



## Lawrence Public Schools Special Education Program Guide 2020-2021



Amended by the LPS Special Education Advocacy Cabinet on **JUNE 18, 2020**

### Commitment to Supporting ALL Students in the Least Restrictive Environment

The Office of Student Support Services is dedicated to providing a continuum of services and programs to meet the individualized needs of all students identified with one or more disabilities in the least restrictive environment (LRE). The District is invested in continuing robust models of meaningful inclusion alongside typical peers. Currently, more than 70% of students identified with disabilities are served in full or partial inclusion settings with the goal of increasing meaningful inclusion opportunities over the next several years.

Additionally, the District is committed to a vision of inclusion for all students that has been defined by members of the *2019-20 Special Education Advocacy Cabinet*. This stakeholder workgroup includes school leaders, teachers, parents, and community members. This vision has been shared and promoted with members of the SEPAC and ELPAC and can be viewed on the LPS website under the Office of Student Supports. A copy of this vision is attached to this document along with the *2019-20 Special Education Advocacy Cabinet* membership list.

The vision ensures that the District is committed to embracing effective inclusive practices by providing increased and meaningful opportunities, supporting additional resources for each neighborhood zone of feeder pattern schools to ensure a continuum of services, offering high quality professional learning and advocacy, and promoting the understanding that student's individual needs must be considered. The specific tenets of this vision are as follows:

- Inclusion in Lawrence Public Schools relies on a values-oriented mindset
- Inclusion in Lawrence Public Schools requires strategic scheduling
- Inclusion in Lawrence Public Schools must be student-centered

### Reset - Office of Student Support Services 2019-20

The Lawrence Public Schools engaged in a reorganization of the Office of Student Support Services in July 2019. The focus of this initiative was to ensure that a broad continuum of service delivery in the least restrictive environment would be available in neighborhood schools supported by a much needed increase in related service providers. The reorganization allowed for increased support and communication by creating four distinct zones, each led by a qualified and licensed Special Education Director supervising eight to nine schools. Each Special Education Director oversees the supports of 500-600 students identified with special learning needs. The Assistant Superintendent supervises the special education zone directors and manages the operational needs of the office.

In year one, the following was achieved:

- An increase in services, adding:
  - 2 Speech Language Pathologists and Converting an open SPLA to another SLP
  - 1 Occupational Therapist
  - 2 Certified Occupational Therapists
  - 2 Certified Spanish Language Interpreters
  - 4 Board Certified Behavior Analysts
- Added 2 Independent Learning Programs (ILPs) to Support Students with Autism and Social Emotional/Behavioral Needs

- Worked closely with the Massachusetts Department of Elementary and Secondary Education’s Problem Resolution Office to resolve all corrective actions assigned as a result of prior year complaints
- Piloted a full-time inclusion/co-teaching model in four schools and six classrooms

### *Models of Service Delivery and Support*

#### **I. Student Support and Assistance Stabilization Teams**

To meet the growing need for students struggling with emotional and/or behavioral regulation, the District plans to add four Student Support and Assistance (SSA) Stabilization Teams for 2020-21. These teams will be composed of specialized personnel that will include Social Workers, Psychologists, Counselors, and/or BCBA’s. 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 the progress.

It is anticipated that the SSA teams will be recruited, trained, and available for the 2020-21 school year. 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 as an RtII intervention.

The District will adopt one or more universal screening tools to identify those students who present as at-risk and in need of supports that may not be available at the school level. Such screeners may include the **Systematic Screening for Behavior Disorders (SSBD)** for Grades PK -9 and/or the **Holistic Student Assessment** from the PEAR Institute at McLean Hospital for Grades 4-12. The premise for adopting universal screeners is the well documented fact that early intervention can make a positive difference in the lives of students with severe and/or chronic behavior disorders.

Early identification of at-risk students—and subsequent intervention—can increase students’ opportunities for school success dramatically. Universal screening allows teams to provide early intervention and remediation. By identifying students proactively early in their development, SSA teams may prevent escalation of problems before they become more serious. While the complete plan and protocol for the function of SSA teams is still evolving, the following steps will be included:

1. At-risk students, identified by school personnel, will be first referred first to the school based **Response to Instruction and Intervention (RtII)** team for a 4-6 week period of data collection. Data related to the student’s response to the specific school-based interventions will be monitored and documented in the student’s profile via the Frontline RtII Module. This will also ensure that parents/guardians have been included and informed of interventions and supports.
2. At-risk students not responding to the initial interventions/supports, will move into a second round of RtII and will be referred for review with one or more universal screeners to include parent notification and consent as part of the RtII process.
3. Recommendations from the screening that rise to a Tier 3 level of needed support will signal a referral to an SSA team.
4. The SSA team will review the RtII module documentation along with the screener reports and recommendations. The SSA team will provide the necessary family, agency, and school outreach necessary to support regulation and improvement.
5. Depending on the specific needs of the case, an SSA team may spend a number of days or weeks at the school supporting the at-risk student and school-based professionals. During this time, a more detailed Functional Behavioral Assessment and related Behavior Intervention plan will be discussed and implemented.

## II. Social Emotional Learning Grounded in a Multi-Tiered System of Supports

Students' ability to learn well depends not only on instruction, but also on factors such as school climate, a sense of belonging with peers, positive relationships with educators, and the feedback they receive. These areas are best addressed by a commitment to a **Multi-Tiered System of Supports** with attention to robust programs that focus on Social and Emotional Learning (SEL). It is critical that all LPS educators understand and promote the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Support for SEL is necessary to develop competencies - in addition to academic content knowledge - that will be necessary to succeed in college and in careers. Effective SEL programming must begin in preschool and continue through high school. Effective SEL programming in LPS will promote the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Many risky behaviors such as drug use, violence, bullying, and dropping out can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, along with broad parent and community involvement in program planning, implementation, and evaluation.

To that end, the Office of Student Support Services plans to expand the commitment to Restorative Justice Practice and offer additional supports in the form of increased FTEs for school counselors in 2020-21. Through the anticipation of Student Opportunity Act funding, LPS plans to shift this trajectory in favor of increased support, relentless professional learning, and vetted SEL curricula that promotes the competencies advocated by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

## III. Co-Teaching for Full Inclusion

Through a residency partnership with Dr. Marilyn Friend, LPS launched a very successful co-teaching pilot in four schools during 2019-20. Marilyn Friend, Ph.D., Professor Emerita of Education in the Department of Specialized Education Services at The University of North Carolina at Greensboro, is also Past President of the Council for Exceptional Children (CEC), the largest international professional organization dedicated to improving the educational success of children and youth with disabilities and/or gifts and talents. Dr. Friend is the author or co-author of widely used college textbooks on special education: a variety of co-teaching materials for teachers and administrators; more than 60 articles about collaboration, inclusive practices, and co-teaching; and a highly popular video series on co-teaching and other inclusive practices.

The four LPS co-teaching elementary classrooms included a general education teacher and a dedicated full-time special education teacher. Each class was composed of 60% typically performing students along with 40% of students identified with significant learning disabilities. Most of the Students with Disabilities (SWD) were formerly assigned to pull-out services for as much as 60% of their school day prior to the full inclusion co-teaching opportunity. Additionally, two middle school teams were afforded an additional special education teacher to support the needs of SWD in core content classes. An initial data review of student growth outcomes from Fall 2019 to Winter 2020 (NorthWest Evaluation Association, Measures of Academic Progress) demonstrated strong results. For example, 12 of 18 students assigned to the co-teaching classroom at Frost Elementary School posted growth levels above the 40<sup>th</sup> percentile, with eight of those students above the high growth, gap closing level of the 60<sup>th</sup> percentile.

During the 2020-21 expanded Co-Teaching Initiative, LPS plans to add 12 more dedicated Special Education Teachers and six licensed English as a Second Language Teachers who will each partner with a general education teacher. The goal will be to ensure that at least one co-teaching team will be available and supported for each school serving students in Grades K-12.

During 2020-21, Dr. Friend’s in-district work is planned as a residency that will focus on collaboration, co-teaching, inclusive school practices, team building, shared problem solving, and interpersonal communication. During the residency co-teachers will learn:

- **Co-teaching is a service delivery mechanism.** Co-teaching exists as a means for providing the specially designed instruction (SDI) to which students with disabilities and/or English Learners are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services. It is the provision of the SDI that leads to significantly improved student outcomes.
- **Two or more professionals with equivalent licensure and employment status are the participants in co-teaching.** Co-teaching is based on parity. When paraprofessionals or other adults assist in classrooms, the contribution is valuable, but it is appropriately considered support rather than co-teaching.
- **Co-teachers share instructional responsibility and accountability for a single group of students for whom they both have ownership.** Both educators contribute to instruction as part of co-teaching. Perhaps the most significant re-conceptualization critical for co-teaching is the notion of a two-teacher classroom—rather than a one-teacher classroom with “help” available from the other teacher.
- **Co-teaching occurs primarily in a shared classroom or workspace.** Although instructional reasons sometimes exist for physically separating students and teachers, co-teaching usually involves multiple activities occurring in one place. Of course, this implies that co-taught classes tend to be highly interactive places with high levels of student engagement.
- **Co-teachers’ specific level of participation may vary based on their skills and the instructional needs of the student group.** This is important, especially in middle and high school, when special educators and/or ESL teachers are co-teaching in subjects in which they have had limited professional preparation. Their skill and comfort for contributing to initial instruction may take time to develop. In such situations, care must be taken by co-teachers to outline roles and responsibilities so that both professionals have meaningful instructional roles

#### IV. Learning Center for Academic Reinforcement

The District plans to add a Learning Center for Academic Reinforcement staffed by Special Education personnel for students at the high school level who are assigned to full and/or partial inclusion programs. These students may benefit from a center that will provide individualized reinforcement and re-teaching of content and concepts taught in general core classes. The Learning Center will provide targeted support in academic content (reading, writing, math, science, history), and/or executive functioning (organizational skills). The Learning Center will provide students with opportunities for reinforcement and review to ensure academic success in inclusion classes. Students will learn pragmatics and compensatory strategies so they may successfully access the general education curriculum. Learning Center teachers may provide re-teaching of the core curriculum as well as test-taking techniques. They will provide support in both scheduled small group classes and/or as co-teachers in mainstream English Language Arts, Math, and Science classes.

#### V. Full and Partial Inclusion/Resource Room – Specific Learning Disabilities and/or Emotional Disabilities

The District provides a Resource Room model for Grades 1-8 as learning spaces where a special education teacher instructs and assists students identified with one or more disabilities including those with Specific Learning Disabilities and Emotional Disabilities. These classrooms are staffed by special education teachers and paraprofessionals. Students assigned to Resource Room support may require specialized instruction and support from special educators and related service providers for short periods of the day or may require more intensive service delivery of up to 60% of the day depending on the individual needs of the student.

These students receive specialized instruction in an individualized or group setting for a portion of the day. Individual needs are supported in Resource Rooms. The students assigned to resource room support receive some time in the Resource Room and time in the regular education classroom with modifications and/or

accommodations which may include specialized instruction with their typical peers. Special education push-in support from the teacher, paraprofessional, related service provider, counselor, or BCBA within the regular education setting is part of the partial/full inclusion model.

Special education instructors in a Resource Room provide specialized instruction and focus on particular goals as mandated by an IEP along with modified grade-appropriate content curriculum with modifications. Some students also require support to develop executive function skills, including organization, time management, and self-regulation.

Depending on individual needs, students may attend resource rooms three to five times per week for about forty five minutes per day. Resource Room classrooms benefit students with language-based learning disabilities such as dyslexia as they provide the small group and/or individualized opportunity for research-based interventions such as Orton-Gillingham and Wilson Language Reading. Students identified with a language-based disability, such as dyslexia, will benefit from these opportunities. For 2020-21, the District will contract with Wilson Language Systems, Oxford, MA, to launch a year-long training and practicum for up to 30 special educators who have been accepted into the program.

While the Special Educator assigned to manage the Resource Room provides a significant level of inclusion and push-in support, some students may also benefit from time in a small group setting to improve visual-motor perception, targeted intervention for conceptual development, and social/emotional perception.

## **VI. Independent Learning Program**

A successful pilot for students with Autism and/or significant Social Emotional Disabilities was launched in 2017-18 and has grown to 15 programs serving students across the district in Grades PK-12. Many of these students were formerly placed in the District's more restrictive Therapeutic Day School (School for Exceptional Studies) and are now accessing their education in inclusive environments. The District has also coordinated and supported the increased assignment of Board Certified Behavior Analysts (BCBAs) to support the staff and students in these Independent Learning Programs (ILP) for students with Autism and/or significant Social Emotional Disabilities. During 2019-20, LPS also increased the number of BCBAs from five to nine.

Inclusive education that ensures that all students have the opportunity to learn in schools and classrooms alongside typical peers is an essential component of quality educational programming for students with autism spectrum disorder and related disabilities. Ensuring specialized supports, expert behavior analysis, and augmentative/assistive technology is paramount to success for this growing group of students. Launched with two programs during 2017-19, LPS has expanded the ILP to include 15 models supporting close to 100 students in Grades PreK-12. For those individual students who need a specialized environment to learn the behavioral and sensory self-management skills necessary for success in typical school environments, the district also offers a Comprehensive Learning Center (CLC) at the School for Exceptional Studies at the Annex for Grades K-8 and the School for Exceptional Studies at North Central Educational Complex for Grades 9-12. Both schools are licensed as in-district public day programs.

ILP classrooms have been designed to provide evidence-based educational practices for students diagnosed with Autism Spectrum Disorder as well as significant Social Emotional Disabilities. The classrooms are resourced with educators, special education teachers, paraprofessionals, and BCBAs trained in the principles of Applied Behavior Analysis. Students assigned to these classrooms have access to general education settings, curriculum, and activities while still receiving the individualized supports they need to be successful during the school day. Focused on academic achievement, work habit behavior, and generalizing socially appropriate behaviors, the ILP also reinforces learning related to functional communication, increased independence, and behavioral and sensory self-regulation. Each student is assigned to a general education grade level homeroom, is included in grade level general education curriculum content, integrated studies, and enrichment opportunities as appropriate. Families are included and welcomed in the school and classroom communities.

Second only to Specific Learning Disabilities, students identified with a primary disability of Autism now represent more than 13% of all LPS students with disabilities. A number of these students are also identified as English Learners. It is critical that LPS provide enhanced supports, expert professional development, and a continued focus on program expansion.

LPS plans to add another four ILP programs for 2020-21. These programs are needed for students who are aging out of current ILP programs launched at the primary and elementary levels. Of particular focus will be support for students with Autism who will be transitioning to middle and high school campuses.

In addition to adding FTEs, LPS will expand the services of Dr. Patricia McDaid, an Autism and Behavior Specialist to include an in-district residency. Dr. McDaid completed her doctorate at Boston University where she taught several university classes in the department of special education. She currently works as a consultant to the TIES Center for Inclusive Practices and Policies, an OSEP-funded national technical assistance center. Dr. McDaid has worked with students having autism and other intensive support needs for the past 27 years, with a special focus on inclusive education and positive behavioral supports for this unique student population. While partnering with LPS, Dr. McDaid has been instrumental in training and supporting special education teachers and BCBA's who are supporting ILPs. For 2020-21, Dr. McDaid will expand this focus to provide individual student consultation, training, in-class coaching and technical assistance to educators, including general education teachers and administrators serving students identified with Autism and/or significant Social Emotional Disabilities. These supports will be delivered as embedded school-based professional learning where Dr. McDaid will facilitate educators to design educational/behavioral support materials, develop rating materials to share with colleagues, create student specific tools, and share examples of curriculum modifications. Dr. McDaid will also provide monthly in-class coaching to each ILP program providing a summary of strengths and next steps.

Specific topics for Dr. McDaid's coaching in 20-21 will include:

- Creating inclusive school communities
- Inclusive education for students with autism spectrum disorder/behavioral needs
- Increasing inclusive opportunities for students with intensive special needs
- Strategies to decrease and prevent challenging behavior in the classrooms
- Creating trauma-informed classrooms to support positive behavioral outcomes
- Introduction to functional behavioral assessment for non-special educators
- Creating function-based behavior intervention plans
- Using Zones of Regulation with schools, classrooms, and individual students
- Evidence-based classroom management strategies
- Supporting students with complex social-emotional and behavioral needs
- Verbal de-escalation strategies for classroom teachers

## **VII. Augmentative and Alternative Communication to Increase Inclusion Opportunities**

Another critical area of need for LPS related to inclusion opportunities for students identified with communication disabilities is in the area of Augmentative and Alternative communication (AAC). LPS plans to provide training along with increased access to the technology and communication applications our students will benefit from.

AAC encompasses the communication methods used to supplement or replace speech or writing for students with impairments in the production or comprehension of spoken or written language. For 2020-21, LPS will expand a partnership with Gray Consulting. Gray is a proven partner offering educational consulting specializing in Augmentative Communication, Assistive Technology, and speech therapy. Relying on a weekly school consultation module, Gray will be available to schools, special education directors, case managers, and educators to offer recommendations and guidance. In addition, Gray will provide evaluations and reports for team meetings as needed. Gray will continue to support and empower LPS to develop internal Assistive Technology systems.

Additionally, Gray will support LPS to continue a course for selected Speech Language Pathologists and Occupational Therapists to develop the skills needed to act in the role of a district-based AAC Assessment Team for LPS. It is anticipated that as more LPS Related Service Providers become skilled in the area of AAC, we will be best positioned to offer low and/or high tech AAC devices and applications for our students in need.

#### **VIII. Practical Academics 2**

The Practical Academics 2 Program provides students identified with cognitive impairment, with or without multiple disabilities, an opportunity for supported inclusion and substantially separate services as needed. Students evidence below average academic, language, and/or verbal skills as well as comprehension levels that require modified content, instruction, and/or benchmarks. Students require a small, highly structured environment that provides opportunities to develop math, reading, writing, organization, independent living and pre-vocational skills to support the student's ability to apply skills for successful post-secondary outcomes for part/most of the school day. Students are able to navigate the school environment with mild support. Students may require support for functional skills and may present externally focused maladaptive behaviors.

Students are able to demonstrate academic outcomes through **Entry Points** and may be eligible for traditional MCAS, MCAS Portfolio Assessment or may take part in the MCAS Alternative Assessment as determined by the IEP Team.

#### **IX. Post Grad 2 – Vocational Education (age 18-22)**

The Post Grad 2 Program is a Vocational Education transition experience that provides a continuation of the Practical Academic I supports. This transition program includes students aged 18-22 presenting with a cognitive impairment, with or without other identified disabilities. Students completing this program earn a Certificate of Attainment. The focus is on education and training in technical knowledge and skills that individuals with disabilities need to prepare for further education and careers in current or emerging employment sectors. The program includes academic and community based learning that is competency-based. The course curriculum is designed to meet student learning style needs and provide students with opportunities to participate in a work study program to promote work force skills, both on and off the school campus. The applied learning constructs contribute to the academic knowledge, problem solving skills, work attitudes, general employability skills, technical skills, and occupational skills, required by the student's specific IEP goals and benchmarks. When appropriate, students assigned to PG2 may be eligible for a high school diploma and may be able to generalize skills for post-secondary transition.

#### **X. Practical Academics 1**

The Practical Academics I Program is designed to support students identified with severe cognitive impairment, with or without multiple disabilities, who present limited functional adaptive skills. Students evidence significant learning challenges across ALL domains (functional academics, social pragmatic skills and adaptive functioning skills). Instruction is provided in a substantially separate setting to balance academic learning with targeted programming in the areas of functional academics; activities of daily living; social, community, and pre-vocational skills development; health; and safety.

Students are able to demonstrate academic outcomes through **Access Skills** and may take part in the MCAS Alternative Assessment for the most part.

#### **XI. Post Grad 1 - Vocational Education (age 18-22)**

The Post Grad 1 Program is a Vocational Education transition experience that provides a continuation of the Practical Academic I supports. This transition program includes students aged 18-22 presenting with a profound cognitive impairment that might include a combination of disabilities that require extensive communication and/or physical and mobility supports. Students are on track to earn a Certificate of Attainment. Students generally

require individualized instruction and training in the areas of Independent Living and Functional Academics. Education goals and supports include the areas of Independent living, Functional Academics, Social Communication, and vocational skills, with access to community based learning experiences.

## **XII. Medical Support and Sensitivity**

The Medical Support and Sensitivity Program serves students who have a profound cognitive impairment that requires them to be educated exclusively in a substantially separate program and to be supported with intense and sustained resources throughout the day. Students may present a combination of disabilities that require extensive communication and/or physical and mobility supports in order to meaningfully participate in the academic or social setting. Students identified with significantly limited skills in the areas of functional academics, social pragmatic skills, and adaptive functioning skills are provided with high levels of instructional, social, and medical support. A focus of the MSS program includes the implementation of functional life skills in academics, activities for daily living, pre-vocational tasks, recreation/leisure enrichment, and community participation. The program is driven by the individual abilities and needs of the students.

## **XIII. In-District Public Day School: School for Exceptional Studies Reset**

In an effort to maintain more students in-district, and to provide the most likely path of return to the neighborhood school, the Office of Student Support Services includes the School for Exceptional Studies (SES), an approved and well-regarded therapeutic day program for students in need of specialized full day supports. The SES offers four therapeutic programs. At present, approximately **5%** of students identified with one or more disabilities attend one of the SES programs.

SES is comprised of four therapeutic programs:

1. School for Exceptional Studies at the Annex (SESA)
2. Therapeutic Learning Center (TLC)
3. Comprehensive Learning Center (CLC)
4. Social Learning Center (SLC)

**School for Exceptional Studies at the Annex (Grades K-8)** is a small, licensed, public day school servicing globally delayed students on the Autism Spectrum in Grades K-8. Instruction is based upon the principles of Applied Behavior Analysis (ABA), and delivered by highly trained and appropriately licensed staff.

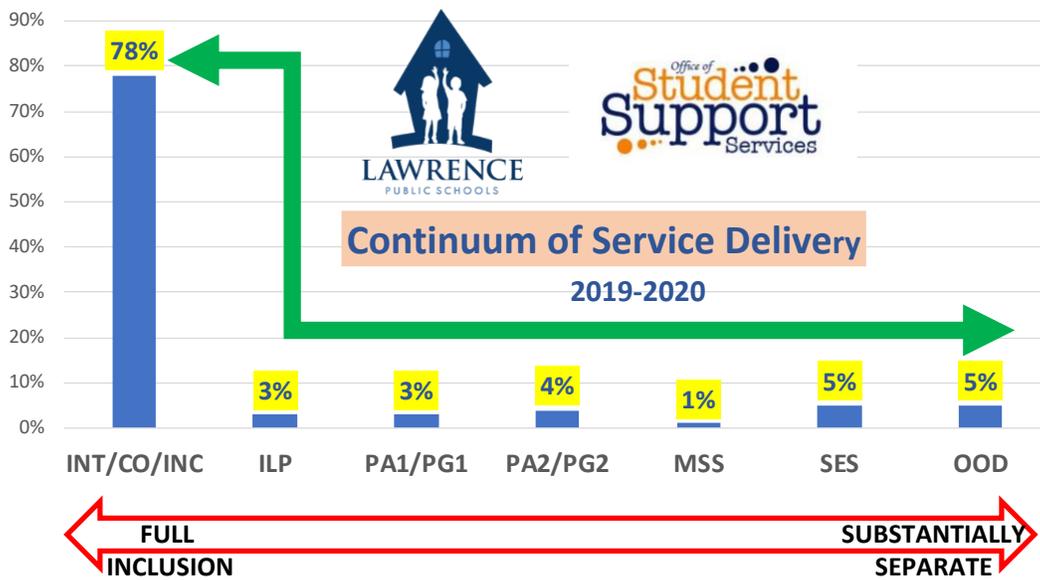
**Therapeutic Learning Center (Grades 1-12+)** is comprised of students with emotional impairments based upon their significant depression, anxiety, and/or psychosis. These students may be actively involved with community based mental health services and/or have been previously placed in a program providing a higher level of community care as a result of their mental health difficulties. This program is a diploma granting program.

**Comprehensive Learning Center (Grades 6-12+)** is comprised of students with intellectual impairments who display significant behavioral difficulties and/or mental health problems who require specialized instruction to further the development of their vocational skills, adaptive skills, social skills, and functional academic skills. The CLC services students who have been identified with an intellectual impairment and/or an emotional impairment. The guiding principle of CLC is to provide the students training and prepare them for meaningful employment upon completion of the program. Students will likely obtain a certificate of attendance upon reaching their 22<sup>nd</sup> birthday.

**Social Learning Center (9-12+)** is comprised of students with autism and intellectual impairments. The center uses teaching methods based upon the principles of ABA with an emphasis on the development of adaptive skills, functional academic skills, social skills, communication skills, and pre-vocational/vocational skills. Students will likely obtain a certificate of attendance upon reaching their 22<sup>nd</sup> birthday.

**XIV. Out of District Consideration**

The IEP Team process for determining an appropriate level of services and program placement for students identified with one or more disabilities is individualized and includes the input of educators, specialists, and parents/guardians as well as students (age 14+). While the LRE is at the center of these recommendations, for some students, especially those exhibiting extreme dysregulation of emotional control and behavior, the district is obligated to provide a free and appropriate level of public education (FAPE) to meet the needs of every student identified with one or more disabilities in a more restrictive environment than what is available in-district. For some students (less than 5%), the district is also responsible for out-of-district tuition at specialized day or residential schools in order to provide FAPE.



**Additional Information**

**ADDENDUM 1: Special Education Continuum of Support Program Sections and Students** PAGE 10-11

**ADDENDUM 2: Lawrence Public Schools’ Vision for Inclusion** PAGE 12

**ADDENDUM 3: 2019-20 Special Education Advocacy Cabinet Membership** PAGE 13

Special Education Continuum of Support – 2,553 Students

June 19, 2020

2020-21	ZONE 1	ZONE 2	ZONE 3	ZONE 4																																																																																									
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F: FULL INCLUSION P: PARTIAL INCLUSION SS: SUBSTANTIALLY SEPARATE INT: INTEGRATED PREK-AM AND PM

Districtwide: Orton Gillingham Specialist and DHH Tutor

School for Exceptional Studies - In-District Public Therapeutic Day School

2020-21

Program	Grades	# of Sections	# of Students
SLC at ANNEX	2-7	6	31
SLC at NCEC	9-12	2	15
SLC at NCEC	PG 18-22	1	4
TLC at NCEC	2-5	3	8
TLC at NCEC	6-8	3	21
TLC at NCEC	9-11	3	26
TLC at NCEC	12-PG	2	9
CLC at NCEC	1-3	2	5
CLC at NCEC	8-9	2	2
CLC at NCEC	9-12	1	7
--5%-- SS	TOTAL →	25	128

Out of District Assignments

2019-20

Grade Levels	# of Students
1-4	10
5-8	29
9-12	62
Post Grad (18-22 years)	23
--5%-- SS	TOTAL → 124



## ***Inclusion in Lawrence Public Schools***

*We are committed to embracing effective inclusive practices by providing increased and meaningful opportunities, supporting additional resources for each neighborhood zone, offering high quality professional learning and advocacy, as well as promoting the understanding that student's individual needs must be considered.*

- **Inclusion in Lawrence Public Schools relies on a values-oriented mindset.**

Inclusion is based on the premise that all students with disabilities, regardless of disability type and level of need, have a right to be educated with their nondisabled peers and to be fully included as a member of their general education classrooms and school community. Inclusion is achieved by a commitment to educate each student to the maximum extent appropriate in the classroom he or she would otherwise attend. It involves bringing the support to the student rather than bringing the student to the supports outside of the general education setting. Inclusion requires IEP teams to collaborate and ensure that students derive educational and social benefit from being in the class as mere physical placement in the general education classroom is not sufficient. This requires a commitment to move needed services and resources to the student with the disability rather than placing the student where the services presently exist in a more removed or separate setting.

- **Inclusion in Lawrence Public Schools requires strategic scheduling.**

Scheduled time for daily and/or weekly collaboration between general education and special education educators is crucial so they may best teach and reach all students, including those with various disabilities. This change serves to expand the roles of special educators and general educators so that the primary responsibility for the education of students with disabilities in an inclusive setting rests with both teachers. Support and advocacy for this belief includes collaborating with our families, community members, and those committed to protecting the rights of students with disabilities. The development of the *Special Education Advisory Cabinet* is leading the next phase of this work.

- **Inclusion in Lawrence Public Schools must be student-centered.**

Teachers must assess where each of their students are academically, socially, and culturally to determine how best to facilitate their learning. Student-centered inclusion teachers view their role as educating the “whole student” rather than simply delivering curriculum. Expertise in assessments, co-teaching, standards-mastery learning, students' learning styles, differentiated accommodations and modifications are most important for our teachers to develop and implement in general classrooms for students with and without disabilities. Professional Development should support this effort with individualized and adaptive learning approaches, universal design for learning, cooperative learning strategies, models of co-teaching, as well as Massachusetts' Multi-Tiered Systems of Support. Embedded into the above practices will be effective strategies for social-emotional learning and restorative justice.



Lawrence Public Schools • 237 Essex Street • Lawrence, MA 01840

## Special Education Advocacy Cabinet 2019-20 Membership

**Note of Appreciation:** Members of the 2019-20 inaugural Special Education Advocacy Cabinet are commended for their commitment and tireless dedication to advancing the district's vision for Inclusion for all learners. Through communication, collaboration, and advocacy, this team supported the redesign of the Office of Student Support Services. Their efforts have informed increased support, high quality professional learning, and advanced opportunities for inclusion that include the resources necessary for success.

NAME	ROLE	LOCATION or SUPPORT AREA
Maura Bradley-Gnanou	Principal	Rollins Early Childhood Center
Lori Butterfield	Principal	South Lawrence East Elementary
Dr. Marilyn Friend	Consultant	Co-Teaching
Brenda Gregg	Special Education Teacher	Rollins Early Childhood Center
Stephanie Goudreau	Lead Occupational Therapist	Early Intervention Screening Team
Carol Keenan	Special Education Director	Zone 3
Julia Landau	Senior Project Director	MA Advocates for Children
Colleen Lennon	Principal	Wetherbee School
Brittany Lynch	Lead Counselor	Districtwide
Dr. Patricia McDaid	Consultant	Autism and Behavior Specialist
Cynthia Paris	Superintendent	Lawrence Public Schools
James Parker	Special Education Director	Zone 4
Michaela Pigeon	Special Education Teacher	South Lawrence East Elementary
Sean Reardon	Special Education Director	Zone 2
Honorable Daniel Rivera	Mayor	City of Lawrence, Lawrence Alliance for Education
Yartiza Rizzo	President	Special Education Parent Advisory Council
Angela Smagula, Esq.	Attorney	Khan & Smagula, Counsel to LPS
Melissa Spash	Principal	LHS - Grade 9
Dr. Mary A. Toomey	Assistant Superintendent	Office of Student Support Services
Marlena Ysalguez	Special Education Director	Zone 1