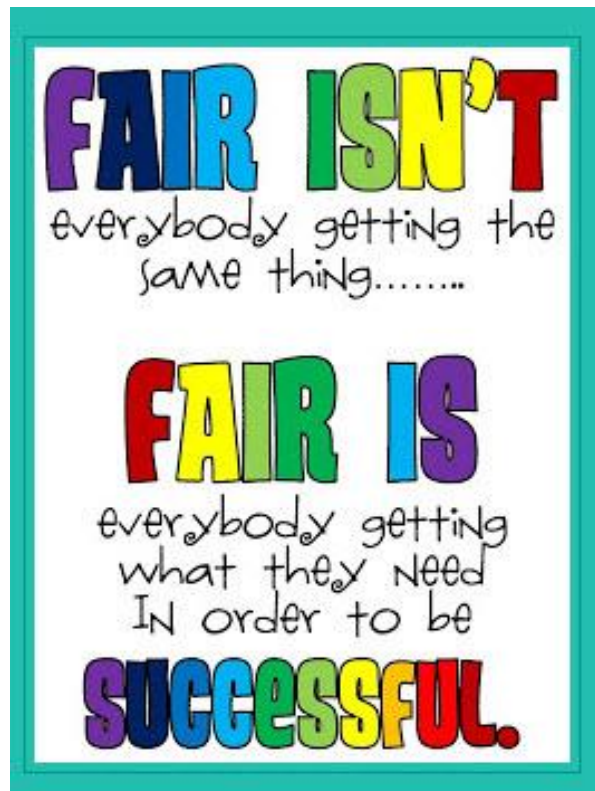


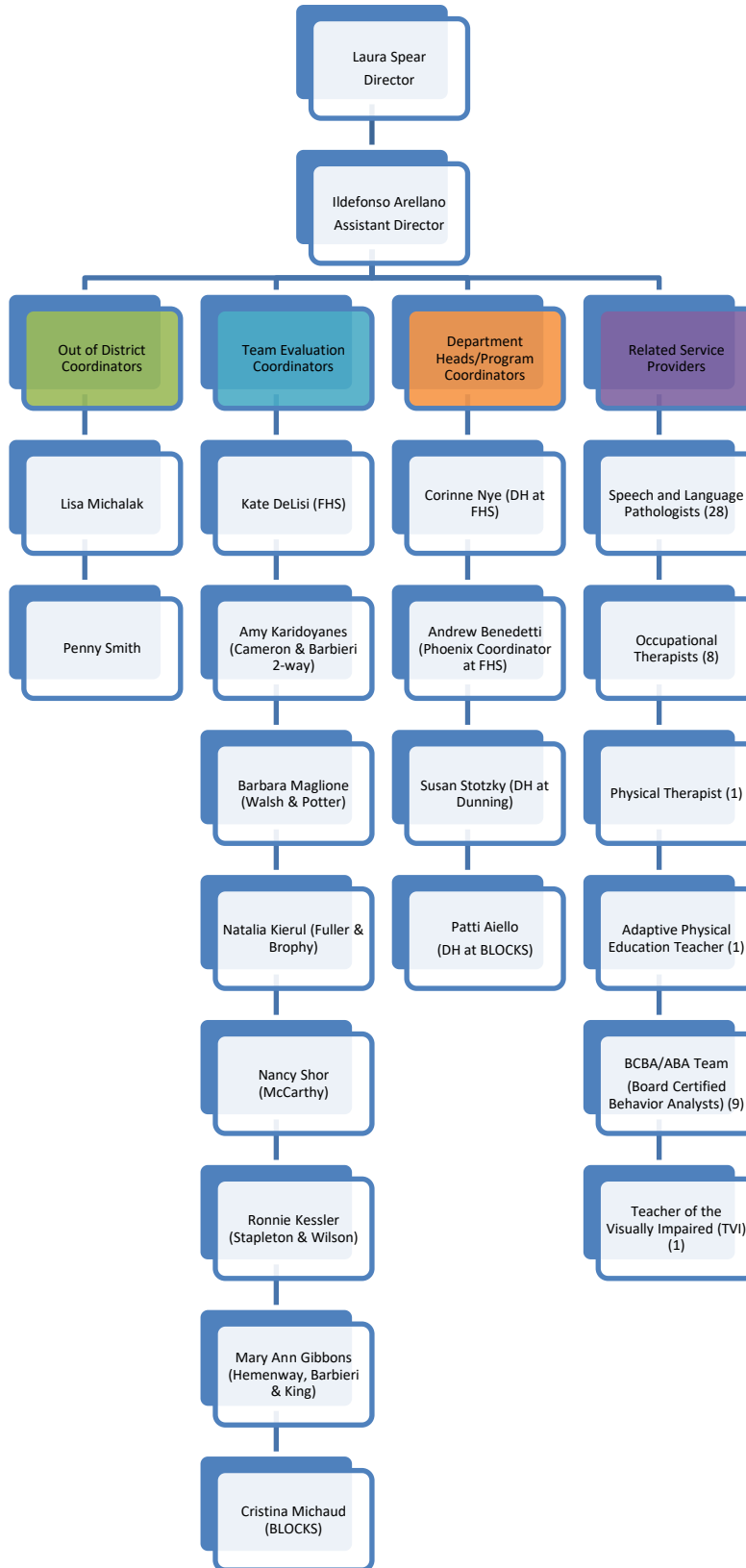
March 15, 2017



The Vision of the Special Education Department includes...

- ✓ Ensuring equitable resources and supports in all schools
- ✓ Servicing students in the Least Restrictive Environment (LRE)
- ✓ Creating Special Education program strands that can be located in one school, reducing transitions
- ✓ Continuing to assess the effectiveness of special education programming and supporting improvements as needed

# Special Education Department Organizational Overview

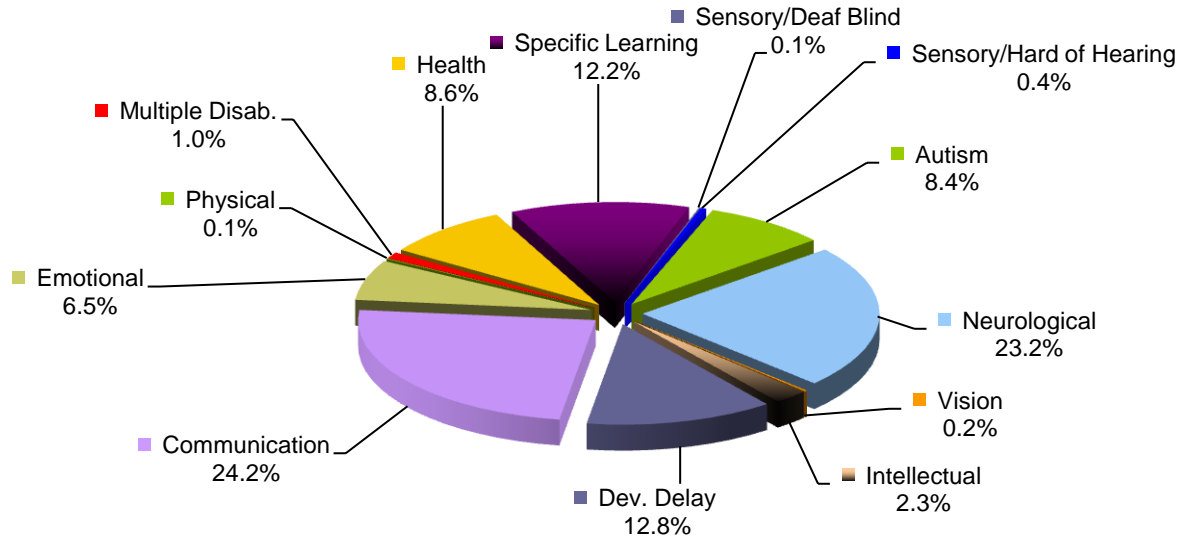


## Special Education Student Summary

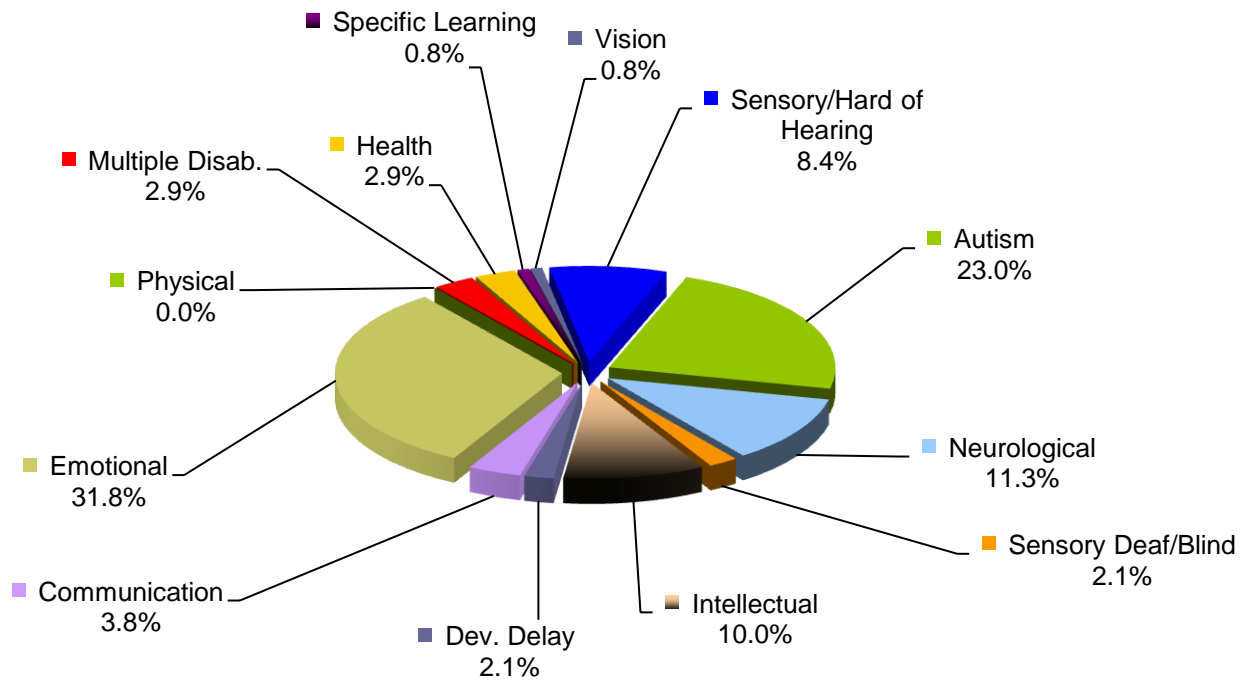
- As of March 8, 2017, there are 2038 students (22.6%) in Framingham receiving special education services and 252 of those students are in out-of-district placements (we are currently only financially responsible for 245 of those students).
- Below is a comparison of the special education numbers at the beginning of the school year and as of March 8, 2017.
- Our percentage has slightly decreased over the past 3 years.
  - March, 2015- 23.7%
  - March, 2016- 23%
  - March, 2017- 22.6%

School	Special Ed. Students	Total # of Students	% of Special Ed. Students	Special Ed. Students	Total # of Students	% of Special Ed. Students
	As of September 14, 2016			As of March 8, 2017		
Juniper/BLOCKS	79	239	33.1%	113	280	40.4%
Barbieri	136	691	19.7%	145	688	21.1%
Brophy	78	504	15.5%	88	525	16.8%
Dunning	97	480	20.2%	98	485	20.2%
Hemenway	118	573	20.6%	124	583	21.3%
King	25	255	9.8%	29	246	11.8%
McCarthy	178	560	31.8%	187	559	33.5%
Potter	85	502	16.9%	77	527	14.6%
Stapleton	101	394	25.6%	111	387	28.7%
Wilson	80	567	14.1%	86	587	14.7%
Cameron	154	557	27.6%	150	549	27.3%
Fuller	116	463	25.1%	112	480	23.3%
Walsh	177	725	24.4%	171	723	23.7%
FHS	303	2072	14.6%	283	2085	13.6%
Thayer	14	46	30.4%	12	45	26.7%
OOD	243	243	100.0%	252	252	100.0%
<b>TOTAL</b>	<b>1984</b>	<b>8871</b>	<b>22.4%</b>	<b>2038</b>	<b>9001</b>	<b>22.6%</b>

**In District Primary Disability Percentage (March, 2017)**



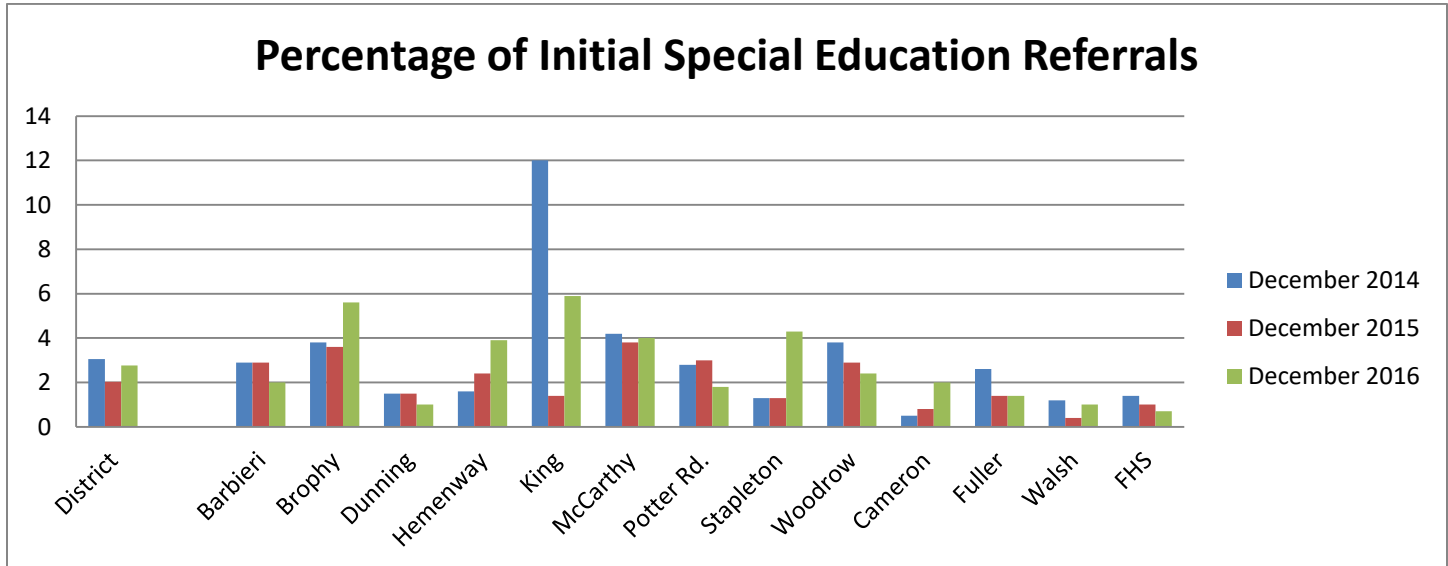
**Out of District Primary Disability Percentage (March, 2017)**



## Referral Data

### **Comparison Referral Data**

The data below reflects special education referrals during the first 4 months of the school year for the last three years. Special education referrals may include a related service evaluation (e.g., PT, OT, Speech, etc.), psycho-educational testing, or a combination of both.



### **2017-2018 Specialized Program Locations**

Over the past four years, great strides have been made in reducing the transitions for our specialized programs and creating stands that can be housed in one school location from K-5.

Multiple Disabilities Program	Barbieri K-5
Language and Learning Disabilities (LLD) Program	McCarthy K-5
Emotional Disability (ED) Program	Stapleton K-5
Autism (ASD) Program	Dunning K-5
Developmental Delay (DD) Program	Hemenway K-2 Barbieri 3-5

### **Collapsing of The NECC Partnership Classroom at Dunning for the 2017-2018 School Year**

- Framingham started the NECC Partnership Classroom in August, 2011. At the time, it was mutually beneficial for us programmatically and financially.
- Circuit Breaker funding was very low and it was a cost savings to bring the NECC Partnership classroom to Framingham so that the students could remain in the least restrictive environment.
- At the time, we had a full classroom of seven and at its' peak two years ago, we had nine students in the classroom.
- After looking at the cost projections for next year, along with having a reduced cohort of students now since some are going to be sixth graders, the NECC Partnership Classroom is no longer benefiting us from a financial standpoint.
- The NECC Partnership Classroom has had a lasting positive impact on the internal Autism classrooms that we have at Dunning. The collaboration has only enhanced our own programming.

## **Program Review and Professional Development- Grant Funded**

- For the first time this year, we were instructed to use a small portion (2%) of the 240 Federal Special Education Grant to improve student outcomes for special education students at Level 3 schools. Our focus this year has been at Fuller where a consultant has been working with a team at Fuller to review our Inclusion Program, assess the effectiveness of the program and ultimately create an action plan, including professional development that can begin implementation next year.
- The 274 Special Education Professional Development Grant has a continued focus on Social Emotional Learning. This year, the grant is supporting the following:
  - The Phoenix Program at the high school is in the third year of having focused professional development and coaching from Dr. Ross Greene's group on the Collaborative and Proactive Solutions (CPS) model, formally known as Collaborative Problem Solving.
  - The Emotional Disabilities (ED) programs at Stapleton and Cameron are participating in CPS professional development for both special education and non-special education staff.
  - The remaining funds from this grant are supporting initiatives from the Department of Health and Wellness, under Judy Styer's direction, including professional development on Restorative Justice and Social Emotional Learning (SEL).

## **Program Development for the 2017-2018 School Year**

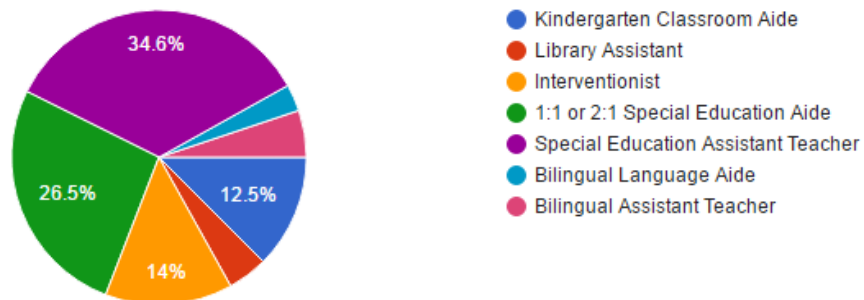
- We are excited to announce that we will be starting a middle school Multiple Disabilities Program at Cameron Middle School. (This program development was delayed one year due to us not having a large enough cohort of students to quantify starting a classroom.)
  - Currently we only have a multiple disabilities program for students at BLOCKS and at Barbieri, Grades 1-5.
  - The program will start with three 6<sup>th</sup> grade students next year who will be coming from the Barbieri classroom.
  - The average tuition cost per student at an out of district placement, including wheel chair transportation is \$100,000.
  - The District would be paying \$300,000 per year for these 3 students. Over the course of their middle school years (3 years) the district would be paying a total of \$900,000, minus circuit breaker funding that we are reimbursed from the state.
  - By creating a program with some upfront costs for supplies, equipment and staffing, we will have a financial savings ensuring that the students remain in the least restrictive environment within their school communities.

## Unit T and Future Professional Development

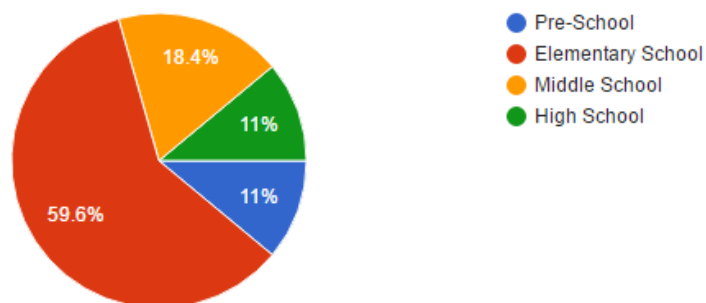
- There are approximately 175 special education paraprofessionals (assistant teachers and aides) and an additional 90 staff who are a part of the Unit T group, including language aides, classroom aides, interventionist aides, interventionist teachers and library assistants.
- After collaboration with Diane Modest and FTA representatives, a short survey was developed and sent out to all Unit T members in January.
- We recently met to review the survey results and will be determining the next steps in bringing the preferred topics to the staff next year.

**SUMMARY**    INDIVIDUAL    Accepting responses

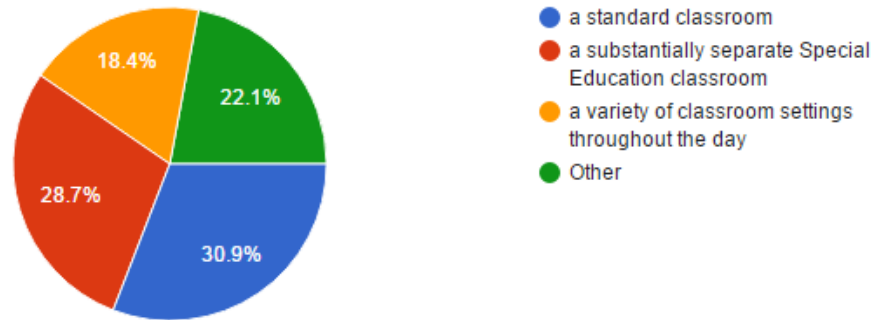
I currently work as a/an: (136 responses)



I currently work at the following level: (136 responses)

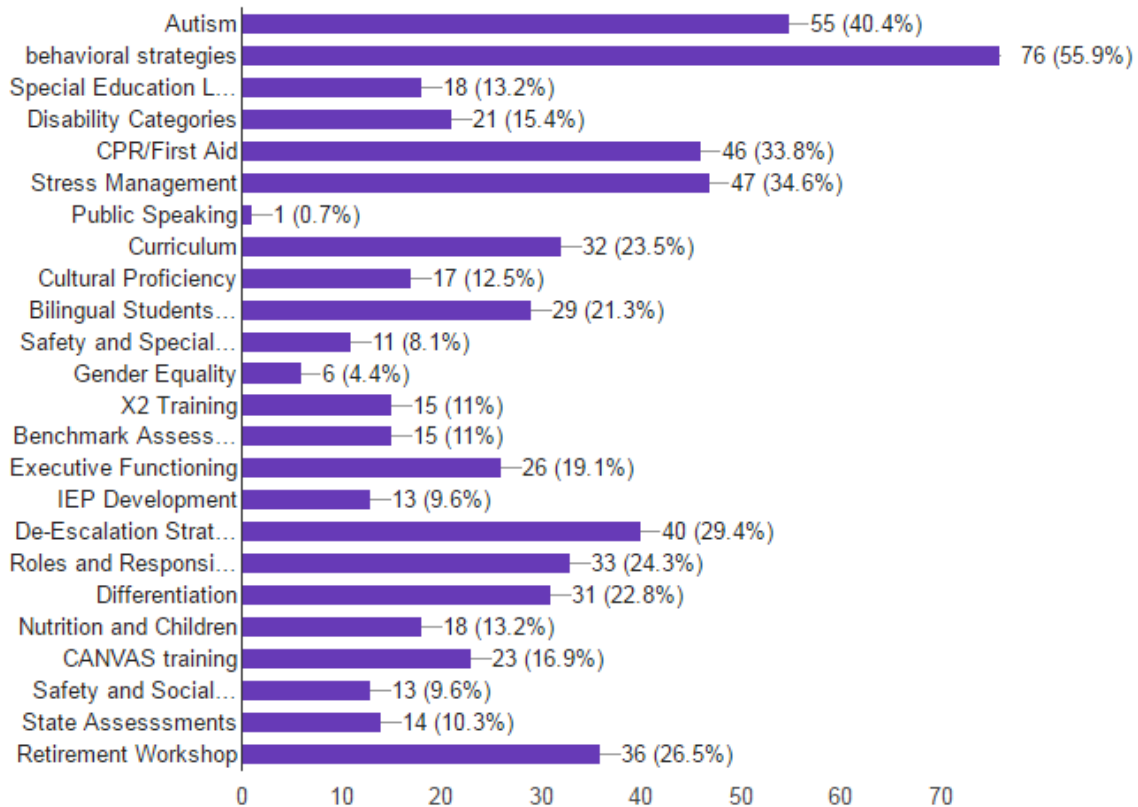


I work in: (136 responses)



Please check the top 5 topics that are most interesting to you for future professional development offerings.

(136 responses)

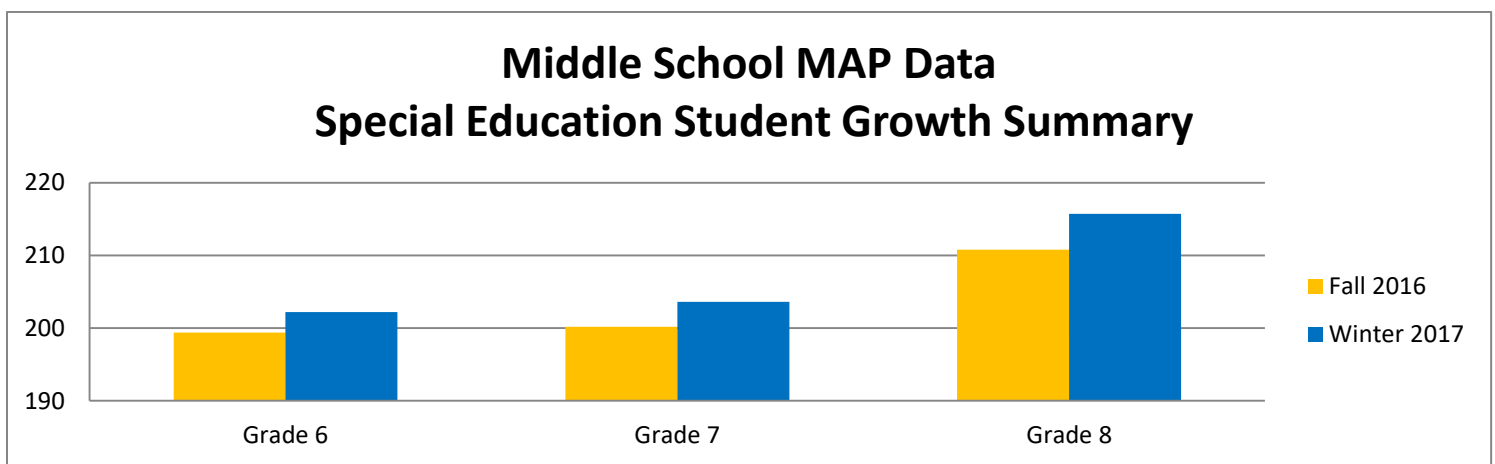




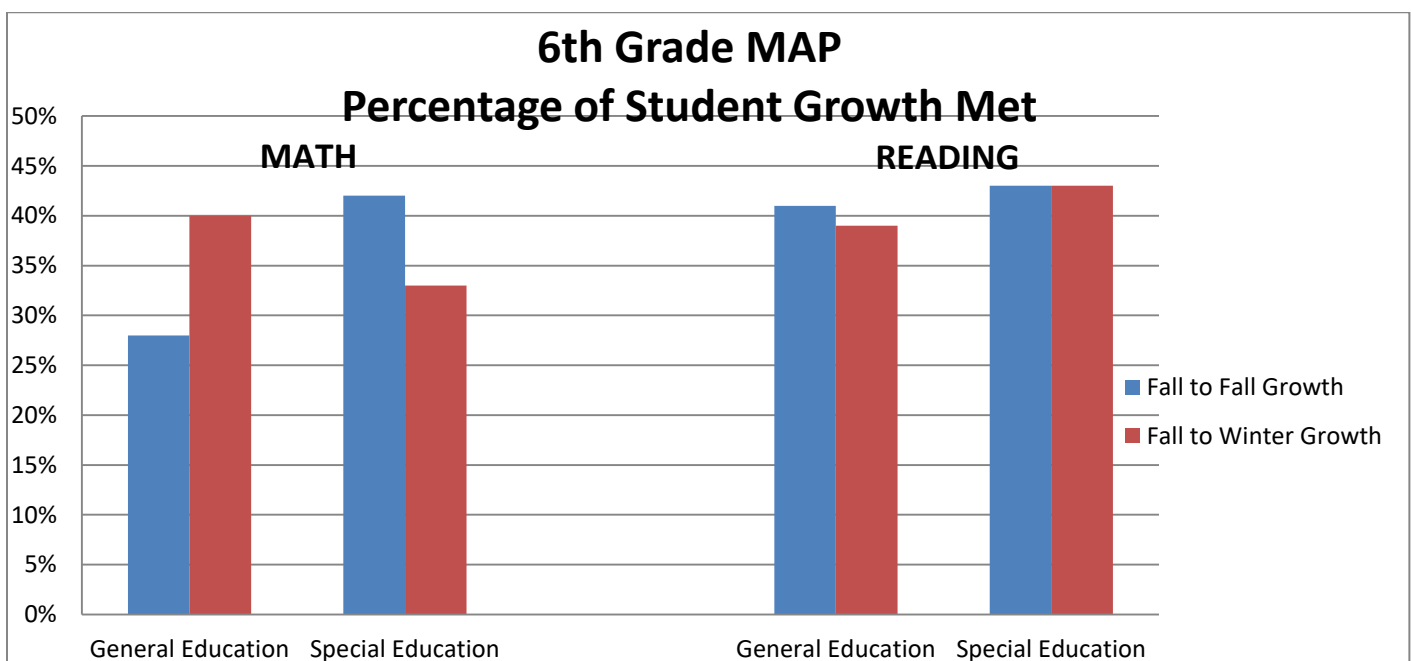
## MAP Growth Data

Measures of Academic Progress (MAP) is an online assessment that is aligned to the Common Core standards. MAP assessments are used to measure each student's progress or growth in school for Reading and Mathematics. All Middle Schools administered MAP for 6<sup>th</sup> and 7<sup>th</sup> grades. Only Fuller Middle School administered MAP for eighth grade.

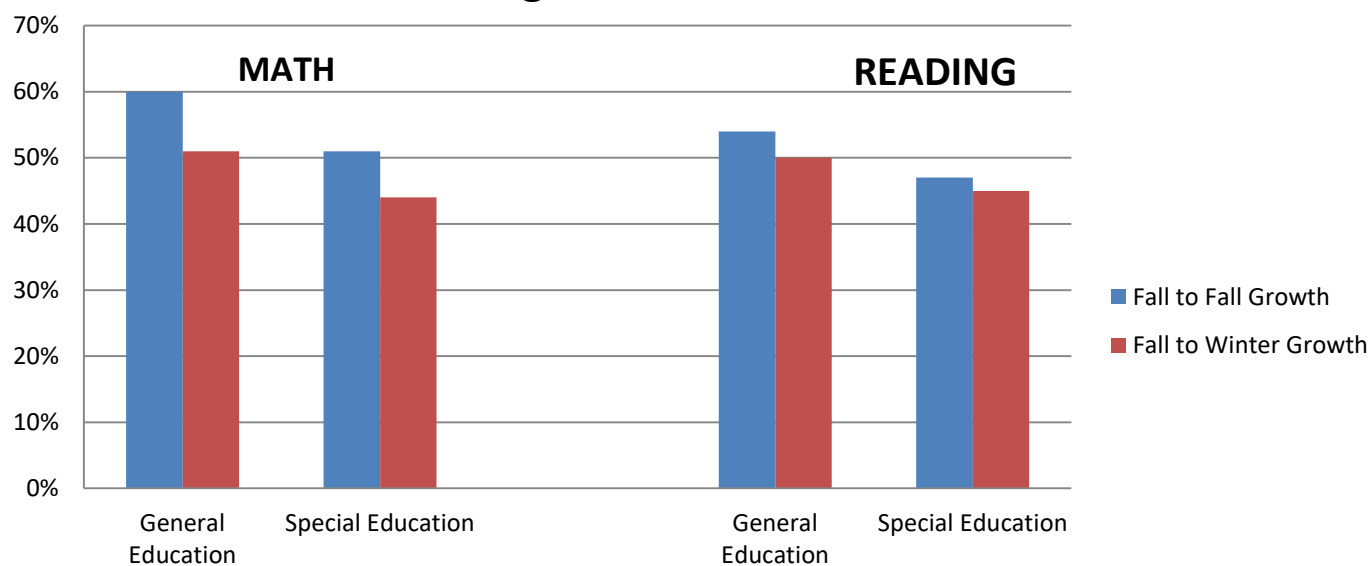
While our middle school special ed. students had observable growth at all grade levels, 6<sup>th</sup> and 7<sup>th</sup> grade special education students did not make the projected growth for the Winter 2017. Eighth grade special education students exceeded their growth projections during the Winter assessment from 2.0 to 4.9.



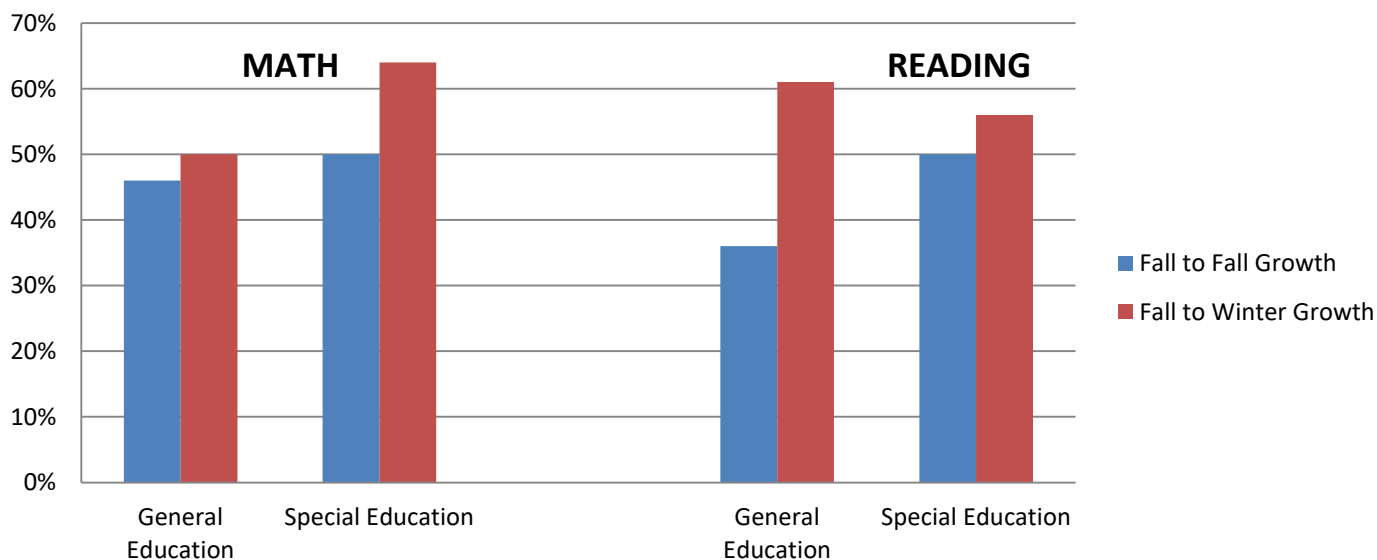
The tables below show the percentage of general education and special education students who met their growth projections during the Fall and Winter assessments.



## 7th Grade MAP Percentage of Student Growth Met



## 8th Grade MAP Percentage of Student Growth Met



\*Only Fuller Middle School administered MAP for eighth grade.

## Coordinated Program Review (CPR)- Mid Cycle 2017-2018

- The Special Education Department is audited every six years with a Coordinated Program Review (CPR).
- The DESE was in Framingham for the student record review on November 24-25, 2014.
- We received the Final CPR report on May 8, 2015, met with the DESE liaison on May 28, 2015 and had our final Corrective Action Plan (CAP) due to the DESE no later than June 12, 2015.
- Our Corrective Action Plan was approved in March, 2016.
- **The Mid Cycle Review (MCR) will be occurring during the 2017-2018 school year.** The Department will send staff for two days to our offices to review records, speak with some staff and ask for any additional documents necessary to conduct the review. They will focus the MCR on the following areas:
  - Adhering to timelines
  - IEP Development
  - Fine tuning the process when students turn 18
  - Documenting in detail why a student needs to receive instruction outside of the general education classroom.
  - Translating documents for parents
  - Looking at instructional group size and ensuring that we are in compliance with teacher/staff ratios.
  - Reviewing the manifestation determination process
  - Ensuring and documenting the special education training that occurs annually at each building.

## Challenges and their Impact on the Budget

While the total percentage of special education students has slightly decreased this year, the complex social and emotional needs of our students continue to increase. Specifically, building leaders are seeing students at a much younger age, including as young as preschool age, exhibiting significant emotional disabilities. Last spring we were financially responsible for 236 out-of-district students. This year we have 246 students in out-of-district schools. The increase of 10 students can yield additional costs between \$700,000-1,000,000 for both tuition and transportation costs. Out of the 246 students placed in out-of-district schools, 24% are under the age of 12, including pre-school age students. Just four years ago in June, 2013, 18% of our out-of-district students were under the age of 12. This notable spike supports the increased social and emotional need that principals are reporting. Unfortunately, FPS and the town will continue to feel the financial impact of the out-of-district tuitions.

Every year we experience cost increases that are beyond our control. Some of these increases include private school reconstruction costs and private school cost of living adjustment (COLA) increases. Currently the SY18 Reconstruction increases total \$85,000 and the SY18 COLA increase is estimated at \$275,000. These are two examples of unpredictable costs that significantly impact the budget each year. Since July, 2016, we have also experienced a \$500,000 increase in tuition costs due to students moving into Framingham. Another important piece of data to look at regarding out-of-district placements is the range of tuition cost. Last year at this time, 28 students were in placements that were more than \$100,000 and 2 students were in placements that were more than \$200,000. One year later, we have 39 students in programs that cost more than \$100,000 and 4 students who are in programs that cost more than \$200,000.

In an effort to mitigate the increasing costs of out-of-district placements, we continue to develop internal programs to support our students. Next year, we are starting a middle school classroom for students with multiple disabilities. Typically the students would be placed in out-of-district schools after 5th grade. We are excited that the students will continue to be a part of our school community.

The information below provides a breakdown of our 39 out-of-district placements with a tuition greater than \$100,000.

- Currently our 246 out-of-district placements cost \$18.2 million
- The tuition for these 39 placements totals \$5.4 million (30% of the tuition budget).
- Therefore the other 207 student placements total \$12.8 million

**Autism In-District and Out-of-District Comparison**

- There are 210 students in Framingham with an Autism disability receiving special education services.
- Of the 210 students, 55 require an out-of-district setting.
- The highlighted tuitions listed below reflect the cost of 29 of our students with Autism who require an intensive level of service.
- We have an additional 26 students with Autism placed in out-of-district schools that have a tuition lower than \$100,000.
- The Special Education Department has worked very hard to improve and enhance our internal Autism programming from pre-school through the high school. As a result of those efforts, 155 of the students with Autism are receiving supports in our public schools in the Least Restrictive Environment (LRE).

<b>SY17 Students costing over \$100,000</b>	
Learn Ctr for Deaf	102,571.92
Learn Ctr for Deaf	102,571.92
Accept Collab	102,832.10
Darnell	103,167.22
Crossroads	103,793.55
Crossroads	103,793.55
Nashoba Learning	104,345.28
Nashoba Learning	104,345.28
Nashoba Learning	104,345.28
RCS Learning Ctr	104,958.72
Accept Collab	107,385.65
Learn Ctr	107,555.58
Melmark, Inc.	109,653.92
Melmark, Inc.	109,653.92
Perkins Sch for B	110,317.12
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
NE Ctr for Child	111,910.08
May Institute	112,351.64
May Institute	112,351.64
Learn Ctr	114,255.05
Perkins Sch for B	119,744.22
RCS Learning Ctr	120,810.53
Crossroads	122,793.55
Perkins Sch for B	134,794.04
Perkins Sch for B	143,955.08
Evergreen Ctr	160,923.36
Boston Higashi R	180,840.48
Perkins Sch for B	185,178.50
Dr Frank Perkins	190,171.98
Guild for Human S	249,553.05
NE Ctr for Child	277,721.08
NE Ctr for Child	331,409.57
Amego	371,966.56
	5,405,391.98