

# Office of Student Services Roundtable January 3, 2017



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## **COORDINATORS**

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NERLANDE MINTOR**

# Least Restrictive Environment (LRE)



*“To the maximum extent appropriate, students with disabilities should receive their education with nondisabled peers and that students are not removed from the regular classroom unless, even with supplemental aids and services, education in the regular classroom cannot be achieved satisfactorily.”*

IDEA (Individuals with Disabilities Education Act  
2004)

# Roundtable Objectives



By the end of this evening, participants will...

- review and discuss the data related to students with disabilities who receive their services in substantially separate programs in-district or out-of-district programs.
- gain a clearer perspective regarding approved and non-approved out-of-district programs.
- better understand the state and federal regulations regarding placement of students in out-of-district programs.
- discuss approaches and opportunities to maintain students within the district for special education programs.

# Massachusetts Regulatory Statute 603 CMR

28.10

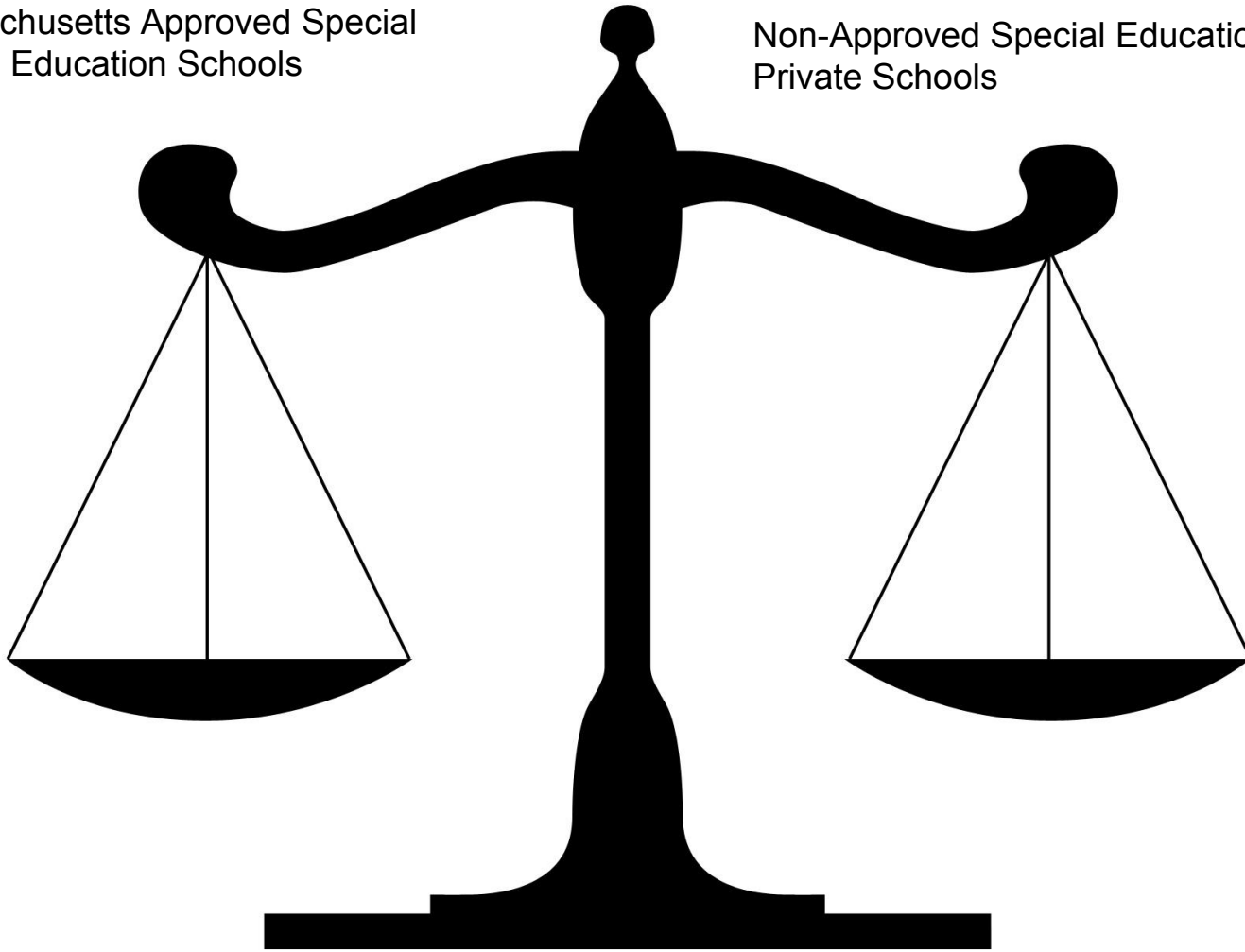


- General requirement under the provision of the law.
- Homeless students with disabilities
- Cost share and agency assignments

Versus

Massachusetts Approved Special  
Education Schools

Non-Approved Special Education Schools/  
Private Schools



# Cost Share



## Cost Share



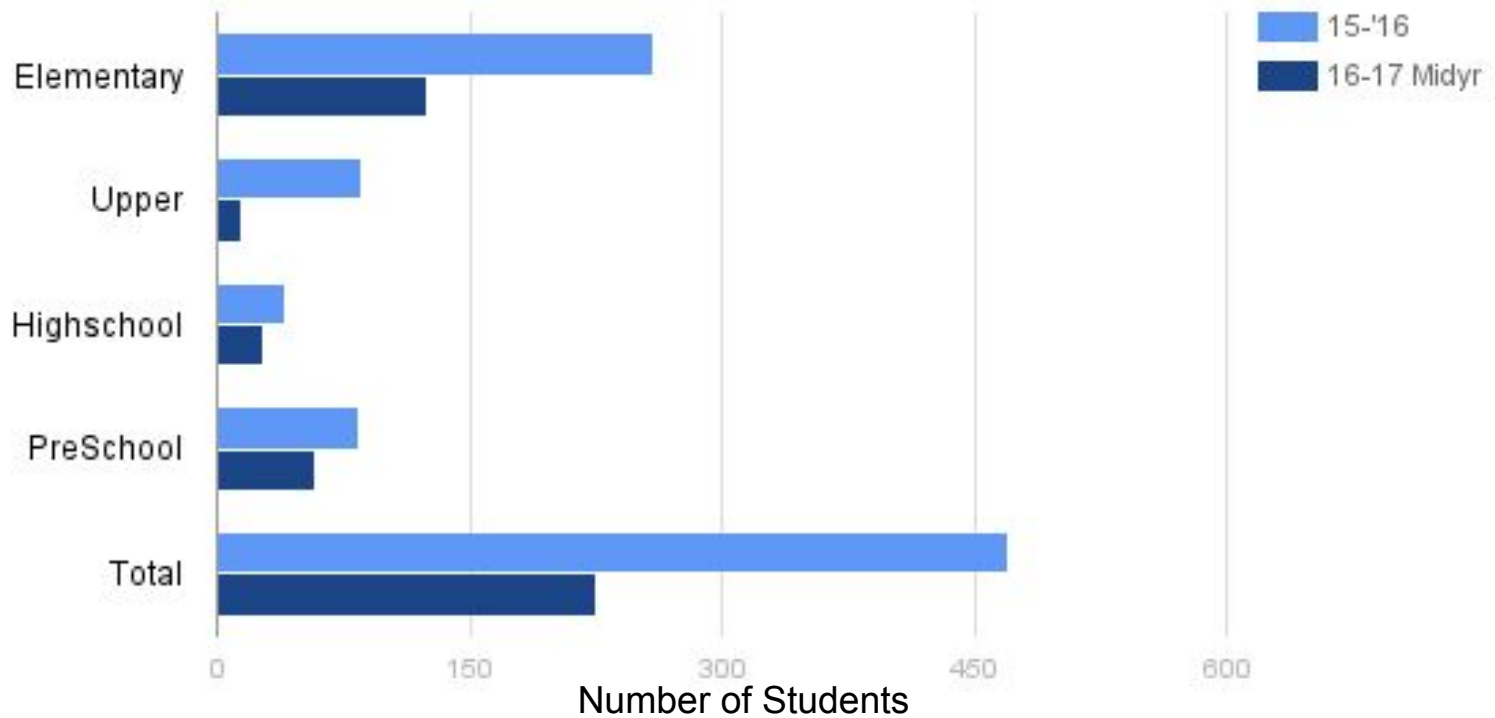
# Discussion



# Special Education Referrals



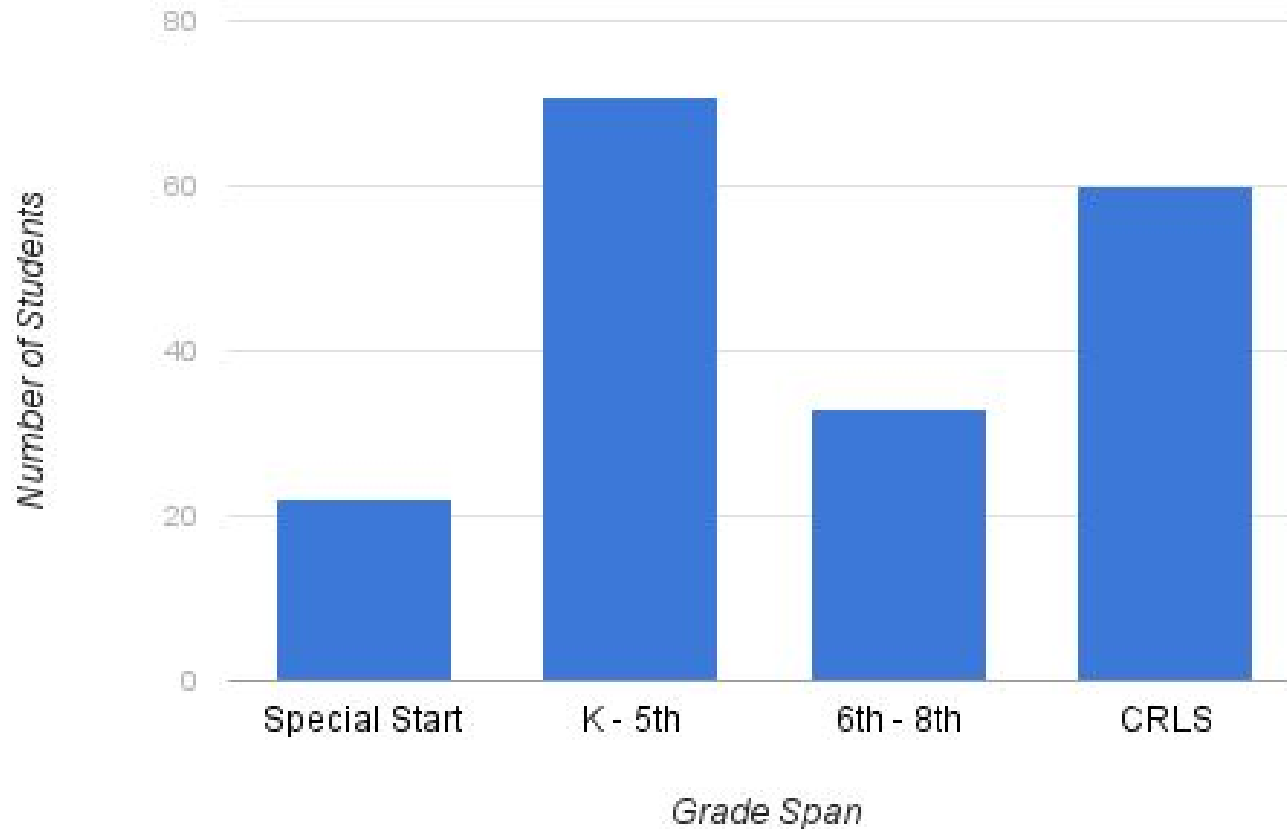
## Initial Referrals for Special Education



# Number of Students in Sub-Separate Classes



## Sub-Separate Programs



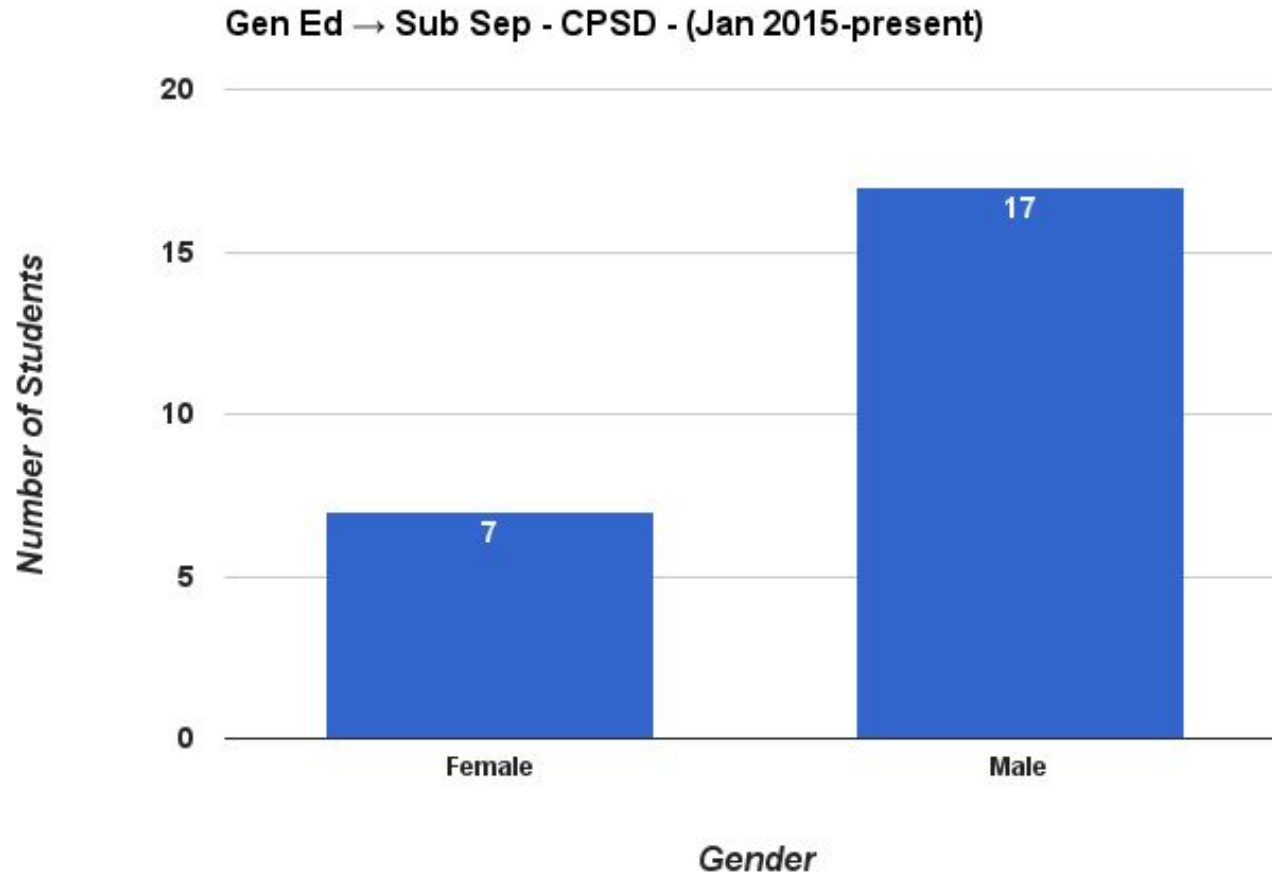
# CPSD Students: Placement Change

## General Education to CPSD Substantially Separate Classroom



- N = 24
- Date range: January 2015 - December 2016 (23 months)
- Over the past two years, twenty-four students in grades PK-9 moved from a General Education Classroom to a Substantially Separate Classroom within CPSD.

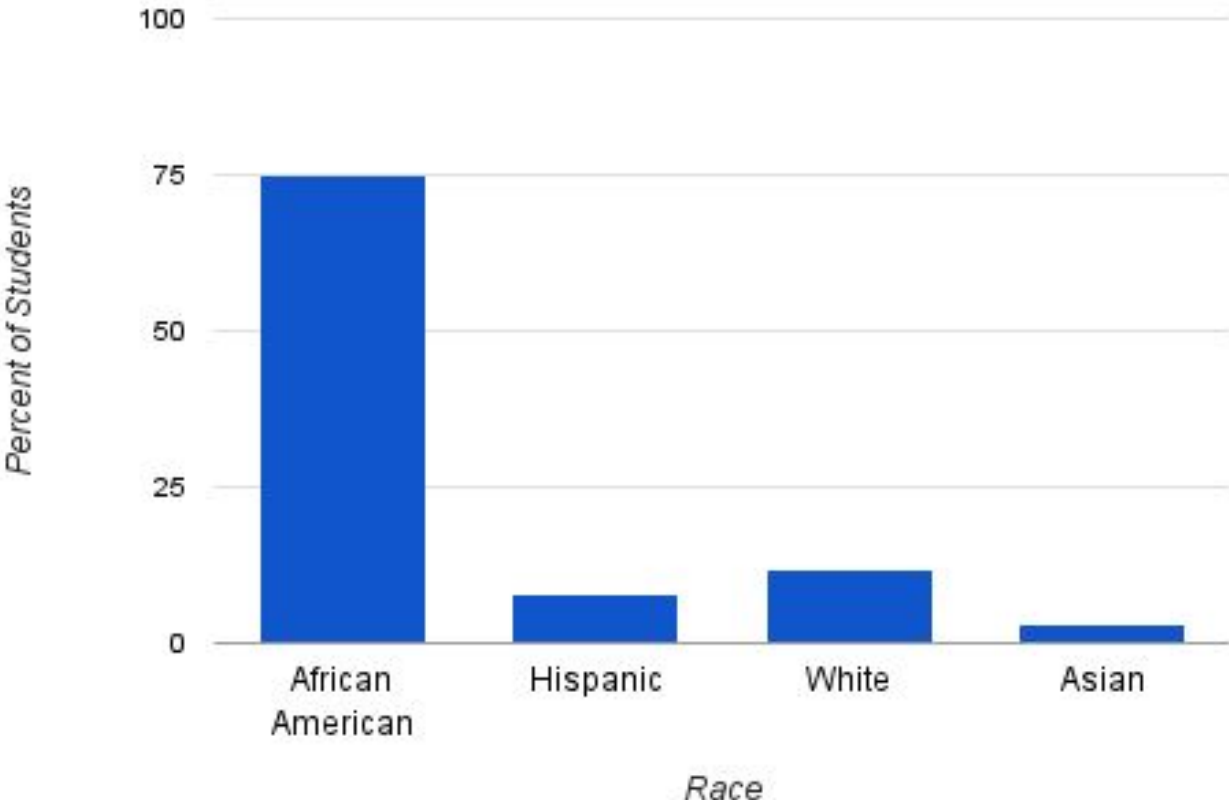
# Gender



# Race/Ethnicity



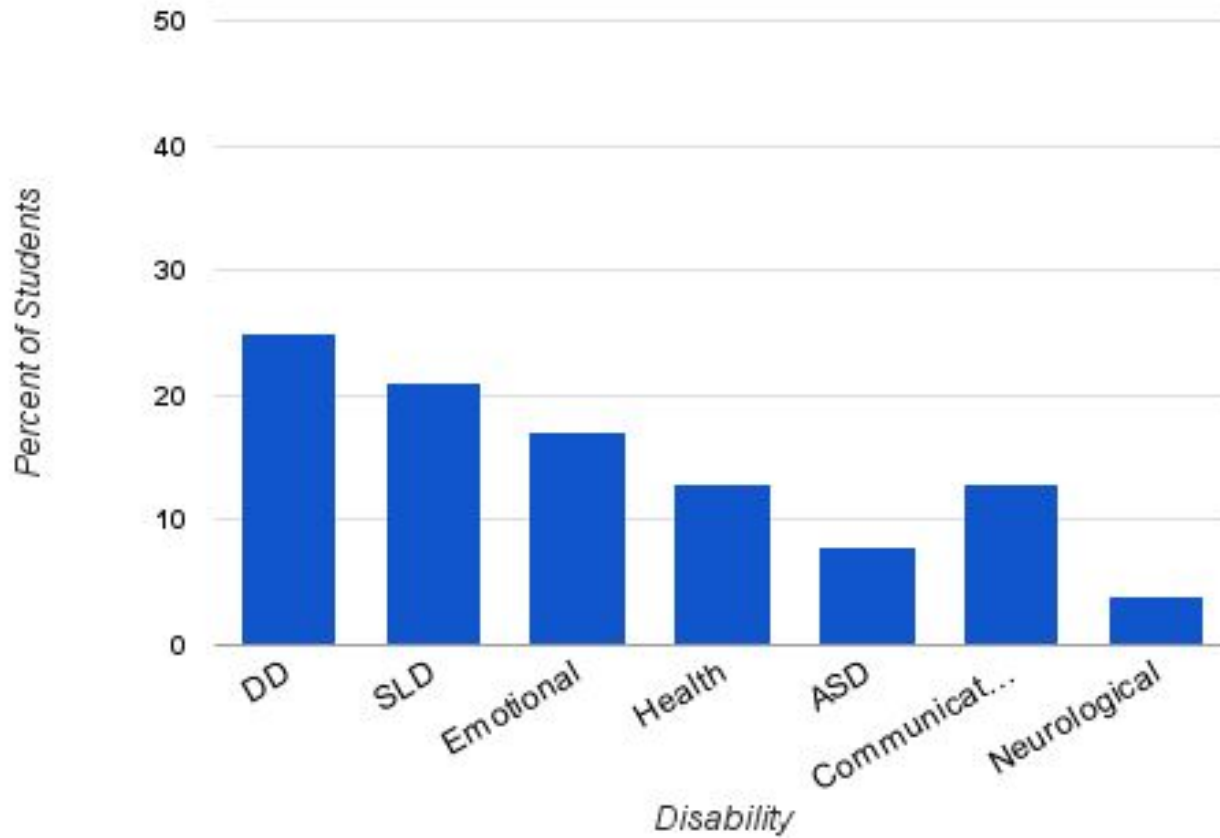
Gen Ed to Sub Sep - CPSD (Jan 2015 - Present)



# Disability



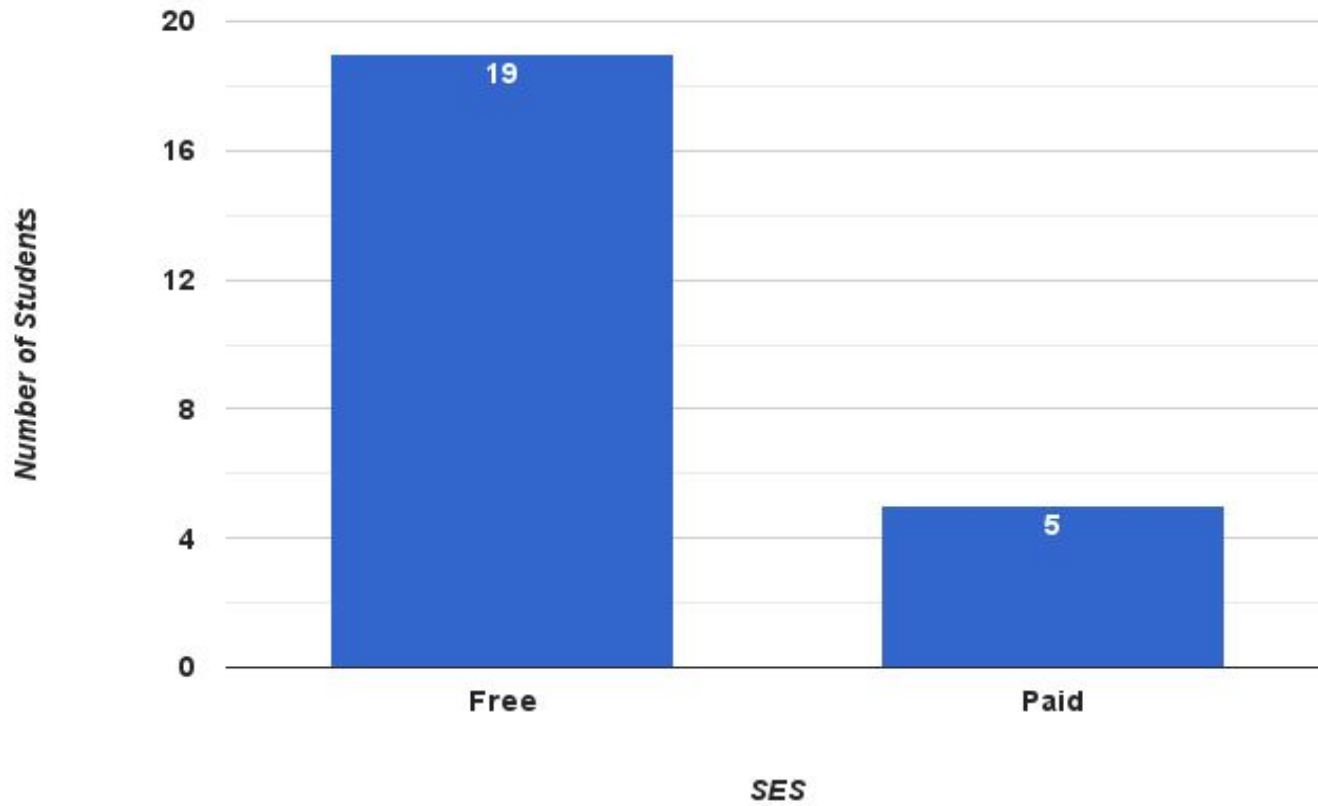
Gen Ed to Sub Sep - CPSD (Jan 2015 - Present)



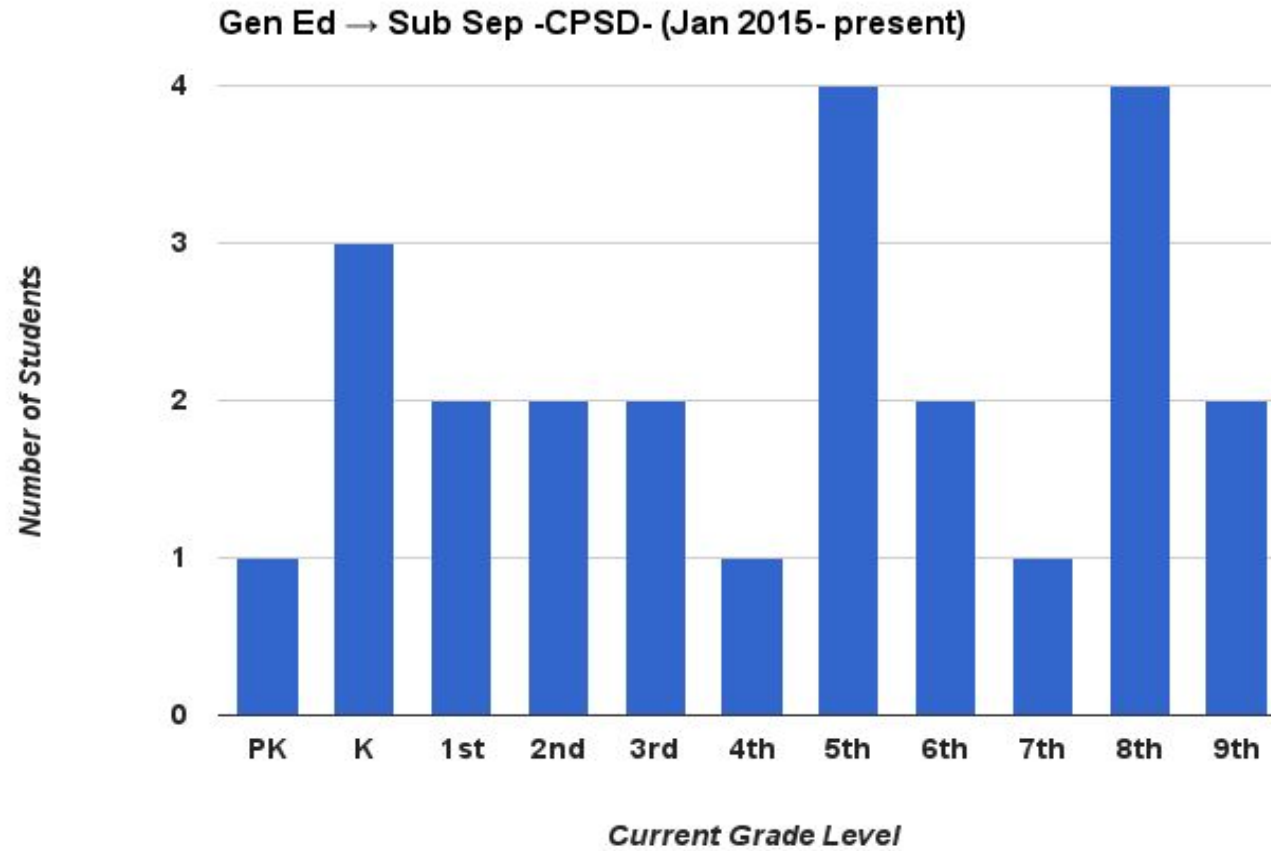
# Socioeconomic Status



Gen Ed → Sub Sep - CPSD (Jan 2015- present)



# Grade Level



# Discussion



# CPSD Students: Placement Change

## CPSD to Out of District Placement

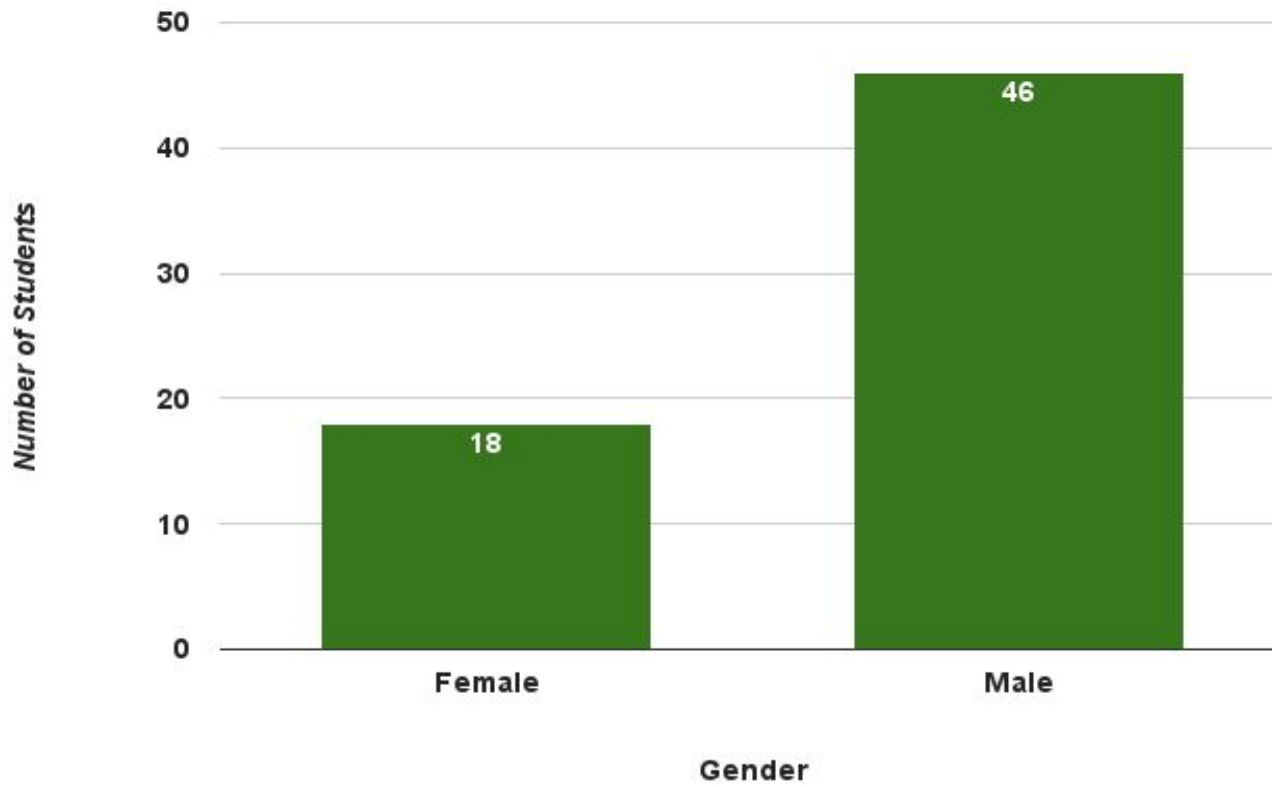


- N = 64
- Date range: January 2015 - December 2016 (23 months)
- Over the past two years, sixty-four students on IEPs in grades PK-12 moved from CPSD to an out of district placement.

# Gender



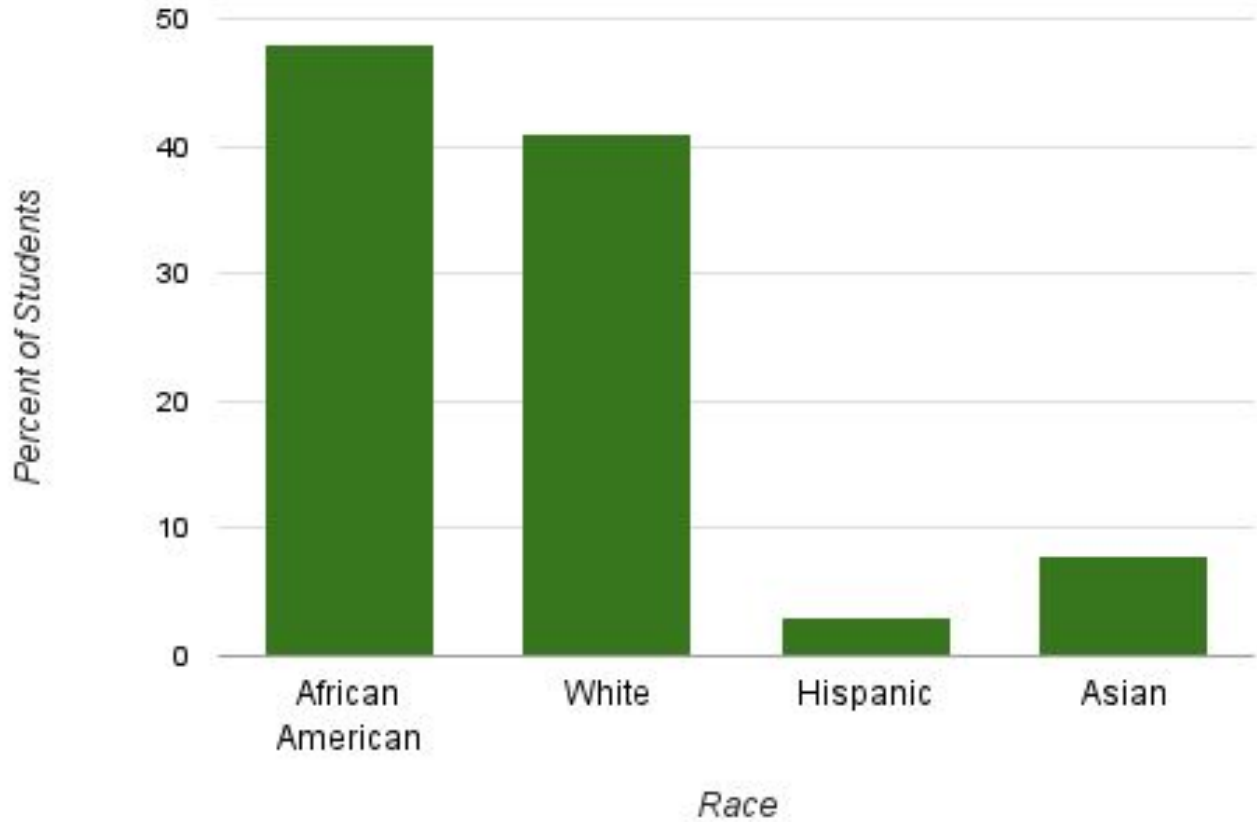
Gender - Out Placements - ( Jan 2015- present)



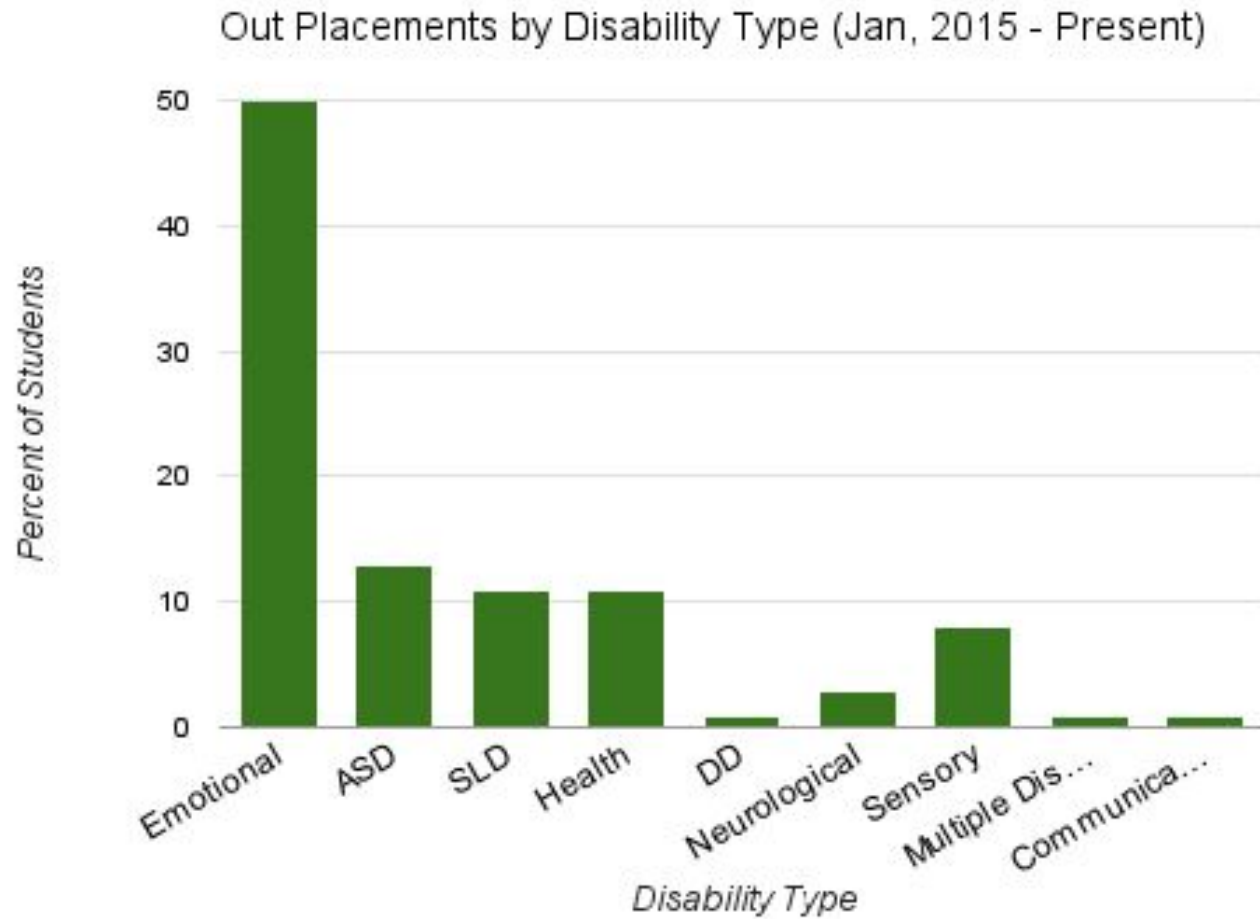
# Race/Ethnicity



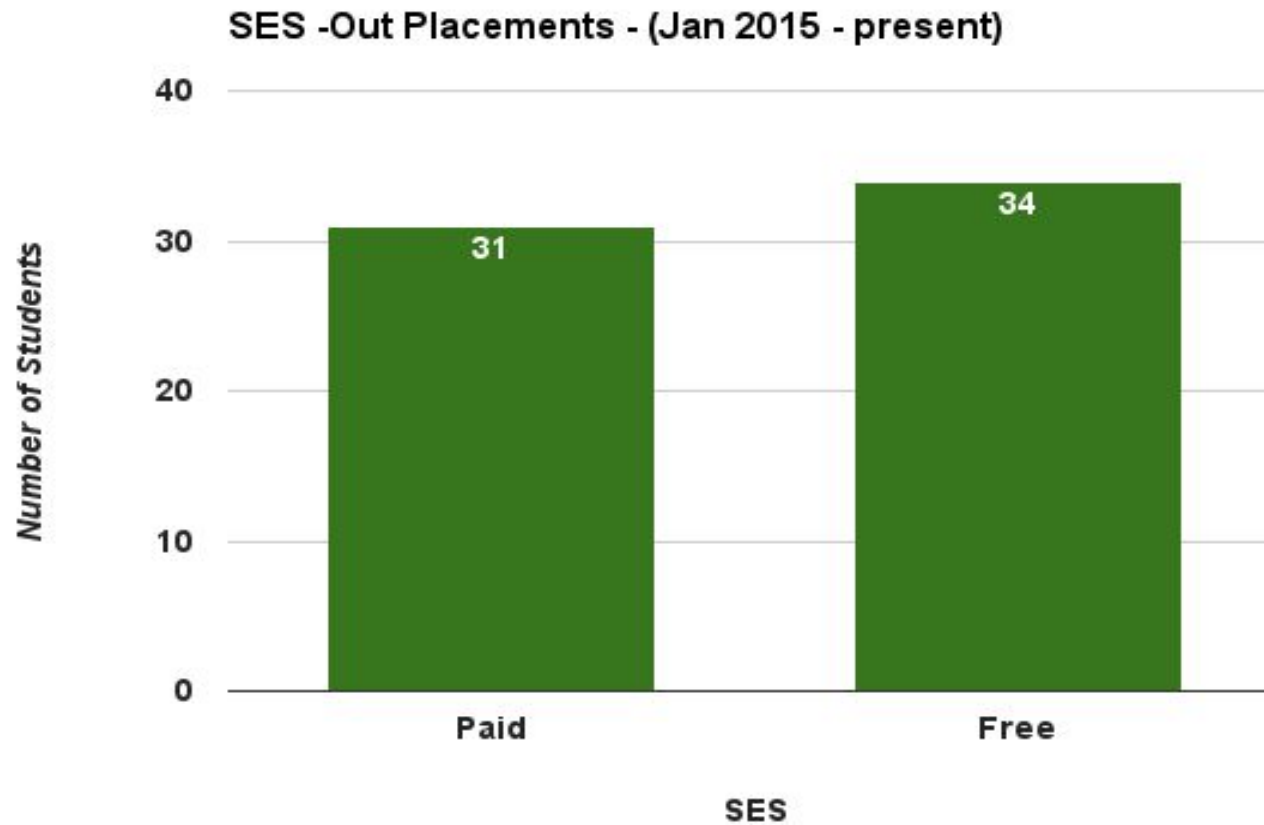
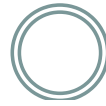
Out Placements by Race (Jan 2015 - present)



# Disability



# Socioeconomic Status



# Re-entry of Students



- Reintegrated six students for 16-17 school year
- In process of reintegrating six students for 17-18 school year
- These numbers do not account for students moving from a substantially separate classroom into general education or students moving from a program in another school district into one of our programs.

# Approaches/Opportunities



- **District Student Review Procedure**
  - Includes principal and encourage general educators to attend
  
- **Review Student Enrollment Status**
  
- **Assign Liaisons by school**
  - Increased PD for School Psychologists and Adjustment Counselors
  
- **Review students 18-22 (In-district transition program)**
  
- **Grade-level transition process (Pk-K; 5-6; 8-9)**
  
- **Implementation of Universal Design for Learning**
  - Increased inclusive opportunities so that the general education classroom and curriculum is responsive to the needs of all students
  
- **In-district program review and program consultation to enhance and improve in-district programs**

# Questions to Ponder



1. How can we ensure that our programs are responsive to the needs of the students who are currently enrolled in CPSD?
2. How do district policies support the programmatic needs of students with disabilities?

*Special Kids  
are my  
Business*

A white sticker with rounded corners is placed in the bottom right corner of the slide. It features the text "Special Kids are my Business" in a black, cursive-style font. The word "Kids" is highlighted in red.

# Discussion

