

Special Populations Presentation

Pupil Services Continuous Improvement Plan 2023-2024



Granby School District

1,738 students

4 schools/programs

\$19,021 per pupil

184.5 certified staff FTE

Accountability Index: 81.6

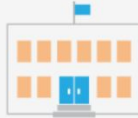
Website:
<http://www.granbyschools.org>

Phone: 860-844-5250

Grade Range: PK-12

[Printable Reports \(PPRs\)](#)

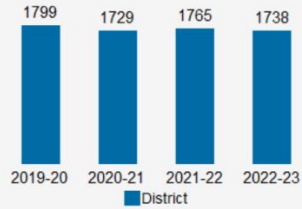
[Next Generation Accountability Report](#)



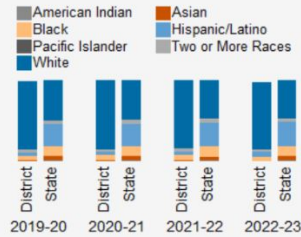
Information Icon - *Click for information about the chart.* Next Generation Accountability Metric Icon - *Click for indicator number and target or [view the full Next Generation Accountability Report here.](#)*

- Students

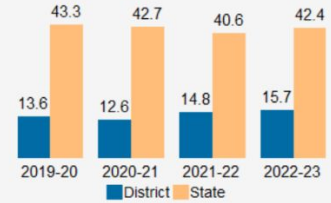
District Enrollment



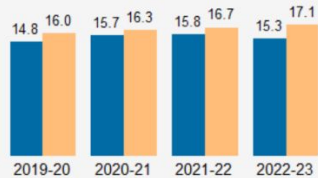
Percentage of Enrollment by Race/Ethnicity



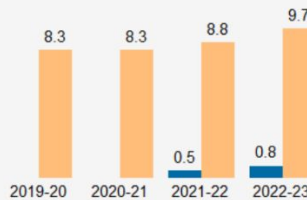
Percentage Eligible for Free/Reduced Price Meals



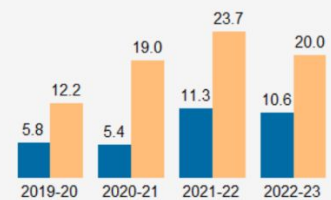
Percentage Students with Disabilities



Percentage English Learners



Percentage of Students Chronically Absent
 Target: <=5



October 1, 2021 Enrollment²

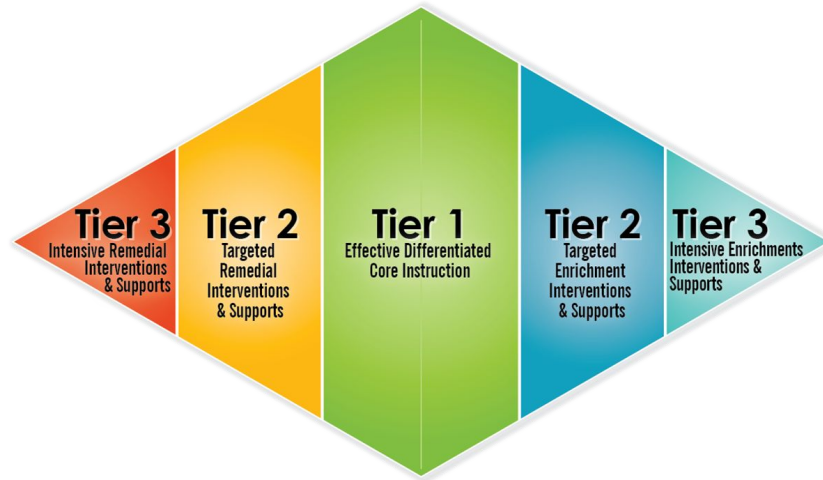
	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	854	48.4	48.5
Male	911	51.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	35	2.0	5.1
Black or African American	104	5.9	12.6
Hispanic or Latino of any race	86	4.9	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	52	2.9	4.3
White	1,482	84.0	48.6
English Learners/Multilingual Learners	8	0.5	8.8
Eligible for Free or Reduced-Price Meals	262	14.8	40.6
Students with Disabilities ³	278	15.8	16.7

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Multi Tiered Systems of Support

Interventionists & Tutors
support students in or out of the classroom with specific tier 2 and 3 goals



Instructional Specialists
support teachers in planning and implementing enrichment strategies as well as direct instruction for gifted students

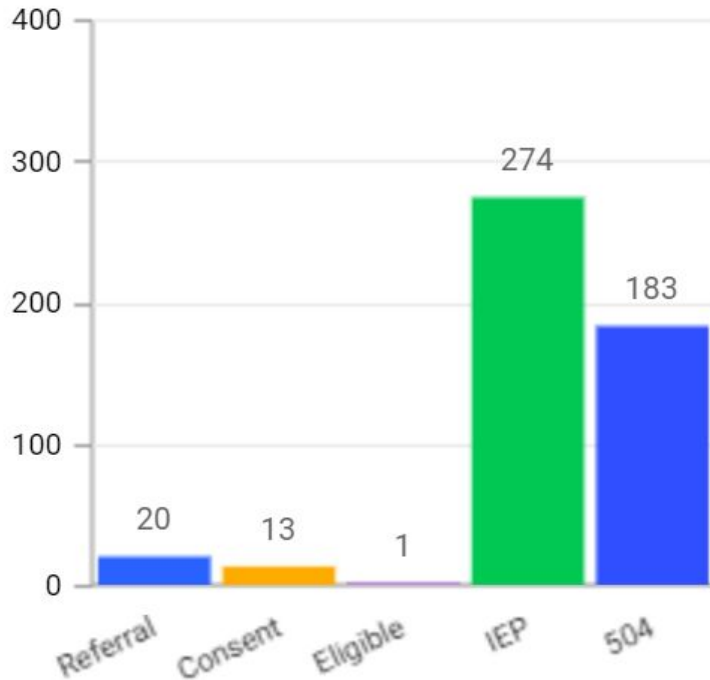
Instructional Coaches
work with teachers to plan differentiated tier 1 instruction and supports

Classroom Teachers
deliver differentiated tier 1 instruction in the classroom as well as tier 1 supports

Teaching Assistants
support learners in the classroom and provide targeted skills practice (PK-2)

Pupil Services by the Numbers

Students by Status

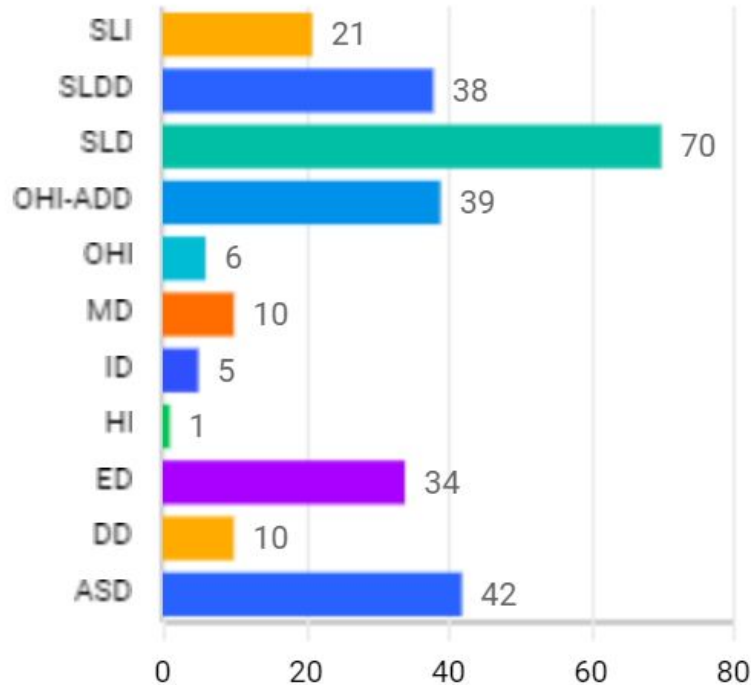


As of 11/12/23, there are 274 students with IEPs and 183 students Section 504 plans.

IEP Prevalence Rate = 15.5%
504 Prevalence Rate = 10.4%
Percent with Plans = 25.9%

Pupil Services by the Numbers

Students by Disability



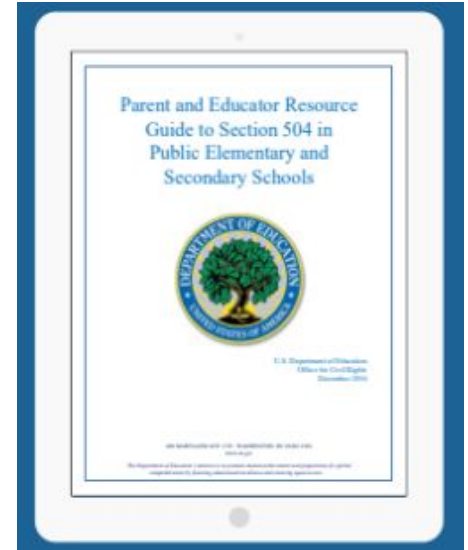
SLI=Speech Language Impaired
SLDD=Specific Learning Disability: Dyslexia
SLD=Specific Learning Disabilities
OHI: ADD=Other Health Impaired; ADD
OHI: Other Health Impaired
MD: Multiple Disabilities
HI: Hearing Impaired
ID: Intellectual Disability
ED: Emotional Disability
DD: Developmental Disability
ASD: Autism Spectrum Disorder

There are 13 categories of disability under the IDEA.

Top 3 eligibility categories in Granby are:
Specific Learning Disabilities & Dyslexia,
Other Health Impairment: ADD/ADHD and
Autism Spectrum Disorder.

Section 504

- Qualifying conditions include broad range of physical or mental impairments. Some examples:
 - Medical conditions (ie injury, cancer, epilepsy)
 - Anxiety / Depression
 - ADD/ADHD
- A plan may include some accommodations like:
 - Health care plan
 - Extended time on assignments and tests
 - Electronic organizers, color coded folders
- A plan may also include direct services like counseling.



Who's Who in Pupil Services?

*Special Education
Teachers, PK - 22*

Physical Therapist

*School
Psychologists*

*Occupational Therapist & Certified
Occupational Therapy Assistant*

School Social Workers

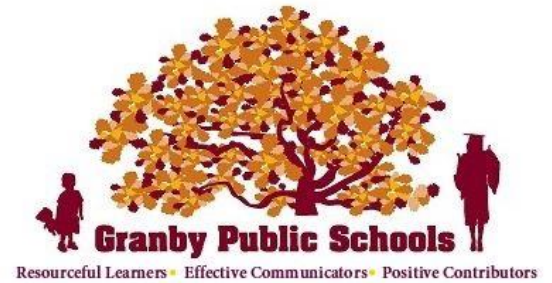
*Special Education
Teaching Assistants*

*Board Certified
Behavior Analyst*

Director of Pupil Services

*Speech & Language
Pathologists & Speech
Assistant*

*Administrative Assistant &
Secretarial Support*



Board Goal #1: Student Learning and Achievement

Superintendent Goal: 100% of students will demonstrate growth toward mastery of Science, ELA and Math as measured by performance at the proficiency level or higher on state summative assessments.

Pupil Services Department Goal: 100% of students with special needs will show measurable gains in academic achievement as measured by progress on individual IEP goals/ objectives, curriculum-based measures, and/or state summative assessments when provided effective core instruction, specialized instruction and ongoing progress monitoring of performance.

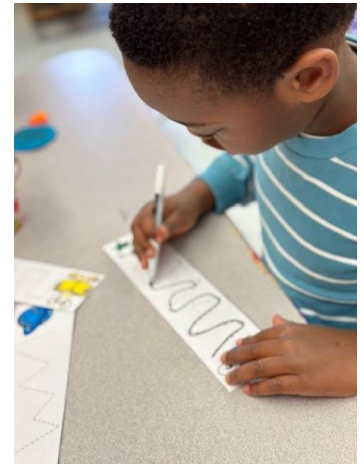
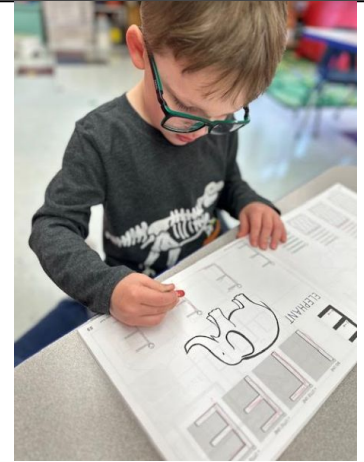
ELA/LITERACY: STAR & SBAC			
	Spring STAR	SBAC	Fall STAR
Grade 2	16.7%		23.1%
Grades 3-5	18.8%	23.9%	32.7%
Grades 6-8	11.5%	15.6%	8.0%
MATH: STAR & SBAC			
	Spring STAR	SBAC	Fall STAR
Grade 2	23.1%		26.7%
Grades 3-5	16.3%	21.6%	44.4%
Grades 6-8	4.8%	12.9%	14.3%

READING & WRITING PSAT/SAT: 22-23 Grade 11 Cohort	
Grade 10 PSAT	Grade 11 SAT
43.8%	37.5%
MATH PSAT/SAT: 22-23 Grade 11 Cohort	
Grade 10 PSAT	Grade 11 SAT
18.8%	25.0%

Note: Small sample size in grade 2 and changes in cohorts across all grade bands should be considered when examining this data.

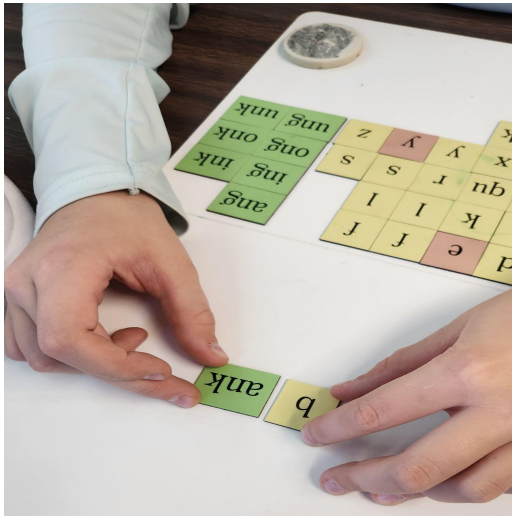
Pupil Services Academic Action Steps

- Emphasis on multisensory learning techniques and strategies
- Build capacity around use of assistive technology tools with students
- Enhance progress monitoring tools to facilitate measurable growth and inform instruction
- Expansion of evaluation practices with a focus on learning disabilities, executive functioning and transition
- Expansion of co-teaching at GMMS & GMHS
- Support professional learning and staff capacity in the areas of structured literacy, speech & language therapy, co-teaching
- Expand in-district professional development for special education teaching assistants

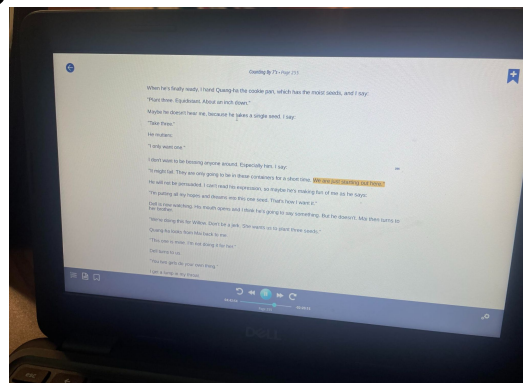
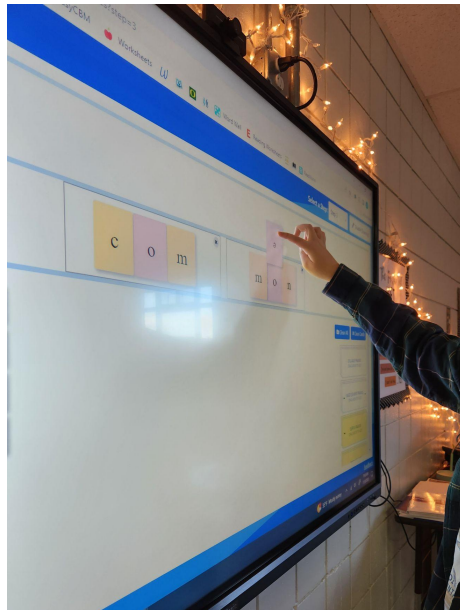


Examples of Specially Designed Instruction & Goals

Literacy



Students in 6th & 7th grade are using Wilson Reading System materials to further develop their literacy skills using a highly structured and multisensory approach.



A 7th grade student is reading from a text in class using the VOICEtext feature in Learning Ally.

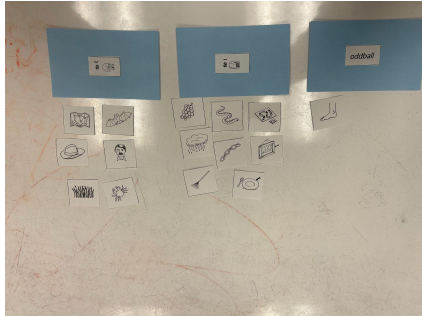
Sample Goal: Given explicit, sequential, and multisensory phonics instruction, STUDENT will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context, increasing his score on a baseline decoding assessment from 17/120 to 70/120.

Sample Objective: Given explicit, sequential, multisensory phonics instruction STUDENT will blend, segment, and manipulate sounds in words with up to 6 sounds with 80% accuracy as measured by teacher created assessments by 02/23/2024.

Literacy

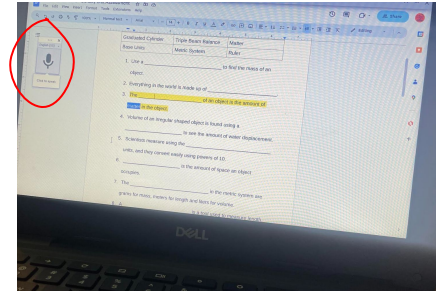
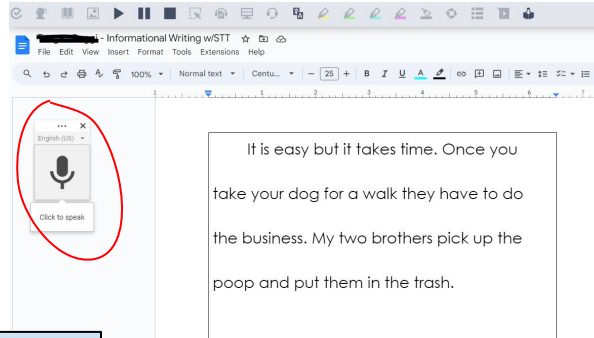
Examples of Specially Designed Instruction & Goals

Writing



Sample Objectives: Given visual supports, repeated practice and specialized instruction, STUDENT will find her name in a field of 5 names.

Given visual supports to fade over time, STUDENT will write her first name with 100% accuracy in 4 out of 5 trials as measured by teacher created checklists.



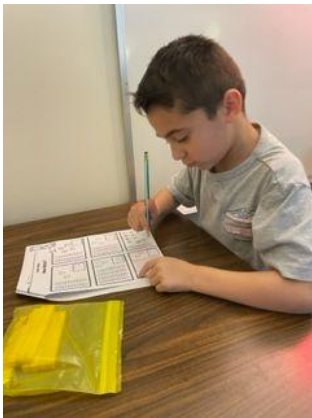
Students use "Voice Typing" and "Google Read & Write" with electronic graphic organizers for writing and work completion.

Sample Goal: Given technology and graphic organizers, STUDENT will be able to organize their thoughts and ideas to write a non-fiction writing piece with at least 3 paragraphs in 4 out of 5 opportunities as measured by work samples and observations.

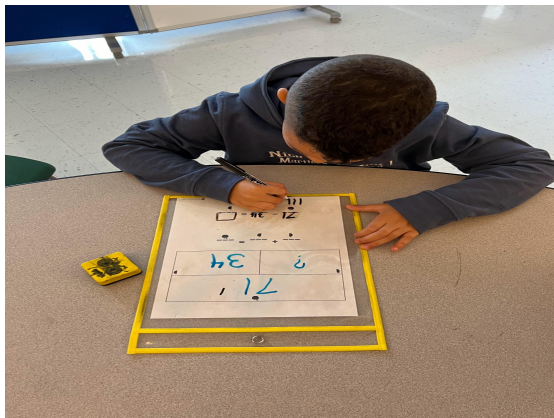
Students use picture cards from Words Their Way in order to sort vowel sounds to enhance their phonemic awareness skills and understanding of the difference between short and long vowels. This skill is beneficial both for reading and writing.

Math

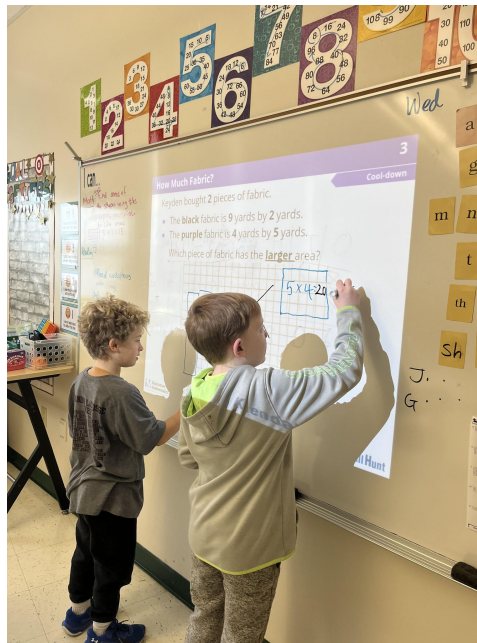
Examples of Specially Designed Instruction & Goals



A second grader is using manipulatives (tens and ones) to compose 2 digit numbers.



Second grade students are learning to use this template with added visuals (part, part whole) to support their problem solving ability with addition and subtraction word problems within 100.



3rd grade students collaborate to solve multi-step word problems using a big whiteboard and projector. They have opportunities to apply learned skills and carry over to the classroom.

Sample Goal: Given explicit, multi-sensory instruction and opportunities for repetition and practice, STUDENT will be able to solve a word problem within 1000, in 4 out of 5 opportunities.

Sample Objective: Given anchor charts and visuals, STUDENT will be able to determine if a word problem will require addition or subtraction with 80% accuracy as measured by teacher created checklists and observations.

Communication

Examples of Specially Designed Instruction & Goals

The speech-language pathologists work with both high tech and low tech augmentative/alternative communication (AAC) tools to help students with emerging communication skills learn to express themselves and participate in the classroom.



Second grade students listen to a story as they followed along in a hard copy of a book. This was a way to have them work on listening comprehension and answering 'wh' questions.

Sample Goal: Given prompting, models, and access to an AAC device, STUDENT will make clear choices, express "all done", label items, and increase the ability to imitate sounds, word approximations, words, phrases and sentences as well as increase the frequency of requesting desired items and actions, as measured by mastery of the following objectives.

Sample Objective: Given school, speech room or play environment STUDENT will increase the frequency of spontaneous communication using AAC, gestures, speech approximations, words, phrases and/or sentences to 35 communication attempts in a 30 minute speech session.



In first grade, peers are learning to use the FM system to play math games with a peer that has a hearing impairment.

Behavior

Examples of Specially Designed Instruction & Goals

Transition

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



GMHS students use opportunities around the GMHS campus to help build their skills in following directions and seeing a job to completion.

Sample Goal: STUDENT will develop self-awareness and self-regulation skills by identifying and appropriately responding to their emotional states in order to effectively navigate different zones and promote positive behavior and well-being.

Sample Goal: Given direct instruction in workplace behaviors, STUDENT will follow directions and advocate for themselves while performing vocational activities.

Board Goal #2: Community Engagement

Superintendent Goal: *Develop a District Communications Plan responsive to the needs of Granby Public Schools and all relevant partners and groups.*

Department Goal: *The Pupil Services Department will partner with families to support engagement, ongoing communication and collaboration between staff and families.*

- Continued partnership with the Special Education Parent Teacher Organization (SEPTO)
- Support SEPTO in partnering with the Connecticut Parent Advocacy Center (CPAC) for training session
- Promote personalized, reliable and regular channels of communication by case managers to families regarding student performance and progress
- Full implementation of the CT-SEDS Parent Portal for IEP & 504 documents
- Continue to build on and off campus internship opportunities



Communication & Engagement

CT-SEDS Parent Portal & Progress Reporting

Pupil Services Webpage

GRANBY PUBLIC SCHOOLS // CENTRAL SERVICES // PUPIL SERVICES

[Integrated Preschool Program](#)
[Granby B.E.A.R. Transition Academy](#)

PARENT RESOURCES


SEPTO

The Special Education Parent Teacher Organization (SEPTO) will meet every other month, on the second Monday of the month, from 7:30-8:15 p.m. at Wells Road School in the Media Center.

- September 11, 2023
- November 13, 2023
- January 8, 2024
- March 11, 2024
- May 13, 2024

Please come to meet SEPTO leadership, learn how this group may be of help to you and discuss tips for a successful start to the school year.

PUPIL SERVICES



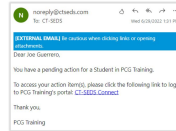
Granby Memorial High School students engaged in a pre-vocational landscaping project took a welcome break to greet their administrators. From left, Angela Ehrenwerth, director of pupil services; Tristan Sheppard, Jake Rossi, Austin Munson; Cheri Burke, superintendent of schools; Jennifer Parsons, assistant superintendent of schools. (Photo by Nicole Muller, the Granby Drummer)

CT-SEDS PARENT PORTAL QUICK START GUIDE

The Connecticut State Department of Education is excited to share a new statewide special education data system with educators and parents. The CT-SEDS Parent Portal is a new way for you to view and sign documents (IEP, Section 504, Services Plans) for your student.

When your student's school sends you a new document, an **automated email** will be sent to you that contains a link to the **Parent Portal**.

If you do not receive an email, reach out to the school or your student's case manager to have another email sent.



Parent Portal Authentication Page



Choose the way you would like to receive your access code.

- Text Message** – Use this option if at least one phone number in your parent record is a cell phone.
- Voice Call** – An automated voice call will be sent to your phone number (cellular or landline) with an audible message including your access code.
- E-mail** – An e-mail containing your access code will be sent to the e-mail address in your parent record.

Progress Report on IEP Goals and Objectives

Reporting Period: MS/HS November Progress Period, 11/09/2023

Granby School District

IEP Dates: 10/26/2023 - 05/23/2024

Special Education Parent Teacher Organization (SEPTO)

SEPTO

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- May 13, 2024

Monday, November 13th: Please come to discuss preparing for and making the most of parent teacher conferences for students with special needs. We will also share information about training we are planning with the Connecticut Parent Advocacy Center (CPAC). If you wish to attend remotely, the google meets link is: <https://meet.google.com/gjr-ggiw-kbi>.

Email: granbyctsepto@yahoo.com

Facebook: @Granby CT SEPTO

Community Partners

- Geisslers Supermarket
- Learning Steps
- Farmington Valley YMCA
- Granby Public Library
- Waste Not Want Not Kitchen
- Top Drawer Consignment Boutique
- Live Every Day Physical Therapy



For Inspiration...



Granby B.E.A.R. Transition Academy students create a message of inspiration for their message board every few weeks. These are two of my favorites.

