

SE-PAC ROUNDTABLE



Thursday, October 18, 2018





AGENDA

- Introduction
- Overview of OSS Programs
- Curriculum Updates
- Moving Forward

CPS District Plan (2017-2020)

VISION

Rigorous, Joyful, and Culturally Responsive Learning + Personalized Support
Builds Postsecondary Success and Engaged Community Members

STRATEGIC OBJECTIVES



EQUITY AND ACCESS

Provide equity and access to increase opportunity and achievement.



ENGAGING LEARNING

Provide engaging learning for students and staff to strengthen instruction for all types of learners.



WHOLE CHILD

Support the whole child as an individual.



PARTNERSHIP

Expand and strengthen family partnerships and community partnerships.



IMPROVEMENT

Improve implementation and progress monitoring.

OUTCOMES

The District plan defines 22 Strategic Initiatives that will help CPS to realize our vision. To measure the impact of this work, the School Committee will consider the following outcome measures:

- Grade 3 Literacy
- Grade 8 Mathematics
- Advanced Placement and Honors Enrollment
- Percentage of Teachers of Color
- School Climate Survey
- Students' Meaningful Connections with Adults
- Chronic Absenteeism

For more information, please visit www.cpsd.us/districtplan.

Office of Student Services

Vision

Students with disabilities will receive a high quality education in the least restrictive environment through the provision of specialized services and supports to meet their unique learning, social, emotional, and behavioral needs.



Educated in environments with peers who do not have disabilities as often as possible.



Educated by individuals in ways that address the specific areas that impact a student's ability to access the curriculum.



Opportunities to expand their learning to reach their full capacity and potential for success in all areas.

OSS Leadership

Dr. Alexis Morgan,
Assistant Superintendent of
Student Services

Jean Spera, Director of
Student Services

Desiree Phillips, High
School, Upper
Schools and Out of
District Coordinator

Dr. Karyn Grace,
Curriculum and
Instruction
Coordinator

Shelagh Walker,
Preschool, Early
Childhood
Coordinator

Vassal Lane, Putnam
Avenue, Cambridge
Street, Rindge Avenue,
CRLS

Dr. Martin Luther King,
King Open, Graham and
Parks, Amigos, Haggerty,
Fletcher Maynard Academy

Special Start, Baldwin,
Cambridgeport, Morse,
Kennedy-Longfellow,
Peabody, Tobin

PROGRAM OPTIONS



AUTISM SPECTRUM DISORDER PROGRAM	BASIC ACADEMICS PROGRAM	FUNCTIONAL ACADEMICS PROGRAM	LEARNING DISABILITIES ACADEMICS PROGRAM	STRUCTURED ACADEMICS PROGRAM	SPECIAL START PROGRAM
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ELEMENTARY

Baldwin School				•	•
Cambridgeport School					•
Fletcher Maynard Academy	•				•
Dr. Martin Luther King, Jr. School					
Graham & Parks School				•	•
Haggerty School					•
Kennedy-Longfellow School					•
King Open School	•				•
Morse School		•			•
Peabody School					•
Tobin Montessori School					•

K-8

Amigos School / Escuela Amigos

UPPER SCHOOLS

Cambridge Street Upper School	•				
Putnam Avenue Upper School		•	•		
Rindge Avenue Upper School					•
Vassal Lane Upper School				•	

HIGH SCHOOL

Cambridge Rindge & Latin School	•	•	•	•	•
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Autism Spectrum Disorder



Overview:

The Autism Spectrum Disorder (ASD) program is an eleven-month program designed for students diagnosed with an Autism Spectrum Disorder (ASD) in grades PK-12 who require intensive, specially designed instruction and support in order to access the curriculum.

Program Components:

- Group and community based activities emphasized during the summer
- Applied Behavior Analysis
- Highly skilled teaching staff in development, social interaction, verbal and non-verbal communication, distractibility, sensory integration, etc.
- Low student to teacher ratio (one lead teacher and at least two paraprofessionals)

Program Locations

- Fletcher Maynard Academy
- King Open School
- Cambridge Street Upper School
- Cambridge Rindge & Latin School

Basic Academics Program



Overview:

The Basic Academics Program is offered to students in grades K-12 who have moderate to severe disabilities across various domains (i.e. language, fine motor, gross motor, social and cognitive). The program focuses on basic and functional academics and social skills development. Students are taught with a modified curriculum that is aligned to the Massachusetts Curriculum Frameworks.

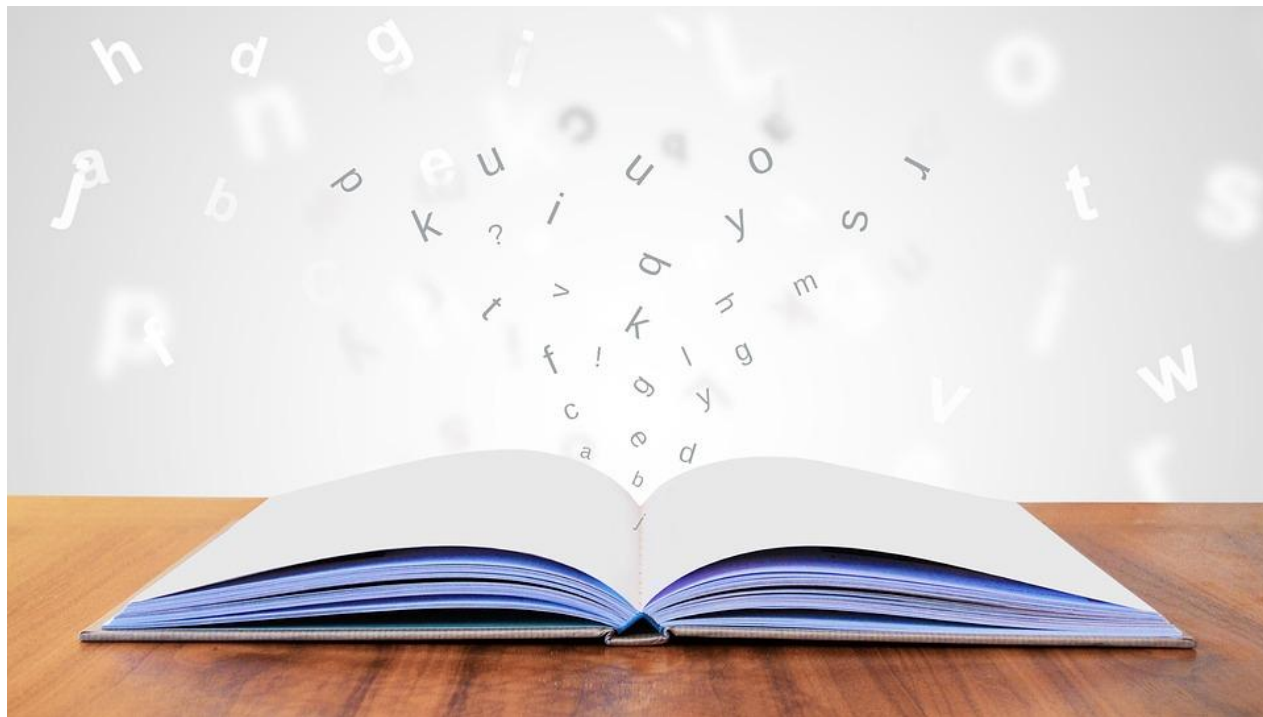
Program Components:

- Multi-sensory approach to instruction
- Positive behavior supports
- Social pragmatics
- Executive Functioning (i.e. setting goals, prioritizing, problem-solving)
- Life Skills (i.e. developing independence, taking responsibility)

Program Locations

- Morse
- Putnam Avenue
- Cambridge Rindge and Latin

Functional Academics Program



Overview:

The Functional Academics Program is part of the continuum of services from the elementary Basic Academics program. It is a program for students in grades 6-12 through age 22 who have moderate to severe disabilities across various domains (i.e. language, fine motor, gross motor, social and cognitive). The program primarily focuses on functional academics, life skills, and social skills development. Lessons are designed using a modified curriculum that is aligned to the Massachusetts Curriculum Frameworks. There is one 6-8 classroom, a 9-12 classroom, and a post-graduate (18-22) classroom in Cambridge.

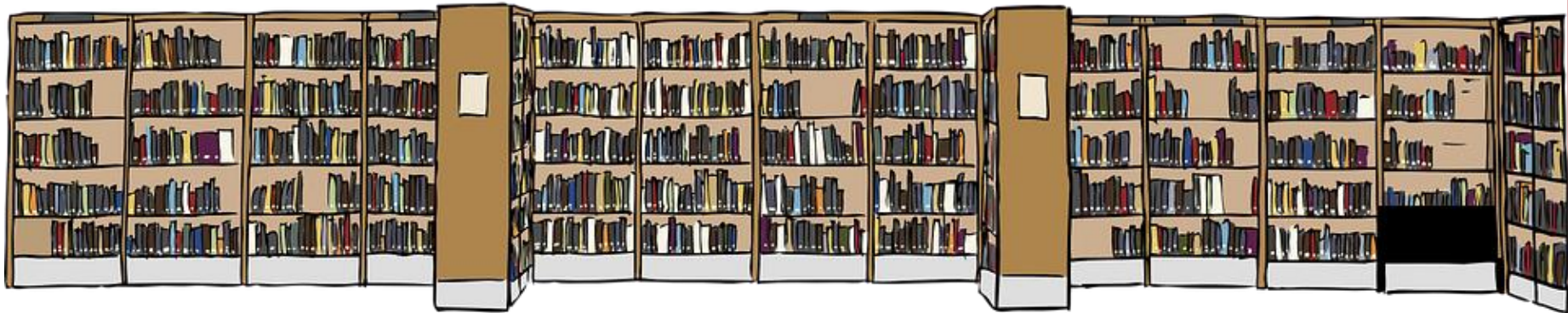
Program Components:

- Multi-sensory approach to instruction
- MCAS-Alt Assessment (if required)
- Positive behavior supports
- Social pragmatics
- Transition planning and preparation
- Community networking
- Vocational supports

Program Locations

- Putnam Avenue
- Cambridge Rindge and Latin with a post-graduate program (18-22 yrs old)

Academics Program



Overview:

The Academics program is designed to address the academic needs of students in grades K-12 who are diagnosed with a specific learning disability and who are performing significantly below grade level. The goal of the program is to ensure maximum progress and success so that students are successful in the general education curriculum. The program is instructed using a structured, sequential, multisensory, systematic reading, and language arts approach to instruction.

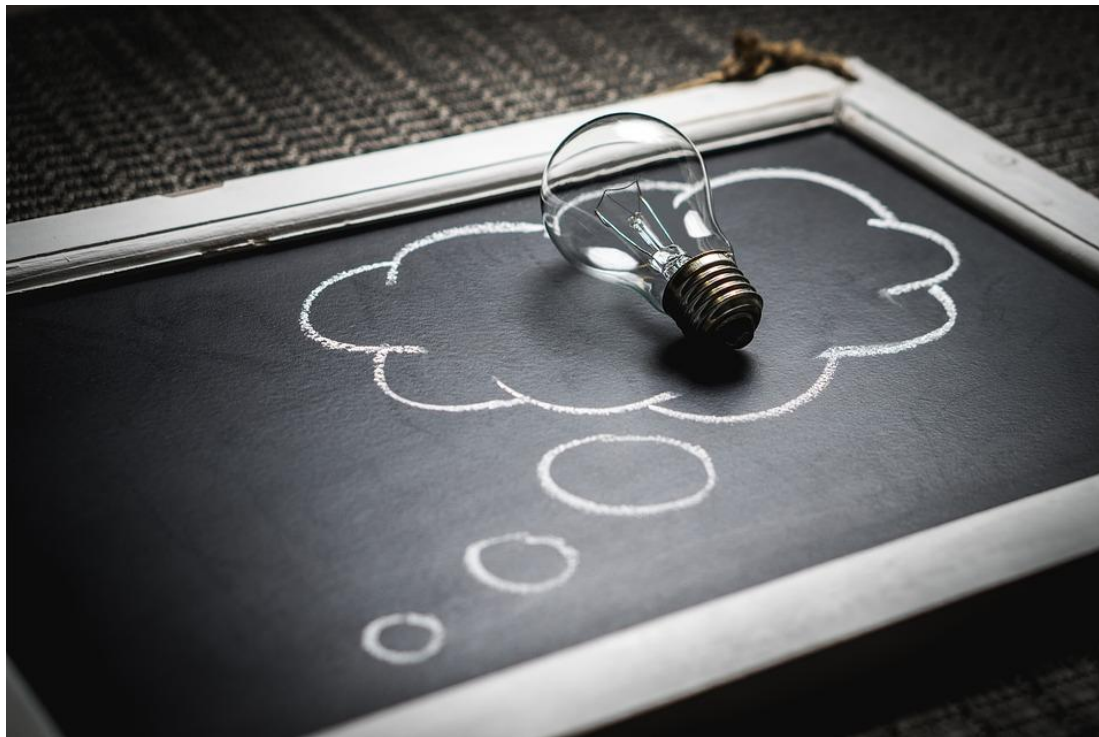
Program Components:

- Low student to teacher ratio (12:2)
- Service delivery (i.e. inclusive, small group, one-to-two, or one-to-one)
- Specially Designed Instruction designed around each student's individual learning need

Program Locations

- Graham and Parks
- Vassal Lane
- Cambridge Rindge and Latin

Structured Academics Program



Overview:

The Structured Academics program is a therapeutic program designed for students who exhibit both internalizing and externalizing behaviors that adversely affect their educational performance and impede their ability to be successful in the general education classroom with additional supports and services. The program provides academic, social, emotional, and behavior interventions and supports for students who meet the eligibility requirements for special education and is outlined in their Individual Education Plans (IEP's).

Program Components:

- Group and individual counseling (i.e. theory of mind or perspective taking, building trust, increasing self-worth, taking risks)
- Behavior planning (i.e. individual and classroom)
- Social Pragmatics (i.e. general socialization, communication, non-verbal cues)
- Self-regulation (i.e. sensory integration/regulation, motor planning, coping skills)

Locations

- Baldwin
- Rindge Avenue
- CRLS

Special Start Program



Overview:

Special Start is the Cambridge Public Schools' preschool program for students with disabilities. The program provides services for preschool aged children 3 to 5 years of age, who have a disability as outlined by state and federal requirements under the Individuals with Disabilities Education Act (IDEA). The program also enrolls non-disabled peers in many of the classrooms, so that students with disabilities can benefit from peer role models and inclusion opportunities as they are able. Sub-separate classrooms, or classrooms with no enrolled non-disabled peers, provide services to students with more severe needs.

Program Components:

- Early Intervention Transition Meetings
- Screenings, Evaluations
- Walk in therapy
- Support community preschools & Head Start programs
- Offer transition planning of students entering JK/K
- Behavior consultation

Locations

- Baldwin
- Cambridgeport
- Fletcher Maynard
- Graham and Parks
- Haggerty
- Kennedy Longfellow
- King Open
- Morse
- Peabody
- Tobin



CURRICULUM UPDATES

Orton-Gillingham/Wilson



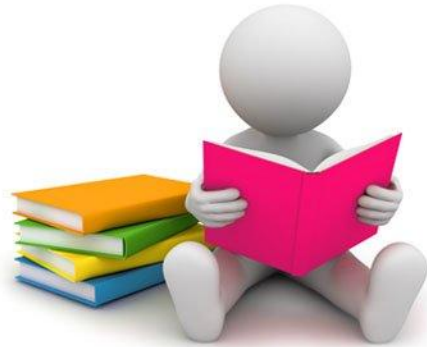
- Primarily for students diagnosed with the attributes of dyslexia with weaknesses primarily in phonological awareness, decoding, and encoding.
- CTOPP, Gray Oral Reading, Test of Written Language, FAST Screener, WJ IV, and fluency rates to determine if students have attributes of dyslexia
- IEP goals are designed according to students' individual needs
- K- 12th grade (all CPS schools)



Special Educators trained in Orton Gillingham

School	Trained in OG/Wilson
Amigos	3
Baldwin	4
Cambridgeport	3
Dr. Martin Luther King Jr	3
Fletcher Maynard Academy	3
Graham & Parks	4
Haggerty	6
Kennedy-Longfellow	3
King Open	5
Morse	3
Peabody	4
Tobin Montessori	3
CSUS	2
PAUS	1
RAUC	4
VLUS	7
CRLS	6
HSEP	0
Middle School/CRLS District OG Special Educator	1
District Inclusive Instructional Staff	2

Providing Specialized Services in Reading



During the 90 minute literacy block, students are pulled out for an OG session (~30 to 45 minutes)



Frequency is determined by the IEP Team

Vassal Lane Upper School Sub-Separate Classroom



The Academics Program mirrors a lot of the grade level curriculum because the students have average to above average cognitive skills and the special educators change the method of instruction to be more explicit multi-sensory direct instruction to meet the students' learning needs and provide systematic, multi-sensory literacy instruction.

Training/Programs used: Orton-Gillingham, Wilson, Empower Writing, Visualize and Verbalize, Executive Function Instruction, High Noon Books, Math in Focus



Autism Spectrum Program Curriculum



Essential Question:

How do our curricular programs in the ASD program align to general education grade-level standards?

Discrete trial
program
through ACE



Modified Curriculum
(partial standard)



On-grade level, but
has SEL struggles





HIGH SCHOOL

High School



- Co-teaching 26 Honors ELA 9, 26 Honors World History, and 13 ELA 10 classes as part of the Level Up Initiative
- Co-teaching in 20 other honors level classes across ELA, Math, History, and Science
- Working to build a more robust list of work site placements for students who need supported work experiences
- Creating a post-graduate transition program for the life skills ASD program for the SY 2019-2020
- Providing more professional development focused on special education for general educators in collaboration with the Dean of Curriculum
- Dr. Morgan recently held focus groups with staff, students, and administrators at CRLS to identify areas of strength and areas for growth.

PSATs



PSATs accommodations. How does this happen? What is the timeline?

This is handled by the Guidance Department at CRLS.

Generally in 9th grade, the student's guidance counselor asks the parents/guardians to sign a form giving them permission to apply to the College Board for PSAT and SAT accommodations.

OSS isn't involved in this process unless the guidance counselor or family has a clarifying questions about it.



TRANSPORTATION



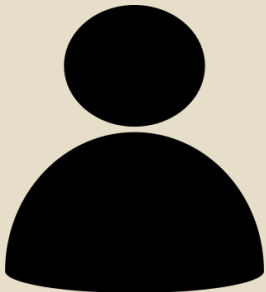
TRANSPORTATION POLICIES



Drivers are instructed to sound their horns **upon arrival**, sound it again **after 2 minutes have elapsed**, then leave unless otherwise notified by the Transportation Office.



Transportation services will be **discontinued following the third day of a child's absence from school**. Parents must call 617.349.6702 (out-of-district) or 617.349.6862 (in-district) to resume transportation.



Parents or an authorized representative **must be present** to receive children returning from school. Children with disabilities will not be left at home without a parent or representative to greet them.

Transportation Contact Information



In District
Tina Fisher
617-349-6862

Out of District
Janet Snedeker
617-349-6702

Office of Student Services



Calendar



Resources:
Parent & Guardian



Resources:
Teacher/Paraprofessional



Resources:
School Psyc/SocW/AdjC



Transportation



OSS Directory

OFFICE OF STUDENT SERVICES WEBSITE

- [Programs](#)
- [Services](#)
- [Advanced Learning](#)
- [Section 504](#)
- [Assistive Technology](#)
- [Standard Operating Procedures Manual](#)

Dear Cambridge Public Schools Families:

The Office of Student Services would like to take the opportunity to welcome you back to the Cambridge Public School District. Our office is eager to partner with you to ensure that each student receives high-quality supports and services to meet their unique needs.

Research tells us that the involvement of parents and communities correlate to higher levels of academic achievement and school improvement. It is key that we develop stronger forms of communication and support to our families to improve outcomes for students with disabilities and our advanced learners.

To that end, we have redesigned the website to keep our families updated about important news and events occurring in our community. We will also post relevant and timely research and articles to support your ongoing efforts in child's development, and to the maximum extent possible, provide translations in Spanish.

Additionally, we are co-hosting a meet and greet with our new Assistant Superintendent of Student Services with the Special Education Parent Advisory Council this fall. Please stay tuned for more details.

At this meeting you will have an opportunity to introduce yourself and your child, and share your perspective about the strengths and areas of growth for the Office of Student Services. We believe you are an important asset to our department and we would greatly benefit from your views. Refreshments and childcare will be provided.

Best,
The Office of Student Services

[Entry Plan 2018-2019 >>](#)

[Frequently Asked Questions](#)

[Important Documents/Forms](#)

2018-2019 Parent & Family Handbook



Office of Student Services Parent & Family Handbook



CPS
Cambridge Public Schools

Cambridge Public Schools | Office of Student Services
159 Thorncliffe Street, Cambridge, MA 02141
Phone: 617.349.6500 Fax: 617.349.6504
** Published Fall 2018**

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Office of Student Services
Parent & Family Handbook
Published Fall 2018

WWW.CPSD.US



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WWW.CPSD.US

School Committee Members, 2018-19:
Mayor Marc C. McGovern, Manikka L. Bowman, Emily R. Dexter, Alfred B. Fantini, Laurance V. Kimbrough, Kathleen Kelly, Patricia M. Nolan

Cambridge Public Schools is an equal opportunity employer and is committed to the provision of quality educational programs for all students. Cambridge Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, sexual orientation, disability, genetic information, age, veteran or marital status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

CPS
Cambridge Public Schools



Office of Student Services
159 Thorncliffe Street, Cambridge, MA 02141
Phone: 617.349.6500 Fax: 617.349.6504

FAQ Section



[Cambridge Public Schools](#) » [Departments](#) » [Office of Student Services](#) » Frequently Asked Questions

Frequently Asked Questions

Parent FAQs I want to find out if my child is eligible for special education services.

- [Programs](#)
 - [Services](#)
 - [Advanced Learning](#)
 - [Section 504](#)
 - [Assistive Technology](#)
 - [Standard Operating Procedures Manual](#)
- › Must be a Cambridge resident.
 - › Submit a written request via mail to Jean Spera at Office of Student Services, 159 Thorndike Street, Cambridge, MA 02141.
 - › In the letter, be sure to include:
 - Name of Child
 - Child's date of birth
 - Child's current school
 - Child's grade level
 - List of parent concerns (i.e. why do you feel your child needs to be evaluated?)
 - Parent contact information (e.g., name of parent/guardian, address, phone number, and email).

My child's bus doesn't arrive.

- › If your child is receiving transportation for an in-district school, contact Tina Fisher Supervisor of Transportation at 617.349.6862.
- › If your child is receiving transportation for an out-of-district school, contact Janet Snedeker at 617.349.6702.

Newsletter



November Online News



Welcome Back
Letter
(Available in Spanish)

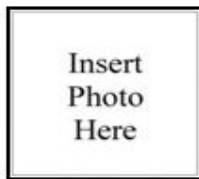


Start of School
Questions and
Answers
(Available in Spanish)



What's New in
OSS?
(Available in Spanish)

Chat with an Expert!



Who:

Date:

Topic:

RSVP



Important Links

[Parent Handbook](#)

[MA DESE Special Education](#)

[Council for Exceptional Children](#)

[National Center for Learning Disabilities](#)

[US Department of Education](#)

Moving Forward Fall 2018





Dr. Morgan's Entry Plan

TIME OF YEAR

SUMMER 2018

FALL 2018

STAKEHOLDERS

- Extended School Year (ESY) visits and observations
- Special Education Parent Advisory Council (SEPAC) Chairs
- OSS Staff (Interviews)
- Central Office Staff (Interviews)

- Special Education Advisory Council Chairs (Interviews)
- Cambridge Advanced Learners Association (CALA) Officers (Interviews)
- School Administrators (Interviews)
- Cambridge Education Association Officers

- School visits and classroom observations
- High School Students (Focus Group)
- Assistant Superintendent Meet and Greet (Special Education Parent Advisory Council)
- Dissemination of Parent Survey
- High School General and Special Educators (Focus Group)
- High School Paraprofessionals (Focus Group)
- Related Services (Focus Group)
- School Administrators (Interviews)

- School visits and classroom observations
- Upper School Students (Focus Group)
- Recent graduates from Cambridge in-district and out-of-district schools (Focus Group)
- Upper School General and Special Educators (Focus Group)
- Upper School Paraprofessionals (Focus Group)
- Related Services (Focus Group)
- School Administrators (Interviews)
- Out of School Partners (Focus Group)
- Meet with Community Engagement Team
- Student Services Advisory Committee

- Work with American Born Black Outreach Team and SEPAC liaison on phone surveys of African American families of students with IEPs (Focus Group)
- School visits and classroom observations
- Elementary School Students (Focus Group)
- Elementary General and Special Educators (Focus Group)
- Elementary Paraprofessionals (Focus Group)
- School Committee

- School visits and classroom observations
- Out of District School Administrators
- OSS Vendors
- Community, Industry and University Partners

Timeline



Fall
2018

Winter 2019

Spring 2019

**Phase 1:
Listening and
Observing**

**Phase 2:
Analysis and
Reporting**

**Phase 3:
Strategic
Planning**



- Continue to develop and build inclusive practices across all schools
- Deepen transitional services and post-secondary supports
- Explore opportunities for increased collaborative time for problem-solving with schools and families
- Deepen professional learning on therapeutic supports for teachers and administrators



QUESTIONS AND DISCUSSION