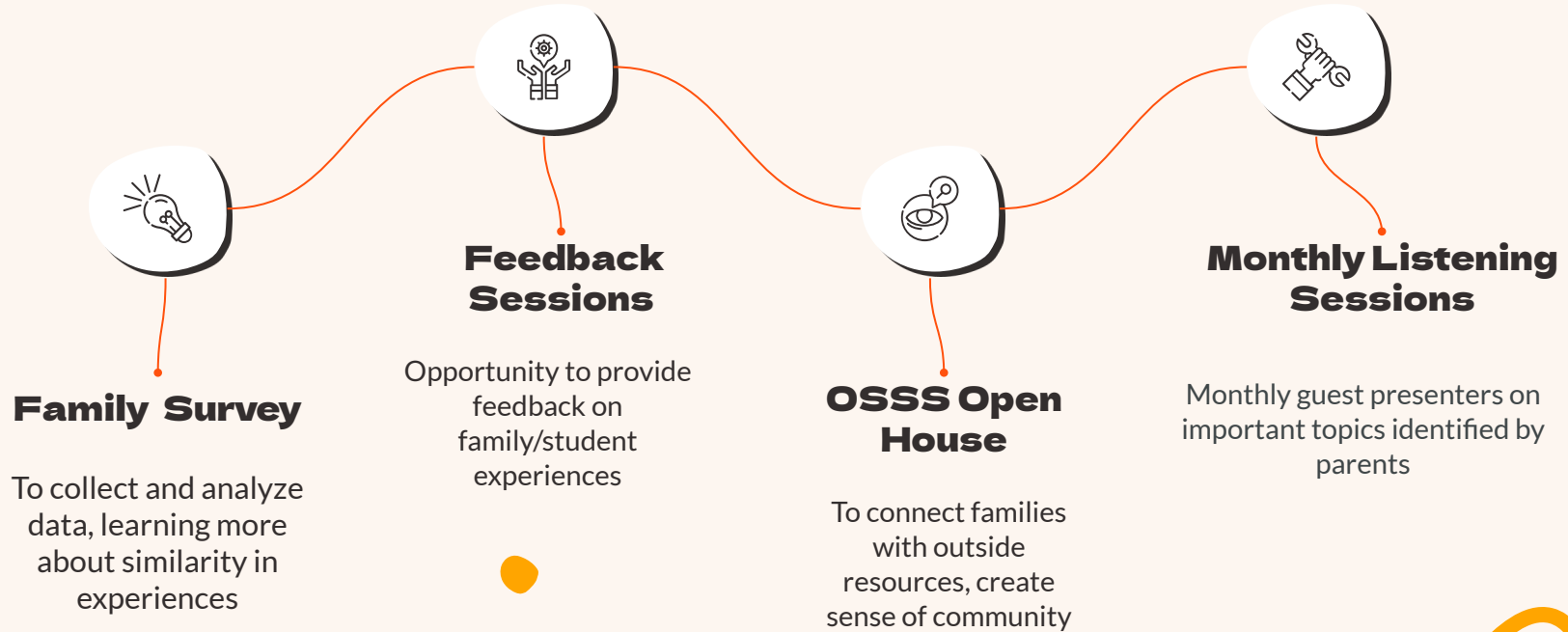
Inclusive Ed Stakeholder Involvement Timeline



Overview of Data Collected

| Stakeholder Group | Identified Need | Status of Corresponding Support |
|--------------------------|--|--|
| Principals | Additional Professional Development Offerings (PD) (Teachers/Paras) - Including Safety Care | Provided ongoing opportunities for High Quality Professional Learning (HQPL) across 23-24SY |
| Principals | Additional Curricular Tools /Materials | Provided ongoing supply of materials available |
| Teachers | Additional Relevant PD Offerings (Teachers/Paras) | Provided ongoing opportunities for HQPL across 23-24SY |
| Teachers | Additional Curricular Tools /Materials | Provided ongoing supply of materials available |
| Families | Need for additional staff training to support students | Provided ongoing opportunities for HQPL across 23-24SY |
| Families | Need for additional topic specific resources | OSSS Open House & Monthly Listening Sessions |

Supporting Family Engagement



Making Change: The Inclusive Education Team



Additional Resources: Supplementary Curriculum Tools

Teachtown Curriculum

EnCore

K-12 Standards-Aligned,
Evidenced-Based Adapted Core
Curriculum

Basics

A blend of computer-delivered and
teacher-led instruction based on the
principles of Applied Behavior
Analysis

Social Skills

Comprehensive curriculum
teaches socially-valid skills
through animated
video-modeling episodes,
teacher-delivered lesson plans
and student activities

Additional Resources: Healthy Relationships Curriculum

Access to Healthy Relationships Curriculum (Middle School +)

**Professional
Development for
Specialized Program
Teachers and
Paraprofessionals**

In-person overview of curriculum components, and how to support students in corresponding topic areas while in school

**Family Open
Houses (3) &
Listening
Sessions (2)**

Open houses offered via zoom before the beginning of each 8 week session, listening sessions to support home/school carry over/provide resources

**Weekly Course
Sessions (8)**

All students accessing Specialized Program services in middle school grades and beyond, will participate in a once weekly lesson delivered by Elizabeth Miller (option to opt out provided)

Additional Resources: Supportive Materials

Access to Additional Specialized Materials

Hands on Learning Materials

Variety of hands on, age appropriate learning tools and manipulatives purchased for student use

Classroom Structure Tools

Visual schedules, Picture Exchange Communication (PECS) communication books, noise canceling headphones, visual and audible timers, sensory tools to support in classroom, materials to create reset areas, classroom furniture

Instructional Support Tools

Poster makers (each building) and color printers (each Specialized Program Classroom) provided to support creation of visual and communication related supports and aids, Ipads and corresponding Apps/Software

Additional Resources: High Quality Professional Learning Opportunities

Professional Development Offerings Derived From Multiple Stakeholder Feedback

Summer Intensives

Two, week-long, 35 hour tailored learning experiences offered in August 23'

Early Release/ Professional Development Day Offerings

Monthly topics based on immediate practice needs/ team requests (MCAS ALT, Healthy Relationships, Schedules and Staff Responsibilities, CPR, etc.)

Optional Vacation/ After School Topics

Fundamentals of Structured TEACCHing (Treatment and Education of Autistic and Related Communication Handicapped Children), Evidence-Based Practice Series

Summer Intensives - Staff Feedback

“This is by far the most organized and well-thought out PD I have ever attended - I really was blown away. I felt that most everything was extremely well planned out including snacks (super motivational!), breaks, session topics, having tech on hand for people without computers to access, a clear progression of content throughout the week, etc. I felt like the content was extremely tailored to special programs (which is a rarity with PD), and I believe that all presenters had strong expertise and background in what they were sharing; I appreciated how many outside resources/experts the organizers leveraged when planning sessions. I felt like the team leading the training was kind, professional, informative, fun, and engaging. I appreciated the opportunity to meet other educators and paras who are working in special programs in the district and learn about what they are doing in their classrooms .”

“I really enjoyed everything and every moment. I think that this type of training must be taken for any new employee working in special education. Thank you very much for taking care of the staff education, because this way we could create a better environment in our classroom, school and community.”

“I really appreciate all the thought and effort that went into designing this program, the week was wonderful. I’m hoping that there will be more of this to come. Thank you!”

“Thank you so much for a great week! I hope I can participate in other trainings offered by your team going forward. Very grateful to you all :)”

“I think these trainings should be made mandatory for new hires and anyone working with the sped department.”

Professional Development





Brittany Lynch,
Director of Behavioral Health

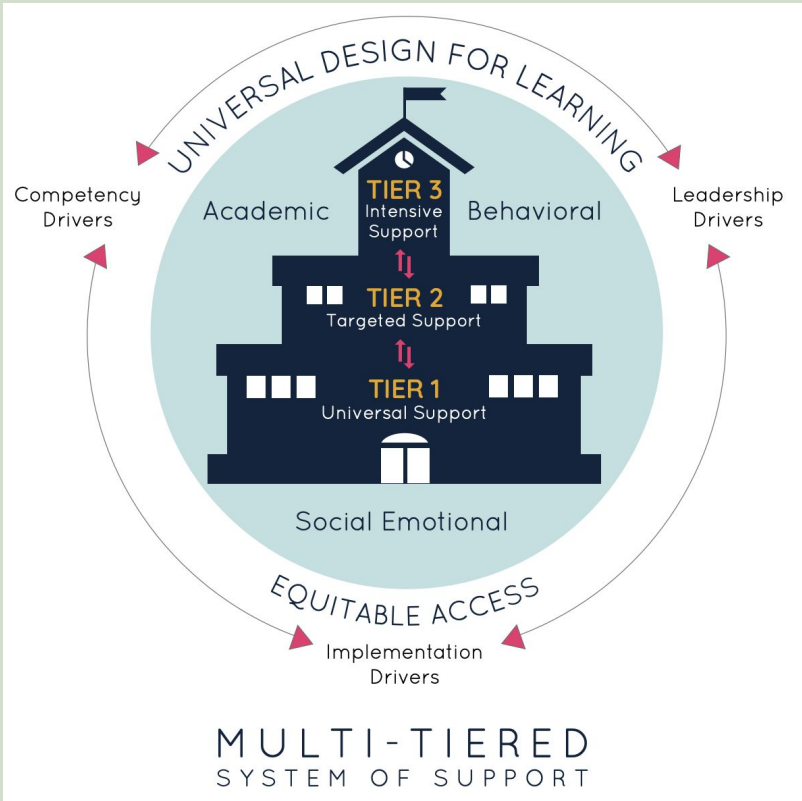
Multi-Tiered Systems of Supports

A Presentation for the Lawrence
Alliance for Education Board

Lawrence Public Schools | December 13 2023

LPS

Multi-Tiered Systems of Support



A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.

Think: Kids - Collaborative Problem Solving

Goals Of Intervention

1. Help students meet expectations
2. Reduce challenging behaviors
3. Solve problem
4. Build skills
5. Create (or restore) a helping relationship

Collaborative Problem Solving research summary

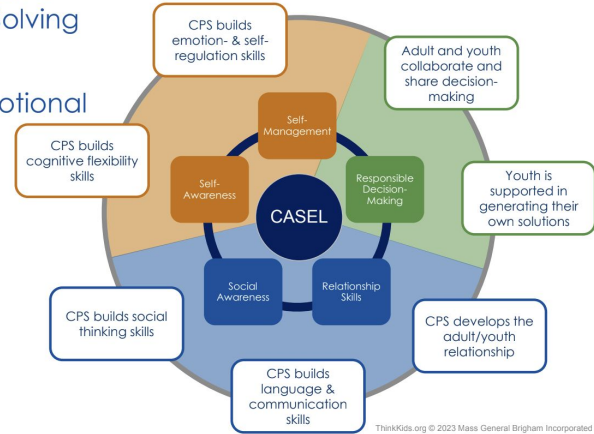
CPS has had a positive impact in multiple settings

CPS is associated with positive outcomes

- Schools
- Treatment programs
- Juvenile detention
- In-home supports
- Hospitals
- Clinics

- ↓ Challenging behaviors & symptoms
- ↓ Punitive discipline
- ↓ Educator stress
- ↑ Youth and adult skills
- ↑ Youth satisfaction

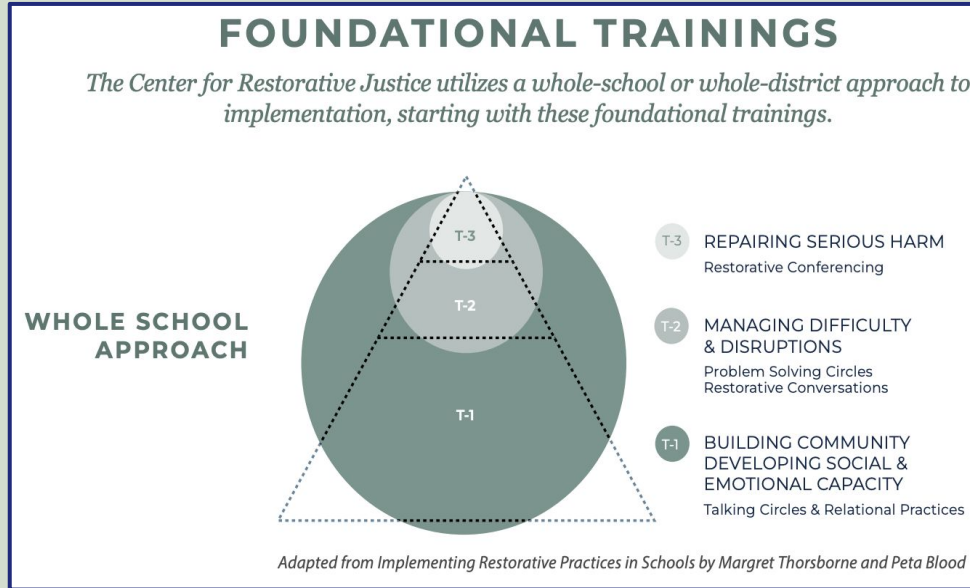
Collaborative Problem Solving & Social Emotional Learning



School Partnership Model
District Partnership Model

Suffolk University - Center for Restorative Practices

23-24 SY Trainings



Restorative justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions

| |
|----------------|
| 10/14 & 10/21 |
| 11/4 & 11/18 |
| 12/2 & 12/9 |
| 1/20 & 1/27 |
| 2/3 & 2/10 |
| 3/2 & 2/9 |
| 5/4 & 5/11 |
| Coaching Hours |

Additional work with Great Schools Partnership is also happening to support Restorative Practices.

Lesley Institute for Trauma Sensitivity (LIfts)

The Lesley Institute for Trauma Sensitivity (LIfts) strives to promote the development of safe and supportive educational environments, using a whole-child, whole-school, trauma-sensitive approaches. Staff who participate receive graduate level courses leading to a certificate in trauma and learning. LIfts, a part of Lesley's Center for Inclusive and Special Education, is directed by Dr. Sal Terrasi.



Safety Care Training De-Escalation & Physical Management

Safety-Care is more than crisis management training; it provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care delivers the tools you need to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, as well as individuals who have experienced psychological or sexual trauma. Safety-Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as restraint.

17 LPS Staff Members are currently trained as Safety Care Trainers in the district.

Impact Sports Lab & MyMindset 360

Programs are led by Dr. Tony Tucci, a licensed psychologist specializing in clinical performance psychology. Tony has over ten years of clinical experience and over eight years of trauma-informed care in the Massachusetts and California school systems. The objective of this program is to create and implement socio-emotional learning programs designed to help students and faculty master health and wellness in and out of the classroom. The programs are focused on a biopsychosocial approach. After raising awareness of how the nervous system affects thoughts, feelings and behaviors, individuals are taught skills to help regulate their nervous system.



2022-2023 School Year Piloted this program at Guilmette Complex

- Worked with 4th Grade & 5th Grade
- Provided progress updates to both school and district level

2023-2024 School Year Programs:

- Guilmette Complex
- SES Annex
- Parthum Elementary School



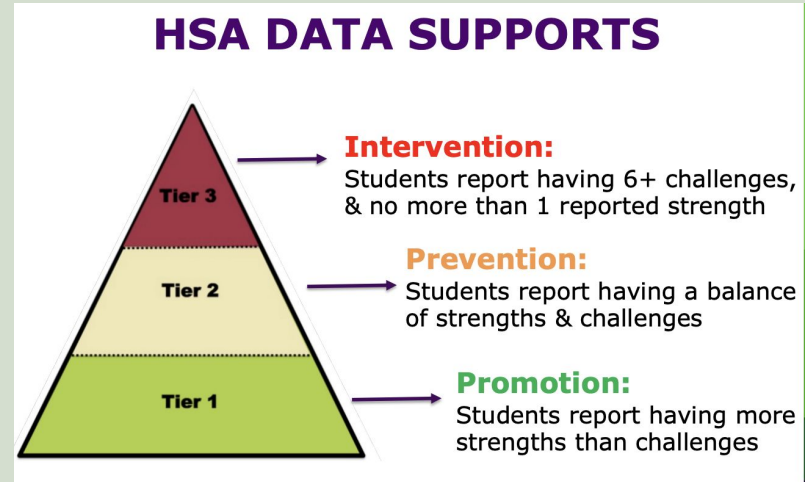
PEAR: The Holistic Student Assessment (HSA)



Partnerships in Education and Resilience (PEAR) has developed a comprehensive approach to building school or program capacity, support systems, and a common language around social-emotional development so students can learn, dream and thrive in school settings.

The HSA is a validated student self-report designed to help programs tailor services to better support the social and emotional well-being of youth.

This self-report tool provides teachers, administrators and other staff with a social emotional “portrait” of the unique strengths and challenges of each student.



Stakeholder Voice Into Action

- Training for Transportation Company
- Transportation - "Who Do I Call When?"
- Monthly Meetings with SEPAC Executive Board
- Monthly SEPAC Meetings
- OSSS Open House
- Family Listening Sessions
- Office of Student Support Monthly Family Newsletters
- Transition Specialist 8th → 9th Grade
- Transition Committee with SEPAC Members
- 504 Coordinator Position
- Increase Number of School Counselors
- Increase Number of Board Certified Behavior Analysts
- Behavior Intervention & Support Team
- High Quality Professional Learning Opportunities with specific focus on Behavior and SEL



Supporting a Successful Bus Ride for All Students

| Date | Number in Attendance |
|----------|----------------------|
| 5/18/23 | 69 |
| 8/21/23 | 28 |
| 11/15/23 | 98 |

Monthly Parent Newsletters

August 2023

September 2023

October 2023

November 2023

Office of Student Support Services

AUGUST 2023 NEWSLETTER

Get Ready To Go Back To School!

1. Prepare your child. Talk to them about school starting and what they should expect.
2. Start new routines now. Start practicing waking up early, eating at scheduled times & going to bed earlier.
3. Visit the school. Practice walking to school or driving to school, go to open house at the school building and meet their teacher if they can!
4. Use visual reminders. Use a calendar and/or visual schedule to help kids adjust.
5. Be positive about school starting and going to school!

What's In This Month's Issue?

- Back to School
- Who is Who at each school
- Summer Spotlight!
- SEPAIC

Check out these 1 Pager "Who is Who" for each school!

English & Spanish

BE A PART NOT APART

OFFICE OF STUDENT SUPPORT SERVICES

SEPTEMBER 2023 NEWSLETTER

WHAT'S IN THIS ISSUE

- Family Note
- Suggestions
- Helpful Tips
- Strategy of the Month
- Upcoming Events

Family Note

Happy September Families! Hope you enjoyed the first OSSS Newsletter in August and that the first few weeks of school have gone well. As we start to fall into a routine of the school year we want to provide you with tips, tricks, strategies and information about upcoming events each month. We will also highlight our dedicated staff and their creative activities that they are doing with our students!

If you have any topic suggestions please fill out this link: [SUGGESTIONS](#)

Helpful Tips for Families

- Organize your child's paperwork
- Attend school events
- Review your child's current IEP
- Keep everyone informed. Tell the school of any changes that have been going on
- Establish before and after school routines

OFFICE OF STUDENT SUPPORT SERVICES NEWSLETTER

LAWRENCE

October 2023 Newsletter

Happy Fall Families!

Please fill out the link if you have any areas you would like covered in future monthly newsletters!
[FILL OUT THIS LINK](#)

Keep Your Family Safe & Healthy This Autumn

- Wash and sanitize your hands frequently.
- Students should wash hands when they get home from school, after being out in public, before eating.
- Wash hands for 20 seconds – sing "Happy Birthday" twice.
- Dress Children in Weather-Appropriate Clothing
- Choose light layers and remove damp clothing immediately. Because evenings are chillier than sunny afternoons, make it a habit to pack a sweater or light jacket in your child's backpack.
- Dress Children in Bright-Colored Clothing
- With daylight growing shorter, kids still like to play outside on warm evenings, be especially cautious with young children; they are still learning traffic safety and may inadvertently dart out into the street. Dress children in bright-colored clothing and sneakers, or apply reflective tape to clothing so drivers can easily spot kids.

Strategy of the Month

Model Behavior You Want Your Child to Learn

Your child is watching and listening to you at all times whether you notice it or not. Focus on controlling yourself, not your child because they are copying you. When your child does something unexpected/unwanted respond with a calm attitude; this is showing your student self-control. When you are tired and stressed you reach a point when you just want to give in. Take a moment to yourself, collect your thoughts and your emotions before responding to your child.

Student Spotlight!

Just in Time for White Cane Day October 19th!

Quite the collaboration in Ms. Santoro's Art Class! Several students assisted Dominic, who is blind, complete his clay model replica of his white cane. Dominic used his classmates to guide him by using precise language for verbal details and requesting certain colors to mold the clay into an accurate miniature white cane. Look at the details he was able to replicate using his sense of touch to feel the fine details of white cane and listening abilities to interpret audible directions into a visual for the sighted.

Office of Student Support Services Newsletter

LAWRENCE

November 2023 Newsletter

HELPING KIDS MAINTAIN ROUTINE DURING THE HOLIDAY SEASON

It is crazy to think we are already talking about the holiday season, it seems like this school year just started! The holiday season can be full of memory-making and merriment! But between travel plans, close parties, last minute shopping, and sensory overload, it can also be the season for burnout and chaos. Here are a few ways to help your child maintain some structure so you can keep the peace and find the joy this holiday season.

- Start with Expectations
 - Having a positive and realistic mindset about what you want to create can make a big difference. Keep an optimistic view of the possibilities for shared moments you want to share. A holiday dinner here to meet an auggie plan. Consider who could be ideal to be prepared to accept when flexibility is needed, and look for the one doing the work.
- When setting events or other honors, bring them home you know will bring comfort for your child- things like the seaplane for grandparents, night, and soft blankets. If you are traveling, ask for needed accommodations from your airline, hotel or B&B.
- Practice Before Events
 - Start to discuss upcoming changes to schedules and routines. Involve your child in the process whenever possible. Play management games with photos of those you will see the holiday season allows your child to identify, recognize names and faces. (Lalaha's friend who works with your child to practice using when they need to take a break from events to calm down and etc.
- Manage Routines
 - Change is inevitable, but find ways to create or maintain routines for your child. What are things you both like every day? Perhaps it's something you do together each morning, afternoon, and evening (cupcakes of lesson). Utilizing visual supports like calendars and independent activity schedules can help if you set your school for help with routine that work.
- Build in Fun
 - Whether days are filled with errands or time of hours consider letting your child choose a special of activities each morning for the day ahead. There are some suggestions that might work for your family like something together, do holiday arts and crafts! Take a drive to see holiday lights in your neighborhood, or garden. Help with decorations or gift wrapping. Stay long with holiday music.
- Consider Sensory Needs
 - Holiday meals can be tricky for some. Plan ahead for alternative foods that you know your child will eat. As we mentioned earlier, being mindful of dressing (or under-dressing) your child's sensory clothes and be helpful if that meal time, wear hats or other items that help provide calm for your child, are a good idea this holiday making a sensory box that includes things to stimulate your child's touch/light/sound/taste/smell. Truly, suitable to your child's "break space" that your child can use when needed since holiday parties can get loud.

UNIFIED CHAMPION SCHOOLS

SOUTH LAWRENCE EAST ELEMENTARY SCHOOL HOSTED A UNIFIED CHAMPION SCHOOL KICK OFF FULLY ON NOVEMBER 17TH THEY SHOWED VIDEO OF HOW THEIR SCHOOL SUPPORTS INCLUSION, THE WHOLE SCHOOL, REVEALS THE SPECIAL, IT HELPS IMPROVE IN LANGUAGES AND MAKE PESSIMISTS INTO THE SCHOOL.

NRT BUS TRAINING

ON NOVEMBER 16, 2023 THE DIRECTOR OF BEHAVIORAL HEALTH HELD A TRAINING FOR 18 BUS DRIVERS AND MONITORS THIS TRAINING FOCUSED ON GREAT A SAFE AND SUCCESSFUL, BE READY FOR STUDENT AND BEHAVIOR SUPPORT STRATEGIES.

THIS PRESENTATION WAS ALSO PRESENTED AT NOVEMBER SPECIAL MEETING ON 10/23/23

Supporting a Successful Ride for All Students



OFFICE OF STUDENT SUPPORT SERVICES 2023-2024 PRIORITIES

