

Special Education Update

School Committee Meeting - December 12, 2017

History of Special Education

- ▶ 1972 - Massachusetts Special Education Law enacted
 - ▶ Chapter 766
 - ▶ 603 CMR 28.00
- ▶ 1975 - Federal Special Education Law enacted
 - ▶ Education for All Handicapped Children Act
 - ▶ IDEA - Individuals with Disabilities Act
- ▶ Related Laws
 - ▶ The Massachusetts Education Reform Act of 1993
 - ▶ Section 504 of the Rehabilitation Act
 - ▶ Chapter 688 of the Acts of 1983
 - ▶ The Americans with Disabilities Act, also known as “ADA”

History of Special Education

▶ Massachusetts Legislation

- ▶ Autism Spectrum Disorder Law - 2006
- ▶ Observation - 2008
- ▶ Anti-Bullying - 2010
- ▶ School Discipline Reform Law - 2014
- ▶ Pending - Dyslexia

Basic Principals of the Laws

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- ▶ **Parent and Student Participation**
- ▶ **Appropriate Evaluation**
- ▶ **Individualized Education Program - IEP**
- ▶ **Free Appropriate Public Education - FAPE**
- ▶ **Least Restrictive Environment - LRE**
 - ▶ **Inclusive Practice**
- ▶ **Procedural Safeguards**

The IEP Process

- ▶ Initial Referral - Parent, Outside Professional, or School Personnel
- ▶ Within 5 days - process the referral
- ▶ Within 30 working days after consent - evaluation(s) must be completed
- ▶ Within 45 working days - Team meets to determine eligibility
- ▶ IEP developed for student
- ▶ Within 30 days, parent must respond
- ▶ Upon written approval by parent, services implemented
- ▶ Progress reports written as often as report cards are distributed
- ▶ Annually, Team reviews and rewrites IEP
- ▶ Every three years, school reevaluates child

Special Education in Franklin

School Year	2008-09	2013-14	2017-18
Total Population	6255	5760	5291
Total Special Education Prek-12	986	872	742
%age Special Education	15.7%	15.1%	14.0%

When is a Student Eligible?

- ▶ A student is eligible for special education when the Team determines:
 - ▶ A student has one or more educational disabilities as defined by state and federal law
 - ▶ The student is not making effective school progress
 - ▶ The lack of progress is caused by the disability
 - ▶ The student requires specialized instruction in order to make effective progress

Disability Categories

- ▶ **Autism 143 (80)**
- ▶ **Developmental Delay 86 (113)**
- ▶ **Intellectual 17 (19)**
- ▶ **Sensory – Hearing 8 (8)**
- ▶ **Sensory - Vision 4 (2)**
- ▶ **Sensory - Deaf-Blind 1 (2)**
- ▶ **Emotional 73 (65)**
- ▶ **Communication 125 (306)**
- ▶ **Physical 1 (1)**
- ▶ **Health 135 (161)**
- ▶ **Specific Learning 135 (161)**
- ▶ **Multiple Disabilities 2 (11)**
- ▶ **Neurological 38 (34)**

Based on 10/1/17 SIMS data

What is Special Education?

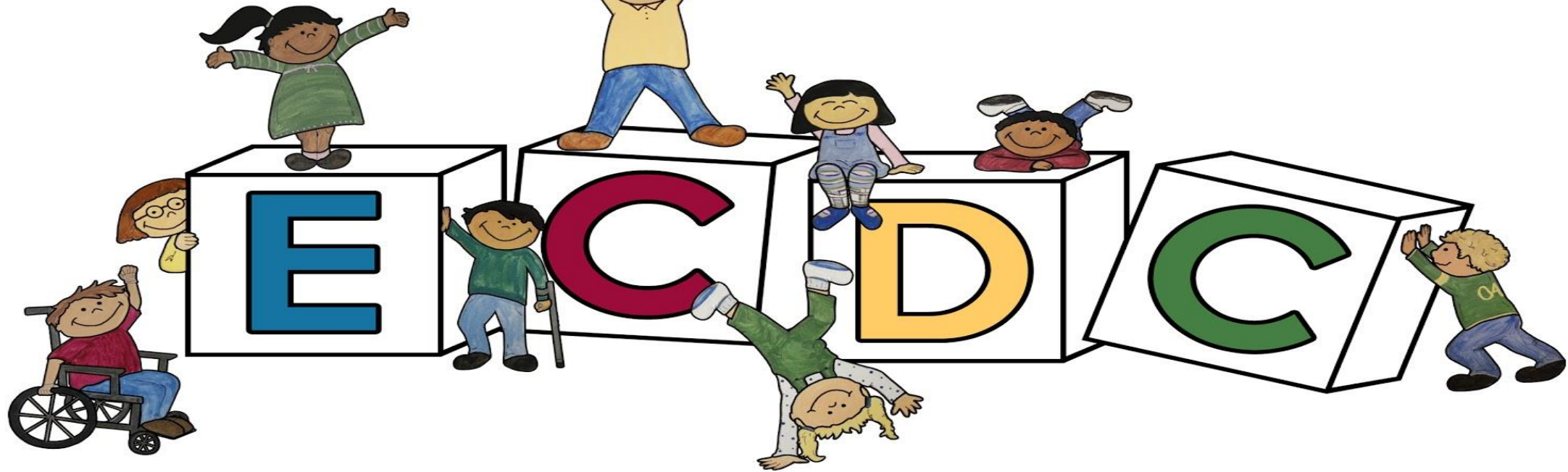
Special Education is...

- ▶ Specially designed instruction to meet the unique needs of an eligible student, and/or
- ▶ Related services necessary to access and make progress within the general curriculum
- ▶ Special education services are a significant modification of content, instructional approach, instructional level or performance criteria

Related Services

- ▶ Speech and Language Therapy
- ▶ Occupational Therapy
- ▶ Physical Therapy
- ▶ Vision Teaching Services
- ▶ Orientation and Mobility
- ▶ Teacher of Hearing Impaired
- ▶ Counseling and Psychological Services
- ▶ Assistive Technology
- ▶ Transportation
- ▶ Home Programs
- ▶ Parent Consultation/Training

F.X. O'Regan



Early Childhood Development Center

School	Head-count	% of School Population
ECDC	31 / 104	30%
Itinerant	2	---

Continuum of Services at ECDC

▶ Itinerant Services

- ▶ Half Day

- ▶ Full Day

- ▶ Extended Day

- ▶ Two Day

- ▶ Three Day

- ▶ Four Day

- ▶ Five Day

Elementary Special Education Data

School	Head-count	% of School Population	Specialized Programs
Davis Thayer	33/231	14.3%	-
Jefferson*	54/336	16.1%	18
Keller*	55/402	13.7%	9
Kennedy*	53/367	14.4%	6
Oak Street*	51/390	13.1%	16
Parmenter	46/323	14.2%	-

Based on 10/1/17 SIMS data

Continuum of Services - Elementary

Davis Thayer	Jefferson	Keller	Kennedy	Oak Street	Parmenter
Co-teaching, Inclusion Support and Specialized Instruction K-5	Co-teaching, Inclusion Support and Specialized Instruction K-5	Co-teaching, Inclusion Support and Specialized Instruction K-5	Co-teaching, Inclusion Support and Specialized Instruction K-5	Co-teaching, Inclusion Support and Specialized Instruction K-5	Co-teaching, Inclusion Support and Specialized Instruction K-5
	IDEAS K-2	STRIVE K-2	GOALS K-2	REACH K-2	
	IDEAS 3-5	STRIVE 3-5		REACH 3-5	
	IDEAS 3-5				
Related Services	Related Services	Related Services	Related Services	Related Services	Related Services

Middle School Special Education Data

School	Headcount	% of School Population	Specialized Programs
Annie Sullivan	59/446	13.2%	6
Horace Mann	65/464	14.0%	4
Remington	81/441	18.4%	18

Based on 10/1/17 SIMS data

Middle School Continuum of Services

Horace Mann	Remington	Annie Sullivan
Co-teaching, Inclusion Support and Specialized Instruction 6-8	Co-teaching, Inclusion Support and Specialized Instruction 6-8	Co-teaching, Inclusion Support and Specialized Instruction 6-8
REACH 6-8	IDEAS 6-8	STRIVE 6-8
Related Services	Related Services	Related Services

High School Special Education Data

School	Headcount	% of School Population	Specialized Programs
Franklin High School	234/1787	13.1%	38

Based on 10/1/17 SIMS data

High School Continuum of Services

Franklin High School				
Co-teaching, Inclusion Support and Specialized Instruction 9-12	STRIVE 9-12	REACH 9-12	Small Group and Replacement Classes	Related Services
	STRIVE Transition Post grad			

Out of District Placements

Ages 3-5	2 (8)
Ages 6-21	82 (56)

Based on 10/1/17 SIMS data

Out of District Placements

- ▶ Other Public Schools
 - ▶ Member Collaboratives
 - ▶ Non-member Collaboratives
 - ▶ Private Day Schools
 - ▶ Residential Schools
 - ▶ Out of State Approved Schools
 - ▶ Unapproved Programs

Member Collaboratives

- ▶ **ACCEPT and BICO**
 - ▶ Specialized Programs
 - ▶ Professional Development
 - ▶ Job Alike Meetings
 - ▶ Evaluations
 - ▶ Training
 - ▶ Resources

Our Goal...

- ▶ Maintain high standards and expectations ensuring access to and progress within the general education curriculum
- ▶ Teach skills that are impacted by disability through specialized instruction
 - ▶ Research-based interventions
 - ▶ High quality staff
 - ▶ State of the art strategies and techniques
- ▶ Teach strategies to assist a child in compensating for his/her disability in all learning environments
 - ▶ Universal design
 - ▶ Accessible materials
 - ▶ Meaningful and appropriate accommodations and modifications in the least restrictive environment
- ▶ Maintain full compliance with the laws, regulations, process and procedures governing special education

[illegible]

Tom Hehir on Inclusion

Offering *the same opportunities for people with & without disabilities*

Welcoming *everyone*

Building *a community where everyone feels respected and valued*

Emphasizing *cooperation*

Seeking *to understand, celebrate and support everyone's differences*

Tom Hehir on Inclusion

Presuming everyone's competence

Ensuring a safe and socially comfortable environment for all

Teaching that all people deserve respect, understanding and dignity

Reaching out to people who are excluded and marginalized

Honoring the intrinsic value of each person's life

Providing training and support so that everyone can feel successful

Inclusivity Beyond Children with Disabilities

- ▶ Children of Color
- ▶ Second Language Learners
- ▶ Low SES
- ▶ Gender Identity
- ▶ Medical/Health
- ▶ Adverse Childhood Experiences
- ▶ Trauma
- ▶ Homelessness
- ▶ All Levels of Learners

In the End....

- ▶ Teach students with disabilities to become self-sufficient, self-reliant, independent learners who can advocate for themselves.
- ▶ Provide a safe and inclusive environment which is accepting of all students and allows all students to reach their potential.
- ▶ Foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

Thank you!