Maynard Public Schools
Strategic Plan Update

AS the Maynard School Community develops a growth mindset culture focused on continuous improvement, we will collaboratively develop students' social and academic skills, creating an environment where students are empowered to take academic risks and explore interests. As such, our students will have a superior educational experience where they become creative, curious, kind, empathetic, safe, and healthy global citizens.

Inclusive Practices that Support all students

Students will be educated in an inclusive environment that promotes individual growth and success.

- Cultural Proficiency
- PBIS, Restorative Practices
- Social & Emotional Learning
- UDL in Curriculum Design

Superior Academic Experience

Students will be provided with varied, practical and relevant learning opportunities to develop important critical thinking, collaborative problem solving and leadership skills.

- Academic Pathways
- Communication
- Curriculum Design
- Tiered System of Supports

Developing Global Citizens

Students will develop a global perspective, understand their place in the world and how they can contribute to making the world a better place.

- Career Pathways
- Civic Education
- College & Career Readiness

A Foundation of Research Based Best Practices and Data Informed Decision Making

April 2019

Maynard CoTeaching By the Numbers

38 Students in Elementary currently in co-taught classrooms in 2018-2019

36% Ratio of special education students in co-taught classrooms in 2018-2019

15% Change in percent of students at or above benchmark on DRA in co-taught grade 1 classroom

69pts Change in student score on Symphony Math assessment in cotaught grade 1 classroom

1.7gr.inc. Amount of annual growth in cotaught grade 4 classroom

85 pts Change in Scaled Score on STAR Math assessment in cotaught grade 4 classroom

4 Co-taught Classrooms planned for 2019-2020

~ 220 Co-planning minutes for each co-teaching pair in 2019-2020

~ 80 Students expected to be in elementary co-taught classrooms in 2019-2020

~30% Ratio of special education students in co-taught classrooms in 2019-2020

Co-teaching *is* a service delivery option where 2 or more educators

Co-plan

Co-instruct

Co-assess
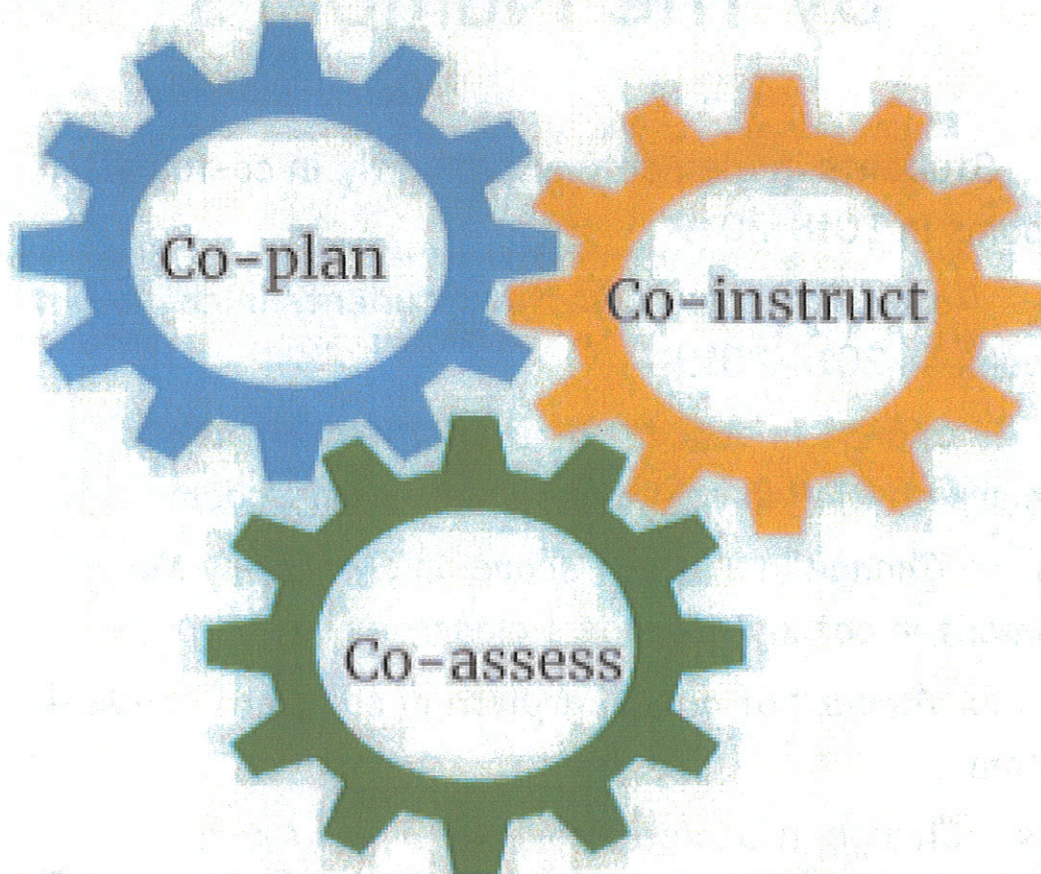
a group of students with diverse needs in the same general education classroom. (Murwaski & Dieker 2013)

Fowler Language-Based Classroom
Program Description

Program Overview

The Language-Based Program is designed for a cohort of students with language-based learning disabilities who require a substantially separate Language-Based Program to maximize learning. This highly structured program will provide intensive specially designed instruction that is individualized based on the students needs per their IEP. The specially designed instruction, which is evidenced based, is in the areas of decoding, encoding, reading fluency, vocabulary, reading comprehension, writing, and executive functioning skills ensuring all learning modalities are engaged.

In addition to providing instruction to maximize learning, the development of a positive attitude towards learning, the enhancement of self-esteem, self-advocacy and self-confidence are goals for each child. Providing each child with many opportunities for success academically, socially, and emotionally are essential components to this program.

Staffing
- DESE certified moderate special education teacher
- Consultation with Doctoral level school psychologist with specialty in Learning Disabilities
- Consultation with Speech and Language Pathologist

Student Profile
- Average to above average cognitive abilities
- Primary Specific Learning Disability in the areas of reading and writing
- Student does not present with significant behavior or emotional concerns
- Student has not made satisfactory progress despite other district interventions

Entrance Criteria
- An IEP which has a majority of services provided in a setting (pull-out) other than the general education classroom
- Student needs more intensive services

Exit Criteria
- Based on the IEP Team
- Student progress and ability to be access grade level text in the general education classroom, with less intensive supports

Curriculum

Curriculum is set at the district level and follows the state Core curriculum. The Language based classroom will follow the same curriculum expectations as the other classrooms in the grade level. The expectation of this classroom, is consistent with our grade level classrooms, is that the

teacher will differentiate the content and skills for individual student needs. This will be ensured by the observation and evaluation process where evaluators will review student data with teachers to ensure growth.

Teaching Methodology
Evidenced-Based programs providing multi-sensory, explicit instruction in decoding, fluency, encoding, comprehension and writing, such as; Wilson, Orton-Gillingham, Lindamood Bell, Project Read, Framing Your Thoughts, Story Grammar Marker, RAVE-O and Read Naturally.

Inclusion Opportunities
Students will be included in lunch/recess and grade level specials as appropriate given their individual needs and IEP requirements. Based on the IEP Team determinations, students may be integrated in the general education classroom for other subjects such as Science and History.

OASIS Program Description

Ongoing Assistance and Support for Independent Students

Program Description	Purposes of the program are two-fold: • Support students who miss extended periods of school, whether for hospitalization, school avoidance, or other health reasons. OASIS is designed to be a time-sensitive program with the goal for students to stay an average of 8-12 weeks while transitioning back into their regular schedule. This time frame can be tailored to meet individual needs when agreed to by the support team. • OASIS can also support students who are working to regulate their emotions so that they are able to manage their academics and navigate social expectations.
Program Purpose(s)	• Support students with returning to class full-time. • Help students catch up on missed academic work. • Support students who, for various reasons, may exhibit work-avoidance behaviors. • Provide counselling services, emotional supports and a "home base" for students. • Work on explicit techniques for social/emotional well-being and management of academics.
Entrance Criteria	The following students will be considered by the core team for admittance into the OASIS program: • Students leaving a hospital setting, for physical or mental health purposes • Students with <u>excessive</u> absences and who are facing an emotional challenge or school avoidance • Students referred to the program through the Guidance Department and Administration, who have been identified as requiring these specific interventions.
Exit Criteria	• Students may exit the program once they have completed their missed assignments and are attending classes on a regular basis • Students may exit the program based on social/emotional progress, along with the recommendation of the OASIS Program Coordinators

the brookline center
for COMMUNITY MENTAL HEALTH

BRYT Fact Sheet: Fall 2018

Up to 50% of American high school students with serious mental illness will drop out of school. For Massachusetts youth, BRYT (pronounced "bright") delivers a highly effective, short-term intervention that improves the school retention rate of participating students to better than 85%.

BRYT is a network of innovative, school-based bridge programs that help students who have missed extensive amounts of learning due to serious mental health problems or medical illness catch up academically and re-integrate into school life. The Brookline Center for Community Mental Health's BRYT Team is at the forefront of a growing movement of programs rapidly becoming the norm for Massachusetts secondary schools.

The BRYT Program Model

Students: Bridge programs work with young people who have missed significant amounts of school (typically five or more consecutive days) due to a mental health crisis, hospitalization, or serious medical problem (e.g., concussion, cancer); some programs also serve students who come to school more often but are in need of support to prevent a crisis. Most (65-75%) are general education students.

Services:

➢ Clinical and coping support - counseling, crisis intervention, psychoeducation, referrals
➢ Academic case management - working with teachers to develop academic plan, helping students manage school work, and basic tutoring
➢ Family support - frequent communication with families, crisis support, education, leadership development
➢ Care coordination - transition planning, coordinate and communicate with school staff and community providers

Staffing: Typically two dedicated staff members (school employees)—one clinician/program coordinator and one academic coordinator.

Space: Dedicated classroom within a school, open during full school day, located near an exit, with both workspace and social space, and access to private meeting space.

BRYT's Impact

Short-term:

- 85-90% of students successfully complete the school year on track for graduation.
- Rate of re-hospitalization among students hospitalized prior to program entry is ≤20%.
- School support staff are able to devote more time to the general school population.
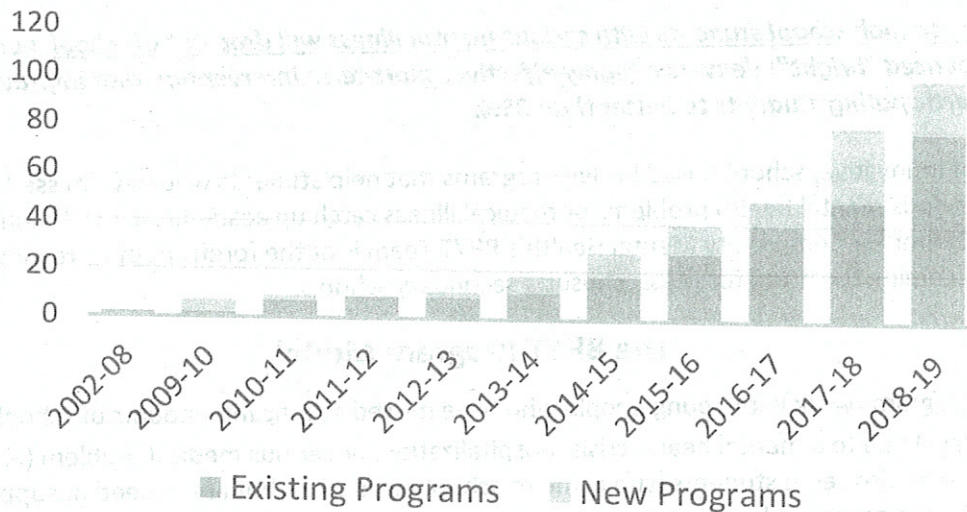- School districts save money by decreasing out-of-district placements.

Long-term:

- Students with serious mental illness learn self-care and advocacy skills that position them for a healthier life.
- School districts improve practices and culture for addressing the needs of students with mental health disorders.
- Schools and communities decrease stigma, becoming more inclusive and healthier.

Next Steps:

- Continue to strengthen and expand BRYT programs, including expansion in urban and elementary schools.
- Continue improving the BRYT network with expanded technical assistance, advanced program standards, and increased family engagement and support.

BRYT PROGRAM GROWTH: 2002-2018

Bar chart showing program growth by year (2002-08, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19) with y-axis scale 0 to 120, comparing Existing Programs and New Programs.

Basic Facts (includes data 2013-16 evaluation study published 2017 in *Psychology in the Schools*):
- As of September 2018, 101 Massachusetts schools have programs modeled on BRYT; planning conversations are begun with new schools every week.
- Enrollment in programs is relatively even across grade levels; about 60% of participants are girls, and about 25% have IEPs or 504 plans.
- The most common presenting problems are depression, bipolar, and anxiety disorders, and concussions.
- Average length of active enrollment in a program is 8-12 weeks, with time spent in the regular classroom increasing progressively over time.
- School attendance of students in BRYT-model programs increases from an average of 55-65% in the weeks prior to participation to an average of 82-85% while enrolled in a program.
- Students enrolled in programs modeled on BRYT showed significant improvement in well-being (Moods & Emotions, School Performance, Self-Harm, Substance Use, Home Functioning) as measured by the Child and Adolescent Functional Assessment Scale (CAFAS).

Costs and Benefits:
- Primary cost is dedicated staffing (typically a clinical coordinator and an academic coordinator); BRYT helps schools identify resources when needed.
- Programs serve an average of 45 students/year, typically spending $3500/student for intensive supports.
- In contrast, out-of-district day school placements cost districts over $50,000/student.
- Schools with programs report reduced hospitalizations and re-hospitalizations, reduced expenditures on home/community tutoring, and (with time) reduced rates of special education referrals and out-of-district placements.
- School counselors, psychologists, and administrators increase productivity in serving whole-school population.

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