



Access For All Students

School Committee Presentation

1/23/25

Access for All Leadership Team:

A collaborative team dedicated to fostering equity, inclusivity, and high achievement across all student populations.

- works to dismantle barriers to learning by addressing diverse needs through equitable practices, high-quality instructional materials, and targeted interventions.
- promotes professional learning for educators, engaging families, and analyzing student performance data, ensuring that all students, regardless of race, ethnicity, socioeconomic status, or learning ability, have the opportunity to succeed in a supportive and challenging environment.
- emphasizes creating a culture of belonging, dignity, and academic excellence for every member of the school community.

MTSS: Multi-tiered System of Support In Action

- **MTSS Ambassadors at schools**
 - Collaborate and engage in practices that meet the needs of all students
- **Behavior Management in the Classroom Course**
 - Designed based on feedback from educators
- **District-wide Intervention Tracker (tiers 2-3)**
 - Designed by educators for educators
 - Helps determine effectiveness of tier 2 - 3 interventions
- **PD and Collaboration meetings with all interventionists**

Data Walls: Data Analysis In Action

A data wall is a visual representation of student data that helps educators and administrators track student progress.



Early Literacy: Screening

- Based on DESE Guidance, all of our K-3 students are given an Early Literacy screening 3 times per year.
- The iReady Diagnostic is administered in addition to grade appropriate paper based tasks.
- Students that may be exhibiting some sort of reading difficulty will be picked up by a reading specialist for intervention.
- These students are consistently progress monitored in order to track progress.

Early Literacy: Dyslexia Institute

Our work with DESE and the Dyslexia Institute has given us the opportunity to:

1. Learn more about Dyslexia and best practices around how to best service these students
2. Work together as a team to make a district wide plan that includes
 - a. current practices that are working well
 - b. areas for improvement
 - c. action steps to take that will allow us to meet our goals

Through this work, we will ensure a consistent and equitable approach in all of our schools that will ultimately strengthen our delivery of Tier II & III interventions

High Quality Instructional Practices: Walkthrough Tool

[Revised Walkthrough Tool](#)

Created with the support of LAN (Learning Acceleration Network) & TNTP (The New Teacher Project)

This revised tool is being used on all walkthroughs in order to gather data district wide around classroom instruction. We are looking at some specific indicators that include:

- Culture of Learning
- High quality texts
- High quality questions and tasks
- Student ownership
- Supports for Special Education and ML

EL/SWD Work Group: In Action

- Initiative launched in the summer to build a collaborative work group comprising ELD and Special Ed teachers.
- Data-driven initiative focused on improving the performance and outcomes of ELSWD and SLIFE, guided by identified needs and district-level data.
- Includes 7 teachers representing elementary, middle, and high school levels, with one teacher serving as the group facilitator.
- Participants meet monthly to review research and policy guidelines, with the goal of implementing best practices into HPS.

Some members are also part of the DESE ELSWD Advisory Group and the DESE SLIFE Community of Practice.



Haverhill Public Schools EL/SWD Work Group: In Action

1. District Quick Reference Guides

Rationale: To provide educators with a brief overview of available info on the topic

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**Haverhill Public Schools:
Supporting English Learners with Disabilities
(ELSWD)**

Overview

In Haverhill, English learners with disabilities (ELSWD) are identified as children with disabilities based on the Individuals with Disabilities Education Act (IDEA). ELSWDs are identified as an English learner with a disability who must get support from an IEP or 504 plan. English learners have needs related to both language and ability. In order to best support them you must understand and know students' academic, behavioral, cultural, linguistic, and social-emotional strengths and needs across time. Educators must be able to recognize and address both students' needs as an English learner and as a student with a disability and implement the most effective practices to move ELSWDs forward.

Disabilities as defined by Massachusetts Special Education Regulations

- Autism
- Communication Impairment
- Developmental Delay
- Emotional Impairment
- Health Impairment
- Intellectual Impairment
- Neurological Impairment
- Physical Impairment
- Sensory Impairment: Hearing, Vision, Deaf-Blind
- Specific Learning Disability

603 CMR 28.02(37)

Identification Process: Myths vs. Realities!

2. Professional Development Slides (Google Classroom)

Rationale: To provide educators with in-depth information on the topic

Supporting SLIFE and ELSWD_District Workgroup

Quick Links
+ Add link

Meet
Generate link

Class code
35r6jyj

Upcoming
No work due soon
View all

Announce something to your class

Nicoleta Filimon posted a new material: ELSWD QRG
Jan 15

Nicoleta Filimon posted a new material: SLIFE QRG
Jan 15

Special Education In Action

The term “inclusive educational practices” refers to practices that:

- Provide high-quality teaching and learning environments, including those that are accessible, inclusive and flexible, that support student development and allow all students to be successful;
- Intentionally promote student participation and belonging in all learning and social activities, facilitated by differentiated instruction, interventions and individualized accommodations;
- Use high-quality, evidence-based Multi-Tiered System of Supports (MTSS) that are developmentally appropriate, are culturally and linguistically responsive, and foster students’—
 - acquisition and use of knowledge and skills;
 - use of appropriate behaviors to meet their needs;
 - positive social emotional skills, including friendships with peers; and sense of belonging;

Inclusive Practices 2024-2025 In Action

- Special Ed Inclusion Support NEW IEP Trainers Grant Year 2
- Professional Development for Staff:
 - Accommodations & Modifications for Inclusive Practices
 - District Wide De-escalation Strategies
 - Paraeducator Online Training
 - e.g. Module 108 Introduction to Accommodations/Modifications
 - Module 109 Supporting Students with Accommodations/Modifications
 - Catapult Learning Training for Inclusion ESPs
 - District-wide New IEP Training by Allan Blume
 - Spanish Classes for ESP's being offered throughout the district in a Series of 4 PD Days, will offer the class again next year

Walk to WIN “What I Need”

- What is WIN?
 - 30 minute block of time
 - Taught by variety of staff to meet individual needs in ELA and Math
 - Groupings: Enrichment, Approaching Enrichment, Approaching Grade Level, High Need Support, direct IEP and ML services
 - Cycles 6-8 weeks on average
 - Groups and needs are fluid and discussed regularly
- How do we create groups?
 - Multidisciplinary grade level teams meet on EACH student
 - Teachers of Special Education, Multilingual Learners, Interventionists, Coaches and General Ed teachers all provide input
 - Data used is collected and reviewed often
 - MCAS, iReady, District Benchmarks, Essays/DBQ’s, RRSS, etc

Ongoing Strategic Partnerships

- Landmark School Outreach Program
- McLean Hospital
- Crest Collaborative
- Melmark New England
- Triumph Center for Child, Adolescent, & Young Adult Counseling
- New England Center for Children

ML Family Engagement:

- Family Literacy
- ELPAC
- RISE Expansion
- Matsol presentations
- MLE Progress Reports to track progress (can do descriptors)
- ML Coaches working with Literacy Coaches weekly on curriculum