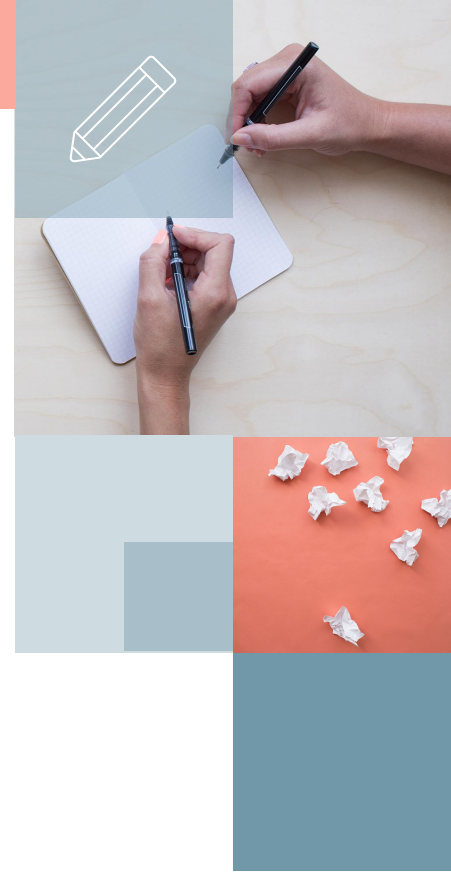


Special Education  
School Committee  
Presentation  
January 11, 2022

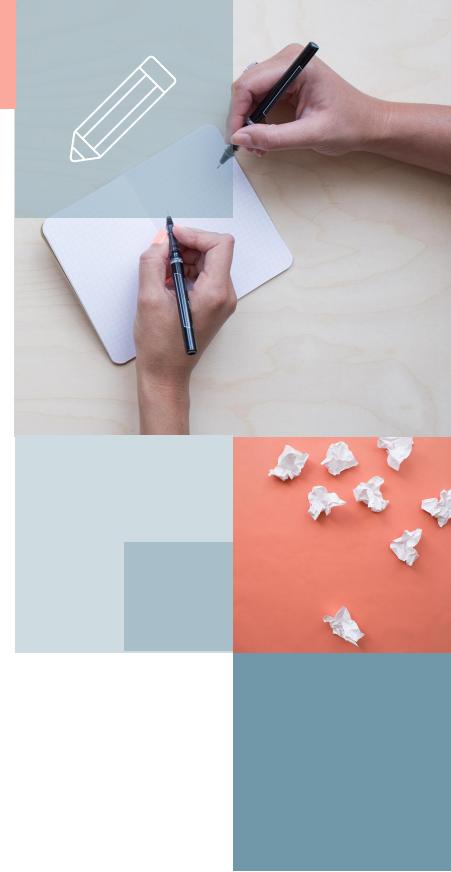
# Special Education Laws

- ❑ The Individuals with Disabilities Education Act
- ❑ 603 CMR Section 28.00 (Code of Massachusetts Regulations) Also known as Chapter 766
- ❑ The Massachusetts Education Reform Act
- ❑ Section 504 of the Rehabilitation Act
- ❑ Chapter 688 of the Acts of 1983
- ❑ The Americans with Disabilities Act



# Basic Principles of the Laws

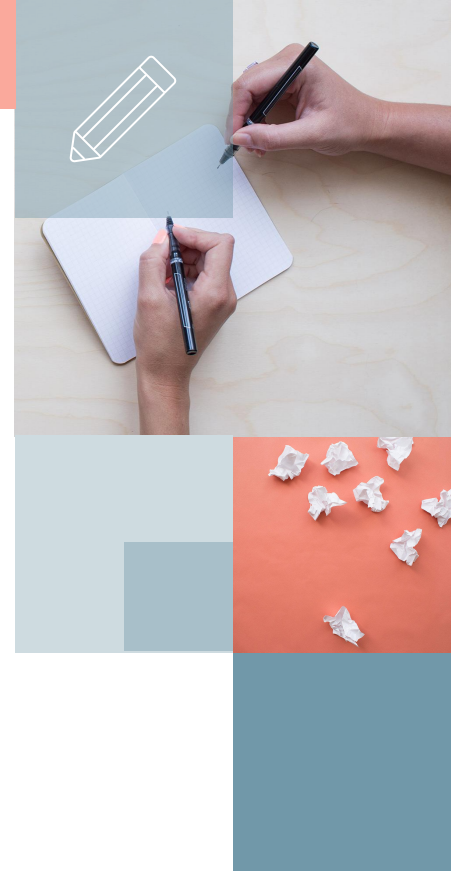
- ❑ Parent and Student Participation
- ❑ Appropriate Evaluation
- ❑ Individualized Education Program  
– IEP
- ❑ Free Appropriate Public Education  
– FAPE
- ❑ Least Restrictive Environment –  
LRE
  - ❑ Inclusive Practice
- ❑ Procedural Safeguards



# 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



# Disability Categories



Autism- 153

Developmental Delay- 80

Intellectual- 26

Sensory – Hearing- 7

Sensory - Vision- \*

Sensory - Deaf-Blind- \*

Emotional- 123

Communication- 110

Health- 144

Specific Learning- 203

Multiple Disabilities- \*

Neurological- 59

Physical- \*



*\*Data  
suppressed  
for privacy  
due to small  
numbers.*

## A collage of four images. The top-left image shows a hand holding a black pen, drawing a white outline of a pencil on a light blue notepad. The top-right image shows a hand holding a black pen, writing on a white notepad. The bottom-left image shows several pieces of crumpled white paper on an orange background. The bottom-right image is a solid teal background.

An illustration showing two hands writing on a notepad. The notepad is white with a light blue cover. A black pen is being used to write on the notepad. In the background, there is a light blue square with a white outline of a pencil.

- 
- An abstract graphic design featuring a composition of geometric shapes and crumpled paper. The top-left quadrant is a solid light blue. The top-right quadrant is a solid orange-red, containing several pieces of white crumpled paper scattered across it. The bottom-left quadrant is a solid white. The bottom-right quadrant is a solid dark teal-blue. The overall layout is a 2x2 grid of large squares, with the top-right square containing the crumpled paper.

# District Resources

- ❑ Instructional Support Team
- ❑ Building Curriculum Accommodation Plan (BCAP)
- ❑ Team Chairperson
- ❑ Special Educator
- ❑ School Psychologist
- ❑ Speech- Language Pathologist
- ❑ Occupational and Physical Therapist
- ❑ Board Certified Behavior Analyst
- ❑ Workshops and Training Programs
- ❑ Consultants
- ❑ Colleagues
- ❑ Administrators both building based and CO



# Special Education in Franklin

School Year	2019-2020	2020-2021	2021-2022
Total Population	5068	4830	4764
Total Special Education Prek-12	888	818	821
Percentage Special Education	18%	17%	17%





# Early Childhood Development Center

School	Students	% of School Population
ECDC	43/130	33%
Itinerant	*	*

*\*Data suppressed for privacy due to small numbers.*



# Elementary Special Education Data

School	Students	% of School Population	Students in Specialized Programs
Jefferson	73/333	22%	29
Keller	99/545	18%	8
Kennedy	58/340	17%	*
Oak Street	50/373	13%	12
Parmenter	53/301	18%	6

*\*Data suppressed for privacy due to small numbers.*

# Elementary Continuum of Services

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
IDEAS 3-5 GOALS K-5	STRIVE K-5	NECC Partner Program 4-5	REACH K-5	NECC Partner Program K-3
Related Services	Related Services	Related Services	Related Services	Related Services



# Middle School Special Education Data



School	Students	% of School Population	Students in Specialized Programs
Annie Sullivan	61/327	19%	9
Horace Mann	67/364	18%	8
Remington	84/378	22%	20



# Middle School Continuum of Services

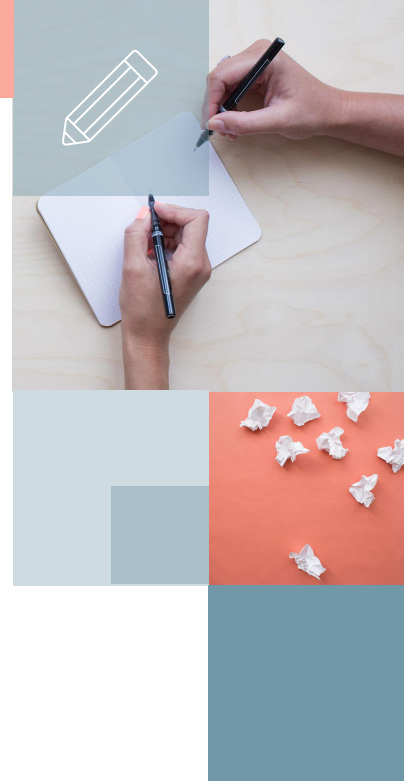


Horace Mann	Remington	Annie Sullivan
Co-teaching, Inclusion Support and Specialized Instruction 6-8	Co-teaching, Inclusion Support and Specialized Instruction 6-8	Co-teaching, Inclusion Support and Specialized Instruction 6-8
REACH 6-8	IDEAS 6-8 GOALS 6-7	STRIVE 6-8
Related Services	Related Services	Related Services



# High School Special Education Data

School	Students	% of School Population	Students in Specialized Programs
Franklin High School	233/1673	14%	37



# High School Continuum of Services

Co-teaching, Inclusion Support and Specialized Instruction 9-12	STRIVE 9-12	REACH 9-12	Small Group Classes	Related Services
	STRIVE Transition Post Grad			



# IDEAS Program

## Mission/Philosophy:

The IDEAS program provides an environment of structured, multi-sensory instruction addressing all areas of language development throughout the school day. Students in the IDEAS program are held to high educational expectations based on curriculum standards. Necessary supports are provided to students in order to develop their skills in the areas of receptive and expressive language (both oral and written) across curriculum areas as well as within the areas of social pragmatics and social communication for the purpose of increasing self-esteem and working toward independence and success in inclusive settings.





# REACH Program

## Mission/Philosophy

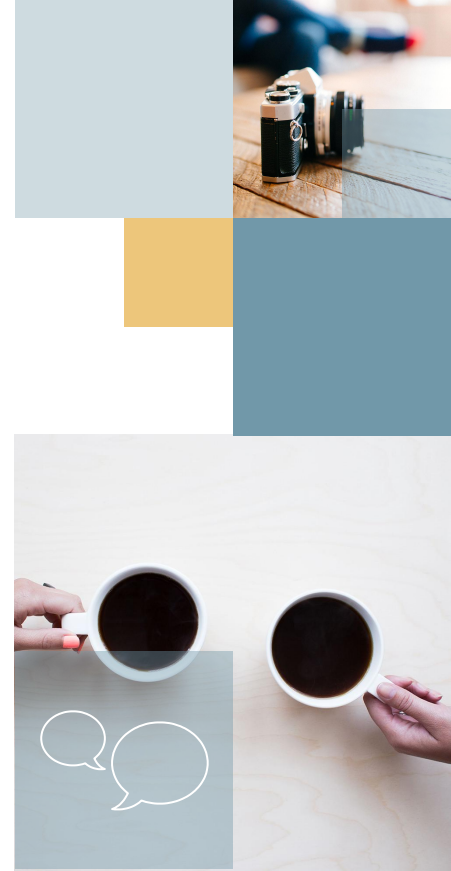
The REACH Program offers students a safe and structured continuum of therapeutic supports and specialized instruction to foster social-emotional growth across all settings while accessing rigorous academic experiences. The REACH Program explicitly teaches positive self-management, self-awareness, social awareness, relationship skills, and responsible decision-making to promote independence and personal success.



# GOALS Program

## Mission/Philosophy:

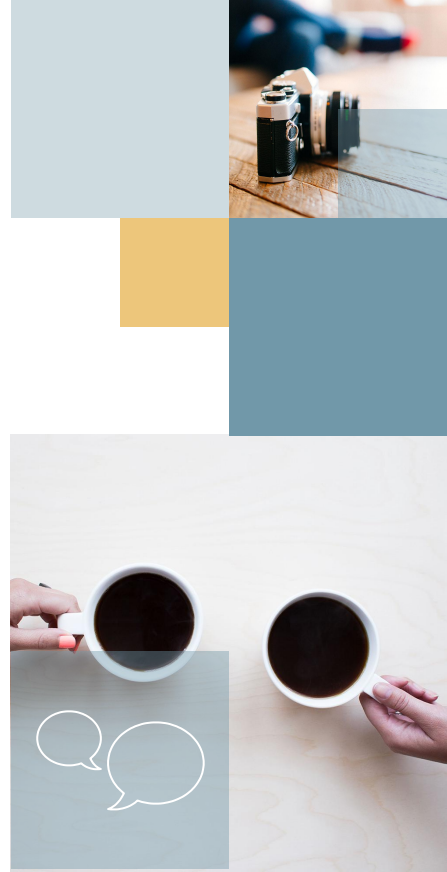
The GOALS program is designed to provide an educational environment in which students with Autism and related disabilities learn academic, communication and social skills needed to be contributing members of the school and community. A primary focus of the program is to build independence in the areas of communication and social skills necessary to access curricula and social opportunities in the general education setting. Students' individualized needs are met through a transdisciplinary approach using evidence-based teaching practices.



# STRIVE Program

## Mission/Philosophy

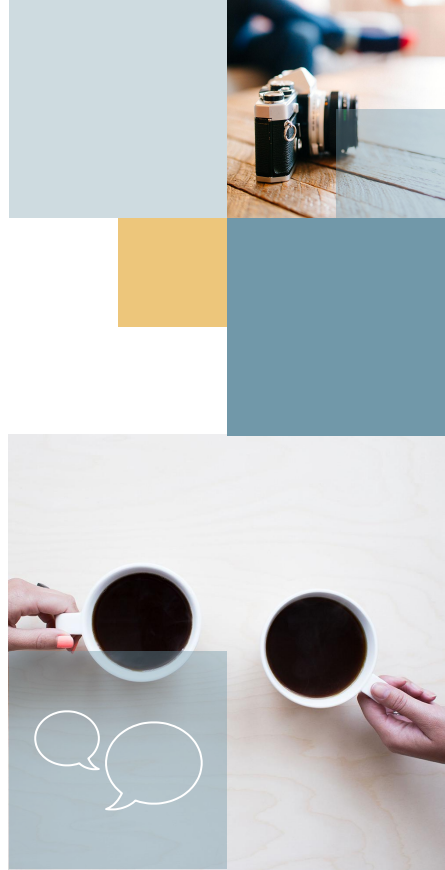
The STRIVE Program provides an environment of consistent educational and behavioral support. Students are provided with access to modified curriculum in order to allow each student to develop to their maximum potential at their own pace. Skill development in this program focuses on communication, functional academics, social pragmatics, activities of daily living, motor skills, sensory processing, and vocational skills for the purpose of working toward independence and success with school, home and the community at large.



# The New England Center for Children (NECC) Partner Program Classroom

## Mission/Philosophy

The Partner Program Classroom is a flexible educational model designed to teach students with autism to reach their full potential. NECC partners with Franklin Public School's professionals to collaborate and provide a comprehensive ABA classroom that integrates best clinical practices and mirrors the structure and support often found only in private school settings.



# Out of District Placements

Ages 6-21	71
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# Out of District Placements

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



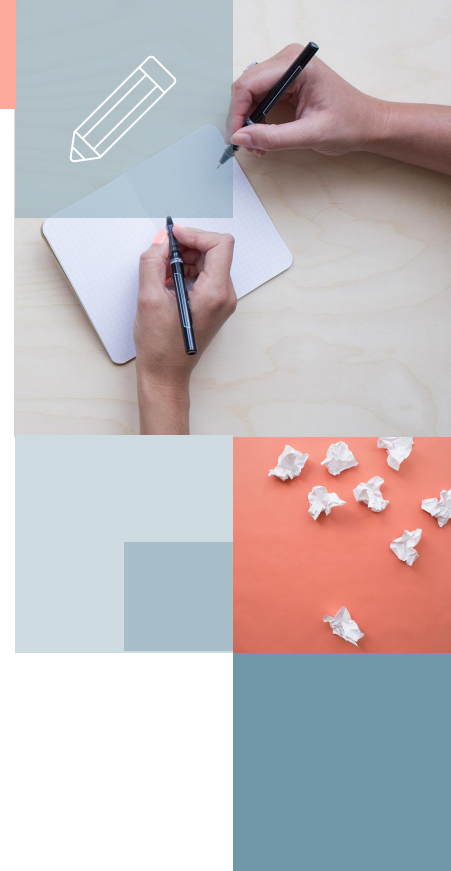
# Member Collaboratives

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



# Our Goal...

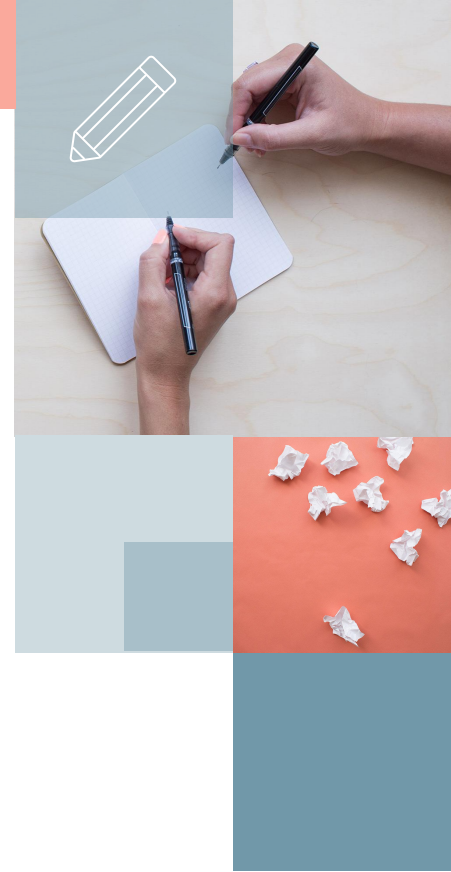
- ❑ Maintain high standards and expectations ensuring access to and progress within the general education curriculum
- ❑ Teach skills that are impacted by disability through specialized instruction
  - ❑ Research-based interventions
  - ❑ High quality staff
  - ❑ State of the art strategies and techniques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





# In the End...

- Teach students with disabilities to become confident and self-aware individuals, empathetic and productive citizens, curious and creative thinkers, effective communicators and collaborators, and reflective and innovative problem-solvers.
- Provide a safe and inclusive school environment so that each student truly belongs and is empowered to participate in decision-making and achieves to their full potential.



Thanks!

**Any** questions?

