



Special Education

Overview for GLTHS
Faculty and Staff



What is Special Education?

Special Education is specially designed instruction and related services (e.g. transportation) that meet the unique needs of an eligible student with a disability or that provides a specific service that is necessary to allow the student with a disability to access the general curriculum. The purpose of Special Education is to allow a student to be successful developing his or her individual educational potential. Greater Lowell is committed to meeting the needs of all different types of learners and to be a support system to parents and teachers so that students can maximize their potential in the classroom.

Special Education Laws

In Massachusetts, the Special Education system is based on the Federal and State Laws. These laws protect students with disabilities who are eligible for Special Education and guarantee them an Individual Education Program (I.E.P.) designed to meet their individual needs.



Eligibility for Special Education

There are four criteria for Special Education Eligibility:

- 1. The student must have a disability.**
- 2. The student must not be making effective progress in the general education curriculum.**
- 3. The lack of progress must be a direct result of the student's disability (as evidenced by: research based data, observations, formal and informal assessments).**
- 4. The student requires specially designed instruction in order to make effective progress in the school or the student requires a related service in order to access the curriculum.**

Disabilities

- **Autism**
- **Communication Impairment**
- **Emotional Impairment**
- **Health Impairment**
- **Intellectual Impairment**
- **Neurological Impairment**
- **Physical Impairment**
- **Sensory Impairment**
- **Specific Learning Disability**
- <http://www.doe.mass.edu/sped/definitions.html>




At GL Tech.....

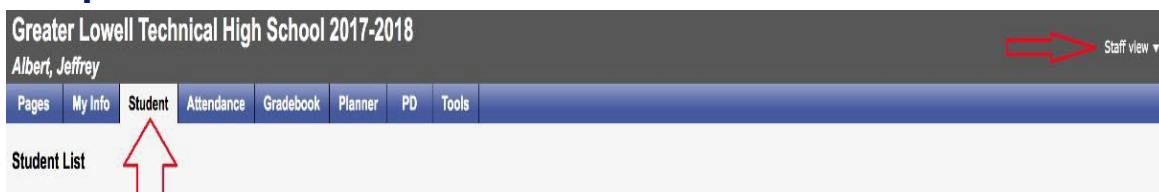
- **Students identified with disabilities have equal access to all programs.**
- **I.E.P.'s are developed by the Team according to each student's individual needs.**
- **Further techniques, best practices, and teacher led workshops will be offered throughout the year. It is recommended that you attend one to keep your tool box plentiful.**
- **Each Special Education student is assigned a Liaison who can be contacted for any questions/concerns about the student's needs. Liaisons can be found on the IEP in X2.**


How to Access an IEP in X2

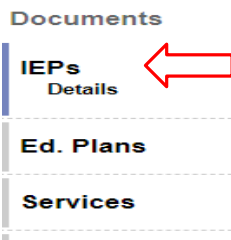
The following steps will guide how to access a student's IEP. By state regulations, teacher's are required to be familiar with the IEP in order to assist the student in meeting the goals and implementation of any accommodations specified for the student. Please take a few minutes to review the active IEP's on your roster at your earliest convenience.

(For a quick way to look at the students IEP Accommodations click on the  icon anywhere you see it.

- **Step 1:** In X2, while in 'Staff View', go to the 'Student' top tab.



- **Step 2:** Choose a student that is on an IEP. The  icon indicates who is identified with an IEP.
- **Step 3:** Click 'Document' side tab, and then 'IEP's' (Not Details).





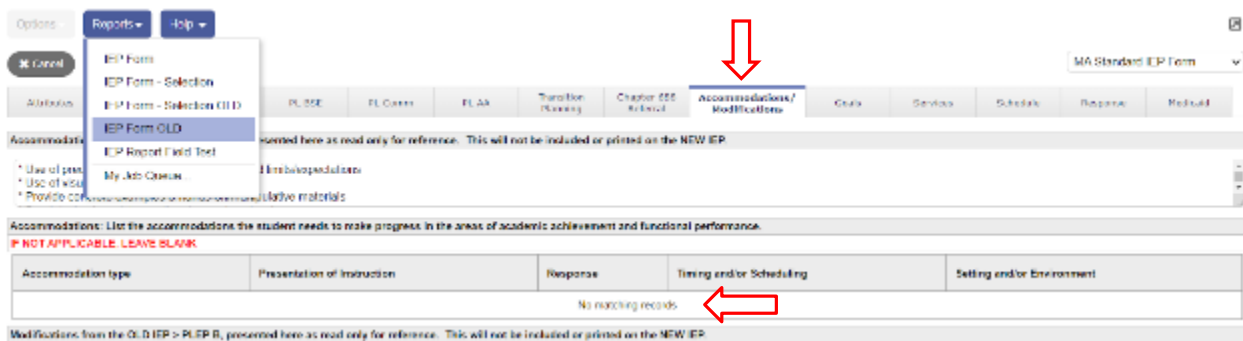
Continued.....

- **Step 4: Select 'Active'.**

<input type="checkbox"/>	IEP Status
<input type="checkbox"/>	Previous
<input type="checkbox"/>	Active 

- **Step 5: Click on the Accommodations/Modifications tab.**

If you see No Matching Records click on 'Reports' and choose 'IEP Form Old' from dropdown.



Options: Reports (dropdown) | Help


Cancel

Attributes: IEP Form, IEP Form - Selection, IEP Form - Selection OLD, IEP Form OLD, IEP Report Field Test

Accommodations: **Accommodations/Modifications** (selected), Goals, Services, Schedule, Response, Medical

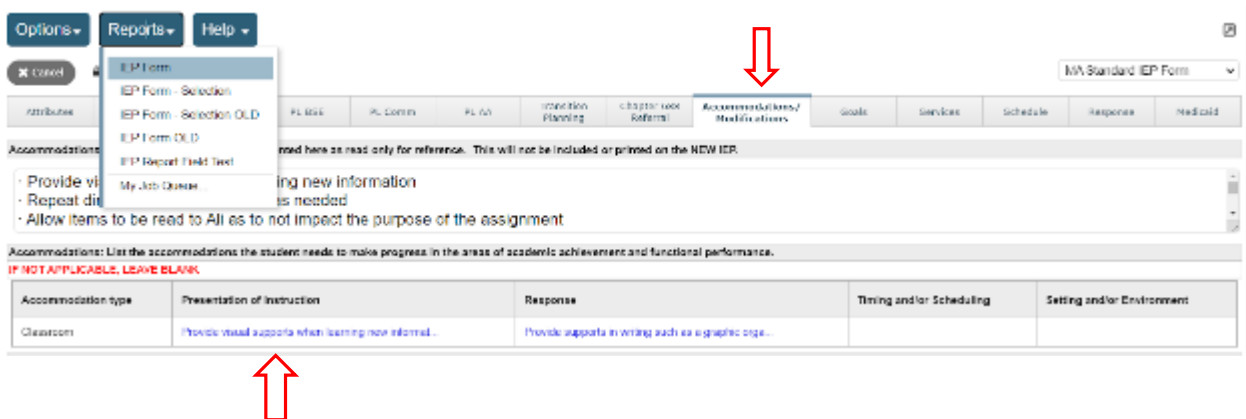
MA Standard IEP Form

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance.
IF NOT APPLICABLE, LEAVE BLANK

Accommodation type	Presentation of Instruction	Response	Timing and/or Scheduling	Setting and/or Environment
No matching records 				

Modifications: from the OLD IEP > PLEP B, presented here as read only for reference. This will not be included or printed on the NEW IEP.

If you see Classroom with modifications populated in blue type click on 'Reports' and choose 'IEP Form' from dropdown.



Options: Reports (dropdown) | Help

Cancel

Attributes: IEP Form, IEP Form - Selection, IEP Form - Selection OLD, IEP Form OLD, IEP Report Field Test

Accommodations: **Accommodations/Modifications** (selected), Goals, Services, Schedule, Response, Medical

MA Standard IEP Form

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance.
IF NOT APPLICABLE, LEAVE BLANK


Accommodation type	Presentation of Instruction	Response	Timing and/or Scheduling	Setting and/or Environment
Classroom	Provide visual supports when learning new material.	Provide supports in writing such as a graphic orga...		

Continued.....

- **Final Step: Click 'Run'.**

IEP Form

Print as draft	<input type="checkbox"/>
Print response page only	<input type="checkbox"/>
Signature of SPED Administrator	<input type="checkbox"/>
Print setting column	<input type="checkbox"/>
Include ADM1	<input checked="" type="checkbox"/>
Include Transition	<input checked="" type="checkbox"/>
Save to Documents	<input type="checkbox"/>
Format	Adobe Acrobat (PDF) ▼





I.E.P. Team Meeting Participation Process

- ❖ Attendance at TEAM meetings for all Special Education students in your classes is mandatory. Excusal must be requested and can only be granted with written consent from the parent and the LEA. (This is a result of the I.D.E.A.-2004)

Instructors provide multiple sources of information:

- Outline their expectations for the student
- Discuss how student is currently performing (present work samples)
- Discuss ways the disability impacts performance
- Discuss accommodations that are successful

- ❖ In addition to your attendance or excusal at Team meetings, the Department of Elementary & Secondary Education is now requiring all instructors to complete an 'Educational Assessment: Part B' for all Re-Evaluations only. This form must be submitted to the Psychologist listed within 48 hours prior to the meeting so that a draft IEP can be developed. In order to simplify this process, the form will be included as an attachment in the Google Team Meeting Invitation.

- ❖ For Annual Review meetings, all instructors must complete an 'Annual Review Update' form.

- ❖ All Guidance Counselors are required by the Department of Elementary & Secondary Education to fill out an "Educational Assessment Part A form" for Re-evaluations only. These are also required to be submitted to the School Psychologist 48 hours prior to meeting.

One quick and easy way to complete the form is electronically. The process is as follows:

1. Open the Attachment
2. Click "File" and choose "Make a Copy" from the drop down then click "OK"
3. Complete the form, then click "Share" in the top right corner. Enter the liaison/psychologist name or email and click "Done"

Another way is to simply print the email, complete the form by hand, and return it to the Liaison or Psychologist.



School District Name: GREATER LOWELL TECHNICAL HIGH SCHOOL DISTRICT
 School District Address: 250 Pawtucket Blvd., Tyngsboro, MA 01879-2199

Educational Assessment: Part B

603 CMR 28.04(2)(a)(2)

Student Name: _____ DOB: _____ Grade: _____
 School Personnel & Role: _____ Date: _____

CURRENT TEACHER ASSESSMENT:

1. Describe the student's specific abilities in relation to the learning standards of the Massachusetts Curriculum Frameworks and the district curriculum. Attach additional information (e.g. work samples and/or observational data) to support your response.

2. Does the student appear to have attention difficulties? NO YES If **YES**, please explain.

3. Does the student seem to participate appropriately in classroom activities? YES NO If **NO**, please explain.

4. Do the student's communication skills seem age-appropriate? YES NO If **NO**, please explain.

5. Does the student's memory appear to adversely affect learning? NO YES If **YES**, please explain.

6. Are the student's interpersonal skills with groups, peers and adults age-appropriate? YES NO If **NO**, please explain.

7. Comment on any additional factors that influence the student's performance.
Please list the classroom accommodations you find most beneficial to the student.

ACADEMIC / TECHNICAL:	ABOVE AVERAGE	AVERAGE	NEEDS IMPROVEMENT	N/A
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/Writing/Math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORK / STUDY HABITS:	ALWAYS	USUALLY	NEEDS IMPROVEMENT	N/A
Takes/follows direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works well independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONDUCT / CHARACTER:	ALWAYS	USUALLY	NEEDS IMPROVEMENT	N/A
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows class rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsible/property & safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts correction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ANNUAL REVIEW UPDATE

Student Name:

Liaison:

Annual Meeting Date:

Teacher / Class Name	Current Grade & Current Performance	Strengths	Areas of Growth	Most Utilized/ Most Supportive Accommodations	Under Utilized/Non-Utilized Accommodations	Concerns/Notes



School District Name: GREATER LOWELL TECHNICAL HIGH SCHOOL

School District Address: 250 Pawtucket Blvd., Tyngsboro, MA 01879-2199

Educational Assessment: Part A

603 CMR 28.04(2)(a)(2)

Student Name: _____ DOB: _____ Grade: _____

School Personnel & Role: _____ Date: _____

Submit To: _____ By: _____ (Date)

SCHOOL HISTORY:

1	<u>YEAR</u>	<u>GRADE</u>	<u>SCHOOL</u>
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2 Has the student received any instructional support services? NO YES If YES, please explain.

3. Have there been any school-related events/issues (such as attendance, recognitions, special education referrals, behavioral issues and medical problems) that have impacted upon the student's learning?

NO YES If YES, please explain.

EDUCATIONAL PROGRESS AND POTENTIAL:

4. Is the student making progress in the general curriculum? YES NO If NO, explain why not and reference the student's educational history and state/district-wide assessment results when responding.

5. Has the student's progress been:

a. similar to that of his/her peers? YES NO If NO, list the possible factors that have enhanced/limited progress.

b. consistent over the student's school history? YES NO If NO, list the possible factors that have enhanced or limited progress.

6. Provide any other comments related to the student's educational and developmental potential.



Special Education Referral Process

- Greater Lowell Tech adheres to Special Education State Regulation 28.03(3)(A)
- What do I do when a regular education student in my class is experiencing difficulty?
 - Step 1: Contact student's Guidance Counselor
 - Identify student and areas of concern to Guidance Counselor.
 - Step 2: Begin to implement instructional support strategies that will allow student to successfully remain in the mainstream.

Refer to the District Curriculum Accommodation Plan (DCAP) for possible accommodations to try. If assistance is needed, contact your immediate supervisor and/or consult with the Special Education Department.
 - Step 3: Document all accommodations provided and outcomes on the 'Instructional Support Strategies Documentation Form' (found on the intranet under Teacher Docs.)
 - Step 4: If student continues to perform poorly with all attempts to accommodate, contact the Guidance Counselor to set up a Parent-Teacher Meeting In order to discuss other instructional support services/pre-referral options which might include:
 - Schedule changes, screening for Title I Reading or Math, and/or counseling through Guidance.
 - Step 5: If the implementation of instructional support services are unsuccessful, the Referral Process is initiated by completing the "Educational Assessment" form sent out by Guidance. **Be sure to attach the completed 'Instructional Support Strategies Documentation Form'.



Instructional Support Strategies Accommodations

- ❖ **Accommodations** offer a way for students to demonstrate what they have learned. Students take in information in a variety of ways and they must be able to communicate that knowledge. **Accommodations** are changes in how students access grade-level information and demonstrate learning. Changes or adjustments to classroom instruction ensure students have equal access to the curriculum and have the opportunity to be successful.
- ❖ A **test accommodation** is an alteration in how a test is presented to or responded to by the person tested: includes a variety of alterations in presentation format, response format, setting in which the test is taken, timing or scheduling. The alterations do not substantially change level, content or performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known (i.e. extended time, oral testing, etc.).
- ❖ **Accommodations** are needed to facilitate student access to grade level instruction and state assessments.



UTILIZE THE D.C.A.P.

(District Curriculum Accommodation Plan)

The DCAP is intended to guide the Principal and instructors in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide-range of student learning styles and needs that exist in any school.



Instructional Strategies Accommodations

INPUT (How Student Obtains Information)	OUTPUT (How Student Demonstrates Knowledge)
<ul style="list-style-type: none">• Sign language interpreter• Braille• Amplification system (for HI and central auditory processing disabilities)• Computer, word processor• Taped text• Reader• Magnifying devices• Video• Repetition and consistency• Rehearsal• Notetaker or copy of teacher notes• Provide a note-taking format• Peer tutoring• Small study group• Copies of materials• Hands-on materials/manipulatives• Break activity/tasks into smaller more manageable parts• Reading directions/clarifying• Teacher modeling• Repeat directions frequently• Study guides for test preparation• Use of agenda book• Use of graphic organizers and writing templates	<ul style="list-style-type: none">• Authentic assessment of student learning (projects, demonstration)• Oral responses (answering questions to an adult or peer)• Audio-taped responses• Pictorial responses• Demonstration• Assistive technology (calculator, computer, Franklin Spell check)• Oral presentation (to teacher or group)• Extended time to complete assignments or tests• Un-timed tests• Reduced assignment (shortened)• Administering tests in segments• Open-book tests• Adapt tests so that less material is on one page, provide word banks, etc.• Allow retakes of tests and quizzes• Response journal



INSTRUCTIONAL TEACHING METHODOLOGY

- Advanced organizers (outline, partially completed, word lists, index cards with key information)
- Color code materials
- Use supplemental materials (high interest low readability; large print books; picture books complementing topic of study; newspapers; magazines; comics.)
- Highlight key vocabulary and concepts
- Computer-assisted instruction
- Self-correcting materials
- Integrated Thematic Instruction
- Cooperative learning
- Checking for student learning
- Visual and/or auditory prompts
- Concrete to abstract
- Additional practice time
- Peer tutoring worksheet
- Divide page for vocabulary
- Teaching a logical format and use
- Concrete methods
- Multi-sensory approach
- Review instruction through prepared study sheets
- Preview vocabulary and concepts
- Model steps as you teach
- Small group instruction
- Communicate with student to ensure they comprehend what is being taught
- Provide positive reinforcement/praise
- Avoid changes in schedule/routine
- Adapt worksheets so that less material is on one page
- Use large font / dark print
- Provide checklist to complete an assignment
- Keep instruction routine and predictable
- Set a procedure and an expectation for self-directed learning that helps begin each day
- Development of classroom notebook system
- Assist with organization by providing student with a classroom folder
- Re-teach previously learned material

ENVIRONMENTAL (Adapting Learning Environment)

- Preferential seating
- Sound field system
- Proper lighting
- Overhead projector
- Flip chart
- Learning stations
- Visual reinforcers
- Study carrels
- Reducing visual and auditory stimuli
- Optional classroom setting for completing assignments
- Desk dividers
- Provide visible step-by-step learning model
- Hands on equipment available (reinforcement materials, maps)
- Clear walk ways
- Proper desk space
- Minimize distractions



Assistive Technology

Assistive technology is defined as “. . . any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”

ASSISTIVE TECHNOLOGY CURRENTLY AVAILABLE AT GREATER LOWELL TECHNICAL H.S.

Low tech devices that can be used to help students with disabilities participate in the general curriculum:

- Sticky notes and removable highlighter tape
- Graph paper or paper grids made on a computer
- Small whiteboards or blackboards
- Slant board

Mid tech devices

- Recorded books
- FM Systems (Amplification system)
- Electronic spell checkers
- Scientific calculators

High tech devices

- Text-to-speech software
- Zoom Text software (magnifier reader)
- Graphic organizers (Inspiration software)
- Alpha Smart (alternative keyboard)
- Scanners
- Chrome Books
- Smart Phones
- iPads / I-Pods / MP3 Players
- Laptop computers
- Nooks (readers)
- Student Response Systems (clickers)



Instructional Support Strategies Documentation Form

Student Name: _____ Student ID: _____ Grade: _____

Teacher: _____

Learning or Behavior Concerns

Strategy Implemented:

Outcome

- Strategy Successful
- Strategy Unsuccessful

Learning or Behavior Concerns

Strategies Implemented:

Outcome

- Strategy Successful
- Strategy Unsuccessful

Learning or Behavior Concerns

Strategies Implemented:

Outcome

- Strategy Successful
 - Strategy Unsuccessful
-
-



Confidentiality

Any information obtained regarding a Special Education student should not be discussed with anyone who does not have direct contact with the student. The most appropriate way to proceed with confidential information is to ask ourselves how we would want someone to deal with the information if it was our own child or ourselves. Please check with the Director of Special Education if you have any doubts before you act concerning information about Special Education students.



Together we can create an environment where all students can learn and grow to reach their fullest potential!

Thank you!

If you have any specific questions you would like to ask, please do not hesitate to contact the Special Education Office at 978-441-4853/4854.