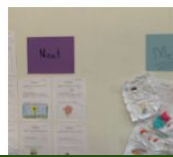


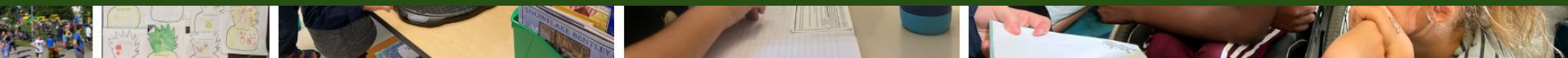


Right away
- stay in 1 spot
- read
the whole time
- level 0 or 1

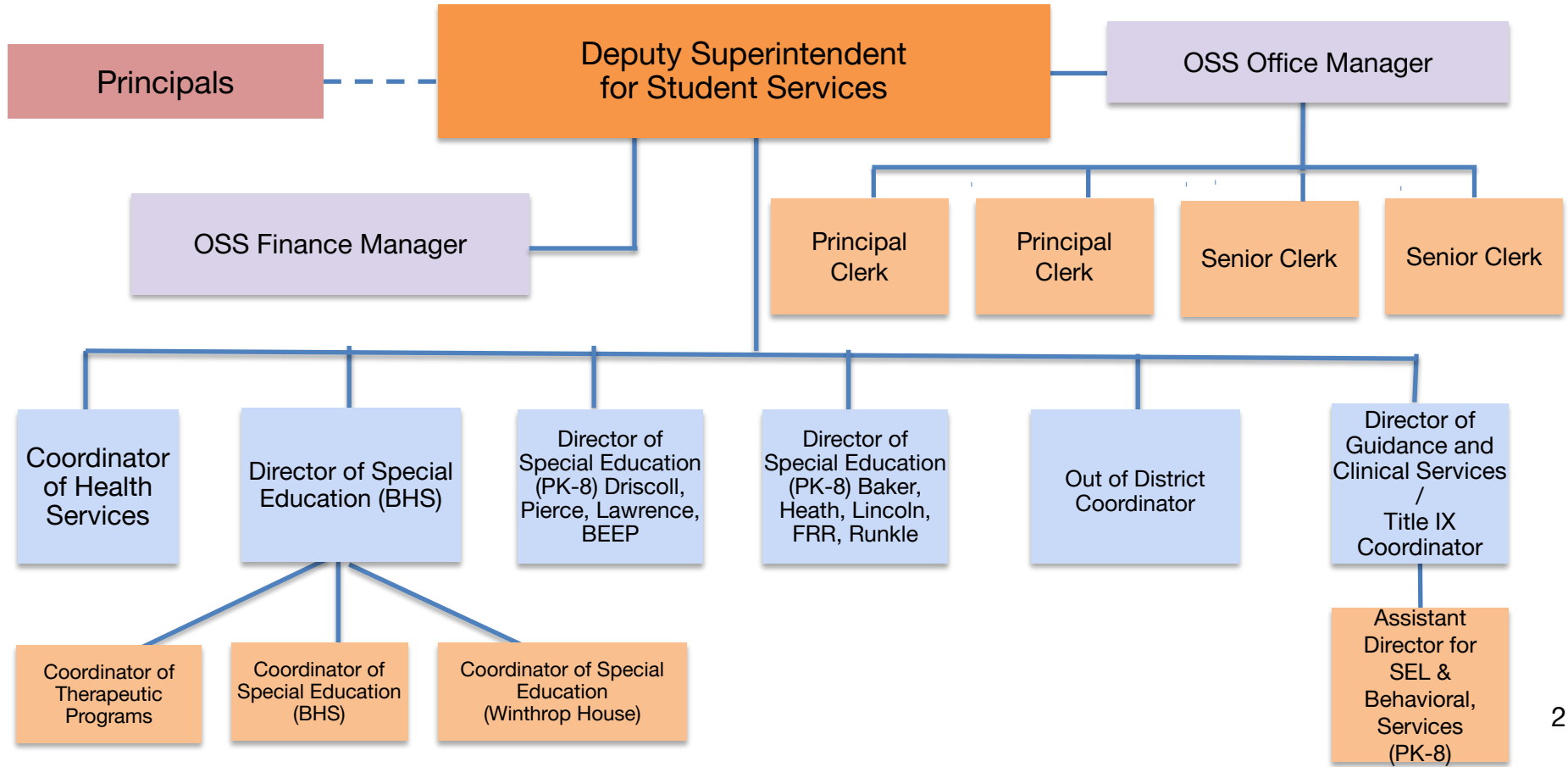


PUBLIC SCHOOLS of BROOKLINE

Student Services Update - November 21, 2022



FY23 Student Services Organization Chart



Examining Priorities

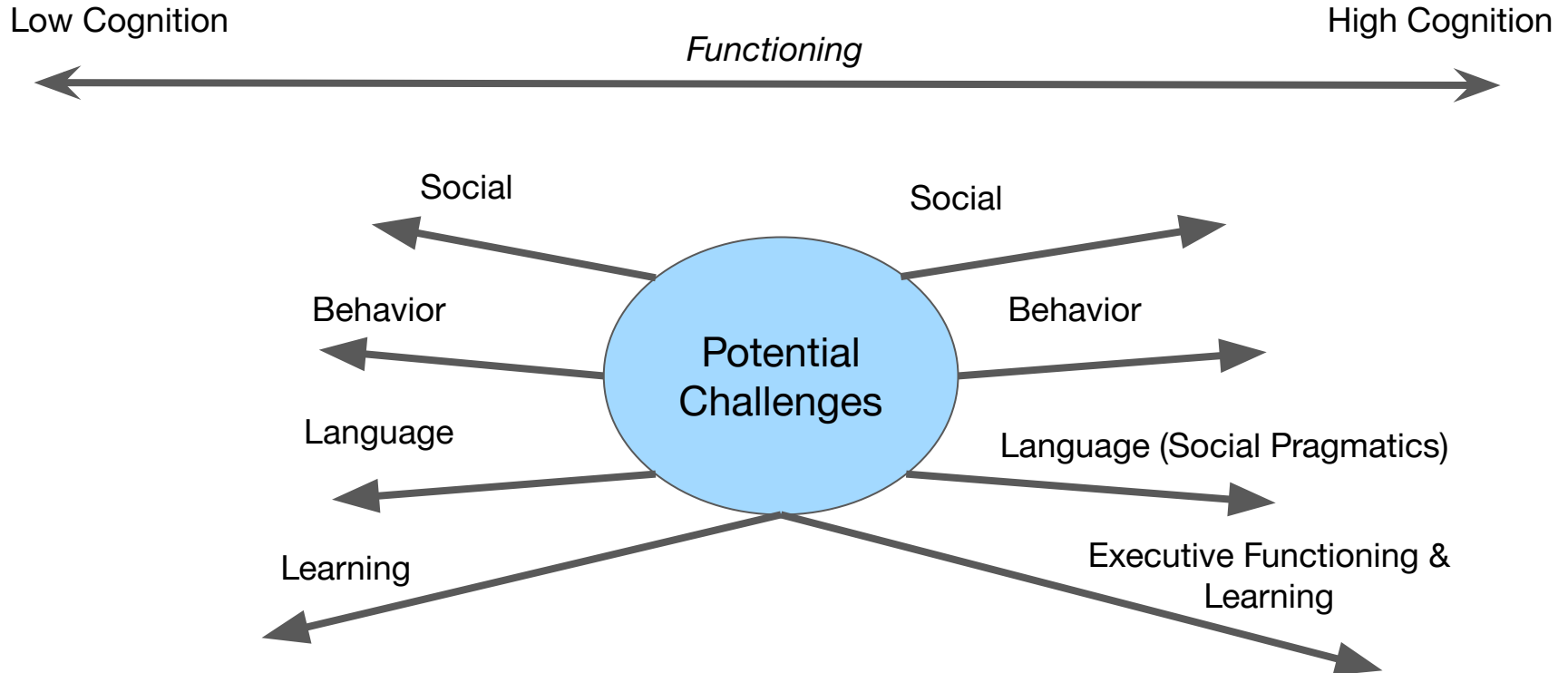


Addressing Federal & State Mandates

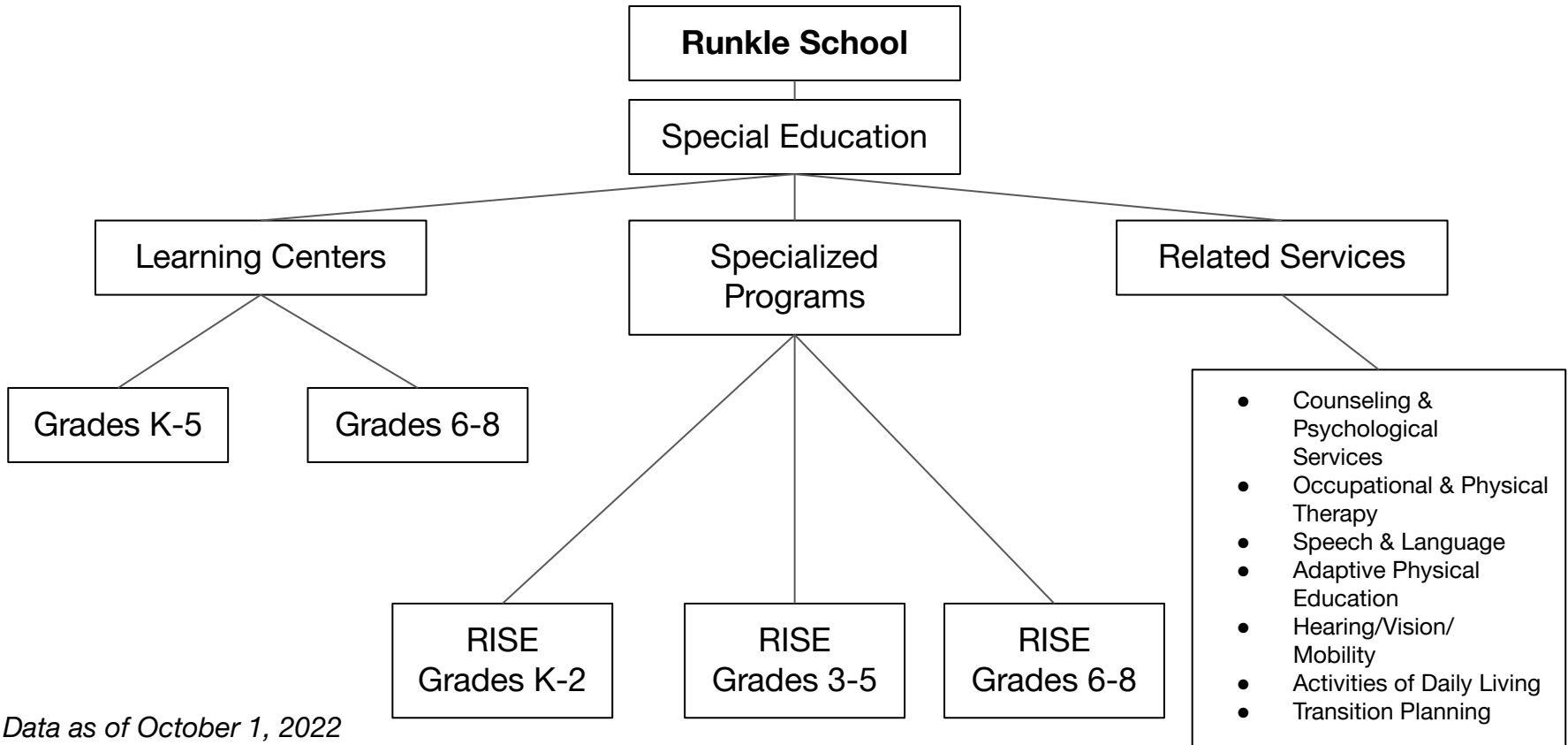
- Child Find
- Early Childhood
- Pre-Referral Initiatives
- Evaluations & Eligibility (*Additional provisions for Dyslexia & Autism Spectrum Disorders*)
- Individual Education Programs (IEPs) & Placement
- Student Discipline
- Assurances of Civil Rights
- McKinney-Vento (*Homeless Assistance Act*)
- 504 Accommodations (*American Disabilities Act*)
- Transitional Planning

Scope of Disabilities

Common Characteristics



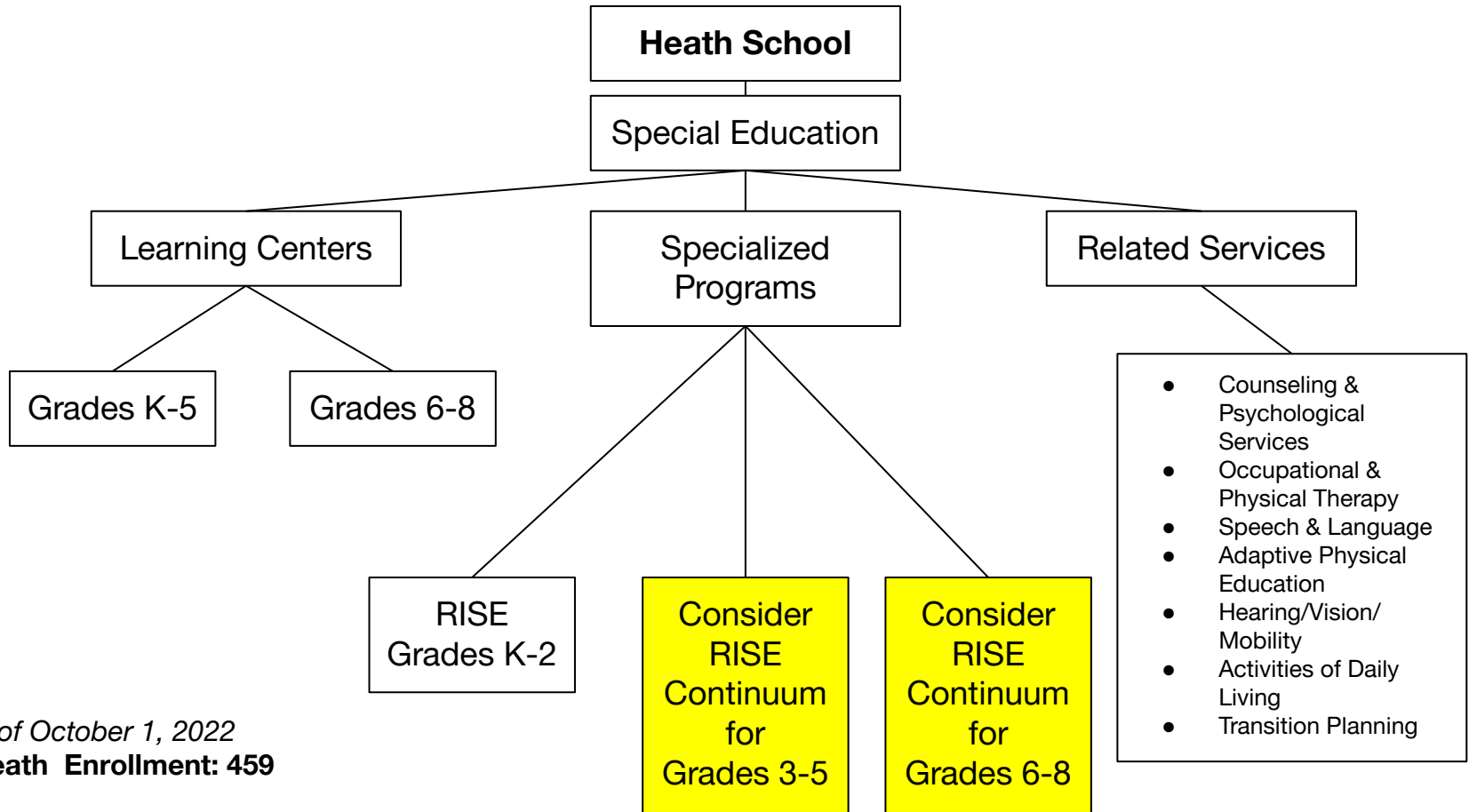
Runkle Special Education Programming: 117 Special Education Students (23.7% out of 493)



Data as of October 1, 2022

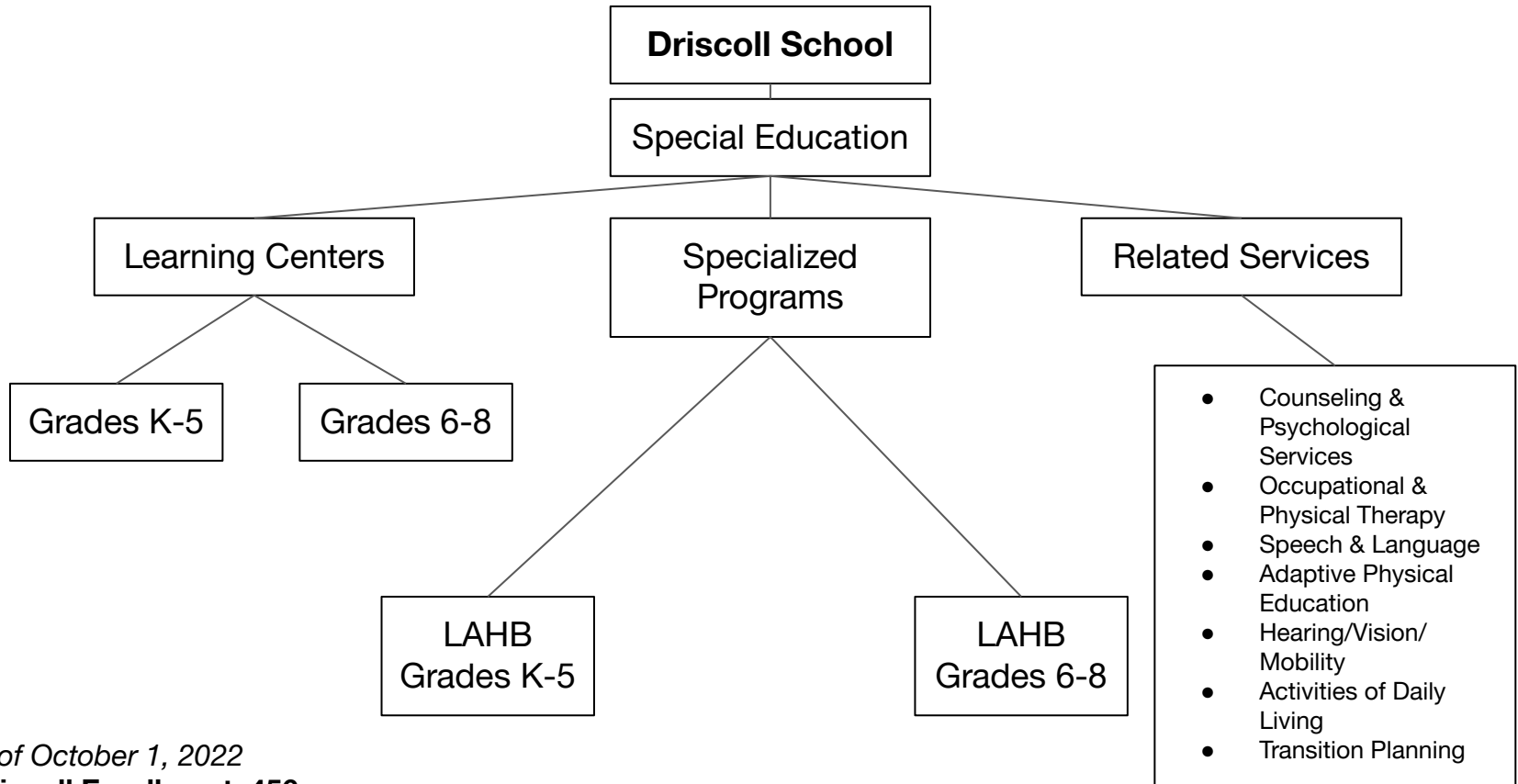
Total Runkle Enrollment: 493

Heath Special Education Programming: 75 Special Education Students (16.3% out of 459)



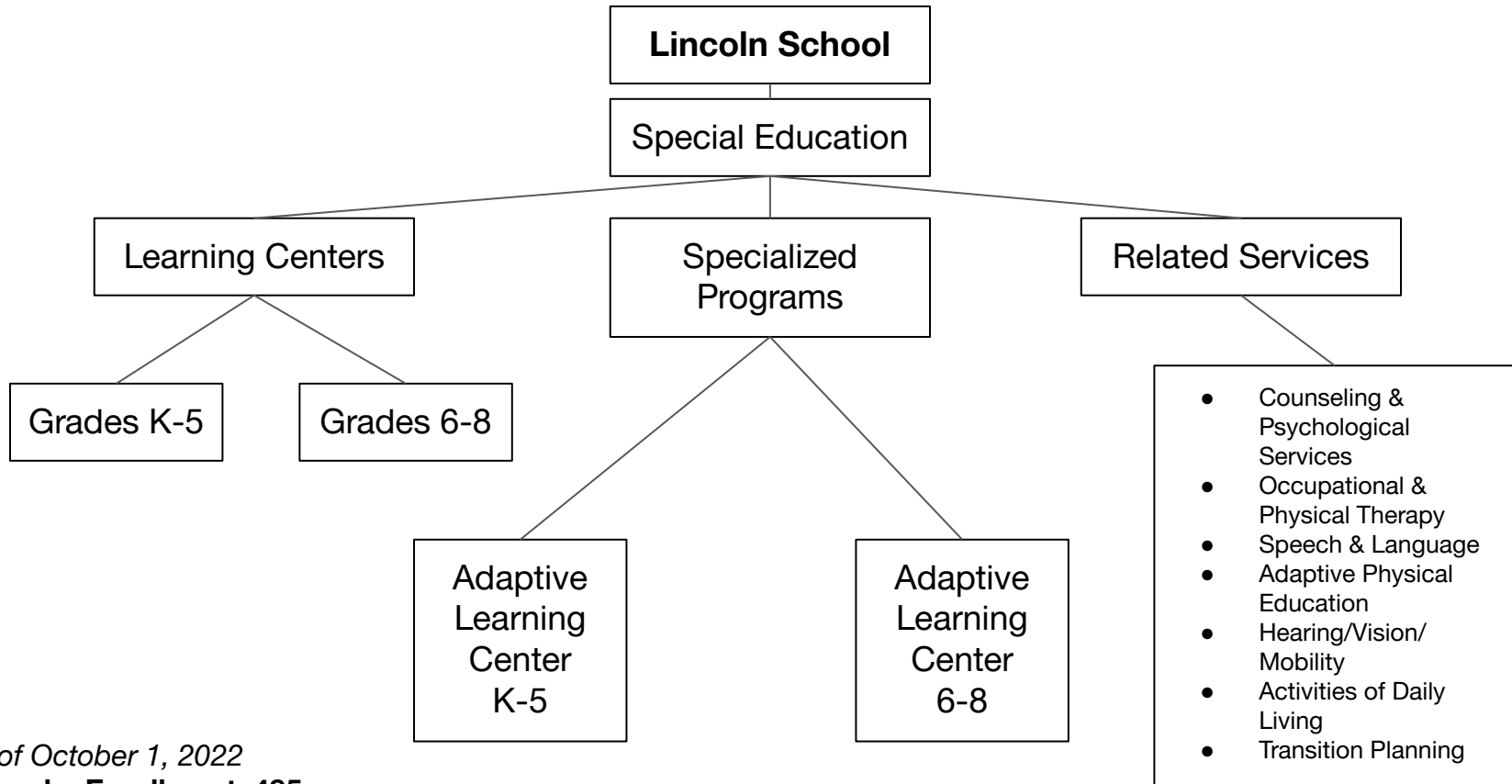
Data as of October 1, 2022
Total Heath Enrollment: 459

Driscoll Special Education Programming: 66 Special Education Students (14.4% out of 456)



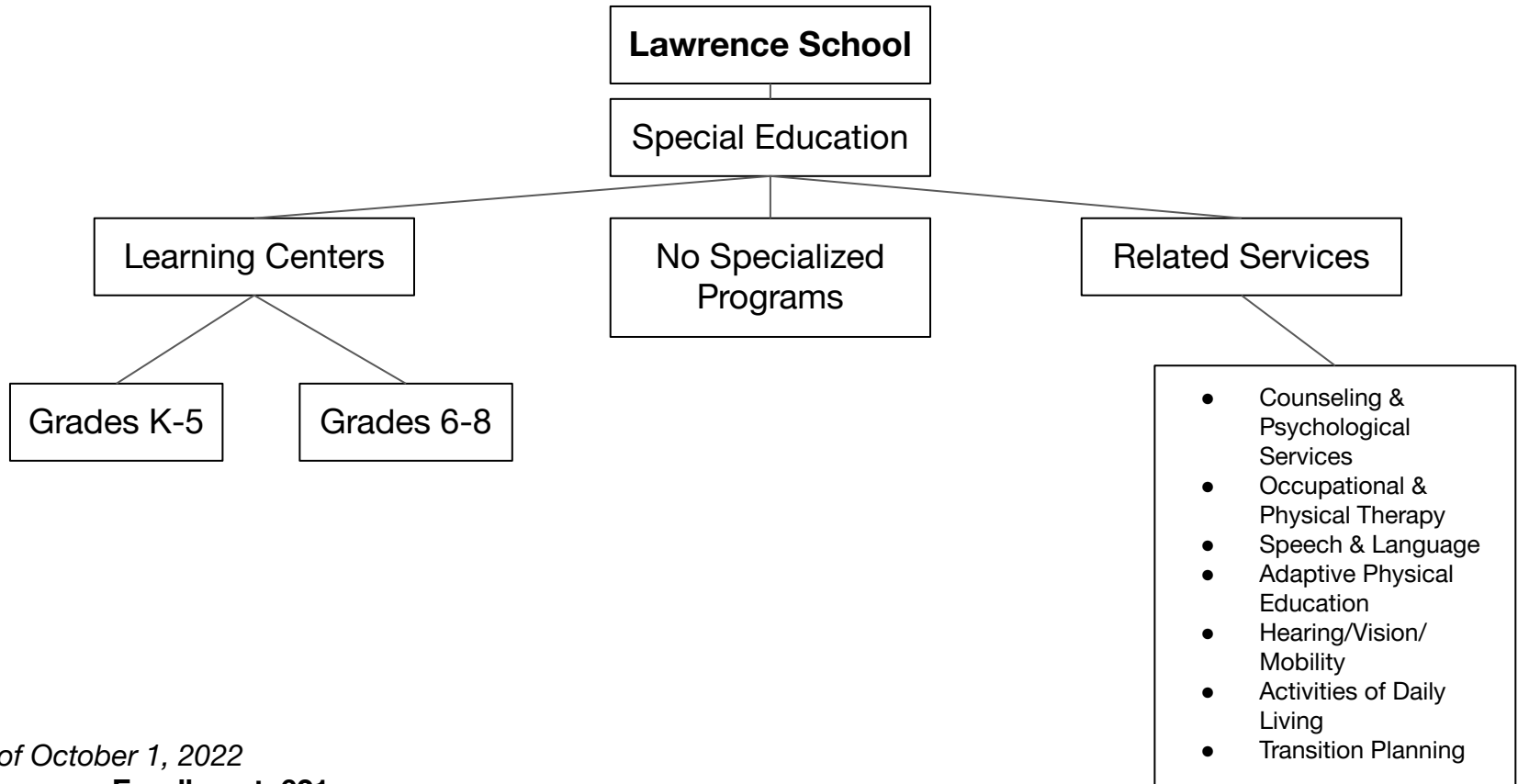
Data as of October 1, 2022
Total Driscoll Enrollment: 456

Lincoln Special Education Programming: 115 Special Education Students (23.7% out of 485)



Data as of October 1, 2022
Total Lincoln Enrollment: 485

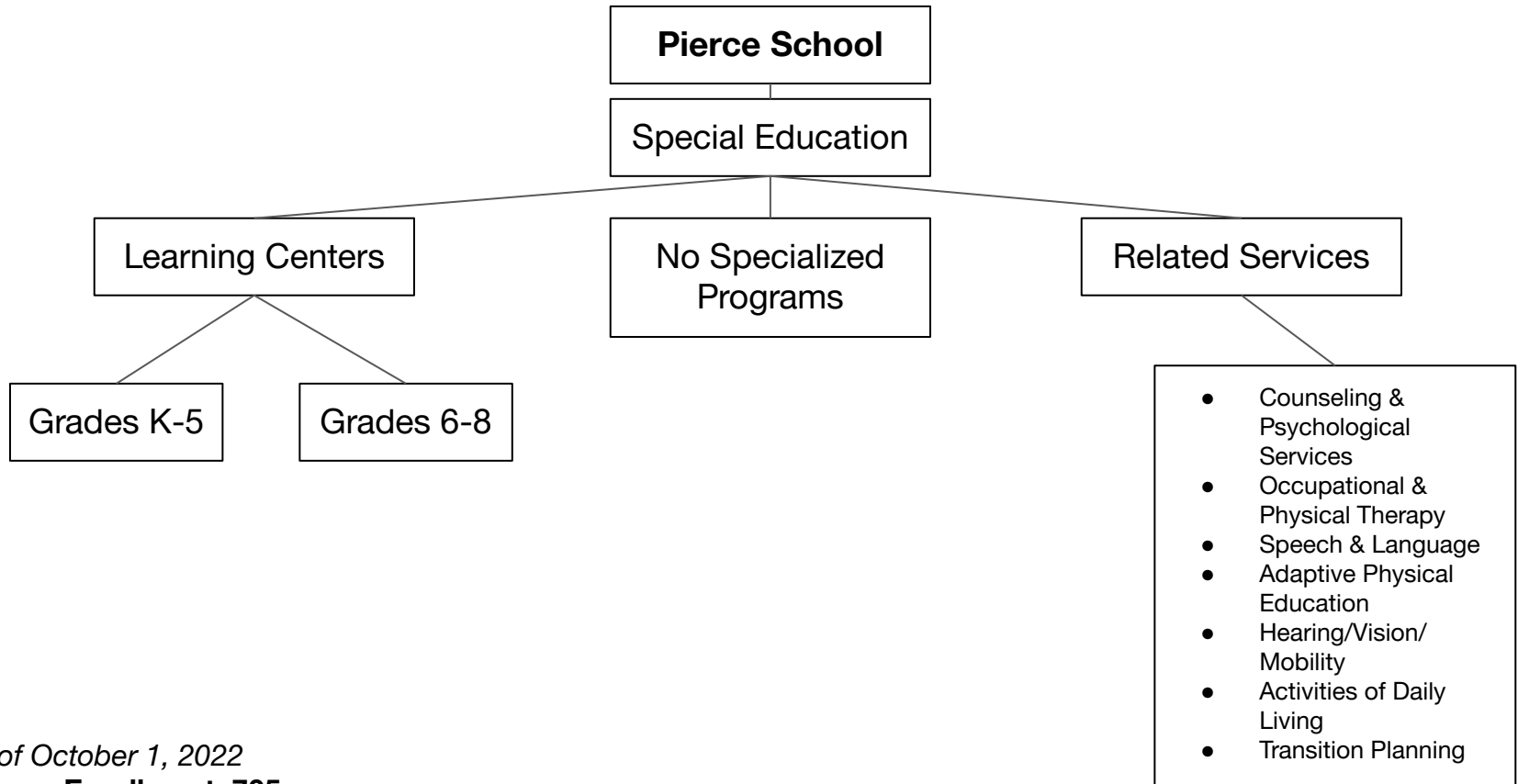
Lawrence Special Education Programming: 98 Special Education Students (15.7% out of 621)



Data as of October 1, 2022

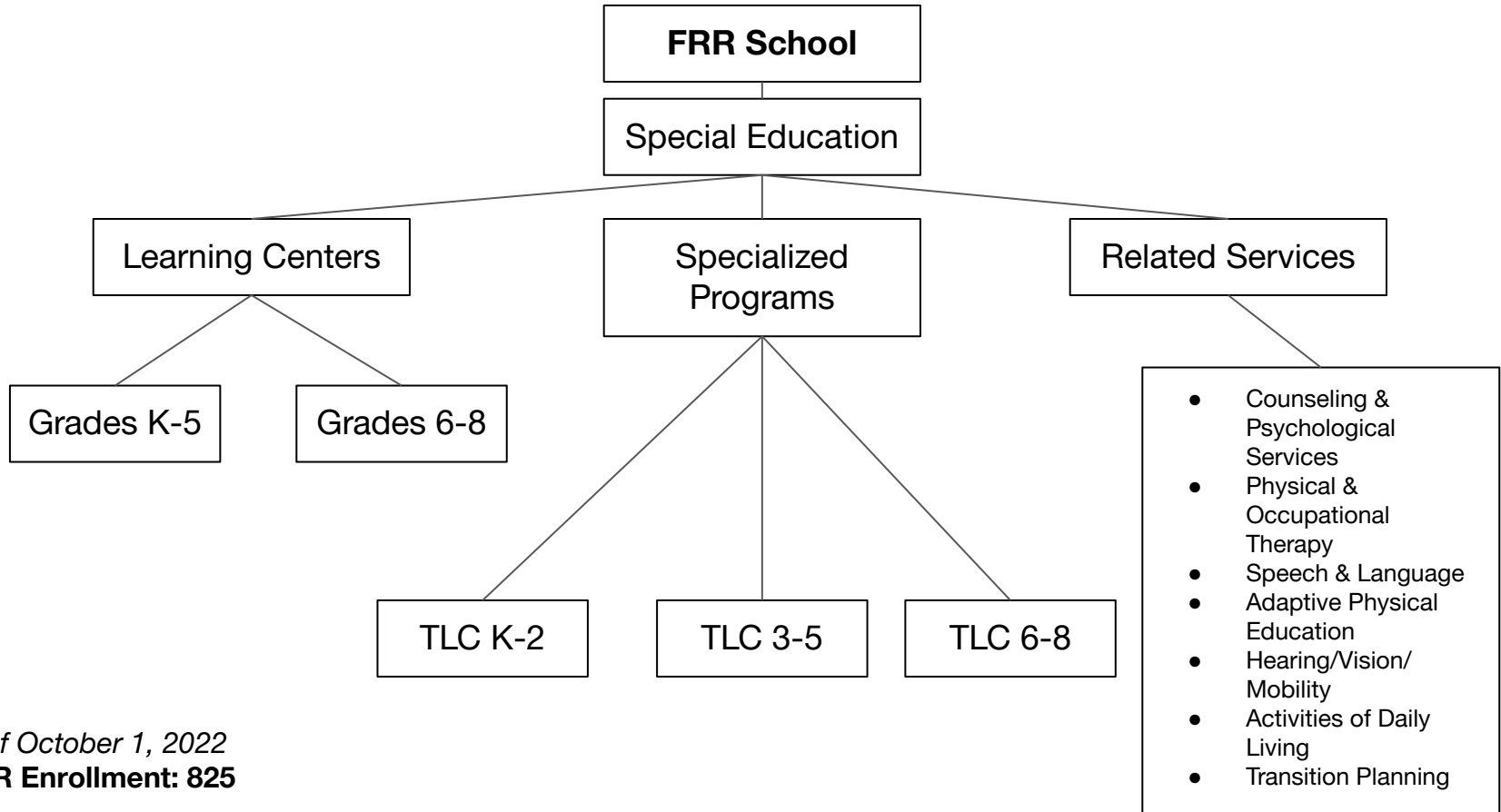
Total Lawrence Enrollment: 621

Pierce Special Education Programming: 89 Special Education Students (12.6% out of 705)



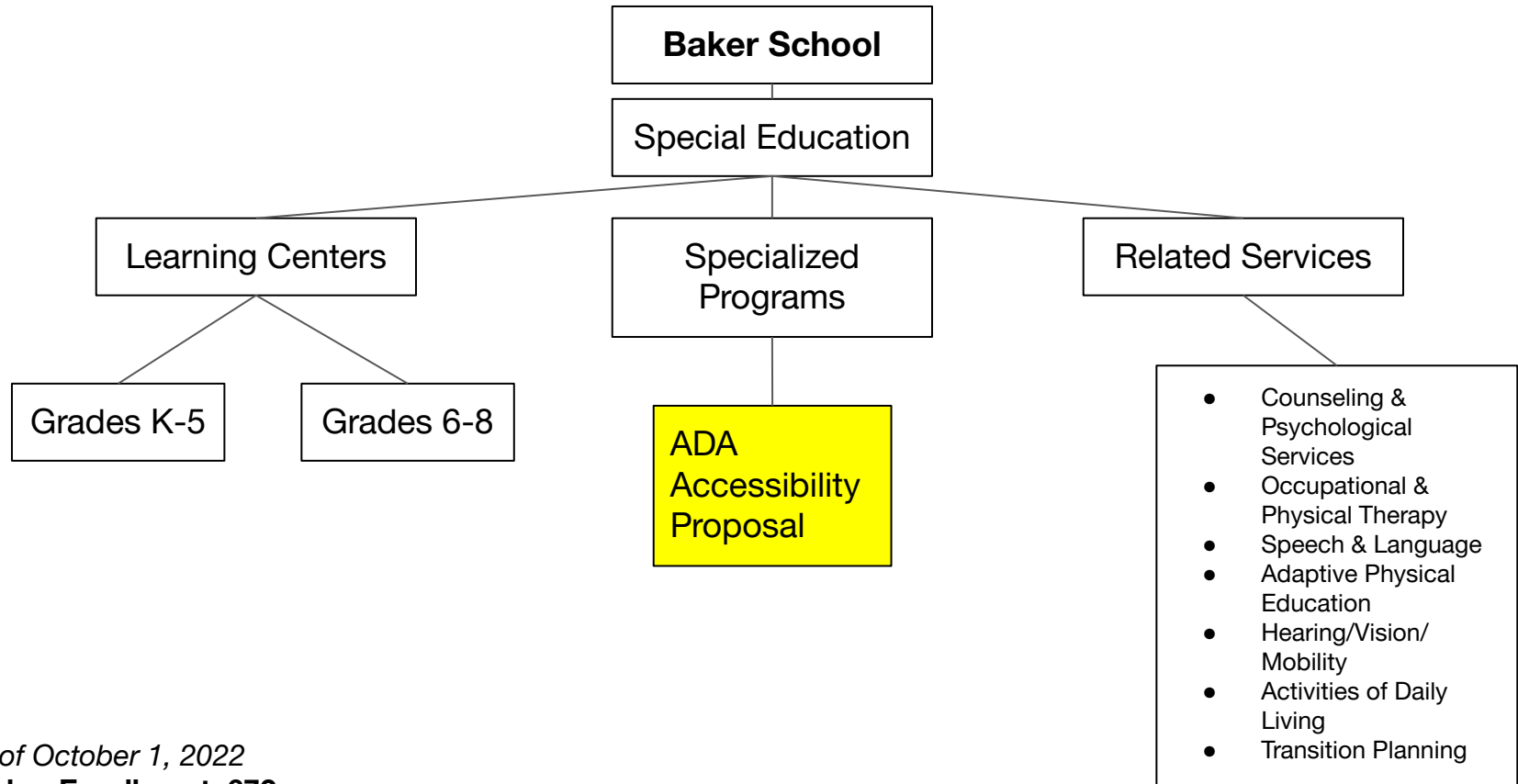
Data as of October 1, 2022
Total Pierce Enrollment: 705

Ruffin Ridley SPED Programming: 136 Special Education Students (16.4% out of 825)



Data as of October 1, 2022
Total FRR Enrollment: 825

Baker Special Education Programming: 104 Special Education Students (15.5% out of 672)



Data as of October 1, 2022
Total Baker Enrollment: 672

Baker School Accessibility



**Permanent Ramp in
Parking Lot***

**(*Currently
Temporary)**



**Rubber Accessibility
Matting**



GaGa Ball Pit Gate

Baker School Accessibility



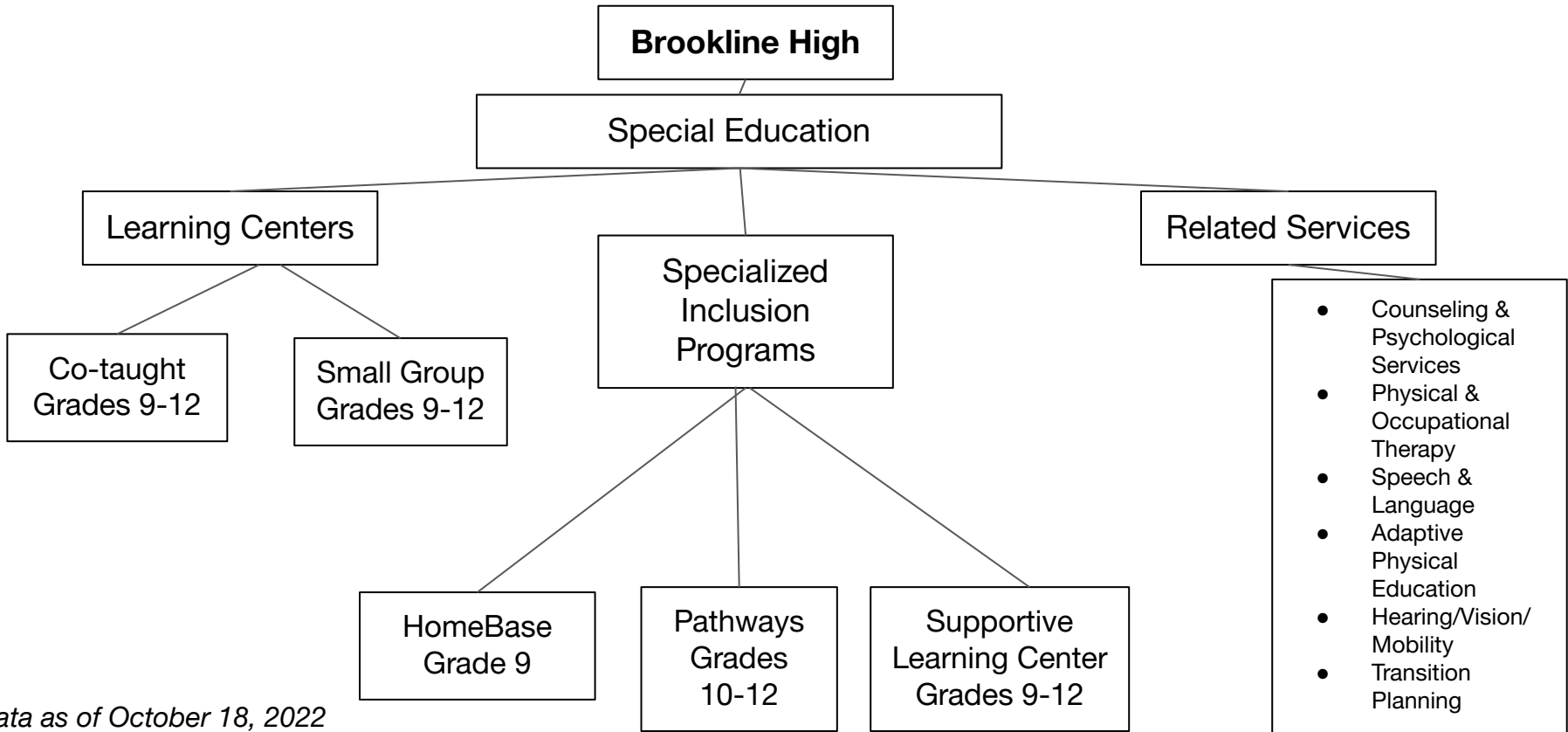
**Accessible
Basketball Hoop**



Office Door

BHS Special Education Programming (Slide #1)

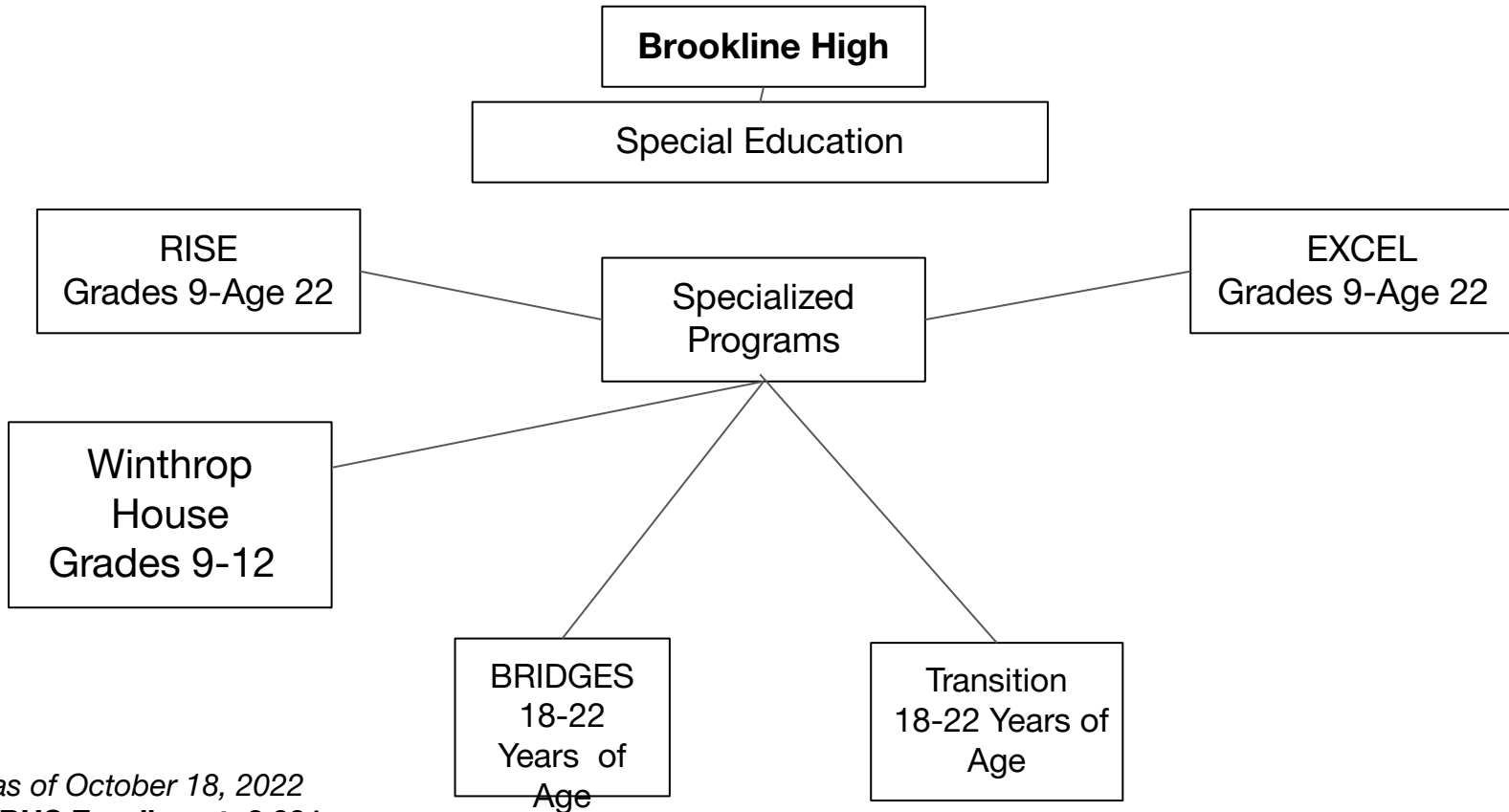
438 Special Education Students (19% out of 2,091)



Data as of October 18, 2022
Total BHS Enrollment: 2,091

BHS Special Education Programming (Slide #2)

438 Special Education Students (19% out of 2,091)



Data as of October 18, 2022
Total BHS Enrollment: 2,091

Out-of-District Students, by Disability

Student Disabilities	FY20		FY21		FY22		FY23		FY24 Projection	
	PK - 5	Grade 6 - Age 22	PK - 5	Grade 6 - Age 22	PK - 5	Grade 6 - Age 22	PK - 5	Grade 6 - Age 22	PK - 5	Grade 6 - Age 22
Autism Spectrum Disabilities	8	13	6	17	2	24	1	22	1	20
Serious Emotional Disabilities	6	12	2	23	2	16	4	17	3	16
Specific Learning Disabilities	2	7	1	12	2	16	2	11	2	11
Neurological/Sensory/Health	2	4	2	8	1	9	0	9	0	7
Severe Intellectual Impairments	0	8	0	8	0	5	0	4	0	5
Multiple Disabilities	4	3	0	8	0	6	0	4	0	3
Total	22	47	13	72	7	76	7	67	7	62

Out-of-District Students, by Grade

	FY20	FY21	FY22	FY23	<i>FY24 Projection</i>
PK - Grade 5	12	10	8	9	9
Grade 6 - 12	45	62	62	53	53
Post-Graduate to Age 22	11	13	13	12	7
Total	69	85	83	74	69

2021-2022 Special Education Program Review

Independent Special Education Review (Dorsey Yearley; Full report published on [April 4, 2022](#))

Recommendations

Home/School Communication: Consider ways to improve home school communication with parents/guardians regarding the TEAM Meeting/IEP Process. Increase collaboration with SEPAC specific to providing parents and guardians with timely district information.

Enhance Pre-Referral Practices: Review and develop consistent, district-wide child study (CST & SIT) procedures related to eligibility process, placement in district-wide programs, including clear entry and exit criteria and a referral process for these programs.

Revisit Administrative Oversight for In-District Programming: Review various models for increasing special education administrative support for PK-8. Develop a strategic plan to increase level of support to all schools, using a model that fits structure and culture of PSB.

Program Design & Development: Engage with general education administrators to review supports for at-risk students. Review need for more programming at the middle school level for students with specific disabilities and develop programs as appropriate.

Enhancing Home School Communication

Public Schools of Brookline

TEAM Meeting/IEP Process Parent/Guardian Survey

This survey seeks your thoughts about the special education process, your recent IEP meeting, and the recommendations made for your child. The information you provide will help teachers, specialists, clinicians, and administrators, improve the special education process. Please provide your opinions by completing the survey below. You may return the survey electronically to the attention of Liza O'Connell, liza_oconnell@psbma.org. Thank you!

Your name is optional: _____ Date: _____

Background Information:

Please circle the school where your meeting took place:

BEEP	Baker	BHS	Driscoll	Heath	Lawrence	Lincoln	Out of District	Pierce	Ridley	Runkle
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1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

The TEAM Meeting Process:

I received my invitation 10 days before the scheduled Team Meeting.	1	2	3	4
The TEAM Meeting included a general education teacher.	1	2	3	4
My child participated in an Evaluation/Re-evaluation process. Upon my request, the Evaluation or Re-evaluation reports were made available to at least 2 days prior to the Team Meeting so I could review the results.	1	2	3	4

Parent Participation:

My vision statement and areas of concern were discussed at the TEAM meeting.	1	2	3	4
I was treated as an equal member of the IEP Team.	1	2	3	4
My concerns and opinions regarding my child's strengths, areas of concern, and progress were listened to and documented in the proposed IEP. My opinions and input were respected by the Team.	1	2	3	4
My questions were answered.	1	2	3	4
The meeting followed a logical sequence. I felt informed and understood the flow of the discussion.	1	2	3	4

The IEP:

The TEAM discussed my child's current levels of performance and necessary steps to ensure educational progress.	1	2	3	4
All TEAM members were prepared to discuss my child (progress, work samples, data, test results, observations notes).	1	2	3	4
The proposed IEP performance and goals were written in measurable/observable terms.	1	2	3	4
All aspects of the IEP were discussed and each area of the IEP developed.	1	2	3	4

1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

I was given a copy of the meeting summary including service delivery before leaving the meeting.	1	2	3	4
I received the entire proposed IEP (including the Transition Planning Form, if applicable) in the mail within two weeks of the meeting.	1	2	3	4
The IEP I received included what was discussed at the TEAM Meeting.	1	2	3	4

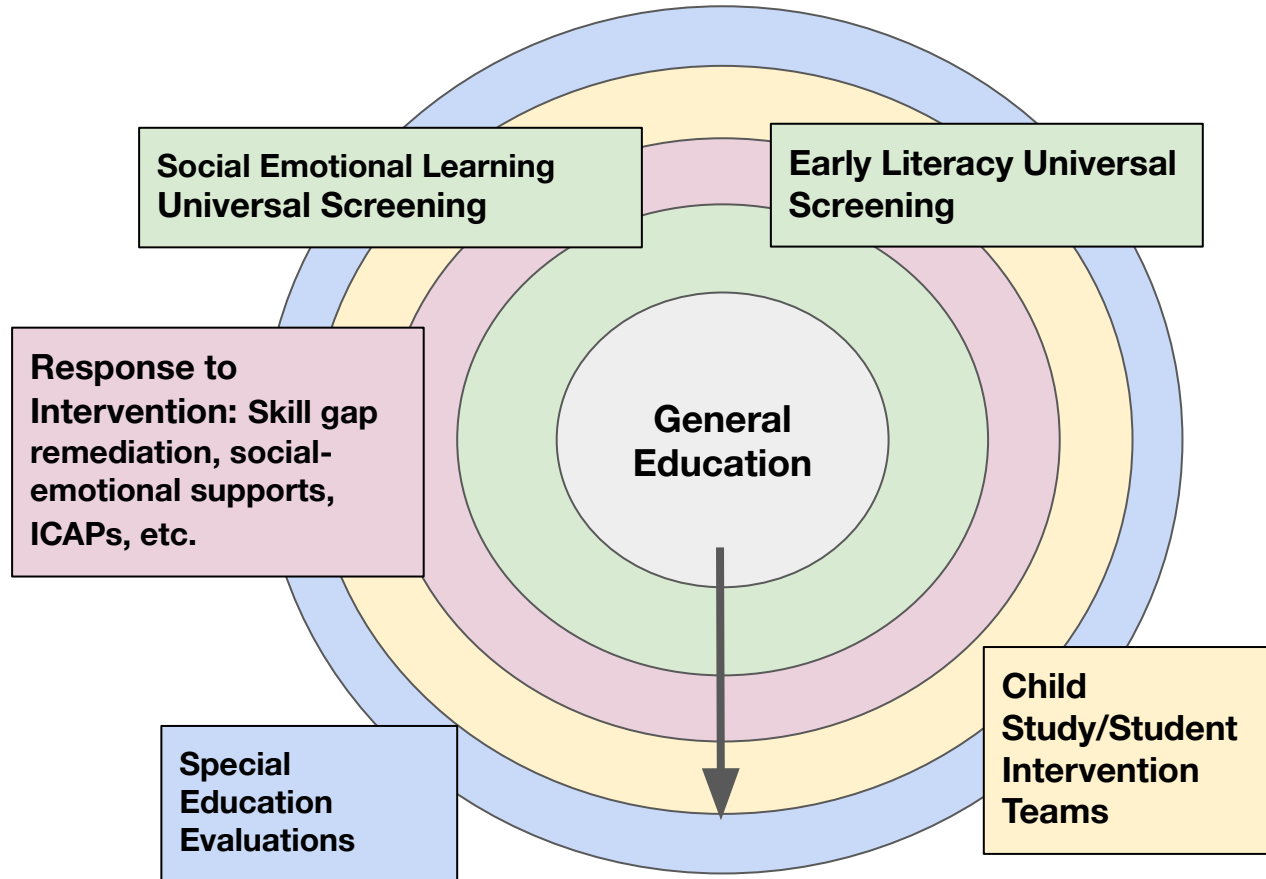
Overall satisfaction with Special Education in Brookline:

I am satisfied with the special education services my child receives.	1	2	3	4
I am fully informed and understand my rights as a parent/caregiver.	1	2	3	4
My child had a 3-year or initial evaluation through the school system and I was satisfied with the result of the report(s).	1	2	3	4
If you submitted an independent evaluation report for discussion, did the TEAM convene (or contact you to schedule a meeting) within 10 school days to discuss the report?	1	2	3	4
If you had your child evaluated independently, the TEAM gave appropriate consideration to the evaluation and the recommendations.	1	2	3	4
As a parent of a child transitioning from Early Intervention, I was well informed about the transition process to the public school district.	1	2	3	4
If your child was changing schools for any reason, the transition process was fully explained.	1	2	3	4
As the parent of a student 14 years or older, a transition plan and appropriate transition services were discussed and developed.	1	2	3	4
As the parent of a student 14 years or older, my child was invited to be part of the discussion about the transition plan and services process.	1	2	3	4

Do you have any questions that were not answered during the IEP Meeting? Please provide additional questions or comments below:

Thank you for completing this survey! Your comments are important to us. You are welcome to attach a separate page with any additional comments you wish to make about the IEP process.

Enhancing Pre-referral Initiatives



Students should go through different tiers of support before a special education evaluation is considered. Support must go beyond academic skill gaps and consider clinical needs, behavioral health needs, etc.

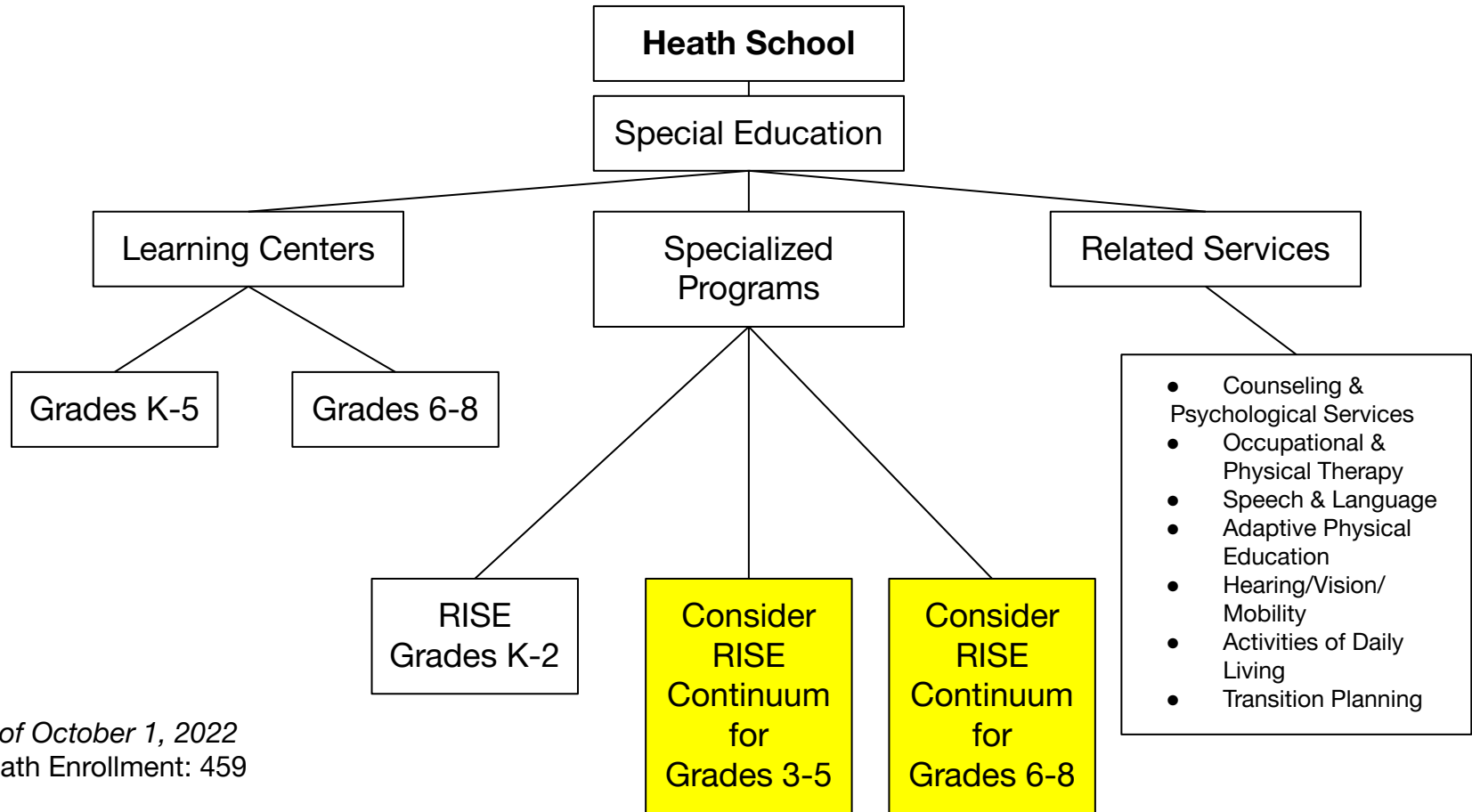
Program Design and Development

Consider **expansion** of in-district programs (through in-district and out-of-district analysis):

- Prioritize programming for **social-emotional, and behavioral** challenges
- Ensure a continuum of programming for students with **Autism Spectrum Disorders (ASD)**

Heath School Proposal

RISE Program Continuum



Data as of October 1, 2022
Total Heath Enrollment: 459

Special Education Program Proposal

Winthrop House Continuum, Grades 6-8

Addressing Special Education Mental Health Needs

- Anxiety Disorders
- Substance Abuse
- Suicide Ideation
- Chronic Fatigue Syndrome
- Post-Traumatic Stress Disorder (PTSD)
- Serious Emotional Diagnoses
- Depression
- Stress
- Surgery
- Oncology
- Accidents (e.g. broken limbs, concussions)
- Eating Disorders
- Attention-deficit/hyperactivity disorder (ADHD)
- Chronic Illness

General Education

504

Special Education

*Access to Curricular
Content in/Out of School*

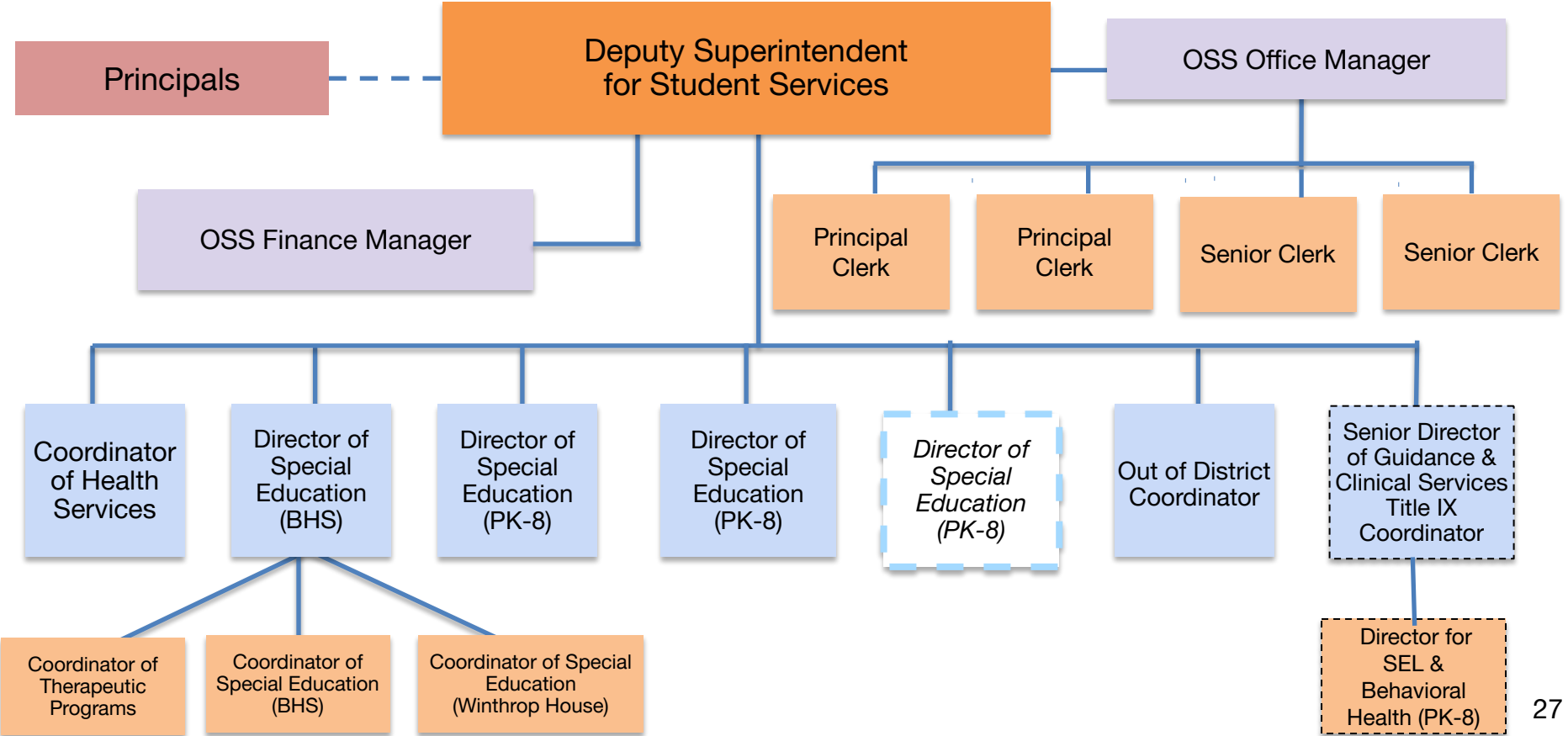
*Documented Disability
Impacting Life Functioning*

*Documented Disability Impacting
Progress & Requiring Specialized
Instruction*

Enhancing Administrative Oversight

- Increased routinized feedback from parents & guardians
- Ensured routinized collaboration between OSS, OTL, Principals & Coordinators
- Resolved compensatory (due to Covid-19 pandemic), PRS, OCR & due process issues
- Increased targeted professional development for specific disability areas and regulatory compliance

FY 24 Student Services Administrative Proposal

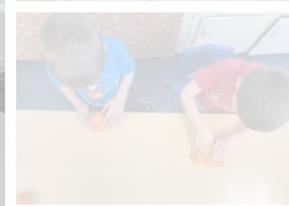


Student Services Investment Budget

Priorities
1.0 FTE Director of Special Education <i>Grades PK-8</i>
Heath School RISE Continuum Grades 3-5
Winthrop House Continuum Grades 6-8
1.0 FTE Nurse
Baker School Playground/Basketball Accessibility Project



Right away
• stay in Jspot
• read
the whole time
• level 0 or 1



Thank you!

