BOSTON
Public Schools
Focus on Children

PROPOSAL TO RENAME THE WILLIAM E. CARTER DEVELOPMENT CENTER

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Presentation to Boston School Committee
May 11th, 2016

Proposal

Current School Name:

William E. Carter Development Center

Proposed Name Nominated by the School Site Council

William E. Carter School

History

- Years ago many people did not fully value individuals with intellectual disabilities, and did not believe such students deserved an education.

- We are proud that our district was a leader in ensuring all students had an opportunity to be educated within the school district, starting the Carter over 40 years ago.

Student Learning At Carter

- We utilize many of the same evidenced based practices as our peer schools:

 Data Driven Instruction

  Individualized graphs clearly demonstrating student achievement

  Targeted Differentiated instruction for all students

  Focused on student outcomes and success post Carter

Student: Skyla Elliott
Teacher: Kim Kulasekaran

April 16, 2016
Data Cycle #3

Percent of Opportunities Skyla Discriminates Between Two Switches for More Music
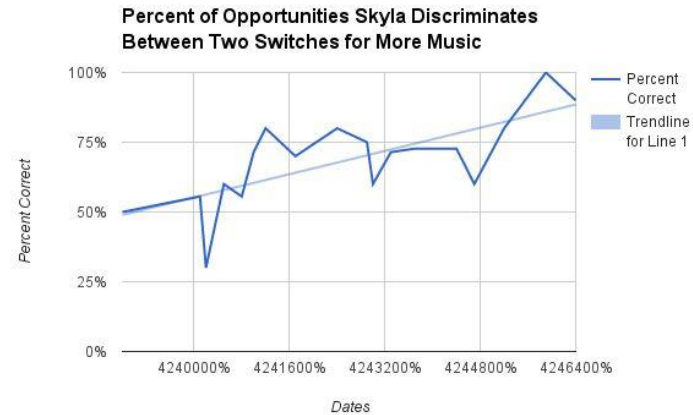
Skyla has come so far with this learning program this year. Starting at the beginning of the year with her grasping objects only on her tray and not using her hands functionally, now Skyla is able to discriminate between two switches placed on her tray. Skyla learned this by earning her favorite songs for hitting the yes switch and receiving nothing for the no switch. To teach her further we began teacher her that using No is also a useful communication tool. We look forward to the additional progress that Skyla will make this year. Way to go Skyla!!

Goal # 4 -- Specific Goal Focus: Communication Skills   Skill Area: Expressive Language Skills

Current Performance Level : What can the student currently do?

Skyla can follow the direction to "take, release, give and put in" 70% of the time during highly structured and learned routines. Skyla can follow the direction to have "ready hands" 30% of the time with visual model and motivating reinforce. Skyla can activate a "yes" message via a voice output device on her tray in order to receive a positive reinforcer 6 times out of 10 opportunities.

Measurable Annual Goal : What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?

During structured routines with behavioral supports Skyla will improve communication skills beyond the current performance as measured by the 3 out of 3 benchmarks below.

Benchmark/Objectives : What will the student need to do to complete this goal?

1) During a a greater variety of activities and contexts and routines with various communication partners Skyla will follow the direction such as "take, release, give, put in" with gestural/visual/contextual cues 80% of opportunities over 3 consecutive sessions.
2) During structured taks Skyla will follow the direction "ready hands" with gestural/visual/contextual cues 80% of opportunities over 3 consecutive sessions.
3) During a structured task with highly preferred motivator Skyla will discriminate between 2 switches/voice output devices increasing the frequency of her "Yes" hits to 80% of opportunities and decreasing the number of "No" hits to 20% of opportunities, in 3 consecutive sessions.

All Means All

Parent and Community Support

- "It recognizes the potential that our students have."

- "This is an excellent school, and the name should reflect what is done here."

- "I feel that since my son has started attending this school, he has made significant improvements. To change the name of the school is necessary so that the perception of the community can change."

- "29 years ago, my son was in a developmental daycare and it always bothered me. I am so excited for the name change and thank you for supporting it."