

**2022-2023**

# **SPECIAL EDUCATION PROGRAMS**

**Tewksbury Schools**  
**Robin Thompson**



# ROLE OF THE SUPERVISOR OF SPECIAL EDUCATION

- Supervise and evaluate all special education teachers, paraprofessionals, CST Secretary and related service providers.
- Ensure the careful maintenance of records and files of all classified students.
- Ensure the district remains in compliance with state and federal law.
- Give advice and consultation to both regular education and special education teachers, when needed.
- Ensure all IEP's are being followed by all staff.

# Child Study Team

## **School Psychologist - Megan McCoy**

- Case Manager TES PreK - 4th OTS - 5th grade
- Psychological Evaluations- all schools
- Individual Counseling
- District Crisis Intervention Team Member

## **Social Worker - Sara Femiano**

- Case manages OTS - 6-8th, OOD and Califon
- Social Skills and Community based instruction
- Social Assessments - all schools
- Individual Counseling
- District Crisis Intervention Team Member

**LDT-C - Contract with H - ESC**

# Classification Process

## Who can make a Child Study Team referral?

- Parents
- School Personnel (Teacher and/or I&RS Committee)
- Outside Agencies

After the referral is received the team has 20 days to meet and decide if evaluations are warranted. If evaluations are recommended the family and CST team will discuss types of testing. (Woodcock Johnson IV, WISC-V, Social Assessment, Neurodevelopmental, Speech, etc.) The CST team has 90 days to complete evaluations and have meeting. Parents must receive results of any testing at least 10 days before the eligibility meeting.

# Classifications

- **Autism Spectrum Disorder**
- **Auditory Impairment**
- **Intellectual Disability**
- **Communication Impairment**
- **Emotional Regulation Impairment**
- **Multiple Disabilities**
- **Deaf/Blindness**
- **Orthopedic Impairment**
- **Other Health Impairment**
- **Preschool Child with a Disability**
- **Specific Learning Disability**
- **Social Maladjustment**
- **Speech or Language Impairment**
- **Traumatic Brain Injury**
- **Visual Impairment**



# Initial Eligibility Meeting

## Eligible

- All evaluations are reviewed
- Case manager will review possible classifications and lead a discussion about which one best meets students academic/social emotional needs
- Eligibility is determined and a proposed IEP is reviewed - what supports are being put into place and goals and objectives
- Family has 15 days to review and give consent.

## Not Eligible

- Case manager will write a report which contains:
  - Summary of recent evaluations
  - recommendations in gen. ed.
  - copy of the most recent evals.
- Once parents consent that the child is not eligible, the report will be given to the I & RS committee to review with staff
- Student may be eligible for a 504



# **Tewksbury Special Education Population**

- District Total - 75 Students have an IEP (503 total students in district)
  - 16 of these are speech only IEP's
- 14.9% of our population has an IEP including Speech only IEP's
  - 46 students at TES
  - 26 students at OTS
  - 3 students at OOD placements
- Every student has an annual review meeting
  - Discuss present levels of performance, any possible change in program (LRE) and new goals and objectives.
- Every 3 years students are re-evaluated

# SPECIAL EDUCATION PROGRAMS

## In Class Support - Inclusion

- 3 teachers at TES (2nd, 3rd and 4th grade)
- 3 teachers at OTS (5th, 7th and 8th)

## Resource Room Instruction

- 2 teachers at TES (K-4)
- 1 teacher at OTS

## Multiple Disabled Classroom (Self Contained)

- 1 teacher at TES
- 1 teacher at OTS



# SPECIAL EDUCATION PROGRAMS

## Pre-school Integrated Class

- 1 teacher
- 1 para

## Related Services

- Speech- 1 FT and 1 PT
- Occupational Therapy - 2 1/2 days
- Physical Therapy - 1 day
- BCBA - 5 hours a week

## Para Educators

- TES  
3 full time 1:1  
2 full time shared  
1 Part time PreK
- OTS  
1 Full time 1:1  
2 part time (1:1 and shared)



# Para - Educators

## Job Responsibilities

- Teach /Re-teach concepts to students
- Work 1:1 or with small groups of students
- Collect data - educational and/or behavioral
- Attend Related Arts with students
- Attend lunch/Recess with students
- Implement Behavioral plans

## Professional Development

- Training sessions with BCBA- functions of behaviors
- 1:1 on the job training with BCBA
- March PD - Role of the Para in the classroom





# WHAT IS THE DIFFERENCE???

## IEP

- Established as part of the Individuals with Education Act of 1973 and overseen by the U.S. Department of Education.
- Requires student to be evaluated by a multi-disciplinary team (To be eligible, the student's disability must meet specific IDEA criteria, impact the child's education, and require special education.)
- Provides a structured outline of goals, objectives, accommodations, and modifications
- A legal document reassessed every three years    Parents are part of IEP development and review (collaborative effort)
- Provides official processes for families to dispute and resolve issues
- Applicable through age 21

## 504

- Established as part of the Rehabilitation Act of 1973 and overseen by the U.S. Office of Civil Rights
- Does not require any formal evaluation
- Supports students who do not qualify for special education services
- Provides accommodations and other supports for the student; No specified goals or timeline for services. No formal review process; Typically reviewed annually
- Parents are not required to help develop, implement, or review the student's plan. The school/district must notify the parents, but does not have to be in writing.
- No official method to dispute services
- Applicable throughout the student's lifetime (can transfer to a college or university)



## **504 Program Information**

**District: 33 students currently have 504 plans**

- 8 students at TES**
- 25 students at OTS**

**TES Coordintor: Sheila Donovan**

**OTS Coordinator: Mary Cutri-French**

**All 504's are reviewed annually with the family. No formal evaluation required.**



## **SPED 2022-23**

- **SEPAC meetings - building connections with family and school**
- **Peer Leaders - buddy program during E & R at OTS**
- **Study Skills implementation during E & R at OTS**
- **Monthly Therapy Dog visits**
- **Disability awareness at TES - reading to classes about special education and students with differences**
- **ESY 2023 - volunteer program**
- **ESY 2023 - tutoring program for some OTS students**
- **Attend county meetings monthly**
- **Community Based instruction for students in the MD class at OTS**
- **Inclusion of all students in clubs and sports at OTS**
- **Support teachers with behavioral strategies and data collection**
- **Implementation and coordination of transition to OTS program for the 4th graders with IEP's.**

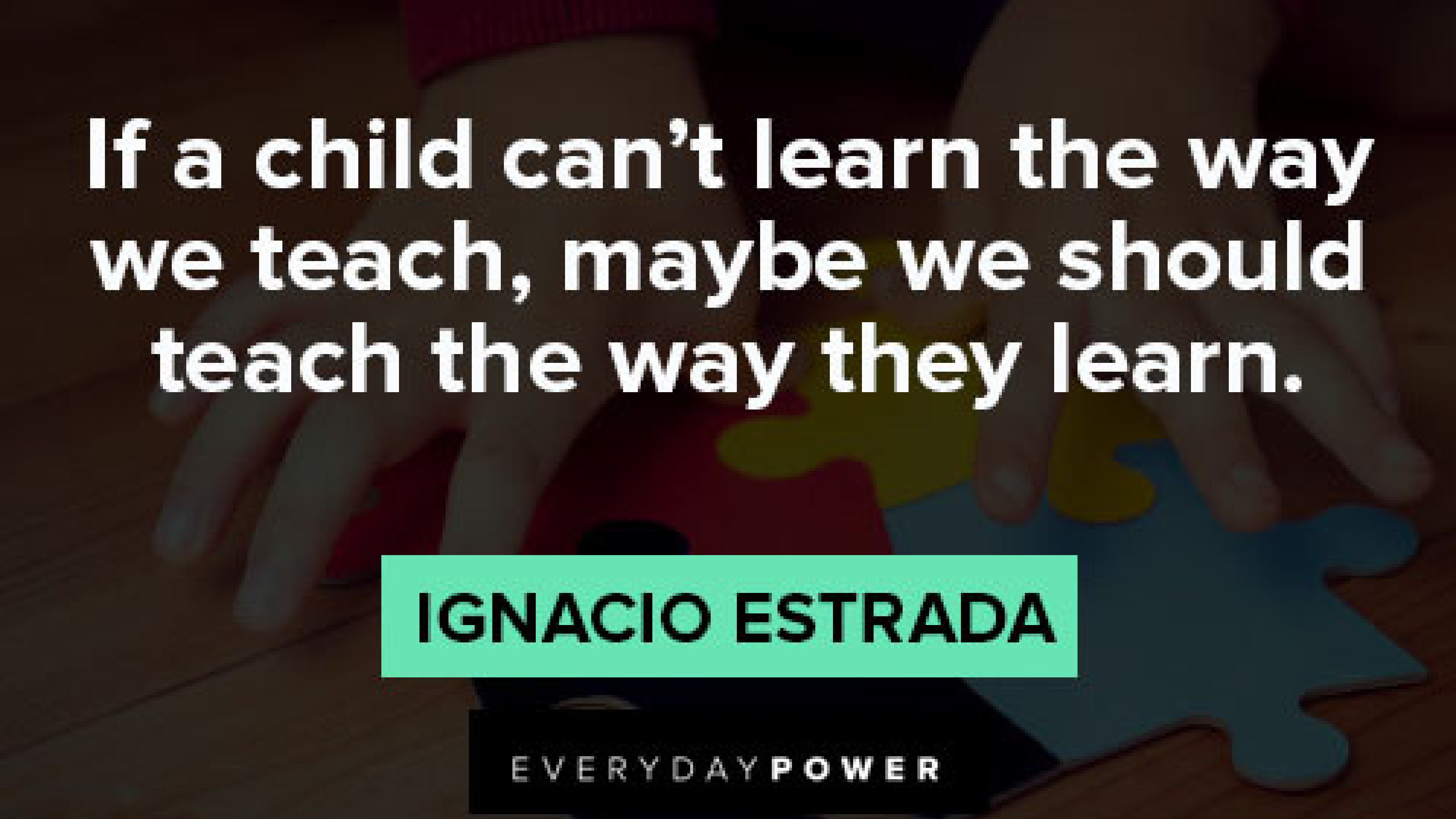




# LOOKING AHEAD

- **More inclusive opportunities for our special education students**
- **Educating staff on the tiers of support that should be considered before a referral and the importance of data collection.**
- **More community based instruction and experiences for the students in our MD program.**
- **CPI training for staff - Crisis prevention Intervention**
- **Improving the resource room program by creating a scope and sequence K - 8th grade**



The background of the image shows a close-up of several hands, likely belonging to children, interacting with large, colorful puzzle pieces. The puzzle pieces are in shades of blue, green, and red, and are scattered on a wooden surface. The hands are positioned as if they are fitting the pieces together or moving them around. The overall lighting is soft and natural, creating a warm and engaging atmosphere.

If a child can't learn the way  
we teach, maybe we should  
teach the way they learn.

**IGNACIO ESTRADA**

EVERYDAYPOWER



IN SPECIAL EDUCATION

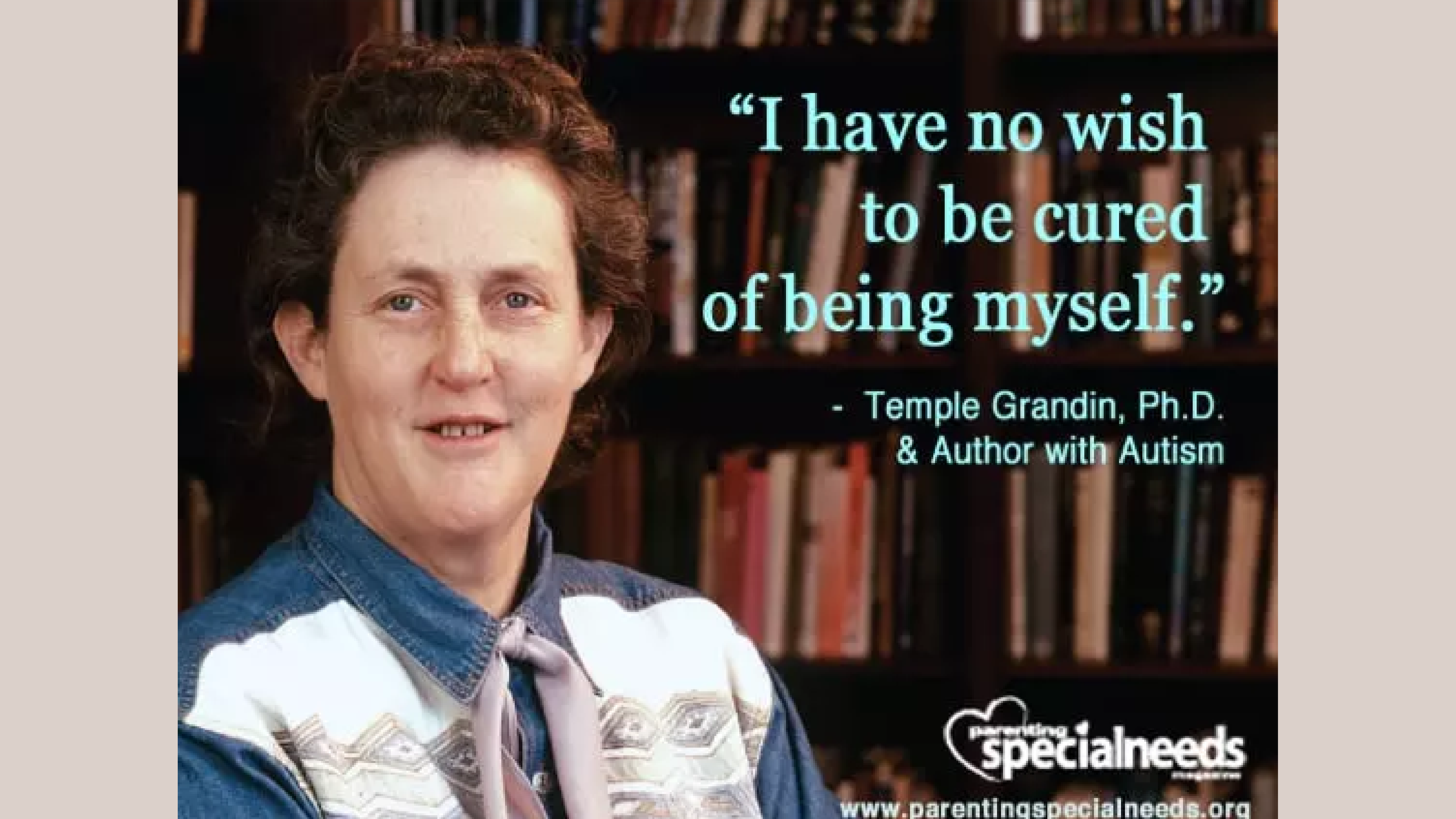
**HARD WORK...**

**PERSISTENCE...**

**AND CONFIDENCE**

PROVE A LABEL IS ONLY  
A MEANS OF RECEIVING  
THE TOOLS AND  
RESOURCES NEEDED TO  
REACH MAXIMUM  
SUCCESS.



A portrait of Temple Grandin, a woman with curly brown hair, wearing a blue and white patterned top. She is standing in front of a dark wooden bookshelf filled with books. The quote is overlaid on the right side of the image in a light blue serif font.

“I have no wish  
to be cured  
of being myself.”

- Temple Grandin, Ph.D.  
& Author with Autism



[www.parentingspecialneeds.org](http://www.parentingspecialneeds.org)