
Special Education Program Update

— January 29, 2020 —

Intro

- Who are our special education students?
- Where are our specialized programs and what are our challenges and our opportunities?
- What trends are we seeing at BLOCKS?
- How does the growth at BLOCKS impact elementary program development and the budget?
- When is our next special education audit/review?

Who are our students?

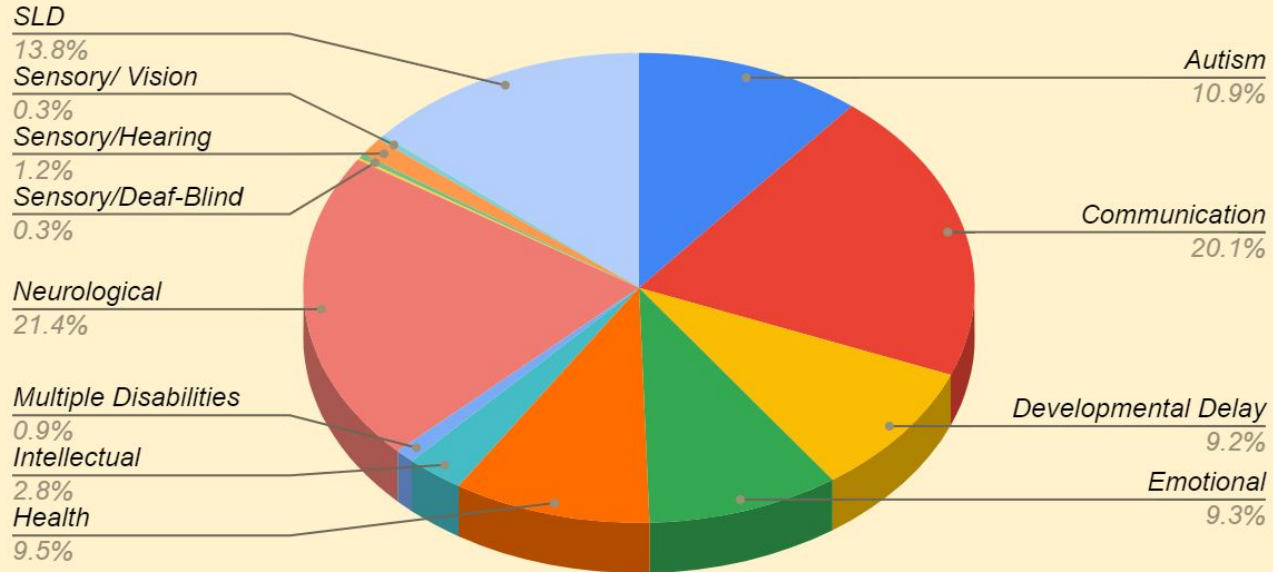
- 2054 students
- 1837 in-district
- 217 out-of-district
(private or collaborative setting)

What are their services?

- 222 (12.1%) receive therapy only supports
- 1157 (63%) receive partial or full inclusion
- 458 (24.9%) receive sub separate supports

Special Education In-District Disability Overview

FPS Students with Disabilities by Category



2019-2020 Special Education Programs

PRE-SCHOOL

Sub-Separate Classrooms

- 1 full day classroom for students with Multiple Disabilities
- 1 full day classroom for students with Developmental Delays
- 5 half day classrooms for students with Developmental Delays
- 4 half day classrooms for students with Autism
- 2 full day classrooms for students with Autism

Inclusion Classrooms

- 8 half day classrooms

Related Services

Program Types: Developmental Delay (DD), Autism Spectrum Disorder (ASD), Multiple Disabilities (Multi)

ELEMENTARY

Barbieri <ul style="list-style-type: none">• DD/II Sub-Separate Program, Grades 3-5• Multiple Disabilities Sub-Separate Program, Grades K-5• Inclusion• Resource Room Support• Related Services	Brophy <ul style="list-style-type: none">• Inclusion• Resource Room Support• Related Services	Dunning <ul style="list-style-type: none">• ASD Sub-Separate Program, Grades K-5• Inclusion• Resource Room Support• Related Services
Hemenway <ul style="list-style-type: none">• DD Sub-Separate Program, Grades K-2• Inclusion• Resource Room Support• Related Services	King <ul style="list-style-type: none">• ASD Sub-Separate Program, Grade K-1• Inclusion• Resource Room Support• Related Services	McCarthy <ul style="list-style-type: none">• LD Sub-Separate Program, Grades 1-5• Inclusion• Resource Room Support• Related Services
Potter Road <ul style="list-style-type: none">• Inclusion• Resource Room Support• Related Services	Stapleton <ul style="list-style-type: none">• ED Inclusion Program, Grades K-5• ED Sub-Separate Classroom (as needed), K-5• Inclusion• Resource Room Support• Related Services	Wilson <ul style="list-style-type: none">• Inclusion• Resource Room Support• Related Services

Program Types: Developmental Delay (DD), Intellectually Impaired (II), Learning/Language Disability (LD), Emotional Disability (ED), Autism Spectrum Disorder (ASD), Multiple Disabilities (Multi)

2019-2020 Special Education Programs

MIDDLE

Cameron

- ED Inclusion Program, Grades 6-8
- LD Sub-Separate Program, Grades 7-8
- Multiple Disabilities Sub-Separate Program, Grades 6-8
- Inclusion
- Resource Room Support
- Related Services

Fuller

- II Sub-Separate Program, Grades 6-8
- ASD Sub-Separate Program, Grades 6-8
- Inclusion
- Resource Room Support
- Related Services

Walsh

- LD Sub-Separate Program, Grades 6-8
- Inclusion
- Resource Room Support
- Related Services

Program Types: Intellectually Impaired (II), Learning/Language Disability (LD), Emotional Disability (ED), Autism Spectrum Disorder (ASD), Multiple Disabilities (Multi)

2019-2020 Special Education Programs

HIGH SCHOOL

Learning Center

- Sub-Separate Program for students with II
- Sub-Separate Program for students with ASD
- Sub-Separate Program for II (Spanish and Portuguese)

Phoenix Program

- Sub-Separate Program for students with Emotional Disabilities, Grades 9-12

Inclusion

Related Services

Program Types: Intellectually Impaired (II), Emotional Disability (ED), Autism Spectrum Disorder (ASD)

Special Ed. Program Strand Committee Update

- Committee included parents, administrators at the elementary and secondary level, and district administrators.
- February 1, 2019- met to establish goals of the committee
- March 14, 2019- Met with Matt Torti, Director of Buildings and Grounds, to review space usage and the most recent demographic study
- May 9, 2019- Met with Mikaele Neves, Director of the Parent Information Center, to review Kindergarten registration process, and classroom spaces at the elementary schools
- June 10, 2019- Reviewed challenges and priorities with Dr. Tremblay

Goals of the Committee

- Ensure that each of our specialized programs are in one elementary school, eliminating the need for a transition to a new school at third grade.
- All of our specialized programs should follow the same middle school feeder pattern as their peers.
- Once the changes have been made, the district will need to invest in building the expertise of the staff in those buildings.

Framingham Public Schools Feeder Pattern

FHS								
Cameron			Fuller			Walsh		
Potter Rd.	Stapleton	Wilson	Brophy	King	McCarthy	Barbieri	Dunning	Hemenway

Framingham Public Schools Feeder Pattern Including Special Education Strands

FHS								
Cameron ED Program <ul style="list-style-type: none"> • Inclusion Grades 6-8 *LD Program <ul style="list-style-type: none"> • 2 Sub-Separate Classrooms <ul style="list-style-type: none"> = Grade 7 = Grade 8 Muti Program <ul style="list-style-type: none"> • 1 Sub-Separate Combo Grade 6-8 			Fuller II Program <ul style="list-style-type: none"> • 4 Sub-Separate Combo Grades 6-8 ASD Program <ul style="list-style-type: none"> • 1 Sub-Separate Combo Grades 6-8 			Walsh *LD Program <ul style="list-style-type: none"> • 6 Sub-Separate Classrooms <ul style="list-style-type: none"> = 2 - Grade 6 = 2 - Grade 7 = 2 - Grade 8 		
Potter Rd.	Stapleton ED -Inclusion K - 5 -2 Sub-Separate Grades 1 - 3 Grades 4 - 5	Wilson	Brophy	King ASD -1 Sub-Separate Grades K-1	McCarthy LD -3 Sub-Separate Grades 2-3 Grade 3-4 Grade 4 Grades 4 - 5 Grade 5	Barbieri DD/II -3 Sub-Separate Grade 3 Grade 4 Grade 5 Multi -2 Sub-Separate Grades K-2 Grades 3-5	Dunning ASD -4 Sub-Separate Grade K Grades K-1 Grades 2-3 Grades 3-4-5	Hemenway DD -3 Sub-Separate Grades K - 1 Grades K - 1 Grade 2

Program Types: Developmental Delay (DD), Intellectually Impaired (II), Learning/Language Disability (LD), Emotional Disability (ED), Autism Spectrum Disorder (ASD), Multiple Disabilities (Multi)

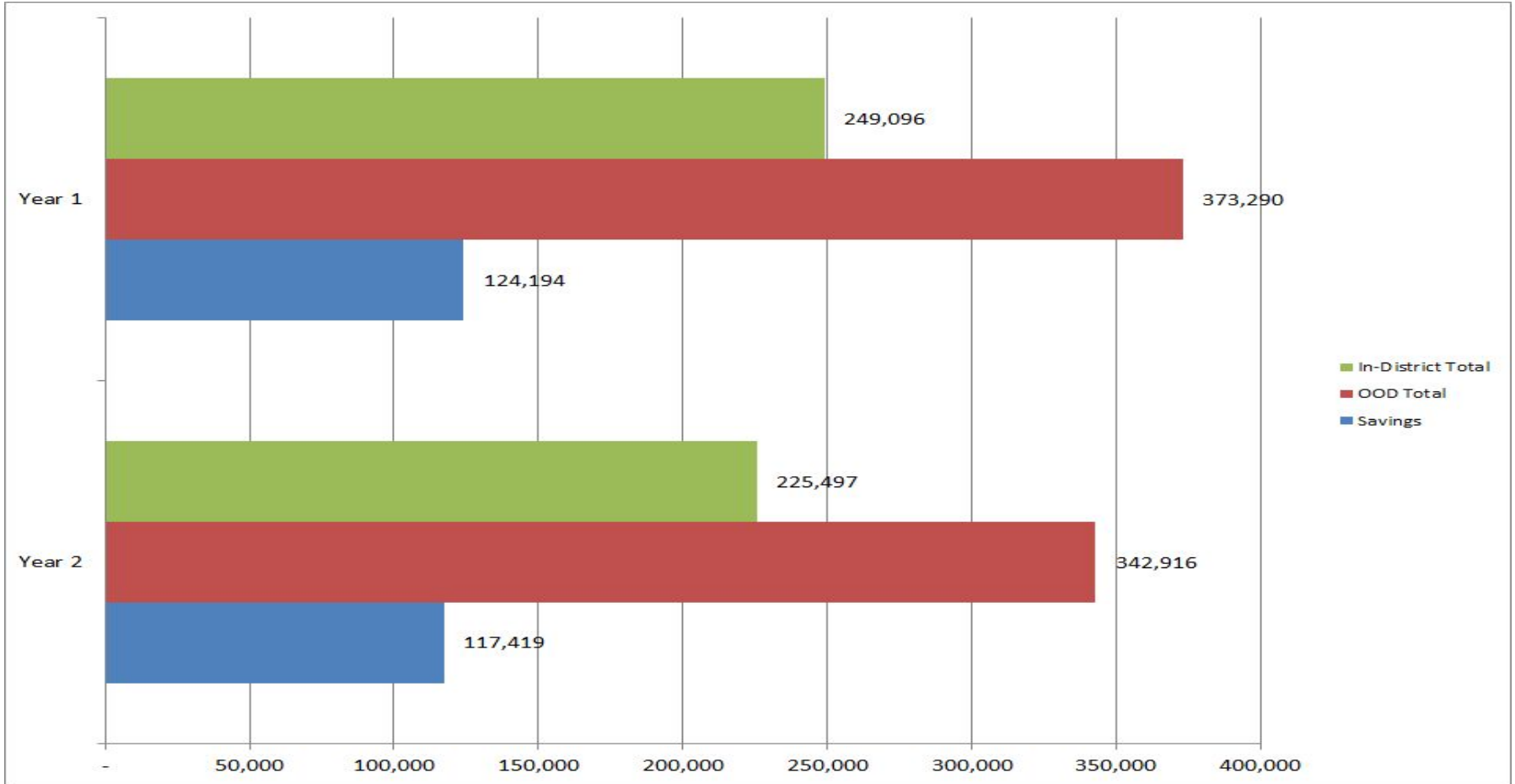
Priorities for Specialized Programs

- The complete DD strand should be housed at one elementary school
- The elementary to middle school feeder patterns should be aligned
- Any new programs will be placed within our current feeder patterns

Opportunities- Multi Program expansion

- We expanded our Multi program in 2017-2018 school year at Cameron Middle School
- We have four 8th grade students ready for a high school program
- There are financial benefits to creating internal programming and it is in the best interest of the children and families to continue to be a part of our school community.

Multi Program Expansion- Cost Saving Analysis

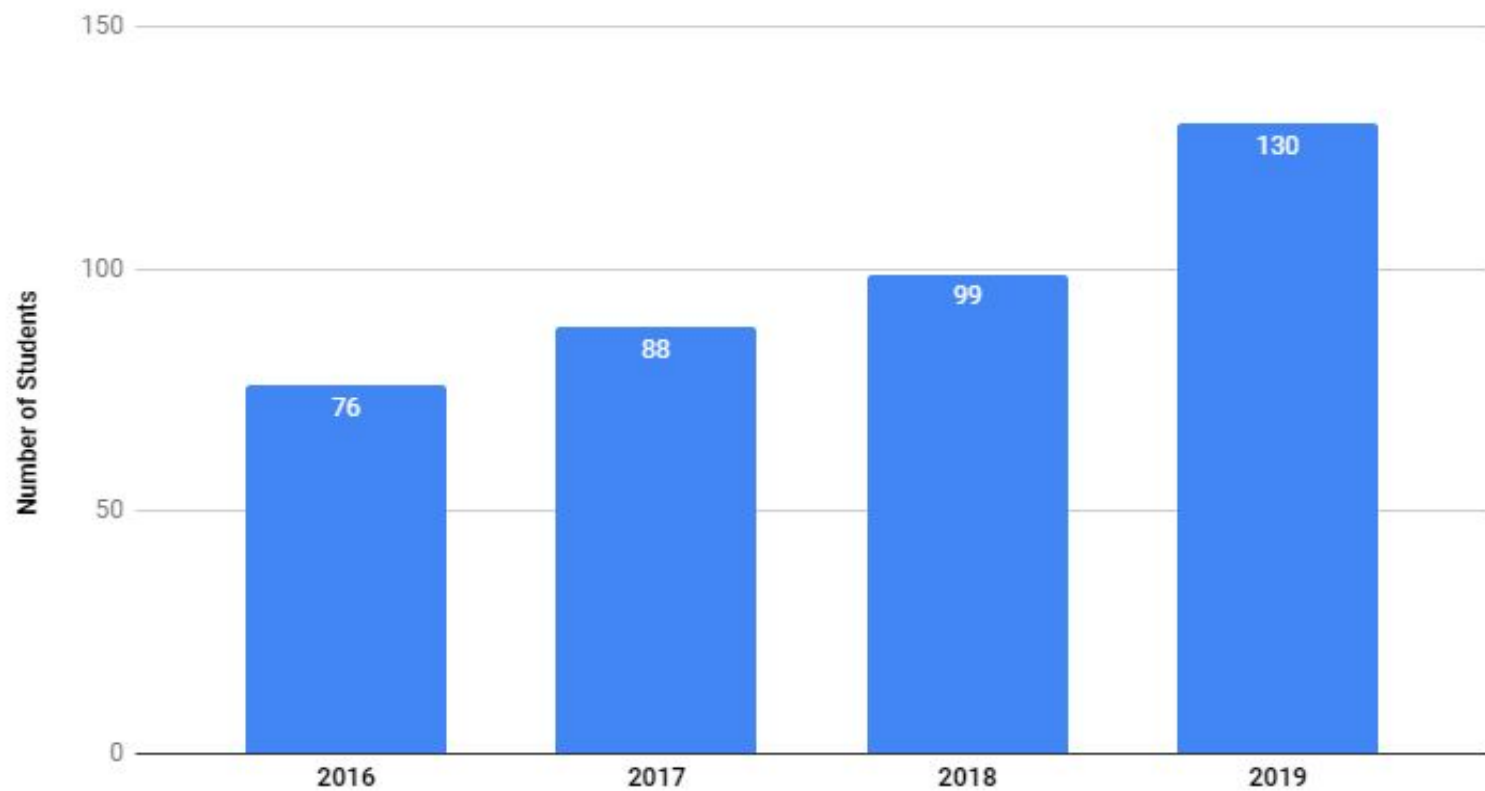




Building Learning Opportunities for Children's Kindergarten Success



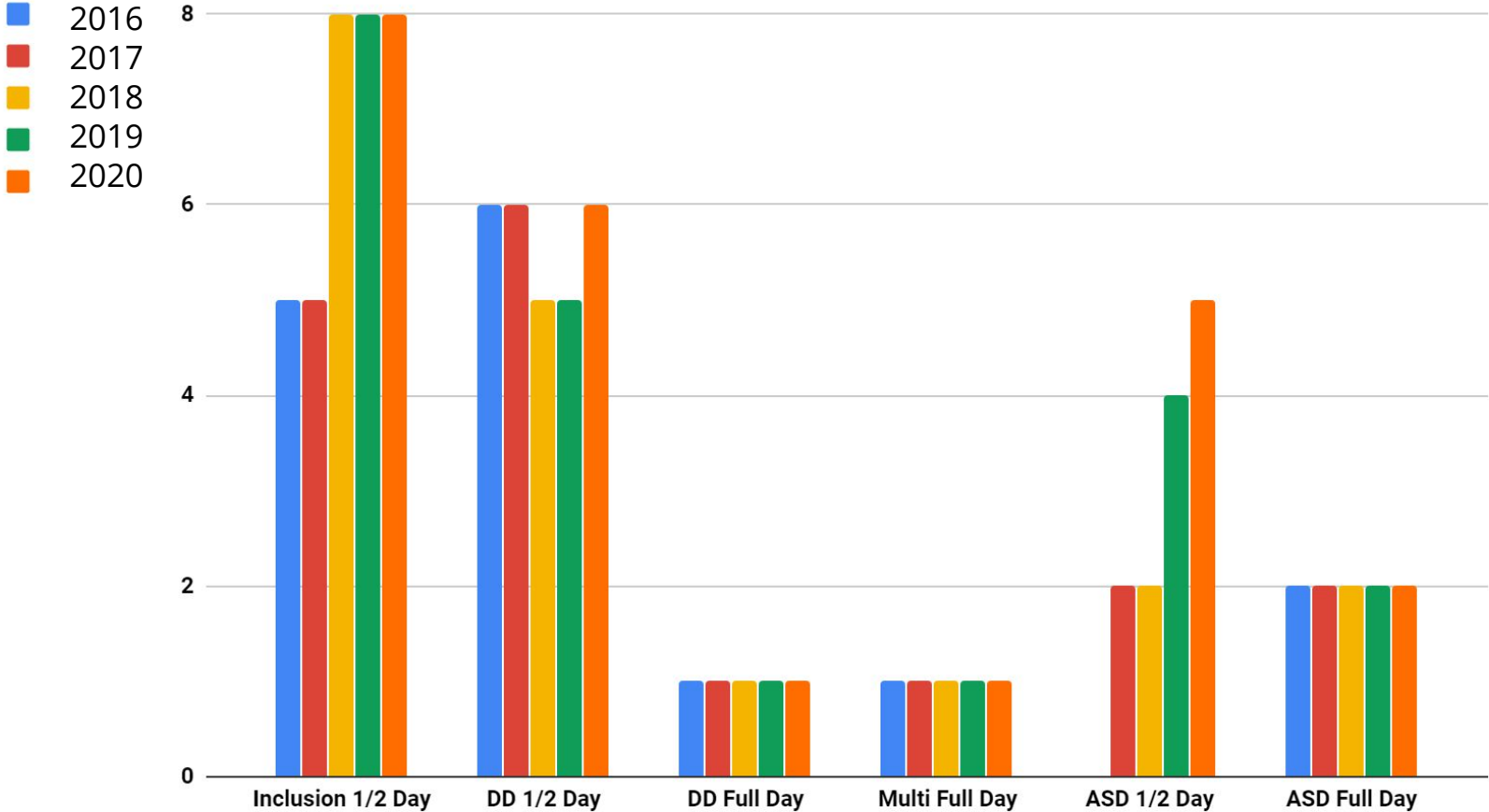
BLOCKS Growth: September Student Count



Evaluations for SY19-20 so far...

- Evaluations **completed** as of 1/23/2020: **130**
- Evaluations **in process** as of 1/23/2020: **17**
- Evaluations **pending** (consents sent out) as of 1/23/2020: **43**

BLOCKS Classroom Growth



- Since September 2016, 4 half day sections of ASD have been added
- Since September 2016, 3 sections of half day inclusion have been added
- Hired 2 FTE special educators since September 2016 to address growing enrollment along with paraprofessionals (assistant teachers and aides)
- Due to high number in evaluations this year, an additional classroom needs to be added by March 1st, 2020.
 - ◆ Classroom will add half day ASD section and half day DD section to meet the current growing needs
 - ◆ Classroom will start with a Special Educator, an Assistant Teacher, and an aide

Preschool Growth and the Impact on the Elementary Schools

- The biggest impact is with the ASD programming
- Currently have 4 classrooms at Dunning
- King's ASD program started in SY18-19 to accommodate the growth in students with Autism requiring specialized programming
- The plan was for King to gain one more classroom in SY20-21
- There are 24 students entering K next year requiring an ASD program
- A third small ASD program will be starting at Brophy in SY20-21

Overview of Special Education Reviews/Audits

Year	Name of Review/Audit	Who Conducted Review?	Area(s) of Focus
May, 2014	Self Assessment for Coordinated Program Review (CPR)	DESE	Special Education Civil Rights English Learner Education Career/Voc. Tech. Education
Dec., 2014	Site Visit for Coordinated Program Review (CPR)	DESE	Special Education Civil Rights English Learner Education Career/Voc. Tech. Education
May, 2018	Mid Cycle Site Visit for Coordinated Program Review (CPR)	DESE	Special Education Civil Rights
Feb., 2019	District Accountability Review	DESE	Leadership and Governance Curriculum and Instruction Assessment Human Resources and Professional Development Student Support(Sped, Bilingual, Social Emotional Learning) Financial and Asset Management

Upcoming Special Education Audit/Review

May, 2020	Self Assessment for Tiered Focused Monitoring (TFM)	DESE	Special Education Civil Rights
Fall, 2020	Site Visit for Tiered Focused Monitoring (TFM)	DESE	Special Education Civil Rights

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Identification Process

- Assessment of special education students
- Implementation of specific learning disability requirements
- Special requirements for students on the autism spectrum; IEP documentation
- Timeline for determination of eligibility
- Elements of eligibility determination
- End of school year evaluations
- Independent educational evaluations; Team meeting timelines
- Frequency of re-evaluations
- Frequency of re-evaluations

IEP Development

- Transition procedures for students 14+
- Transfer of parental rights at the age of majority
- IEP Team composition and attendance
- Issuance and content of Progress Reports
- Annual review and revision of IEPs
- IEP content, including bullying, harassment, and teasing
- Least restrictive program selected; Non-participation Justification Statement
- Parental consent for evaluation and placement in a special education program; revocation of consent
- Parental participation in Team meetings
- Communications with parents in English and primary language of the home

Programming & Support Services

- Initiation of services at age three and Early Intervention (EI) transition procedures
- IEP implementation
- Continuum of special education services and placements
- Oversight of students in out-of-district placements
- Special education students in institutional settings; responsibility of school district
- Proportionate share
- Special education instructional groupings and staff to student ratios
- Age span requirements in special education instructional groupings
- Behavioral interventions for students whose behavior impedes learning
- Related services for students with special education needs
- Implementation of district curriculum accommodation plan



Thank you

