

*Quincy Public Schools
Special Education
Program Improvement Plan
2022-2023*



*Julie Graham
Director of Special Education*

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I. Special Education Mission

Our mission is to identify students who meet the federal and state criteria as a student with a disability requiring specially designed instruction and/or related services that empower them to become active members of society based on their individual strengths and abilities. We are committed to providing a caring community of dedicated staff and involved parents that meets the diverse academic, emotional, and social needs of all our students in a respectful and positive environment.



II. Director's Message

The Quincy Public Schools Special Education Team has the privilege of helping students with unique abilities, struggles, and achievement levels to reach their fullest academic potential. We are committed to providing all of our students, and especially our most vulnerable students, with access to high quality educational opportunities and high academic expectations to ensure greater equity in educational outcomes. We recognize that each student we work with has individual academic abilities and achievement levels, as well as strengths and needs. To meet these needs, we offer an array of programs that address disabilities in Autism, Developmental Delay, Intellectual Impairment, Sensory (Vision and Hearing) Impairment, Emotional Impairment, Communication Impairment, Specific Learning Disabilities, and Dyslexia, in addition to providing accommodations for Physical and Health Impairments.

We currently service over 1800 students within our Integrated Pre-Kindergarten classes, Resource Rooms, Substantially Separate classrooms, Inclusion settings, Alternative Programs and out of district placements. Our teachers have extensive training in specially designed instruction to remediate academic delays. Specialists for Speech and Language, Occupational and Physical Therapy, Teacher of the Visually and Hearing Impaired, Adaptive Physical Education, Orientation and Mobility, Music Therapy and counseling support our special education programming.

The Special Education Team is supported by Sarah Anderson, Special Education Coordinator Grades 6-12, and Team Administrators, Donna Cunningham, Catherine Carey, Simone Buckley, and Jennifer Leary, who work with our schools in-district, as well as assisting with our out-of-district students.

As a Team, we are committed to our focus on monitoring the progress of all our students so that we may intervene as early as possible. We are constantly striving to

improve upon our identification process and are working collaboratively with both the Literacy Team and the English Language Learners Team to ensure that we are identifying students early and are considering the diverse needs of our student population.

In addition, the Special Education Team recognizes that our students' families and caregivers are valuable partners and help to create a rich educational experience for our students. Quincy Public Schools has an active Parent Advisory Council (QPAC) whose members meet quarterly with the Special Education Subcommittee of the Quincy School Committee, as well as monthly for support and informational workshops. They maintain a Resource Center, which is located in Quincy High School. QPAC and the Special Education Team work collaboratively to support both families and students through Parent Academy Evenings and planned student activities throughout the course of the year.

The Special Education Team is proud of the work we have completed during the 2021-2022 school year and are thrilled to share with you the 2022-2023 Special Education Program Improvement Plan.

Julie Graham

Director of Special Education

III. Program Description

a. Measures of Student Achievement

Students with disabilities receive progress reports in addition to their report cards. Progress Reports speak directly to the amount of progress students have made toward achieving their goals. Students are evaluated every three years to assess the amount of progress made in their specific areas of disability.

In addition to progress reports and a student's three-year evaluation, the Special Education Team also monitors student progress at the elementary school level through the use of assessments such as Amplify mCLASS with DIBELS 8 and DRA (Developmental Reading Inventory), and at both the elementary and middle school level through the use of MAP (Measures of Academic Progress) and MCAS test results.

Curriculum and Instruction Although decisions regarding whether or not a student participates in the MCAS with accommodations or in the Alternate Assessment are individual for each student, the majority of students in the Learning Center and the CARES programs take the MCAS portfolio assessment. Students in our Language Development Class, PASS, and STARS programs participate in the standard MCAS assessment with accommodations or complete a Grade Level Portfolio Assessment. The schools that serve these tested populations are Atherton Hough, Snug Harbor, Squantum, Parker, Broad Meadows, South West, Quincy and North Quincy High Schools.

In our elementary Language Development Classes all students continue to be pre-tested and post-tested using the CTOPP, Orton-Gillingham pre-test (as appropriate) and a DRA. An Integrated Learning Team (ILT) meets three times per year, specifically to review progress and design individual programs for students in these classrooms. Mini ILT team meetings are also held approximately 6 weeks after ILT meetings to assess individual student progress and to make any necessary instructional changes.

IV. Program Assessment

a. Goal Reflection

Elementary Team Goal: During the 2021-2022 school year, the Elementary Special Education Team will work in collaboration with the Literacy and Classroom Teachers to administer the new early literacy universal and dyslexia screener, *Amplify mCLASS with DIBELS 8th Edition*, to all students in grades Kindergarten through Grade Two in the Fall/Winter/Spring of the 2021-2022 school year. The data collected from the screener will be used to ensure that students are receiving the appropriate tier of instruction.

The Elementary Special Education Team worked in collaboration with the Literacy and Classroom Teachers to administer the new early literacy universal and dyslexia screener, *Amplify mCLASS with DIBELS 8th Edition*, three times during the 2021-2022 school year. The teachers met during ILTs to discuss screening results and develop supports and interventions for individual students as necessary.

CARES/LC Middle and High School Team Goal: During the 2021-2022 school year, the middle and high school special education teachers and support staff at North Quincy High School and Southwest Middle School will create a social connections group that will meet monthly to foster friendships and inclusivity between students with and without disabilities.

Both North Quincy High School and Southwest Middle School created Student Connections groups last year. NQHS met monthly and Southwest met weekly during the school day to allow students the opportunity to engage with each other while participating in a variety of activities from crafts to team building games. The high school paired up their students from the Learning Center with a general education Social Studies class whereas the middle school used their enrichment block and encouraged students to sign up for the group. Disability awareness training and modeling was provided to the peer mentors at both levels prior to the start.

The program was a huge success at each school and over 100 students benefited. Through this real life experience the general education students learned about differences, patience and just being kind while the students with disabilities experienced friendships, joy and acceptance.

Both schools are continuing the Student Connections program for the 2022-2023 school year. This year they will develop a logo, create t-shirts and plan a joint school activity. The hope is to expand the opportunity to even more general education students.

Post Secondary Team Goal: During the 2021-2022 school year, Quincy Public Schools will partner with Quincy College to develop and work towards implementation of a Post Secondary Program for students with intellectual disabilities. Students participating in this program will be fully included in the campus community as they develop capacities in career planning, employment, self-advocacy, and other self-determined abilities that support their interest and activities. Students will have the opportunity to participate in: college courses that support their goals; social activities on campus, person-centered planning; paid work and internships; and independent travel.

After a year of planning and ongoing meetings between Quincy College and Quincy Public Schools on September 7, 2022 LEAP at Quincy College became a reality for 10 students who are identified as having Autism or an Intellectual Disability.

The students completed the application process in the Spring and were accepted into the program by Quincy College. Over the summer students participated in a two day orientation with the College. They spent the rest of the summer working their paid internships through YouthWorks. Students also received travel training so they could independently get to and from the College in the Fall.

Students were enrolled in courses to audit such as; Speech Communications, US History, Pre-Algebra, Fundamentals of Business, Beginning ESL, Strength Training and First Year Seminar. They are supported in and out of class by their Educational Coach in order to complete all the assignments and assessments for the course. Students are practicing self-advocacy skills when modifications to assignments are needed.

Not only are students attending classes on campus but they are active members of various clubs and student life activities. When these students are not in class they are busy working at their assigned internships across the city. They can be found at the Thomas Crane Library shelving books, with the custodial crews and food service staff at various QPS schools, serving lunch to the elderly at 1000 Southern Artery Cafeteria and in the halls of Quincy College working with the head maintenance supervisor.

Fridays are Community Based Instruction days for the students. They work as a group to decide where they want to go each week and research how to get there using public transportation, the cost, and the activities offered. They have been into Boston to walk the Freedom Trail, were spectators at the Head of the Charles, completed search projects, went hiking, and even did some sightseeing in Quincy. Each student also has a membership to the Y and they work out as a group or individually several times a week.

Language Development Team Goals: During the 2021-2022 school year, the Language Development Class team will utilize the four pillars of language based instruction, fostering and strengthening student skills and independent ability in the areas of reading, writing, speaking and listening, to incorporate a variety of digital tools to support student's reading and writing development in their weekly lesson planning. These digital tools may include Google Apps for Education, Google Apps/Extensions, programs such as Lexia, and more.

During the 2021-2022 school year teachers collaborated with each other and administration on utilizing the most appropriate digital tools to support their students in the four pillars of language based instruction. LDC teachers were trained on technology such as Read&Write for Google, a virtual toolbar that utilizes various assistive technologies such as speech to text and text to speech. This training assisted classroom teachers in determining what students might require these accommodations and how to incorporate this technology during a whole group lesson.

The LDC Team has been utilizing a variety of shared Google Drives, Folders, and Documents in order to share resources and evaluate what digital tools are best suited for their classrooms. A variety of technology tools are incorporated into these classrooms and can vary depending on the age of the student. Some of the technology programs teachers are incorporating into their lessons are CommonLit, Nearpod, MysteryScience, Boom Cards, Read&Write for Google, and Screencastify. The Language Development classrooms are also utilizing digital programs to help keep track of students' individual progress such as Lexia and Symphony Math.

CARES/Learning Center K-5 Team Goal: During the 2021-2022 school year, the CARES and Learning Center Team members will attend training on the implementation of the Autism Curriculum Encyclopedia (ACE). Following their training, teachers will utilize ACE to trial and collect data on a minimum of three students in their classroom. This trial will begin the process of using the data collected using ACE as the foundation of writing IEP goals and objectives, which in turn drives more individualized instruction.

The CARES and Learning Center Team attended virtual training sessions with a member of the ACE training team from the New England Center for Children. The training provided teachers with an opportunity to begin the process of full implementation of ACE in their classrooms. The training focused on topics such as: navigating the “dashboard” of the ACE program, adding goals (Lessons) to a student’s ACE profile using sample students found within the ACE program, where to locate goals that are appropriate for students based on their individual needs, how to add a student from their classroom to the ACE program, and creating a profile for a student in their class that included their most recent assessment data.

The amount of information on the ACE website is extensive. The CARES and Learning Center teachers found that they were in need of additional training before fully implementing ACE in their classrooms. The teachers will continue to have ACE training during the 2022/2023 school year.

GOALS Team: During the 2021-2022 school year the GOALS Team will meet monthly to continue parent outreach efforts to ensure student positive trajectory toward meeting graduation requirements and student participation in post-secondary planning. Barriers to learning, such as attendance, familial stressors, and social-emotional concerns will be supported in an on-going manner through collaboration with key stakeholders such as DCF, court officers, and clinicians.

The Goals Team met monthly throughout the school year. The Program Administrator, Special Education Team Administrator, Guidance Counselor, Probation Officer, and Attendance Officer(s) were invited to attend in person or via Google Meet. As necessary, outside therapists, Family Assistance Teams, Department of Mental Health and/or Department of Children and Families were also encouraged to provide input. Of the 40 students enrolled, 35% had outside service providers, 3 students graduated, 30% participated in credit recovery through Acellus, and returned to a QPS public school having successfully met exit criteria for a return.

Occupational Therapy/Speech and Language Therapy Team Goal:

Over the course of the last two school years, the occupational therapists and speech language pathologists have compiled a large database of digital materials and learned many new technologies which they used to provide therapy to remote students. Both staff and students became proficient with using these strategies. During the 2021-2022 school year, the Occupational Therapy and Speech and Language Therapy Teams will incorporate digital materials into weekly lesson plans for in-person therapy sessions to support student engagement and progress toward meeting IEP goals. In addition, the Team will utilize digital tools to provide resources to parents.

During the 2021-2022 school year, the therapist team focused on incorporating digital materials into their in-person therapy sessions to support student engagement and progress toward meeting IEP goals. During therapist staff meetings throughout the school year, team members broke into groups based on therapy specialty area, as well as age level served, to collaborate on ideas for incorporating digital tools that were utilized during remote therapy services into more traditional therapy settings. Therapy staff have also created Google Drives for sharing digital resources with one another.

In January 2022, the occupational therapists, physical therapists, and speech language pathologists participated in a professional development session targeting sensory strategies and social emotional supports for students. The presenter provided information on both individual and group social emotional supports, using both tangible and digital resources.

One of the positive takeaways from the remote services provided during the pandemic was increased communication between therapy staff and families. The team has been utilizing email for direct communication with families more frequently. They have also included parent resources in their various shared Google Drives, which they are able to share with families as needed.

Behavior Support Team Goals: During the 2021-2022 school year, the Behavior Support Team will continue the work they began in the 2020-2021 school year in their efforts to provide ongoing support to students, teachers and families across the district. Our BCBA's and Behavior Paraprofessionals will provide the following: Direct services per a student's IEP, consultation to a classroom teacher through the SST referral process, and the creation and implementation of individual behavior support plans. The Behavior Support Team will also work in collaboration with the CARES and Learning Center teachers in the training and implementation of the Autism Curriculum Encyclopedia (ACE).

Throughout the 2021-2022 school year, our BCBA's and Behavior Paraprofessional supported students, teachers, and families on a daily basis in classrooms and in the community. The Behavior Support Team met monthly to assess the needs of students across the district and made frequent adjustments to the supports provided based on individual needs.

Special Education Team Goal: During the 2021-2022 school year, the Special Education Team will work with the IT department, Team Chairs, and Special Educators to offer support and guidance to adhere to DESE IEP timelines and regulations. Through the Self-Assessment process of last year's Special Education Audit, the Special Education Team identified focus areas requiring additional training to stakeholders and/or system changes that will allow for a district wide model for compliance in the IEP process. In addition, the Team will use Aspen to monitor the identification of White students identified as having a Health Disability on a monthly basis to ensure we are maintaining or lowering our risk ratio. Although Quincy Public Schools was not identified as disproportionate or at risk for the 2020-2021 school year, DESE requires that we closely monitor our risk ratio for three consecutive years.

With the support of our IT department, we were able to regularly run reports to keep track of evaluations in process, re-evaluation dates, IEP dates, and progress reports. Team Administrators reached out to specific schools and teams when an area of concern was identified. On-going collaboration with individual Team Chairs helped to ensure that individual issues were addressed in a timely manner. A Chairperson meeting was held in the Fall of 2021 to ensure that all stakeholders had the most up-to-date information and additional training on Significant Disproportionality. We closely monitored those White students identified as having a Health Disability throughout the school year and provided on-going support on a case-by-case basis.

Quincy Parent Advisory Council Goals: The QPAC will continue to work closely with the Special Education Team during the 2021-2022 school year to increase parent engagement through participation in QPAC sponsored meetings and events. The QPAC and Special Education Team will also work in collaboration with the building sites to offer extended day activities for students with disabilities.

The Special Education Team collaborated with the Quincy Parent Advisory Council (QPAC) to increase parent engagement throughout the 2021-2022 school year. During the school year, QPAC did an excellent job supporting the families of students with disabilities by hosting their meetings both in person and virtually. By continuing to host some meetings virtually, QPAC was able to more easily provide translation services for increased parent engagement opportunities. In addition to their monthly board meetings, QPAC also hosted a monthly parent support group. The Special Education Team and QPAC joined together to host Trunk-or-Treat in October, two Gingerbread House events in December and two Drums Alive sessions in January. The Special Education Team and QPAC also hosted our annual “Welcome to Kindergarten” Parent Academy. The QPAC and Special Education Team will continue to work in collaboration to offer extended day activities at building sites during the 2022-2023.

b. Analysis of MCAS Spring 2022 Results

MCAS ELA by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
3	21.6%	78.4%	10.1%	89.9%	15.0%	85.0%
4	10.6%	89.4%	11.6%	88.4%	10.7%	89.3%
5	11.2%	88.8%	11.8%	88.2%	11.6%	88.4%
6	14.5%	85.5%	8.0%	92.0%	10.9%	89.1%
7	9.4%	90.6%	13.0%	87.0%	10.1%	89.9%
8	11.1%	88.9%	10.2%	89.8%	9.5%	90.5%
10	19.7%	80.3%	23.1%	76.9%	20.2%	79.8%

MCAS Math by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
3	12.9%	87.1%	4.4%	95.6%	15.3%	84.7%
4	8.4%	91.6%	10.9%	89.1%	14.9%	85.1%
5	9.2%	90.8%	9.7%	90.3%	10.3%	89.7%
6	2.9%	97.1%	8.1%	91.9%	11.9%	88.1%
7	7.6%	92.4%	4.1%	95.9%	9.6%	90.4%
8	5.5%	94.5%	6.7%	93.3%	8.2%	91.8%
10	8.6%	91.4%	16.9%	83.1%	14.6%	85.4%

MCAS STE by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
5	14.5%	85.5%	16.0%	84.0%	16.6%	83.4%
8	10.8%	89.2%	13.9%	86.1%	12.9%	87.1%
10	-	-	14.0%	86.0%	15.5%	84.5%

c. Significant Disproportionality Data

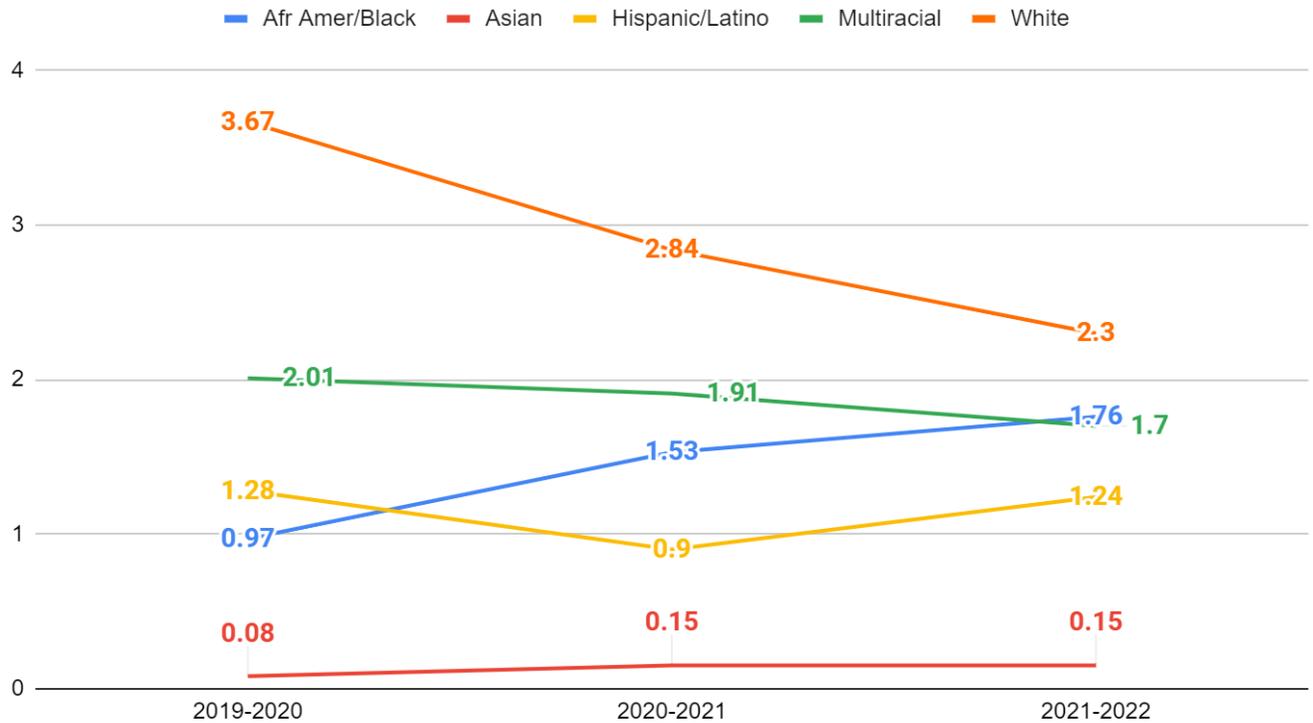
Under IDEA, states are required to collect and monitor data for significant disproportionality in special education across racial subgroups. Significant disproportionality is analyzed in identification, placement and disciplinary removals of students with disabilities. In November of each year, the Massachusetts Department of Elementary and Secondary Education releases data for Significant Disproportionality. In a three year data sheet, districts are presented with calculations of the total number of students, total number of students with the identified category and percent of students with the identified category. This data is aggregated across seven racial groups. The Department then calculates a risk ratio to determine, “the likelihood that students in one racial/ethnic group will experience the same likelihood of identification, placement or disciplinary removal as another racial/ethnic group.” The risk ratio threshold rate is 3.0, otherwise stated that if a racial/ethnic group has a risk ratio of 3.0 or greater, there is disproportionality for that group of students in terms of Special Education classification in either identification, placement or discipline as compared to other racial/ethnic groups. Districts with a 3.0 or greater risk ratio for any given category across a 3 year period, without reasonable progress or a decline in the risk ratio evidenced, are categorized as an At-Risk district.

QPS received news from DESE in September of 2021 and 2022 that we are no longer an identified district for significant disproportionality. Reasonable progress has been made in lowering our risk ratio. Although we were not identified for the 2020-2021 or 2021-2022 school year, the district must continue to closely monitor the identification of white students with a Health Disability for the next three years. School-based teams will ensure that white students with a Health Disability continue to receive tiered supports and interventions within the general education classroom before they are determined eligible for special education services.

The data chart below shows the overall percentage of Quincy Public Schools students identified with a Health Disability over the last three years.

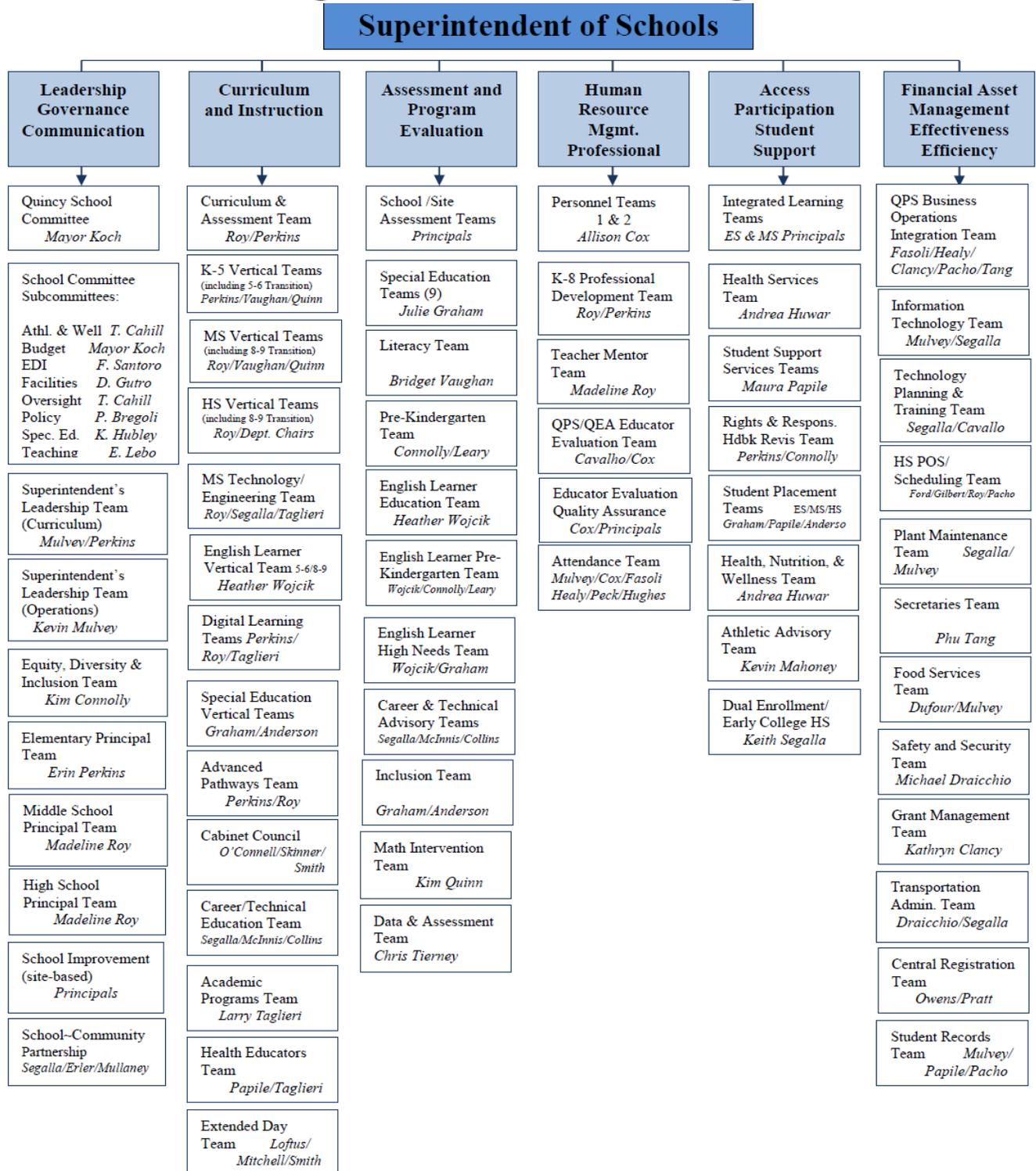
Identification as a Student with a Health Impairment	2019-2020			2020-2021			2021-2022		
	All Students	Students with Disability	Percent of Students with Disability	All Students	Students with Disability	Percent of Students with Disability	All Students	Students with Disability	Percent of Students with Disability
Afr Amer/Black	715	9	1.3%	679	15	2.2%	769	18	2.3%
Asian	3,861	6	0.2%	3,896	13	0.3%	3,763	12	0.3%
Hispanic/Latino	680	11	1.6%	808	11	1.4%	815	14	1.7%
Multiracial	319	8	2.5%	362	10	2.8%	384	9	2.3%
Nat American	18	-		23	-	-	-	-	
Native Hawaiian	-	-		30	-	-	-	-	
White	4,151	92	2.2%	3,834	94	2.5%	3,767	81	2.2%
District Total	9,774	126	1.3%	9,632	144	1.5%	9,547	135	1.4%
State Total	959,394	25,010	2.6%	921,712	24,766	2.7%	921,180	25,969	2.8%

MA DESE Health Impairment Risk Ratio

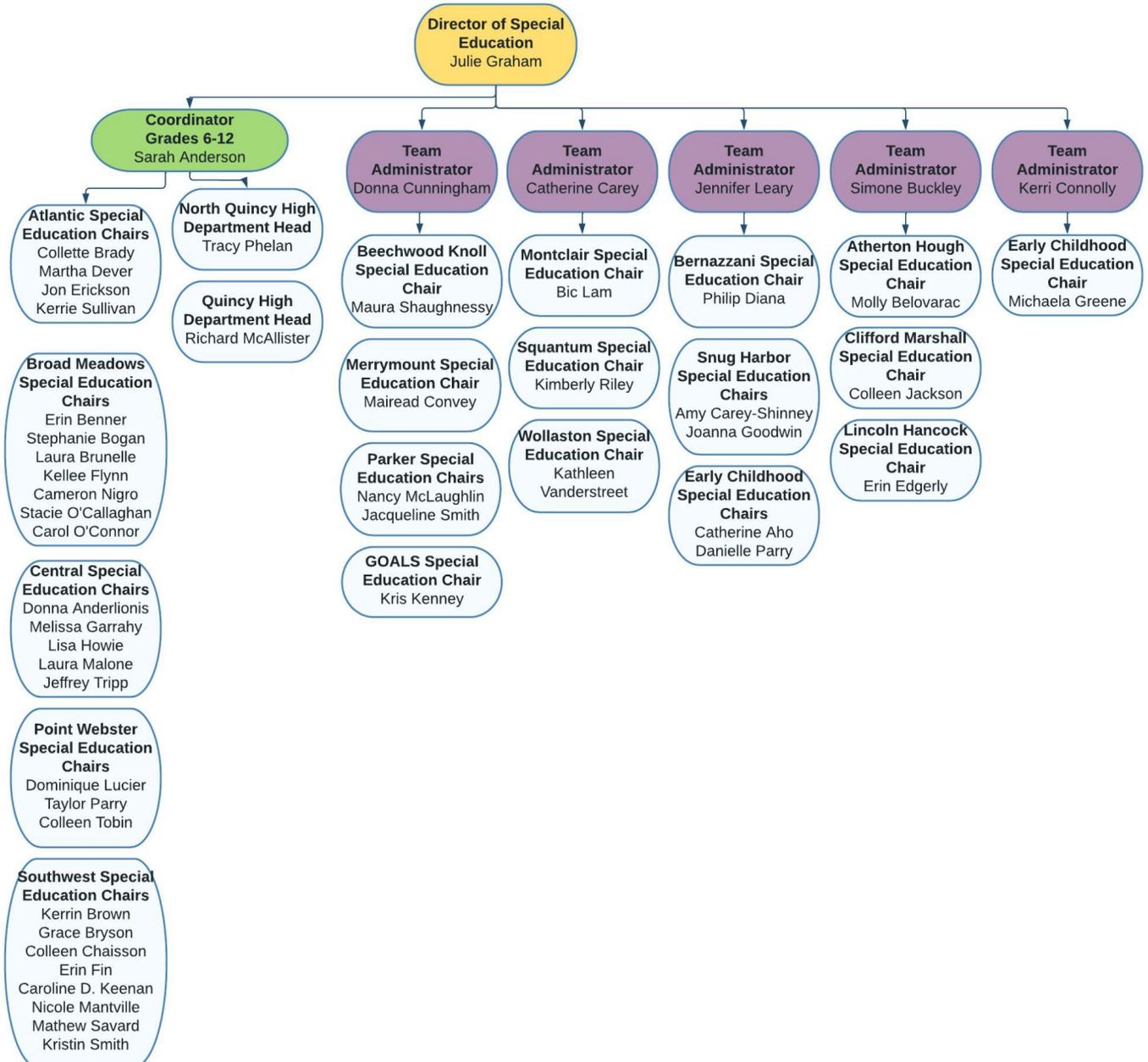


V. District Improvement Plan Alignment

a. Team Organizational & Alignment Chart



b. Special Education Organizational Chart and Staffing



c. Team Administrator School Assignments

Donna Cunningham	Catherine Carey	Jennifer Leary	Simone Buckley
Merrymount	Wollaston	PreKindergarten	Atherton Hough
Parker	Squantum	Bernazzani	Marshall
Beechwood	Montclair	Snug Harbor	Lincoln Hancock
GOALS			

Sarah Anderson	
Atlantic	North Quincy HS
Broad Meadows	Quincy HS
Central	Quincy College- LEAP
Point Webster	
Southwest	

VI. 2022-2023 Team Goals

Elementary Team Goal: During the 2022-2023 school year, students in grades 3, 4, and 5 with a math goal in their IEP will show evidence of achievement in Math as measured by a total increase of 3 achievement percentage points in Exceeding or Meeting Achievement levels, from spring 2022, as evidenced by the Spring 2023 PE305 MCAS District Achievement Distribution by Year Report.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In September 2022, the Special Education Teachers will analyze the data from School Year 21/22 for their students that have a math goal in their IEP.	Student IEPs, assessment and progress reports from 21/22 school year	Special Education Teachers
b.	In Fall/Winter/Spring, Special Education teachers will attend Professional Development for the new core math resource Illustrative Mathematics.	Sign in Sheet	Special Education Teachers, Math Interventionists
c.	In the Fall/Winter/Spring, the Special Education Teachers will meet to share resources for creating guided math centers to build fluency, understanding and independence within the Resource Room.	Sign In Sheet Resources in shared Google Drive	Special Education Teachers
d.	Throughout the school year, the Special Education teachers will work in collaboration with building ILTs to use benchmark data to monitor progress and make adjustments as needed.	Notes from progress monitoring and ILT meetings	Special Education Teachers, Building based ILTs
e.	Throughout the school year, the Special Education teachers will use benchmark data to monitor progress on student math IEP goal (s) and objectives. Changes to student IEPs may occur through the IEP process.	Formals and/or Informal assessments, progress monitoring and IEP progress notes	Special Education Teachers

Middle/High School Team Goal: During the 2022-2023 school year the middle and high school special education teachers will meet with each student on their caseload age 14 and up to administer a transition planning assessment. This assessment will be used to develop a comprehensive Transition Planning Form (TPF) for 100% of the students and will be presented at the annual IEP meeting.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	During September of 2022 a needs assessment of the current TPF process in middle and high school will be conducted.	Assessment tool and results	Special Education Teachers/Special Education Dept Chair/Special Education Coord
b.	In October a sample TPF will be created for staff to use as guidance when completing their students' plans. This will be shared during team meetings at each level.	Sample TPF, sign in sheet	Special Education Coord/Department Heads/ Special Education Teachers
c.	By the end of November a Google Drive will be created to house materials needed for transition planning. This will include items such as; various transition assessments, links to agencies, self-advocacy and post secondary options.	Google Drive with created materials	Special Education Teachers/Special Education Dept Chair/Special Education Coord
d.	In December staff will meet to share the materials in the drive and review the various transition assessment options. Staff may also add materials.	Sign in sheets, Google drive	Special Education Teachers/Special Education Dept Chair/Special Education Coord
e.	Throughout the school year each case manager will conduct a selected transition assessment for their student. Prior to the annual IEP the case manager will meet with the student to review each component of the transition planning form and develop their post secondary goals.	Individual TPFs	Special Education Teachers/Special Education Dept Chair/Special Education Coord
f.	In June the case managers at the high school will meet with the department heads and the middle school case managers will meet with Sarah Anderson to review their caseloads and ensure that 100% of the students has a clear, concise and workable Transition Plan that adheres to the DESE requirements..	Review of TPF results	Special Education Teachers/Special Education Dept Chair/Special Education Coord

Post Secondary Team Goal: Inclusive Postsecondary Education (IPSE) Partnership with Quincy College

LEAP at Quincy College is a Postsecondary Program for students with intellectual disabilities or on the Autism Spectrum. Students participating in this program will be fully included in the campus community as they develop their capacities in career-planning and employment, self-advocacy, and other self-determined abilities that support their post-secondary interests and activities. Students will have the opportunity to participate in: college courses that support their goals, social activities on campus, person-centered planning, paid work and internships, and independent travel. During the 2022-2023 school year the goal is to have 2-3 students taking courses for credit instead of audit, have 100% of the students participating in a club on campus and to have at least 5 Quincy College students enrolled in the mentoring program.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In September 2022 the program will launch with 10 students, 2 Education Coaches and a Special Education Teacher.	Student acceptance letters, QPS staff budget	Sarah Anderson/Quincy College staff/Program staff
b.	By November 2022 all students will be independent in traveling to/from their job sites, performing their duties on the job and will join a campus club	Staff observations, job site performance scales, club registration	Program Staff
c.	In January 2023, upon professor recommendation, some students will be enrolled in courses for credit instead of audit for the Spring semester	Student course registration, bills submitted to QPS for tuition	Quincy College Staff/Sarah Anderson
d.	During School Year 22/23, students will participate in community based activities in and around Quincy on most Fridays.	Community based calendar, pictures of outings	Sarah Anderson, Quincy College staff
e.	During the Spring Semester 2023, the students will have peer mentors and spend time weekly engaging in activities of their choice. The program liaison will collaborate with the Director of Student Services to recruit students to become mentors.	Calendar of events, sign up sheet	Program Staff/Quincy College Staff
f.	From September to June 2023 the team will continue to consult with Dannie Roberts from Think College to evaluate the different aspects of the program and brainstorm ways to improve and grow with the long term goal of being listed on the Think College national website as one of the programs offered in our state.	Meeting notes, calendar invite, website	Sarah Anderson

g.	From November to January the program staff will reach out to more local businesses to establish additional job sites for the students.	Calendar appointments, meeting notes, program agreements	Program Staff
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Language Development Team Goal: During the 2022-2023 school year, the Language Development Team members will work in collaboration with Landmark Outreach to create consistent programming and learning strategies for our students across grade levels and schools focusing on techniques related to Executive Function and best practices for students with Language Based Learning Disabilities. The Language Development Team will focus on Executive Function skills such as: study skills strategies, organization of materials, time management and organization of both oral and written language. This will be measured by informal observations and a team-determined checklist to monitor student progress with Executive Functioning techniques and strategies introduced.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	During School Year 2022-2023, LDC teachers will meet with Landmark Outreach staff a minimum of three times. Topics covered will be: study skills strategies, organization of materials, time management and organization of both verbal and written language.	Sign in Sheet, Training Materials	Special Education Teachers/ Administration
b.	By January of 2023, LDC staff will create a consistent protocol for materials management (i.e. colored folder system, visuals, bins, etc) that can be transferred between classrooms.	Shared Documents, Training/Meeting Notes, Classroom Pictures	Special Education Teachers/ Administration
c.	By January of 2023, LDC staff will create one or more choice boards that incorporate a multisensory and universal design for learning approach to classroom tasks.	Shared Documents, Choice Boards	Special Education Teachers/ Administration
d.	By May of 2023, LDC staff will incorporate concepts of managing oral and written language with the use of leveled graphic organizers (i.e. sentence-> paragraph-> multiparagraph) that can be utilized by all classrooms.	Shared Documents, Training/Meeting Notes, Paper Graphic Organizers	Special Education Teachers/ Administration

CARES/Learning Center K-5 Team Goal: During the 2022-2023 school year, the CARES and Learning Center Team members will continue to attend ongoing training on the implementation of the Autism Curriculum Encyclopedia (ACE). Teachers will utilize the format of ACE to collect data on three students in their classroom. Teachers will add additional students to ACE throughout the year as the annual IEP process is completed with the goal of all students having a profile on ACE by June. Additionally, teachers will utilize the lessons (objectives) in ACE as the foundation of writing student IEP goals and objectives.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	During the fall of 2022, the CARES and LC teachers will attend professional development training to further understand the benefits, supports, and long term advantages of the Autism Curriculum Encyclopedia (ACE) and add three students to the program.	Sign in Sheet Training materials Create Goals Students added to the program	Administration and CARES and LC teachers
b.	In Jan.-May 2023, the CARES and LC teachers will continue to use the ACE program on three students and analyze ACE data to determine if students are making effective progress utilizing current interventions and make adjustments as needed. As student's annual IEP meetings are held, teachers will create a profile for each student using the ACE platform.	ACE data collection reports, Teacher Reports	Administration and CARES and LC teachers
c.	In January 2023, the CARES and LC teachers will attend ACE professional development to further develop the skills of utilizing ACE data to develop IEP goals and objectives. The PD will provide the staff with an opportunity to ask questions related to the overall ACE program/website from a trained ACE trained professional from the New England Center for Children.	ACE data collection reports, sign in sheets, Questions for the ACE trainers, IEP Goals/Objectives	Administration, CARES and LC teachers, and ACE Trainer from NECC
d.	In May/June 2023, the CARES and LC teachers will share the results of the ACE implementation. The team will develop and consult with the ACE trainers on a proactive feedback system to address challenges related to tracking student data using ACE.	Teacher surveys, Sign in Sheets, ACE teacher reports	Administration, CARES and LC teachers, and ACE Trainer from NECC

GOALS Team: During the 2022-2023 school year the GOALS Team will meet monthly to engage in collaborative efforts to ensure student positive trajectory toward meeting graduation requirements and student participation in post-secondary transitional planning. Barriers to learning, such as attendance, familial stressors, and social-emotional concerns will be supported in an on-going manner through collaboration with key stakeholders such as Massachusetts Rehabilitation Commission (MRC), Department of Children and Families (DCF), court officers, outside clinicians and In-Home Therapy Teams.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	From September to June, the GOALS team will meet monthly to review credit recovery course completion, update transcripts and ensure graduation requirements are being met for each student.	Meeting notes, ASPEN transcript pages, graduation requirement data	District Team Administrator, GOALS Director, GOALS Counselor
b.	From September to June, the GOALS team will administer necessary evaluations in suspected areas of disability with an eye toward creating robust Transition Plans to enhance post-high school outcomes.	Assessment results and IEP documents including Transition Planning Forms	District Team Administrator, GOALS Counselor, GOALS Teachers Students
c.	From September to June, the GOALS team will meet with key stakeholders to discuss student progress and areas of need in order to provide continuity of care and close collaboration. 688 referrals to appropriate agencies will be identified and submitted in order to support transitional needs, as appropriate.	Meeting notes	District Team Administrator, GOALS Director, GOALS Counselor, GOALS Teachers, Key Stakeholders (as needed)

Occupational Therapy/Speech and Language Therapy Team Goal: During the 2022-2023 school year, the related service providers will collaborate with classroom teachers to promote generalization of skills across settings and support student success throughout the school day. The related service providers will support classroom teachers in using strategies to promote fine motor skills, communication skills, and the use of sensory strategies to meet the individual needs of students in their classes. Formal and informal observations will be used to track data on student use of individualized strategies to support classroom participation.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In October 2022, the therapists will participate in PD regarding representation of the diversity of their students in the materials and resources used during therapy sessions and shared with classroom teachers.	Sign In Sheet, Tobii Dynavox Learning Hub	Team Administrator, Speech Language Pathologists, Occupational Therapists, Physical Therapists
b.	In November 2022, the therapists will collaborate to brainstorm ideas for sharing strategies to support students' sensory, motor, and communication needs in their classroom settings.	Sign In Sheet, Google Drive	Team Administrator, Speech Language Pathologists, Occupational Therapists, Physical Therapists
c.	During the fall/winter 2022-2023, the therapists will design brief educational videos, strategy lists, and hands-on materials to share with classroom teachers.	Google Drive	Speech Language Pathologists, Occupational Therapists, Physical Therapists
d.	In January 2023, the therapists will collaborate to create a Google Drive for classroom teachers with resources and strategies for promoting fine motor, sensory, and communication skills into the classroom.	Sign In Sheet, Google Drive	Team Administrator, Speech Language Pathologists, Occupational Therapists, Physical Therapists
e.	Throughout the 2022-2023 school year, the related service providers will work with teachers to implement strategies in the classroom and use formal and informal observations to monitor student success with strategies in place.	Google Drive, Data collection	Speech Language Pathologists, Occupational Therapists, Physical Therapists

Behavior Support Team Goal: During the 2022-2023 school year, the Behavior Support Team will work with the district BCBA's to provide professional development for a minimum of 40 paraprofessionals on such topics as Applied Behavior Analysis and the implementation of a Behavior Support Plan. Additionally, the Behavior Support Team will work with the district BCBA's to identify a minimum of 5 paraprofessionals who may be interested in becoming a Registered Behavior Technician (RBT).

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	From September-June, the Behavior Support Team will meet monthly to collaborate on their continued supports to students, teacher, and families across the district	Monthly meeting notes	Behavior Support Team
b.	From Dec. through June, the Behavior Support Team will offer monthly professional development to paraprofessionals	Sign-in sheet and training materials	Behavior Support Team and Paraprofessionals
c.	From Dec. through June, the Behavior Support Team will work with paraprofessionals who are seeking to become a Registered Behavior Technician	Sign-in sheets and training materials	Behavior Support Team and paraprofessionals
d.	In June, the Behavior Support Team will input student data collected throughout the school year into the Transition Planning document in their shared drive. This information will then be accessible to the Team supporting each student in the 2023-2024 school year.	Transition Planning document	Behavior Support Team

Special Education Team Goal: During the 2022-2023 school year, the Special Education Team will work with the IT department, Team Chairs, Special Educators, and Related Service Providers to streamline the IEP progress report publication process to adhere to DESE regulations. At the end of each marking period, the special education staff will work toward 100% compliance with posting progress reports in Aspen so they can be published for family viewing on Aspen at the same time as report cards.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In the fall of 2022, the Special Education Team Administrators will meet with the IT Department to establish a protocol for publishing IEP progress reports in Aspen.	Meeting Notes	Team Administrators, IT Department
b.	In the fall of 2022, the Special Education Team Administrators will meet with Team Chairs, Special Educators, and Related Service Providers to share the new progress report publishing protocol.	Sign In Sheet, Meeting Notes	Team Administrators, Special Education Team Chairpersons, Special Educators, Related Service Providers
c.	At the end of each marking period during the 2022-2023 school year, the IT team will share progress report completion deadlines and progress report publication dates with Special Education Team Administrators, Team Chairs, Special Educators, and Related Service Providers.	Aspen Announcements	IT Department, Team Administrators, Team Chairs, Special Educators, Related Service Providers
d.	At the end of each marking period during the 2022-2023 school year, the IT department and Team Administrators will run a report to ensure all necessary progress reports have been posted prior to publication.	Aspen Reports	IT Department, Team Administrators
e.	From September to June, the Team Administrators will collaborate with the IT department to monitor the progress report publishing protocol and make any necessary adjustments.	Meeting notes, Aspen reports	Team Administrators, IT Department

Quincy Parent Advisory Council Goal (QPAC): The QPAC will continue to work closely with the Special Education Team during the 2022-2023 school year to increase parent engagement through participation in QPAC sponsored meetings and events by adding at least one additional community event. The QPAC and Special Education Team will also work in collaboration to explore options for after school, summer, and weekend activities for students with disabilities. For the 2022-2023 school year, QPAC and the Special Education Team will focus on the successful implementation of at least one program for our Elementary CARES students.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In September, the QPAC will meet with the Special Education Team to create goals for the 2022-2023 school year.	Meeting notes	QPAC and Special Education Team
b.	From October through June, QPAC will meet monthly with members of the Special Education Team to work in collaboration to support students with disabilities and their families.	Meeting note	QPAC and Special Education Team
c.	From October through June, QPAC will host monthly meetings for the families of students with disabilities and monthly support meetings for caregivers.	Meeting notes	QPAC
d.	In October, QPAC will host a Trunk or Treat event for students with disabilities and their families.	Event Flyer	QPAC
e.	In December, QPAC will host their Annual GingerBread Night for students with disabilities and their families.	Event Flyer	QPAC
f.	In January 2023, QPAC will work with the Special Education Team and Sing, Explore, Create to pilot a 6 week after school program for students in our elementary school CARES program	Event Flyer and Event Sign-in sheets	QPAC and Special Education Team
g.	From January through June, QPAC and the Special Education Team will explore additional options for extended day offerings.	Materials gathered from support agencies	QPAC, and Special Education Team

Quincy Parent Advisory Council Team Membership:

Member Names	Title	Email
Ginger McGill	Co-Chair/President	QPAC.Quincy@gmail.com
Sarah Wood	Co-Chair/President	QPAC.Quincy@gmail.com
Melissa Ricci	Vice President	
Amy Blue	Secretary	
Darlene Wilson	Outreach Officer	
Emily Daggett		
Brenda Lane		

VII. APPENDIX

- a. Staffing and Budget Sources
- b. Student Populations
- c. Professional Development
- d. Program Design/Program Description
 - Transitional Kindergarten (TK)
 - Language Development Center (LDC)
 - Students Together Achieve Real Success/ Gain Opportunity and Acquire Learning Skills (STARS/GOALS)
 - Positive Academic and Social Success (PASS)
 - Learning Center (LC)
 - Children with Autism Reaching Educational Success (CARES)
 - Learn Explore Achieve Plan (LEAP)

a. Staffing and Budget Sources

Total Professional Staff = 156.50 FTE

Funding Sources:

Grant Funded:

Federal IDEA (240/250) Grant	27.40 FTE
Federal Early Childhood (262) Grant	1.00 FTE

Quincy Public Schools Funded:

Teachers	95.30 FTE
Speech Pathologists	14.00 FTE
Occupational Therapists	8.80 FTE
Physical Therapist	1.00 FTE
Adaptive Physical Educator	1.00 FTE
Music Therapist	1.00 FTE
Team Administrators	4.00 FTE
Coordinator/Special Education	1.00 FTE
Vision Specialist	1.00 FTE
Teacher of the Deaf	1.00 FTE

b. Demographics: Student Population

Atherton Hough

Disability Category	2019	2020	2021	2022
Number of students	100	100	91	86
Emotional	1	2	0	1
Specific Learning Disability	31	19	18	28
Neurological	1	1	2	1
Developmental Delay	13	31	21	23
Autism	6	12	15	9
Health	8	3	4	4
Communication	40	30	29	19
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	1
Vision/Hearing	0	0	0	0

Resource Room- 1.0 FTE

Substantially Separate- 6.0 (LDC) FTE

Orton Gillingham Specialist- 2.0 FTE

Transitional Kindergarten- 1.0 FTE

Beechwood Knoll

Disability Category	2019	2020	2021	2022
Number of students	100	32	30	29
Emotional	1	1	1	2
Specific Learning Disability	31	15	10	8
Neurological	1	0	0	0
Developmental Delay	13	6	7	6
Autism	6	2	4	6
Health	8	1	2	0
Communication	40	6	5	7
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	0	0	0	0

Resource Room- 1.0 FTE

Bernazzani

Disability Category	2019	2020	2021	2022
Number of students	52	40	47	52
Emotional	1	2	2	3
Specific Learning Disability	31	20	25	29
Neurological	0	0	0	0
Developmental Delay	3	3	6	6
Autism	2	2	4	6
Health	5	2	2	2
Communication	7	7	4	4
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	2	3	0	2

Resource Room – 1.5 FTE

Lincoln Hancock

Disability Category	2019	2020	2021	2022
Number of students	60	53	51	55
Emotional	4	1	0	0
Specific Learning Disability	16	5	8	6
Neurological	0	1	0	0
Developmental Delay	18	24	24	25
Autism	3	8	5	7
Health	3	1	1	1
Communication	14	10	8	15
Multiple Disabilities	0	0	0	0
Physical Disabilities	1	1	0	0
Intellectual	0	0	0	0
Vision/Hearing	1	2	2	1

Resource Room – 2.0 FTE

Transitional Kindergarten –1.0 FTE

Clifford Marshall

Disability Category	2019	2020	2021	2022
Number of students	52	54	46	59
Emotional	2	3	3	3
Specific Learning Disability	19	13	7	4
Neurological	2	0	0	0
Developmental Delay	8	18	7	15
Autism	2	6	13	12
Health	1	5	3	3
Communication	18	7	11	20
Multiple Disabilities	0	0	0	1
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	0	0	1	1

Resource Room – 2.0 FTE

Merrymount

Disability Category	2019	2020	2021	2022
Number of students	64	49	43	55
Emotional	0	0	0	0
Specific Learning Disability	45	28	22	31
Neurological	2	1	0	0
Developmental Delay	0	6	10	9
Autism	6	4	7	8
Health	5	1	2	3
Communication	2	3	2	4
Multiple Disabilities	1	1	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	3	1	0	0

Resource Room - 2.0 FTE

Orton Gillingham Specialist - 0.5 FTE

Montclair

Disability Category	2019	2020	2021	2022
Number of students	39	45	47	41
Emotional	1	1	0	0
Specific Learning Disability	11	11	11	8
Neurological	0	0	0	0
Developmental Delay	6	6	8	7
Autism	7	12	9	8
Health	5	1	3	2
Communication	7	9	12	16
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	1	0
Vision/Hearing	2	2	0	0

Resource Room – FTE 1.0

Parker

Disability Category	2019	2020	2021	2022
Number of students	60	47	46	53
Emotional	17	6	5	8
Specific Learning Disability	20	17	20	19
Neurological	0	1	0	0
Developmental Delay	3	4	8	12
Autism	3	2	4	4
Health	6	7	3	4
Communication	9	7	6	6
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	1	1	0	0
Vision/Hearing	1	1	0	0

Resource Room – FTE 1.0

Substantially Separate – FTE 3.0 (STARS)

Snug Harbor

Disability Category	2019	2020	2021	2022
Number of students	198	172	160	177
Emotional	8	2	0	3
Specific Learning Disability	28	19	9	15
Neurological	0	0	0	0
Developmental Delay	72	39	42	57
Autism	63	73	74	81
Health	8	5	2	2
Communication	17	19	20	18
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	1	0	0	0
Vision/Hearing	1	2	1	1

Resource Room – 2.0 FTE

Orton Gillingham Specialist - 1.0 FTE

Substantially Separate – 11.0 FTE (2 LDC, 9 CARES)

Squantum

Disability Category	2019	2020	2021	2022
Number of students	83	95	95	92
Emotional	2	3	1	0
Specific Learning Disability	32	22	25	22
Neurological	2	3	2	5
Developmental Delay	11	16	9	8
Autism	16	34	34	35
Health	5	4	4	3
Communication	4	6	7	10
Multiple Disabilities	0	0	0	0
Physical Disabilities	1	0	1	0
Intellectual	9	5	9	8
Vision/Hearing	1	1	2	1

Resource Room – 1.5 FTE

Orton Gillingham Specialist - 0.5 FTE

Substantially Separate – 5.0 FTE (3 CARES & 2 LC)

Wollaston

Disability Category	2019	2020	2021	2022
Number of students	33	29	24	27
Emotional	1	1	1	1
Specific Learning Disability	23	14	13	15
Neurological	0	0	1	1
Developmental Delay	1	5	3	3
Autism	0	3	3	3
Health	2	1	1	2
Communication	6	3	2	2
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	0	0	0	0

Resource Room – 1.0 FTE

Atlantic

Disability Category	2019	2020	2021	2022
Number of students	88	100	110	96
Emotional	12	10	12	12
Specific Learning Disability	50	53	57	53
Neurological	2	2	3	6
Developmental Delay	0	0	0	0
Autism	2	3	4	9
Health	12	17	17	5
Communication	10	12	14	11
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	0	0	0	0

Resource Room – 3.5 FTE

Substantially Separate - 2.0 FTE (PASS)

Broad Meadows

Disability Category	2019	2020	2021	2022
Number of students	122	108	113	95
Emotional	7	6	9	6
Specific Learning Disability	73	67	75	63
Neurological	0	1	1	1
Developmental Delay	0	0	0	0
Autism	7	2	3	7
Health	7	12	7	5
Communication	28	18	13	10
Multiple Disabilities	0	0	0	1
Physical Disabilities	0	0	0	0
Intellectual	0	2	0	1
Vision/Hearing	0	0	3	1

Resource Room – 3.0 FTE

Substantially Separate – 5.0 FTE (LDC)

Central

Disability Category	2019	2020	2021	2022
Number of students	67	74	74	72
Emotional	2	3	4	6
Specific Learning Disability	42	48	49	47
Neurological	1	1	3	2
Developmental Delay	0	0	0	0
Autism	9	5	3	3
Health	7	7	3	7
Communication	6	7	7	4
Multiple Disabilities	0	0	1	1
Physical Disabilities	0	0	0	0
Intellectual	0	0	0	0
Vision/Hearing	0	2	3	2

Resource Room – 4.5 FTE

Point Webster

Disability Category	2019	2020	2021	2022
Number of students	63	86	79	84
Emotional	5	0	0	0
Specific Learning Disability	23	28	26	30
Neurological	0	2	2	1
Developmental Delay	13	19	15	18
Autism	7	12	18	15
Health	4	4	5	5
Communication	10	14	13	13
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	1	0	0	1
Vision/Hearing	0	0	0	1

Resource Room – 3.0 FTE

Substantially Separate – 2.0 FTE (PRE-K CARES)

South~West

Disability Category	2019	2020	2021	2022
Number of students	104	97	104	97
Emotional	11	6	10	6
Specific Learning Disability	37	29	23	22
Neurological	4	2	4	1
Developmental Delay	0	0	0	0
Autism	24	25	27	24
Health	5	10	9	6
Communication	14	11	14	26
Multiple Disabilities	1	0	0	0
Physical Disabilities	0	1	0	0
Intellectual	8	9	10	12
Vision/Hearing	0	0	0	0

Resource Room – 3.0 FTE

Substantially Separate – 5.0 (LDC, CARES & LC)

Quincy High

Disability Category	2019	2020	2021	2022
Number of students	263	279	298	290
Emotional	30	35	27	28
Specific Learning Disability	162	157	182	172
Neurological	5	7	5	4
Developmental Delay	0	0	0	0
Autism	13	16	19	22
Health	30	27	33	34
Communication	19	30	27	26
Multiple Disabilities	0	0	0	0
Physical Disabilities	0	0	0	0
Intellectual	3	3	3	3
Vision/Hearing	1	0	0	1

Resource Room – 14.0 FTE

North Quincy High

Disability Category	2019	2020	2021	2022
Number of students	178	199	212	238
Emotional	38	34	34	37
Specific Learning Disability	67	78	86	103
Neurological	4	4	5	4
Developmental Delay	0	0	0	0
Autism	22	31	33	43
Health	15	22	21	21
Communication	12	11	13	11
Multiple Disabilities	1	1	1	1
Physical Disabilities	0	0	0	0
Intellectual	18	14	18	17
Vision/Hearing	1	1	1	1

Resource Room – 4.0 FTE

Substantially Separate – 8.0 (CARES, LC, PASS, LEAP)

c. Professional Development

Title	Audience	Date(s)
Orton Gillingham Certification	Special Education, Literacy, and EL Teachers	TBD
Crisis Intervention Prevention	Special Education Teachers, Paraprofessionals, SLP, OT, PT, and BCBA professionals	10/5, 10/19, 11/2, 11/16, 1/4, 1/18, 2/1, 2/15, 3/15, 3/29, 5/3 and 6/7
Applied Behavioral Analysis Introductory Course	Paraprofessionals	1/25, 2/15, 3/29, 4/26, 5/24
Autism Curriculum Encyclopedia (ACE)	CARES and LC Teachers	9/28, 10/26, 1/25, 3/22, 5/10
MCAS-Alt. Preparation Submission Due Date - March 31	CARES and LC Teachers Grades 3-10	New Teachers Oct 13 or 19 Update Oct 3, 12 or 18 ELA Oct 17 or 21 Science Oct 17 or 21 Access Skills Oct 20 Admins Oct 4 or Nov 2
Portfolios in Progress with DESE	CARES and LC Teachers Grades 3-10	Jan and March Dates not yet released by DESE
Illustrative Mathematics	Elementary Special Education Teachers	9/28, 10/26, 1/25, 3/22, 5/10
Landmark Outreach	Language Development Team	9/28, 10/26, 1/25, 3/22, 5/10

d. Program Design

Programs are offered in the areas of:

- **Resource Room-** Resource Rooms are primarily for students with specific learning disabilities who need specially designed instruction. Every school in Quincy Public Schools has at least one Resource Room.
- **Co-Teaching/Inclusion-** Inclusion opportunities are designed for students with a variety of academic abilities. At the middle school and high school level, co-taught classes are primarily offered in the areas of English Language Arts and Mathematics as deemed appropriate by a student's IEP. Students participating in inclusion may be supported by a special education teacher or a paraprofessional under the supervision of a special education teacher.
- **Transitional Kindergarten-** Transitional Kindergarten (TK) is a substantially separate kindergarten program for students who developmentally need a transitional year to determine future placement. Most students continue in a substantially separate setting such as CARES, Learning Center or Language Development but, if determined appropriate by the TEAM, some students transition to a general education setting in their home school.
- **Language Development-** Language Development Classes (LDC) are for students in grades 1-12 with a language based disability. Students in elementary and middle school are in a substantially separate class with inclusion opportunities when deemed appropriate by the TEAM. Students receive intensive interventions to develop the skills and strategies needed to participate in accessing the grade level curriculum frameworks. The high school level is currently called the PACES program. It functions as a substantially separate class but students move to different teachers each period. There is a life skills component for grades 9 and 10 to help students transition to postgraduate life.

- **STARS-** STARS is an acronym for “Students Together Achieve Real Success.” It is for students in grade 1 through grade 5 with serious emotional disorders. SED is defined by the Federal Regulations as ‘exhibiting an emotional impairment over a long period of time and to a marked degree that adversely affects educational performance.’ This is a highly structured, therapeutic program for students with disabilities such as Bipolar Disorder, Anxiety, and Depression. Students use a level system which focuses on positive behavioral outcomes. Inclusive opportunities are available for students as determined by the IEP Team.

- **GOALS-GOALS** is an acronym for “Gain Opportunities Acquire Learning Skills.” It is for students in grades 6-12 who also meet eligibility for a serious emotional disorder. The GOALS program incorporates the grade 6-8 STARS program and the 9-12 High School Transitional Program under one umbrella. However the grade 6-8 students are substantially separate with one teacher and a paraprofessional, and they do not interact with the High School aged students. This is a highly structured, therapeutic program whose goal is to mainstream students back to their home Middle or High School. Inclusive opportunities are available for students as determined by the IEP Team.

- **PASS -** PASS is an acronym for “Positive Academic and Social Success.” The PASS program was implemented twelve years ago at North Quincy High. The target population is for students who demonstrate high levels of anxiety and/or depression. Students may have previously been in out of district placements or heading in that direction. The program works with students grades 6-12, having recently expanded to include our middle school population. Students typically have average to high average cognition. Students are in multiple grades with diverse learning abilities. They also require a variety of courses across multiple grade levels. For this reason, we often use the Acellus program, an online replacement curriculum, to supplement the face-to-face content courses that are offered within the program.

- **Learning Center-** The Learning Center is a PK-12 program for students with intellectual disabilities. Students participate in MCAS portfolio assessments. Functional academics develop through multi-sensory, practical community experiences. The high school learning center continues to evolve vocationally incorporating many community-based vocational experiences.

- **CARES-** The CARES (Children Achieve Real Educational Success) program is a PK-12 program for students who fall within the autism spectrum. This is a highly structured program that is based on ABA (Applied Behavioral Analysis) principles. Students in the CARES program typically have a wide range of abilities, so most instruction is individualized. The concentration for most students is around communication and social pragmatics. Some students are integrated into the general education setting for both academic and social modeling. At the middle and high school level, students may attend general academics with support from the CARES staff.

- **LEAP -** The LEAP (Learn Explore Achieve Plan) program is a postgraduate system-wide transitional program. It is designed for students aged 18-22 with intellectual disabilities, students on the Autism Spectrum and students who have elected to defer their diplomas. The LEAP students will develop a vision for their future by participating in self-awareness skills, applied academic skills and community based volunteer work experiences. The goal of the program is to increase independence within their community, foster employability skills and prepare students for the adult world after high school. In addition, for the past three years we have partnered with Massasoit Community College's grant program, MAICEI (Massachusetts Inclusive Concurrent Enrollment Initiative). This program offers students exploratory college opportunities.

Description of Programs

TK/Transitional Kindergarten

Types of Disabilities addressed:

Students with developmental delays, communication, and/or social-behavioral needs who would benefit from a diagnostic year to determine which substantially separate setting or supported general education setting would be most appropriate for grade 1.

Entry criteria and Process:

Students are referred by parents, teachers, medical professionals, Social Services, Department of Developmental Disabilities (DDS) and Quincy Public Schools Student Support Teams.

Program Goal:

The primary goal of the transitional kindergarten class is to determine first grade placement.

Program Description:

- ❖ Individual or small group instruction in a highly structured setting.
- ❖ Intense language-based environment, emphasizing best practices that include visual/auditory, kinesthetic-tactile instructional techniques.
- ❖ Instruction in phonemic awareness, phonology, sound-symbol association, syllable instruction, morphology, syntax, semantics, vocabulary development, reading comprehension, language mechanics and written expression skills.
- ❖ The curriculum is an introduction to Kindergarten Curriculum Frameworks.
- ❖ Emphasis is put on vocabulary development, following directions, social skills development, and verbal expression.
- ❖ Students participate in music, media, art and physical education in the same manner as their peers.
- ❖ Other related services as determined by Individualized Education Programs

Exit Process:

TK is a one-year program. At the student's annual review or reevaluation, the team will recommend the student for the least restrictive placement.

LDC/Language Development Center

Types of Disabilities Addressed:

Students whose cognition falls within the average range and presents with a Language-based learning disability. Students may also demonstrate weakness in receptive and/or expressive language and/or in language processing.

Entry Criteria and Process:

Students may be referred by parents, teachers, Social Service Agencies, medical professionals, Department of Developmental Disabilities, or by Quincy Public Schools Student Support Teams. TEAM evaluations administered by QPS personnel in addition to any outside agency evaluations are considered in the determination of student need and eligibility. Placement decisions are made at the team meeting.

Program Goal:

The primary goal of the Language Development Class is to provide a multi-sensory structured language program to develop a student's independent ability to read, write and understand the language studied.

Program Description:

- ❖ Individual or small group instruction in a highly structured setting.
- ❖ Intense language-based environment emphasizing best practices that include visual/auditory, kinesthetic-tactile instructional techniques.
- ❖ Instruction in phonemic awareness, phonology, sound-symbol association, syllable instruction, morphology, syntax, semantics, vocabulary development, reading comprehension, language mechanics and written expression skills.
- ❖ Diagnostic/prescriptive teaching using Orton Gillingham. The alphabetic code is presented in a very systematic and cumulative manner that specifically teaches strategies for decoding and spelling. It also includes oral expressive language development and comprehension.
- ❖ Carryover of decoding techniques across the disciplines.
- ❖ Students are included with their general education peers as it is deemed appropriate with regard to their individual strengths and weaknesses.
- ❖ All academic instruction is aligned with the Massachusetts Curriculum Frameworks and highly individualized according to specific goals and benchmarks in the student's IEPs.
- ❖ Speech and Language Consultation and/or Direct Services
- ❖ Other related services as determined by Individualized Education Programs

Exit Process:

All students in the Language Development Class are entitled to educational services provided in the least restrictive environment. Students placed in the LDC have inclusion and mainstreaming opportunities appropriate to their social and educational needs. Students may be recommended for a less restrictive program as they approach grade level skills in language skills.

STARS/Students Together Achieve Real Success

Types of Disabilities Addressed:

Students with an emotional impairment as defined under federal law (34 CFR §300.7) “The student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feeling under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The determination of disability shall not be made solely because the student’s behavior violates the school’s discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the TEAM determines that the student has a serious emotional disturbance.”

Entry Criteria and Process:

Students are referred by parents, teachers, medical professionals, Social Service Agencies, Department of Mental Health (DMH) and/or Developmental Disabilities Services (DDS) and Quincy Public Schools Student Support Teams. TEAM evaluations administered by QPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made at the TEAM meeting.

Program Goal:

The primary goal of the STARS program is for students to develop effective coping skills and strategies that will enable them to return to a less restrictive educational setting.

Program Description:

- ❖ Individual or small group instruction in a highly structured environment.
- ❖ Instruction presented using a multi-sensory approach that utilizes high interest themes to engage the learner.
- ❖ Positive Behavioral Interventions are offered throughout the school day.
- ❖ Behavioral data is taken throughout the school day and is shared with parents daily.
- ❖ Whole-group, small-group, dyad or individual counseling to address anger management, impulse control, social pragmatics and issues unique to individuals that prevent inclusion in the general education setting.
- ❖ Collaboration with outside agencies and families.
- ❖ Mainstreaming opportunities appropriate to their social and educational needs.
- ❖ Opportunities to participate in other related services as identified in their Individual Education Program.
- ❖ Opportunities to participate in extra-curricular activities with paraprofessional support, if needed.

Exit Criteria:

Students who demonstrate the ability to effectively utilize coping strategies that help them adhere to school rules, and do not present a safety risk to self or others, will be considered for a less restrictive educational setting.

GOALS/Gain Opportunities and Acquire Learning Skills

GOALS is a continuation of the STARS program for students in grades 6-12. Students are offered academic, social and behavioral support in individual and/or small group settings. An on-site clinician provides therapeutic support and serves as a liaison to outside agencies and families. GOALS also serves as an Interim Alternative Placement for students excluded from school due to a 37H or 37H1/2 offense.

Exit Criteria: Students who demonstrate the ability to successfully manage their behavior, adhere to the Code of Conduct outlined in the QPS handbook, and attend school consistently will be candidates to exit the program.

PASS/Positive Academic and Social Success

Types of Disabilities Addressed:

PASS was designed for students in grades 6-12 with a history of social-emotional/mental health concerns that significantly impacts their ability to participate in the general education setting and successfully access the curriculum.

Entry Criteria and Process:

Students are referred by parents, teachers, medical professionals, Social Service Agencies, Department of Mental Health (DMH) and/or Developmental Disabilities Services (DDS) and Quincy Public Schools Student Support Teams. TEAM evaluations administered by QPS personnel in addition to outside agency evaluations are considered to determine student need and eligibility. Placement decisions are made at the team meeting.

Program Goal:

The primary goal of the PASS program is for students to develop the strategies that will enable them to return to the general education setting.

Program Description:

- ❖ Web-based and direct instruction in English, Math, Science and Social Studies.
- ❖ Psycho-Educational/Life Skills
- ❖ Group/Individual Counseling
- ❖ Transportation provided
- ❖ Inclusion as determined by student's readiness
- ❖ Close collaboration with outside agencies

Exit Criteria: Students who demonstrate the ability to utilize strategies that allow them to attend school consistently and participate in general education classes will be candidates to exit the program.

Learning Center

Types of Disabilities Addressed:

Students with intellectual or developmental delays (disability category through age 9), impairments in communication, language or neurological abilities.

Entry Criteria and Process:

Students are referred by the Quincy Diagnostic Team from Early Intervention Programs for students who are turning 3. Ongoing referrals are made by parents, medical professionals, teachers, Social Service Agencies, Department of Developmental Disabilities and members of the Quincy Public Schools Student Support Teams. TEAM evaluations administered by QPS personnel in addition to outside agency evaluations are considered to determine student need and eligibility. Placement decisions are made at the team meeting.

Program Goal:

The Learning Centers are designed to enable students to access the Massachusetts Curriculum Frameworks at entry levels appropriate to individual needs. Students are exposed to a wide variety of academic, vocational, life skill and recreational experiences designed to maximize their potential in the least restrictive environment, providing as many experiences that simulate real life experiences aimed to facilitate the transition from school to work.

Program Description:

- ❖ Individual or small group instruction in a highly structured environment. Individualized academic programming in alignment with the Massachusetts Curriculum Frameworks.
- ❖ Language-based environment, emphasizing best practices including a multi-sensory approach with an emphasis on functional reading, writing and mathematical development.
- ❖ The academic program supports communication and skill development by using effective programs consistently across the varied levels (as appropriate).
- ❖ The High School model offers an extensive prevocational and vocational program that will prepare students for gainful employment.
- ❖ Inclusion and Mainstreaming opportunities are provided and expanded as students demonstrate social and/or academic competence.
- ❖ Related services are provided both programmatically and individually (as identified in student's IEP) in the area of counseling, Adaptive Physical Education, Speech and Language Therapy, Occupational Therapy including sensory integration, Music Therapy and Behavioral therapies.

- ❖ A summer component that includes both an academic and vocational component is included to prevent substantial regression.

Exit Process:

All students in the Learning Centers are entitled to educational services provided in the least restrictive environment. Students placed in the Learning Center have inclusion and mainstreaming opportunities appropriate to their social and educational needs.

CARES/Children with Autism Reaching Educational Success

Types of Disabilities Addressed:

Students with communication, social-behavioral, academic and functional skills disabilities, including, but not limited to Autism Spectrum Disorder and related disabilities.

Entry Criteria and Process:

Students are referred to the Quincy Diagnostic Team from Early Intervention Programs for students who are turning three. Ongoing referrals are made by parents, medical personnel, Social Service Agencies, and the Department of Developmental Disabilities, in addition to Quincy Public Schools Student Support Teams. Team evaluations administered by QPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made at the team meeting.

Program Goal:

The primary goal of the CARES program is consistent with the goal of the Quincy Public Schools, “The development of individuals who excel as: self-fulfilling individuals, citizens and workers in a world that empowers all people to enrich their lives and the lives of others.” The CARES Classrooms are designed to enable students to develop communicative competence, academic proficiency, functional skills and age-appropriate leisure/recreational skills, all leading to empowering the individual to function as an independent, self-fulfilled, contributing member of the community.

Program Description:

- ❖ Individual or small group instruction in a highly structured, familiar, low-stimulus, thematically based environment with intensive staffing. Individualized academic programming supporting communication, social, and behavioral development using an ABA-based philosophy.
- ❖ Intense language-based environment, emphasizing best practices including emphasis on naturally occurring language interactions, modeling, scripting, shaping, chaining, task analysis, errorless training, ABA interventions, social stories, role play, etc. promoting generalization beyond the classroom setting.
- ❖ Motor development is addressed to support functional skill learning and as an access skill to curriculum.
- ❖ Specialized therapeutic interventions are individually designed to address individual student's needs and are integrated with classroom skill development to provide continuity across settings and to promote generalization of learned behaviors.
- ❖ Individualized behavioral intervention including a range of techniques and strategies is provided. Among these are sensory-motor interventions to increase focus or decrease agitation, ABA strategies including response-cost management, token economy, contingency reinforcement and data collection.
- ❖ Consistency among settings is supported by a home-school collaboration, providing students with the continuity of instruction needed to acquire, maintain and generalize skills. Consultation services are offered to provide parents with behavioral support, therapeutic intervention and information regarding access to community services.
- ❖ Community Skills: Students will be provided the opportunity to participate in community trips (at middle and high school level), facilitating the generalization of skills learned in the school setting to the community setting.
- ❖ Related services are provided both programmatically and individually (as identified in a student's IEP) in the area of counseling, Adaptive Physical Education, Speech and Language Therapy, Occupational Therapy including sensory integration, Music Therapy, and direct and consultation model Behavioral therapies.

Exit Process:

All students in the CARES program are entitled to educational services provided in the least restrictive environment. Students placed in the CARES program have inclusion and mainstreaming opportunities appropriate to their social and educational needs.

LEAP/Learn Explore Achieve Plan

Types of Disabilities Addressed:

Students aged 18-22 with intellectual disabilities, students on the Autism Spectrum and students who have elected to defer their diplomas to continue working on Transitional Goals.

Entry Criteria:

Students must have completed four years of high school and met graduation requirements for either a diploma or certificate. Both in district and out of district students are referred for the program by the IEP team, complete an application process and are accepted into the program by the review committee.

Program Goal:

The Leap students will develop a vision for their future by participating in self-awareness skills, applied academic skills and community based volunteer work experiences. The goal of the program is to increase independence within their community, foster employability skills and prepare students for the adult world after high school. In addition, for the past three years we have partnered with Massasoit Community College's grant program, MAICEI (Massachusetts Inclusive Concurrent Enrollment Initiative). This program offers students exploratory college opportunities.

Program Description:

- ❖ Students will participate in a variety of volunteer work experiences and travel training.
- ❖ Students will increase their level of independence and overall job performance.
- ❖ Students will develop job search and interview skills.
- ❖ Students will develop a resume based on their volunteer work experiences.
- ❖ Students will apply for employment when the Team and Student feel they are ready.
- ❖ Students will participate in group social activities to enhance their self-awareness and better understanding of their community
- ❖ Students will participate in functional Math and Reading courses

Exit Process:

Students remain in the program until they age out on their 22nd birthday or have obtained and maintained gainful employment.