



SPECIAL EDUCATION

Cindie Neilson
Assistant Superintendent

Presentation to School Committee
June 22, 2016

Our Vision

Our students have equitable opportunities to engage in innovative, high quality instruction in the least restrictive environment empowering each youth to achieve at high levels leading to post-secondary success.



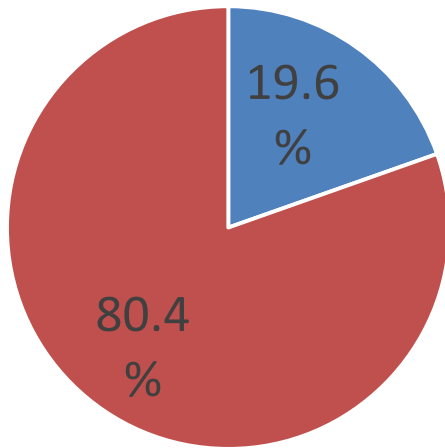


Highlights SY15/16

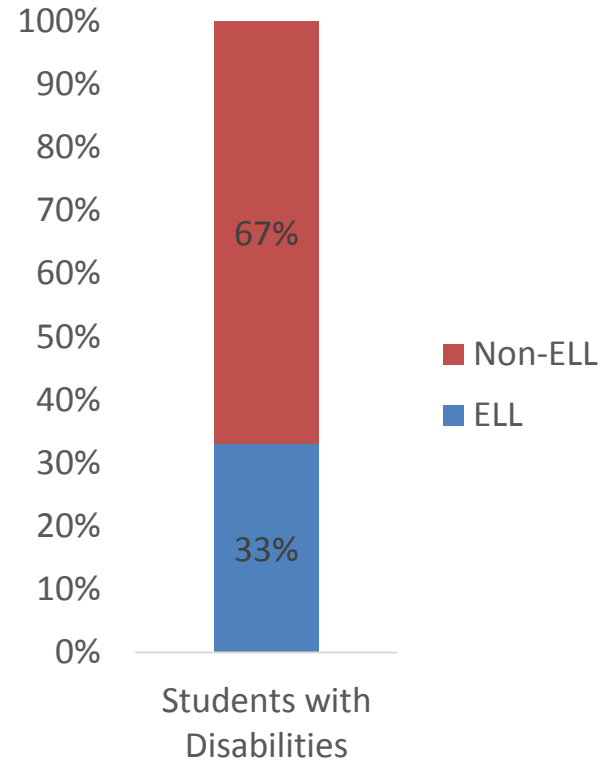
- Held first District Wide Transition Conference
- 38 new inclusion classrooms were opened including 27 new 1st grade classrooms
- Provided 300 hours of professional development supporting inclusion, ABA methodology and Early Childhood Classrooms
- Provided professional development opportunities to early childhood classrooms in Creating Communication Opportunities, Adaptations for Children's Literature, and Positive Behavioral Systems
- Ongoing collaboration with Academics regarding implementation of UDL principals district wide
- Ongoing collaboration with ELL regarding improving academic supports for ELLSWDs
- Held first District Wide Autism Awareness Luncheon

SY2015-2016 Students With Disabilities Population

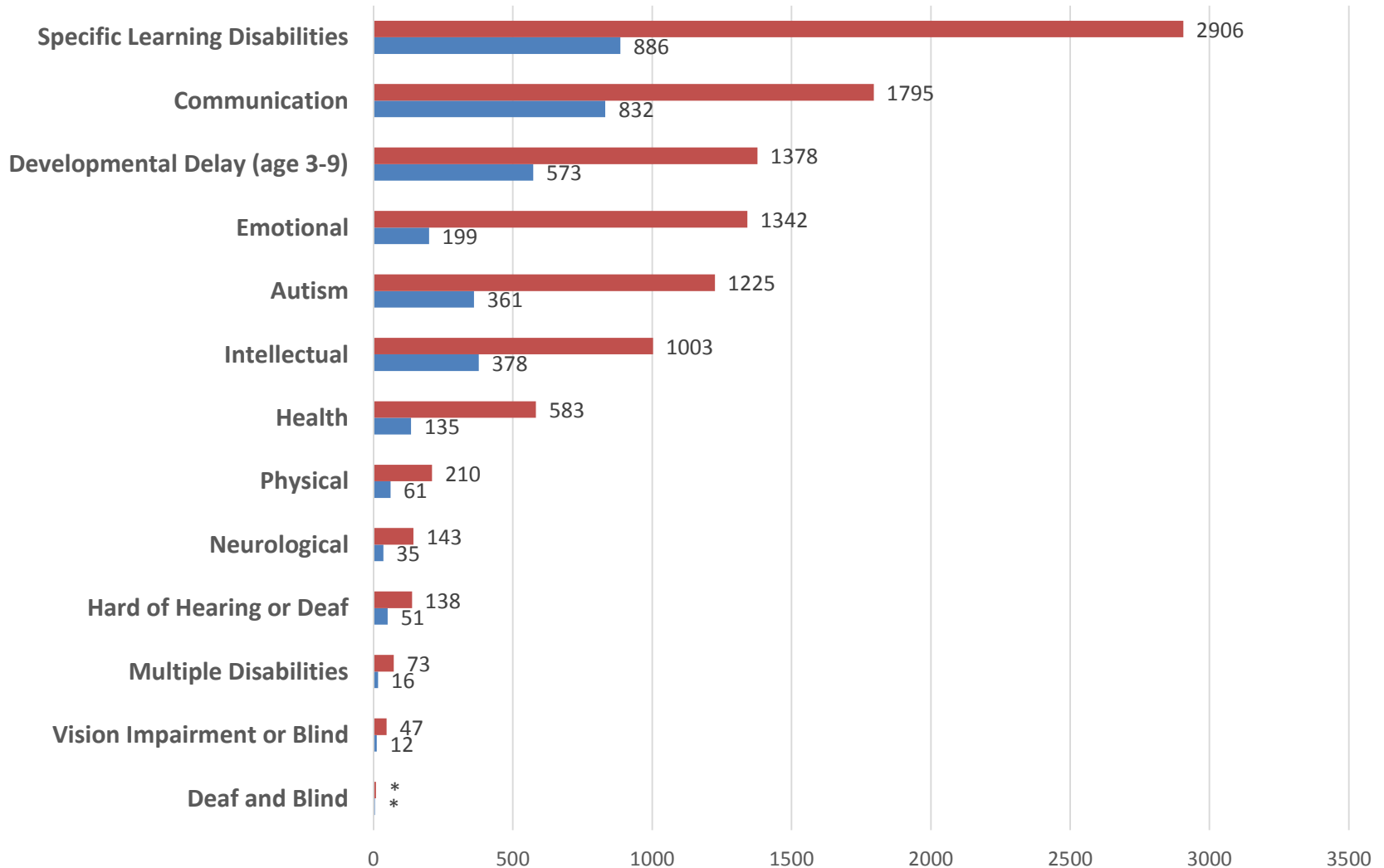
Of the 53,530 students in BPS, Students with Disabilities (SWD) represent approximately 19.6%.



Approximately one-third of BPS SWD are also English Language Learners (ELL).



SY2015-2016 Students with Disabilities by Primary Disability



* Indicates data suppressed for groups smaller than 10

■ All SWD ■ ELL SWD

Source: MA SIMS as of October 1, 2015. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements. Excludes students at Horace Mann charter schools.

High Incidence Disabilities

Primary Disability	Number of SWD	% of Total SWD	Nature of Primary Disability by Race and Gender									
			Black		White		Asian		Hispanic		Multi-Racial or Other	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Communication	1795	16.5%	8.8%	19.3%	3.1%	7.4%	1.0%	3.4%	17.8%	36.8%	0.9%	1.6%
Intellectual Impairment	1003	9.2%	17.6%	29.5%	5.2%	4.5%	1.1%	1.7%	16.1%	22.2%	0.9%	1.2%
Emotional Impairment	1342	12.4%	12.7%	36.1%	3.8%	8.0%	0.6%	0.5%	8.9%	25.1%	1.2%	3.0%
Specific Learning Disabilities	2906	26.8%	14.7%	23.4%	4.0%	7.0%	0.3%	1.0%	19.1%	27.9%	1.2%	1.4%

Source: MA SIMS as of October 1, 2015. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements. Excludes students at Horace Mann charter schools.

Low Incidence Disabilities

Primary Disability	Number of SWD	% of Total SWD	Nature of Primary Disability by Race and Gender									
			Black		White		Asian		Hispanic		Multi-Racial or Other	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Health	583	5.4%	6.2%	24.9%	4.5%	12.5%	*	2.2%	12.3%	33.3%	*	2.7%
Multiple Disabilities	73	0.7%	28.8%	32.9%	*	*	*	*	13.7%	13.7%	*	*
Neurological	143	1.3%	8.4%	25.9%	7.7%	15.4%	*	*	17.5%	15.4%	*	*
Physical	210	1.9%	12.9%	18.1%	7.6%	18.6%	3.8%	1.9%	8.6%	25.7%	*	*
Sensory/Deafblind	9	0.1%	*	*	*	*	*	*	*	*	*	*
Sensory/Hard of Hearing or Deaf	138	1.3%	12.3%	20.3%	8.7%	9.4%	*	7.2%	17.4%	20.3%	*	*
Sensory/Vision Impairment or Blind	47	0.4%	21.3%	*	12.8%	19.1%	*	*	17.0%	*	*	*

* Indicates data suppressed for groups smaller than 6 students.

Source: MA SIMS as of October 1, 2015. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements.

Excludes students at Horace Mann charter schools.

Spectrum Disabilities

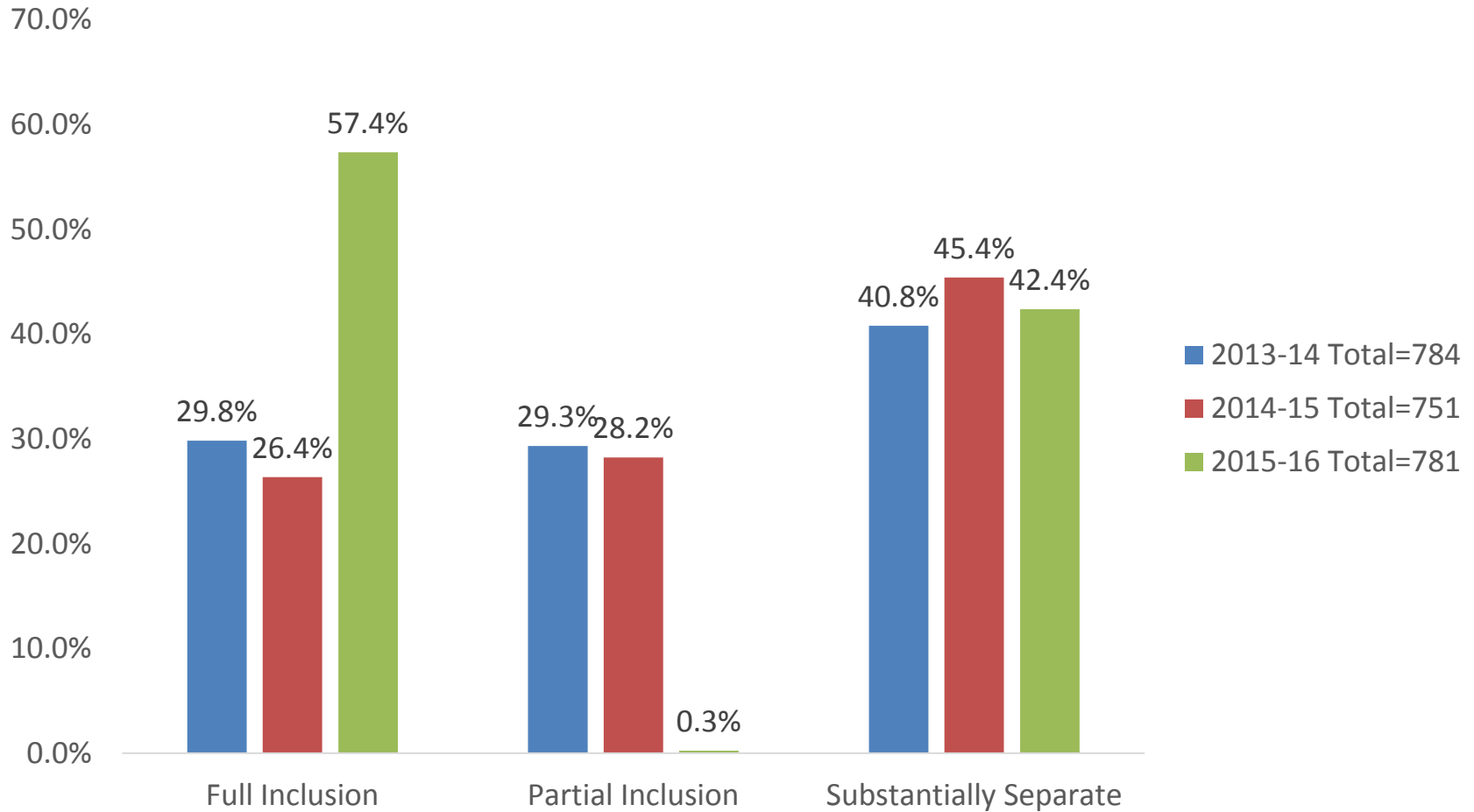
Primary Disability	Number of SWD	% of Total SWD	Nature of Primary Disability by Race and Gender									
			Black		White		Asian		Hispanic		Multi-Racial or Other	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Autism	1225	11.3%	7.2%	32.7%	3.9%	16.4%	1.2%	6.4%	5.2%	23.8%	*	2.9%
Developmental Delay (ages 3-9 only)	1378	12.7%	11.0%	24.5%	3.3%	9.1%	0.9%	2.7%	14.1%	30.9%	1.1%	2.5%

* Indicates data suppressed for groups smaller than 6 students.

Source: MA SIMS as of October 1, 2015. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements.

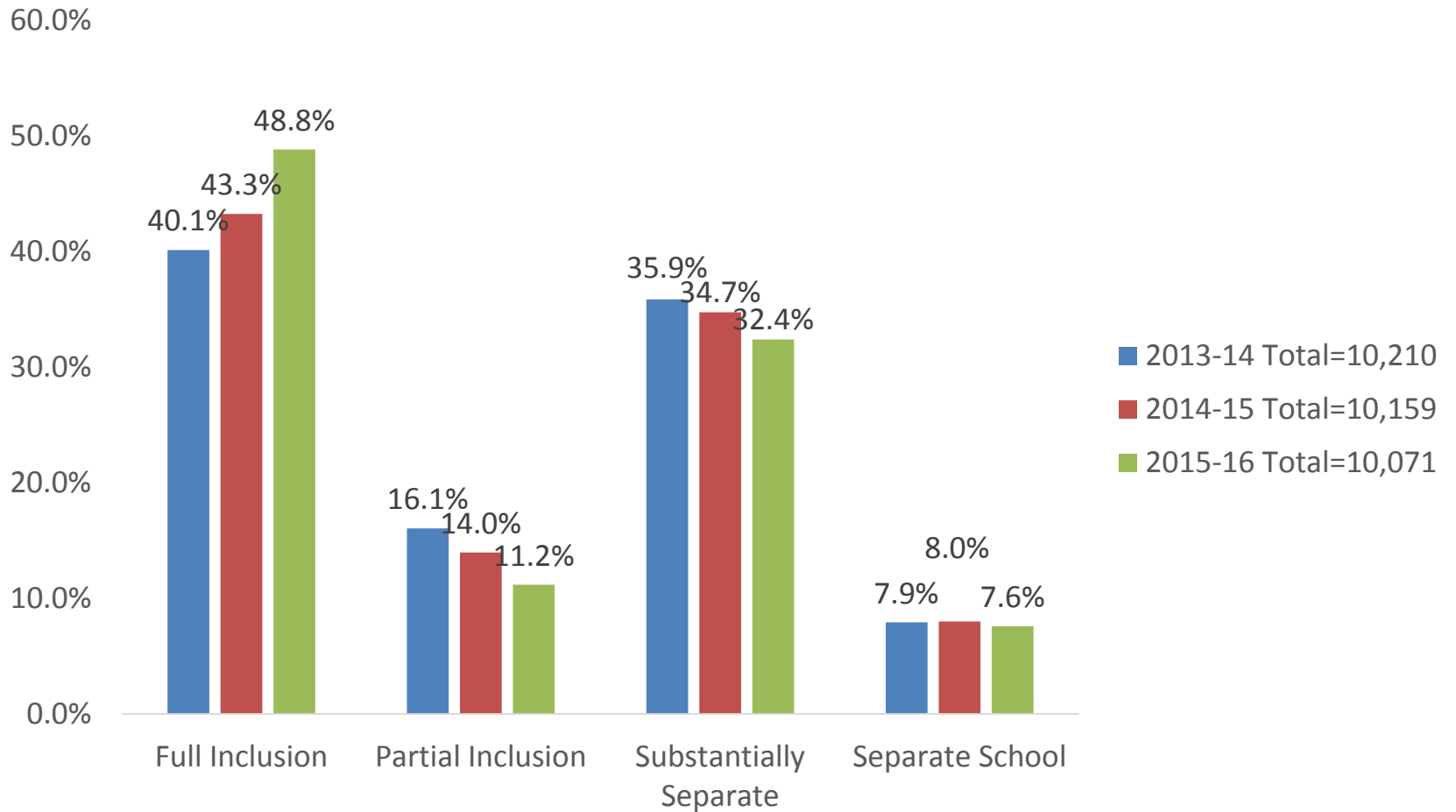
Excludes students at Horace Mann charter schools.

Educational Environments for Students Ages K0-K1 with IEPs



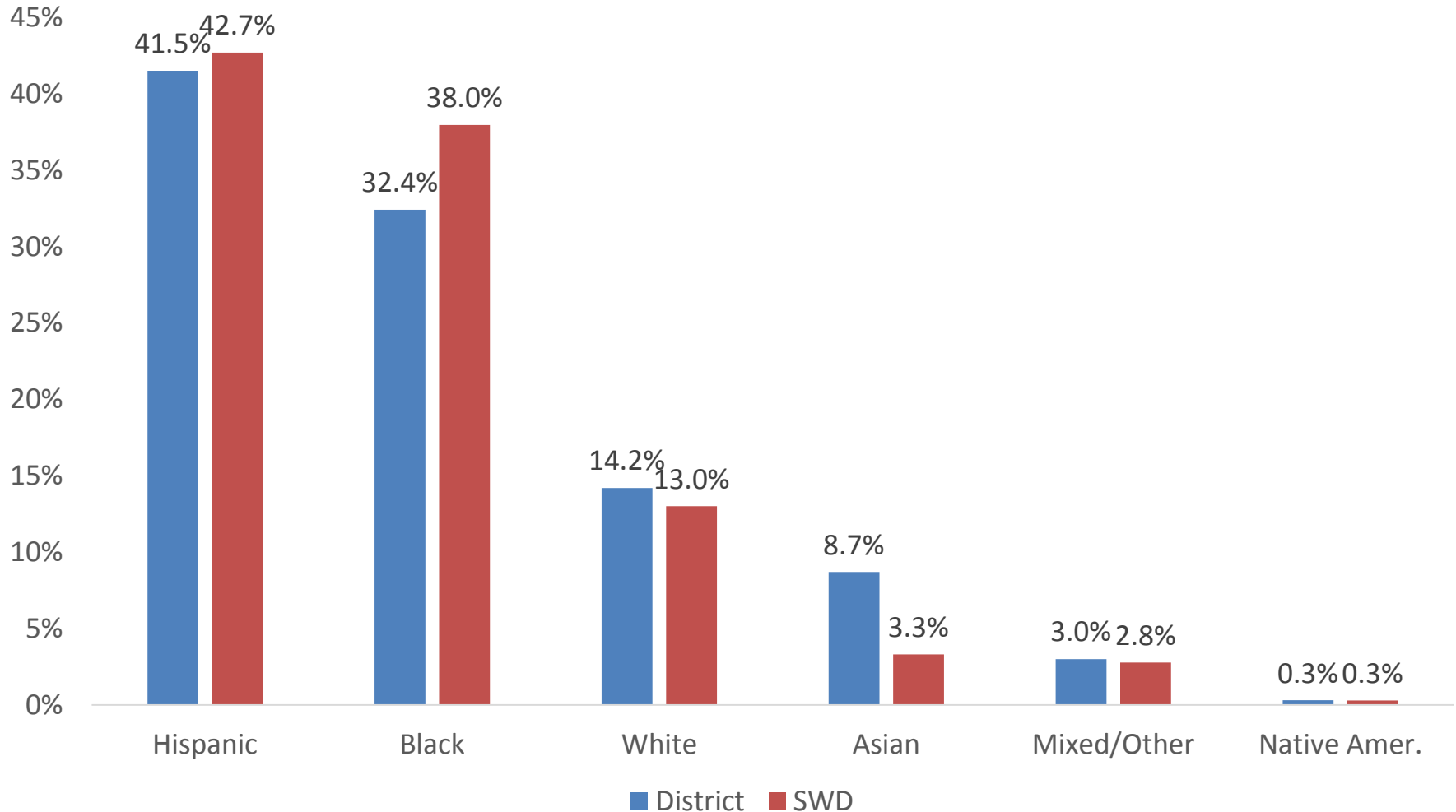
Source: MA SIMS as of October 1 of each year. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements . Excludes students at Horace Mann charter schools.

Educational Environments for Students K2-12 with IEPs



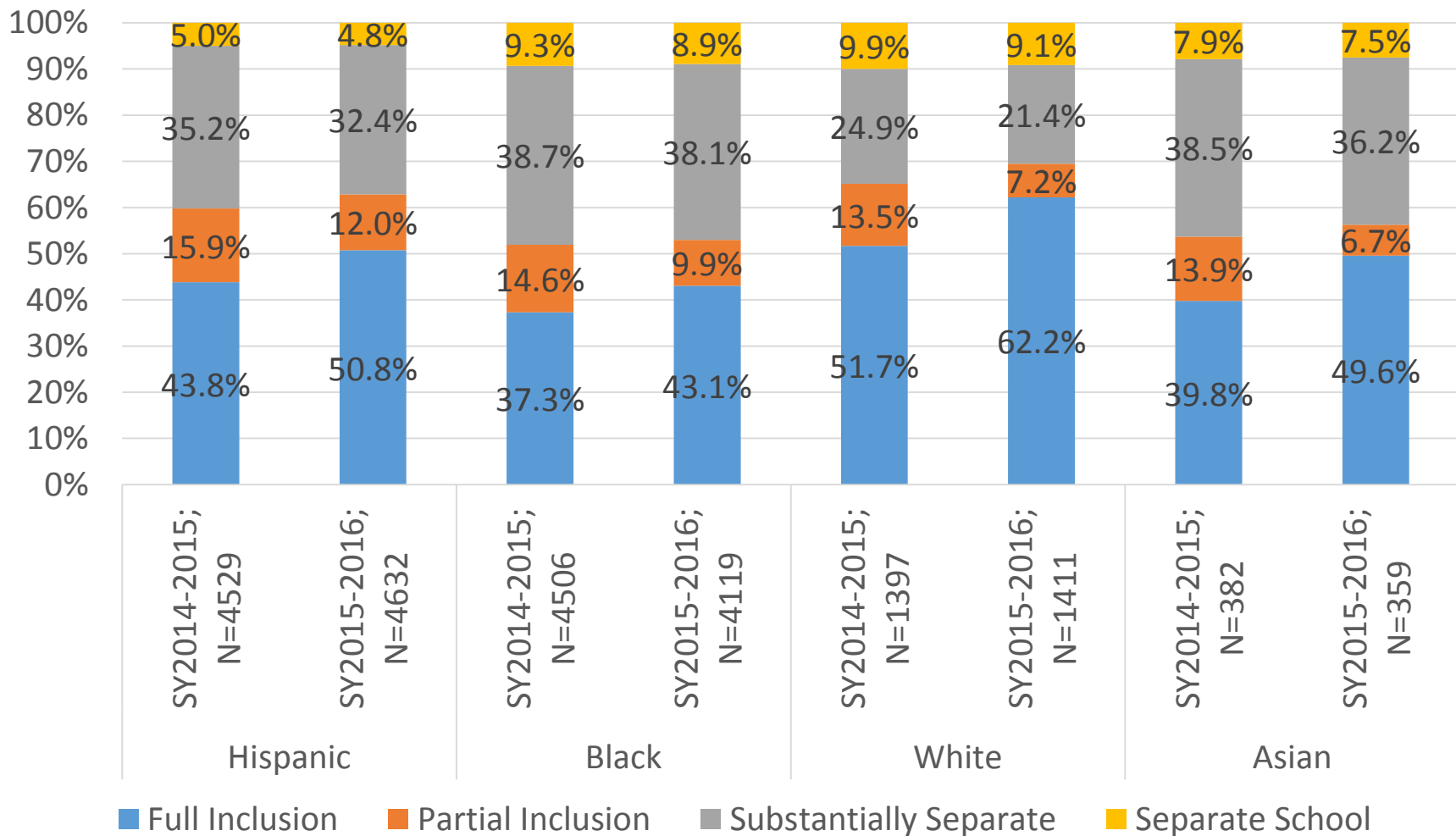
Source: MA SIMS as of October 1 of each year. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements. Excludes students at Horace Mann charter schools.

District and Students with Disabilities Enrollment by Race SY2015-2016



Source: MA SIMS as of October 1, 2015. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements. Excludes students at Horace Mann charter schools.

Race and Educational Environment: 2014-2015 to 2015-2016



Source: MA SIMS as of October 1 of each school year. SWD includes all students aged 3-21 with IEPs. Includes students in out-of-district placements. Excludes students at Horace Mann charter schools. Slide does not include students identified as Native American, Multi-Race or Other.

Building Inclusive Practices for SY2016/2017



Building Transition Services

- Expanding work with Work, Inc., Easter Seals, Impactability, and Best Buddies
- Starting work with Jewish Vocational Services
- Expanding professional development support

Quality of Instructional Supports and Services

- 4 Teams of 2 Teachers and 1 Para
- Provide direct classroom and school wide support for academics and behavior management
- Summer 2016 Sharpen Your Skills Institute

Identification and Placement

- Draft IEPs at the conclusion of team meetings
- Improved reporting that will impact accountability for IEP goals
- Minimal interruption in daily operation

Looking Ahead SY2016/2017



Students, Family & Community Engagement

- New Special Education Family Liaison focused on creating community partnerships and improving communication with our families

Equity and Accountability (Compliance)

- New Professional Development Model for COESS
- Small group professional development based upon walk through and IEP review

Moving Forward

