

Special Education Department

School Committee Presentation
January 5, 2016

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Number of Special Education Students

- As of December 1, 2015 there are 2017 students receiving special education services in Framingham.

Breakdown by School

School	Special Ed. Students	Total # of Students	% of Special Ed. Students
As of December 1, 2015			
Juniper/BLOCKS	102	274	37.2%
Barbieri	138	696	19.8%
Brophy	96	517	18.6%
Dunning	96	488	19.7%
Hemenway	112	564	19.9%
King	11	159	6.9%
McCarthy	194	590	32.9%
Potter	70	503	13.9%
Stapleton	119	428	27.8%
Wilson	86	574	15.0%
Cameron	150	536	28.0%
Fuller	116	461	25.2%
Walsh	170	697	24.4%
FHS	297	2040	14.6%
Thayer	14	43	32.6%
OOD	246	246	100.0%
TOTAL	2017	8816	22.9%

Complex Student Needs

I am an
English
Language
Learner (ELL).

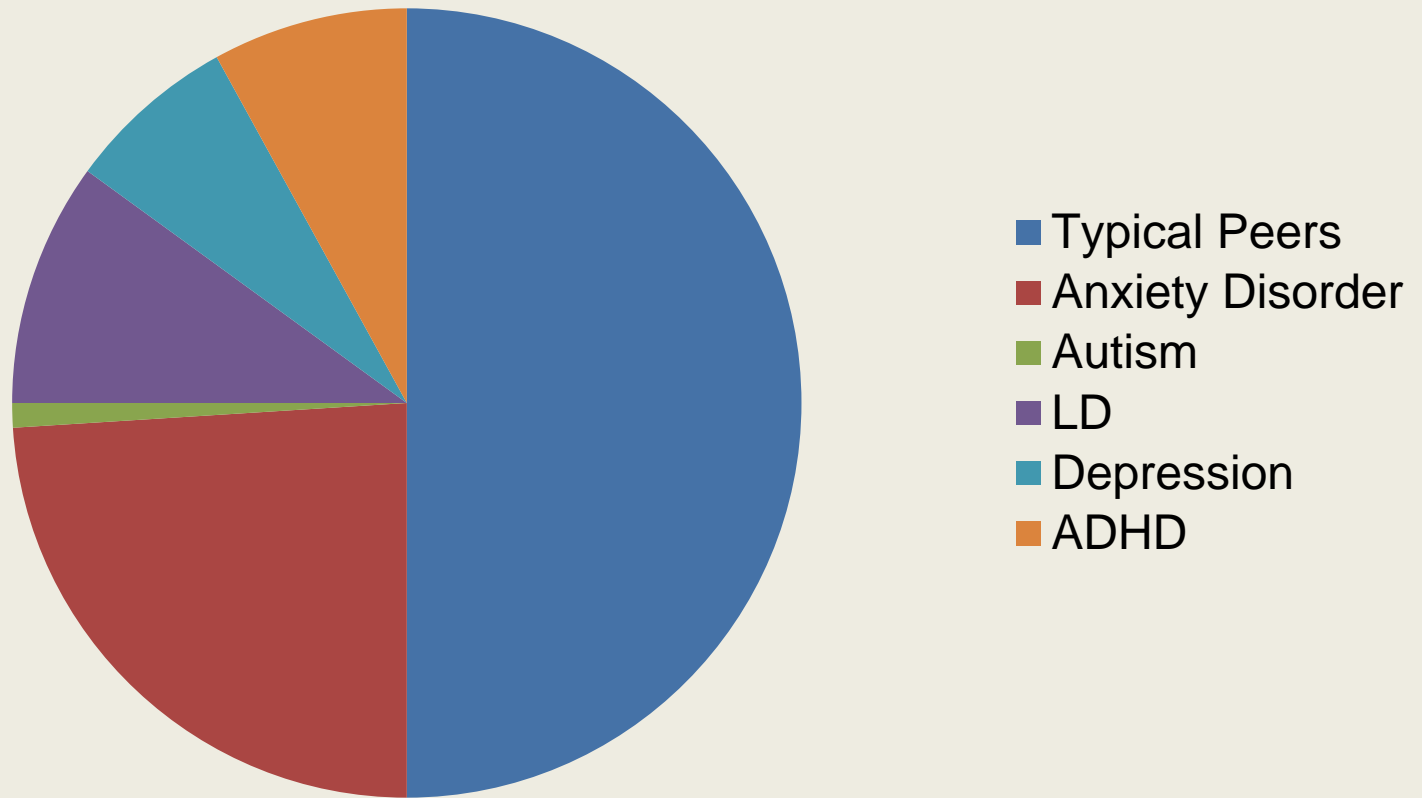
I have a
disability.

I have
experienced
trauma.

This is my
third
elementary
school this
year.



Who is in front of the classroom teacher?



Minahan, Jessica. "Theory Into Practice: Effective Strategies for Students with Anxiety-Related and Oppositional Behavior." ACCEPT-Mental Health Series. Hampton Inn, Natick. October 29, 2015. Lecture.

Additional Emotional/Behavioral Resources

- 2014-2015
 - 1.0 Behaviorist at McCarthy
- 2015-2016
 - 1.0 Behaviorist at Barbieri
 - 1.0 Behaviorist at Hemenway
 - 1.0 Social Worker for the Emotional Disability (ED) program at Stapleton (Walker Partnerships)

What is Inclusion?

- Inclusion is a term that expresses a commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend.
- Inclusion involves bringing the support services to the child rather than moving the child to the services.
- Inclusion provides opportunities for students to access the standard curriculum, using all adults throughout the day, with accommodations and modifications.

Grade Level Inclusion...

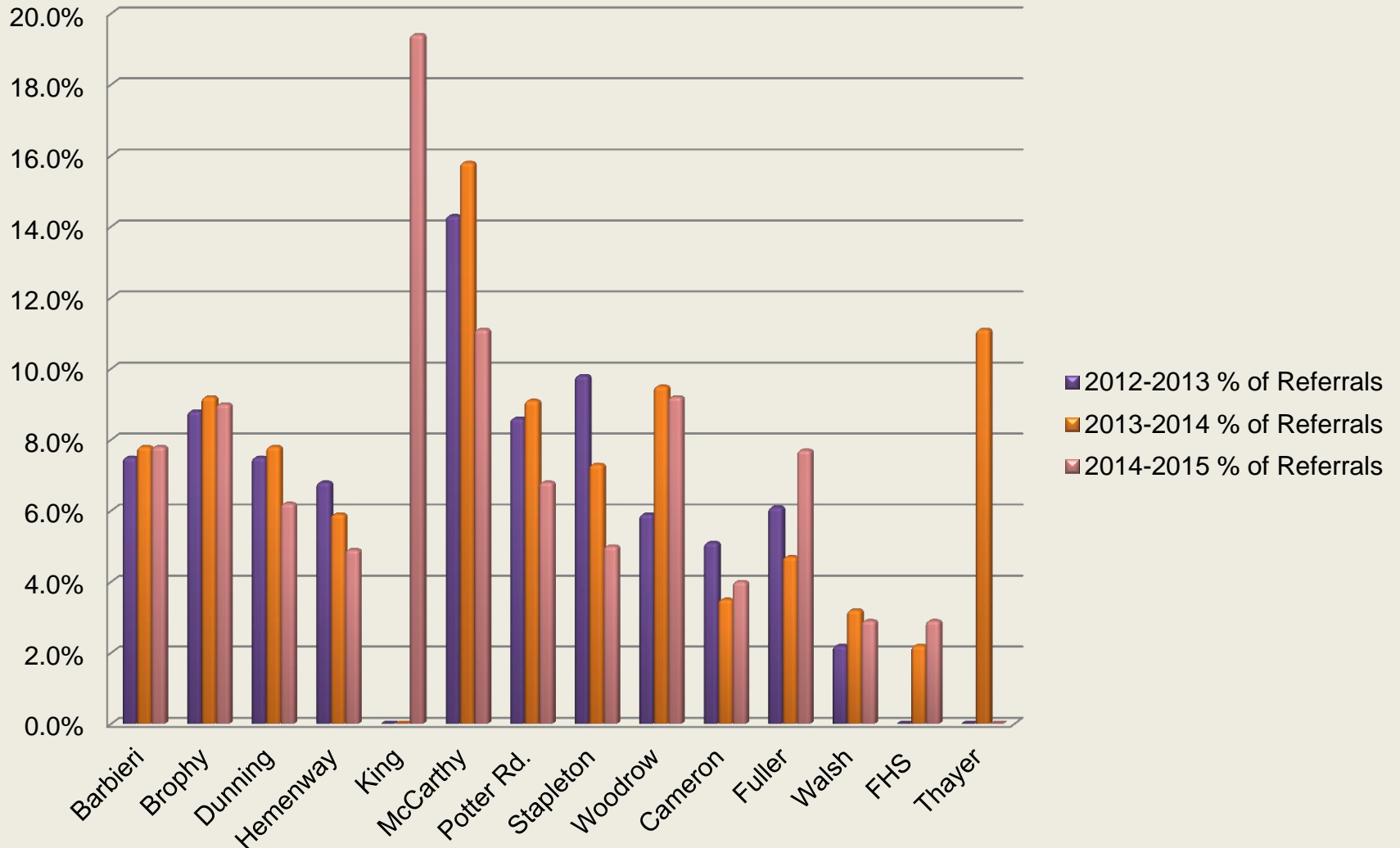
- supports Tier I and Tier II interventions, reducing the number of referrals
- increases opportunities for carryover and generalization of skills
- maximizes grade level expertise for special educators
- supports our vision that all educators work with ALL students

Grade Level Inclusion Staffing

- 6 special education positions were added between 2012-2015 to support this new model.
 - Brophy- 2 special educators
 - Barbieri- 2 special educators
 - Potter Road- 2 special educators
- Eight elementary schools are providing grade level inclusion.
- Dunning is currently providing services in a separate setting and requires additional staff in order to provide grade level inclusion.

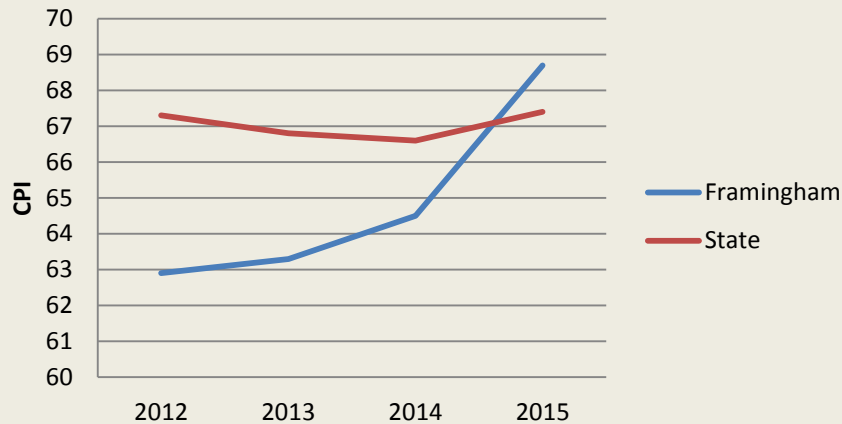
Special Education Referral Data
2014-2015

Percentage of Referrals District Wide 2012-2015

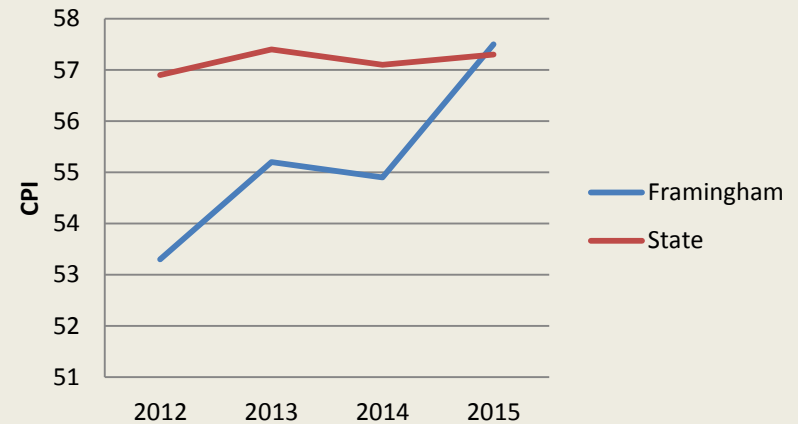


Special Education Students Narrowing the Proficiency Gap

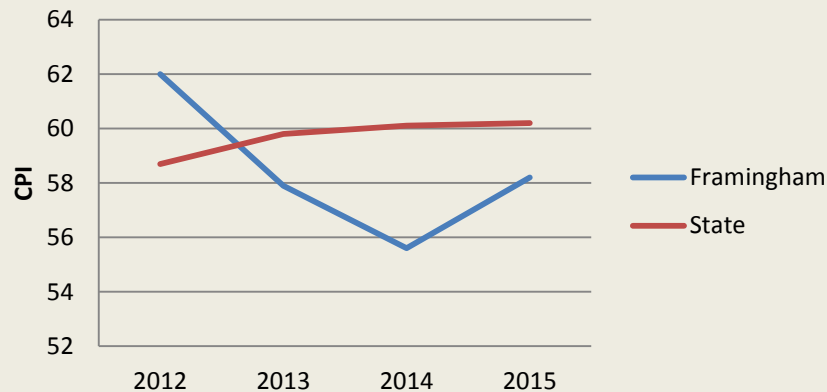
ELA Proficiency Gap Narrowing



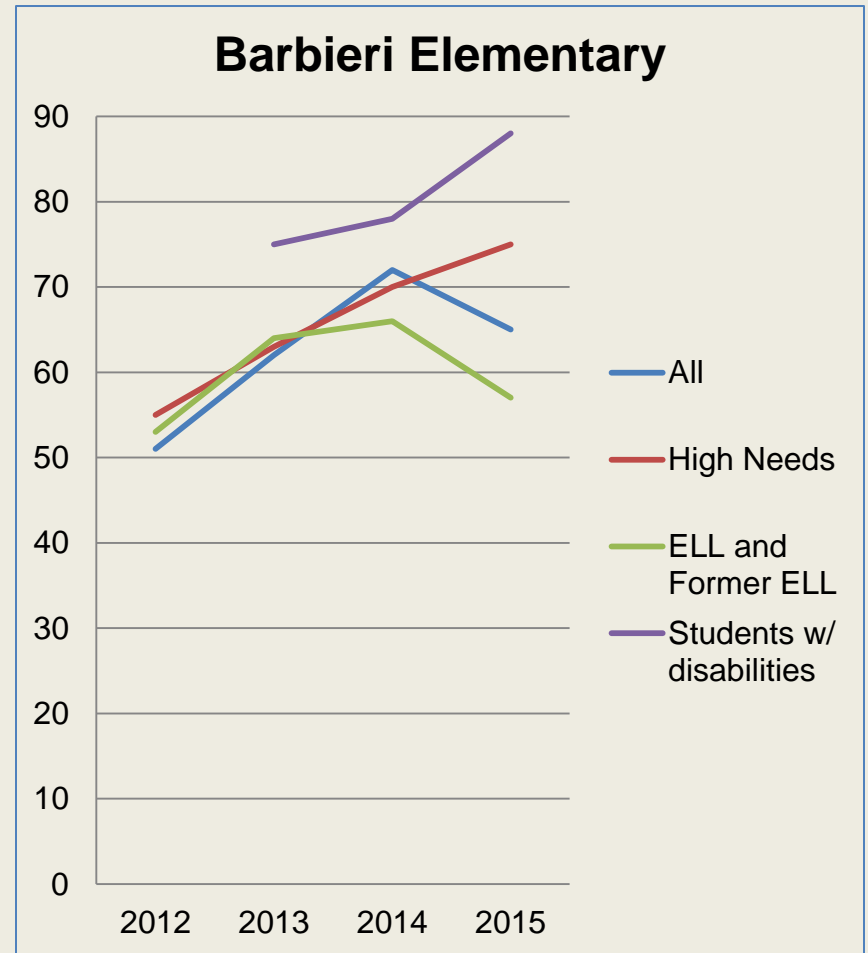
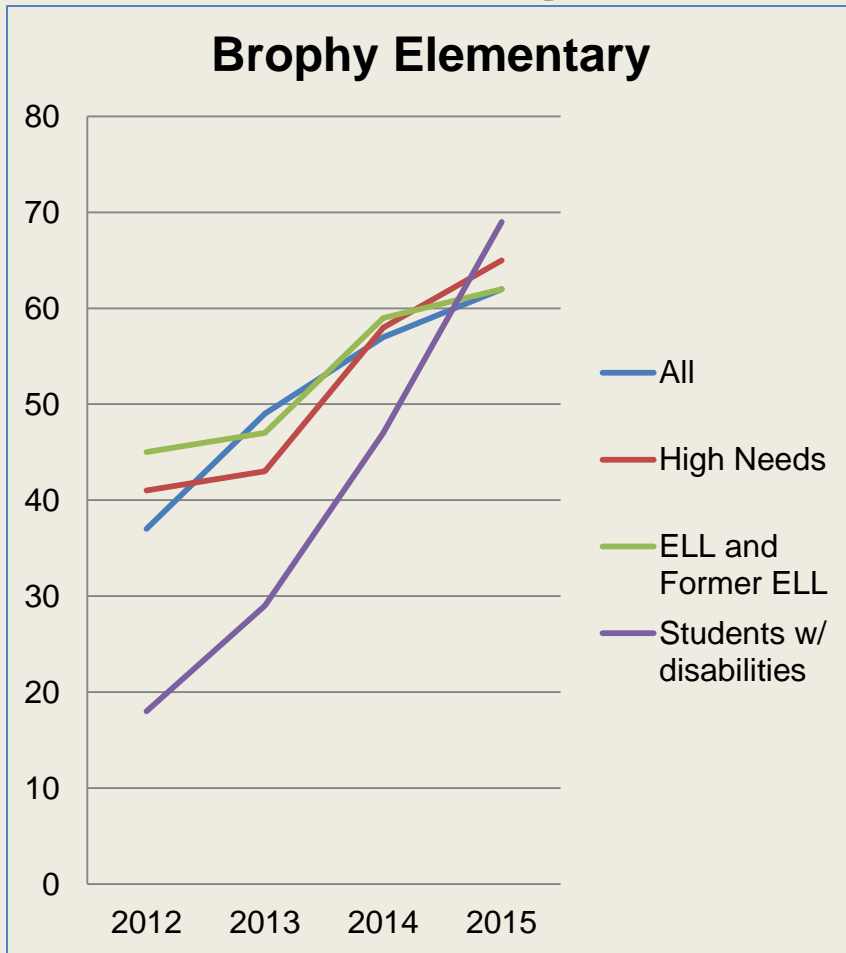
Math Proficiency Gap Narrowing



Science Proficiency Gap Narrowing



Special Education Students Narrowing the Proficiency Gap



Program Partnerships

- Landmark School- third year of consultation for our Learning Disabilities (LD) program at McCarthy.
- Dr. Ross Greene's group is providing training on Collaborative Problem Solutions (CPS).
 - Phoenix Program at FHS- year 2
 - Emotional Disability Program at Cameron- year 1
 - Emotional Disability Program at Stapleton- year 1

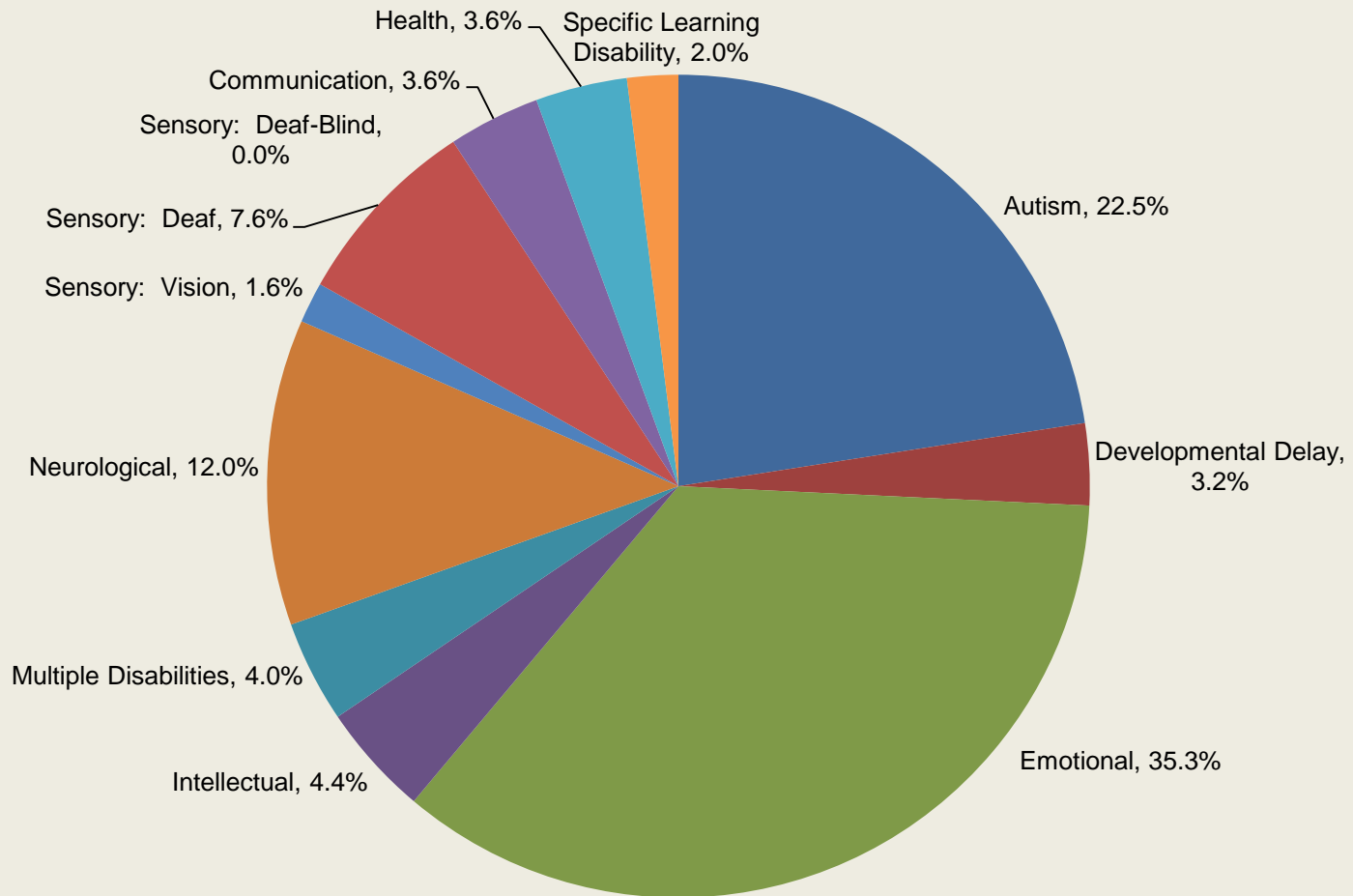
Professional Development

- ACCEPT Collaborative's 5-part "Mental Health in Schools" Series
 - 30 participants including social workers, nurses, psychologists and guidance counselors
 - *The 5 focus areas are:*
 - *Theory Into Practice: Effective Strategies for Students with Anxiety Related and Oppositional Behavior*
 - *Legal and Strategic Approaches to School Refusal*
 - *Understanding and Treating the Complex Puzzle of Non-Suicidal Self Injury*
 - *Trauma-Informed Care*
 - *Helping Students Manage Stress and Build Resiliency*

Professional Development Continued...

- Comprehensive Orton-Gillingham Training
 - 9 special educators will attend the week-long, 30 hour training in January.
 - Participants will be given the tools to incorporate multi-sensory strategies into an existing literacy curriculum.
 - The program is appropriate for K-3 reading proficiency for general and special education, remedial, and English Language Learners (ELL).

Special Education Students in Out-of-District Placements



Special Education Students in Out-of-District Placements

- Currently 33 New Placements in SY 2015
 - 20 were made SY 2014 , however, placements had not been secured
 - 3 students required 18-22 year old programs,
 - 9 move-ins requiring an out-of-district program
 - 13 referrals in SY 15
 - 2 move-ins requiring an out of district program
 - 11 in-district students requiring significant social-emotional supports

Special Education Move-In Students

	As of October 31	November	December	Total
TOTAL	51	6	6	63
Grade Level				
Pre-K	1			1
Elementary	29	1	2	32
Middle	13	4	3	20
High School	8	1	1	10
Disability				
DD	7	1		8
SLD	10	3	1	14
Austism	4			4
Emotional	13	1	3	17
Intellectual	2			2
Neurological	4	1	2	7
Communication	6			6
Health	3			3
Sensory	2			2
Program				
Therapy Only	5			5
Inclusion	13	5	1	19
Resource Room	10			10
Sub-Separate	13		3	16
Out of District	10	1	2	13
Evaluations in Progress				
	2	1		3

Future Planning

Development of a Multiple Disabilities Classroom (Grades 6-8)

3-Year Cost Analysis

School Year	Number of Students being outplaced	Estimated Cost (Including Tuition and Transportation)
2016-2017	3	\$300,000
2017-2018	5	\$500,000
2018-2019	7	\$700,000
	Total	\$1,500,000

Future Planning Continued

Development of a Multiple Disabilities Classroom (Grades 6-8)

Program Startup Costs

2016-2017	
Special Educator	\$50,000
Assistant Teacher	\$25,000
Classroom Aide	\$25,000
Equipment and Supplies	\$40,000
Total	\$140,000

We will continue to...

- work on developing more in-district programming.
- assess the effectiveness of special education programming and support improvements as needed.
- partner with our F-SEPAC in providing the necessary support to our families.
- collaborate with the Bilingual Department and the Health and Wellness Department to ensure the we are meeting the complex needs of our students.