



## **Special Education and Pupil Personnel Department Overview & Budget Report to the Shrewsbury School Committee February 2019**

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The mission of the Special Education and Pupil Personnel Department is to identify students who meet the federal and state criteria for a disability requiring specialized instruction and/or accommodations through an Individualized Educational Program or 504 Accommodation Plan. It is Shrewsbury's responsibility to provide services in the least restrictive environment that will empower access to our students to become active members of society based on their individual strengths and abilities. As a district, we are committed to providing an inclusive setting of dedicated multidisciplinary teams while involving parents and community members to help meet the academic, emotional and social needs of all our students in a respectful and positive environment.

Our vision is to afford all students the opportunity to succeed through high quality, evidence-based practices, and we will do so by connecting and communicating with families, students, school teams, and the greater community. Together, we will focus on the positive attributes and recognize the individual strengths and achievements of our students while promoting their future successes.

Our department continues to prioritize the following focus areas. This ongoing work has ensured that the Shrewsbury Public Schools continues to meet high expectations with efficient and thoughtful resources and programs to meet the needs of all learners.

- 1. Commitment to High Standards and Expectations:** Professional development opportunities have been deployed this year in the area of Co-Teaching and Inclusive Practices/Instructional Coaching designed to provide classroom and special educators with an overview of current co-teaching models for Kindergarten through Grade 6. Topics

include: common planning time, research-based instructional strategies, and communication/collaboration tools.

2. **Social, Emotional, Mental and Behavioral Health Collaborations:** Social Emotional Learning committees (district and building) along with current department services (Psychologists, Adjustment Counselors, Clinical Coordinators, etc.) continue to gather data around practices, processes and interventions in order to plan, review, revise and develop a cohesive plan to improve student supports and outcomes in this area.
3. **Staff Caseload and Schedule Analysis:** All department staff have shared various caseloads and schedules. Special education and building leadership continue to analyze the information in an effort to maintain efficiencies and share resources as necessary.
4. **Annual Professional Development for Professional and Paraprofessional Staff:**
  - a. Carrie Stack from the Say Yes Institute provided an interactive professional development to SPS staff including paraprofessionals entitled, Power of Positive. The presentation focused on building concrete strategies and tools around self-care, the power of the positive, and foundational emotional intelligence skills. The workshop intentionally connected activities and tools to the strategic goals of the District to ensure content can be actively applied to the school year. The two goals the workshop centered on included: Enhanced Well-Being for All and Learning Environments Where Everyone's Success Matters. The purpose was for staff to leave feeling appreciated/valued, energized for the upcoming year.
  - b. Compliance Training to review state and federal guidelines.
  - c. Special educators and school psychologists attended a presentation by Crafting Minds. The focus of this presentation centered around identifying why students may struggle to read, and how to use assessments to clarify the reason and rationale for reading impairment and ensure targeted instruction.
  - d. American Speech Language Hearing Association (ASHA) national conference was held in Boston where many of our therapists were able to attend multiple sessions.
  - e. Many of our school psychologists and school adjustment counselors had the opportunity to attend the School Mental Health Conference at Harvard University.
5. **Out of District Analysis with Multi-year Projections:** In an effort to understand our out of district tuitions and needs, an ongoing budget analysis continues to be monitored including projections. This data is ongoing and shared with the Central Office Leadership.
6. **Special Education Parent Advisory Council (SEPAC):** The SEPAC and Special Education leadership continue to have open communication. Special Education administration, Superintendent and School Committee representative meet on a quarterly basis. This year SEPAC has already held multiple events including: General Meeting, *Ask the Advocate*, Textile Recycling Drive, Coffee Hour.
7. **Adaptive Physical Education:** Assistant Superintendent for Curriculum, Instruction and Assessment and Director of Health and Physical Education along with Special Education administration have begun working with a committee to review, revise and assess Adaptive Physical Education practices with an emphasis on open dialogue around the new strategic priorities.

8. **State Reporting/Federal Indicator-Tiered Focused Monitoring (TFM):** In the spring, Massachusetts Department of Elementary and Secondary Education (DESE) will conduct a review of our self assessment from 2018 which included 56 Special Education elements and 26 Civil Rights elements.
9. **Paraprofessional Support:** Special Education leadership partner with building teams to assist in determining level of additional support for ABA Technicians, Child Specific Aides, and Special Education Aides to ensure our students are accessing their Free and Appropriate Public Education.
10. **Shrewsbury Youth and Family Services (SYFS) Partnership:** In an effort to provide support to families identified and referred through SPS personnel, SYFS clinical staff provide family support services such as counseling, crisis management, links to other supportive agencies, assistance with problem solving and communication with other collateral contacts.
11. **504 Accommodation Process and Procedures:** Revision and review of all process and procedures conducted in district, but particularly, a Section 504 Plan enables SPS to offer health accommodations and other support to assist a child while at school and during school related activities. *A 504 Accommodation Plan is an option for parents and their child, it is not mandatory.* The child can also receive medical and health services without a 504 Accommodation Plan in place. As a result of legal updates, the Director of Nursing and the Assistant Superintendent for Student Services have communicated to all families who may have a child with a medical condition.
12. **Program Evaluation-Parker Road Preschool:** Each year as part of state requirements, the district must conduct a program evaluation. The focus of program evaluations is to gain an understanding of the current status of programming and services. This year a contracted agency will use a mixed method data collection to evaluate current early childhood special education systems and service delivery by examining assessment tools and eligibility processes, analyzing IEP development, and assessing placement in the least restrictive environment.
13. **Educator Leader Network Participation:** Enhance and develop relationships between Special Olympics MA (SOMA) and educational leaders across the state. The goals of the network include: promote SOMA as a partner with school based organizations in providing opportunities of inclusion and becoming a leading resource to the educational system in providing programming to comply with the 504 guidelines; identify people, groups, associations, opportunities and events in a broad range of constituencies including educators, parents, school, community and business leaders to connect with.
14. **Unified Champion Schools Presentation:** The Special Olympics Unified Champion Schools program is aimed at promoting social inclusion through intentionally planned and implemented activities affecting systems-wide change. With sports as the foundation, the three component model offers a unique combination of effective activities that equip young people with tools and training to create sports, classroom and school climates of acceptance. Unified Champion Schools are accomplished by implementing inclusive sports, inclusive youth leadership opportunities, and whole school engagement. The program is designed to be woven into the fabric of the school, enhancing current efforts

and providing rich opportunities that lead to meaningful change in creating a socially inclusive school that supports and engages all learners. The Special Olympics Unified Champion Schools program will present to the special education and physical education departments to strengthen our inclusive practices.

- 15. MDPH Grant:** The Massachusetts Department of Public Health (MDPH) Bureau of Community Health and Prevention's School Health Services Unit recently released an RFR for the Comprehensive School Health Services (CSHS) Model Programs Grant. The grant is intended to provide additional support to existing school health services through a multi-disciplinary approach that supports the delivery of quality, comprehensive health services in all school districts. According to MDPH, "the goal of the CSHS Program is to build on existing infrastructure to provide all school-age children access to a school health service program that is managed by a qualified school nurse manager. This program will strengthen the capacity of schools to provide case management and support to students with more significant health needs, continuous quality improvement through data collection and analysis, and programs that provide access to care to address health disparities and racial inequities in the community in order to support student academic achievement and reduce chronic absenteeism." The grantees will be notified of the decision in late March.
- 16. Child Find:** This mandate requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. Child Find expands to children who are residents of Shrewsbury, but are enrolled in private schools, preschools, and daycare.

### **Department Overview**

***The following information was compiled through collaboration with Central Office, special education and leadership teams, as well as staff input, observations, and ongoing conversations with students and families.***

### **Student Demographics**

Our SPS special education records indicate, as of February 2019, 962 students, ages 3-22, are receiving special education services through an Individualized Education Program (IEP). The concurrent data indicated that there are 83 active referrals for Special Education services. This number is included in the total Special Education number of 962. Students in referral are considered special education students until eligibility has been determined.

An additional 206 students were receiving accommodations within the regular education setting through Section 504 Accommodation Plans, which are provided to students who are diagnosed with a disability, but who do not require specialized services to make effective academic progress. 504 Accommodation Plans define eligibility as a diagnosed disability that is limiting one or more of major life functions. To be eligible for a 504 plan, the student needs to have a record and be regarded as having such an impairment. Of note, when analyzing the 504 accommodation plans for Shrewsbury, about 144 of 206 students are categorized as ADD/ADHD

or Health; 23 of 206 students are categorized under Multiple Disabilities; 15 of 206 students have Emotional diagnoses requiring accommodations in the school setting.

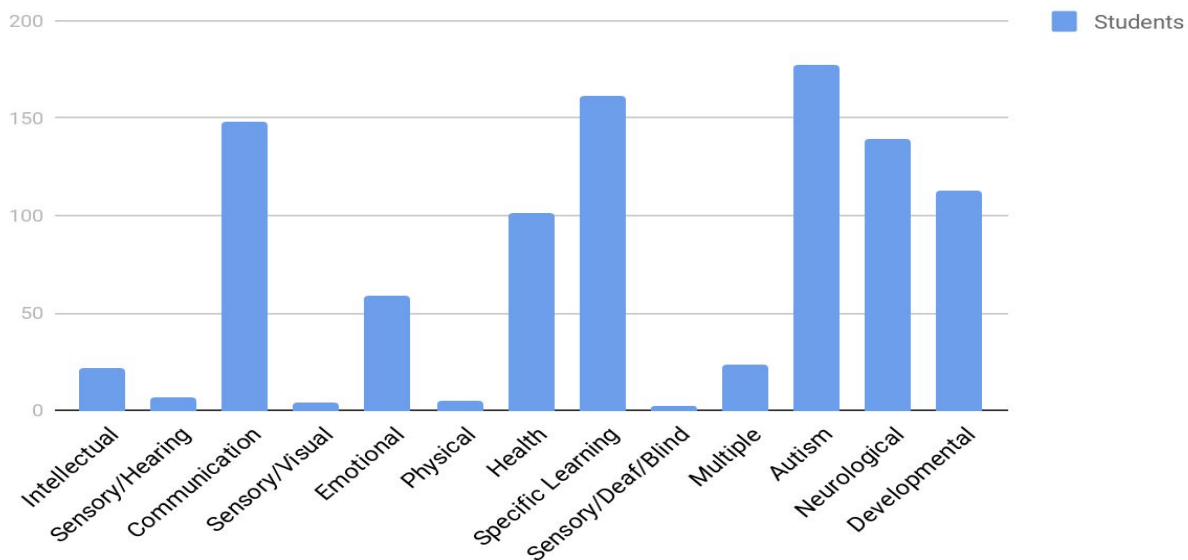
Year	Total Number of Students (financially responsible)	Students with Section 504 Accommodation Plans	Percentage of Students Receiving 504s	Students with Individualized Educational Programs	Percentage of Students with IEPs
2017	6,214	197	3%	930	14.9%
2018	6,207	206	3%	962	15.4%

\*Note: percentages include students currently in referral

In comparing 2017 to 2018, there is an increase of 32 students in special education. This increase is due to the larger number of referrals; students moving into district; students moving from 504 Plans to IEPs; students with both IEPs and 504s; and continued Child Find activities.

Utilizing DESE's state categorization of disability for eligibility for special education, SPS shows the following distribution for students with IEPs:

### DESE Disability Categorization



Shrewsbury remains below the state average regarding students with disabilities.

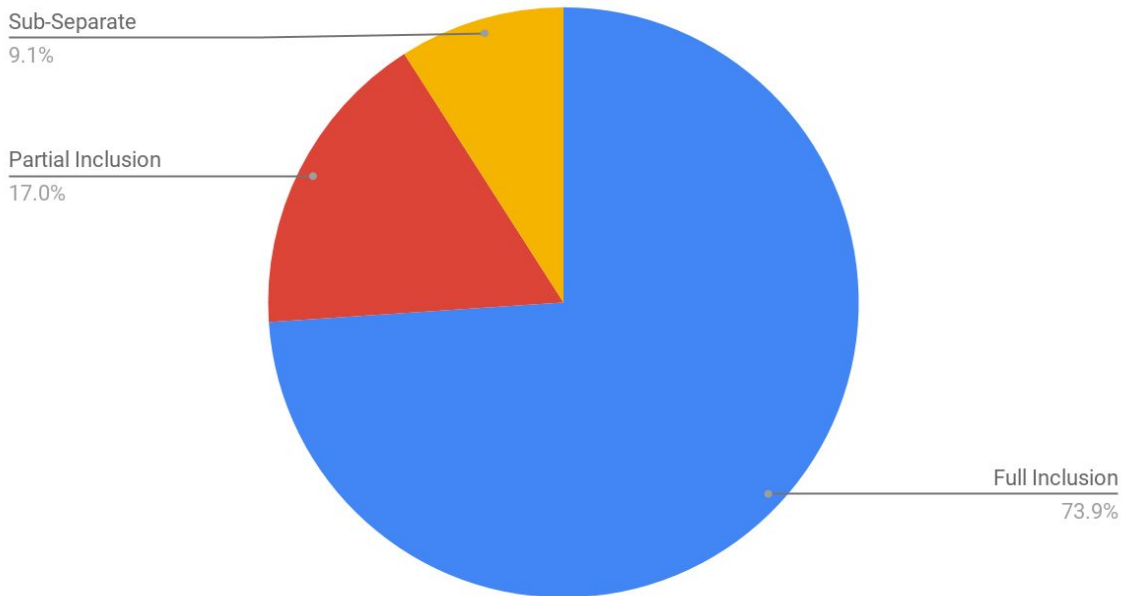


\*Note: The above statistics do not include students in referral.

### Specialized Instruction Services

Each SPS building offers a myriad of services to meet each child's specific needs (See Appendix for program descriptions). These services are interpreted through placement and service delivery options. Students access inclusion, partial inclusion, or substantially separate options based on the team process when calculating the least restrictive setting for individual students. Full Inclusion is defined as students having special education services outside the general education classroom less than 21% of the time. Partial Inclusion is defined as special education services outside the general education classroom 21-60% of the time. Substantially Separate classroom is defined as special education services outside the general education classroom more than 60% of the time. We will continue to see our enrollment statistics shift based upon the need and complexity of our student demographics, and as we continue our professional development work on Co-Teaching and Inclusive Practices/Instructional Coaching.

## Placement Options



Within the 2018-2022 Space and Resources Strategic Priority, the District continues to work towards increasing physical space and making programmatic adaptations to secure the necessary resources for a high quality educational program. Through the development of the Beal School Project, our Special Education and Pupil Personnel services will continue to embed inclusive practices, related services and programming to enhance educational benefit for all students.

### Professional Staff

Students access their education through specialized instructional programming using the aforementioned criteria of inclusion, partial inclusion, and substantially separate. Contingent on calculating the least restrictive setting, students may access instruction from general education teachers, special education teachers (carrying a license in either moderate to severe needs), related services, and/or paraprofessionals.

### Current Professional Staffing

Staff FY 19	Special Education Teachers	Speech and Language Therapists	Occupational & Physical Therapists	Psychologists	Adjustment Counselors	School Nurses
Total	74.8	14.8	5	13	6.4	12.1



**During the 2018-2019 school year**, the department made organizational changes and hired staff in order to maximize efficiencies while managing a diverse populations with various degrees of challenges. The district supported:

- **Special Education Teacher 1.0 FTE**
- **Adjustment Counselor-Oak Middle School 0.6 FTE**
- **Nursing-Floral 0.3 FTE**

### **Paraprofessional Positions**

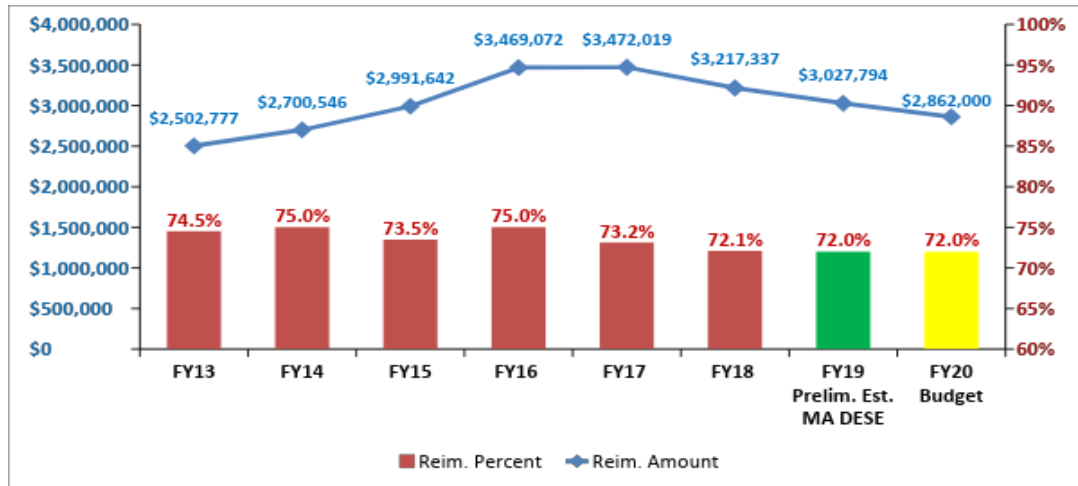
Each year, we must anticipate for students coming into the district as projected Early Intervention, other districts, or from private schools. This school year, we have welcomed nine new students into our Educational Learning Center (ELC) across the district. The district was mandated to hire staff in order to meet compliance and needed services for children. The following chart depicts full time equivalent paraprofessional employees under the titles of ABA Technicians, Child Specific Aides, and Special Education Aides employed across all schools. These numbers have increased over time as more students with intensive special needs are enrolled in the district, either due to increased programming or move-ins. Based on our current budgeted FTE and projections for next year, additional FTE are not requested for FY20. This is an area where changes can happen quickly depending on student needs, and so it is constantly monitored.

Paraprofessionals	FY17	FY18	FY19 Budgeted	FY 20 Proposed
FTE	188.83	193.91	221.44	221.44

### **Special Education Circuit Breaker**

The state's Special Education Circuit Breaker reimbursement program began in fiscal year 2004 to provide additional funding to districts for high special education costs. Reimbursements are for the district's prior year's expenses. Each spring, our office completes and submits claim forms to DESE listing the types and amounts of services, and tuitions provided to students that meet the threshold formula. Rates are determined by the department and established annually. The circuit breaker account is essential to ensuring that municipalities and school districts are able to pay the costs associated with expensive special education placements without cutting from other general and special education areas. The following graph highlights overall budget changes from fiscal years 2013-2020.





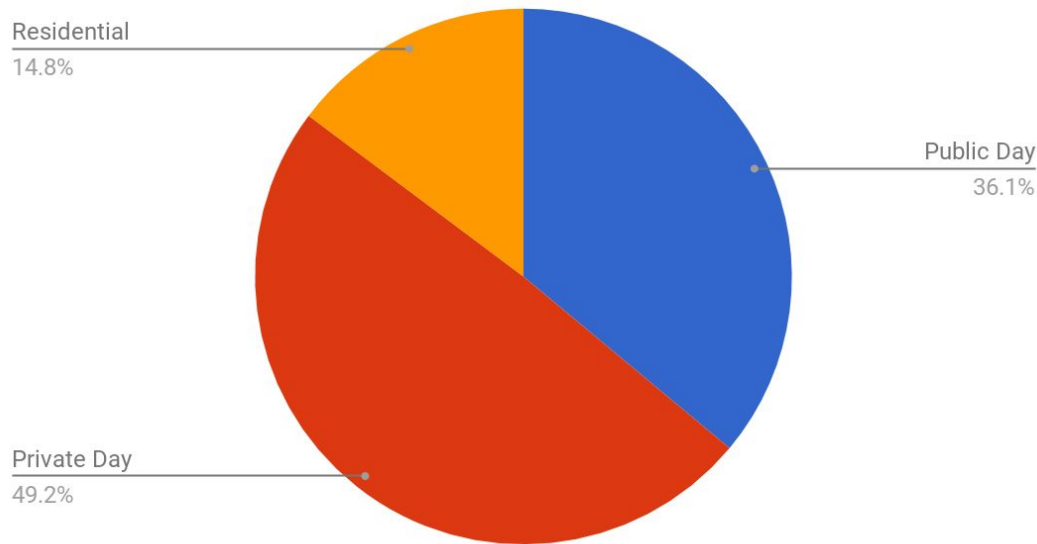
The chart below depicts the FY18 Special Education Circuit Breaker student details. For Shrewsbury, there was a funding gap of \$126,165 between actual reimbursement and the full 75% reimbursement.

Eligible Students Claimed	Total Eligible Expenses	Foundation	Net Claim	Reimbursement Amount at 72% (Current Level)	Reimbursement Amount at 75%	Additional Reimbursement at 75% (above 72%)
119	\$9,409,787	\$5,204,508	\$4,205,279	\$3,027,794	\$3,153,959	\$126,165

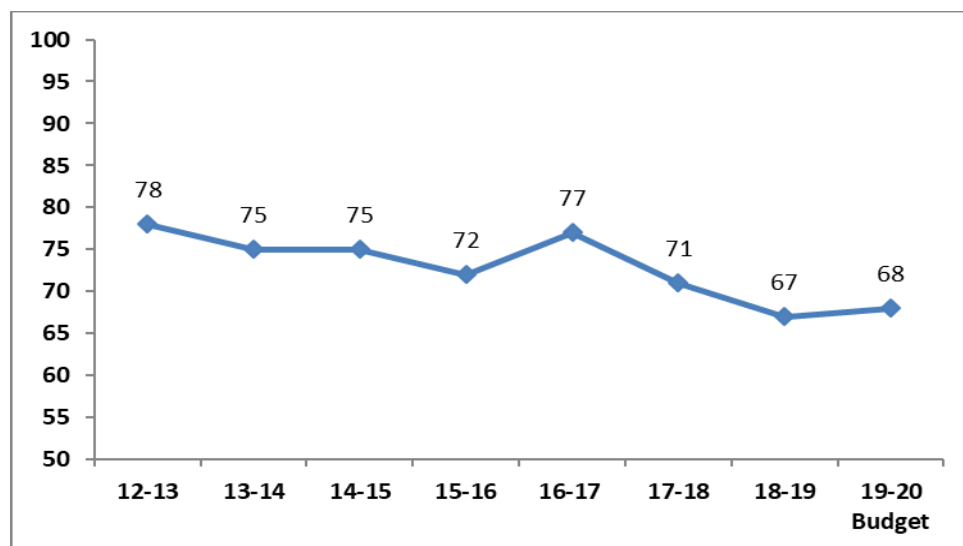
### Out of District Programming

As previously mentioned, the mission of the Special Education Department is to provide services in the least restrictive environment that will empower and provide access to our students to become active members of society based on their individual strengths and abilities. There remains a population of students that, due to the scope and severity of disability, the child will require a more restrictive programming in order to make effective progress commensurate to the student's disability. When identifying programs for students to access their education, teams must consider placements that are gradually more restrictive than public schools. Below is a graph that highlights the programming demographics related to the proportion of the 67 out of district students we currently have enrolled in this fiscal year across public day, private day, and residential settings.

## Out of District Student Enrollment



The Special Education Department continues to review the profile of students that require more restrictive placements. This is a multi-tiered approach that includes further examination of the student demographics that are currently being serviced in an out of district placement and identifying if their unique needs could be met within district, and/or what supports and services would be needed to have students transition to a less restrictive setting. The following graph highlights overall number of students who are accessing out of district special education placements from fiscal years 2013-2020.



The chart below highlights the allocation of funds through the special education and pupil personnel services budget for out of district placements and circuit breaker reimbursement. In sum, there is a net change from FY 19 to FY 20 of \$466,240.

	FY17 Budget	FY18 Budget	FY19 Budget	FY20 Budget	FY19 to FY20 Net Change
School Year Tuition	\$ 7,591,933	\$ 6,920,457	\$ 6,235,578	\$ 6,274,000	\$ 38,422
Extended School Year Tuitions	\$ 80,631	\$ 112,077	\$ 125,182	\$ 108,000	\$ (17,182)
Tuition Credit-AVC Agreement	\$ (30,000)	\$ (25,000)	\$ (25,000)	\$ -	\$ 25,000
Total Less Credit	\$ 7,642,564	\$ 7,007,534	\$ 6,335,760	\$ 6,382,000	\$ 46,240
Less Circuit Breaker Use	\$ (3,920,000)	\$ (3,900,000)	\$ (4,182,000)	\$ (3,762,000)	\$ 420,000
Total Net Tuition-Operating Budget	\$ 3,722,564	\$ 3,107,534	\$ 2,153,760	\$ 2,620,000	\$ 466,240

#### Individuals with Disabilities Education Act (IDEA) Special Education Grant #240:

Federal Special Education Grant #240 funds special education transportation. Of note, Shrewsbury Public Schools renewed their 5 year contract with the transportation vendor. This accounts for a slight increase in the transportation budget line.

Transportation	FY18 Actual	FY19 Budget	FY20 Budget	Difference FY19 to FY20
Town Appropriation	\$480,113	\$585,000	\$706,300	\$121,300
Federal Grant 240 (IDEA)	\$1,426,739	\$1,405,368	\$1,405,368	\$0
Total	\$1,906,852	\$1,990,368	\$2,111,668	\$121,300

In July 2017, DESE issued guidance regarding the IDEA funds through the #240 Grant allocation to monitor **Proportionate Share**. Proportionate Share is an amount of the district's IDEA funds allocated to eligible parentally-placed students who are privately educated in the district's geographic boundaries regardless of where the students live. Annually, our district must calculate the proportionate share for private and home schooled students within our geographic area, demonstrate upon request that we have spent this amount of our allocation of IDEA funds on eligible students who are privately enrolled and educated in the district. For this school year, the proportionate share equals **\$55,276.67**. This year meaningful consultation has occurred with our local private institutions. We have partnered with St. John's High School to enhance access clinical supports through contracting with Assabet Valley Collaborative-Family Support Partnership including a clinician and consulting psychiatrist.

**Contracted Services:**

We currently contract specialists in the following areas in order to support low incidence disabilities and mandated services: Psychiatry, Orientation and Mobility, Teacher of the Visually Impaired, Vision Specialists, Teacher of the Deaf, Wilson Reading Specialists, home based services, Teacher of Deaf/Blind, and Audiological services.

Legal Consultation: Support the district with state and federal laws governing special education. At times, despite our best efforts, the school system must go to mediation, pre-conference hearings and/or hearings through the Bureau of Special Education Appeals and may require full legal representation.

Translator/Interpreter: Students and parents receive written and verbal communication in their home language as stated in state and federal law.

Home/Hospital Tutoring: The district must provide tutorial services for students when they are absent for more than 14 consecutive school days or cumulative days due to illness. A physician's statement requesting home/hospital tutoring must be completed in order for the tutoring process to be initiated with the district.

Instructional Materials: Special education staff use standardized assessments for initial evaluations and reevaluations. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. Department Leads take a yearly inventory and update our office with ongoing needs.

<b>Contracted Expenses</b>	<b>FY17 Budget</b>	<b>FY18 Budget</b>	<b>FY 19 Budget</b>	<b>FY 20 Proposed</b>
Legal Fees	\$30,000	\$30,000	\$32,000	\$32,000
Translator/Interpreter	\$18,000	\$18,000	\$20,000	\$25,000
Home/Hospital Tutoring	\$38,000	\$13,000	\$13,000	\$13,000
Instructional Materials	\$50,000	\$50,000	\$50,000	\$51,000
Testing	\$30,000	\$30,000	\$30,000	\$30,600
Contracted Therapies	\$221,840	\$200,000	\$250,000	\$250,000
<b>Total</b>	<b>\$387,840</b>	<b>\$341,000</b>	<b>\$395,000</b>	<b>\$401,600</b>

### **Program Evaluation FY 2018**

Shrewsbury Public Schools conducted a formal program evaluation of Co-Teaching and Inclusive Practices across the elementary levels which indicated the following: The Shrewsbury School District is well on its way to improving inclusive practices for students with disabilities and challenged learners. Moving forward, it will be critical, however, to sustain focused support and attention to the benefits of this model. Veteran co-teachers and new co-teaching teams will require customized support in order to fortify the implementation of effective instructional practices. Also, if co-teaching is truly determined to be an effective model to improve inclusive practices, then this will need to expand beyond the four current elementary schools providing co-teaching to additional schools in the District.

### **Challenges:**

Our district special education leadership will continue to collaborate on the previously identified focus areas of the 2018-2019 listed above. In addition, we have identified Extended School Year, Staffing, and Mental and Behavioral Health as our top priorities.

### **Extended School Year Services (ESY)**

ESY services are required and developed for students with disabilities who qualify for a continuation of services based on the nature or severity of their disability or who exhibit substantial regression and/or significant recoupment throughout the school year. ESY eligibility and data tracking help teams make data-driven decisions. This data is used in annual team meetings to help the team determine the level and need for extended school year services.

Throughout the school year, the ESY Coordinators and the Special Education leadership team meet monthly to address: staffing, program organization, student recommendations and qualification for services. Student recommendation forms are reviewed and used to develop programming for students who require the longer school year. The programming needs are determined based on the recommendations in order to prepare for a July 2019 start date.

Through the planning process it is anticipated that there will be a fiscal increase for FY 20 based upon transportation needs, additional nursing and level of staffing due to enrollment projections. Last year ABA Technicians were granted voluntary time off without pay during the summer program, which provided some schedule flexibility for employees and reduced costs. However, this coming year, based upon enrollment, there will not be the same amount of available voluntary time off for staff.

Summer Special Education	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	FY19 Actual	FY20 Budget	Difference FY19 to FY20
Total	\$641,838	\$520,383	\$555,774	\$543,984	\$536,941	\$621,000	\$84,059

## Staffing

We have continued to monitor the staffing across the district to ensure we are providing students with the necessary support and the greatest opportunities for independence. We have seen great success with our programs where students are accessing more of their day independently and are making continued progress. Even with this focused lens, the district continues to experience staffing challenges given the number of unanticipated move-ins to SPS, along with other students who were identified with high level of academic and behavioral needs.

## Mental and Behavioral Health

Our Shrewsbury Student Wellness Advisory Council, Faculty Advisory Council and District Paraprofessional Advisory Council along with district data have identified that the ongoing mental and behavioral health needs of our students continues to be of utmost importance. Under our 2018-2022 Strategic Priority of Enhanced Well-Being for All, we have an opportunity to specifically create a common understanding of the benefits of the skills, habits, and mindsets of social and emotional learning and develop a shared, systematic approach to explicitly teach, integrate, and assess these competencies.

Below is the data requested as a result of writing The Massachusetts Department of Public Health (DPH) Bureau of Community Health and Prevention's School Health Services Unit Grant. This data clearly supports the needs for increased capacity in the area of mental and behavioral health:

SPS Data Samples	Response
Current Enrollment	6214
Number of Students with Individualized Educational Programs	879
Number of students who have specialized healthcare needs (asthma, autism, ADHD, diabetes, life threatening allergies, seizure, etc.)	1990
Number of self-reported LGBTQ students	252
Number of immigrants and refugees	251
Number of homeless students	11
Percentage of students who are economically disadvantaged	10.2%
Percentage of students who are chronically absent	11.4%
Percentage of students who report being victims of bullying or violence	RYHS* HS and MS bullying data: 23% Actual reported to administrators:<1%

Number of students who have been identified or who have self reported as experiencing anxiety or depression	636
Number of students who have seriously considered suicide	394
Number of High Needs Students-subgroups most likely to miss educational milestones, with data broken down by race/ethnicity and other demographic groupings	1417 African American=79 Asian=337 Hispanic/Latino=245 multirace=3 American Indian/Alaskan Native=3 Native Hawaiian/Pacific Islander=1 White= 715

\*Regional Youth Health Survey (RYHS)

Counselors, mental and behavioral health professionals play a vital role in identifying, supporting and intervening when students exhibit mental/behavioral health challenges in the school environment. A collaborative approach is taken to working with students presenting with mental health, emotional, social and/or behavioral challenges. School teams may consist of Psychologists, Nurses, School Counselors, Administrators, Special Educators, and consultation with Clinical Coordinators, Psychiatrist, and/or UMass Clinical Fellows, who work together to identify students with needs in this area, provide recommendations, interventions, support, and closely monitor cases. These professionals would provide clinical supports which are customized to each student, including counseling, crisis intervention, family engagement or care coordination.

These roles will be pivotal in our work in the coming years. Initial data stated above from the 2017 RYHS indicates that our students report stress as their top issue, and that suicidal ideations and attempts occur at concerning levels. Counseling, and Behavioral and Mental Health support will be key to increasing our students social and emotional abilities and overall well-being.

#### **Recommendations for 2019-2020:**

Through observations, analysis and collaborative conversations with administrators and staff, the following positions will address some mandated services as well as developing program integrity and consistency throughout the district.

#### **Personnel:**

#### ***Status Quo Budget***

#### **PreK-Grade 4 Director of Special Education 1.0 FTE**

- In 2016, this position was placed on hiatus after a resignation and not replaced as the department went through considerable organizational change. After 2 ½ years, it is clear



this position is warranted and required as we do not have sufficient capacity at the PreK-Grade 4 level for meeting mandated teacher evaluation caseloads, coordinating professional development, providing instructional leadership, ensuring programming fidelity, etc. As this position was on hiatus while we attempted to meet those needs in other ways with other staff, it is included in the “status quo” budget for FY20.

### ***Required for Mandated Services***

#### **SHS Moderate Special Education Teacher 1.0 FTE**

- SHS will require an additional moderate special educator based upon the increased enrollment data for next school year to support additional students who are receiving programming in Inclusion, Co-Taught, Essential Skills, and Learning Skills in grades 9-12.

#### **SHS Nurse 0.7 FTE**

- This level of support at SHS (2.7 nurses for approx 1800 students) would mirror the support at our middle schools (1.4 nurses for approx 1000 students). In addition, SHS student population has had an increase with students with complex medical needs that require direct supervision of a Registered Nurse. This position has existed through a long-term substitute fashion over the past two years and needs to be added to the regular nursing staff budget.

#### **ELC Coordinator PreK-4 1.0 FTE**

- Enrollment of students with intensive special needs at Parker Road Preschool continues to grow. Data analysis has shown that the intensive programming provided through the Educational Learning Center averages 9 new students per year which has dramatically increased the number of students within this program. In order to provide best instructional practices this caseload will need to be supported by an additional ELC Coordinator.

### ***Recommended Strategic Investments***

#### **Elementary Severe Special Education Teacher 1.0 FTE**

- Based on caseloads and programming projections, a severe special education teacher will improve educational services and supports at the elementary level.

#### **Elementary Moderate Special Education Teacher 1.0 FTE**

- Based on programming projections, a severe special education teacher will improve educational services and supports at the elementary level.

#### **Elementary Mental and Behavioral Support Professionals 3.0 FTE**

- Elementary schools have an increasing need to support social, emotional and mental/behavioral health interventions (counseling, family support, wrap around services, crisis management) for students with and without disabilities.

**SMS Adjustment Counselor 1.6 FTE**

- The data from the Regional Youth Health Survey indicates an increased level of need for mental health professionals at our middle school level to support students with direct services for counseling and to assist in managing students who are presenting with acute needs.

**SHS Adjustment Counselor 1.0 FTE**

- The data from the Regional Youth Health Survey indicates an increased level of need for mental health professionals at our high school level to support students with direct services for counseling and to assist in managing students who are presenting with acute needs.

**Resources and Programming:**

Shrewsbury Public Schools has determined that our priority population are students with mental and behavioral health challenges based upon multiple advisory councils and district data. Therefore, the main focus of our Massachusetts Comprehensive Health Grant proposal is to create a Bridge for Resilient Youth in Transition (BRYT) program for middle school students, similar to the Transitions Program currently in place at SHS. We propose that this program would be located at Sherwood Middle School (grades 5-6) to serve students who have significant difficulty with the transition from elementary to middle school, and/or are experiencing mental or behavioral health challenges that interfere with their ability to attend and be successful at school. The program would be staffed by a clinician (school adjustment counselor or social worker) and academic support professional, and would provide clinical, academic, and family support, as well as care coordination with other school staff and community providers.

The mission and core values of SPS include collaboration and communication with community stakeholders which is foundational to our culture. SPS collaborates with Shrewsbury Youth and Family Services (SYFS), a program that expands the mutual capacity of schools, state agencies/programs and community-based resources to provide a flexible, comprehensive and accessible system of services to children with mental health needs that are beyond the scope of the school, but who do not meet traditional eligibility requirements for state agency support.

Over the next five years, our goal is to add capacity and programming for student support to further enhance our inclusive practices. If awarded, grant funds would allow the district to implement a middle school Bridge Program and add clinical support such as an Adjustment Counselor or Social Worker. Currently at our middle level across a 2,000 student campus, we have 5.4 Adjustment Counselors. In our high school of about 1,850 students, we have only one Adjustment Counselor in our Transitions Program. The district does not have a Social Worker, but contracts with SYFS for a Family Support Clinician on an as needed referral basis. Adding these services to our own staff over time would allow for increased collaboration with nurses, teachers, administrators, families, etc. In addition, our elementary schools have rising concerns about our priority population. We will need to invest in mental and behavioral health supports to target our youngest population of students who are demonstrating global and acute challenges.

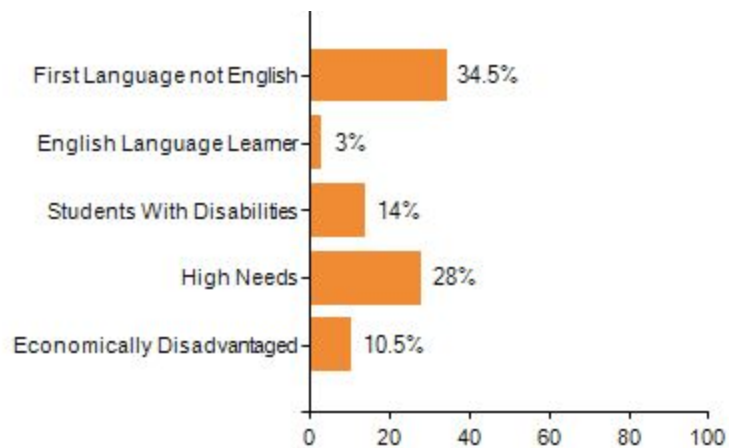
Several SPS staff are active members of the local drug-free community coalition (SCAPE) which plans events focused on substance abuse prevention and education. Shrewsbury Wellness Advisory Committee (SWAC) meets approximately 4 times a year to discuss current health issues affecting the SPS community. The work of SWAC, SCAPE and SYFS directly benefits the mental and behavioral health needs of all SPS students, especially those identified as our priority population.

The number of students experiencing stress, anxiety, depression and suicidal tendencies became clear to the district after our last Regional Youth Health Survey. Data from this survey also made clear gaps in our ability to provide for culturally and linguistically diverse students. This information helped to inform our 2018-2022 Strategic Priorities and Goals which include Enhanced Well-being for All and Learning Environments Where Everyone's Success Matters.

Our professional development efforts will focus on 2 of our district strategic priorities: Learning Environments Where Everyone's Success Matters and Enhanced Well-being of All. We aim to structure PD for staff so that we enhance our shared understanding and ability to engage in inclusive and culturally proficient practices; the skills, habits, and mindsets of social and emotional learning and mental and behavioral health of all. Educators and School Health Staff have a responsibility not only to teach and care for students, but to support them in their social and emotional development.

As aligned through goal setting of our strategic priorities, by the year 2020, 50% of faculty will have training regarding Culturally Proficient teaching practices. We have had 2 small groups attend a Culturally Proficient seminar series offered through Assabet Valley Collaborative (AVC). We anticipate growing our practice by contracting with an agency like AVC to provide further trainings for more staff.

The district plans to contract with consultants to conduct a racial equity assessment. We seek to increase staff knowledge in the area of cultural proficiency at an individual and organizational level. A district needs assessment, customized implementation plan, and professional development opportunities would ensure that our staff, policies, and practices provide the opportunity for effective interactions among students, educators, and community members. The following chart highlights the percentage of students in groups who are more at-risk to miss educational milestones broken down by race/ethnicity and other demographic groupings. We will be working to discern what students within these demographic groups are demonstrating a lack of desired progress so that we can determine how whom to support in order to close achievement gaps. One way we will seek to do this is through an equity assessment performed by a third party with expertise in this important work.



Continuing to expand and grow Co-Teaching to build inclusive schools, is another explicitly targeted path within the Strategic Priority, Everyone's Success Matters. This will be completed through consultation, professional development and coaching. Our contracted consultants conduct classroom observations and non-evaluative feedback sessions. The provided professional development focuses on: research-based instructional practices; specially designed instruction, modifications & accommodations; differentiated instructions/grouping practices; Co-Teaching practices; collaboration and consultation practices; classroom management.

Each elementary building has continued with teams of teachers in year one and year two of Co-Teaching. Beginning this year, Co-Teaching teams were also identified at Beal School and Sherwood Middle School. Oak Middle School and Shrewsbury High School will begin to review current practices and hopes to improve upon existing models of Co-Teaching currently in place in the spring and fall of 2019.

Our district, with continued support from families and stakeholders, is committed to **providing a high-quality public education to every child**, regardless of race, ethnicity, socioeconomic status, cultural background, sexual orientation/identity, exposure to trauma, or disability status. To ensure such learning and development is possible for every student, we must adapt to the diversity of our community and allow students to see their lives reflected in curriculum, instructional materials, and school practices. We aim to structure PD for staff so that we enhance our shared understanding and ability to engage in inclusive and culturally proficient practices; the skills, habits, and mindsets of social and emotional learning and mental and behavioral health of all. **Educational excellence cannot exist without educational equity.**

# Appendix

## Program Descriptions 2018-2019

### **Preschool Programs:**

Prior to turning three-years old, children with a disability or disabilities, or at-risk profiles may be referred to the school district for an initial special education evaluation to determine eligibility for special education services upon turning three-years old. Early Intervention programs are provided through the Massachusetts Department of Public Health for children birth to three. Parents, pediatricians, and private preschool teachers can also refer preschool aged children to the Shrewsbury Public Schools for an initial special education evaluation if there is a suspicion that a child may have a disability. Every referral is followed up with an evaluation in the suspected area of disability. If a student is found eligible for special education services, a preschool placement is determined. The least restrictive environment for most of our students is an integrated or inclusive preschool environment, which includes students with and without disabilities. A smaller percentage of preschool children require a substantially separate setting for the majority of their school day as a result of the severity of their disability. This group of students may also attend a full-day of preschool in order to receive an educational benefit. The District's preschool programs provide children with and without disabilities an engaging and challenging preschool experience. Children with identified disabilities are provided with an Individual Education Program (IEP) developed for their unique and individual needs.

### **Educational Learning Center (ELC) PreK:**

Students with Autism Spectrum Disorders (ASD) or similar developmental profiles may receive some or all of their services as part of the ELC program per their IEP. The ELC program is designed to provide services along a continuum from consultation and/or to highly individual and intensive curriculum and instruction. This program is led and supervised by special educators with intensive certification and specialized training in working with children with Autism Spectrum Disorders (ASD) or similar developmental profiles. Instructional methodology is primarily based on, but not limited to, the principles of applied behavior analysis (ABA). Principles of ABA may include the use of positive behavior interventions, systematic instruction of skills across all domains of learning to foster increasing independence in the educational learning environment, instructional plans that break down skills across all domains into manageable increments and are taught from least to most complex, error-less instruction, task analysis, analysis of targeted intermittent collection of data and adjustment of instruction based on data, and planned and naturally occurring opportunities to acquire and practice skills and concepts.

**Integrated Classrooms:**

Preschool aged students with and without disabilities are enrolled in integrated classrooms. Children with disabilities are enrolled based on their Individual Education Program (IEP). Children without disabilities are enrolled by their parents/guardians. Early childhood special education teachers, certified to teach both children with and without disabilities, provide preschool curriculum and instruction for up to fifteen students with a ratio of seven students with disabilities to eight students without disabilities. Our curriculum is based on the Massachusetts Curriculum Frameworks, Early Childhood Program Standards, and Guidelines for Preschool Learning Experiences.

**Walk-in/Itinerant Services:**

Students ages three to five and in need of therapies such as speech and language, occupational therapy, and physical therapy, receive walk-in services. Parents accompany their child during the therapy sessions each week and are provided with consultation on how to best support their child at home.

**Intensive Preschool Program:**

This program is designed for preschool children with intensive disabilities, which affect all areas of their development including cognition, communication, physical, social-emotional, and self-care skills. The morning portion of the program is integrated and the afternoon portion is substantially separate. An early childhood educator certified in intensive special needs leads this full-day program with related service providers to target all domains of development. Paraprofessionals, trained and supervised by the lead early childhood teacher provide carryover and direct instruction throughout the full-day program. The multidisciplinary team utilizes the afternoon instructional period to provide intensive therapy across all domains of development.

**Kindergarten-Grade 4:****Educational Learning Center Grades K-4:**

The Educational Learning Center, ELC, is designed for students diagnosed with Autism Spectrum Disorders or similar developmental profiles who require more time in a specialized classroom in order to make effective progress in school. This program is led and supervised by special educators with intensive certification and specialized training. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Students may require 20% to 60% of their educational services in the ELC. Integration into the general education setting is determined by the student's IEP. Students who require clinical support may also receive services through the ELC, but are fully included in their general education classroom. These students may have support from a trained paraprofessional and behavior support supervised by the ELC Coordinator. ELC program coordinators supervise the direct teaching staff and coordinate all student services.

**Inclusion Support:**

Special education teachers or instructional aides support students who are included in their regular education classes. Services can range from 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/modifications needed to make effective progress towards their educational goals.

**Co-Teaching Teams:**

A service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider teach together in the same classroom to meet the needs of individual students.

**Learning Skills:**

Learning Skills programs provide direct special education services, typically in language arts and/or mathematics, to students who require varying levels of skill development in a small group setting. All students who receive learning skills services remain included in their grade-level general education classrooms for all subjects, but require remediation of certain basic skills and pre-teaching/re-teaching of grade-level material. Small group time depends on the individual student's needs. A variety of instructional techniques are utilized including structured, multisensory reading and math programs. There are learning skills programs in all of the elementary schools.

**Middle Schools:****Educational Learning Center (ELC) Grades 5-8:**

The focus of this program is to provide an age appropriate, functional and inclusive education for students with intensive special needs. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. The program is highly individualized to meet the students' unique learning needs. The curriculum includes reading, writing, math, functional life skills, activities of daily living, social skills and pre-vocational training. Students may also require behavior support across their educational settings. Science and social studies are taught either in the ELC program or in the general education setting with modifications. Students typically have a substantially separate program, with planned inclusion opportunities on an individualized basis. The goal is to teach skills that can be applied at the greatest level of independence.

Most Students in the ELC program have regularly scheduled community outings to destinations such as local stores, restaurants and businesses, in order to apply and generalize the skills learned in the classroom. Students are learning how to develop grocery lists, read product packaging, and determine items needed to cook or bake a given recipe or simple meal at school. They are practicing functional math, including reading and estimating prices, simple budgeting, and monetary



transactions. Some students now make their own lunch and snacks from things they bought at the grocery store. Students are also learning their clothing size, shoe size, and the various layout of stores to find items on their lists. Communication is of the utmost importance during community outings, as students learn to communicate with community members to ask questions, seek information, self-advocate, and navigate community resources.

**Inclusion Support:**

Special education teachers or instructional aides provide inclusion support in the general education classroom to students on IEPs. Supports can range from assistance with organization 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 toward her/his educational goals as well as progress within the general curriculum. Students identified for inclusion supports do not require extensive modifications to curriculum.

**Co-Taught:**

A service delivery option designed to address the needs of students in an inclusive classroom by having a general education teacher and a special service provider teach together in the same classroom to meet the needs of individual students.

**Essential Skills:**

Students who are performing generally two or more years below grade level, or who require a pace of learning that is significantly modified from the general education classroom, are recommended for this model. Students receive ELA and Math curriculum in the small group, special education classroom with a special education teacher and instructional aide. Students receive Science and Social Studies instruction in the general education classroom with varying levels of curriculum modification provided by a special educator based on individual need.

**Learning Skills:**

Students are assigned Learning Skills classes to develop learning and compensatory strategies that will enhance the progress they make in their core curriculum content classes. Learning Skills classes provide an opportunity to pre-teach curriculum content, allowing students to achieve success when presented with information in the general education classroom, or to re-teach concepts covered in the content classes as needed. Other areas addressed include test taking, study skills, an emphasis on self-advocacy, executive functioning coaching and direct instruction, such as material management, organization skills, breaking down long term projects into smaller and more manageable deadlines, homework preparation (i.e. ensuring students know what assignments they have, where to find them, have a system in place, and are prepared to do their homework independently), as well as test preparation and study skills. The number of Learning Skills classes provided weekly is determined on an individualized basis, based on a number of factors including level of student need, as well as other services required by the student. Learning

Skills classes are available to students receiving inclusion supports, co-taught model, and Essential Skills models of service delivery.

**Intensive Learning Needs:**

Students with complex learning profiles are provided programming that is consistent with their identified need areas and levels of current performance. For students whose IEPs prioritize academics, but require substantial modifications to curriculum due requiring instruction at entry points to the Common Core State Standards, a special education teacher licensed at the Intensive level is available to teach small group and instruction as identified in student IEPs.

**High School:****Educational Learning Center (ELC Grades 9-12):**

The focus of this program is to provide an age appropriate, functional and inclusive education for students with intensive special needs. The program is highly individualized to meet each student's unique learning needs. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. The curriculum includes reading, writing, math, functional life skills (community based, work based, and independent living skills), activities of daily living, social skills instruction, and pre-vocational training. Students may also require behavior support across their educational settings. Integration into the general education setting is determined by the student's IEP. Students have opportunities to participate in general education electives and any appropriate courses with support. The goal is to teach skills that can be applied at the greatest level of independence.

Twice weekly, students are involved in a community based learning experience in which they are transported to local stores, restaurants, and businesses. Prior to any trip to the community the students prepare and plan for the trip. If they are going to the grocery store, a meal is planned, a shopping list and budget developed, and upon return to school, the students prepare the meal. Other trips are planned to purchase specific items at the pharmacy or the local department store. These trips are coordinated with parents so that the students may make meaningful purchases.

**Inclusion Support:**

Students are assigned to supported classes, based upon their level of need and the service delivery of their Individual Education Program. Special education teachers or instructional aides provide support within the general education classrooms. Supports can range from assistance with organizational strategies, reading, writing, and math within the context of the curriculum being delivered.

**Learning Skills:**

Students are assigned one or two learning skills classes daily to develop learning and compensatory strategies that will enhance the progress that they make in their general education courses. Compensatory strategies are simply ways to use one's strengths to compensate for one's

weaknesses. For example, reading compensatory strategies are thinking strategies that empower the reader to have a reflective cognitive learning style that renders interactive and meaningful dialogue between the reader and the printed page. Other areas addressed include test taking, study skills, and an emphasis on self-advocacy. Students in Learning Skills classes also work on transition skills with their liaisons. These include, but are not limited to: resume writing, career exploration, aptitude and interest surveys, and self-advocacy skills. Students earn elective credits for their participation in a Learning Skills class.

Learning Skills teachers organize and implement field studies that bring students to disability offices of local colleges, in preparation of college self disclosure. Other field studies are arranged for very small groups and support students in needed transition skills.

### **Mobile On Site Vocational Education (M.O.V.E):**

The M.O.V.E. program, in conjunction with a partnership with the Best Western and Marriott hotels in Marlborough, provides students with a unique vocational experience. The students in Project M.O.V.E. have been recommended through an IEP and attend classes at the high school for part of the day and then attend the M.O.V.E. program for the remainder of the day. These students typically need direction in the areas of social/personal behavior, classroom achievement and/or appropriate attendance levels. M.O.V.E. is an alternative vocational training program with the primary goal to help students gain vocational skills and develop appropriate work behaviors (soft skills). Students who participate in M.O.V.E. earn elective credits for their participation.

### **In-School Work Experience:**

The In-School Work Experience program provides each student enrolled the opportunity to have a hands-on work experience in various skill areas within the high school setting. The intent of this high school program is not to train the student for a specific job, but to build and master general employable skills. These skills include following directions, responsibility and time management, completing a task, troubleshooting and quality of work. These are all areas that students must master to possess a job.

### **Special Education Transition Services:**

The term “transition services” means a coordinated set of activities for a child with a disability that:

- Is 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, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation.
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Shrewsbury High School has developed a comprehensive approach to transition services for students in grades 9-12.

An Interagency Transition Team was developed that includes many community agencies and businesses. The purpose for this team is to provide a comprehensive approach to supporting students and families understanding the breadth of options and services available post graduation. For detailed information, please visit the Transition Website, <http://www.shrewsburytransition.com>.

### **Transitions Program:**

SHS Transitions program is a short term, time limited program for students returning to school after an extended absence due to illness or hospitalization. Students may be returning from treatment centers for emotional and substance related reasons, or from significant illness or injury-related absences. Services provided: Academic tutoring; Emotional support; Improve and stabilize attendance; Act as a liaison to home, teachers and community providers; Encourage resilience and coping skills; Provide crisis support for struggling students; Regular and frequent communication with families about their student's progress and needs.

### **Related Services, Preschool - Grade 12:**

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.

### **School Health Services/Nursing:**

In regards to Special Education, school health services and school nurse services means health services that are designed to enable a child with a disability to receive free appropriate public education (FAPE) as described in the child's IEP.

### **Speech and Language:**

Speech-language pathology services includes: identification of children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.

In addition, students with communication disabilities who are not enrolled in the district public school can receive "walk-in" services if they are found eligible for services. Speech and Language Pathologists maintain and train students and educators in the use of amplification equipment, including hearing aids and personal FM auditory trainers. They consult with educational

audiologist/teacher of the deaf/blind students' audiological needs. Speech and Language Pathologists implement and train students and educators to use AAC to access the curriculum and communicate in the school and vocational environments.

Pathologists 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.

### **Occupational Therapy:**

The role of the Occupational Therapist is to ensure student access to educational curriculum and environments, to help students attain optimal occupational performance in their student roles. The Occupational Therapist may evaluate a child as necessary which may involve standardized testing in the areas of fine motor skills, perceptual motor skills and sensory processing, along with clinical observations of the student in the classroom and other school environments, and consultation with the child's teacher and parent as needed. Under the supervision of the Occupational Therapist, a Certified Occupational Therapist Assistant (COTA) provides direct services outlined in an IEP to students. Areas they may provide direct services in include fine motor development, postural stability, sensory processing skills, attention, motor planning, visual perceptual function, writing/drawing ability, or self-care skill.

### **Physical Therapy:**

Physical therapy 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 Physical Education (PE) or Adaptive Physical Education (APE) 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.

### **Assistive Technology Specialist:**

The Assistive Technology (AT) Specialist consults to educators, related service providers, and paraprofessionals on how to identify and use the best technological tools and methods for engaging students in the curriculum. The specialist evaluates AT needs; help in acquiring AT devices; guidance in selecting, customizing, adapting, maintaining, repairing, or replacing AT devices; coordinating and using necessary interventions (for example, low vision services) with the use of AT

devices; training or providing technical assistance to individuals with disabilities, family members or significant others, professionals, and employers in the effective use and integration of AT devices.

### **Psychological and Counseling Services:**

A collaborative approach is taken to working with students presenting with mental health, emotional, social, and/or behavioral challenges. School teams consisting of School Psychologist(s), School Counselor(s), Administrators, Special Educators, and consultation with Clinical Coordinators, Psychiatrist, and/or Clinical Fellows, work together to identify students with needs in this area, provide recommendations, interventions, and support, and closely monitor cases. Identification of students in this area is accomplished by a variety of means, which includes at a minimum, Early Intervening Teams, referrals by individual faculty members, and review of discipline logs. Once a student has been identified with needs in these areas, a team of professionals are available to assist students, offer strategies and interventions, monitor progress, provide counseling as needed, and to communicate with both families and outside service providers. Evaluations can also be conducted within the district to answer questions related to a student's disability area, if any, as well as the student's ability to access curriculum, and any needs for outside supports. Finally, the district works with families to obtain outside services as appropriate, via individual insurance policies.

### **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. The school psychologists there provide both the evaluation and counseling services for all students who require these services.

### **Adjustment Counselor:**

Adjustment counselors, available at the middle schools and SHS, play a vital role in identifying, supporting and intervening when students exhibit challenges related to mental health in the school environment. They meet with individual and small groups of students to support them with school and/or home issues that may prevent the student from achieving his/her academic potential. The adjustment counselors interact regularly with staff, parents, and administrators in an effort to build relationships that will foster positive strategies to assist students.

### **Clinical Coordinator:**

The Clinical Coordinator is a full time Master's level Behavior Analyst who works with all students across the district. SPS has two Clinical Coordinators to meet the needs of our student body. The Clinical Coordinator's primary responsibility in general education is to support the classroom teacher(s) in the implementation of evidence-based behavioral strategies that help struggling students more successfully engage in learning. This support may be provided through any of the following: consultation, staff training, conducting behavioral observations or more formalized evaluations, and/or the development of Positive Behavior Support Plans. The primary responsibilities in special education are to develop instructional procedures, develop data collection

and analysis procedures, collaborate with home support programs, consult to district-wide programs, and provide professional development. In addition, the Clinical Coordinator works closely with building administrators, school psychologists, adjustment counselors and other service providers, using a problem-solving model to support students.

**Psychiatric Consultation:**

SPS maintains a contract with Assabet Valley Collaborative for bi-weekly, psychiatric consultation across the district. The Child Psychiatrist works with both Clinical Coordinators and school-based teams to address student needs across the district. This position also consults to the School Psychologist & Adjustment Counselor Department.

**Community Partnership/Social Work:**

Through Shrewsbury Youth and Family Services, a family centered program that expands the mutual capacity of schools, state agencies and programs, human service agencies, and community-based resources to provide a flexible, comprehensive and accessible system of services to children with mental health needs that are beyond the scope of the school, but who do not meet traditional eligibility requirements for state agency support. SYFS utilizes a wraparound model to serve at-risk students and their families whose challenges prevent success and well being in school.

**Partnership with UMass Child Psychiatry Fellowship Program:**

Shrewsbury has entered into a partnership with the UMass Psychiatry Department to host the Child Psychiatry Fellows. Each Fellow completes a six-month rotation across the district. They have the opportunity to visit classrooms and participate in building-based consultation meetings. They observe classroom behaviors of both typical children and children with disabilities and learn about the provision of services in the Shrewsbury Public Schools. In addition, once a month they meet with the district's consulting psychiatrist and clinical coordinators to review cases.