Special Education

Overview for GLTHS Faculty and Staff

What is Special Education?

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

Special Education Laws

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

Eligibility for Special Education

There are four criteria for Special Education Eligibility:

1. The student must have a disability.

2. The student must not be making effective progress in the general education curriculum.

3. The lack of progress must be a direct result of the student's disability (as evidenced by: research based data, observations, formal and informal assessments).

4. The student requires specially designed instruction in order to make effective progress in the school or the student requires a related service in order to access the curriculum.

Disabilities

- Autism
- Communication Impairment
- Emotional Impairment
- Health Impairment
- Intellectual Impairment
- Neurological Impairment
- Physical Impairment
- Sensory Impairment
- Specific Learning Disability

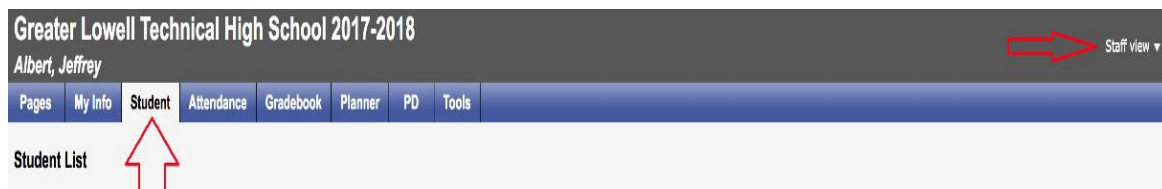- http://www.doe.mass.edu/sped/definitions.html

At GL Tech……

- Students identified with disabilities have equal access to all programs.

- I.E.P.'s are developed by the Team according to each student's individual needs.

- Further techniques, best practices, and teacher led workshops will be offered throughout the year. It is recommended that you attend one to keep your tool box plentiful.

- Each Special Education student is assigned a Liaison who can be contacted for any questions/concerns about the student's needs. Liaisons can be found on the IEP in X2.

How to Access an IEP in X2

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

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

Greater Lowell Technical High School 2017-2018
Albert, Jeffrey   Staff view ▾

| Pages | My Info | Student | Attendance | Gradebook | Planner | PD | Tools |

Student List

- Step 2: Check the box in front of the student who is on an IEP. To identify students with an IEP, look for the "IEP" icon in the "Alerts column.
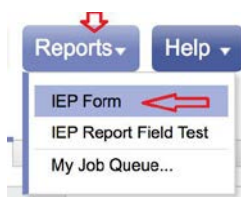
- Step 3: Click 'Document' side tab, and then 'IEP's'.

Documents

Journal
   Details

IEPs

Ed. Plans
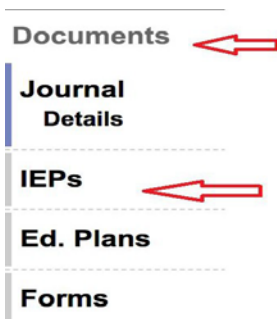
Forms

Continued…..

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

	IEP Status
☐	Previous
☐	Active ⇐

- **Step 5: Click on 'Reports' and choose 'IEP Form' from dropdown. Then click on 'Run'.**

Reports ▾   Help ▾

IEP Form ⇐
IEP Report Field Test
My Job Queue...

● ● ●   Aspen: IEP Form

🔒 Secure   https://x2.gltech.org/x2sis/runTool.do?oid=RPT000000fT00t&toolClass=co...

IEP Form

Print as draft	☐
Print response page only	☐
Signature of SPED Administrator	☐
Print setting column	☐
Include ADM1	☑
Format	Adobe Acrobat (PDF) ⬍

⬇
❯ Run   ✖ Cancel

- **Final Step: A PDF version of the full IEP can be viewed, downloaded, and/or printed.**

I.E.P. Team Meeting Participation Process

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

Instructors are multiple sources of information:

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

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

One quick and easy way to complete the form is electronically. The process is as follows:
1. Open the Attachment
2. Click "File" and choose "Make a Copy" from the drop down then click "OK"
3. Complete the form, then click "Share" in the top right corner. Enter the liaison/psychologist name or email and click "Done"

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

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

Educational Assessment: Part B
603 CMR 28.04(2)(a)(2)

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

CURRENT TEACHER ASSESSMENT:

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

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

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

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

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

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

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

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

Special Education Referral Process

- Greater Lowell Tech adheres to Special Education State Regulation 28.03(3)(A)

- What do I do when a regular education student in my class is experiencing difficulty?

  Step 1:   Contact student's Guidance Counselor
  --   Identify student and areas of concern to Guidance Counselor.

  Step 2:   Begin to implement instructional support strategies that will allow student to successfully remain in the mainstream.
  Refer to the District Curriculum Accommodation Plan (DCAP) for possible accommodations to try. If assistance is needed, contact your immediate supervisor and/or consult with the Special Education Department.

  Step 3:   Document all accommodations provided and outcomes on the 'Instructional Support Strategies Documentation Form' (found on the intranet under Teacher Docs.)

  Step 4:   If student continues to perform poorly with all attempts to accommodate, contact the Guidance Counselor to set up a Parent-Teacher Meeting In order to discuss other instructional support services/pre-referral options which might include:
  --   Schedule changes, screening for Title I Reading or Math, and/or counseling through Guidance.

  Step 5:   If the implementation of instructional support services are unsuccessful, the Referral Process is initiated by completing the "Educational Assessment" form sent out by Guidance. **Be sure to attach the completed 'Instructional Support Strategies Documentation Form'.

Instructional Support Strategies Accommodations

❖ *Accommodations* offer a way for students to demonstrate what they have learned. Students take in information in a variety of ways and they must be able to communicate that knowledge. *Accommodations* are changes in how students access grade-level information and demonstrate learning. Changes or adjustments to classroom instruction ensure students have equal access to the curriculum and have the opportunity to be successful.

❖ A test accommodation is an alteration in how a test is presented to or responded to by the person tested: includes a variety of alterations in presentation format, response format, setting in which the test is taken, timing or scheduling. The alterations do not substantially change level, content or performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known (i.e. extended time, oral testing, etc.).

❖ *Accommodations* are needed to facilitate student access to grade level instruction and state assessments.

Utilize

the D.C.A.P.

(District Curriculum Accommodation Plan)

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

Instructional Strategies Accommodations

INPUT (How Student Obtains Information)	OUTPUT (How Student Demonstrates Knowledge)
• Sign language interpreter • Braille • Amplification system (for HI and central auditory processing disabilities) • Computer, word processor • Taped text • Reader • Magnifying devices • Video • Repetition and consistency • Rehearsal • Notetaker or copy of teacher notes • Provide a note-taking format • Peer tutoring • Small study group • Copies of materials • Hands-on materials/manipulatives • Break activity/tasks into smaller more manageable parts • Reading directions/clarifying • Teacher modeling • Repeat directions frequently • Study guides for test preparation • Use of agenda book • Use of graphic organizers and writing templates	• Authentic assessment of student learning (projects, demonstration) • Oral responses (answering questions to an adult or peer) • Audio-taped responses • Pictorial responses • Demonstration • Assistive technology (calculator, computer, Franklin Spell check) • Oral presentation (to teacher or group) • Extended time to complete assignments or tests • Un-timed tests • Reduced assignment (shortened) • Administering tests in segments • Open-book tests • Adapt tests so that less material is on one page, provide word banks, etc. • Allow retakes of tests and quizzes • Response journal

INSTRUCTIONAL
TEACHING METHODOLOGY

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

ENVIRONMENTAL
(Adapting Learning Environment)

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

Assistive Technology

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

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

Low tech devices that can be used to help students with disabilities participate in the general curriculum:
- Sticky notes and removable highlighter tape
- Graph paper or paper grids made on a computer
- Small whiteboards or blackboards
- Slant board

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

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

Instructional Support Strategies Documentation Form

Student Name: _____ Student ID: _____ Grade: _____

Teacher: _____

Learning or Behavior Concerns

Strategy Implemented:

Outcome

☐ Strategy Successful

☐ Strategy Unsuccessful

Learning or Behavior Concerns

Strategies Implemented:

Outcome

☐ Strategy Successful

☐ Strategy Unsuccessful

Learning or Behavior Concerns

Strategies Implemented:

Outcome

☐ Strategy Successful

☐ Strategy Unsuccessful

Confidentiality

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

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

Thank you!

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