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Student Services
Comprehensive Review of Programs and Services
Report to the Monomoy Regional School District School Committee
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Introduction

Monomoy Regional School District is committed to providing a Free Appropriate Public Education by offering comprehensive programs for students with disabilities. The school system subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize the students' ability to achieve success in the least restrictive environment with the greatest access to the general curriculum.

A usable definition for the role of special education comes from Dr. Thomas Hehir in his book, "New Directions in Special Education: "...to minimize the impact of disability and maximize the opportunities for children with disabilities to participate in general education in their natural community...with special education serving as a vehicle for access and addressing the specific needs that arise out of children's disabilities."(p.49)

The purpose of this report is to provide a comprehensive overview of all the special education supports, student services, and programs Monomoy Regional School District provides.

This report contains the following information:

- Special Education Law
- Eligibility and Enrollment
- Service Delivery Models PK -8
- High School Services
- English Language Learner (ELL) Services
- Counseling and psychological services
- Related Services (Physical Therapy, Occupational Therapy, Speech and Language, Psychological, Nursing, Orientation and Mobility, assistive technology Vision, etc)
- Section 504 of the Rehabilitation Act
- Community Support Services
- Accomplishments and Challenges
- Summary
- Appendix

Authority, Scope and Purpose of Special Education laws

History:

Federal	State
<p>PL (Pubic Law) 105-17</p> <p>1997 amendments to the Individuals with Disabilities Education Act (IDEA)</p> <p>IDEA grew out of earlier education statutes and amendments 1975, P.L. 94-142 FAPE</p>	<p>First major special education law was Chapter 766 of the Acts of 1972 - MGL c.71B</p> <p>Regulation 603 CMR 28.00</p>

Purpose:

Federal – IDEA 97 reauthorized in 2004	State - MGL (Mass General Law) Chapter 71B
<p>Congress noted that disability is a normal part of the human experience. Congress affirmed the need for higher expectations of student performance, preparation of students for employment and independent living, more comprehensive coordination of supports with other agencies, high quality professional development incentives for whole-school approaches, and pre-referral interventions.</p> <p>With the reauthorization of IDEA-97, the IEP process became unmistakably centered on these three key points: The involvement and progress of each child with a disability in the general curriculum including the addressing of the student’s unique needs that are tied to the disability. The involvement of parents, students, special educators and general educators in meeting the individualized educational needs of students with disabilities. The critical need to prepare students with disabilities for independence and employment and other post-school activities.</p> <p>IDEA Part C – Early Intervention administered by the Department of Public Health</p>	<p>Requires that districts identify, evaluate, determine services and provide programs for school age children who – because of their disabilities – are unable to progress effectively in regular education and require special education to develop their individual education plan.</p> <p>Provide a planning process (often referred to as “Chapter 688”) for certain severely disabled young adults to determine adult service needs.</p> <p>The Massachusetts Education Reform Act of 1993 also set high standards for all students including students with disabilities. Education reform reinforces the need to assist all children to reach their full potentials and to lead lives as participants and contributors to the Commonwealth.</p>

Two Critical terms:

FAPE: Free Appropriate Public Education (**FAPE**) is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). It is the districts responsibility to reasonably calculate a FAPE when determining educational programs, services, and placement for a student eligible for special education services.

LRE: Least Restrictive Environment (LRE) is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.

Eligibility

Students are eligible for special education services between the ages of three through twenty-one, who have not attained a high school diploma or its equivalent, who have been determined by a Team to have a disability(ies), and as a consequence are unable to progress effectively in the general education program without specially designed instruction or are unable to access the general curriculum without a related service.

An eligible student shall have the right to receive special education and any related services that are necessary for the student to benefit from special education or that are necessary for the student to access the general curriculum.

In determining eligibility, the district must thoroughly evaluate and provide a narrative description of the student's educational and developmental potential.

Students who are found eligible for special education must fall into one or more of the following categories:

- | | |
|----------------------------------|------------------------------|
| Autism | Neurological |
| Communication | Multiple Disabilities |
| Developmental Delay (3-9 yrs) | Physical |
| Emotional | Sensory/Hearing |
| Health Impairment | Sensory/Visual |
| Intellectual (10 yrs. and above) | Specific Learning Disability |

Process for Determining Eligibility

Child Find: Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and refer as early as possible all young children with disabilities and their families who are in need of Early Intervention Program (Part C) or Preschool Special Education (Part B/619) services of the Individuals with Disabilities Education Act (IDEA)

Pre-referral: Monomoy Regional School District endorses RTI (Response to Intervention) or; what the state refers to as MTSS Massachusetts Tiered System of Support, which ensures instructional support practices and accommodations are available for all children. Interventions and accommodations are documented.

Initial Referral: Any concerned person with knowledge of the child can refer for an evaluation. The district must send written notice to the parents within 5 days of receiving the referral. The notice must seek consent to evaluate and invite parental concerns and information.

Initial Evaluation: The evaluation must be sufficiently comprehensive to identify the entire child's special education and related service needs. No single procedure may be used to determine eligibility. The evaluation must be completed within 30-days from consent of parent. It is important to note that a student is protected under IDEA during the evaluation period until there is a determination of eligibility.

Assessments are required regarding:

1. The suspected disability
2. Educational status and progress in the general curriculum
3. Results of district wide and state tests
4. How the disability impacts educational progress

Specific assessments are required for:

1. Specific Learning Disabilities
2. Braille for visual impairments
3. Consideration for limited English proficiency
4. Consideration for deaf or hearing impairments
5. Considerations for behavioral impediments
6. Young children upon turning 2.5 years of age

Team Meeting: Upon completion of the evaluation, the Team must convene within 45 days of the consent to evaluate to review and consider the evaluation. The Team must include the following: a representative that has the authority to commit resources, parents (and student when appropriate), at least one special educator, at least one general educator, and other parties/evaluators that have knowledge of the student.

Determining eligibility: When making an eligibility determination, Teams must remember that the final question to ask is: Does the student require special education in order to make progress? Special education is defined as specially designed instruction to meet the unique needs of the student or related services that are necessary to access the general curriculum. Specially designed instruction means that there is a need to adapt the content, methodology, delivery of instruction and/or performance criteria in order for a student to make effective progress.

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Within Massachusetts, related services necessary to access the general curriculum are considered special education and may be provided alone or in combination with specially designed instruction.

If the student only requires accommodations, then that student is not eligible for special education. Accommodations are adaptations to presentation or setting that can typically and easily occur in general education (such as preferential seating, wearing eyeglasses, giving extra time on tests).

When considering if the student has made effective progress, the Team must specifically look at whether the disability(ies) is causal to an inability to make progress. Such a finding is pivotal in the eligibility determination. The law clearly states that students may not be determined eligible solely because of a need for reading or math instruction or because of limited English proficiency or social maladjustment.

Possible outcomes:

Found Eligible	Not found eligible
<p>An Individual Education Program is developed to meet the unique needs of the student that requires specialized instruction and/or related services.</p>	<ol style="list-style-type: none"> 1. The Team provides written notice and the parent’s notice of procedural safeguards is provided. 2. Accommodations are put into place as part of the District Curriculum Accommodation Plan (DCAP) 3. Potential for eligibility of a 504 (accommodation plan) if the student only requires accommodations and meets eligibility requirements. 4. If the parent is not satisfied with the evaluation outcome, they can seek an independent evaluation at their own expense or request one at the expense of the district.

Individualized Educational Program (IEP) Development

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child’s unique individual needs. The IEP has two general purposes: to set reasonable learning goals for a student and to state the services the student will receive as part of the educational program. The IEP is developed jointly by the school system, the parents of the child, and the student (when appropriate).

Components: The following components must be developed as part of the IEP:

1. Concerns, strengths, and vision for the student’s future
2. General curriculum areas affected by the student’s disabilities and the types of accommodations needed for the student to make effective progress

3. Present levels related to other educational needs and the types of accommodations needed for the student to make effective progress
4. Measurable annual goals
5. A service delivery grid outlining the type, personnel and duration of services
6. Non participation justification
7. Schedule modification if needed
8. Transportation services if needed
9. State and district wide assessments to be administered and the accommodations needed
10. Transition information
11. For a student 14 years old (or younger if appropriate) a Transition Planning Form
12. Placement determination

Implementation & Monitoring of the IEP

The district must provide the parent with a copy of the proposed IEP immediately following the development (within 3-5 days if a draft has not been provided at the meeting up to 10 days if the draft has been provided). As soon as the parent responds to the proposed IEP, the district must implement all approved elements without delay. All portions rejected revert to “stay put”, which means to continue with the last consented service.

The district must ensure that each teacher, related services provider, and other service provider has access to the IEP and is fully informed of his/her specific responsibilities and of the accommodations, modifications and supports that must be provided according to the IEP. Progress reports must address the goals at least as often as typical peers receive a progress report/report card.

The district must initiate and conduct meetings annually to review the IEP and make revisions as necessary.

A reevaluation is conducted every three years to determine eligibility, unless waived.

Placement decisions are based on the student’s needs as described in the IEP. Consideration must first be given to in-district settings. A student may be removed only if the nature or severity of the disability is such that education in general education classes --- with the use of supplementary aids and services – cannot be accomplished.

Transition Planning

Beginning age 14 or sooner if determined appropriate by an individualized education program team, school age children with disabilities shall be entitled to transition services and measurable post-secondary goals, as provided under the federal Individual with Disabilities Education Act.

Transition services are defined as a "coordinated set of activities designed to be within a results oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities.”

A student is eligible to receive special education services up until their 22nd birthday if they continue to demonstrate needs that require them.

The components of a transition plan and services need to address the following:

1. A post-secondary vision, which should correspond with the vision statement on the IEP.
2. Disability related needs. The disability related needs section documents skills that require IEP goals and/or related services.
3. It outlines how the student can develop self-determination skills.
4. How the student will be prepared both academically and functionally to transition to post-school activities in order to achieve his/her post-secondary vision.

Extended Year Services

The Team's consideration of extended school day and year services must be based on (1) the unique nature of any specially designed instruction or related services needed due to the disability of the student or (2) if the student has demonstrated, or is likely to demonstrate, substantial regression due to a break in service (such as a summer vacation period). In regard to regression, all students "regress"—lose progress, forget, and revert to previous behavior—to some extent between school years. It must be determined whether a student's regression would likely be substantial, and whether the student would require a greater than usual time to "recoup"—to get back to the level the student had achieved before a break in service. These decisions as with earlier IEP decisions must be made by the Team based on the needs of the individual student and regardless of the nature and severity of the disability.

Discipline and Placement

If a student receiving special education services engages in challenging behaviors that requires discipline and the student does not have a behavior support plan, a functional behavior assessment must be conducted.

Procedural protections are available for students not yet eligible for special education who have engaged in dangerous/serious behaviors. An expedited evaluation is proposed and the student is considered a special education student until a determination of eligibility is made.

Short Term Removals: Schools can remove a student for up to 10 days at a time for any violation of school rules as long as there is not a pattern of removals and so long as such discipline is consistent with discipline applied to students without disabilities.

Longer Removals: A student with a disability cannot be long-term suspended or expelled from school for a behavior that was a manifestation of his or her disability. Prior to a change in placement, a manifestation determination must be conducted. Services must continue for students with disabilities who are long term suspended or expelled from school, whether or not the conduct causing the discipline is related to their disability.

Regardless of the results of the manifestation determination, the district may unilaterally place a student in an interim alternative educational setting, as determined by the Team, for up to 45 calendar days, or longer upon order of a hearing officer.

Schools may request a hearing officer to remove a child for up to 45 days if keeping the child in his or her current placement is substantially likely to result in injury to the student or others.

A parent may appeal a removal decision, or a manifestation decision, to the BSEA (Bureau of Special Education Appeals).

Chapter 222 of the Acts of 2012 (Chapter 222), effective July 1, 2014, is the most comprehensive Massachusetts legislation to address student discipline in 20 years.

Its primary objectives are:

1. to limit the use of long-term suspension as a consequence for student misconduct subject to G.L. c. 71, §37H ¾ until other consequences have been considered and tried as appropriate, and
2. where exclusion from the classroom or school occurs for any type of disciplinary offense, to require schools to make education services available so the student has an opportunity to make academic progress while suspended or expelled.

This legislation pertains to all students.

Chapter 688 Referral

Filing a Chapter 688 referral creates a documented need for services and supports for adults with severe disabilities. The primary goal of filing a Chapter 688 referral is to plan for needed adult services for students. In those cases where a student is determined to be eligible and services are not provided due to a lack of funding or program availability, agency personnel can advocate to increase funds in the budget planning process for the next fiscal year in order to provide the needed services.

688 Referral Process

In Massachusetts, students with severe disabilities access adult service agencies through the Chapter 688 referral process. Chapter 688 provides a two-year coordinated planning process for students whose entitlements to special education services will end when they graduate from school or turn 22 years of age

Eligibility Students who receive services in accordance with an IEP and receive Supplementary Security Income (SSI) or Social Security Disability Insurance (SSDI) and/or are on the registry at the Massachusetts Commission for the Blind (MCB) are automatically eligible for Chapter 688. Other students who may be eligible are those students with severe disabilities who are in need of continued services and are unable to work 20 or more hours per week in competitive, non-sheltered, non-supported employment at the time they are ready to leave school. Also, students who receive services from the Department of Children and Family Services (DCF) and are on an IEP or a 504 Plan may be eligible.

Provisions pertaining to Informed Parental Involvement

1. Parents may review all educational records pertaining to their child.
2. A parent may give permission to waive a recently conducted individual assessment, or assessments of the 3-year reevaluation.
3. Parents have the right to be members of any group that makes decisions on educational placement of their child.
4. Parents have a right to a copy of the IEP “immediately” (3-5 days) if they have not been provided a draft copy.
5. Parents have 30 calendar days to review and respond to the proposed IEP.
6. Parents must be invited annually to participate in a formal IEP Team review of the student’s progress.
7. Parents may request revisions to the IEP at any time if they feel services in the IEP are not being provided.
8. All rights are transferred to the student upon his/her eighteenth birthday unless a court has appointed a legal guardian.

Age of Majority

Federal special education regulations require that at least one year prior to the student reaching age 18 the student **and** the parent must be informed about the rights that will transfer from the parent to the student upon the student's 18th birthday. See 34 CFR §§300.320(c) and 300.520. The notification provided to both the parent and the student must explicitly state that all rights accorded to parents under special education law will transfer to the 18 year old student and that the parent will continue to receive all the required notices from the school district and will have the right to inspect the student's records, but will no longer make special education decisions for the adult student.

When a student turns age 18, all of the decision-making rights in special education that have been exercised by the parent transfer to the adult student, unless

- a court has appointed a legal guardian for the student, [3](#) or
- the student indicates that he or she wants to share decision-making with his or her parent (or other willing adult), or
- the student indicates that he or she wants to delegate decision making to his or her parent (or other willing adult).

Problem Resolution Procedures

State and federal special education laws provide many opportunities for parents to be involved in educational planning for their child who has a disability. If parents and the district disagree about changes relating to the identification, evaluation, or educational placement of a student with a disability, or the Free and Appropriate Public Education (FAPE) services provided to a student with a disability, the laws provide a menu of ways to resolve the disagreement.

The first step to resolving a dispute is to contact the school's Principal or the Director of Student Services. It is helpful if a letter is written outlining what the concerns are.

State Complaint System: Complaints can be filed with Program Quality Assurance (PQA) about any violation of state or federal education law or obtain help from PQA staff to resolve the problem informally. If there is a request for a formal investigation by PQA, it will need to be submitted in writing. The written complaint should include: a statement of concerns, attempts to resolve the concerns, the actions by the school that would most likely resolve the concerns and contact information. The issues that a complaint is being filed about, however, must have occurred no more than one year before PQA receives the complaint. A copy of the written complaint must be sent to the District. PQA will resolve a complaint within 60 days and send a copy of the findings and decision to both parties.

Mediation: Mediation is a service provided by a neutral individual who is trained in special education law and in methods of negotiation. Mediation can be scheduled whenever the parents and schools have a disagreement about special education matters, even if a complaint was made through the PQA Problem Resolution System. The mediator helps the parent and district talk about their disagreement and reach a settlement that both sides can accept. Discussions during mediation are confidential and nothing that is said by either party can be used later if the dispute becomes the subject of a formal hearing or court proceeding. Once an agreement is reached, it will be put in writing, both sides will sign it, and it may be enforced by a court.

Facilitated Meetings

The Bureau of Special Education Appeals (BSEA) has facilitators available at no cost to the parties to help with difficult IEP Team meetings. Either the school district or the parent can request a facilitator for the IEP Team meeting. Both parties must agree to accept the facilitator's services.

SPEDEX

SpedEx is a dispute resolution option available in certain cases after an IEP has been rejected or a hearing request has been filed.

SpedEx...

- (a) is designed to assure that a child receives a free appropriate public education (FAPE) in the least restrictive environment (LRE);
- (b) is voluntary and will build trust between parents and schools;
- (c) is expedient;
- (d) provides a jointly agreed-upon independent SpedEx Consultant to review evidence and advise the parties on a program to provide FAPE and LRE so they may resolve their own dispute.

The SpedEx Consultant is chosen from a list maintained by the SpedEx Administrator. Parties are not bound by the Consultant's report and recommendation. If the parties agree to the SpedEx recommendation, the dispute is considered resolved, the child is placed in the recommended program, and the SpedEx Consultant observes the child in the program to determine whether the signed IEP is being implemented. If the parties do not agree with the SpedEx recommendation, the parties may pursue their due process rights.

Bureau of Special Education Appeals (BSEA): If the district and parent are unable to work out a disagreement, then parties are entitled to have a neutral and impartial hearing officer listen to both sides of the dispute, hear testimony, examine evidence, and make a decision. This hearing is convened by the BSEA and is called a due process hearing.

The BSEA hearing officer is trained in special education law and must not have any personal or professional connection to any party who is involved in the disagreement.

The due process hearing will consider disputes about eligibility; evaluation; IEPs; educational placement decisions, including those resulting from discipline; FAPE; provision of special education; or procedural protections of state and federal law for students with disabilities. Parties must file for a hearing within two years of the events that form the basis for the complaint.

Enrollment In District

The number of students served in special education may vary greatly over time depending upon pre-school enrollment, evaluations, walk-in services, school choice and students who move in to the district.

Grade	CES	HES	MRMS	MRHS	Total number served as of 1/17
PK	12	11			23
K	6	18			24
1	5	10			15
2	8	8			16
3	10	12			22
4	14	19			33
5			25		25
6			34		34
7			19		19
8				19	19
9				15	15
10				11	11
11				13	13
12				23	23
18-22 program				12	12
	55	78	78	93	304

Enrollment Out Of District

Students who require more intensive and specialized supports and services may be referred to an out of district approved private special education program. These students require a level of support and service that the district is unable to provide due to the intensity and severity of the disability. There is a very thorough process to refer a student to an out of district placement to ensure that all the services can be provided to the student. The district monitors the program and

has full oversight of the services delivered to the student. This is the most restrictive setting and thus must be reviewed annually to determine if the level of services continue to be required for the student to make effective progress towards their goals.

Grade	Number of Students
Pre-K-5	2 (both 5 th grade)
6-8	6
9-12	6
18-22 post grad	1
Total	15

2014-2015 state data

State Rate **6.9%**
District Rate **4.0%**

Service Delivery Models PK Through 8

Monomoy Regional School District provides a variety of program options depending upon the severity of the child’s disability, his/her individual needs and the IEP (Individual Education Program). The majority of students who receive special education services participate in the general education program for much of their school day. The special education programs are presented here according to grade level.

Monomoy Integrated Preschools

Monomoy Integrated Preschool is a federally mandated program, designed to support children, ages 3-4 who have been identified with a disability. An integrated preschool classroom is one in which children with disabilities are included in a classroom with typically developing children who we call Community Friends.

The Monomoy Preschool classrooms include children who have special needs as well as children referred to as "Community Friends". Community Friends help to model age-appropriate social, play, language and learning skills.

We believe that every child in our school is a valued, participating member of the community and that children with and without disabilities benefit when they learn, work, and play together.

There are AM and PM sessions, each are 2.5 hours in duration. Our classrooms are currently located at Harwich and Chatham Elementary School.

Make Way for Kids Preschool

Make Way for Kids Preschool supports high needs families living in Harwich and Chatham. The program is located in the Harwich Elementary School and is available up to five school days per week and follows the District’s elementary school hours and calendar.

K-Grade 4

Inclusion Support: Special education teachers or instructional aides, who support students who are included in their general education classes, provide inclusion support. Using research-based practices, special education teachers identify and teach individualized skills and strategies needed to access general education in the least restrictive environment. Supports can include but are not limited to the following: assistance with organizational strategies, reading, writing, and math within the context of the curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations needed to make effective progress towards their educational goals.

There are opportunities for students to receive specialized instruction outside of the general education classroom by a special education teacher that works directly in the general education classroom. This may include Math, English Language Arts and Reading. The instruction is specific to the student's level which often times is several years below grade level. The goal is to teach the skills necessary to apply them back in the classroom setting.

Academic Support: This class is provided to students who are included for a majority of their day in the general education classroom. The special education teacher works with students to remediate academic challenges, support students with their homework, teach executive function skills such as organization, note taking, preparing to take a test, etc. The purpose is to ensure each student receives support based on their needs to succeed at their level in the general education program.

Intensive Special Needs PreK -4: Students on the Autism Spectrum or other disabilities that significantly impact learning receive an intensive educational program to meet their unique learning needs. The program operates using the principles of Applied Behavior Analysis, which is the process of systematically applying interventions based on the principles of learning theory to improve socially significant behaviors to a meaningful degree. Each student has an individualized program that addresses their academic, social, emotional, and behavioral needs. Home consultation is provided when requested to ensure continuity of programming.

Grade 5 -7

Inclusion Support: Special education teachers or instructional aides, who support students who are included in their general education classes, provide inclusion support. Using research-based practices, special education teachers identify and teach individualized skills and strategies needed to access general education in the least restrictive environment. Supports can include but are not limited to the following: assistance with organizational strategies, reading, writing, and math within the context of the curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations needed to make effective progress towards their educational goals.

There are opportunities for students to receive specialized instruction outside of the general education classroom by a special education teacher that works directly in the general education classroom. This may include Math, English Language Arts and Reading. The instruction is specific to the student's level which often times is several years below grade level. The goal is to teach the skills necessary to apply them back in the classroom setting.

Academic Supports: This class is provided to students who are included for a majority of their day in the general education classroom. The special education teacher works with students to remediate academic challenges, support students with their homework, teach executive function skills such as organization, note taking, preparing to take a test, etc. The purpose is to ensure each student receives support based on their needs to succeed at their level in the general education program.

Reading Services: Students are provided with a rules based method for reading. Students work in small groups using a multisensory approach (visual, auditory and visual-kinesthetic) to increase their reading skills. This approach employs a language based progression which is direct and explicit. It is sequential in that it moves from the simple to the complex. It teaches the five levels of language – phonology, morphology, syntax, semantics and pragmatics. This approach teaches metacognitive strategies to reinforce learning. Its multisensory delivery assists in the successful storage of newly learned information into long-term memory. The activities in the structured lessons result in high levels of success for students.

Intensive Special Needs Program: Students receiving intensive special needs services spend 50% or more of their time engaged in specialized instruction to meet their unique learning needs. Special education teachers direct developmentally appropriate activities, including weekly lesson plans in the areas of all core content and life skills. Using research-based best practices, special education teachers identify and teach individualized skills and strategies needed to access the general education in the least restrictive environment. Skills being taught in the related services areas (i.e. speech - receptive/expressive, PT - gross motor, OT - sensory/fine motor) are carried over across the school day. The special education teacher designs, maintains, and implements individualized behavior support plans using Applied Behavior Analysis techniques and methodologies. They implement effective methods and strategies to help students on the Autism Spectrum and other significant disabilities to transition smoothly from day to day activities, from elementary school to middle school, and middle school to high school. The special education teacher creates and implements life skills curriculum and pre-vocational training as well as provides inclusion services for content areas. The special education teacher communicates and consults with general education teachers, related service providers, administration, and family.

Seminar Block: Monomoy Regional Middle School has gathered data from classroom performance and MAP (Measurement of Academic Progress) assessments to create appropriate instructional groupings so students can be enrolled in seminar classes that address their personal needs and learning profiles. This is a new initiative and each seminar class is designed to address each child's unique needs and/or interests. For example, students who share a need for a particular skill – like solving a multi-step math problem – will be grouped together in a seminar class to receive targeted assistance and support. The same will hold true for students who share a need for constructing an effective argument using textual evidence, or for those who share a need for understanding how to read charts, tables, and graphs and to use these tools to develop and defend an opinion. Likewise, students who have already acquired these skills will get a chance to apply their learning through project-based activities that require creative and critical thinking. These students will be invited to choose from a slate of seminar classes dedicated to enrichment and exploration: they might find themselves observing the heavens and taking astral photographs; or designing, building, and piloting a remote operated vehicle (ROV) to assess the quality of our local waterways;

or serving as environmental stewards charged with monitoring the health and evolution of our on-site vernal pools; or learning how to make an effective argument during a mock trial in an actual courtroom; or designing and building their own musical instrument.

High School Supports and Services - Grade 8-12

Monomoy Regional High School provides a vast array of special education supports and services. The staff works in conjunction with the general education staff, guidance counselors and administration to ensure all students are part of the culture and life of the school. Students have a variety of educational experiences available to them when they transition to the high school. Services can include a range of inclusion support in the general education classrooms to more intensive support in a life skills classroom.

Once a student turns eighteen, a “688 referral” is submitted to the state agency that is most likely to support the student once they graduate or turn twenty-two. Between the ages of 18 and 22, an eligible student can continue their special education services. These services include transition activities that assist the student in preparing for adulthood once they leave high school.

Inclusion Support and Co-teaching: Special education teachers or instructional aides provide inclusion support in the general education classroom to students on IEPs who are working at grade level or very close to grade level. Supports can range from assistance with organizational and/or attentional strategies; specialized instruction and/or assistance with reading, writing, and math; or self-regulation strategies, all within the context of the grade level curriculum being delivered. The special education teacher works closely with the general education teacher to ensure the student receives the appropriate accommodations needed to make effective progress towards their educational goals as well as progress within the general curriculum. The special education teacher may also teach a content area side by side with the general education teacher.

Academic Support: Special education teachers provide on-going review and reinforcement of organization skills, study skills, academic skills and transition goals on an individual basis and during group activities as they relate to shared academics such as Government and British Literature (demanding reading and writing in both classes). Smaller sub-groups may form based on student schedules and needs such as a group for Discrete Math. In eighth grade there is a focus on organization skills, review of study skills, and support in specific content areas based on each student’s needs. The essential skills worked on include maintaining a system of organization to track and submit assignments on time with increasing independence; creating and using study tools and strategies to prepare for assessments with increasing independence; advocating for educational needs in and out of the Academic Support setting with increasing independence; becoming active members of their IEP team, and being able to identify strengths, weaknesses to assist with determining their educational needs. In Twelfth grade the focus is on organization skills, review of study skills, academic skills, and transition skills. The Essential Questions they work on answering include: How prepared are you to have a successful senior year?; How well do you know yourself as a student?; What should you be doing now to be ready for graduation and beyond?

Intensive Special Needs Program: Students receiving intensive special needs services spend 50% or more of their time engaged in specialized instruction to meet their unique learning needs. Special education teachers direct developmentally appropriate activities, including weekly lesson plans in the areas of all core content and life skills. Using research-based best practices, special education teachers identify and teach individualized skills and strategies needed to access the general education in the least restrictive environment. Skills being taught in the related services areas (i.e. speech - receptive/expressive, PT - gross motor, OT - sensory/fine motor) are carried over across the school day. The special education teacher designs, maintains, and implements individualized behavior support plans using Applied Behavior Analysis techniques and methodologies. They implement effective methods and strategies to help students on the Autism Spectrum and other significant disabilities to transition smoothly from day to day activities, from elementary school to middle school, and middle school to high school. The special education teacher creates and implements life skills, transition and community based curriculum and pre-vocational training as well as provides inclusion services for content areas. The special education teacher communicates and consults with general education teachers, related service providers, administration, and family.

Post-Graduation Program (18-22 years): For Massachusetts students receiving special education services, Secondary Transition is a time that begins when they turn 14 (or earlier, if the IEP team agrees). From age 14 until they graduate or turn 22, students on IEPs receive transition services from their public school districts. Transition services are defined by federal law (the Individuals with Disabilities Education Act, or IDEA) as a "coordinated set of activities...designed to be within a results oriented process,...to facilitate the student's movement from school to post-school activities." Transition services are based on the individual student's needs, taking into account his/her strengths, preferences, and interests. These services help young adults to live, work, participate in the community, and go on to further education or training as independently as possible when they leave high school.

Monomoy Regional High School provides a robust array of transition services. Students receive instruction in daily living skills, functional academics, and independent living skills. Students have an opportunity to explore their vocational pursuits and receive Job Coaching to ensure success at their worksite. Monomoy is fortunate to be part of the Inclusive Concurrent Enrollment Initiative. This is funded by the Commonwealth since 2007, the Inclusive Concurrent Enrollment Initiative offers grants to college-school partnerships to support eligible public high school students with intellectual disabilities, ages 18-22, to increase their academic and career success by being included in a college or university community of learners.

Alternative Learning Program (ALP): The ALP is a general education self-contained academic and vocational program. Students work towards earning their diploma in this program because traditional programming does not meet their unique learning needs. They receive academics in the morning and either go to jobs or work on credit recovery in the afternoon. The program serves up to 16 students, who are referred by the Guidance department. There is an application process that includes an interview with a selection committee for admittance. New for 2016 are Individual Learning Plans developed for students to personalize their learning experience.

Academic Center: The Academic Center Serves the individual needs of students in grades 8-12 deemed at-risk through a variety of factors. Students are referred by teachers, parents, and (ultimately) guidance or through the SST (Student Support Team) process. There are five classes offered daily with a maximum of ten students per class. However, there are times when this may go over the maximum due to the needs of students. Students work on developing positive study skills and organizational skills through brief assignments and direct application. There is a facilitated peer mentor program, in which academically successful upperclassmen volunteer to provide academic and social support to students in the Academic Center. The teacher collaborates with content teachers to ensure students are meeting the expectations of their program. The coordinator of this program also oversees student's independent completion of online credit recovery courses for juniors and seniors

English Language Learners (ELL) Support:

State Regulations require:

(1) Each school district shall establish procedures, in accordance with Department of Elementary and Secondary Education guidelines, to identify those students who may be English learners and assess their level of English proficiency upon their enrollment in the school district.

(2) The parent or guardian of any student enrolled in the school district may request that the school district assess the child's level of English proficiency.

(3) The school district shall notify the parent or guardian and place in the student's school record the following information:

- (a) the school district's determination as to whether the student is an English learner; and,
- (b) the student's program placement.

(4) Each school district shall establish criteria, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may no longer be English learners.

Each school has a teacher to support English Language Learners. Students have access to three different levels of classes which are taught to proficiency. Additionally there is a resource class which provides additional help in core subjects. Teachers provide support to students in the general education classroom and consult to teachers to ensure the greatest level of success for the student.

Clinical and Psychological Services

Monomoy Regional School District provides a wide range of clinical services to both students and families across the district. Dr. Paul LePuc is a licensed psychologist who conducts psychological evaluations for students with significant mental health and psychological challenges. He works with the staff to develop plans to support students based on his recommendations. Dr. Art Campbell is a clinical psychologist and BCBA who provides consultation to staff and families for students who have behavioral concerns. He conducts Functional Behavior Assessments and develops Behavior Support Plans for students with behavioral challenges. He provides ongoing consultation and follow-up with staff and families.

Related Services

Related services help children with disabilities benefit in order to access their educational program. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical therapy
- occupational therapy
- counseling services, including rehabilitation counseling
- orientation and mobility services
- school health services and school nurse services
- social work services in schools
- parent counseling and training
- augmentative communication

Federal Law – IDEA (Individual with Disability Education Act) specifies the requirement of a child’s related services in his or her IEP. This appears at §300.320(a)(4) and stipulates that each child’s IEP must contain:

A **statement** of the special education and **related services** and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children ... [§300.320(a)(4)]

IDEA requires that a child be assessed in all areas related to his or her **suspected disability**. This evaluation must be sufficiently comprehensive so as to identify all of the child’s special education and related service’s needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

It is the IEP team’s responsibility to review all of the evaluation information, to identify any related services the child needs, and to include them in the IEP. Goals are written for a related service just as they are for other special education services. The IEP must also specify with respect to each service:

- **when** the service will begin;
- **how often** it will be provided and for what amount of time; and
- **where** it will be provided. [§300.320(a)(7)]

All related service providers are responsible for many other duties other than direct or indirect services for students. Examples include, but are not limited to the following: Medicaid documentation, attending parent and team meetings, research of specific disabilities and best practices, data collection, collaboration and coordination with other related service providers, regular

education teachers and special education teachers, implementing behavior support plans, modification to curriculum, and developing home programs for carry over.

Related services can be delivered in three different educational environments as delineated on a student's IEP (Individual Education Program) as follows:

Consultation to the classroom, other providers, and parents;

Direct service within the general education classroom;

Direct service outside of the general education setting either individually or in a group.

The following outlines the majority of related services provided in Monomoy Regional School District

School Health Services and School Nurse Services: IDEA defines this related service at §300.34(c)(13): (13) *School health services and school nurse services* means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Nurses are integral to the student services department. They typically do not deliver specific I.E.P. services unless it is delineated on the I.E.P. For example, a student may receive nursing services as part of their I.E.P. for health reasons that interfere with their access to their program in the absence of the Nurse treating the student. They provide a significant amount of support to students with special needs outside the daily routine of administering health care to the whole student body.

Examples of responsibilities include:

- Manage chronic health issues
- Daily supervision of diabetic students – insulin administration, insulin: carbohydrate calculation, diabetic pump management and nutritional counseling
- Provide emotional support and stress management with students, staff and parents.
- Track and submit data for MA DPH School Health Unit
- Updating the Emergency policy/procedures for the District
- Perform yearly health screenings including height, weight, vision, hearing, scoliosis, and BMI
- As an Enhanced School Health Services District, participate in CQI projects yearly
- Host/mentor students from 4 C's and UMass, and sometimes some of our own High School students who are interested in a medical field career
- Participate in medically involved 504 and IEP meetings
- Work on policies and procedures
- Train staff in Epi-Pen administration
- Administer daily medications
- Implement and maintain individualized health care plans as needed for children with chronic health conditions
- Attend weekly student support meetings with administration
- Provide health care to students and staff on a daily basis, ranging from basic first aid to emergency services
- Work closely with parents/guardians regarding their child's health

- Attend field trips, as needed, to assist medically fragile students
- Work with local primary care physicians to collaborate on student care
- Maintenance of electronic medical record/immunization compliance in accordance with MA regulations
- Post-concussion treatment/protocol management
- Assess for suspected drug use/under influence screening
- Maintenance of the AED's building wide

Speech-Language Pathology (SLP) Services: IDEA defines this related service at §300.34(c)(15) as:(15) *Speech-language pathology services* includes—

- (i) Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Speech-language pathologists identify and treat students with the following communication disabilities that impact their ability to access the general education curriculum:

- articulation
- fluency
- voice
- receptive and expressive language
- hearing
- cognitive aspects of communication (attention, memory, problem solving, executive functioning)
- social aspects of communication
- communication modalities - including oral, manual, augmentative and alternative communication (AAC) techniques and assistive technology.

Speech-language pathologists provide speech/language intervention services in a variety of settings (in general education and special education classrooms and in therapy rooms) as well as collaborate and support all members of the student's Team. They work with students from Pre-K to HS individually and in small groups depending upon their specific needs. The Speech-Language Pathologists identify students with communication disabilities; plan and implement appropriate interventions to support curriculum access and recommend treatment plans. They also consult and collaborate with parents, teachers and administrators

Examples of responsibilities include:

- Play a major role on the Early Intervening Team
- Provide RTI services as a proactive measure for general education students having difficulty with a specific area of communication to prevent the need for more formalized special education evaluation and services

- Complete screenings, informal and/or formal evaluations for eligibility determination and for re-evaluation
- Summarize evaluations and provide recommendations in written reports presented to the Team at IEP meetings
- Attend IEP meetings and write IEPs including current performance, goals, and objectives
- Write progress reports to go home to parents each grading period.
- Regularly provide consultation to classroom teachers and assistants to discuss how to carry over communication strategies in the general education environment so that generalization of skills can occur within the classroom
- When the SLP provides speech/language therapy services in the classroom, the classroom teacher and/or assistant is often made a part of the therapy session so that strategies can be demonstrated
- Strategies and methodologies are modified as needed and communicated to the TEAM for implementation
- Specific programs that are worked on with the therapist outside of the classroom are explained and demonstrated to the classroom team and any aspects of the program that can be carried over to the classroom environment are done so on a consistent basis
- Create and modify materials so students can access and demonstrate an understanding of the curriculum
- Collect and record data to reflect student progress toward goal achievement
- Document for reimbursable services through Medicaid
- Consult with student-specific paraprofessionals to address generalization of IEP goals/objectives, recommended and demonstrate meaningful, functional activities to implement within the student's general education curriculum to help with carryover of discrete trial programming skills.
- Provide parent education related to the development of appropriate receptive and expressive language, articulation, and play skills, as well as recommend activities to promote growth in these areas
- Maintain and train students and educators in the use of amplification equipment, including hearing aids and personal FM auditory trainers
- Consult with educational audiologist/teacher of the deaf/blind re: students' audiological needs
- Implement and train students and educators to use AAC to access the curriculum and communicate in the school and vocational environments
- Supervise, provide lessons, review data, observe and provide feedback to Speech/Language Pathology Assistant (SLPA)

Under the supervision of a Speech and Language Pathologist, the SLPA provides direct services outlined in an IEP to students. The SLPA implements speech and language interventions developed by the SLP. They may either work directly with the student or within a classroom environment. They assist with preparing the educational materials needed for the various programs as well as for the classrooms. They provide coverage for TEAM meetings and during periods when students are being evaluated.

Occupational Therapist (OT): IDEA defines this related service at §300.34(c)(6):

(i) Means services provided by a qualified occupational therapist; and

(ii) Includes—

(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

Occupational Therapy is a related or support service provided to students on IEP's or 504 Accommodation Plans. The goal is to ensure student access to educational curriculum and environments. In occupational therapy terms, ensuring access means helping students attain optimal occupational performance in their student roles. Students are served from the ages of 3 to 22 in the Monomoy Regional School District as well as home-based students. For students who receive additional home services through their insurance programs, the OT may collaborate if requested by the parents with the in-home providers through a consultation model. For students in the high school life skills program the OT may also visit job sites to consult on modifications and adaptations that may be required. It is the role of the OT to evaluate a child, which involves standardized testing and screenings or observations in the areas of fine, gross, visual motor skills, and perceptual motor skills. In addition, the OT assesses school related sensory processing needs, along with clinical observations of the student in the classroom and other school environments, and consults with the child's teacher and parent as needed. The occupational therapists provide feedback to the teacher and/or a paraprofessional working with the student and the parent so the work may continue beyond the OT sessions.

Under the supervision of the Occupational Therapist, a Certified COTA provides direct services outlined in an I.E.P. to students. Areas they provide direct services in include fine motor development, postural stability, motor planning, visual perceptual function, writing/drawing ability (visual motor), or self-care skill.

Examples of responsibilities include:

- Pull-out services (in a therapy room) which engage the student in purposeful and preparatory activities to learn a fine motor or perceptual motor skill required in the classroom
- Inclusion services for practice and generalization of learned skills in the context in which they will be used, making the skills meaningful and occupational
- Designing adaptations and modifications that allow a student to participate in natural educational environments and activities
- Consulting and collaborating with the teachers and other service providers through the RTI (Response to Intervention) process to design appropriate classroom-based sensory and motor interventions so that the student can learn best in the least restrictive environment
- Conduct assessments, which include standardized testing, screenings, clinical observations and interviews with teachers/parents
- Provide adaptations and modifications to materials and environment to enable students to access the curriculum
- Supervise COTA's

- Provide in-service trainings to teachers and support staff
- Attend team meetings
- Maintain documentation of direct services, progress reports, and writing IEPs

Physical Therapist (PT): IDEA defines physical therapy as “services provided by a qualified physical therapist” [§300.34(c)(9)]. These services generally address a child’s posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes.

The purpose of physical therapy services in the public schools is to ensure that students can safely and effectively access their school curriculum. This includes participation in activities in and out of the classroom including recess and in PE (Physical Education) or APE (Adaptive Physical Education) classes. It is also designed to ensure that students are as functionally independent as possible within the school building.

It is the role of the PT to evaluate a child for issues with gross motor development and activities that prevent or limit a student’s ability to access their educational program and to develop a plan for appropriate intervention. The physical therapist provides feedback to the teacher and/or paraprofessional and the parent so the work may continue beyond the PT sessions.

The service range includes students that require physical therapy service in the following areas or disability category: genetic degenerative disease, Down Syndrome, Autism, developmental delay, hypotonia, Cerebral Palsy, orthopedic issues, and rare genetic disorders.

A Physical Therapy Assistant (PTA) works as part of the IEP team to provide physical therapy services under the direction and supervision of the physical therapist. PTAs implement selected components of students educational program, obtain data related to the interventions provided, and make modifications in selected interventions as directed by the physical Therapist.

Psychological Services: IDEA defines this related service at §300.34(c)(10):

- (i) Administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- (vi) Assisting in developing positive behavioral intervention strategies.

School Psychologist:

The school psychologists are responsible for assessing students who are initially referred to special education and re-evaluating students who are receiving services a minimum of every three years. They also meet with individual and small groups of students to provide counseling services.

Examples of responsibilities include:

- Consult for students per IEP
- Provide direct services individually and in groups
- Conduct observations
- Consult to teachers as needed
- Coordinate and serve on Student Support Teams
- Assess and report on results for initial and re-evaluations
- Collaborate with outside service providers and district consultants
- Respond to crisis and intervene in classrooms as needed
- Provide families with referrals for outside counseling and other services as needed
- Provide parent training re: Executive Function
- Assist in program evaluation and research for new initiatives
- Conduct transition meetings between the schools
- Liaison for filing 51A reports with the Department of Children and Families
- Attendance monitor (send letters/coordinate with DA office as needed)
- Assist with placements/teams for upcoming year
- File and report on CRA (Child Requiring Assistance) with the Juvenile Court

Counseling Services: IDEA defines this related service at [§300.34(c)(2)]

(2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

The Elementary School Guidance Program includes a variety of services and spans the developmental stages of the young child to the emerging adolescent. The school counselor works with students, parents and staff to address issues related to educational, personal, emotional, social, and future planning topics. Small group and individual counseling sessions related to school adjustment and/or social skills are available to all students.

Adjustment Counselor: These professionals meet with individual and small groups of students to help them with school and home issues that may prevent the student from achieving his/her academic potential. The adjustment counselors interact regularly with teachers, parents, and administrators in an effort to help the students. They may also interact with representatives from Department of Social Services, Department of Youth Services or probation.

Examples of responsibilities of the adjustment and guidance counselors in the elementary and middle school include:

- Member of the Community Safety Meetings held by the District Attorney's Office
- Serve on school based crisis response team
- Coordinate a Parent Community Resource Fair
- Assist in program evaluation and research for new initiatives

- Coordinate and facilitate application process to the Advanced Studies and Leadership Program through the Massachusetts Maritime Academy
- Crisis Prevention/Intervention (CPI) instructor for the District (1 psychologist and 1 guidance counselor)
- Coordinate the annual Holiday assistance program for Families in Need
- Coordinate with the Laptops for Kidz program, distributing refurbished laptops for students in need
- Provide tours for new students
- Create and distribute schedules for new students
- Assist with scheduling of all students
- Conduct transition meetings with the elementary and high school
- Liaison for filing 51A reports with the Department of Children and Families
- Assist with the implementation of SBIRT
- Assist with the coordination of the presentation of the “Living with Differences Program”
- Coordinate the Harwich/Dennis Rotary Club “Just Good Kids Award” annually
- File and report on CRA (Child Requiring Assistance) with the Juvenile Court
- Serve on the District Social Emotional Learning Steering Committee

Examples of responsibilities of the Guidance Counselors at the high school

- College, career, and post-high school planning
- Educational planning
- Provide social and emotional support when needed
- 504 Coordination
- Re-entry planning for students returning from short or long term absences
- Attendance monitoring
- MCAS, PSAT, AP, and ASVAB test Coordination
- Financial Aid counseling for college entry
- Community agency collaboration for wrap-around services
- Scheduling of all students in their courses
- Student Support Team Coordination
- Program of Studies Development
- Conduct classroom observations
- Coordination of all parent/teacher meetings
- Respond to mental health crisis’s as needed
- Complete registration for new students
- Pathways Program
- Coordinate Home/Hospital tutoring
- Coordination of all special awards programs
- Coordination of NCAA Eligibility
- Coordination of all Scholarship programs
- Attend IEP Meetings
- Crisis Team member
- Support students with transition planning

Interpreting Services: IDEA defines this related service at §300.34(c)(4):

(4) *Interpreting services* includes—

- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

Audiology: IDEA defines this related service at §300.34(c)(1):

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. [§300.34(c)(1)]

Transportation: Transportation is included in an eligible child’s IEP if the IEP team determines that such a service is needed in order for the child to benefit from his or her special education program.

The term has a specific meaning. IDEA defines *transportation* as:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [§300.34(c)(17)]

Parent Counseling and Training: IDEA defines this related service at §300.34(c)(8):

- (8)(i) *Parent counseling and training* means assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP.

Program Coordination:

Team Chair: Regulations require that there is an identified member of the IEP Team that can commit resources on behalf of the district when developing and proposing an Individual Education Program. Each building has a Team chair with the school psychologist serving in this position with the exception of Harwich Elementary where the Out of District Coordinator serves as the Team Chair.

Examples of responsibilities of the Team Chair:

- Coordinate all initial, annual, and re-evaluation meetings
- Coordinate and distribute all evaluation consent forms

- Chair all evaluation meetings
- Complete Ed Assessment A for all initial and re-evaluations
- Create and distribute Ed Assessment B to general education teachers for all initial and re-evaluations
- Generate meeting requests/folders with needed forms for all annual and evaluation meetings
- Generate and distribute meeting invitations for all evaluations
- Contact parents to schedule meetings and send home reports prior to all evaluation meetings
- Review and process all completed IEPs to be sent home for parent review
- Track receipt and acceptance or rejection of all consents and IEPs
- Provide and maintain teacher sign off sheets for receipt of IEP summaries
- Summarize and report out all necessary district wide testing accommodations

The special education teacher facilitates annual review meetings for students whose program does not require significant changes to services.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance

Disability. Under Section 504, an individual with a disability (also referred to as a *student with a disability* in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case by case basis. In addition, when determining if someone meets the definition of a disability, the definition must be understood to provide broad coverage of individuals.

Physical or mental impairments. Section 504 defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin or endocrine; or any mental or psychological disorder such as developmental disability/intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities.

The definition does not include all specific diseases and conditions that may be physical or mental impairments because of the difficulty of ensuring the completeness of such a list.

Key questions in determining eligibility:

- ▶ Does the student have a disability?
- ▶ Is the student being excluded?
- ▶ Does the student need “reasonable” accommodations in order to be included or gain access to all environments?

Students are found eligible under 504 when these criteria have been met.

Community Support Services

School Resource Officer: Monomoy Regional School District in partnership with the Chatham and Harwich Police Departments have access to resource officers that support the middle and high schools primarily. The resource officers are available to support students and staff in an emergency, behavioral incidents, and during a crisis that requires additional support from the community.

Children’s Behavioral Health Initiative (CBHI): CBHI is an interagency initiative of the Commonwealth’s Executive Office of Health and Human Services whose mission is to strengthen, expand and integrate Massachusetts state services into a comprehensive, community based system of care, to ensure that families and their children with significant behavioral, emotional and mental health needs obtain the services necessary for success in home, school and community. These services are available for children eligible for MASS Health benefits.

Mobile Crisis Team: The Mobile Crisis Team is a service offered through the Children’s Behavioral Health Initiative. This is an emergency service for youths who are in behavioral health crisis demonstrating impairment in mood, thought, and/or behavior that substantially interferes with functioning at school, home and/or in the community, and the risk presents a risk to self or others or has escalating behaviors and is in need of clinical intervention to resolve the crisis and enable the youth to remain in the community.

Gosnold Counseling: Monomoy has entered into a partnership with Gosnold (www.gosnold.org) who is available in each of the schools weekly to provide counseling for students who might not otherwise be able to access their counseling session after school.

Chatham Child and Family Services: Monomoy has entered into a partnership with Child and Family Services to provide weekly counseling for students who might not otherwise be able to access their counseling session after school.

Harwich Youth and Family Services: Counselors are available to provide individual and family therapy sessions for students who might not otherwise be able to access their counseling session after school. Counselors work closely with the school to identify programs and supports that best meet the needs of students and families. Programs are offered through the school to support these identified needs.

Keep Them Coming – A Program to Improve School Attendance

Once a child is absent for multiple days a phone call is made to the parents indicating the importance of attending school. A letter is sent home to the parents after five days of absenteeism and seven days of being tardy reiterating the importance of attending school and the legal implications of truancy. If attendance continues to be an issue, a meeting is set up with the parents, the School Adjustment/guidance Counselor and Principal. This is an informative, general non-confrontational meeting addressing the importance of being in school and assisting with school and outside resources. If there is continued truant behavior, the School will notify the Cape & Island’s District

Attorney's Office (DAO) to request a meeting with a representative from the DAO, school personnel and other community based organizations. These meetings are not punitive and are designed to work with the school and families to provide the services and support each family may need. This collaboration between the school, families, community partners and the DAO has developed creative problem solving methods for improving the child's attendance. If attendance fails to improve after this meeting, an application for a Child Requiring Assistance (C.R.A.) for the student may be filed by the school administration in juvenile court.

Accomplishments and Challenges

Special education continues to evolve with respect to the diverse needs of students who are entering public schools. There are several key factors that create challenges when delivering quality services that address free, appropriate public education for all children. In the face of these many challenges, Monomoy Regional School District continues to celebrate the success and achievements of all students.

District Accomplishments:

- Students' access to the community
- Response to Intervention support across all schools
- Harwich Youth Committee membership
- Lower Cape Substance Abuse Coalition membership
- Implementation of PBIS across the elementary and middle schools
- Seminar block at the middle school
- Best Buddies – high school
- After school clubs and enrichment programs
- Community Safety meetings held by the District Attorney's Office membership
- Development of a Social Emotional Learning steering committee
- Development of a District Curriculum Accommodation Plan steering committee
- Positive relationships with students
- Grade 10 ELA MCAS passed for students who received their instruction in a modified ELA class.
- Students participating in the Inclusive Concurrent Enrollment Initiative at Cape Cod Community College.
- Development of the Academic Center
- Expansion of the Alternative Learning Program
- Development of attendance tracking process at the high school
- Struggling learners task force at the high school
- Online learning platform for summer school, credit recovery and enrichment at the high school

Challenges:

- Nature of special education entitlement program - mandates that are unfunded
- No single definition of FAPE (Free, Appropriate Public Education)
- No single definition of Effective Progress in the general curriculum
- Level of disabilities requiring complex services and therapies
- Consideration for space needed to deliver services

- Limited pool of special educators and therapists in relationship to the number of eligible students
- Continued increase in costs associated with special education and service delivery
- State system for approving out of district programs tuitions and approvals for restructuring
- Very few options for Out of District Programs for intensive special needs
- Time for general education and special education to collaborate on the needs of students and service delivery
- MCAS - the support required for students to achieve proficiency
- Coordination with other state agencies (DCF, DDS, DMH, MRC, etc.)
- Psychiatric and mental health issues
- Complex family needs and an increase of emotional needs of students
- Lack of capacity for general education to support mental health and behavioral needs
- Students with unique presentation who do not fit neatly within identified service delivery models
- Lack of training for and collaboration with paraprofessional staff to support students and carry out programs designed
- Decrease in grant funds
- Systemic capacity – Team Chairs also serve as school psychologists
- UNPREDICTABILITY

Summary

Monomoy Regional School District has a history of providing quality special education services at all educational levels. In addition, Monomoy Regional School District offers many alternative programs within the district to meet the unique needs and challenges our students face. It is important to understand the regulatory obligations the district faces as special education services are protected by both Federal and State laws that are mandated. This is also critical to understand from a fiscal perspective. Monomoy Regional School District is diligent in meeting its obligation for providing FAPE given the fact that the required state reimbursement (Circuit Breaker) has not been funded at the 75% level consistently over the last decade. Additionally, special education professional development grants have been sparse for several years. The Federal IDEA grant remains stable, but does not increase enough to meet the increase in services or needs. Monomoy Regional School District will continue to strive to provide quality special education services that maximize opportunities for students to make effective progress while minimizing the impact of students' disabilities.

Appendix

TABLE OF ABBREVIATIONS

Many common special educational phrases are abbreviated by acronyms composed of the initial letters of the phrase. For your convenience the acronyms and phrases used in this document are listed below:

BSEA: Bureau of Special Education Appeals

CFR: Code of Federal Regulations

CMR: Code of Massachusetts Regulations

DESE: Massachusetts Department of Elementary and Secondary Education

FAPE: Free Appropriate Public Education

FBA: Functional Behavioral Assessment

IAES: Interim Alternative Educational Setting

IDEA: Individuals with Disabilities Education Act
IEE: Independent Educational Evaluation
IEP: Individualized Education Program
PQA: Program Quality Assurance Services
24 <http://www.doe.mass.edu/sped/laws.html>

TABLE OF WEB SITES

The ESE publishes extensive information for parents and on its internet Websites. These Websites include pertinent laws, agency policies and useful documents that explain the special education process.

Bureau of Special Education Appeals

<http://www.doe.mass.edu/bsea/decisions.html>
http://www.doe.mass.edu/bsea/forms/hearing_rules.doc
<http://www.doe.mass.edu/bsea/forms/hearing.doc>
<http://www.doe.mass.edu/bsea/mediation.html>
http://www.doe.mass.edu/bsea/forms/m_brochure.doc
<http://www.doe.mass.edu/bsea/mediation.html?section=faq>
<http://www.doe.mass.edu/bsea/process.html>

Discipline:

http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc

Individuals with Disabilities Education Act:

<http://idea.ed.gov/>

The Basic Special Education Process under IDEA:

<http://www.doe.mass.edu/sped/iep/process.doc>

Individualized Education Program:

<http://www.doe.mass.edu/sped/iep>

Individual Education Program Process Guide.

<http://www.doe.mass.edu/sped/iep/proguide.pdf>

Independent Educational Evaluation:

<http://www.doe.mass.edu/sped/advisories/?section=admin>

Observation of Education Programs by Parents and Their Designees for Evaluation

Purposes:

http://www.doe.mass.edu/sped/advisories/09_2.html

Parent's Notice of Procedural Safeguards:

<http://www.doe.mass.edu/sped/prb>.

PQA Problem Resolutions System compared to BSEA Due Process Complaint:

<http://www.doe.mass.edu/sped/complaintchart.doc>

Program Quality Assurance Services Problem Resolution System:

<http://www.doe.mass.edu/pqa/prs>

Special Education Laws and Regulations:

<http://www.doe.mass.edu/sped/laws.html>

Special Education Surrogate Parent:

<http://www.doe.mass.edu/sped/2002/news/1104memo.html>

Special Education Transition Planning Form:

<http://www.doe.mass.edu/sped/28MR/28m9.doc>

Student Records Regulations:

<http://www.doe.mass.edu/lawsregs/603cmr23.html>

Student Records Questions and Answers

<http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section.>

Transition Planning:

<http://www.doe.mass.edu/sped/cspd/mod4.html#>