NORWELL PUBLIC SCHOOLS

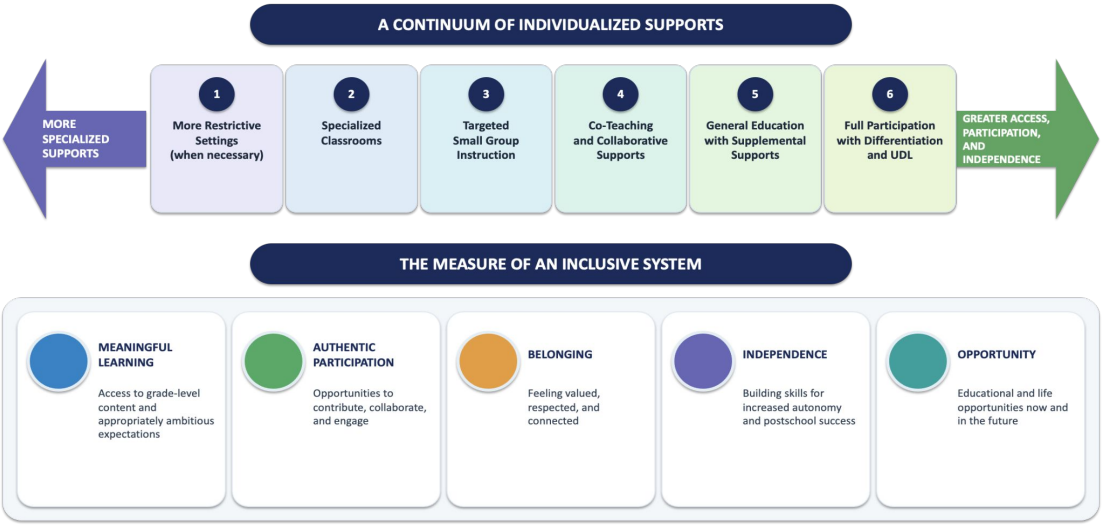
Office of Student Services

2026 Student Services Update

Our Inclusive Philosophy…

We believe that inclusion is not a program, place, service, or curriculum.
Rather, it is a state of being which is based on the fundamental belief that all students are entitled to equal access to a challenging curriculum.

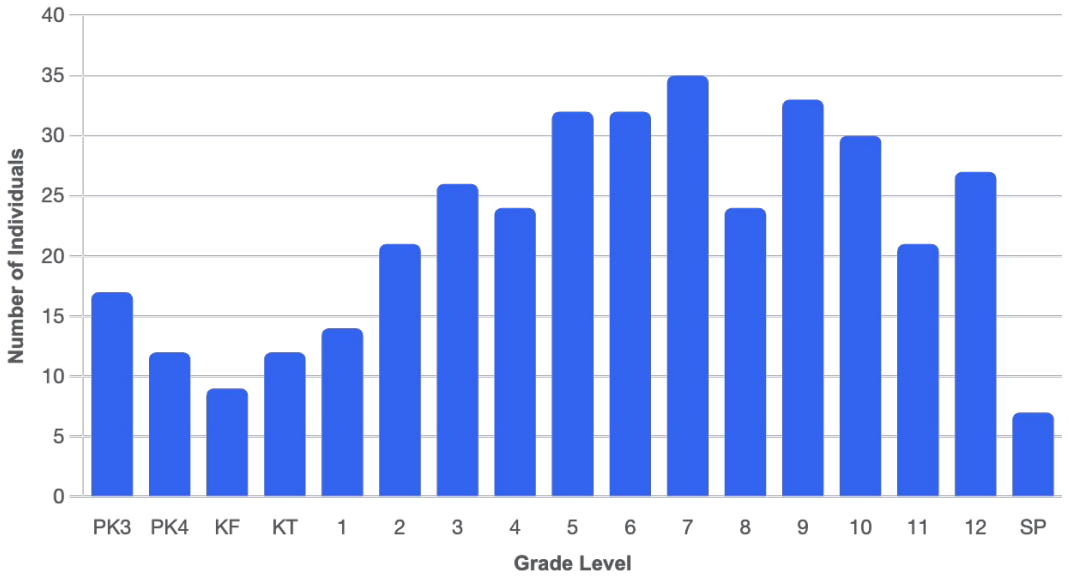
Continuum of Services



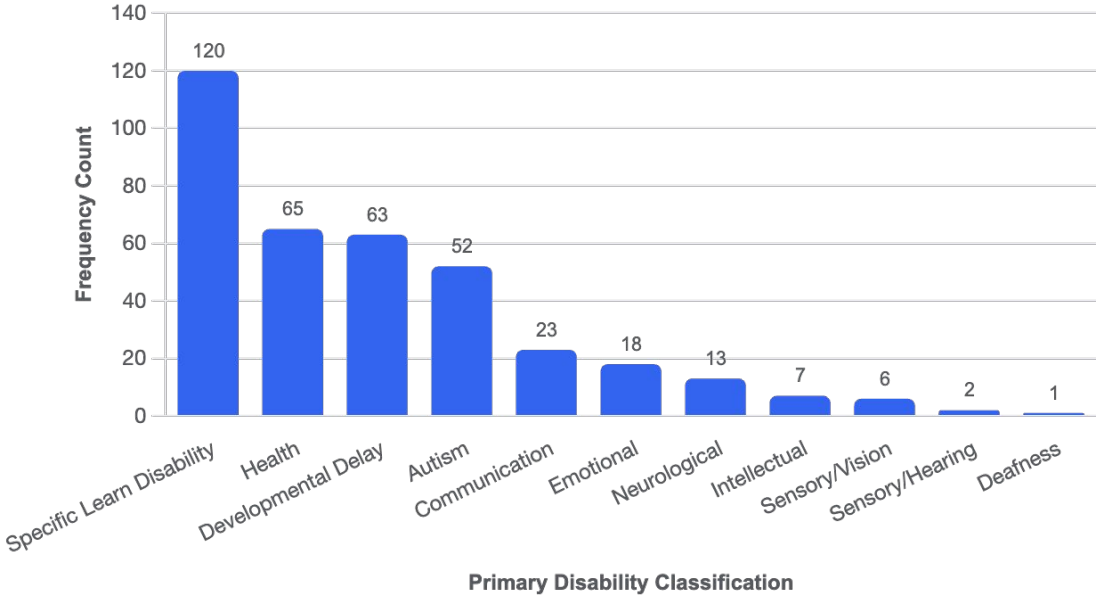
Our Students

- MCAS Scores continue to be strong
- Post secondary success
- Access to the full life of the school
- Have a circle of friends
- Make academic progress
- Excellent post secondary experiences and outcomes

Students



Disability Categories



K-5 Elementary Referrals to Special Education

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Initial Evaluations	43	44	52	45	57
Parent Requests	28 65%	28 63%	36 69%	32 71%	43 75%
Parent Requests Found Eligible	9 32%	15 53%	15 42%	13 41%	19 44%
Total School Requests	15 35%	16 36%	16 31%	13 29%	14 24%
Total School Requests Found Eligible	14 93%	14 88%	14 88%	10 77%	13 93%
Total Students Found Eligible	23 53%	29 65%	28 54%	23 51%	32 56%

Middle & High Referrals to Special Education

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Initial Evaluations	26	19	36	22	28
Parent Requests	21 80%	14 73%	27 75%	13 59%	21 75%
Parent Requests Found Eligible	8 38%	4 28%	12 44%	5 38%	13 46%
Total School Requests	5 20%	5 26%	9 25%	9 41%	7 41%
Total School Requests Found Eligible	3 60%	4 80%	7 78%	9 100%	6 86%
Total Students Found Eligible	11 42%	8 42%	19 53%	14 64%	19 68%

District Wide Analysis

- Our percentage of eligible students is stable
- Analyzing the increase in Middle School eligibility
- Our referral procedures are consistent

Our Educators

Go Above and Beyond every day for our students

- Behavioral Support
  - Collaborative Problem Solving
  - Writing an FBA
- Multi-Sensory Reading Certification
  - Orton-Gillingham or Wilson
- Lindamood-Bell Programs
  - LIPS, Verbaling & Visualizing, On Cloud Nine

Goals & Initiatives 2026-2027

- Tiered Intervention (NTSS)
  - Referrals- data analysis
- Revised Student Support Team referral process
- Community Partnerships - BSU, local districts, pre-vocational activities, unified sports
- New Dyslexia definition and eligibility
- Behavioral Support and common expectations and language
- Looking Back- Interviewing students to get feedback on their experiences.

Goals & Initiatives 2025-2026

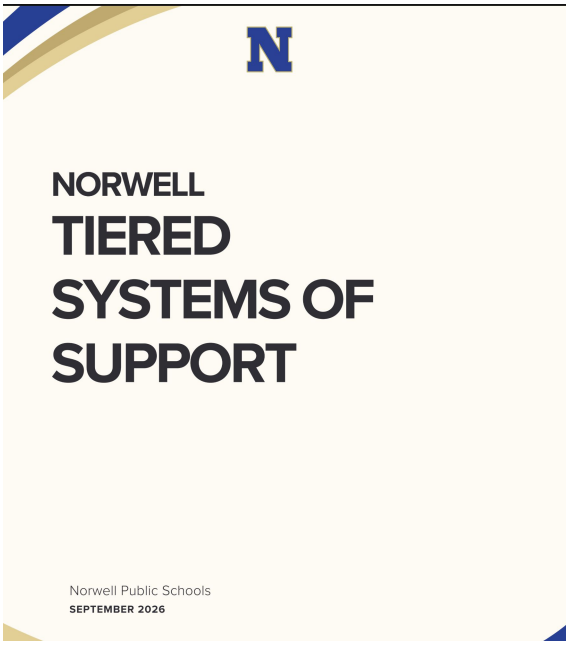
- New IEP refinements ✅
- Tiered Intervention (NTSS) ✅
- Community Partnerships - BSU Excel , Massasoit ✅
- Articulation of SDI in Reading ✅
  - Dyslexia
- Consistent Data Collection ✅
  - GOALBOOK for Special Education
  - Goal writing - narrowing the focus
  - Consistent measures of baseline data & progress monitoring
  - Focus on specially designed instruction at all levels

Accountability

- Annual DESE Designation
- State Performance Plans
- Fiscal Accountability
  - IDEA Audit coming up
  - Maintenance of Effort
  - Circuit Breaker
- Integrated Monitoring Reviews
- Procedural Expectations
  - Bureau of Special Education Appeals (BSEA)
  - Problem Resolution System(PRS) Complaints

Norwell Public Schools
21st Century Schools for 21st Century Students

Norwell Tiered Systems of Support



Time-Out, Seclusion and Physical Restraint

Regulations went into place August 17, 2026

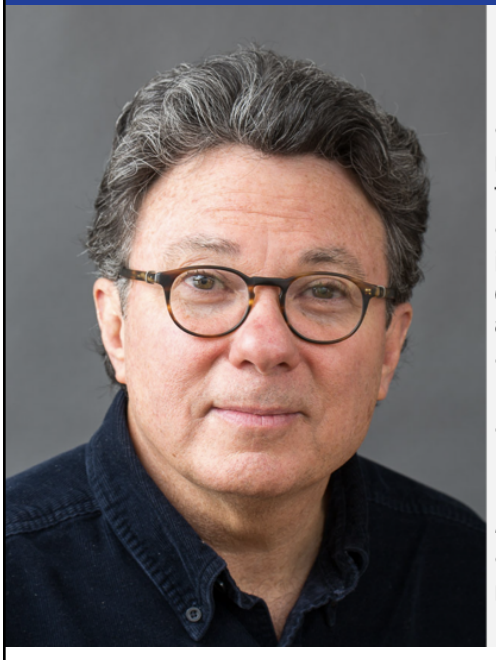
Purpose: The amended regulations are designed to **reduce and eliminate the use of seclusion** and promote equitable access to safe learning environments that support both academic and social-emotional development for all students while ensuring students continue to receive meaningful access to instruction and the services and supports necessary to receive a free appropriate public education (FAPE).

Appears across all MA public schools, charter schools, collaborative programs, and approved special education day programs.

Core Principle: Behavioral interventions must prioritize positive behavior support and may never be used as a form of discipline or punishment

The overuse or inappropriate use of seclusion can isolate students, hinder their connections to peers and staff, have a traumatic impact, and result in academic disruption.

Goal: Ensure safety and support for all students.



Introduction to Dr. Ross Greene

- Founder of Lives in the Balance, a nonprofit dedicated to helping children, families, and schools.
- Clinical psychologist and internationally recognized expert on challenging behavior in children and adolescents
- Creator of the Collaborative & Proactive Solutions (CPS) model
- Author of bestselling books, including *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*
- Former Harvard Medical School faculty member for more than 20 years

27

CPI

The Crisis Development Model

Matching Staff Approach to Behavior Levels

- **1. Anxiety (Behavior) → Supportive (Approach):** Notice changes in baseline behavior and respond with empathy.
- **2. Defensive (Behavior) → Directive (Approach):** Provide clear, simple, and enforceable choices when challenged.
- **3. Risk Behavior (Behavior) → Safety Interventions (Approach):** Use physical control strictly as a last resort for structural safety.
- **4. Tension Reduction (Behavior) → Therapeutic Rapport (Approach):** Re-establish communication and debrief after the energy drops.

A Clear and Concise FBA©

A Formal or Informal FBA Using the Profile Model©

Presenter

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Student Services

- **School Nurses:** New Cole School Nurse
- **Support Services**: 504 adjustments- digital Tiered Interventions and Procedures
- **Crisis Planning:** New S.R.O. Jake Campbell
- **Multilingual Learners:** Updated regulations, new requirements for interpretation

SEPAC

Special Education Parents Advisory Council

NORWELL SEPAC

Thank You!

Questions?