



“Starting the New School Year Strong and Informed”
**What Special Education Administrators and School Teams Need to Know:
The Importance of New Knowledge in “Our” Advocacy Role**

“Leadership and learning are indispensable to each other.”
John Fitzgerald Kennedy

➤ KEYNOTE ➤

Effective Leadership Is More About Influence Than Authority

Session Focus: When leaders use their positional authority more than their influence it can increase anxiety and fear, which in turn, limits the kind of nimble learning that would support educators to continually learn. Influencing people to change, however, is not easy. Particularly if the improvements you want to see are ones that require people to own the change and not simply comply with a directive. How do school leaders *influence* educators to make changes in instruction or the interactions they have with students, parents, and colleagues? During this session, John D’Auria will share three pillars of influence: (1) How we recognize and manage our own emotions, (2) How we approach conversations, and (3) How well we use meetings to teach and problem solve.

Emotions, conversations, and meetings are the *stuff* of our day-to-day work. How we approach these daily responsibilities can impact and influence thinking and behaviors in ways that either improve or diminish how adults serve the needs of students.

Keynote Speaker: John D’Auria, Ed.D, Former President of Teachers21, Professor of Practice, Graduate School of Education, University of Pennsylvania, Expert in Educational Leadership, consultant, author, and former Superintendent of Schools



➤ PLENARY SESSION ➤

**Advocating for an In-District, Integrated Model of Service Delivery for Students With and Without Disabilities:
Building the Capacity and What It Will Take to Achieve Success**

Session Focus: This session will focus on a new Massachusetts’ Vision of Collaboration between Special Education and General Education, highlighting the State’s expectations, including the strategies and techniques for building the capacity to increase positive student outcomes and success. The session will provide participants with an understanding of:

- ✓ The Massachusetts’ Vision
- ✓ The Evidence-Based Research supporting the model
- ✓ The unique role of special education administrators/leaders and their teams in the process
- ✓ Guidelines to assist districts in achieving success
- ✓ Suggestions on what not to do when getting started
- ✓ A framework for breaking down the “silo effect” of providing services
- ✓ The need to demystify the philosophy of “*Special Education is A Service Not A Place*” for general educators
- ✓ The available resources to empower special education administrators and their teams in being district-wide advocates for a collaborative, integrated model of service delivery for all students.

Presenter: Russell Johnston, PhD, Senior Associate Commissioner for Accountability, Partnerships and Technical Assistance, MA Department of Elementary and Secondary Education



➤ BREAKOUT SESSION ➤

High School Graduation
The Road Ahead - Getting Students Ready for Their BIG Day

Session Focus: Graduation from high school is both exciting and challenging for students and staff. Getting a head start in preparation for graduation for students is a responsibility and an educational accountability especially for students with disabilities. This session will provide a legal and proactive perspective on Graduation vis-à-vis:

- ✓ How to get Students Ready to Graduate
- ✓ Understanding what Graduation Is and Is Not
- ✓ How to Appropriately Assess Readiness for Graduation
- ✓ Strategies and Techniques for Team Discussions about Graduation
- ✓ What Are the Implications of “Stay Put”
- ✓ What to do when school teams and families disagree about a student’s readiness for graduation

Presenter: Paige Tobin, Esq., Murphy, Lamere and Murphy, P.C., Counsel to School Districts, Consultant to the Massachusetts Administrators for Special Education



 BREAKOUT SESSION 

Broadening Our Horizons:

A Focus on the Current and Future Direction of Secondary Transition Planning

Session Focus: Secondary transition planning is one of the central components of the middle and high school IEP Team process. A district-wide systemic approach to transition planning is enhanced when districts identify individual student needs and provide programming that prepares students for postsecondary education or training, competitive integrated employment, independent living, and community participation. This session will provide an overview regarding:

- ✓ The Department of Elementary and Secondary Education’s work in secondary transition and its alignment with other statewide initiatives
- ✓ How to enhance district transition efforts, especially related to student transition assessment and programming
- ✓ Evidence-based practices
- ✓ New interagency partnerships, with a focus on the Department of Developmental Services’ Massachusetts Partnership for Transition to Employment (MPTE) for Individuals with Intellectual Disabilities

Presenters: **Amanda C. Green**, Secondary Transition Coordinator, Office of Special Education Planning & Policy Development, Department of Elementary & Secondary Education, and **Margaret Van Gelder**, Director of Employment and Family Support, Department of Developmental Services



 BREAKOUT SESSION 

***Building the Capacity for Family Engagement to Increase Student Outcomes:
"What’s New, Where Are We Going, and What It Will Take to Get There"***

Session Focus: Family Engagement across all domains of a student’s/child’s life is critical to student/child development and success. When families and schools are engaged, greater student academic, and social and emotional outcomes are possible. Districts and families often struggle with how to build positive relationships and develop meaningful engagement. A systemic approach to developing family/school relationships should include a focus on building capacity to work together to support student achievement and student learning. This session will provide information on:

- ✓ The Department of Elementary and Secondary Education (ESE)’s work in Family Engagement and its alignment with other statewide initiatives
- ✓ Evidence-based best practices for building capacity and supporting successful family engagement
- ✓ The need for whole school efforts and a review of tools to help you get there

Presenters: **Martha Daigle**, Education Specialist, Family Engagement Coordinator, Special Education Planning and Policy, Massachusetts Department of Elementary and Secondary Education, **Karyl Resnick**, 21st CCLC Coordinator, Office of Student and Family Support, Massachusetts Department of Elementary and Secondary Education, and **Kathleen Rodriquez**, Adult and Community Learning Services, Massachusetts Department of Elementary and Secondary Education



 PLENARY SESSION 

***Strengthening the Continuum of Care for Students:
Opportunities for EOHHS Agencies and Schools to Work Together to Meet Their Needs***

Session Focus: Schools are a significant component of the system of care for every child in the Commonwealth. The Executive Office of Health and Human Services (EOHHS) is committed to ensuring agency and school collaboration to ensure that services and supports are provided at the right time and in the right location for Massachusetts students. It is critical that schools participate in the continuum of care for their students, including students eligible for special education, with engagement and support from state agencies.

This Session will provide a discussion of the opportunities for improving access to supports and services for students:

- ✓ Need for EOHHS agency and school collaboration – where is engagement needed, what works and what are the barriers
- ✓ Engagement with community-based services for children, including CBHI
- ✓ Potential strategies for improving communication between EOHHS agencies and school districts for meeting the needs of students in the Commonwealth

Featured Presenter: **Alice E. Moore**, Undersecretary of Health, Executive Office of Health and Human Services, Commonwealth of Massachusetts

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