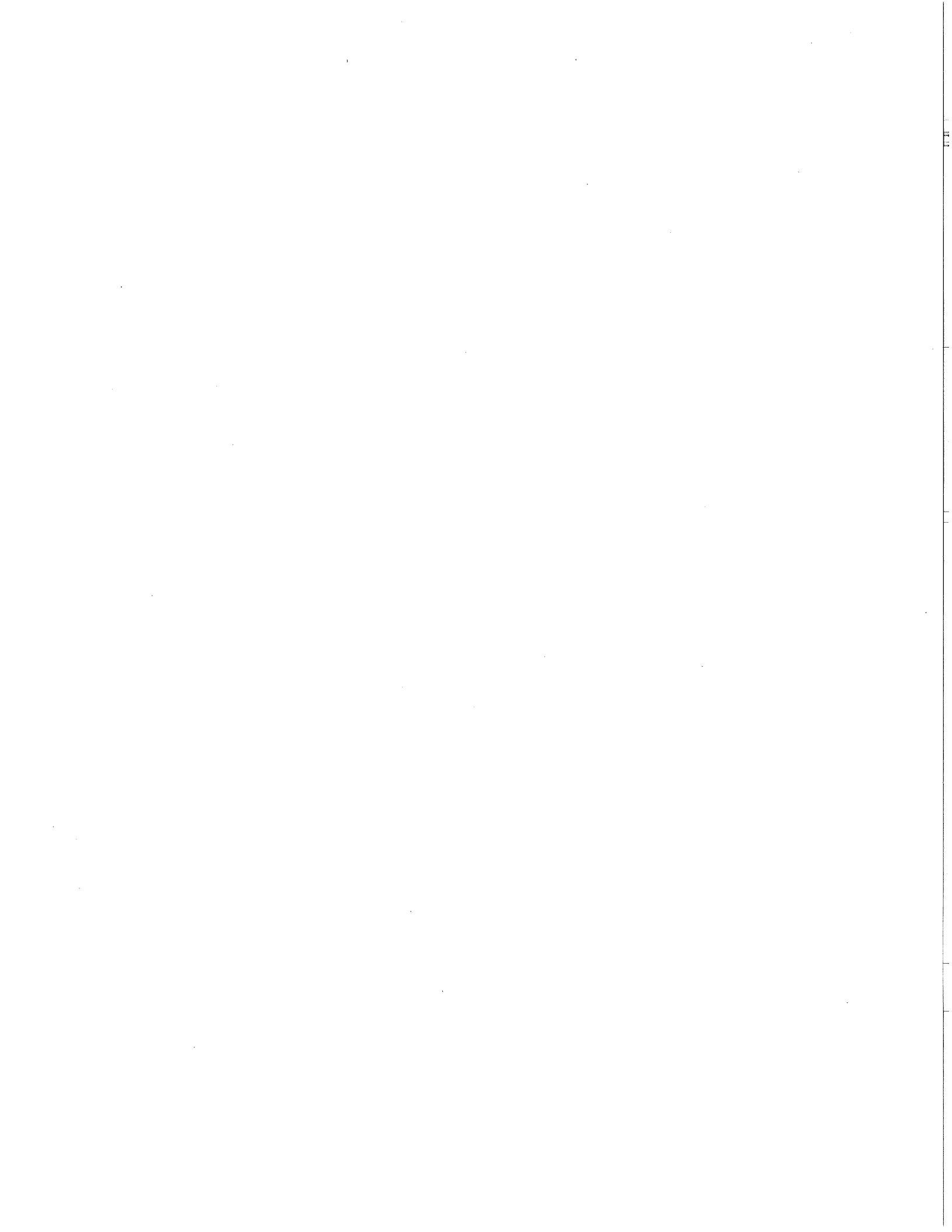


Special Education Presentation
to the
Cambridge School Committee

By Jean Spera,
Office of Special Education
Interim Executive Director

December 4, 2012



Executive Summary
Office of Special Education
December 4, 2012

Please find enclosed the Office of Special Education information for the school year 2012-2013.

This presentation is organized as follows:

1. Statistical Information

- Referral Rate by School, Gender, Race and Grade
- Out of District Information
- Percentage of Students by School and by Grade
- Percentage of Students by Disability and Level of Need

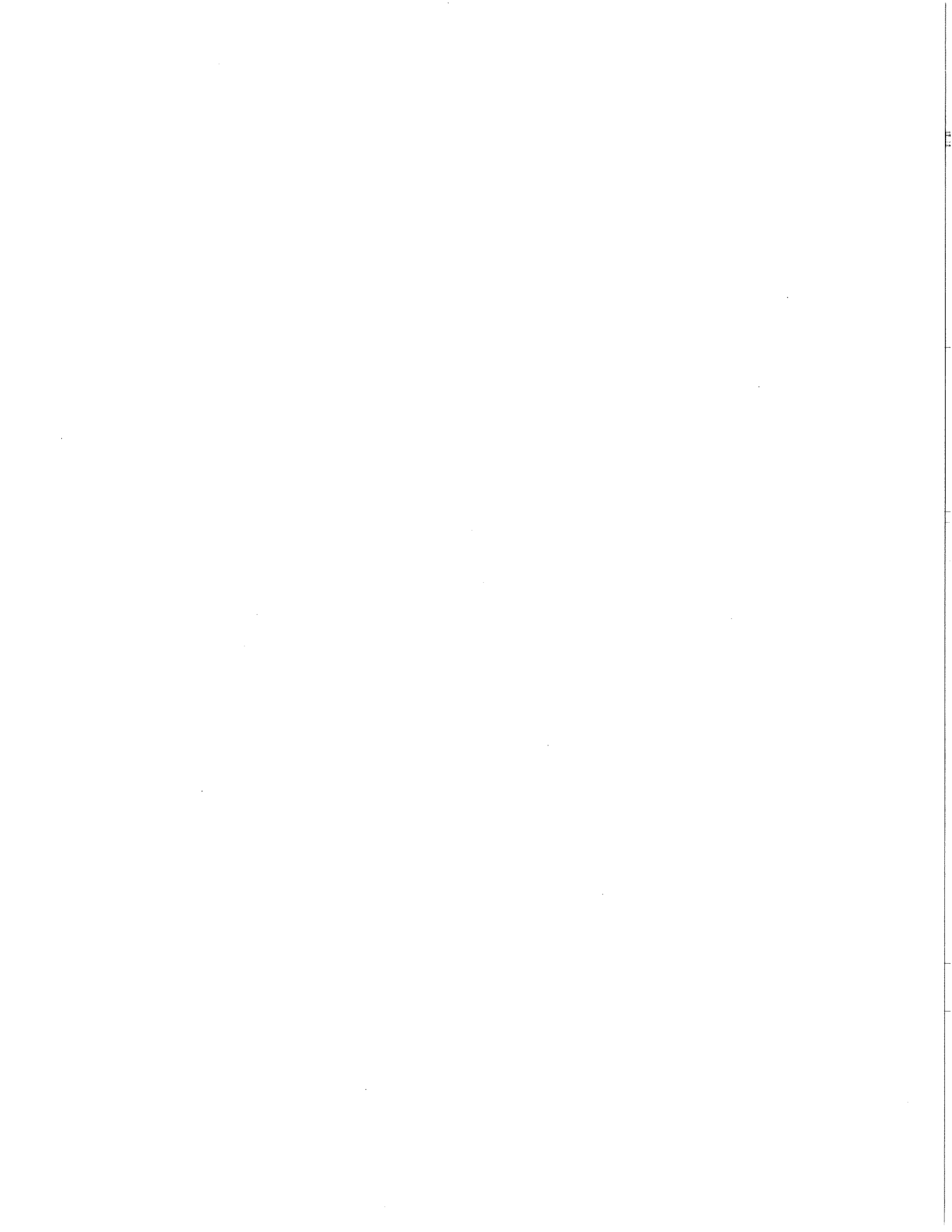
2. Office of Special Education response to WestEd Recommendations and phasing plan for upcoming years.

3. Section 504 Information

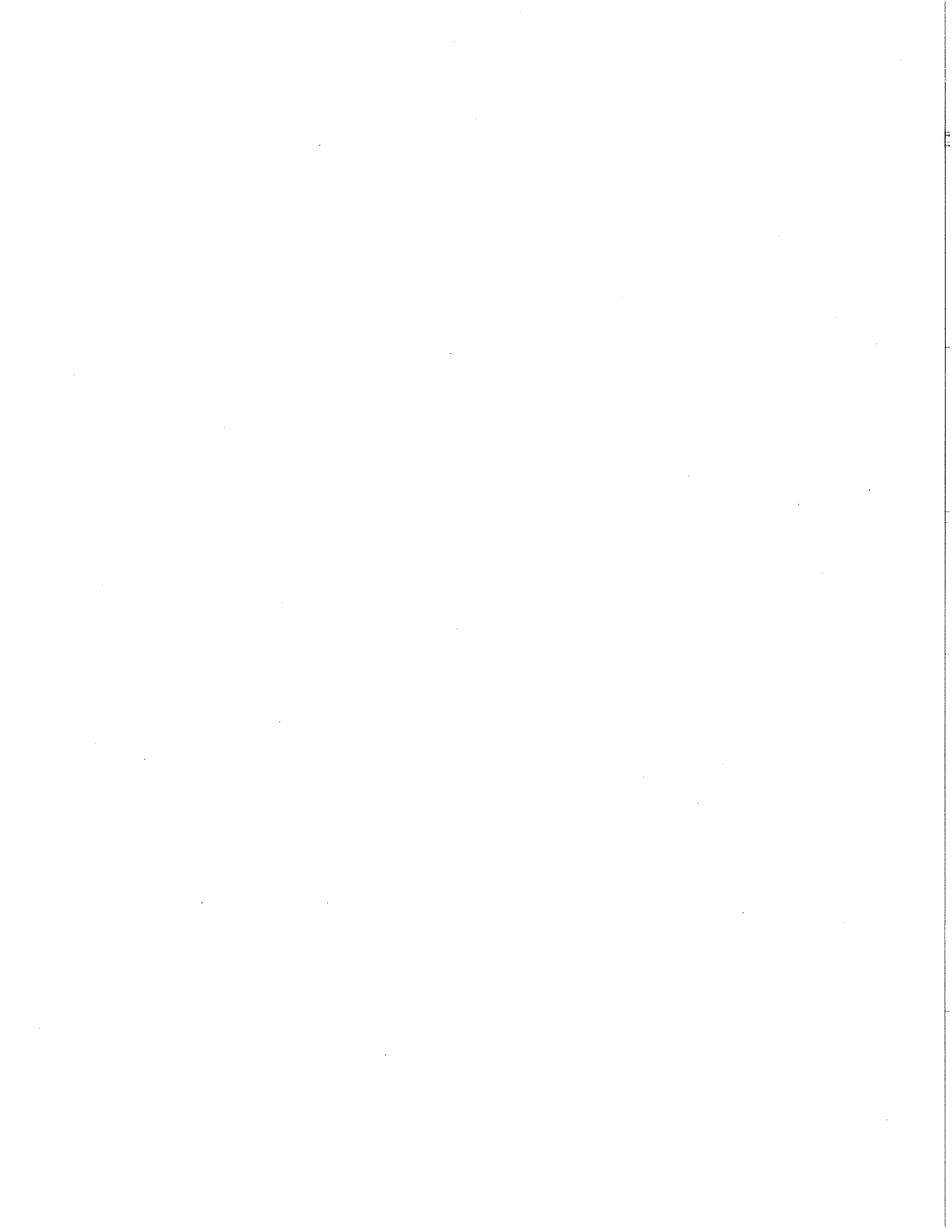
- 504 Contact List - SY12-13
- Parent Training Agenda
- Section 504 and Accommodations Overview
- New School Administrators Presentation - SY12-13

4. Parent Information

- Welcoming Letter
- OSE Newsletter
- Parent Introduction Letter
- Parent Transition Planning Workshop Series



Special Education Statistical Data



OSE
Number of Students identified as SpEd per school
October 1st 2012

School Year Report Date	2010-2011 CURRENT				2011-2012 CURRENT				2012-2013 CURRENT			
	Enrollment	# of SpEd Students	% of SpEd Students	Enrollment	# of SpEd Students	% of SpEd Students	Enrollment	# of SpEd Students	% of SpEd Students	Enrollment	# of SpEd Students	% of SpEd Students
Amigos	326	47	14.4	334	46	13.8	339	46	13.6			
Baldwin	375	66	17.6	364	61	16.8	306	68	22.2			
Cambridgeport	292	38	13.0	263	39	14.8	257	34	13.2			
Cambridge Street Upper School							253	70	27.7			
CRLS	1592	275	17.3	1616	252	15.6	1683	234	13.9			
Fletcher Maynard Academy	218	73	33.5	271	81	29.9	221	57	25.8			
Graham & Parks	428	66	15.4	409	69	16.9	355	49	13.8			
Haggerty	269	55	20.4	290	61	21.0	251	53	21.1			
Kennedy-Longfellow	387	68	17.6	406	64	15.8	293	39	13.3			
King	268	47	17.5	294	57	19.4	246	24	9.8			
King Open	498	111	22.3	485	125	25.8	346	81	23.4			
Morse	403	96	23.8	401	89	22.2	298	84	28.2			
Peabody	518	115	22.2	501	117	23.4	311	61	19.6			
Putnam Avenue Upper School							241	60	24.9			
Rindge Avenue Upper School							252	54	21.4			
Tobin	271	74	27.3	418	81	19.4	274	45	16.4			
Vassal Lane Upper School							291	79	27.1			
Total Enrollment	5845	1131	19.3	6052	1142	18.9	6217	1138	18.3			

Special Education Students Level of Need by School
October 1st 2012

AU	School Name	Enrollment	# of SpEd Students	Level of Need																
				1L	1M	1H	2L	2M	2H	3L	3M	3H	4L	4M	4H	5H	6H	8L	8M	8H
15	Amigos	339	46	1			34	4	1								4			
10	Baldwin	306	68				29	9	1								5			15
28	Cambridgeport	257	34				14	5									4			10
7	Cambridge Street Upper School	253	70				43	17	2								8			
30	CRLS	1688	234	56	22		52	40	3	1	22	24								
24	Fletcher Maynard Academy	221	57				25	8	1		1						3			9
25	Graham & Parks	355	49				27	7			1						7			2
13	Haggerty	251	53	1		1	29	9	4								5			9
27	Kennedy-Longfellow	293	39	1			16	6	2								5			8
17	King	246	24				22	1									1			
18	King Open	346	81				42	16	2								7			1
20	Morse	298	84	1			28	14	2								5			14
21	Peabody	311	61				20	28			1						6			
8	Putnam Avenue Upper School	241	60	1			25	19									1			6
6	Rindge Avenue Upper School	252	54				24	24									6			
23	Tobin	274	45	1			23	2	1								12			6
9	Vassal Lane Upper School	291	79	2			41	15	1		1						1			18
	Total	6217	1138	64	22	1	494	224	19	1	27	24	0	5	111	2	0	59	2	80
				Determining Level of Need																
				Level of need refers to the amount of special education services that a student receives in all environments (e.g. inside and/or outside of the general education classroom, or outside of the district).																
				The following three factors are taken into account when determining level of need, this is reflected on the PL2 (Administrative Placement/Environment Information) page of the IEP																
				Primary Setting																
				Service Provider																
				Level of Service																
1	In general education classroom	General Educators and Paraprofessionals with consultation	Under 25% of program time.																	
2	In and out of general education classroom	Combination of General Educators, Paraprofessionals, Special Educators and Related Service Providers	Between 25% and 75% of program time																	
3	Out of the general education classroom	Special Educators and Related Service Providers	Over 75% of program time																	
				>If two boxes are checked in Row 1, the level of need is determined to be low (L) >If two or three boxes are checked in Row 2, the level of need is determined to be moderate (M) >If two of three boxes are checked in Row 3, the level of need is determined to be high (H) >If one box is checked in each row, the level of need is either moderate (M) or high (H) depending on the need of the child																
				The number (1,2,3,4,8) that is attached to the level of need is determined by the minutes of service delivery in Grid B of the IEP. Grid B contains information about Special Education and Related Services in the general education classroom (Direct Services)																
				1 Services in Grid B only (no other services on the IEP) 2 Up to 7hrs per week of service in Grid B, plus other services on the IEP 3 Between 7 and 16.5hrs per week of service in Grid B, plus other services on the IEP 4 Between 16.5 and 30hrs per week of service in Grid B, plus other services on the IEP 8 Refers to 3 to 5 year old students only.																

Primary Disability
by School
October 1st 2012

AU	School Name	Disability Type:												
		1:AU	2:DD	3:IN	4:HR	5:VS	6:DB	7:NL	8:EM	9:CO	10:PH	11:SL	12:HE	13:MD
15	Amigos	1	21					1	1			21	1	
10	Baldwin	6	25	1	1		1	6	9	1		12	6	
28	Cambridgeport	3	18	1	1		1	1	5			4	1	
7	Cambridge Street Upper School	11			1		1	9	11			32	5	
30	CRLS (Inc HSEP)	11		18			3	31	5			145	20	1
24	Fletcher Maynard Academy	24	10	1	1		3	3	9	1		4	4	
25	Graham & Parks	2	18	1			1	1	7	2		11	6	
13	Hagerly	10	11	1			2	1	8	1		16	4	
27	Kennedy-Longfellow	4	21		1		2	2	3			6	2	
17	King	2	5				4	4	3			5	5	
18	King Open	16	30				2	8	6	1		12	6	
20	Morse	4	34	3			5	1	17	1		15	3	1
21	Peabody	7	18		2		1	1	8	1		18	6	
8	Putnam Avenue Upper School	2	1	17			1	7	4			23	5	
6	Ridge Avenue Upper School	2		1			4	8	5			31	3	
23	Tobin	3	22				1	1	5	1		12	1	
9	Vassal Lane Upper School	2	1	1			2	2	9	4		46	12	
	Total	110	235	45	7	0	0	86	115	13		413	90	2
		DOE Disability Codes												
		1:AU	Autism											
		2:DD	Developmental Delay											
		3:IN	Intellectual											
		4:HR	Sensory: Hearing											
		5:VS	Sensory: Vision											
		6:DB	Sensory: Deaf Blind											
		7:NL	Neurological											
		8:EM	Emotional											
		9:CO	Communication											
		10:PH	Physical											
		11:SL	Specific Learning											
		12:HE	Health											
		13:MD	Multiple Disabilities											

Out of District Placement Breakdown by School Year
November 2012

School Year	Students in Out of District Placements							Total # Outplaced Students FTE	% of CPS Enrollment	Comment
	CPS Enrollment	Day Programs FTE	% of CPS Enrollment	Residential Programs FTE	% of CPS Enrollment	Outplaced Students FTE	% of CPS Enrollment			
2003-2004	6436	194	3.01%	26	0.40%	220	3.42%	End of year FTE		
2004-2005	6183	163	2.64%	16	0.26%	179	2.90%	End of year FTE		
2005-2006	5838	145	2.48%	17	0.29%	162	2.77%	End of year FTE		
2006-2007	5751	142	2.47%	16	0.28%	158	2.75%	End of year FTE		
2007-2008	5725	143	2.50%	15	0.26%	158	2.76%	End of year FTE		
2008-2009	5731	146	2.54%	17	0.30%	163	2.84%	End of year FTE		
2009-2010	5981	147	2.46%	14	0.23%	161	2.69%	End of year FTE		
2010-2011	5845	170	2.91%	12	0.21%	182	3.11%	End of year FTE		
2011-2012	6052	168	2.78%	15	0.25%	183	3.02%	End of year FTE		
2012-2013	6217	153	2.46%	14	0.23%	167	2.69%	11/20/12 FTE		

Gender Breakdown by School
Total Enrollment and
Special Education Enrollment
October 1st 2012

AU	Total School Enrollment	Male Student Enrollment	Total School Enrollment				Special Education Enrollment				
			Male of Total School Enrollment	Female Student Enrollment	Female % of Total School Enrollment	Male SpEd Student Enrollment	Male SpEd % of Total School Enrollment	Female SpEd Student Enrollment	Female SpEd % of Total School Enrollment		
15	Arnigos	339	144	195	57.5%	25	7.37%	21	6.2%		
10	Baldwin	306	155	151	49.3%	46	15.03%	22	7.2%		
28	Cambridgeport	257	126	131	51.0%	18	7.00%	16	6.2%		
7	Cambridge Street Upper School	253	131	122	48.2%	43	17.00%	27	10.7%		
30	CRLS	1683	842	841	50.0%	136	8.08%	98	5.8%		
24	Fletcher Maynard Academy	221	119	102	46.2%	41	18.55%	16	7.2%		
25	Graham & Parks	355	197	158	44.5%	34	9.58%	15	4.2%		
13	Haggerty	251	122	129	51.4%	35	13.94%	18	7.2%		
27	Kennedy-Longfellow	293	144	149	50.9%	27	9.22%	12	4.1%		
17	King	246	98	148	60.2%	17	6.91%	7	2.8%		
18	King Open	346	202	144	41.6%	64	18.50%	17	4.9%		
20	Worse	298	142	156	52.3%	46	15.44%	38	12.8%		
21	Peabody	311	148	163	52.4%	33	10.61%	28	9.0%		
8	Putnam Avenue Upper School	241	136	105	43.6%	42	17.43%	18	7.5%		
6	Rindge Avenue Upper School	252	146	106	42.1%	37	14.68%	17	6.7%		
23	Tobin	274	134	140	51.1%	29	10.58%	16	5.8%		
9	Vassal Lane Upper School	291	151	140	48.1%	46	15.81%	33	11.3%		
Total Enrollment		6217	3137	3080		719		419			

Male Student Ethnicity Breakdown by School
October 1st 2012

Total Male School Enrollment:													
	Total School Enrollment	Male Student Enrollment	Male Student Enrollment Total	White		African American		Hispanic		Asian		Other	
				Male Student Enrollment	Male % of Total School Enrollment	Male Student Enrollment	Male % of Total School Enrollment	Male Student Enrollment	Male % of Total School Enrollment	Male Student Enrollment	Male % of Total School Enrollment	Male Student Enrollment	Male % of Total School Enrollment
AU	339	144		56	16.5%	7	2.1%	67	19.8%	6	1.8%	8	2.4%
15 Amigos	306	155		69	22.5%	38	12.4%	16	5.2%	15	4.9%	17	5.6%
10 Baldwin	257	126		60	23.3%	30	11.7%	16	6.2%	12	4.7%	8	3.1%
28 Cambridgeport	253	131		52	20.6%	50	19.8%	2	0.7%	8	3.2%	9	3.6%
7 Cambridge Street Upper School	1683	842		315	18.7%	295	17.5%	112	6.7%	93	5.5%	27	1.6%
30 CRLS	221	119		32	14.5%	47	21.3%	25	11.3%	36	10.1%	9	4.1%
24 Fletcher Maynard Academy	355	197		90	25.4%	39	11.0%	23	6.5%	36	10.1%	9	2.5%
25 Graham & Parks	251	122		56	22.3%	31	12.4%	7	2.8%	18	7.2%	10	4.0%
13 Haggerty	293	144		54	18.4%	45	15.4%	27	9.2%	13	4.4%	5	1.7%
27 Kennedy-Longfellow	246	98		17	6.9%	43	17.5%	8	3.3%	21	8.5%	9	3.7%
17 King	346	202		101	29.2%	40	11.6%	28	8.1%	14	4.0%	19	5.5%
18 King Open	298	142		46	15.4%	45	15.1%	14	4.7%	18	6.0%	19	6.4%
20 Morse	311	148		67	21.5%	39	12.5%	12	3.9%	18	5.8%	12	3.9%
21 Peabody	241	136		44	18.3%	55	22.8%	17	7.1%	17	7.1%	3	1.2%
6 Putnam Avenue Upper School	252	146		68	27.0%	47	18.7%	13	5.2%	13	5.2%	5	2.0%
8 Rindge Avenue Upper School	274	134		57	20.8%	34	12.4%	11	4.0%	15	5.5%	17	6.2%
23 Tobin	291	151		48	16.5%	56	19.2%	17	5.8%	23	7.9%	7	2.4%
9 Vassal Lane Upper School													
Total Enrollment	6217	3137		1232		941		425		346		193	
Total Male Special Education Enrollment:													
	Total School Enrollment	Male Student Enrollment	Male Student Enrollment Total	White		African American		Hispanic		Asian		Other	
				Male SpEd Student Enrollment	Male SpEd % of Total School Enrollment	Male SpEd Student Enrollment	Male SpEd % of Total School Enrollment	Male SpEd Student Enrollment	Male SpEd % of Total School Enrollment	Male SpEd Student Enrollment	Male SpEd % of Total School Enrollment	Male SpEd Student Enrollment	Male SpEd % of Total School Enrollment
15 Amigos	339	25		10	2.9%	1	0.3%	13	3.8%	1	0.3%	0	0.0%
10 Baldwin	306	46		17	5.6%	17	5.6%	6	2.0%	2	0.7%	4	1.3%
28 Cambridgeport	257	18		6	2.3%	8	3.1%	2	0.8%	0	0.0%	2	0.8%
7 Cambridge Street Upper School	1683	43		15	0.9%	20	1.2%	6	0.4%	0	0.0%	2	0.1%
30 CRLS	221	136		29	12.7%	80	36.0%	20	9.0%	1	0.4%	6	2.7%
24 Fletcher Maynard Academy	355	41		10	2.8%	15	4.2%	11	3.1%	3	0.8%	2	0.6%
25 Graham & Parks	251	34		21	8.4%	7	2.8%	3	1.2%	2	0.8%	1	0.4%
13 Haggerty	293	35		15	5.1%	10	3.4%	4	1.4%	5	1.7%	1	0.3%
27 Kennedy-Longfellow	246	27		12	4.9%	8	3.3%	6	2.4%	1	0.4%	0	0.0%
17 King	346	17		4	1.1%	10	2.9%	3	0.9%	0	0.0%	0	0.0%
18 King Open	298	64		22	7.4%	20	6.7%	11	3.7%	3	1.0%	8	2.7%
20 Morse	311	46		10	3.2%	20	6.4%	7	2.3%	3	1.0%	6	2.0%
21 Peabody	241	33		13	5.4%	11	4.6%	6	2.5%	2	0.8%	1	0.4%
6 Putnam Avenue Upper School	241	42		9	3.7%	19	7.9%	10	4.1%	4	1.7%	0	0.0%
8 Rindge Avenue Upper School	252	37		11	4.4%	19	7.5%	4	1.6%	3	1.2%	0	0.0%
23 Tobin	274	28		9	3.3%	8	2.9%	5	1.8%	4	1.5%	3	1.1%
9 Vassal Lane Upper School	291	46		11	3.8%	26	8.9%	5	1.7%	2	0.7%	2	0.7%
Total Enrollment	6217	719		224		299		122		36		38	

Female Student Ethnicity Breakdown by School
October 1st 2012

AU	Total School Enrollment	Female Student Enrollment Total	White		African American		Hispanic		Asian		Other	
			Female Student Enrollment	Female % of Total School Enrollment	Female Student Enrollment	Female % of Total School Enrollment	Female Student Enrollment	Female % of Total School Enrollment	Female Student Enrollment	Female % of Total School Enrollment	Female Student Enrollment	Female % of Total School Enrollment
15 Amigos	339	195	78	23.0%	11	3.2%	81	23.9%	4	1.2%	21	6.2%
10 Baldwin	306	151	79	25.8%	26	8.5%	14	4.6%	21	6.9%	11	3.6%
28 Cambridgeport	267	131	70	27.2%	18	7.0%	15	5.8%	16	6.2%	12	4.7%
7 Cambridge Street Upper School	253	122	35	13.8%	42	16.6%	23	9.1%	17	6.7%	5	2.0%
30 CRLS	1683	841	306	18.2%	40	2.4%	118	7.0%	91	5.4%	24	1.4%
24 Fletcher Waynard Academy	221	102	22	10.0%	40	18.1%	18	8.1%	7	3.2%	15	6.8%
25 Graham & Parks	355	158	69	19.4%	33	9.3%	17	4.8%	31	8.7%	8	2.3%
13 Heggerly	251	129	57	22.7%	35	13.9%	5	2.0%	22	8.8%	10	3.9%
27 Kennedy-Longfellow	293	149	48	16.4%	50	17.1%	23	7.8%	23	7.8%	5	1.7%
17 King	246	148	41	16.7%	48	19.5%	18	7.3%	31	12.6%	10	4.1%
18 King Open	346	144	78	22.5%	30	8.7%	16	4.6%	7	2.0%	13	3.8%
20 Morse	298	156	51	17.1%	53	17.8%	14	4.7%	24	8.1%	14	4.7%
21 Peabody	311	163	65	20.9%	61	19.6%	14	4.5%	10	3.2%	13	4.2%
8 Putnam Avenue Upper School	241	105	26	10.8%	41	17.0%	13	5.4%	20	8.3%	5	2.1%
6 Rindge Avenue Upper School	252	106	44	17.5%	29	11.5%	13	5.2%	14	5.6%	6	2.4%
23 Tobin	274	140	44	16.1%	40	14.6%	15	5.5%	29	10.6%	12	4.4%
9 Vassal Lane Upper School	291	140	49	16.8%	50	17.2%	11	3.8%	21	7.2%	9	3.1%
Total Enrollment	6217	3080	1162		909		428		388		193	
Total Female Special Education Enrollment												
			White		African American		Hispanic		Asian		Other	
	Total School Enrollment	Female Student Enrollment Total	Female SpEd Student Enrollment	Female SpEd% of Total School Enrollment	Female SpEd Student Enrollment	Female SpEd% of Total School Enrollment	Female SpEd Student Enrollment	Female SpEd% of Total School Enrollment	Female SpEd Student Enrollment	Female SpEd% of Total School Enrollment	Female SpEd Student Enrollment	Female SpEd% of Total School Enrollment
15 Amigos	339	21	4	1.2%	1	0.3%	13	3.9%	1	0.3%	2	0.6%
10 Baldwin	306	22	8	2.6%	9	2.9%	2	0.7%	1	0.3%	1	0.3%
28 Cambridgeport	257	16	7	2.7%	3	1.2%	5	1.9%	0	0.0%	1	0.4%
7 Cambridge Street Upper School	253	27	4	1.6%	17	6.7%	5	2.0%	1	0.4%	1	0.4%
30 CRLS	1683	98	22	1.3%	52	3.1%	20	1.2%	3	0.2%	1	0.1%
24 Fletcher Waynard Academy	221	16	2	0.9%	7	3.2%	3	1.4%	1	0.5%	3	1.4%
25 Graham & Parks	355	15	3	0.8%	6	1.7%	4	1.1%	1	0.3%	1	0.3%
13 Heggerly	251	12	10	4.0%	2	0.8%	0	0.0%	3	1.2%	3	1.2%
27 Kennedy-Longfellow	293	18	1	0.3%	5	1.7%	6	2.0%	0	0.0%	0	0.0%
17 King	246	7	0	0.0%	4	1.6%	1	0.4%	2	0.8%	0	0.0%
18 King Open	346	17	3	0.9%	9	2.6%	2	0.6%	1	0.3%	2	0.6%
20 Morse	298	38	8	2.7%	18	6.0%	5	1.7%	7	2.3%	0	0.0%
21 Peabody	311	28	7	2.3%	12	3.9%	3	1.0%	0	0.0%	6	1.9%
8 Putnam Avenue Upper School	241	18	2	0.8%	10	4.1%	4	1.7%	1	0.4%	1	0.4%
6 Rindge Avenue Upper School	252	17	6	2.4%	7	2.8%	4	1.6%	0	0.0%	0	0.0%
23 Tobin	274	16	6	2.2%	6	2.2%	2	0.7%	2	0.7%	0	0.0%
9 Vassal Lane Upper School	291	33	8	2.7%	14	4.8%	6	2.1%	3	1.0%	2	0.7%
Total Enrollment	6217	419	101		182		85		27		24	

School Referrals Comparison Chart
SY 2009-2010, 2010-2011 and 2011-2012

CPORT	Grade	# of Referrals 09-10	# of Referrals 10-11	# of Referrals 11-12	Males		Females		White	African Amer.	Hispanic	Asian	Other
	JK	2	1	5									
	K	1	2	2									
	1	3	4	1									
	2	0	2	0									
	3	1	3	2									
	4	0	1	1									
	5	0	1	0									
	6	0	0	0									
	7	0	0	1									
	8	0	0	0									
	Total Referrals 09-10	7			3	4	5	1	1	0	0	0	0
	Total Referrals 10-11		14		8	6	4	6	1	0	3	0	3
	Total Referrals 11-12			12	9	3	3	6	2	0	1	0	1

FLETCHER- MAYNARD	Grade	# of Referrals 09-10	# of Referrals 10-11	# of Referrals 11-12	Males		Females		White	African Amer.	Hispanic	Asian	Other
	JK	2	4	3									
	K	2	3	3									
	1	2	0	2									
	2	2	4	4									
	3	2	3	0									
	4	1	1	2									
	5	0	0	1									
	6	0	1	1									
	7	0	0	1									
	8	0	1	3									
	Total Referrals 09-10	11			4	7	1	7	1	1	1	1	1
	Total Referrals 10-11		17		7	10	5	7	3	0	2	0	2
	Total Referrals 11-12			20	12	8	4	8	6	0	2	0	2

**School Referrals Comparison Chart
SY 2009-2010, 2010-2011 and 2011-2012**

	<u>Grade</u>	<u># of Referrals 09-10</u>	<u># of Referrals 10-11</u>	<u># of Referrals 11-12</u>	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>African Amer.</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Other</u>
GRAHAM & PARKS	JK	0	1	1							
	K	0	3	8							
	1	8	3	4							
	2	4	5	1							
	3	3	0	4							
	4	1	3	3							
	5	1	0	4							
	6	0	3	6							
	7	0	3	2							
	8	0	0	0							
	Total Referrals 09-10	17			10	7	7	6	0	1	3
	Total Referrals 10-11		21		16	5	10	6	1	3	1
	Total Referrals 11-12			33	22	11	12	9	8	2	2

	<u>Grade</u>	<u># of Referrals 09-10</u>	<u># of Referrals 10-11</u>	<u># of Referrals 11-12</u>	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>African Amer.</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Other</u>
HAGGERTY	JK	0	0	1							
	K	1	5	5							
	1	3	6	2							
	2	1	4	2							
	3	5	3	2							
	4	3	5	3							
	5	4	7	3							
	6	0	1	2							
	Total Referrals 09-10	17			13	4	4	8	2	2	1
	Total Referrals 10-11		31		19	12	15	8	1	5	2
	Total Referrals 11-12			20	15	5	6	9	3	1	1

School Referrals Comparison Chart
SY 2009-2010, 2010-2011 and 2011-2012

	Grade	# of Referrals			Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12							
KENNEDY-	JK	0	0	5							
	K	0	3	5							
	1	0	2	2							
	2	1	2	2							
	3	0	1	0							
	4	1	0	2							
	5	1	2	0							
	6	2	0	2							
	7	1	0	1							
	8	1	0	1							
Total Referrals 09-10		7			4	3	0	5	1	1	0
Total Referrals 10-11			10		6	4	3	4	3	0	0
Total Referrals 11-12				20	15	5	8	9	3	0	0

KING	Grade	# of Referrals			Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12							
	JK	1	2	2							
	K	1	0	5							
	1	5	5	6							
	2	4	6	0							
	3	1	4	2							
	4	1	1	1							
	5	0	2	1							
	6	0	0	2							
	7	0	0	0							
	8	1	0	2							
Total Referrals 09-10		14			10	4	2	8	2	2	0
Total Referrals 10-11			20		10	10	4	11	2	2	1
Total Referrals 11-12				21	10	11	7	10	1	2	1

School Referrals Comparison Chart
SY 2009-2010, 2010-2011 and 2011-2012

PEABODY	Grade	# of Referrals 09-10	# of Referrals 10-11	# of Referrals 11-12														
					Males	Females	White	African Amer.	Hispanic	Asian	Other							
	JK	3	3	1														
	K	5	3	4														
	1	2	5	2														
	2	5	4	6														
	3	2	2	2														
	4	1	2	5														
	5	3	0	3														
	6	0	1	2														
	7	0	1	1														
	8	1	0	2														
		23			14	9	11	8	2	1	1							
Total Referrals 10-11			21		13	8	6	7	1	2	2	5						
Total Referrals 11-12				28	17	11	11	10	2	3	3	2						

TOBIN	Grade	# of Referrals 09-10	# of Referrals 10-11	# of Referrals 11-12														
					Males	Females	White	African Amer.	Hispanic	Asian	Other							
	JK	6	1	12														
	K	4	9	2														
	1	1	4	3														
	2	4	2	4														
	3	1	7	4														
	4	0	0	1														
	5	2	1	3														
	6	1	0	1														
	7	0	0	2														
	8	2	2	1														
		21			10	11	8	10	1	1	1							
Total Referrals 10-11			26		13	13	10	5	7	3	3	1						
Total Referrals 11-12				33	23	10	7	17	3	3	3	3						

School Referrals Comparison Chart SY 2009-2010, 2010-2011 and 2011-2012

	Grade	# of Referrals			# of Referrals 11-12	Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12								
LEARNING COMM. "C"	9	1	4	3								
	10	3	4	1								
	11	0	7	3								
	12	1	3	1								
Total Referrals 09-10		5			2	3	2	1	0	0	1	1
Total Referrals 10-11			18		10	8	5	11	1	0	0	1
Total Referrals 11-12				8	4	4	5	2	1	0	0	0

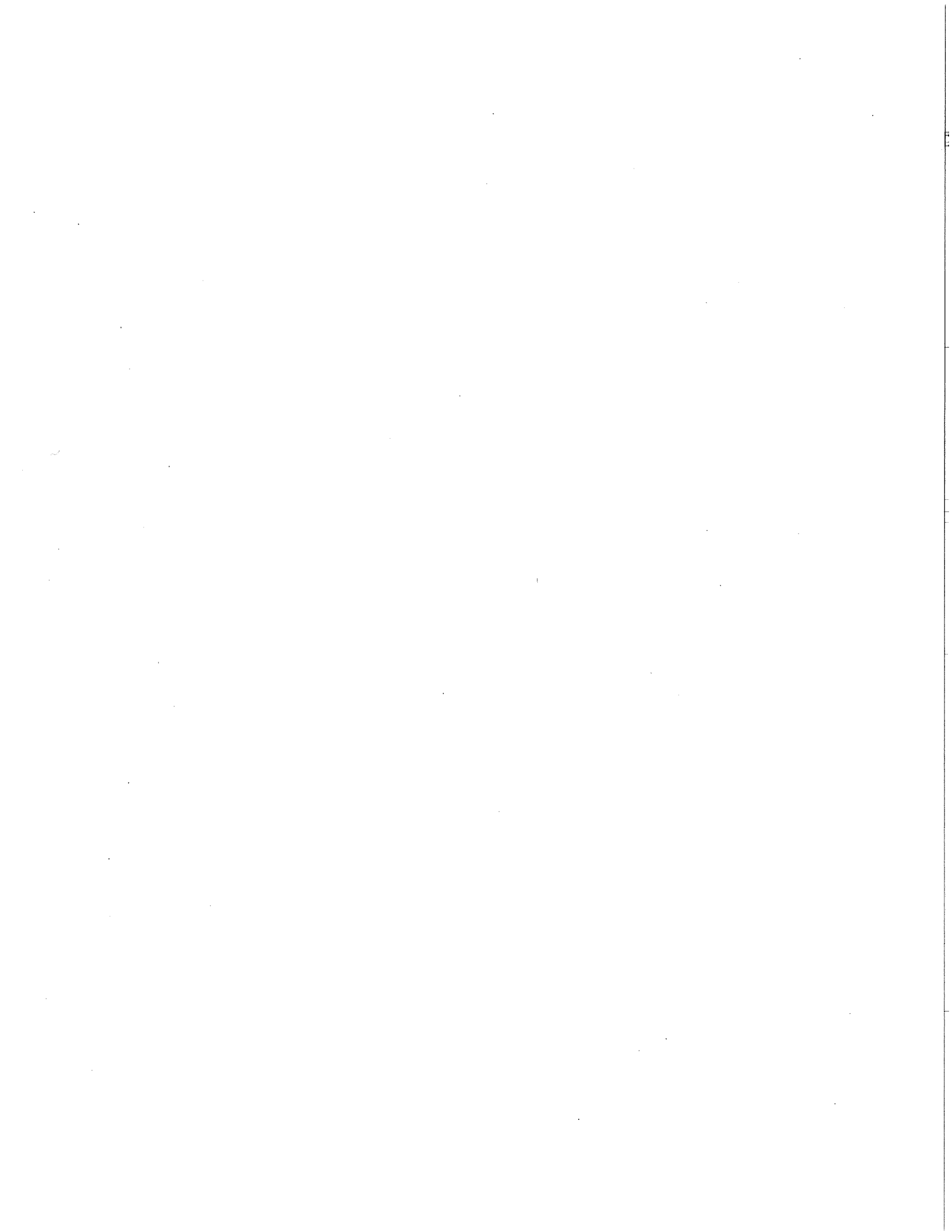
	Grade	# of Referrals			# of Referrals 11-12	Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12								
LEARNING COMM. "R"	9	4	1	3								
	10	3	3	6								
	11	0	2	0								
	12	0	2	0								
Total Referrals 09-10		7			5	2	0	4	3	0	0	0
Total Referrals 10-11			8		4	4	3	3	1	1	0	0
Total Referrals 11-12				9	4	5	3	3	1	1	1	1

	Grade	# of Referrals			# of Referrals 11-12	Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12								
LEARNING COMM. "L"	9	2	2	2								
	10	0	4	1								
	11	1	2	2								
	12	0	1	0								
Total Referrals 09-10		3			1	2	0	2	0	0	1	0
Total Referrals 10-11			9		6	3	7	2	0	0	0	0
Total Referrals 11-12				5	3	2	3	1	1	1	0	0

School Referrals Comparison Chart
SY 2009-2010, 2010-2011 and 2011-2012

LEARNING COMM. "S"	Grade	# of Referrals				Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12	10-11							
	9	2	2	5								
	10	1	3	4								
	11	0	2	3								
	12	0	0	0								
Total Referrals 09-10		3			2	1	2	1	0	0	0	
Total Referrals 10-11			7		4	3	5	2	0	0	0	
Total Referrals 11-12				12	6	6	8	1	0	3	0	

HS EXTENSION	Grade	# of Referrals				Males	Females	White	African Amer.	Hispanic	Asian	Other
		09-10	10-11	11-12	10-11							
	9	1	0	1								
	10	2	2	3								
	11	0	0	1								
	12	0	0	0								
Total Referrals 09-10		3			0	3	1	2	0	0	0	
Total Referrals 10-11			2		1	1	1	1	0	0	0	
Total Referrals 11-12				5	2	3	1	4	0	0	0	



**WestED
Recommendations
and
Implementation
Phases**



School Committee Presentation

Office of Special Education

December 4, 2012

Office of Special Education Vision: By providing inclusive learning experiences that facilitate success for students with disabilities through educationally appropriate programs and services designed to meet students' learning challenges, as well as collaboration with families, students, school staff and the community, students will develop the necessary skill to be able to access the same educational, extracurricular, and social experiences as their typical peers and achieve at their level of proficiency.

This report is designed as a follow-up to the Office of Special Education (OSE) School Committee presentation of March 16, 2012 which outlined a series of actions steps derived from recommendations contained in the WestED Report. It will provide updated information regarding the initial stages of the implementation process of the Phase Two (School Year 2011-2012) recommendations with a specific focus on areas of positive growth and areas of continued need. It is important to note that all initiatives discussed in this document, with the exception of the Section 504 Teacher in Charge, have been in place for only three months and, therefore, their assessment must be viewed with caution. Each priority area is tied to a WestED recommendation or recommendations.

Identified areas of concern resulting from the WestED Report

- After discussion and review, parents and staff identified four (4) priority action areas based on the results of the WestED Report of March 16, 2011. Priority areas remain the core of OSE action steps and are as follow:
 - I. Improve the continuum of services for fully mainstreamed students**
 - II. Develop a Language-Based Learning Disabilities Classroom**
 - III. Improve communication between parents and the OSE**
 - IV. Create a consistent protocol to develop, write, and implement Section 504 Plans**
- These four priority areas continue to be discussed and reviewed with parent and staff groups so that they remain dynamic and powerful forces in Special Education planning and program development. The four priority areas should also contribute to the realization of the goal of the Innovation Agenda: Academic Excellence and Social Justice for all students.

- As we move forward in this report, we will be examining the initial implementation of Phase Three of the WestED action plan. The OSE will continue to implement WestED recommendations over the course of the next four years.
- Over the four year implementation period, a long range plan for the review of existing programs and for the identification and evaluation of new programs will be developed. The purpose of the long range plan is to afford the department the capacity to consistently and appropriately meet the service and programming needs of students with disabilities. The goal of all planning and development should center on improving student outcomes.

Phase Three-School Years 2012-2013

In accordance with the Innovation Agenda, a series of action steps identified during School Year 2011-2012 were slated for implementation during School Year 2012-2013.

I. Continuum of Special Education Services

WestED Recommendation: Expand successful approaches based on data-based decision making and eliminate others where minimal results are demonstrated. For example, co-teaching is being implemented in several schools and feedback from teachers, staff, and some parents has been positive. However, implementing co-teaching with two full-time teachers per classroom on a large scale may be cost prohibitive. Evaluate the co-teaching model that is currently being used to ensure that it is resulting in improved student outcomes before moving to implement the approach on a broader scale.

WestED statements included the following statement: "Placement, interview and focus group data, as well as the educator and parent surveys show that potential "gaps" in the continuum of service options in Cambridge include: ... lack of a "language-based" classroom option for students with learning disabilities, and absence of a learning center or resource room option at the high school level."

WestEd Recommendation: Evaluate current and newly implemented instructional approaches and programs to assess their effectiveness and impact on student outcomes. Expand successful approaches based on data-based decision making and eliminate others where minimal results are demonstrated.

- As a result of the Innovation Agenda, all sixth grade math classes are utilizing a co-teaching model; specifically, a general educator and a special educator are teaching collaboratively to meet the needs of all students. Marilyn Friend, a leader in the development of co-teaching models, defines co-teaching as, "a service delivery option, a way to provide students with disabilities or other special needs the special instruction to

which they are entitled while ensuring that they can access the general curriculum in the least restrictive environment.... [It] is one way that students in inclusive schools may receive their services.” At this point in time, the OSE has not adopted the co-taught math class as a service delivery option. While there are many positive aspects to the co-taught math class, its overall design and development lack some of the basic components required to sustain the model as an appropriate service delivery option. For example, the co-taught math class has not identified a target special education population, does not include specific opportunities for the delivery of specialized instruction within the classroom, and has not determined co-teaching models that are proven to be effective with special education students.

- Because the co-taught math class is not a service delivery option, participation in the class does not ensure that a student’s special education service requirements will be met. Students, in all likelihood, will need to be also serviced by a special educator other than the special educator in the math class. At the middle school level, services typically include a combination of in class and out of class direct instruction. This means that special educators who are not working in the co-taught math class must absorb those extra service delivery minutes to meet compliance requirements.
- The OSE Leadership Team is in the process of taking a closer look at the sixth grade co-taught math class to determine how we may effectively use it as a service delivery option for some special education students. This is an opportunity to keep special education focused on student outcomes which is one of central themes of the Innovation Agenda.
- Currently, the OSE is coordinating with the Math Department to provide professional development to the co-teachers. An experienced CRLS special educator has developed a co-teaching training program based on her experience at the high school.
- For all students at the upper school level who have IEPs calling for Academic Strategies (Resource Room) service or any out of classroom direct services, the six day, rotating schedule with varying cohorts has been extremely challenging from a scheduling perspective. Additionally, many of the related service providers who are assigned to both an elementary school and an upper school are forced to operate on a 5 day schedule and a 6 day schedule simultaneously. While special education services are currently being delivered as indicated in students’ IEPs, it is a daunting task to deliver those services in ways that do not negatively impact on the students’ ability to access and participate in the general education curriculum.
- The OSE has made several shifts in staff across the district in order to ensure that caseloads are manageable and that services are in compliance.

- Cambridge Rindge and Latin School (CRLS) offers Academic Strategies (Resource Room) service as a service delivery model in accordance with students' IEPs. For students in grades 9-11, four (4) class periods have been designated as service delivery options for Semester 1; three (3) class periods have been designated as service delivery options for Semester 2. Depending on their course schedules, students may be required to miss an academic period to attend Academic Strategies (Resource Room). Several students, who are entitled to this service, have elected not to access it. Currently, seven (7) students are attending the Academic Strategies (Resource Room) during Semester 1.
- In September, 2012, CRLS began a pilot Academic Strategies (Resource Room) program specifically designed for seniors. In accordance with students' IEPs, service is provided in the subject areas of ELA and/or Math and is linked to the ELA and/or Math course that the student is taking during the specific semester. For example, if the student is enrolled in an ELA course in Semester 1, then the service is provided for that content area. Service is delivered in a class period different from the student's ELA or Math period and follows the Silver Day/Black Day schedule. In the senior Academic Strategies (Resource Room) program, students receive direct specialized instruction as stipulated in their IEPs; the instruction is designed to enable students to transfer directly taught skills into all curriculum areas and to become more independent learners. The special education and general education teachers are in close collaboration around content and curriculum goals. In its initial phases of implementation, this program appears to be quite promising with demonstrated improvement in classroom participation and performance as well as in skill development.

II. Develop a Language Based Class

WestED Recommendation based on Parents' Feedback: "Parent focus groups and surveys also indicated that some parents think that a gap exists for students with "language-based learning disabilities." Specifically, responding parents would like to see structured phonics-based programs such as Lindamood Bell, Orton-Gillingham, and the Wilson Reading System used more extensively or consistently with more one-to-one tutoring outside the regular classroom. They implied that out-of-district placements for some students might be avoided if these options were more available locally."

- A substantially separate language-based learning disabilities classroom was opened this September and is located in the Cambridgeport School. The classroom is designed for second and third grade students and is staffed by a special education teacher and a paraprofessional. The special education teacher is certified in Orton-Gillingham and has extensive knowledge in other multi-sensory, structured instructional methodologies. It is the department's expectation that the success of this classroom will result in a reduction in the number of language-learning disabled students who are placed in out-of district school settings over the next few years. This substantially separate classroom strand will

be extended across the grade levels as necessary. Entrance criteria for placement in the language-based learning disabilities classroom have been established and include the following:

- ❖ Primary diagnosis of a language-based learning disability, including the subcategory of dyslexia
- ❖ No other presenting concomitant disabilities

Dr. Jerome Schultz, Neuropsychologist, continues to consult with the OSE to improve diagnostic, instructional, and service delivery practices for students with specific learning disabilities. Recommendations from Dr. Schultz's work with the OSE will be forthcoming. This year, Dr. Schultz is scheduled to visit/observe all OSE substantially separate learning disabilities classroom. He will also be meeting with the classroom teachers individually and in groups to discuss instruction, access to the curriculum, and facilitate best practices. In addition, Dr. Schultz is reviewing all assessment reports for students considered for the language-based learning disabilities classroom. He continues to consult with special education teams around diagnostic criteria and instructional recommendations for students with specific learning disabilities.

III. Improve Communication Between OSE and Families

WestED Recommendations: OSE should establish a partnership with C-PAC leadership, collaboratively developing plans to improve outreach and support to parents of children with disabilities in Cambridge, with particular emphasis on reaching out to under-represented parent groups. The position of C-PAC Coordinator, which has already been established, is an excellent beginning to a strengthened collaborative relationship.

Work with the C-PAC to develop parent information materials that are user-friendly and disseminated widely through multiple channels, including the C-PAC and CPS Web sites.

Ensure that all relevant information is available on the district's Web site for special education, that the site is accessible and user-friendly, and that information is available in other languages when necessary.

- School/district/home communication continues to increase via regularly scheduled meetings with parents of students with Section 504 Plans and IEPS. Meetings are scheduled every other month for both groups. Parents have selected "behavior" as a focus area this year.
- An OSE Newsletter is sent out to parents approximately three times yearly in an effort to keep parents informed regarding departmental programs and initiatives, including updates on the implementation of WestED recommendations, Parent Workshops/

Trainings, etc. The Fall Newsletter has already been distributed to parents; the Winter Newsletter is slated to go out in January, 2013.

- All C-PAC meetings and parent presentations are posted on the CPS website and “robo-calls” are also made to remind parents of important meetings. This outreach to parents has resulted in an increase in participation by all parent groups, including those groups who have been traditionally under-represented.
- C-PAC members have attended school open houses to provide special education information to parents.
- The OSE link on the CPS website is continually updated to provide parents with the most current departmental information.
- In response to parent requests, the OSE has implemented a Parent Introduction Letter protocol for staff to send home to parents at the beginning of the school year. The letter is designed to introduce the Special Education Liaison/Case Manager to the family and to provide the family with contact information for all other team members.

IV. OSE to Manage Section 504

WestED Recommendation: Reorganize/restructure the Office of Special Education (OSE) into a service unit designed to support schools rather than serve students (Honig et al., 2010). For example, the Teachers in Charge positions might be restructured to establish a building-based student support services position for each school. Other current positions, such as school psychologists, also might be reconfigured for this purpose. These building-based positions could be responsible for the coordination of all student support services within the building, including Title I, Reading Recovery, Teacher Assistance Teams, 504 and special education (Ferguson, Kozleski, & Smith, 2001). Ideally, these positions would be based full time in a single building. This would provide a single point of contact for both teachers and parents regarding all support services, including but not limited to special education.

- The Teacher in Charge of Section 504 has been in place since September, 2011. This position has enabled the district to effectively manage Section 504 plans across all schools and has also established a consistent protocol for the development and implementation of the Section 504 process across all schools. The Teacher in Charge of Section 504 provides on-going training and support for school administrators or their designees in the execution of the Section 504 process. Each year, new administrators or their designees participate in a workshop on Section 504, the process, and use of Easy504, the web-based management program. School administrators or their designees remain responsible for chairing Section 504 meetings and for developing and implementing Section 504 plans in accordance with procedural guidelines. However, the Teacher in Charge of Section 504 works closely with school administrators or their

designees to monitor the Section 504 process and compliance at the school level. She is available for consultation and to attend 504 team meetings as necessary. This fall, the Teacher in Charge of Section 504 has offered trainings to general education staff on accommodations and their implementation in the classroom. The Teacher in Charge of Section 504 is beginning to collect statistical data around 504 plans across the district. Parents have expressed an interest in this data, and the Teacher in Charge is working closely with them to generate the information that has been requested. Additionally, she has attended the C-PAC working meetings and is scheduled to do a parent workshop in December. Lastly, the Teacher in Charge of Section 504 continues to assess students to determine eligibility under Section 504.

Restructure of OSE Administration and Other Staff

WestED Recommendation: To create more coordination and consistency in OSE interaction with and across schools, use the Teacher in Charge positions to oversee special education in the schools and to supervise staff in assigned schools. Support to schools should be done in a holistic manner, not categorical as currently organized. Supervision of Teachers in Charge could be divided between the Executive and Assistant Directors; however, both should meet regularly with all Teachers in Charge to ensure consistency in communication.

Administration Chart

OSE Staff	Title	Program responsibility
Jean Spera	Interim Executive Director of Special Education	School Psychologists & Counselors
Rebecca Altepeter	Special Education Coordinator	Related Services & DD Programs Liaison to: King Open, Fletcher Maynard, Cambridgeport, Kennedy-Longfellow King & Morse
Robert Kelley	TIC: Behavior Programs	Behavior Programs & Liaison to Upper Schools
Kati Donlon	TIC: Special Educators	Special Educators & LD Specialists, K-8 Liaison to: Amigos, Baldwin, Peabody, Haggerty, Graham & Parks & Tobin
Christine DeYeso	TIC: CRLS Special Education	CRLS & Extension School Special Education
Susan Evans	TIC: Special Start	Special Start Pre-School Programs
Stephanie Barney	TIC: ASD Programs	Autism Spectrum Disorders
Joyce Dvorak	Lead Teacher: Out of District Programs	Out of District Students
Jennifer Materazzo	TIC: Section 504	Section 504 Students
Richard Whitehead	Program Manager: Special Education	Budget, Transportation, Staffing & Training

The Executive Director and assistant special education director will remain district-wide. The assistant special education director will also directly supervise and evaluate all school psychologists and school adjustment counselors.

The Teacher in Charge of the Autism Spectrum Disorders (ASD) program will manage, support, and supervise the following:

- All Autism Spectrum Disorders (ASD) Substantially Separate Classes
- District-wide consultant to ASD – students fully mainstreamed
- All Applied Behavior Analysis Specialists and Behavior Specialists

The Teachers in Charge of Special Start and CRLS will remain with the same job responsibilities as this school year.

The OSE Leadership Team decided that, in order to allow for capacity building in the areas of disability categories, individual assessment protocols, and regulatory mandates, the transition from a categorical to a holistic supervision model needed to be implemented gradually. Therefore, for this school year, categorical supervision was maintained for special educators, related service providers, and behavior programs at the JK-8 grade levels. However, three members of the OSE Leadership Team, Rebecca Altepeter, Kathleen Donlon, and Rob Kelley, are linked to the schools as indicated in the chart above; they have been interacting with school administrators and staff since September, 2012. Given that we are still in the initial stages of implementation of this school based oversight model, the strengths and weaknesses of this holistic management system have not yet been determined. It will be important to begin a series of meetings and conversations with school administrators around this topic to gather evidence of its effectiveness. The OSE Leadership Team meets weekly to collaborate, consult, plan, discuss, and address all special education issues across and within schools. During our meetings, we examine the shift in management based on the experiences of the team. The successful management of the Office of Special Education is directly related to the team's commitment, focus, and professionalism.

WestED's recommendation to consider the implementation of a service unit model of building-based support services is a systems issue that needs to be addressed at the CPS administrative level.

WestED Recommendation: Rethink and repurpose the role of Inclusion Specialist. Instead of the Inclusion Specialist position, create building-based instructional support positions where the individual could provide consultation to classroom teachers, direct services to students in or out of the regular classroom, and supervision to paraeducators at their assigned grade levels, serving students on a cross-categorical basis with a range of disabilities.

- The role of the Inclusion Specialist was eliminated for school year 2012-2013 and merged into the role of the Special Educator. Special Educators are now responsible for the provision of special education services for academic skill development as well as the implementation inclusionary support services in the following areas: behavioral, social pragmatic, sensory regulation, oversight of paraprofessionals, and case management. As indicated in the March 16, 2012 OSE School Committee Presentation, *“One special education teacher will be responsible for providing inclusion support and direct instruction to a student.”* However, it became immediately apparent that our Special Educators require professional development to address differences in their skill sets and to build their capacity to service students with a range of disabilities. Therefore, the OSE Leadership Team will be initiating a series of trainings in the areas of behavior, inclusion, test interpretation and report writing, etc. It is important to note that the current design of the Special Educator role requires that the inclusion service minutes be scheduled at specific times. However, students who traditionally required inclusion services are students who are significantly impaired or have low incident disabilities. Thus, their need for inclusion service can occur at any time during the school day and not necessarily during the scheduled inclusion period. Inclusion Specialists had a very flexible schedule which allowed them to respond to student needs as they arose; working in conjunction with other team members and paraprofessionals, they were able to give support and intervene to manage student “melt-downs,” to facilitate transitions, to structure lunch/recess times, to consult with teachers, to model classroom instructional interventions, and to coordinate the implementation of behavior intervention plans, sensory diets, and social pragmatic programs. These are key components of an effective inclusion model which are not universally in place at this time. Based on interactions with school teams, the OSE is seeing subtle operational and procedural changes that are concerning. Additionally, the role change poses some difficulties with management of caseloads and service times. The OSE Leadership Team is monitoring caseload capacity requirements to guarantee compliance. Some shifting of staff was and is required to meet caseload demands. As this initiative was only implemented in September, 2012, it will be reviewed and evaluated over the course of the year to assess its effectiveness in meeting the needs of special education students. Finally, the OSE Leadership Team is working collaboratively with administrators, special education teams, and parents to ensure that individual student needs are appropriately addressed.

Special Education Substantially Separate Programs

WestED Recommendation: Continue to maintain the option of sub-separate classrooms for children who demonstrate the need for that type of highly structured placement. However, locate program strands (e.g., ASD classrooms) in one school building to minimize the transitions the individual children need to make as they move up through the grades.

- A primary goal of the Innovation Agenda was to provide all students in special populations, such as special education students, with the same quality school experience provided to other students. With this goal, CPS made the commitment that students in substantially separate classroom placements would no longer transition between schools more frequently than their peers in general education classrooms. Under the Innovation Agenda, substantially separate classrooms were relocated as depicted below. Substantially separate classrooms are now placed in every school with the exception of the Amigos School. Each upper school houses the strand of substantially separate classrooms offered by its feeder school, so that students in those classrooms attend the same upper schools as their general education peers.
- Reports received from staff, parents, and administrators have been **extremely positive** regarding the relocation of substantially separate classrooms. Students have transitioned well, are participating in school-wide activities, and, most importantly, are forming friendships. The relocation of the substantially separate classrooms will bring stability to special education programs, foster collaboration between general educators and special educators, and improve student outcomes for students with disabilities.

**OSE Programs and Locations: SY12-13
Pre-School to 8th grade**

Program	Locations	Grades Served	# of Classrooms
Special Start: Integrated	Cambridgeport	Pre-School	2
	Baldwin		2
	Kennedy Longfellow		1
	Morse		1
	Peabody		1
Special Start: Sub Sep	Tobin	Pre-School	1
	Baldwin		1
	Peabody		1
	Kennedy Longfellow		1
	Morse		1
Integrated Kindergarten	Haggerty	Kindergarten	1
Autism Spectrum Disorders	Fletcher Maynard	K-5 th grade	6
	King Open	K-5 th grade	3
	Cambridge Street Upper School	6-7 th grade	2
Basic Academics	Morse	K-5 th grade	4
	Putnam Avenue Upper School	6-8 th grade	1
Functional Academics	Putnam Avenue Upper School	6-8 th grade	1
Learning Disabilities	Cambridgeport (LBLD)	2 nd -3 rd grade	1
	Graham & Parks	2 nd -5 th grade	2
	Vassal Lane Upper School	6-8 th grade	3
Structured Academics	Baldwin	K-5 th grade	2
	Rindge Avenue Upper School	6-8 th grade	2

- Concerns expressed in last year's OSE report concerning the Integrated Kindergarten remain. This is the second year that the classroom has been housed at the Haggerty School. However, the program has not been successful in attracting and/or retaining typical peers. The Haggerty School principal and the OSE Leadership Team will be meeting to determine whether the Integrated Kindergarten is a sustainable program or whether it should be eliminated or reconfigured for School Year 2013-2014.

Professional Development

WestEd Recommendation: Continue to develop in-district capacity to serve students who are currently served in out-of-district settings, particularly for secondary level students with Emotional Disabilities.

- On August 29, 2012, Dr. Nancy Rappaport and Ms. Jessica Minahan conducted a training for all special education staff. The workshop was entitled, *Effective Strategies for Students with Anxiety and Oppositional Behavior*. Dr. Rappaport and Ms. Minahan focused their presentation on understanding challenging behaviors, preventive strategies, moving beyond traditional Behavior Intervention Plans, and teacher consultation. The workshop was based on their book, The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students. Each individual who attended the workshop received a copy of the book. The presentation was well received, and the audience included several principals, members of DHS, and representatives from Responsive Classroom. Several workshop attendees are implementing various aspects of the program in classrooms or across an entire school. Attendance for this workshop exceeded 200 people.

WestED Recommendations: Provide integrated professional development opportunities where general and special education and other specialized staff are learning together about academic content and the general education curriculum as well as differentiated instruction, RTI, and PBIS.

- A contingent of general and special education teachers attended a two day Co-teaching Conference last spring as an introduction to co-teaching models.
- Crisis Intervention Training: School Year 2011-2012; School Year 2012-2013
 - OSE has three certified CPI Instructors who provide district-wide trainings. Two are master's level having completed in excess of 200 hours of teaching and having attained certification in two additional advanced CPI courses (Autism Spectrum Disorders and Life Space Crisis Intervention). The third instructor is at the senior level having completed 80 hours of teaching and having attained one additional advanced CPI course (Life Space Crisis Intervention).
 - Multiple trainings have been provided since March, 2012:
 - March--District-Wide Refresher (7 staff trained)
 - April--Baldwin Refresher (8 staff trained)
 - May--Fletcher-Maynard Full Training (6 staff trained)
 - June--Peabody Refresher (3 staff trained)

- August—District-Wide Full Training/New Staff (25 staff trained)
 - October—Fletcher-Maynard Full Training/New Staff (11 staff trained)
 - November-- District-Wide Full Training/No Restraints (3 staff trained)
 - November-- District-Wide Full Training (22 staff trained)
- Approximately one hundred and fifty-three (153) CPS staff members, including both general and special educators, are currently trained in CPI. Elementary schools housing the ASD and Structured Academic programs have a particularly high number of trained staff.
- Special Start staff participated in Creative Curriculum training in June, 2012. Creative Curriculum is a content rich, developmentally appropriate curriculum incorporating the latest research and best practice. The Creative Curriculum was implemented in all Special Start classrooms in September, 2012.
- During the summer of 2012, five (5) special educators were trained in Orton-Gillingham. Orton-Gillingham is a specialized instructional program that emphasizes the development of the following specific literacy skills: Phonemic Awareness, Phonics, Vocabulary Development, Fluency, and Comprehension Strategies.
- Autism Spectrum Disorders (ASD) Inclusion Workshop---This workshop was developed and taught by general educators and special educators from the Fletcher-Maynard Academy where they are mainstreaming ASD students into general education classrooms. This workshop is open to all CPS staff. Workshop objectives include: defining the profile of ASD students, applied behavior analysis and effectiveness of behavior strategies, general and special education teachers collaboration, and the logistics of planning and scheduling in an inclusion classroom.
- In November, 2012, Special Start Speech and Language Pathologists attended a workshop entitled, Teaching Social Thinking through Stories & Play for Preschool and Early Elementary. The purpose was to have Speech and Language Pathologists exposed to Preschool and Early Elementary Social Thinking Vocabulary and to instruct them in how to teach these concepts through storybooks, music, structured activities, and play. The workshop presenters are part of the Michelle Garcia Winner Social Thinking project.
- A workshop is scheduled for School Year 2012-2013 on the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) for Occupational and Physical Therapists. BOT-2 is a standardized, norm-referenced measure used by Occupational and Physical Therapists in clinical and school settings. This workshop focuses on administration and interpretation strategies.

- School Psychologists/Team Chairpersons have or will participate in the following:
 - Cross Cultural Assessment
 - Team Meeting Facilitation
 - School Mental Health Conference-Harvard Medical School
 - Reactive Attachment Disorder/School Impacts
 - Pediatric Acute-Onset Neuropsychiatric Syndrome (PANS) and Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcus (PANDAS)—Symptoms, Diagnosis, and Treatment
 - New Developments in Special Education Law
 - Transition and Post-Secondary Goals
 - National Association of School Psychologists (NASP) Conference
 - Proposed Changes to the DSM (DSM-5)
- School Adjustment Counselors/School Social Workers have or will participate in the following:
 - Middlesex Partnership for Youth, Inc.
 - Domestic Violence Workshop
 - Building Resiliency in Children
 - Collaborative Problem Solving
 - School Mental Health Conference—Harvard Medical School
 - Dialectical Behavior Therapy (DBT)
 - BEST TEAM—Clinical Mental Health Intervention Unit
 - Executive Functioning Intervention Strategies (Part 2)
 - Disability Awareness Training
- Cambridge Rindge and Latin School/High School Extension Program
 - Accommodations for Students with Disabilities (General Education Staff)
Special Education Team members will provide workshops to various groups of general educators over the course of the school year.
 - On-going series of training on Specially Designed Instruction at the Secondary Level

WestEd Recommendations Regarding Special Education Cost Containment

WestEd Recommendations: Work toward increasing the capacity of each school to address the diverse educational needs of all its students using an integrated, coordinated model of service delivery that emphasizes early intervention and support to students prior to referral to special education. This type of school wide approach to early intervention and support might coordinate resources from a variety of source including special education, Title I, Reading Recovery, or other building based support services. The Response to Intervention (RTI) framework that the district is considering is a good example of this type of coordinated, early intervention approach that will benefit all students. This approach may also help to reduce referral and special education identification rates and may impact the need for both sub-separate classrooms and out-of-district placements.

Develop a coordinated system of tiered interventions and supports in each school that draws from resources other than special education to form a flexible, integrated, and well coordinated system of services and supports to which any/all students might have access.

Based on the WestED recommendations in this area coupled with a review of CPS current practices, the OSE Leadership Team suggests that continued work in the areas noted below will have a positive impact on reducing the special education budget.

- Research indicates that tiered systems of support or Response to Intervention (RtI) and Positive Behavior Intervention Supports (PBIS) are central to the kinds of system level change that result in academic excellence and social justice for all students. CPS continues to develop and strengthen its RtI/PBIS program in five pilot elementary schools with plans to expand the initiative to the remaining schools over time. Early intervention and prevention have been demonstrated to reduce the number of referrals to special education by strengthening the general education core.
- Referral rates for School Year 2011-2012 demonstrate an increase in special education initial referrals at the elementary level (+6.9%). Additionally, there was noticeable increase in the referral rate for male students (+7.2%), African American students (+15.4%), and Hispanic students (+10%). CRLS/High School Extension Program demonstrates a significant decrease in initial referrals to special education (-11.4%).
- A strong program of district-wide professional development in culture awareness and culturally responsive teaching continues to be an area of need.
- CPS should consider district-wide professional development in Universal Design for Learning (UDL), a set of principles for curriculum development that gives all students an equal opportunity to learn. UDL principles incorporate multiple means of representation, multiple means of action and expressions, and multiple means of engagement.
- The district must increase its capacity to support students with social/emotional and behavioral needs and to develop instructional practices that target both academic and social-emotional competencies.

Referral Rate Summary
District wide (K-12) referral rates increased
By 4.4% (321 students in SY 10-11 to 335 students in SY11-12).

Category	SY 10-11	SY 11-12	Percentage Change
K-8	277	296	6.9% increase
CRLS (& Extension)	44	39	11.4% decrease
Gender: Male	195	209	7.2% increase
Gender: Female	126	126	No change
Ethnicity: White	113	118	4.3% increase
Ethnicity: African American	104	120	15.4% increase
Ethnicity: Hispanic	50	55	10% increase
Ethnicity: Other	54	42	22% decrease

WestEd Recommendation: Evaluate current and newly implemented instructional approaches and programs to assess their effectiveness and impact on student outcomes. Expand successful approaches based on data-based decision making and eliminate others where minimal results are demonstrated. For example, co-teaching is being implemented in several schools and feedback from teachers, staff, and some parents has been positive. However, implementing co-teaching with two full-time teachers per classroom on a large scale may be cost prohibitive. Evaluate the co-teaching model that is currently being used to ensure that it is resulting in improved student outcomes before moving to implement the approach on a broader scale.

The Haggerty School's co-teaching model needs to be evaluated to determine its effectiveness as a special education service delivery model. This fall, OSE Leadership Team members met with the Haggerty School principal to discuss our mutual concerns and to decide next steps. Given the dynamics of the school and the amount time the program has been in place, it was felt that an external evaluation may be the most efficient and practical way to assess the effectiveness of this educational model.

The OSE administrative team should continue to collaborate with building principals in budget development for each school. This collaboration is important in order to establish building-based responsibility and accountability for special education students at the building level. However, it will be important for OSE to retain the flexibility to move staff between schools if needed to adjust to changing needs or enrollment patterns.

The OSE continues to consistently assess staff caseloads multiple times across the school year by analyzing caseload numbers, service minutes, and daily schedules. OSE Leadership Team members meet regularly with staff to discuss service delivery, effective service strategies, and any significant changes in caseload. The OSE uses this information to make staff changes both within and across schools. Decisions around the reassignment of staff are based on the service requirements of special education students and workload equity for staff.

To increase consistency and equity across schools, develop criteria or guidelines for decision-making about level of services and placement decisions. Further, to address perceived idiosyncratic and variable decision-making across schools with regard to the nature and extent of IEP services and staffing, provide district-wide training to IEP Team Chairpersons with regard to IEP services decision-making. The document, Guidelines for Making Decisions about IEP Services (Giangreco, 2001) may be a useful resource. (See Appendix L.)

Create protocols to clearly establish when and how services and supports should be recommended. For example, create a protocol to establish when a student may be in need of a 1:1 paraprofessional so this determination is consistent across all schools in the district. Regarding paraeducators assigned to individual students, develop an individualized plan to gradually phase out paraeducator support as the student demonstrates greater independence.

The OSE is working on establishing Entrance and Exit criteria in the area of Related Services. We are in the initial phase of this work but it seems to be doable. Additionally, our intension is to develop Entrance and Exit criteria for 1:1 paraprofessionals, although the number of 1:1 paraprofessionals has dropped significantly over time. By the end of SY 2012-12, the goal is to have Entrance and Exit Guidelines in place for both Related Services and 1:1 paraprofessionals.

WestEd Recommendations with District-wide Implications

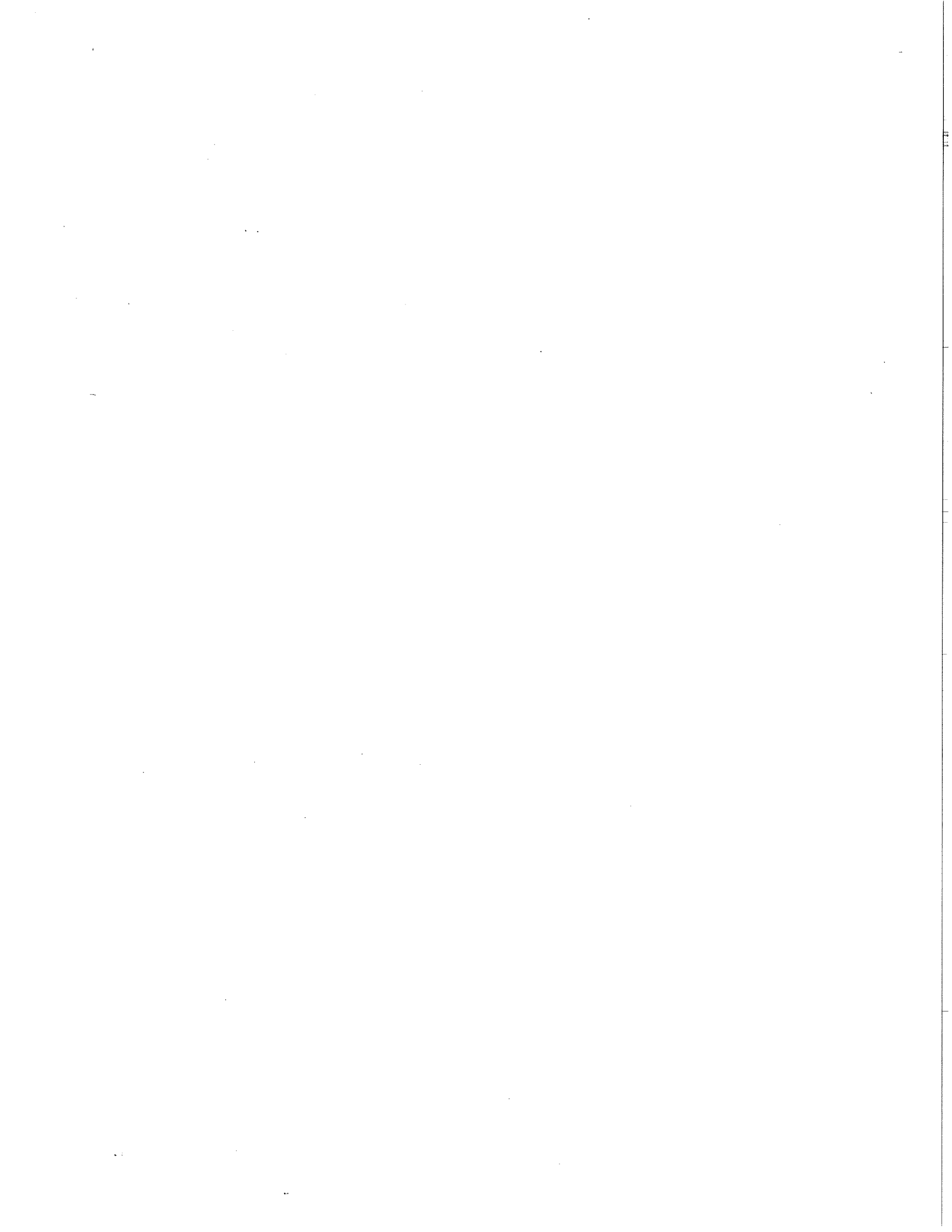
The following are recommendations made by WestED that need the support from the district administration as they involved other departments and staff beyond OSE.

- *Firmly establish that responsibility for all students is shared across general and special education, that the responsible "unit" is each individual school, and that building principals are responsible for all of the children in their schools, including those receiving special education services (Sailor & Roger, 2005; Sailor & Roger, in press).*
- *Provide job-embedded professional development and expert consultation and coaching to schools as they begin to implement an RTI framework.*
- *Regular meetings with building principals should also include school psychologists, again to ensure consistent direction and communication. Develop a coordinated system of tiered interventions and supports in each school that draws from resources other than special education to form a flexible, integrated, and well coordinated system of services and supports to which any/all students might have access.*
- *Provide job-embedded professional development and expert consultation and coaching to schools as they begin to implement an RTI framework.*
- *Include all members of the OSE administrative team in the Superintendent's Cabinet and/or other meetings of district leaders so that they are aware of and can participate in discussions regarding school improvement initiatives in the district, including curriculum development and professional development for general and special education teachers.*

The district leadership team is committed to continue to explore the possibility of implementing some of the district-wide WestEd recommendations. The new Assistant Superintendent of Special Services position may be central to the decision-making. CPS administration, staff, and families are invested in the inclusion of all students.

Budget Considerations for SY 13-14

- ASD Program--extension of current program
 - ❖ 1 teacher/2 paraprofessionals
- Special Start— extension of current program
 - ❖ 1 teacher/2 paraprofessionals
- School Psychologists—Provide management of the Special Education process at Upper Schools
 - ❖ 3 School Psychologists
- Behavior Specialist—Conduct assessments, consult, and train staff
 - ❖ 1 Board Certified Behavior Specialist
- Teacher Special Educators—Provide specially designed instruction and other support services to students in general education classrooms
 - ❖ 4 Teacher Special Educators
- Language Based LD Classroom—Extension of current program
 - ❖ 1 teacher/1 paraprofessional
- Related Services—Related service providers to support programs noted above
 - ❖ 1.0 SLP
 - ❖ 1.0 OT
 - ❖ .5 PT



Section 504 Information



Cambridge Parent Advisory Council on Special Education

Section 504 Process in Cambridge

Agenda

December 5, 2012

- 1) Overview of Section 504 Law
- 2) Review CPS Section 504 Website
 - a) Section 504 contact for each school
 - b) CPS Process
 - i) Sample Documents
 - (1) Consent
 - (2) Meeting Notice
 - (3) Eligibility Denial Form
 - (4) Section 504 Plan
 - c) Sample Accommodations
 - d) Links
 - e) Frequently Asked Questions
- 3) Parent questions

Handouts:

- 1) Section 504 Contact Information 2011-2012
- 2) Section 504 Frequently Asked Questions

**Cambridge Public Schools
Office of Special Education
504 Contact List
2012-2013**

District

Jennifer Materazzo
Section 504 TIC/School Psychologist
(617)349-6505
jmaterazzo@cpsd.us
159 Thorndike St.
Cambridge, MA 02141

Elementary Schools

Amigos	Deborah Sercombe	Principal	617-349-6567
Baldwin	Nicholas Leonardos	Principal	617-349-6525
Cambridgeport	Katie Charner-Laird	Principal	617-349-6587
Fletcher-Maynard	Deborah Hood-Brown	Assistant Principal	617-349-6588
Graham & Parks	Barry McNulty	Assistant Principal	617-349-6577
Haggerty	Nancy Campbell	Principal	617-349-6555
Kennedy-Longfellow	Erin Kuehn	Assistant Principal	617-349-6841
King Open	Darrell Williams	Principal	617-349-6540
Martin Luther King	Gerald Yung	Principal	617-349-6562
Morse	Patricia Beggy	Principal	617-349-6575
Peabody	Catherine Serrano	School Administration Manager	617-349-6530
Tobin	Martha Mosman	Principal	617-349-6600

Upper Schools

Cambridge Street	Christen Sohn	Assistant Principal	617-349-3050
Putnam Avenue	Pamela Chu	Assistant Principal	617-349-7780
Rindge Avenue	Teresa Sanchez	Assistant Principal	617-349-4060
Vassal Lane	Tanya Bacci-Benzan	Assistant Principal	617-349-6550

Cambridge Rindge and Latin School

Learning Community C	Linda Mason	Dean of Curriculum	617-349-6676
Learning Community R	Tanya Milner	Dean of Curriculum	617-349-6662
Learning Community L	Allan Gehant	Dean of Curriculum	617-349-6637
Learning Community S	Jeffrey Gaglione	Dean of Curriculum	617-349-6650
High School Extension	Danya Ferraro	Guidance Counselor	617-349-6880

Overview of IDEA and Section 504

**Presentation to
New School Administrators
Academic Year 2012-2013**

Disabilities range from mild to profound

- ▣ Nationally 5.5 millions students receive services under IEPs (12.4%)
 - ▣ The number of students with Section 504 Plans nationally and Massachusetts are unknown at this time
- ▣ In Massachusetts 163,179 students receive services under IEPs (17%)
 - ▣ In Cambridge 259 students receive accommodations and/or services under Section 504 Plans (4%)
- ▣ In Cambridge 1,293 students receive services under IEPs (20.8%)

Two Laws To Be Aware Of

- ▣ Individuals with Disabilities Educational Improvement Act (IDEA)
- ▣ Section 504 of the Rehabilitation Act of 1973

Both laws provide students with disabilities with a Free and Appropriate Public Education (FAPE)

Purpose

IDEA

- This federal law provides remedial and appropriate special education and related services to students with disabilities who are eligible under the thirteen (13) specific disability categories defined in the law.

Section 504

- This civil rights law prohibits discrimination on the basis of disability in programs and activities that receive federal financial assistance.
- In the educational context, the law provides otherwise qualified disabled students with appropriate educational accommodations and/or related services designed to meet the individual needs of the student to the same extent as the needs of students without disabilities.
- “leveling the playing field”

Who is Eligible under IDEA

Under IDEA

- Students ages 3-21 with one of the thirteen specific disabilities and who are not making effective progress and/or are unable to access the curriculum without specialized instruction

Disability Categories

- autism
- orthopedic impairment
- deafness
- specific learning disability
- deaf-blindness
- multiple disabilities
- hearing impairment
- traumatic brain injury
- mental retardation
- emotional disturbance
- other health impairment
- visual impairment
- speech or language impairment

Who is Eligible under Section 504

Under Section 504
<ul style="list-style-type: none">• Section 504 protects students from discrimination based solely on their disability. In order to qualify under Section 504 a student must:<ul style="list-style-type: none">• have a physical or mental impairment (physiological, mental or psychological) that substantially limits one or more major life activities• have a record of such impairment, or• be regarded as having such an impairment

Sample Disabilities
<ul style="list-style-type: none">• Emotional, and Behavioral Disorders, (anxiety, depression, bipolar, eating disorders)• Developmental Delay (sensory motor, language, social, emotional delay)• Attention Deficit Disorder with or without Hyperactivity• Specific Learning Disabilities• Physical Disabilities or Impairments, (orthopedic, neuromuscular, cardiovascular, pulmonary disorders)• Auditory Disabilities or Impairments (hearing loss, auditory processing disorder)• Visual Disabilities or Impairments• Medical Conditions (asthma, food allergies, seizure disorders, diabetes)

Major Life Activities
<ul style="list-style-type: none">• Caring for oneself• Performing manual tasks• Seeing• Hearing• Eating• Walking• Standing• Speaking• Learning• Reading• Concentrating• Thinking• Communicating• Operation of a major bodily function• Breathing• Lifting• Bending

Evaluation of Students

IDEA

- Parent/guardian must provide written consent before a student may be evaluated or reevaluated.
- Evaluations consist of assessments conducted by a multi-disciplinary Special Education Team in all areas of suspected disability.
- The Special Education Team determines whether a disability exists; identifies type of disability; establishes if limited progress is due to disability; determines specific specialized instruction if eligible.
- IEP goals and objectives must be reviewed annually and revised as needed.
- A reevaluation must be performed every three years by IEP Team to determine continued eligibility

Section 504

- Parent/guardian must provide written consent before a student may be evaluated or reevaluated.
- The 504 Team is comprised of persons knowledgeable about the student, evaluation data, and disability.
- Multiple sources of information must be considered in the area of concern to determine eligibility.
- The 504 Team determines whether a disability exists, whether its effect on a major life activity is substantial, and if accommodations/services are required.
- 504 Plan must be reviewed annually and modified as needed.
- A reevaluation must be performed every three years to determine continued eligibility.

Programs / Plans

IDEA

- A written Individualized Education Program (IEP) describes specialized instruction and related services that directly address the student's disability. An IEP must outline specific services with measurable goals and objectives.
- Must be reviewed annually
- Reevaluations every 3 years

Section 504

- A written Section 504 Plan addresses the student's disability and the major life activities affected, and defines specific accommodations and/or related services required to remove barriers to accessing the curriculum.
- Must be reviewed annually
- Reevaluations every 3 years

Services

IDEA
<ul style="list-style-type: none">• IEPs provide specialized instructional programming.• Requires individualized special education and/or related services to enable the student to make effective progress.• Provides related services (counseling, speech, transportation, occupational and physical therapy, etc.) are provided as required and must be aligned with specially designed instruction.

Section 504
<ul style="list-style-type: none">• 504 Plans level the playing field, to provide comparable educational opportunities.• Requires accommodations and/or related services to ensure that the student has access to the general education curriculum.• Provide reasonable accommodations, supports, and related services (counseling, speech, occupational and physical therapy, etc.) allow students the opportunity to participate in the general curriculum.

If Parents Do Not Agree

IDEA

- Parents/guardians who disagree with identification, evaluation, implementation of IEPs or students' placement should;
- Reconvene IEP Team to discuss concerns.
- If concerns are not resolved parents/guardians may initiate mediation procedures.
- If parents/guardians do not agree with mediations results, they may initiate due process hearings at the Bureau of Special Education Appeals

Section 504

- Parents/guardians who disagree with identification, evaluation, implementation of the Section 504 Plan should;
- Reconvene Section 504 Team to discuss concerns.
- If concerns are not resolved parents/guardians may initiate a meeting with Aida Ramos, Executive Director, Office of Special Education: or Carolyn Turk, Deputy Superintendent or
- Parents/guardians may initiate due process hearings at the Bureau of Special Education Appeals.

Procedural Safeguards

IDEA

- Parent/guardian must be notified in writing before student can be evaluated or provided with special education services
- Changes of services or placement requires written notice.
- Parent signature is required to implement an IEP.
- If parent does not agree to a change in the IEP and/or placement, the student has “stay put rights” of the previous signed IEP.

Section 504

- Parent/guardian must be notified in writing before student can be evaluated or provided with a 504 Plan.
- Changes of services or placement requires written notice.
- Parent signature on 504 is requested in Cambridge but not required by law.
- “stay put rights” do not apply.

Procedural Safeguards

Continued

Discipline Under IDEA and Section 504

- Disabled children are treated as general education students if they are suspended for fewer than 10 days (cumulative in a year).
- After the student's 10th suspension, he/she is entitled to due process, IEP/504 teams must determine whether a student's conduct is a result of his/her disability as part of the disciplinary process.
- **ALL SUSPENSIONS COUNT!!** These include:
 - In School
 - In District (Fletcher Maynard)
 - Out of School (home)
 - Bus Suspensions
 - Student sent home mid day will count as an entire suspension day

When a student experiences academic or behavioral difficulties the are other avenues and support systems that should be explored prior to referring to either IDEA or Section 504

Before Making Referrals to IDEA or Section 504

- ▣ Have the teacher discuss concerns with parents/ guardians
 - ▣ Implement strategies and interventions (Pre-Referral Process)
- ▣ Refer to building-based teams (RTI, TAT, SST)
 - ▣ Collect data
 - ▣ After 4-6 Weeks (or earlier if appropriate) Evaluate Strategies and Student Progress

Why Pre-Referral Process is Important

- ▣ It is the student's right to learn in the general education classroom
- ▣ Do not assume a student's lack of progress can only be ameliorated by special education or Section 504.
- ▣ This is not an option

When a Referral is Appropriate

- ▣ After completing the pre-referral process, you may be ready to make a referral
- ▣ But the questions is, to whom do you refer the student? IDEA or Section 504?

Which One?

IDEA

- Presence of a disability is suspected
- The student is **not** making effective progress with accommodations.
- You believe the student may require specialized instruction.
- The student has a documented disability and requires specialized instruction.

Section 504

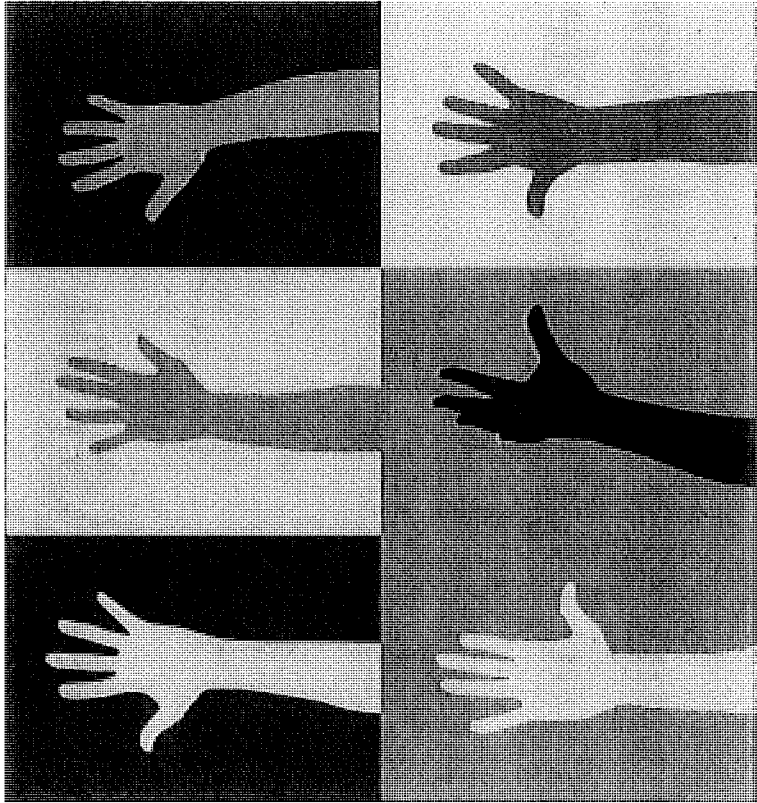
- Presence of a disability is suspected
- The student is making effective progress with accommodations
- You believe the student may not require specialized instruction.
- The student has a documented disability and requires specific accommodations.

It can be overwhelming but you are not alone

- ▣ IDEA
 - The special education team in your building
 - The school psychologist is the special education team chairperson in your building
 - Jean Spera, Acting Director of Special Education
 - OSE administrative staff

- ▣ Section 504
 - Jennifer Materazzo, District-Wide Section 504
 - Carolyn Turk, Section 504 Coordinator
 - Jean Spera, Acting Director of Special Education
 - OSE administrative staff

Questions?



Next Steps

- ▣ Caseloads of students with 504 Plans will be forwarded to you on or before September 10th
- ▣ Compliance Review Dates
 - November 20th
 - February 15th
 - May 30th
- ▣ Training on using EASY504 needs to be scheduled in September

Section 504 & Accommodations Overview

Peabody School

December 4, 2012

Students with Disabilities

	IEPs	504 Plans
Nationally	5.5 millions students receive services under IEPs (12.4%)	Unknown
Massachusetts	In Massachusetts 163,179 students receive services under IEPs (17%)	Unknown
Cambridge	In Cambridge 1,293 students receive services under IEPs (20.8%)	In Cambridge about 260 students receive accommodations and/or services under Section 504 Plans (4%)

Two Laws To Be Aware Of

Individuals with Disabilities Educational Improvement Act (IDEA)

- This federal law provides remedial and appropriate special education and related services to students with disabilities who are eligible under the thirteen (13) specific disability categories defined in the law.

Section 504 of the Rehabilitation Act of 1973

- This civil rights law prohibits discrimination on the basis of disability in programs and activities that receive federal financial assistance.
- In the educational context, the law provides otherwise qualified disabled students with appropriate educational accommodations and/or related services designed to meet the individual needs of the student to the same extent as the needs of students without disabilities.
- “leveling the playing field”

Both laws provide students with disabilities with a Free and Appropriate Public Education (FAPE)

Accommodations vs. Modifications

- **Accommodations**- Changes in how students access information and demonstrate learning
 - They do not fundamentally alter or lower learning expectations
- **Modifications**- When a change in the instruction or assessment activity changes the expectations for student learning, it is considered a modification.
 - The phrase *curriculum modification* is sometimes used to emphasize the impact on learning expectations.

Section 504 - Requires schools to make necessary accommodations, but not substantial or fundamental alterations (modifications)

IDEA - Requires schools to provide both accommodations and modifications to eligible students.

Sample Modifications

- Requiring much less content
- Teaching the same information, but at a different level of complexity
- Limiting assignments and assessments to the easiest problems

Sample Accommodations

- **Classroom/ Instructional**
 - Make frequent checks for work/assignment completion.
 - Give both oral and visual instructions for assignments.
 - Provide access to teacher/peer class notes.
 - Provide large print materials.
 - Communicate with parents/guardians (e.g., notes home, phone calls, etc.) in order to share information concerning the student's missing assignments and homework.
 - Provide access to a word processor.
- **Behavioral**
 - Provide the student with a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.).
 - Provide advance warning when transition is going to take place.
 - Establish a home/school communication system for behavior monitoring.
 - Provide private discussion about behavior.
 - Implement behavioral contracts and collect behavior data.
 - Allow frequent breaks.
- **Environmental**
 - Provide preferential seating closest to area of instruction and source of information with least amount of distractions.
 - Allow the student to visit the nurse when requested.
 - Develop a plan for the evacuation of a student using wheelchair.
- **Organization**
 - Check-in periodically during long-term assignments to assure organization and completion.
 - Allow the use of graphic organizers for writing assignments.
 - Verify that student has written daily, weekly, and/or monthly assignments.
- **Testing**
 - Extended time for testing (provide student with an additional 50% of the time allotted for tests/quizzes).
 - Allow the student to take frequent breaks during testing.
 - Allow lined answer spaces for essay or short answer questions.

MCAS Accommodations Requirements

General requirements for MCAS Accommodations (all must be met):

- Student has the MCAS accommodation documented in the 504 Plan
- The student uses the **accommodation routinely**, during classroom instruction and assessment
 - However use of a accommodation during instruction/assessment does not necessarily qualify the student to receive the accommodation during MCAS testing
- The student **requires the accommodation** in order to participate in MCAS testing
- The accommodation is listed as an **approved accommodation** in the MCAS Manual
- **If a nonstandard accommodation** will be provided, the student meets all eligibility criteria listed in the MCAS Manual

MCAS Accommodations

- Standard Accommodation 20: Graphic Organizer, Checklist, Reference Sheet, or Abacus
 - Must be approved by DESE
 - Tools pre-approved by DESE
 - If not using a pre-approved tool, be sure to submit it to the DESE for approval prior to MCAS testing
- If a student refuses an accommodation listed in the 504 Plan
 - Offer the accommodation and it should remain available to the student during testing
 - The school must document in writing that the student refused the accommodation (keep on file)

Assessing Accommodations

- Accommodations are only useful as long as the student has access to them and knows how to use them
 - i.e. Students may need to be explicitly taught how to use a graphic organizer
- Is the student using the accommodation?
 - Keep track of a student's use of accommodations
 - i.e. How much extra time is the student using for tests?
- Compare when student uses an accommodation and when student chooses not to
 - i.e. Compare student's essay when they have used a graphic organizer vs. chosen not to use a graphic organizer.

CPS Section 504 Process

Section 504 Stage	Teacher Role
<p>Initial Referral (Student does not have a Section 504 Plan)</p>	<ul style="list-style-type: none"> • Help identify students who may qualify for special education or Section 504 (Child Find) <ul style="list-style-type: none"> • Discuss concerns with parents & school principal/Section 504 Administrator • Bring student up to building-based teams (RTI, TAT, SST) • If a Section 504 Referral is made <ul style="list-style-type: none"> • Complete Section 504 Initial Educational Assessment <ul style="list-style-type: none"> • Is the disability impacting the student in the classroom? • Does the student require accommodations to access the curriculum? • Provide teacher input and student work samples at meeting • As a team determine if the student qualifies for a plan
<p>Annual Review (Student has a Section 504 Plan)</p>	<ul style="list-style-type: none"> • Note how the student is using the Section 504 Plan <ul style="list-style-type: none"> • Document the accommodations the student is using (how often, what situations, etc) • Document the accommodations the student does not use/need • Does the student need other accommodations? • Provide teacher input and student work samples at meeting
<p>3 Year Reevaluation (Student has a Section 504 Plan)</p>	<ul style="list-style-type: none"> • Complete Section 504 Reevaluation Educational Assessment • Note how the student is using the Section 504 Plan • Provide teacher input and student work samples at meeting • As a team determine if the student still qualifies for a plan

Section 504 Educational Assessments

**504 Educational Assessment
Initial Evaluation**

Student: _____
School: _____
Date: _____

Teacher Name: _____
Grade: _____
Subject: _____

The above student is currently being evaluated to determine whether they require a 504 Plan. Your input is critical to this process as you currently have or recently had this student in class. District protocol requires that you answer the following questions and return this document via e-mail to the principal/Dean within one week. Please use the student's current 504 Plan as a reference. If you need a copy of the student's most recent 504 Plan, please contact the principal/Dean. Thank you.

Section 504 of the Rehabilitation Act of 1973 is designed to assist students who (1) have a physical or mental impairment which substantially limits one or more life activities; (2) has a record of such impairments or (3) are regarded as having such an impairment.

1. How does the student's academic work compare to the average student in your classroom?
2. How does the student's behavior compare to the average student in your classroom?
3. Is the student meeting classroom expectations? If no, explain why not.
4. Do you provide any accommodations only to this student even though he/she is not on a 504 plan? If so, which accommodations do they take advantage of?
5. Do you feel the student requires additional 504 accommodations to receive passing grades in your class/es? If yes, please explain.
6. Comment on any additional factors that influence the student's performance.

**504 Educational Assessment
Reevaluation**

Student: _____
School: _____
Date: _____

Teacher Name: _____
Grade: _____
Subject: _____

The above student has a 504 Plan that is currently being reevaluated. Your input is critical to this process as you currently have or recently had this student in class. District protocol requires that you answer the following questions and return this document via e-mail to the principal/Dean within one week. Please use the student's current 504 Plan as a reference. If you need a copy of the student's most recent 504 Plan, please contact the principal/Dean. Thank you.

1. How does the student's academic work compare to the average student in your classroom?
2. How does the student's behavior compare to the average student in your classroom?
3. Is the student meeting classroom expectations? If no, explain why not.
4. Please list the accommodations that the student currently uses and mark how frequently the student uses the accommodation.

Accommodation	Subject	Daily	Weekly	Monthly	< Monthly	Never

5. Do you feel that the student requires the current 504 accommodations to be able to pass your class? Please explain. Are there any changes you would make to the current 504 plan (add/remove accommodations)?
6. Comment on any additional factors that influence the student's performance.

Implementing Plans

- The Section 504 Plan (and IEP) are like “federal contracts”
- **Plans need to be implemented fully**, as written, by all relevant personnel
 - teachers, specialists, coaches-whoever needs to know
- If the plan is inappropriate, it needs to be revised at a 504 meeting- and implemented as written until then
 - You do not have to wait until an annual/reevaluation to meet
- Let your Administrator know if:
 - the student **needs more-** reconvene the Section 504 Team
 - the student **needs less-**reconvene the Section 504 Team
 - the **plan is not working-**reconvene the Section 504 Team

Sample 504 Plan- Page 1

Cambridge Public Schools
159 Theronville Street
Cambridge, MA 02141

Section 504 Plan

Section 504 is a civil rights law which ensures that individuals with a disability shall not be excluded from participating in the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Student Test Case: _____
Date of Meeting: 11/14/2011

Parent/Guardian: William and Mary Case
Address: 100 Main Street, Apt. 43, Somerville, MA 02143
Phone: 617-349-0000

Grade: 9th Grade
School: Cambridge Bridge And Latin School
Phone: 617-349-0000

Section A: Eligibility Determination
The following information must be completed to determine eligibility for Section 504

1. Does the student have, or has the student been viewed as having, a physical or mental impairment? *Yes*
Please describe/define (include the nature of impairment and documentation):
Test's parents provided a comprehensive psychological evaluation report from Children's Hospital that diagnosed Test with ADHD (Dr. Jones, October 2011). He has a diagnosis of ADHD and is currently on medication to help manage his hyperactive and impulsive behaviors. He exhibits elevated levels of inattention, distractibility/impulsivity, executive dysfunction, and poor peer relations.

2. Does the student have an impairment that substantially limits a major life activity? *Yes*
Please describe/define (including life activity, how impaired, and how substantially):
*Does the student have an impairment that substantially limits a major life activity? Yes
Please describe/define (including life activity, how impaired, and how substantially):
Test's parents have the student in a program at Children's Hospital that provides him with
tasks that allow him to practice his reading and writing skills. He reports that Test struggles with peer tasks, as well
as having difficulty attending to directions and lessons. When practicing work, he has difficulty organizing
his ideas and he can become distracted which can slow his written production.*

3. Does the student require reasonable accommodations, and/or related services, and/or materials in order to participate in and/or have access to the public school program? *Yes*

Section B: Procedural Information

1. The Section 504 Plan will be reviewed each school year unless there is a change of circumstance or school environment before this, which requires an earlier review.

2. The Principal is the Section 504 Coordinator and ensured implementation of Section 504 in the building. The Principal's Designee (Lahson) to be contacted if there is a concern with this Plan is: Mr. Johnson, Dean

3. This plan will be implemented after completion of the Section 504 Planning Meeting unless specific objections are raised by the parent(s)/guardian(s).

4. Parental Response: _____
I have read and understand all elements of this plan and have received information of my procedural rights accompanying this plan.

Parent/Legal Guardian: _____ Date: _____

504 PL-1A Form (Page 1)

Eligibility

- Describes disability
- Describes the major life activities affected
- Answers whether student requires specific accommodations and/or related services to remove barriers to accessing the curriculum.

Specifies the contact person for plan

- Typically the school administrator

Parent Signature

- CPS requires parent signature before implementing plan

Sample 504 Plan- Page 2

- Lists the general types of accommodations/related services the student will need
 - Testing
 - Classroom/Instructional Building
 - Related Services
- States required accommodations and/or related services
 - Grouped by area
- Remember to implement the plan fully!

Student: Test Case	Section 504 Plan (continued) Grade: 9th Grade	Date of Plan: 11/7/2011
<p>Section C: Procedural Information</p> <p>The student will require:</p> <p><input checked="" type="checkbox"/> Testing Accommodations <input checked="" type="checkbox"/> Classroom/Instructional Accommodations <input checked="" type="checkbox"/> Building Accommodations <input checked="" type="checkbox"/> Related Services <input type="checkbox"/> Other</p> <p><i>Listed below are general accommodations and/or related services and/or materials the student's disability requires in order for the student to have an opportunity equal with non-disabled peers in the school. Testing accommodations shall be across all curricular areas.</i></p>		
<p>General Accommodations</p> <p>Provide an additional 10% estimated time to complete written papers and projects assigned by student and teacher.</p>		
<p>504 Classroom Instruction</p> <p>Make frequent checks for work/assignment completion. Extended time for homework assignments (provide student with an additional 50% of the time allotted for the home-work assignment). Clarify directions as needed to ensure that the student understands the assignment. Break tasks/skill into small steps.</p>		
<p>504 Behavioral Accommodations</p> <p>Provide the student with a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.).</p>		
<p>504 Organization</p> <p>Require student in checklist periodically during long-term assignments to assure organization and completion. Allow the use of graphic organizers for writing assignments.</p>		
<p>MGCS Standard Accommodations</p> <p>Organizer, Checklist, Reference Sheet, or Aides: The student uses a graphic organizer, checklist, individualized mathematics reference sheet, or aides (20) Test Directions: The test administrator clarifies general administration instructions. No portion of the test items themselves (e.g., the introduction to a reading selection) may be read or signed (10)</p>		
<p>Need/Ability</p> <p>Student will meet with the school counselor twice a month for 30 minutes.</p>	<p>Related Services Counseling Services</p>	
<p>Need/Ability</p>	<p>Materials</p>	
<p><i>An original of this plan shall be placed in the Designee's file, and a copy furnished to the Pupil Personnel Services Office.</i></p>		
504 PE-LA Form (Page 2)		Additional pages attached: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Sample 504 Plan-Page 3

Student: Test Case	Section 504 Plan (continued) Grade: 9th Grade	Date of Plan: 11/14/2011
Team Signatures	Position	Date
	School Administrator	
	Parent/Guardian	
	General Ed Teacher	
	Guidance Counselor	
	Other	

504 FL-1A Form (Page 3) Additional pages attached: No; Yes

Discuss in small groups

How might you implement the following accommodations in your class?

- Frequent breaks
- Breakdown long-term assignments
- On a weekly basis, inform student with information concerning missing assignments and homework.
- Establish cue to redirect and help student to focus.

How could you keep track if the student is using the following accommodations?

- Extended time for testing (provide student with an additional 50% of the time allotted for tests/quizzes)
- Use of graphic organizer for in-class writing assignments
- Allow extra time for oral response

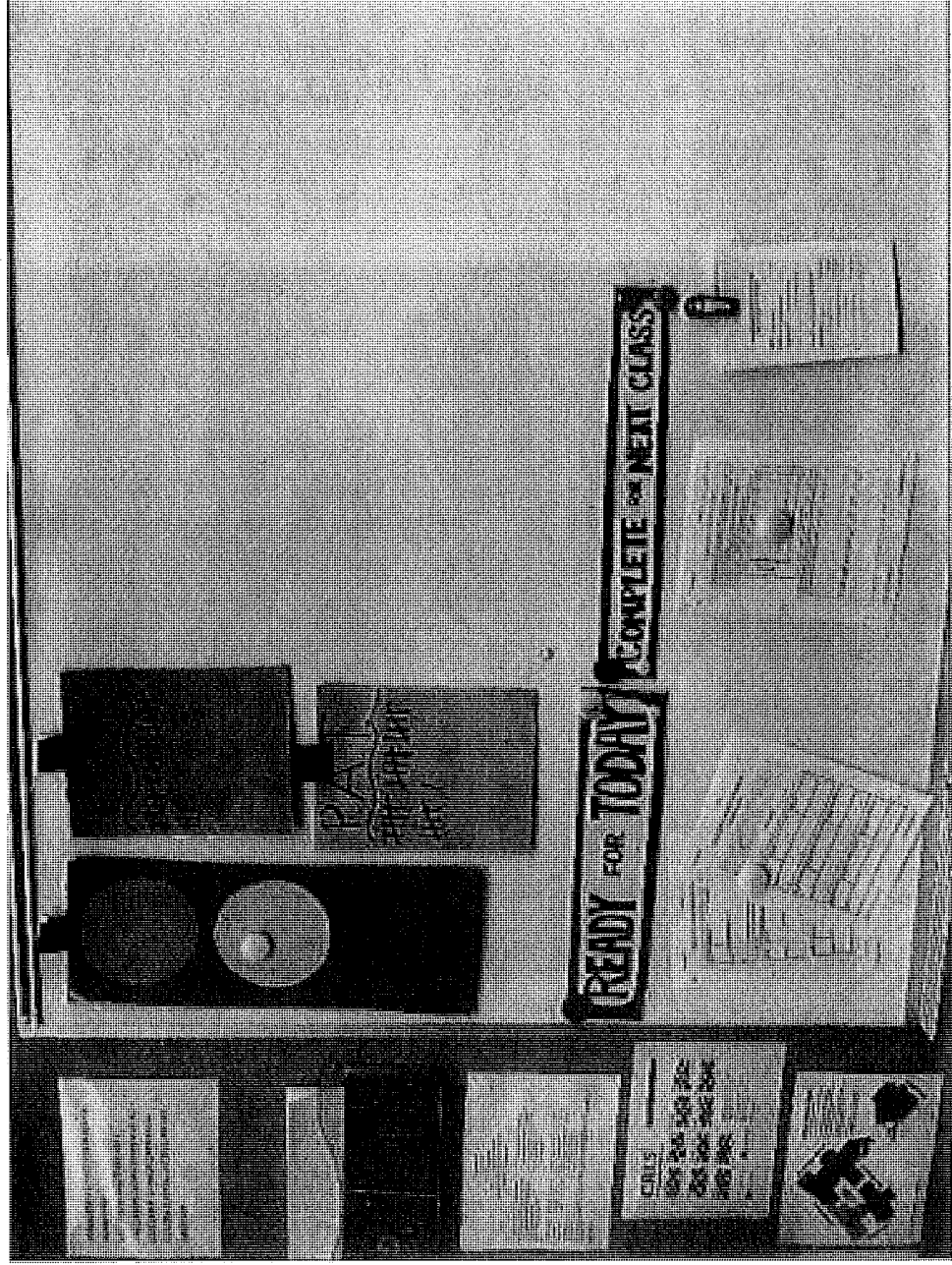
Examples of implementing and tracking accommodations

Special thanks to the teachers / staff at CRLS

Sample of Class Accommodations Organizer

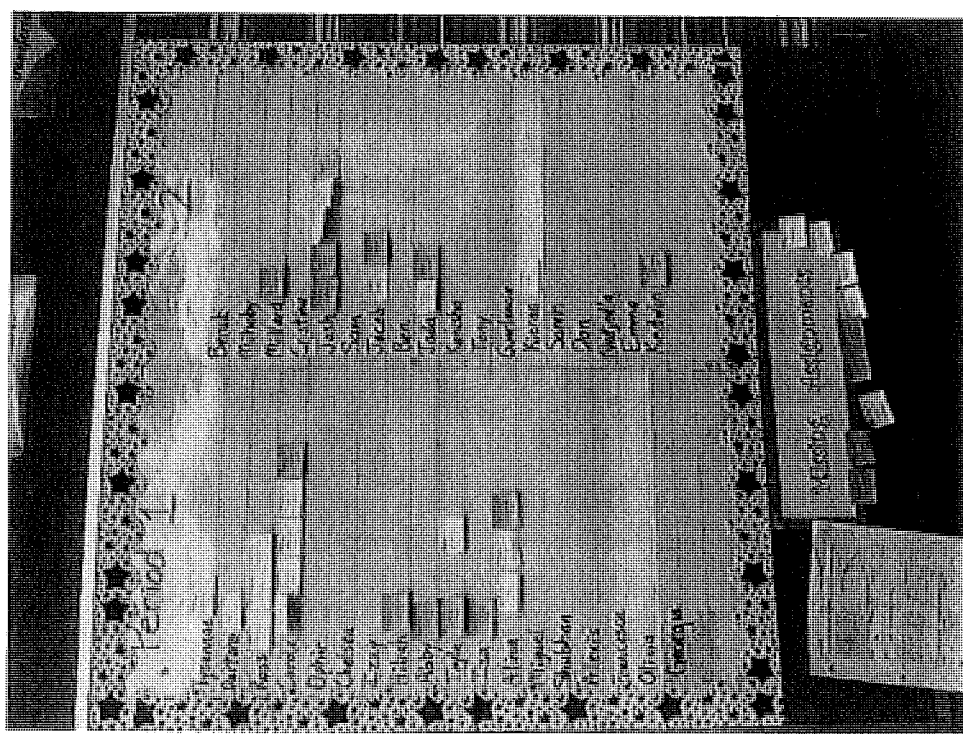
Semester 1 World History II Block 4							
Student Name	Extended Time	Graphic Organizer	Frequent Check-Ins	Separate Setting (small group)	Preferential Seating	Misc.	
Student A	x	x	x				
Student B		x					
Student C				x	x	Frequent Breaks	
Student D	x						
Student E		x					
Student F		x					

Class-Wide Organization Tools Expectations for Today and Tomorrow



Class-Wide Organization Tools

Missing Homework Board



Sample Graphic Organizers

Paragraph

Piece of the Paragraph Graphic Organizer

Piece of the Paragraph	Your Sentences
Topic Sentence	
Detail 1	
Detail 2	
Detail 3	
Concluding Sentence	

5 Paragraph Essay

Name _____ Class/Period _____ Date _____

Five Paragraph Essay Planner

Introductory Paragraph (engage the reader's interest and tell what your essay will be about):

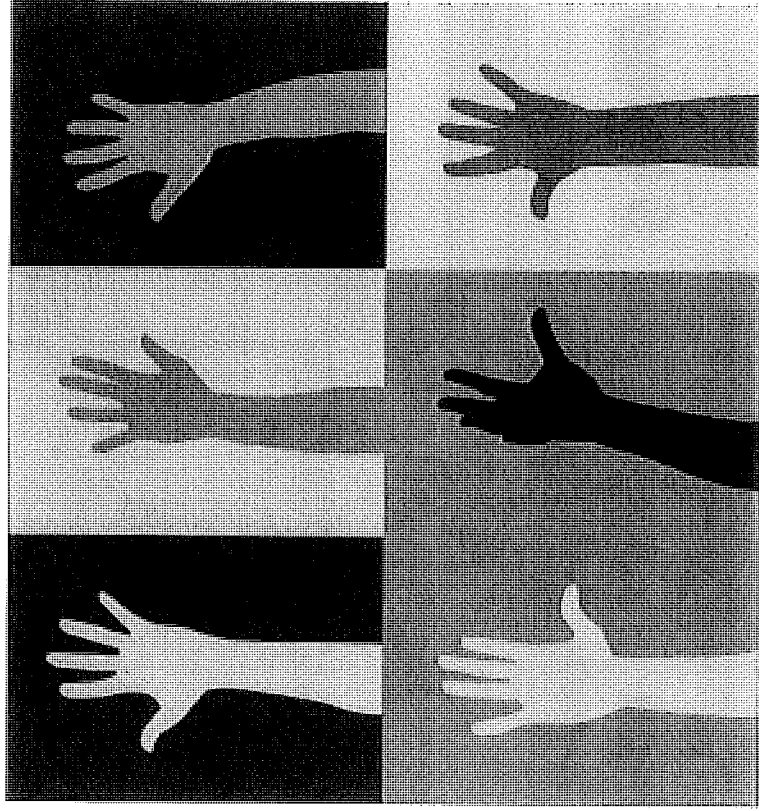
2nd Paragraph (supporting details and examples):

3rd Paragraph (supporting details and examples):

4th Paragraph (supporting details and examples):

Concluding Paragraph (summarize, restate, and leave a parting thought):

Questions?



Contact Information

Jen Materazzo

District Section 504 Contact

617-349-6505

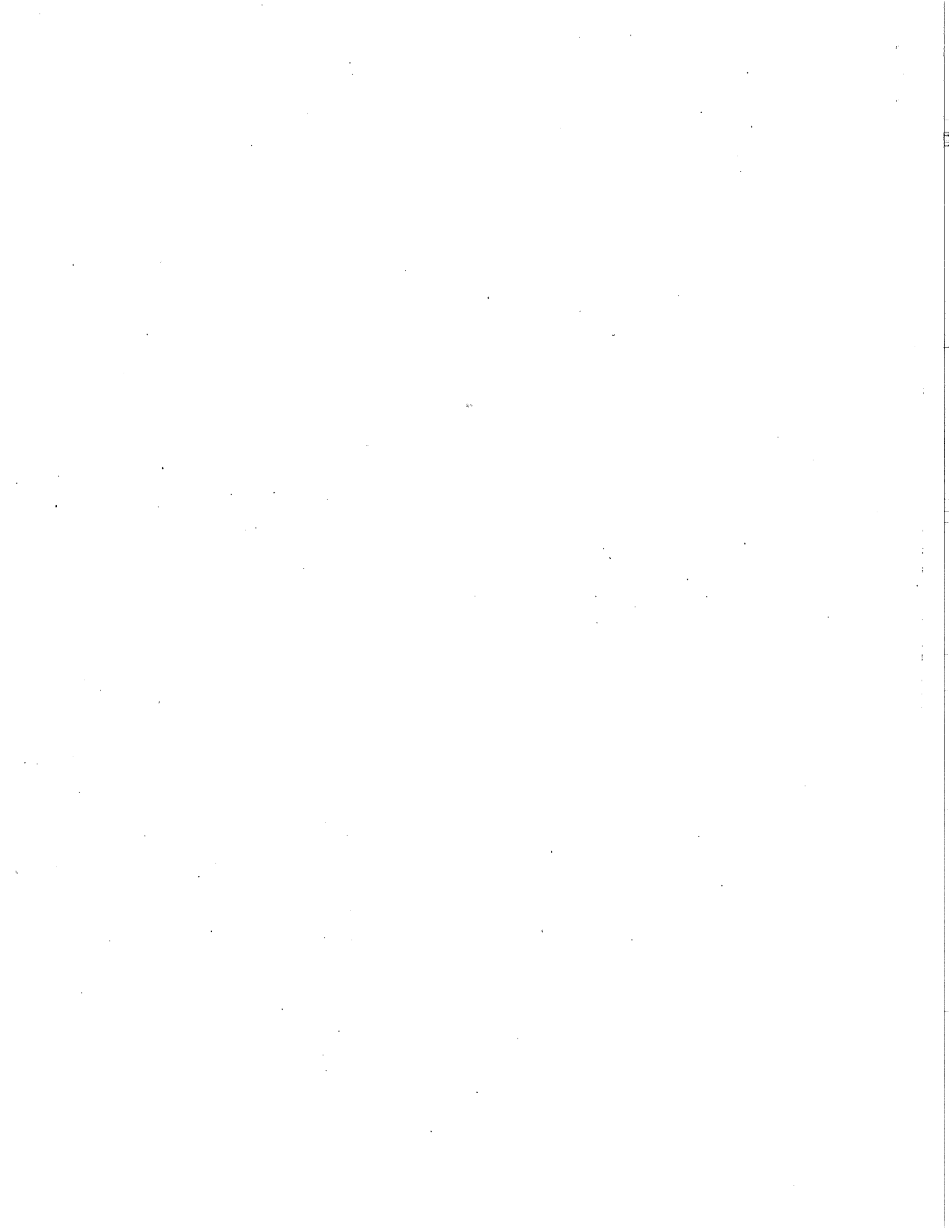
jmaterazzo@cpsd.us

CPS 504 Website

<http://www3.cpsd.us/section504/section504>



Parent Information



CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141



August 24, 2012

Dear Parents and Families,

The start of the 2012-2013 school year is rapidly approaching. Given the many changes happening across the district, I am sure that it will be both an exhilarating and challenging school year for all of us!

I would like to take this opportunity to share with you important information regarding the Office of Special Education (OSE) leadership. Dr. Aida Ramos, Executive Director of Special Education, is currently on a family leave. During her absence, I have been appointed Interim Executive Director of Special Education. For the past fourteen years, I have held the position of Assistant Director of Special Education, and, therefore, I am very familiar with special education processes and procedures in Cambridge Public Schools (CPS). I look forward with great anticipation to the 2012-2013 school year and to working with you to continually improve the OSE and services and programs for students with disabilities.

For your information, the following are summary updates of a variety of OSE initiatives and on-going projects:

OSE ADMINISTRATION RESTRUCTURING

In an effort to enhance communication between the OSE administration and the schools, to improve our capacity to support schools and to increase our visibility at the school level, several members of the OSE Leadership Team have been assigned as liaisons to specific schools. OSE Leadership Liaisons will serve as a direct link to schools and will provide guidance and support in a timely and efficient manner.

Rebecca Altepeter, Special Education Coordinator, has been assigned as the liaison to the following schools: *Cambridgeport, King, King Open, Morse, Fletcher-Maynard, and Kennedy-Longfellow.*

Kathleen Donlon, TIC-Inclusion/Special Educators, has been assigned as the liaison to the following schools: *Haggerty, Tobin, Graham and Parks, Peabody, Baldwin, and Amigos.*

Robert Kelley, TIC-Behavior, has been assigned as liaison to the following four Upper Schools: *Rindge Avenue Upper School, Cambridge Street Upper School, Vassal Lane Upper School, and Putnam Avenue Upper School.*

The remaining members of the OSE Leadership Team will continue in their current roles. **Christine DeYeso**, TIC-CRLS will continue to supervise *CRLS* programs, services, and staff.

Susan Evans, Special Start Coordinator will continue to supervise *Preschool* programs, services, and staff.

Stephanie Barney, TIC-ASD, will remain as a *district-wide* administrator assigned to monitor the *ASD* programs, services, and staff across all schools.

The OSE Leadership Team looks forward to working closely with all schools to ensure a quality educational experience for all students.

UPPER SCHOOL SPECIAL EDUCATION SERVICES

In accordance with the Innovation Agenda, CPS will open four Upper Schools for students in grades 6-8 in September, 2012. The opening of these four Upper Schools **will not** impact on the special education services currently available to students with Individualized Education Programs (IEPs). All students who are entering grades 6-8 will receive all the special education services stipulated in their current IEPs as they transition to their new Upper Schools this fall. Further, there will be no changes in special education service delivery models for Upper School students. At the Upper Schools, as delineated in students' IEPs, special education services will be delivered in the regular education classroom (Push-In) and/or outside of the regular education classroom (Pull-Out). Additionally, consultation will remain a part of all students' IEPs. As part of the Sixth Grade Transition Program, above and beyond IEP dictated special education services, **all** grade 6 students will receive math instruction in a Co-taught Math Classroom. The Co-taught Math Class will be taught by a teaching team consisting of a general education teacher and a special education teacher.

After much review and discussion, it was recently determined that the Upper Schools will be operating on a six (6) day school week as opposed to the traditional five (5) day school week currently in place in elementary schools. In order to document this schedule modification, IEPs for students in grades 6-8 will need to be amended to reflect the change. In September, parents will be contacted by OSE staff members to discuss the IEP amendment process for students.

ELEMENTARY AND UPPER SCHOOL STAFFING

In order to effectively service students with disabilities at the elementary and middle school levels, the OSE was required to effect some staff changes. Please be aware that a concerted effort was made to maintain connections between students, staff, and schools as much as possible. For your convenience, I am attaching a list of OSE staff at each of the K-5 schools and the Upper Schools. As a result of teacher retirements, leaves of absence, and resignations, you may also notice the addition of several new staff members.

NEW LANGUAGE BASED LEARNING DISABILITIES CLASSROOM

The OSE has spent the past year working in consultation with Dr. Jerome Schultz, Neuropsychologist, around the development of a Language Based Learning Disabilities (LBDL) Classroom. Dr. Schultz observed our current Specific Learning Disabilities (SLD) Classrooms and met with SLD Classroom Teachers, Special Educators, Psychologists, Principals of schools which housed the SLD Classrooms, and parents. Based on his observations and discussions, Dr. Schultz and specific members of the OSE Leadership set up some preliminary entrance criteria for placement of students in the LBDL classroom for September, 2012. Our next steps are to implement on-going program monitoring and to devise exit criteria. During the course of the next school year, Dr. Schultz will continue to work with the LBDL classroom and with all our SLD classrooms to ensure consistency around student placement and programming. The LBDL classroom will service students in grades 2 and 3 and will be housed at the Cambridgeport School. Christina Kirkwood, former Special Educator at the Amigos School, will be the classroom teacher; Ms. Kirkwood is a highly qualified teacher with significant experience in instructing students with language based learning disabilities.

SECTION 504 UPDATE

Many improvements were made to the Cambridge Public Schools (CPS) Section 504 process during the 2011-2012 school years. The imperative to promote uniformity in the implementation of the Section 504 process was achieved. With the development of the Section 504 Process Guide, the process for referrals, evaluations, and meetings were standardized. Additionally, the uniformity of writing Section 504 Plans was aided by the use of the computer based program (EASY504). Individual school Section 504 caseloads were more easily monitored. All Section 504 Plans were reviewed three times during the course of the year to ensure compliance. In an effort to increase parent awareness and understanding of Section 504 Plans, several activities were implemented. A parent newsletter was distributed to all parents in February, 2012. The newsletter compared and contrasted Section 504 to Individuals with Disabilities in Education Act (IDEA). Feedback and comments provided by the Cambridge Parent Advisory Council (C-PAC) was solicited to ensure that the newsletter addressed parent concerns. Further, on March 1, 2012; a parent workshop was held to provide an additional opportunity for parents to learn about Section 504 and to voice their concerns about Section 504. Finally, a 504 website was posted on the CPS website to support parents through the Section 504 process.

PARENT COMMUNICATION

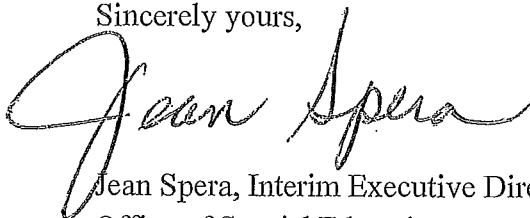
The OSE continues to work collaboratively with the Cambridge Parent Advisory Council (C-PAC) co-chairs, Zina Gomez-Liss, Melissa Preston Bulyko and Fran Cronin and with the C-PAC Coordinator, Rosalie Rippey to improve and enhance parent communication. The C-PAC Co-Chairs, CPAC Coordinator, and I will be meeting every other month this year to focus on parent concerns, new directions, and program initiatives. The working groups established last year to provide parent input on the implementation of recommendations stemming from the West Ed review of Special Education will continue this year, initially focusing on behavioral concerns. The West Ed Report can be accessed on the OSE website (www3.cpsd.us/departments/specialeducation/Special_Education). Meeting information for these

groups will be published in the first OSE Newsletter. Lastly, the OSE Newsletter is distributed three times yearly to ensure that parents are continually informed and updated about OSE programs and practices.

Enclosed please find a flyer which describes the C-PAC, provides contact information and highlights upcoming workshops. **Please note that Dr. Jeffrey Young, Superintendent, will attend the October 3, 2012 C-PAC meeting.**

As I initially stated, I look forward to working closely and collaboratively with OSE parents and families. If you have any questions or concerns, please feel free to contact me at 617-349-6500 or at jspera@cpsd.us.

Sincerely yours,

A handwritten signature in cursive script that reads "Jean Spera". The signature is written in black ink and is positioned above the typed name and title.

Jean Spera, Interim Executive Director
Office of Special Education

Enc.

Office of Special Education Elementary and Upper School Staff by School
August, 2012

Amigos, K-8

Johanna Homan, School Psychologist/Team Chairperson
Sarah Miller, School Adjustment Counselor

Sarah Sanclemente, Special Educator
Jenny Schnabel, Special Educator
Jillian Kalen, Special Educator

Samantha Amodeo, Speech
Elizabeth Willis, Occupational Therapist
Jodi Leahy, Physical Therapist

Baldwin, K-5

Christine Moley, School Psychologist/Team Chairperson
Ellen Wingard, School Adjustment Counselor
Natalia Rosenbaum, School Adjustment Counselor (Structured Academics Classroom)

Kelley Tarmey, Special Educator
Emer Murphy, Special Educator
Lube Figelman, Special Educator

Caitlin Buchanan, Substantially Separate Structured Academics Classroom Teacher
Kristen Iodice, Substantially Separate Structured Academics Classroom Teacher

Nancy Patriacca, Speech
Amanda Bartlett, Occupational Therapist
Maureen Beckshaw, Physical Therapist

Cambridgeport, K-5

Megan Martin, School Psychologist/Team Chairperson
Gail Nunes, School Adjustment Counselor

Andrea Hendricks, Special Educator
Kathleen Kelsey, Special Educator
Rebecca Johnson, Special Educator

Christine Kirkwood, Substantially Separate LBLD Classroom Teacher

James Miller, Speech
Amy Slutsky, Occupational Therapist
Patricia, Wong, Physical Therapist

Fletcher Maynard Academy, K-5

Ann Dostert, School Psychologist/Team Chairperson
Cherie Coulson, School Adjustment Counselor

Karen McGahan, Special Educator
Robin Towner, Special Educator
Marilyn Walsh, Special Educator
Jeff Jardin, ASD Inclusion Specialist

Sydney Wegman, Substantially Separate ASD Classroom Teacher
Jamie Babcock, Substantially Separate ASD Classroom Teacher
Courtney Foley, Substantially Separate ASD Classroom Teacher
Christina Stagliano, Substantially Separate ASD Classroom Teacher
Lucy Mallone, Substantially Separate ASD Classroom Teacher

Jill Seabrook and Angelique Cioffi, Speech
Elizabeth Willis and Maggie DeLong, Occupational Therapist
Patricia Wong and Jeannette Sarmanian, Physical Therapist

King Open, K-5

Nicole Holbrook, School Psychologist/Team Chairperson
Laurie Levine, School Adjustment Counselor

Maureen Blazejewski, Special Educator
Gina Lieberman, Special Educator
Ellen Quinn, Special Educator
Jennifer Bump, Special Educator
Nancy Mazzei, Special Educator
Maria Gauthier, Special Educator
Melissa Breen, ASD Inclusion Specialist

Ariel Klemmer, Substantially Separate ASD Classroom Teacher
Kate Jacobs, Substantially Separate ASD Classroom Teacher
Jasmine Ruigrok, Substantially Separate ASD Classroom Teacher

Paula Arruda, Rae Ann Somerville, Linda Grosyk, Speech
Brij Maliya and Alicia Zeh Dean, Occupational Therapist
Jodi Leahy, Jeannette Sarmanian and Kara Russo Nies, Physical Therapist

Morse, K-5

Joyce Costello, School Psychologist/Team Chairperson
Aleida Inglis, School Adjustment Counselor

Susan Avdoian, Special Educator
Sarah Marsden, Special Educator
Mildred Crowley, Special Educator

Nadege Destin, Substantially Separate Basic Academics Classroom Teacher
Marissa Kelleher, Substantially Separate Basic Academics Classroom Teacher
Elizabeth McKenzie, Substantially Separate Basic Academics Classroom Teacher
Diana Leonard, Substantially Separate Basic Academics Classroom Teacher

Carolyn Hunt and Jim Miller, Speech
Peggy Tryon and Maggie Whalen, Occupational Therapist
Leslie Nilsen, Physical Therapist

Peabody, K-5

Carmela Ulmschneider, School Psychologist/Team Chairperson
Nadia Jeudy-Pierre, School Adjustment Counselor

Maryann Londino, Special Educator
Michelle Lippens, Special Educator
Dorene Smith, Special Educator
Shelagh Kelly Walker, Special Educator

Colleen McCarthy and Kate Kileel, Speech
Cathie Marqusee and Bradley Richenburg, Occupational Therapist
Jeannette Sarmanian and Margie Carlman, Physical Therapist

Tobin, K-5

Kim Boglarski, School Psychologist/Team Chairperson
Ian Kenney, School Adjustment Counselor

Joyce Demella, Special Educator
Elizabeth Birmingham, Special Educator
Kori Boglarski, Special Educator

Marie Klein, Speech
Kristiana Obie, Occupational Therapist
Catherine Gerson, Physical Therapist

Vassal Lane Upper School, 6-8

Kati Moskaluk, Special Educator

Phuong Long, Special Educator (Co-Taught Math)

Susan Weiner, Substantially Separate Academics Classroom Teacher

Ann Marie Viaud, Substantially Separate Academics Classroom Teacher

Teresa Elio, Substantially Separate Academics Classroom Teacher

Mary Tiernan and Sabina Gyory, Speech

Erin Dostoler, Occupational Therapist

Catherine Gerson, Physical Therapist

Assistive Technology Specialists

Michelle Marques: Baldwin, Cambridgeport, Cambridge Street Upper, Graham and Parks, Haggerty, Kennedy-Longfellow, King Open, Tobin, and Vassal Lane Upper

Robin Lewis: Amigos, Fletcher-Maynard, King, Morse, Putnam Ave. Upper, Rindge Ave. Upper, and CRLS

Behavior Specialists

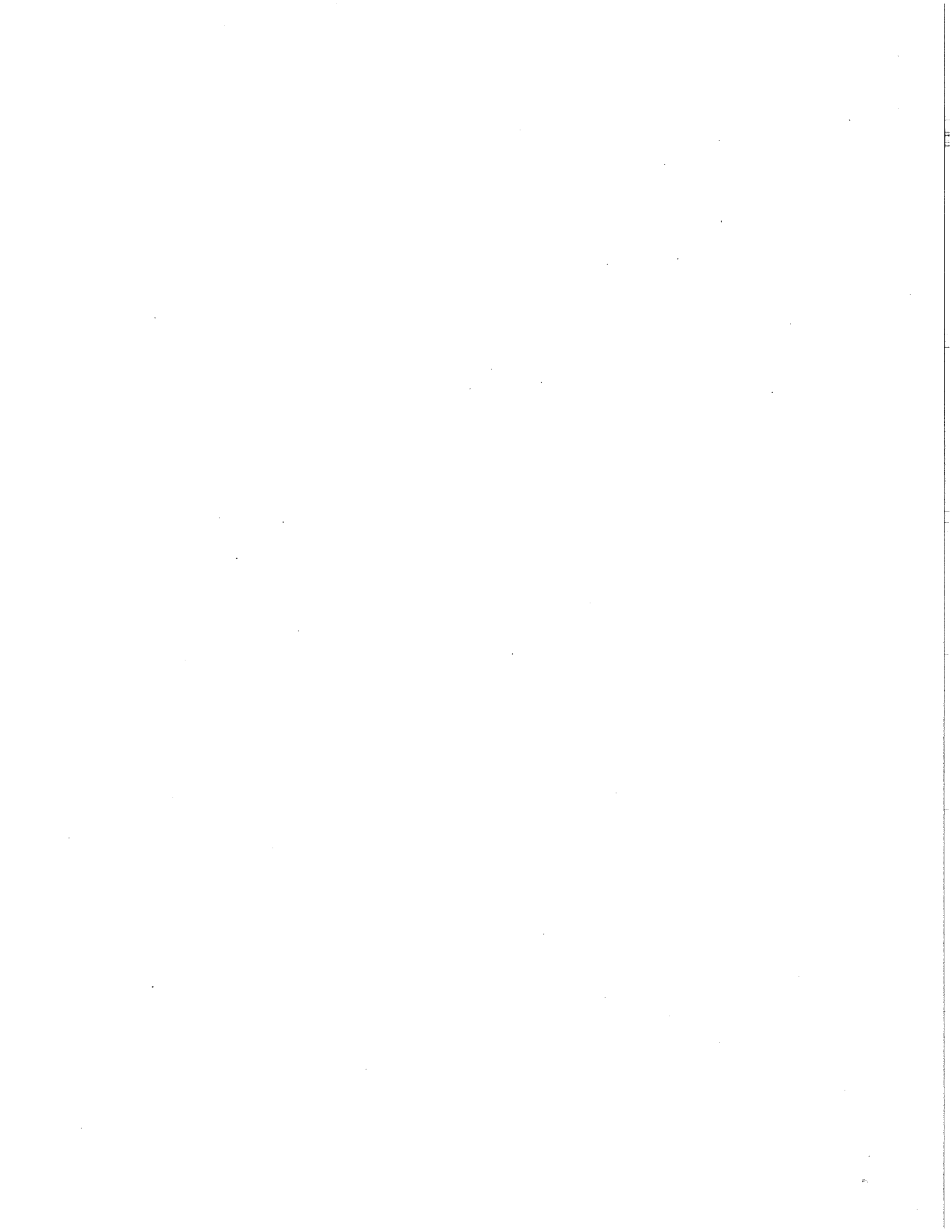
Charles Lower: Baldwin, Peabody, Rindge Avenue Upper, Amigos, and Cambridgeport

Yuko Ryder: Haggerty, Tobin, Vassal Lane Upper, and Kennedy-Longfellow

Hollie Simpson: Morse, King, Putnam Ave. Upper, and Graham and Parks

Julie McKay: King Open and Cambridge St. Upper (including ASD Classrooms)

Corinne Genova: Fletcher Maynard (including ASD Classrooms)

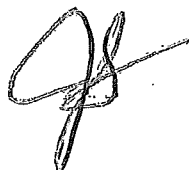


emailed 10/11/12

**OFFICE OF SPECIAL
EDUCATION**

Memorandum

TO: All Elementary and Upper School OSE Case Managers/Liaisons and Substantially Separate Classroom Teachers

FROM: Jean Spera, Interim Executive Director 
Office of Special Education

DATE: October 9, 2012

RE: Introduction Letter to Parents

Attached please find two letter forms, one for Substantially Separate Classroom Teachers and one for OSE Case Managers/Liaisons. I am aware that many of you have already sent out Parent Introduction Letters this fall. However, in order to develop a consistent department practice, I am requesting that you complete one of the attached letters for each student for whom you are the OSE Case Manager/Liaison. It is understood that Substantially Separate Classroom Teachers are the OSE Case Managers/Liaisons for the students in their classrooms. You must retain a copy of the letters and place them in your student files. Additionally, you should notify your **OSE Supervisor via email that you have completed the letters and sent them home to parents.

If you have any questions or concerns, please feel free to contact me at Ext. 6500. I thank you for your attention to this important matter.

****OSE Supervisors**

- Kathleen Donlon – Special Educators and Substantially Separate Academics Classroom Teachers
- Rebecca Altepeter – Related Service Providers and Basic and Functional Academics Classroom Teachers
- Rob Kelley – Structured Academics Classroom Teachers
- Stephanie Barney – ASD Classroom Teachers
- Jean Spera – School Adjustment Counselors

cc: Kati Donlon, TIC, Inclusion
Joyce Dvorak, Out of District Team Leader
Susan Evans, Preschool Team Leader
Chris DeYeso, TIC, High School
Rebecca Altepeter, Special Education Coordinator
Rob Kelley, TIC, Behavior
Stephanie Barney, TIC, ASD
Psychologists/Team Chairpersons
Janice Mahoney



Dear Parent/Guardian,

I would like to take this opportunity to introduce myself to you. I am your child's _____ and OSE Case Manager/Liaison. In my role as _____, I am responsible for providing _____ services as outlined in your child's Individualized Education Program (IEP). Additionally, as OSE Case Manager/Liaison, I am responsible for chairing the Annual Review Meeting, disseminating Progress Reports, and serving as a direct contact for parents/guardians. I also consult with your child's general education classroom teacher and special subject teachers regarding your child's special education needs. The most direct way of reaching me is via the Cambridge Public Schools (CPS) email: _____@cpsd.us. Listed below are the other members of your child's Special Education Team and their contact information:

<u>Name</u>	<u>Role</u>	<u>Contact Information</u>
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us

_____ is the Psychologist/Team Chairperson, and she may be reached by telephone at _____ and/or by email at _____@cpsd.us. The Psychologist/Team Chairperson serves as Team Chairperson for all Initial Special Education Team Evaluations and comprehensive Reevaluations and Three Year Reevaluations. At the request of the Office of Special Education administration or the school team, she may serve as Team Chairperson for any Special Education Team Evaluation or Special Education Team Meeting.

I hope to speak with you or meet with you in the near future.

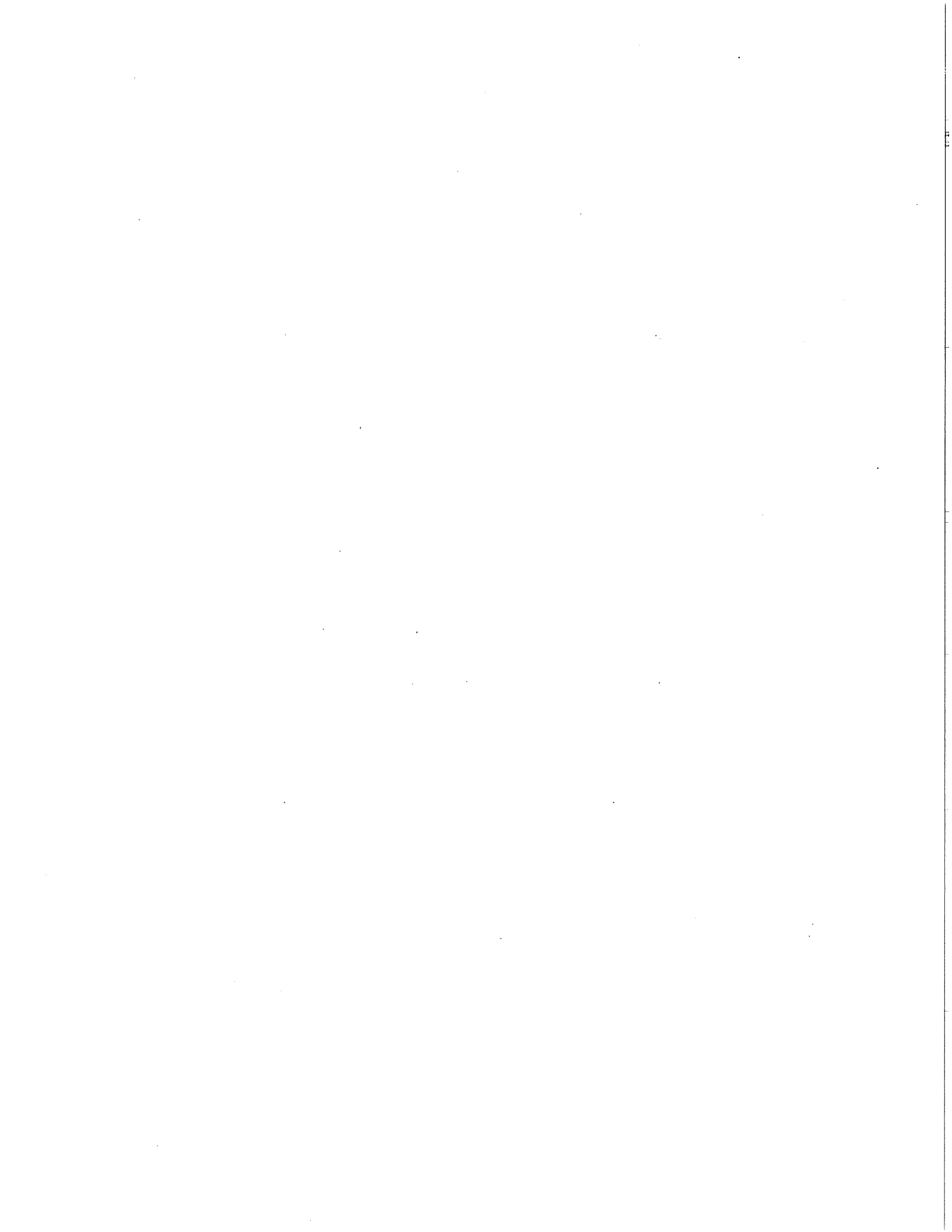
Sincerely yours,

Signature: _____

Date: _____

Printed Name: _____

Phone Number: _____



Dear Parent/Guardian,

I would like to take this opportunity to introduce myself to you. I am your child's classroom and OSE Case Manager/Liaison. In my role as classroom teacher, I am responsible for teaching all classroom academics as outlined in your child's Individualized Education Program (IEP). Additionally, as OSE Case Manager/Liaison, I am responsible for chairing the Annual Review Meeting, disseminating Progress Reports, and serving as a direct contact for parents/guardians. I also consult with your child's special subject teachers and any general education teacher who may be instructing your child regarding your child's special education needs. The most direct way of reaching me is via the Cambridge Public Schools (CPS) email: _____@cpsd.us. Listed below are the other members of your child's Special Education Team and their contact information:

<u>Name</u>	<u>Role</u>	<u>Contact Information</u>
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us
_____	_____	_____@cpsd.us

_____ is the Psychologist/Team Chairperson, and she may be reached by telephone at _____ and/or by email at _____@cpsd.us. The Psychologist/Team Chairperson serves as Team Chairperson for all Initial Special Education Team Evaluations and comprehensive Reevaluations and Three Year Reevaluations. At the request of the Office of Special Education administration or the school team, she may serve as Team Chairperson for any Special Education Team Evaluation or Special Education Team Meeting.

I hope to speak with you or meet with you in the near future.

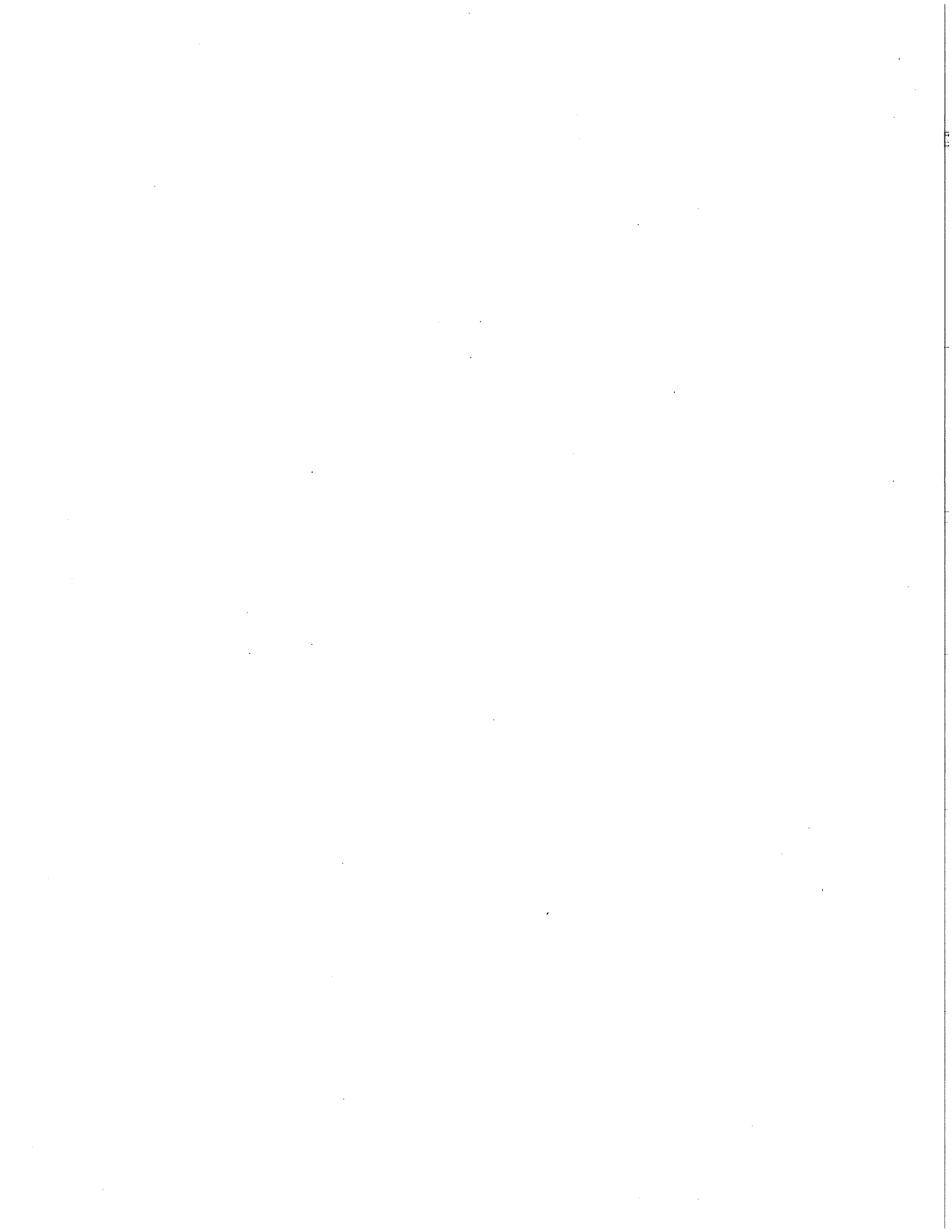
Sincerely yours,

Signature: _____

Date: _____

Printed Name: _____

Phone Number: _____



SAMPLE LETTER A

Dear Parent/Guardian,

I would like to take this opportunity to introduce myself to you. I am your child's **Special Educator** and OSE Case Manager/Liaison. In my role as **Special Educator**, I am responsible for providing **Academic Strategies** services as outlined in your child's Individualized Education Program (IEP). Additionally, as OSE Case Manager/Liaison, I am responsible for chairing the Annual Review Meeting, disseminating Progress Reports, and serving as a direct contact for parents/guardians. I also consult with your child's general education classroom teacher and special subject teachers regarding your child's special education needs. The most direct way of reaching me is via the Cambridge Public Schools (CPS) email: Jroe@cpsd.us. Listed below are the other members of your child's Special Education Team and their contact information:

<u>Name</u>	<u>Role</u>	<u>Contact Information</u>
<u>Tom Roe</u>	<u>Occupational Therapist</u>	<u>troe@cpsd.us</u>
<u>Pat Snow</u>	<u>Physical Therapist</u>	<u>psnow@cpsd.us</u>
<u>Susan Ross</u>	<u>Assistive Technologist</u>	<u>sross@cpsd.us</u>
_____	_____	_____@cpsd.us

Laura Jones is the Psychologist/Team Chairperson, and she may be reached by telephone at **617-349-6113** and/or by email at **ljones@cpsd.us**. The Psychologist/Team Chairperson serves as Team Chairperson for all Initial Special Education Team Evaluations and comprehensive Reevaluations and Three Year Reevaluations. At the request of the Office of Special Education administration or the school team, she may serve as Team Chairperson for any Special Education Team Evaluation or Special Education Team Meeting.

I hope to converse with you or meet with you in the near future.

Sincerely yours,

Signature: **Jane Roe**

Date: **October 12, 2012**

Printed Name: **Jane Rose**

Phone Number: **617-349-6661 Ext. 213**



SAMPLE LETTER B

Dear Parent/Guardian,

I would like to take this opportunity to introduce myself to you. I am your child's **Speech and Language Pathologist** and OSE Case Manager/Liaison. In my role as **Speech and Language Pathologist**, I am responsible for providing **Speech and Language Therapy** services as outlined in your child's Individualized Education Program (IEP). Additionally, as OSE Case Manager/Liaison, I am responsible for chairing the Annual Review Meeting, disseminating Progress Reports, and serving as a direct contact for parents/guardians. I also consult with your child's general education classroom teacher and special subject teachers regarding your child's special education needs. The most direct way of reaching me is via the Cambridge Public Schools (CPS) email: mreece@cpsd.us. Listed below are the other members of your child's Special Education Team and their contact information:

<u>Name</u>	<u>Role</u>	<u>Contact Information</u>
<u>Tom Roe</u>	<u>Occupational Therapist</u>	<u>troe@cpsd.us</u>
<u>Pat Snow</u>	<u>Physical Therapist</u>	<u>psnow@cpsd.us</u>
<u>Kay Stone</u>	<u>School Adjustment Counselor</u>	<u>kstone@cpsd.us</u>
_____	_____	_____@cpsd.us

Angela Gold is the Psychologist/Team Chairperson, and she may be reached by telephone at **617-349-6113** and/or by email at **agold@cpsd.us**. The Psychologist/Team Chairperson serves as Team Chairperson for all Initial Special Education Team Evaluations and comprehensive Reevaluations and Three Year Reevaluations. At the request of the Office of Special Education administration or the school team, she may serve as Team Chairperson for any Special Education Team Evaluation or Special Education Team Meeting.

I hope to converse with you or meet with you in the near future.

Sincerely yours,

Signature: **Michael Reece**

Date: **October 12, 2012**

Printed Name: **Michael Reece**

Phone Number: **617-349-6100**



SAMPLE LETTER C

Dear Parent/Guardian,

I would like to take this opportunity to introduce myself to you. I am your child's **Classroom Teacher** and OSE Case Manager/Liaison. In my role as **Classroom Teacher**, I am responsible for teaching **all classroom academics** as outlined in your child's Individualized Education Program (IEP). Additionally, as OSE Case Manager/Liaison, I am responsible for chairing the Annual Review Meeting, disseminating Progress Reports, and serving as a direct contact for parents/guardians. I also consult with your child's special subject teachers and any general education teacher who may be instructing your child regarding your child's special education needs. The most direct way of reaching me is via the Cambridge Public Schools (CPS) email: ckent@cpsd.us. Listed below are the other members of your child's Special Education Team and their contact information:

<u>Name</u>	<u>Role</u>	<u>Contact Information</u>
<u>Lois Hunt</u>	<u>Speech and Language Pathologist</u>	<u>lhunt@cpsd.us</u>
<u>John Parson</u>	<u>Behavior Specialist</u>	<u>jparson@cpsd.us</u>
<u>Gina Tolman</u>	<u>Occupational Therapist</u>	<u>gtolman@cpsd.us</u>
_____	_____	_____@cpsd.us

Jessica Solez is the Psychologist/Team Chairperson, and she may be reached by telephone at 617-349-4197 and/or by email at jsolez@cpsd.us. The Psychologist/Team Chairperson serves as Team Chairperson for all Initial Special Education Team Evaluations and comprehensive Reevaluations and Three Year Reevaluations. At the request of the Office of Special Education administration or the school team, she may serve as Team Chairperson for any Special Education Team Evaluation or Special Education Team Meeting.

I hope to speak with you or meet with you in the near future.

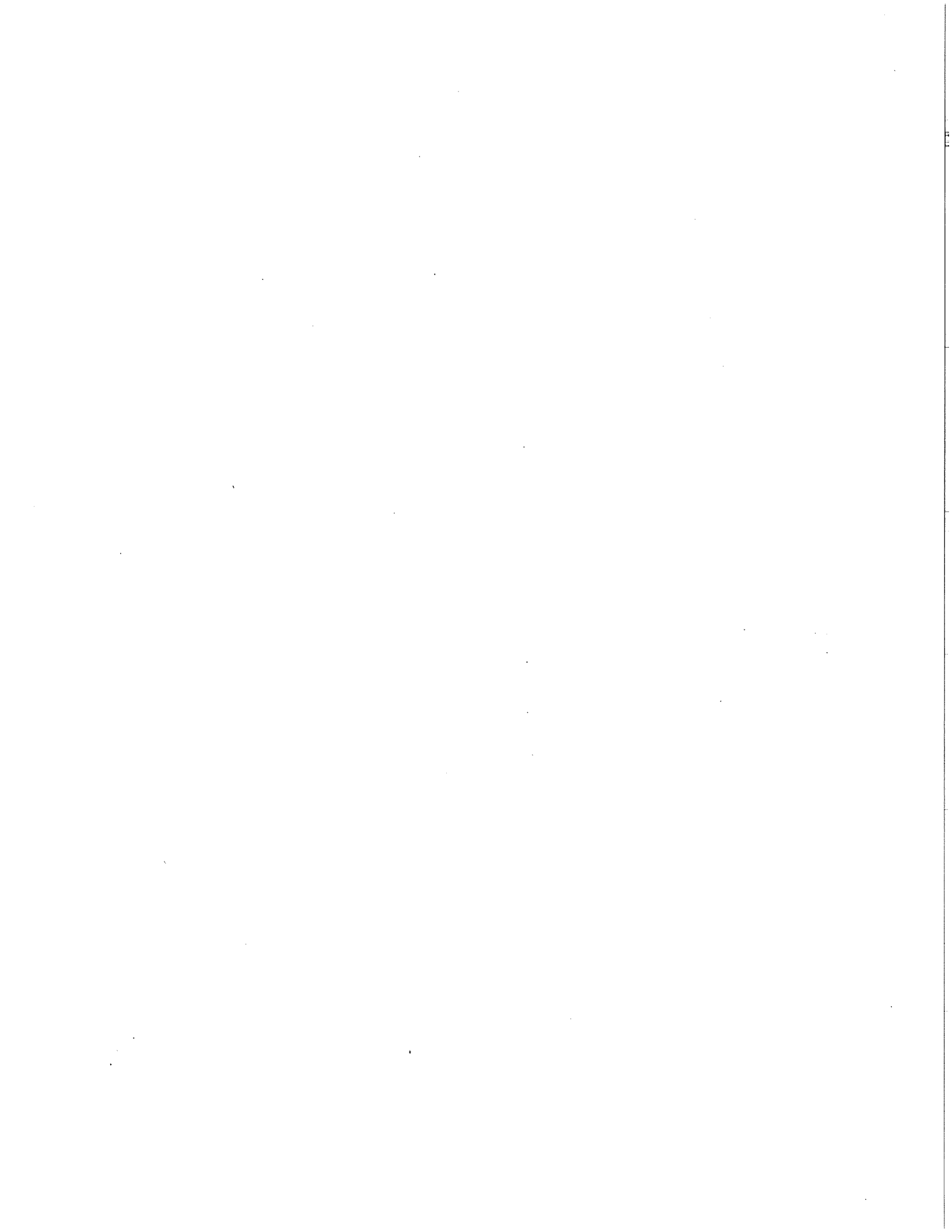
Sincerely yours,

Signature: Carla Kent

Date: October 12, 2012

Printed Name: Carla Kent

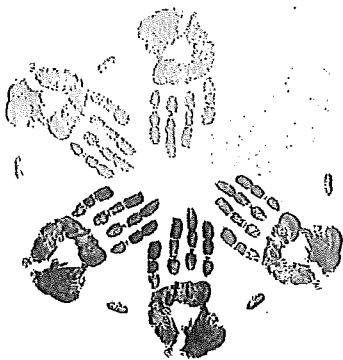
Phone Number: 617-349-4190 Ext. 317



Connect with C-PAC

the Cambridge Parent Advisory Council on Special Education

A parent-led organization dedicated to connecting and empowering parents of children with disabilities and special education needs.



C-PAC offers:

- ✓ Free workshops to teach parents about our important role in the Individual Education Plan (IEP) and 504 Plan processes.
- ✓ A website with local resources, area trainings, and other information parents need.
- ✓ A parents-only email list where parents can ask questions or share ideas.
- ✓ The chance to be heard on issues affecting children with disabilities in the Cambridge school district.

What is a PAC?

Since 1986, Massachusetts state law has required all public school districts to maintain a Parent Advisory Council (PAC) open to all parents of students identified as eligible for special education, as well as other interested parties...PACs have tremendous potential to have a positive impact on special education programs in a school district. PACs can provide invaluable activities for parents, and add an important voice to a school district's dialogue and decision-making.

(Massachusetts Department of Elementary and Secondary Education)



Learn more at www.cambridgepacse.org
or call 617-593-4402



Upcoming Events...

Unless otherwise noted, all meetings take place at Cambridge Rindge and Latin School. Meetings are free and open to the public. Childcare is provided.

Superintendent of Schools Dr. Jeffrey Young

Wednesday, October 3, 2012 at 6:30 p.m.

Join C-PAC for a Q & A with Dr. Young to share your questions, concerns and ideas for Special Education.

Language Based Learning Disabilities

Wednesday, October 24, 2012 at 6:30 p.m.

Landmark, a school for students with language based learning disabilities, presents strategies for helping students be successful at school.

Basic Rights in Special Education

Wednesday, November 7, 2012 at 6:30 p.m.

Learn about the legally defined role of parents in the Special Education process. This presenter is bilingual and can answer questions in English and Spanish.

Section 504 Plans

Wednesday, December 5, 2012 at 6:30 p.m.

504 Plans protect individuals with disabilities from discrimination and outline accommodations students need to participate fully at school. Learn how this process works in Cambridge.

Sarah Ward: Executive Functioning

Wednesday, January 9, 2012 at 6:30 p.m.

Cambridge Citywide Senior Center
806 Massachusetts Avenue (Central Square)6

Sarah Ward, M.S., CCC/SLP will present a workshop on executive function skills, which include time management, attention, organization, memory and problem solving.

IEP Goals & Progress Monitoring

Wednesday, January 23, 2013 at 6:30 p.m.

Trudy Wilcox will assist parents in understanding data to set goals and monitor your child's progress at school.

Special Education Mediation

Wednesday, February 6, 2013 at 6:30 p.m.

Mediator Myrto Flessas, will explain the process how parents and school districts may access mediation to resolve disagreements.

Behavioral Disabilities: Panel Discussion

Wednesday, March 6, 2013 at 6:30 p.m.

Learn about a variety of strategies for helping students develop skills for positive behavior.

Summer Programs & Services

Wednesday, March 20, 2013 at 6:30 p.m.

Learn who qualifies for extended year programs and how to access summer services; and hear from a variety of private summer programs that welcome or specifically serve students with disabilities.

Who Cares About Kelsey?

Wednesday, April 3, 2013 at 6:30 p.m.

Join us to watch and discuss Dan Habib's new film. Learn more at www.whocaresaboutkelsey.com

The Impact of Trauma on Learning

Wednesday, May 1, 2013 at 6:30 p.m.

Learn about ways parents and schools can effectively support students whose learning is affected by past trauma.

Annual Meeting & C-PAC Officer Election

Wednesday, June 5, 2013

More information:

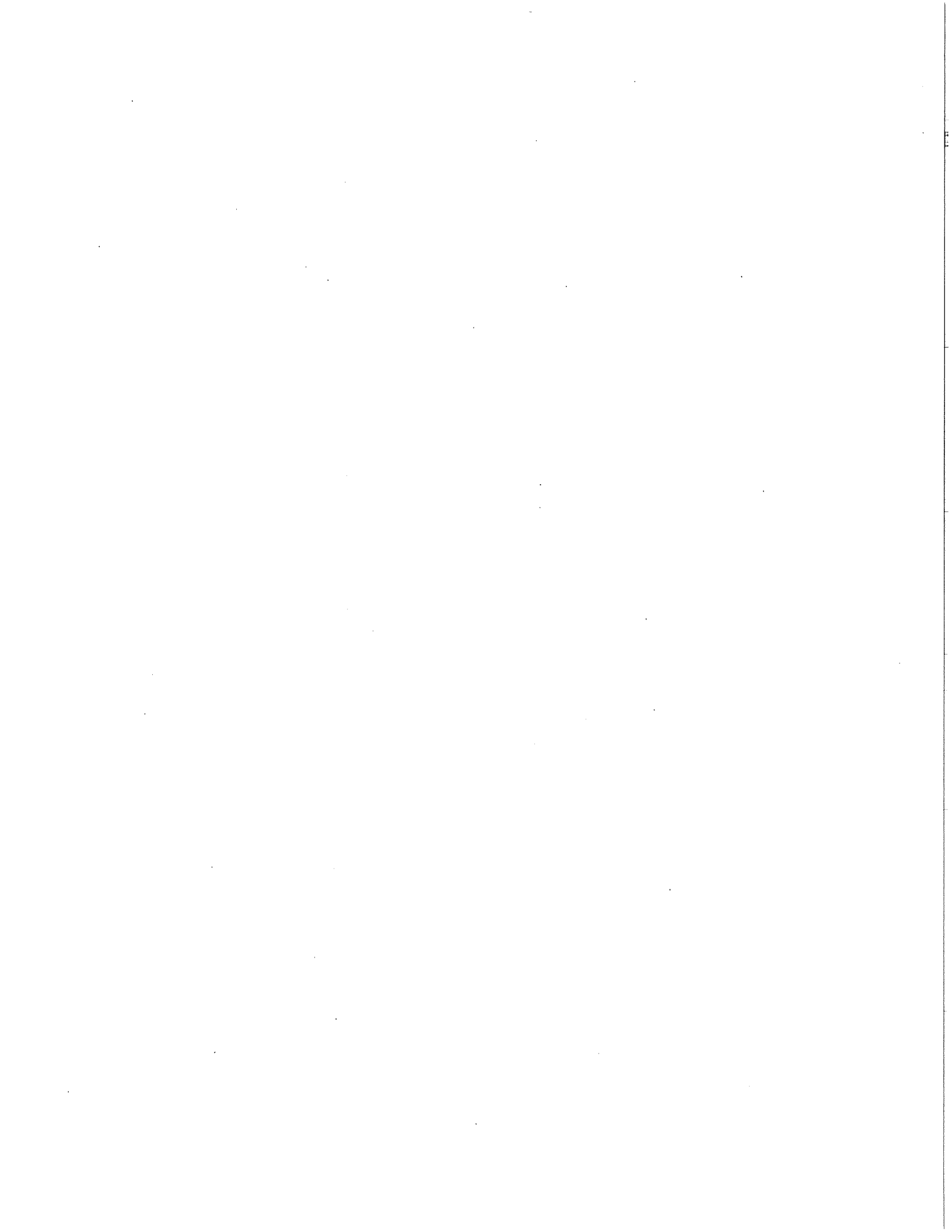
www.cambridgepacse.org

Melissa Preston Bulyko, Co-Chair
m.preston.b@gmail.com | (617) 803-5376

Fran Cronin, Co-Chair
facronin@comcast.net | (617) 497-2111

Zina Gomez-Liss, Co-Chair
zgomezliss@gmail.com | (617) 401-7529

Rosalie Rippey, Coordinator
rrippey@cpsd.us | (617) 593-4402



Cambridge Public Schools
Office of Special Education

2012-2013 Parent Transition Planning Workshop Series

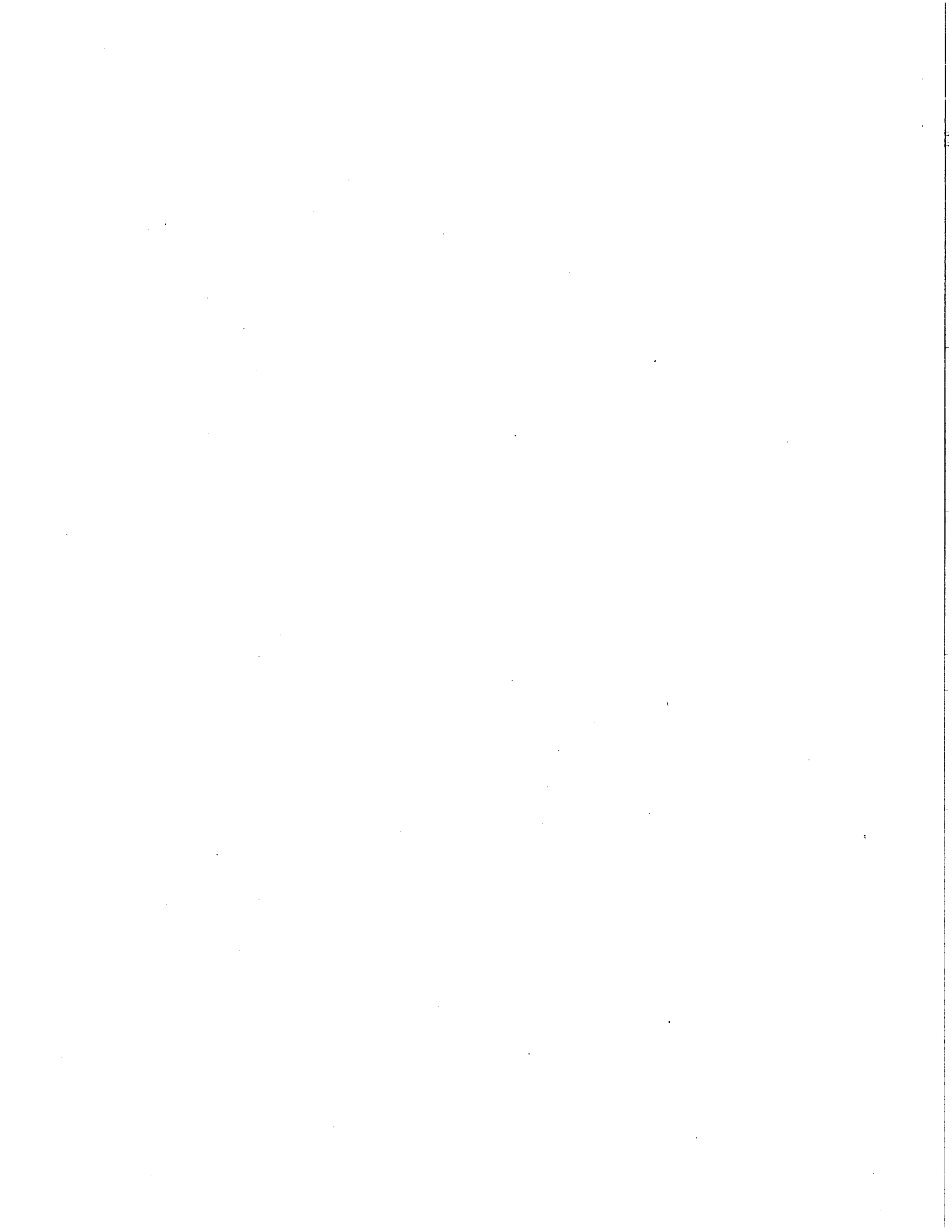
Jennifer Garcia, Transition Coordinator
Christine Deyeso, TIC-CRLS/High School Extension Program
Jean Spera, Interim Executive Director

October *Accessing College: Student Support Services in Higher Education*

December *Accessing Work: Employment Support through Mass Rehabilitation
Commission*

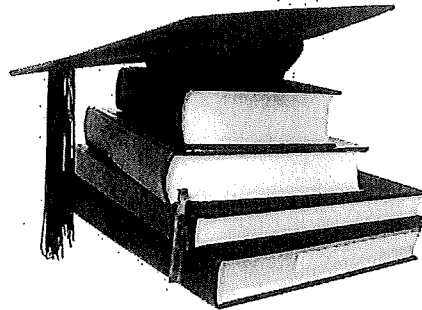
February *Accessing Adulthood: Transition Planning Resources*

April *Accessing Community: Identifying Opportunities for Volunteerism and
Community Involvement*



Accessing College:

Student Support Services in Higher Education



FREE WORKSHOP

Susan Woods, Associate Dean of Student Support Services at Middlesex Community College will speak about the differences in accommodations and student expectations at the high school and college level.

Tuesday, October 9, 2012

6:30pm – 8:00pm

Cambridge Rindge & Latin School
Pearl K. Wise Library – Fiction Room
459 Broadway
Cambridge MA, 02138

Hosted by Jennifer Garcia, Transition Coordinator
Presented by the Cambridge Public Schools, Office of Special Education

For more information contact Jennifer Garcia at 617.349.6791 or at jgarcia@cpsd.us



Accessing Work:

Employment Support through the Massachusetts Rehabilitation Commission



FREE WORKSHOP

Learn more about the supports that the Massachusetts Rehabilitation Commission (MRC) can provide to students as they transition out of high school and into the world of higher education and/or employment.

Presentation by: Joanne Baldassari
MRC Vocational Rehabilitation Counselor

Tuesday, December 18, 2012
6:00pm – 7:30pm

Cambridge Rindge & Latin School
Pearl K. Wise Library – Fiction Room
459 Broadway
Cambridge MA, 02138

Hosted by Jennifer Garcia, Transition Coordinator
Presented by the Cambridge Public Schools, Office of Special Education

For more information contact Jennifer Garcia at 617.349.6791 or at jgarcia@cpsd.us

