

GROTON-DUNSTABLE REGIONAL  
SCHOOL DISTRICT  
PUPIL PERSONNEL SERVICES  
2007/2008 SCHOOL YEAR

SUMMARY OF PROGRAMS & ACTIVITIES

# 1. EARLY CHILDHOOD PROGRAM

- BOUTWELL EARLY CHILDHOOD CENTER
- Staff members:
  - Director Physical Therapist/District
  - 4 Special Education Teachers Paraprofessionals 13FT/PT
  - Speech/Language Pathologist Nurse
  - Occupational Therapist/Share with MS
- Provided services for over 60 children with Individual Education Programs (IEPs)
- Student services range from
- Related services – speech/language, occupational therapy, physical therapy – for children who come in for those services only, to
- Full programming for children who attend the program 4 ½ days
- 25 children will transition to Kindergarten
- 7 children made sufficient progress to come off of their IEPs



## FLORENCE ROCHE ELEMENTARY SCHOOL

- Staff members:
- Team Chairperson/.5
- 3 Special Education Teachers
- Speech/Language Pathologist/Part-time
- Occupational Therapist/Part-time
- Physical Therapist/District
- Paraprofessionals 12 FT/PT
- 1.5 Guidance Counselors
- Nurse
- Health Assistant
- 45 Students with IEPs
- Services for students range from full inclusion support to
- Services outside of the classroom
  - Skill-based instruction in reading, writing and mathematics
  - Related Services that include speech/language, occupational therapy and physical therapy

## FLORENCE ROCHE ELEMENTARY CONT'D

- Florence Roche Elementary School will have a new program in the fall that will provide a substantially separate program for students on the Autism Spectrum for grades kindergarten through second grade. The staff looks forward to developing an adapted physical education and art class for these students as well.
- Florence Roche administrators are working with a reading consultant to develop recommendations and training to enhance programs for reading skill development for struggling readers.
- The staff members at Florence Roche welcome the new students and staff members from the reallocation of District students and staff.

## PRESCOTT ELEMENTARY SCHOOL

- Staff members:
  - Team Chairperson .3
  - 1.5 Special Education Teachers
  - Speech/Language Pathologist/Part-time
  - Occupational Therapist/share with Swallow
  - 22 Students with IEPs
  - Following a successful year for students with special needs who have attended the Prescott Elementary School staff members at both Swallow Union and Florence Roche are looking forward to welcoming new students and staff to their respective new schools.
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|-----------------------------|
| Physical Therapist/District |
| Paraprofessionals 9 FT/PT   |
| Guidance Counselor .5       |
| Nurse                       |

## MIDDLE SCHOOL

- Staff members:
- Team Chairperson Physical Therapist/District
- 6 Special Education Teachers Paraprofessionals 17FT/PT/Reg Ed
- 1 STEP Program Teacher 3 Guidance Counselors
- Speech/Language Therapist/District School Social Worker/District
- Occupational Therapist/share with Boutwell School Psychologist/District
- 2 Nurses
  
- 115 Students with IEPs
- Dedicated Special Education Teacher delivering phonetically based instruction in reading
- Co-taught classes offered in Math for grades 5 & 6
- Resource rooms deliver instruction in ELA and Math for grades 5 & 6 for students who require a small group setting
- Co-taught classes offered in ELA and Math for grades 7 & 8

## MIDDLE SCHOOL CONT'D

- Transition activities include:
  - Meeting for parents and students coming into the Middle School
  - Meetings for parents and students transitioning to the High School
- Summer program for students in the STEP Classroom is being enriched to provide a longer day with a variety of activities
- Professional Development activities for:
  - STEP Program Staff
  - Special Education Staff in Math Curriculum
  
- A needs assessment is in process at the Middle School to develop a program for students on the Autism Spectrum.
  
- An outside consulting agency is working with the Middle School staff to develop behavior plans for at-risk students and provide professional development for staff members.

## HIGH SCHOOL

- Staff members:
- Team Chairperson/.5 Paraprofessionals 8FT/PT/Reg Ed
- 3 Special Education Teachers 3 Guidance Counselors
- 1 Life Skills Teacher Drug & Alcohol Counselor/PT
- 1 Alternative Classroom Teacher Nurse
- Related Service Providers/District Health Assistant
- School Psychologist/District
  
- 75 Students with IEPs
- Expansion of co-teaching to English Language Arts and Mathematics at each grade level
- Addition of Skills Tutor program – computer based program for skill development and remediation
- The Alternative classroom, which is available to special education students, has added a grading system to allow students to receive credit for participation in that class based on established criteria.
- Life Skills program has added new opportunities for students within the community including the development of practical life skills and vocational skill development.

### 3. GUIDANCE

- A District Guidance Coordinator oversees the practices and procedures of the Guidance Department.
- The district guidance counselors worked on three initiatives this past year:
  - A manual that will educate district employees and parents around the process of Section 504 qualification. The counselors have edited the document and had it approved by the Office of Civil Rights. The document should be ready for presentation to district administrators next fall.
  - The counselors have been reviewing district confidentiality policies and plan on creating procedures/guidelines that (pending administrative approval) may be adopted by the entire district.
  - The counselors are in the beginning stages of creating a systematic plan to assist students in successfully transitioning from school to school throughout the district (elementary to middle, middle to high).

## 4. NURSE/HEALTH

- A District Nurse Coordinator oversees the practices and procedures of the Nurse/Health Department.
- Activities during the current school year have included:
  - 1600-2000 nurses' office visits occur per month in grades PS-12 (excluding parent visits and phone calls)
  - 134 students have life threatening allergies. All have emergency care plans that are updated yearly. Of that number there are
    - o 94 food allergies
    - o 6 are of unknown origin
  - Training for staff regarding managing students with allergies includes
    - o Classroom management for food allergies
    - o Use of an EpiPen for all staff, van drivers and bus drivers

## NURSE/HEALTH CONT'D

Some of the other nurse generated initiatives were:

- o Liaison to the newly formed Food Allergy Parent Support Group
- o Participation on the district's wellness committee, student assistant teams, crisis management teams, 504 teams and faculty councils.
- o Classroom instruction during the 5<sup>th</sup> grade growth and development program.
- o Instruction in proper brushing of teeth, hand washing and cough etiquette.
- o Parent programs in food allergy awareness.
- o Initiated a new policy at Boutwell to eliminate food parties.
- o Use of charts and models at MS to use in teaching students about their health.
- o Development of soft food lunch option at MS for students with braces.
- o Skin cancer awareness program at MS and HS.
- o 4<sup>th</sup> grade parent contact program prior to transition to 5<sup>th</sup> grade
- o A communication model established between the nurse, athletic trainer and athletic director to help manage sports related injuries and student illnesses.
- o Protocols developed to manage students with infectious mononucleosis.
- o Nursing care plans and emergency care plans were written for every student with a major medical condition.

## FUTURE PLANS AND INITIATIVES FOR SPECIAL EDUCATION

- Special Education administration and staff will continue to work collaboratively with the Sped PAC to provide information and support to parents of children with special needs.
- The Special Education staff will participate in training for the Essential Facilitated IEP Meeting to enhance the quality of IEP meetings and encourage interactive parent participation in the Team meeting and IEP development process.
- The Special Education Department is investigating the addition of reading supports for struggling readers.