

# Shrewsbury Public Schools

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## Annual Special Education Budget Report: February 2017

### Introduction:

Shrewsbury Public Schools has a comprehensive program for students with disabilities. The school system subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize the opportunities for children with disabilities to have access to the general curriculum.

It is the responsibility of the school district to provide every student with disabilities with a free, appropriate public education (FAPE) within the least restrictive environment (LRE) from ages 3 to 22. This age range is important because it significantly increases the amount of time that the school district is responsible for educating a student with special needs that must be factored into the overall cost of special education.

The Shrewsbury Public Schools are responsible for educating **819** (October 1, 2015 enrollment report) students with disabilities both in the district and out of the district.

State Reporting based on October 1 enrollment				
	2012/2013	2013/2014	2014/2015	2015/2016
<b># of special education students</b>	907	816	755	819
<b>District % of students in special education</b>	15.0	13.5	13.6	13.4*
<b>State % of students in special education</b>	17.0	17.0	17.1	17.2

\* This percentage is given by the Department of Elementary & Secondary Education based on the enrollment data provided for October 1, 2015.

Based on current data (January 2016), there are **898** students who are considered to be receiving special education services. This number includes students after October 1, 2015 who have moved in to the district or moved out of the district, eligible students who have since turned three years old, and those who have been evaluated and found eligible. This number also includes students who are currently referred for an evaluation or are in process of an evaluation. These students are considered special education students until they are determined eligible or not eligible for special education services and are calculated in the total number of students served until such time; not all students in evaluation will qualify.

Referrals for Special Education Services							
2012-2013		2013-2014		2014-2015		2015-2016	
#	Eligible	#	Eligible	#	Eligible	#	Eligible
131	121 (92%)	211	120 (57%)	231	118 (51%)	149	

\*Referrals include any student referred by the school or parent to be evaluated in an area of suspected disability.

The referral numbers may also include students who are currently receiving special education services, but a new area of disability is being evaluated. It is important to note that the actual number of students found eligible has been consistent for the past three years.

**State Financial Support for Special Education: Circuit Breaker**

It is important to note, when discussing special education costs, that the federal legislation governing special education, IDEA or the Individuals with Disabilities Education Act, was originally mandated to fund 40% of the per pupil costs of educating all children with special needs. However, the federal funding contribution to local and state budgets for special education has consistently been approximately 18%, far below what is actually needed.

Equally as important, the state circuit breaker reimbursement formula had decreased significantly between 2010 and 2013. Although the final state budget for FY16 communicated that it fully funds Circuit Breaker at 75%, the initial payments from DESE have been made at 73%. The district budgeted for a 73% rate, which puts the current rate of reimbursement on target.

	Students Claimed	Claim Amount*	Foundation	Net Claim	Reimbursement
FY 2011	89	\$6,238,081	\$3,361,332	\$2,876,749	<b>44%</b> \$1,256,118
FY 2012	84	\$6,344,325	\$3,137,310	\$3,207,015	<b>71%</b> \$2,281,866
FY 2013	91	\$6,643,476	\$3,288,402	\$3,355,074	<b>74%</b> \$2,502,777
FY 2014	91	\$7,267,058	\$3,666,336	\$3,600,726	<b>75%</b> \$2,700,546
FY 2015	100	\$8,186,970	\$4,120,096	\$4,066,874	<b>73.5%</b> \$2,991,642
FY 2016	97	\$8,652,053	\$4,026,624	\$4,625,429	<b>73%</b> <b>3,376,560</b>

\* The claim is based on prior fiscal year census and qualifying costs

**Out of District Placements:**

While the vast majority of students with special needs are educated within Shrewsbury schools, there are a small percentage of students who need specialized programs including very small classes and a low teacher to student ratio and access to mental health supports and services. These students are educated out of district in specialized public day programs, collaborative, or private special education programs.

Children attend out of district programs as day or residential students depending on the severity of their disabilities. In addition, they may also attend for a longer year that includes extended school year services. A residential placement provides the student with twenty-four hour learning opportunities, full assistance with all functional life skills and intensive specialized developmental services. Children who attend residential placements have demonstrated a need for more restrictive programming, often due to limited safety awareness putting themselves or others at great risk. These students may also have complex behavioral and/or medical needs that require consistent level of supervision to maintain appropriate health.

The cost of out of district programs varies greatly. Tuition for private placements for the 2015-2016 school year range from a high of \$395,646 for a residential program, to a low of \$30,000 for a specialized public day program. The state of Massachusetts Operational Service Division (OSD) sets the tuition rates for these programs and, at times, will approve rate increases. This rate is set by the state based on the approved inflation rate.

However, in addition to an increase in tuitions granted by the state, schools are able to apply for extraordinary relief or restructuring and request a tuition increase. Over the next fiscal year, five programs that Shrewsbury Public Schools accesses have applied for approval from the OSD for Restructuring of their tuition. These large tuition increases range from 4% to 22% and far outpace the 1.83% inflation rate cap. While they have been incorporated into our FY17 budget, they cause a significant pressure on our overall budget costing a net \$103,000 more than we would experience if they were capped at the inflation rate increase

**Programs Restructuring for FY 2017:**

School	2016 Tuition	2017 Tuition	Difference	% Increase
<b>Learning Center for the Deaf</b>	\$49,072	\$59,984	\$10,912	22%
<b>NECC</b>	\$101,238	\$115,016	\$13,778*2= \$27,556	14%
<b>NECC</b>	\$211,636	\$229,674	\$18,037	8.5%
<b>NECC</b>	\$321,074	\$332,977	\$11,903	3.7%
<b>Kennedy Day</b>	\$76,082	\$85,167	\$9,084*2=\$18,168	12%
<b>Melmark</b>	\$247,254	\$269,913	\$22,659	9%
<b>Lighthouse</b>	\$63,371	\$69,813	\$6,441*3= \$19,326.48	10%
<b>Total 7</b>	<b>\$1,069,727</b>		<b>\$128,561</b>	

**If these programs received the 1.83% inflation factor increase, costs would be:**

School	2016 Tuition	2017 Tuition	Difference
<b>Learning Center for the Deaf</b>	\$49,072	\$49,970	\$898
<b>NECC</b>	\$101,238	\$103,090	\$1,852*2= \$3,704
<b>NECC</b>	\$211,636	\$215,509	\$3,873
<b>NECC</b>	\$321,074	\$326,949	\$5875
<b>Kennedy Day</b>	\$76,082	\$77,474	\$1,392*2=\$2,784
<b>Melmark</b>	\$247,254	\$251,774	\$4520
<b>Lighthouse</b>	\$63,371	\$64,530	\$1159*3= \$3477
<b>Total</b>			<b>\$ 25,131</b>

**Total difference if restructurings are all approved = \$103,430**

**Potential causes for increases as cited by schools:**

- \* Results of the DESE review process
- \* New state regulations on physical restraint

Over the course of several years, the Department of Elementary and Secondary Education and the Massachusetts Operational Service Division have approved tuition increases for multiple programs that Shrewsbury Public Schools uses to educate our students with the greatest of needs. The table below shows how the cost increases have impacted our community from FY 12-15.

IN STATE FY 2012-FY 2015						
Special Education Programs						
	Days of Operation	Fiscal Year 2012 Annual Price	Fiscal Year 2013 Annual Price	Fiscal Year 2014 Annual Price	Fiscal Year 2015 Annual Price	over 10,000 is highlighted 4 year difference
Amego	365	\$ 208,335.75	212,773.30	216,803.22	219,917.25	\$ 11,581.50
Beverly School for the Deaf	204	\$ 67,969.26	69,417.00	70,666.51	71,747.71	\$ 3,778.45
Beverly School for the Deaf	204	\$ 80,306.35	82,016.87	83,493.17	84,770.62	\$ 4,464.27
Boston Higashi School (FY13 added 365)	365	N/A	203,381.63	207,042.50	210,210.25	\$ 6,828.62
Cardinal Cushing School & Training Ctr.	218	\$ 60,436.81	61,724.11	70,436.00	71,105.14	\$ 10,668.33
Carroll School	180	\$ 36,039.01	36,457.06	37,113.29	37,681.12	\$ 1,642.11
Catholic Charities/Diocese of Worcester	180	\$ 61,833.20	68,367.63	84,806.68	85,410.44	\$ 23,577.24
Cotting School, Inc.	180	\$ 69,208.98	70,683.13	71,955.43	73,056.35	\$ 3,847.37
Cotting School, Inc.	25	\$ 6,664.50	6,806.45	6,928.97	7,034.98	\$ 370.48
Crossroads School for Children, Inc.	226	\$ 96,111.30	97,226.19	98,976.26	100,490.60	\$ 4,379.30
Crystal Springs, Inc.	365	\$ 247,166.69	252,431.34	256,975.10	260,906.82	\$ 13,740.13
Devereux Foundation of Mass., Inc.	365	\$ 137,464.94	140,392.94	142,920.01	145,106.69	\$ 7,641.75
Devereux Foundation of Mass., Inc.	365	\$ 160,298.67	163,713.03	166,659.86	169,209.76	\$ 8,911.09
Devereux Foundation of Mass., Inc.	216	\$ 45,006.63	45,965.27	46,792.64	47,508.57	\$ 2,501.94
Dr. Franklin Perkins School, Inc.	365	\$ 183,375.98	187,261.89	190,652.96	194,232.44	\$ 10,856.46
Dr. Franklin Perkins School, Inc.	218	\$ 59,246.53	60,506.48	61,597.63	62,540.07	\$ 3,293.54
Evergreen Center, Inc.	365	\$ 153,229.92	156,493.72	159,310.61	161,748.06	\$ 8,518.14
Evergreen Center, Inc.	365	\$ 172,670.60	176,348.48	179,522.75	182,269.45	\$ 9,598.85
Franciscan Children's Hospital	200	\$ 71,059.97	72,573.54	73,879.86	75,010.22	\$ 3,950.25
Germaine Lawrence School	216	\$ 53,495.07	54,634.52	55,617.94	56,468.89	\$ 2,973.82
Hillcrest Educational Centers, Inc.	365	\$ 175,538.53	179,277.50	182,504.50	185,296.82	\$ 9,758.29
Hillcrest Educational Centers, Inc.	365	\$ 283,758.54	289,802.60	295,019.05	299,532.84	\$ 15,774.30
Learning Ctr. for the Deaf	198	\$ 45,023.00	45,545.27	46,365.08	48,380.88	\$ 3,357.88
Learning Ctr. for the Deaf	198	\$ 74,033.98	74,892.77	76,240.84	79,212.42	\$ 5,178.44
Lighthouse School	180	\$ 59,187.33	60,448.02	61,536.08	62,477.58	\$ 3,290.25
Little People's School	180	\$ 32,460.12	39,311.54	39,662.66	40,300.16	\$ 7,840.04
Margaret Gifford School	180	\$ 48,246.04	49,273.68	50,160.61	50,261.93	\$ 10,015.89
Margaret Gifford School	20	\$ 4,598.40	4,696.35	4,780.88	5,381.65	\$ 783.25
May Institute	365	\$ 215,137.60	219,720.03	223,674.99	227,097.22	\$ 11,959.62
McLean Hospital, Inc.	198	\$ 62,692.90	64,018.26	65,180.77	66,178.04	\$ 3,485.14
McLean Hospital, Inc.	216	\$ 91,063.18	93,002.83	94,676.88	96,125.44	\$ 5,062.26
Melmark Home, Inc.	365	\$ 218,682.23	223,340.16	240,095.46	243,768.92	\$ 25,086.69
Milestones, Inc.	216	\$ 84,528.82	85,509.35	87,048.52	88,380.36	\$ 3,851.54
Nashoba Learning Group, Inc.	216	\$ 95,704.85	97,743.37	99,502.75	101,025.14	\$ 5,320.29
New England Center for Children	226	\$ 70,670.29	72,175.57	73,474.73	74,598.89	\$ 3,928.60
New England Center for Children	365	\$ 299,877.12	306,264.50	311,777.26	316,547.45	\$ 16,670.33
New England Center for Children	365	\$ 197,664.47	201,874.73	205,508.48	208,652.76	\$ 10,988.29
New England Center for Children	365	\$ 281,917.25	287,922.09	293,104.69	297,589.19	\$ 15,671.94
New England Center for Children	226	\$ 94,554.47	96,568.48	98,306.71	99,810.80	\$ 5,258.33
Perkins School for the Blind	210	\$ 103,146.53	105,343.55	107,239.73	108,880.50	\$ 5,733.97
Perkins School for the Blind	210	\$ 126,677.11	129,375.34	131,704.10	133,719.17	\$ 7,042.06
Perkins School for the Blind	210	\$ 126,033.42	128,717.93	131,034.85	133,039.68	\$ 7,006.26
Protestant Guild for Human Services	365	\$ 228,890.73	233,766.10	237,973.89	241,614.89	\$ 12,724.16
Riverview School	244	\$ 67,104.38	69,697.24	70,951.79	72,037.35	\$ 4,932.97
Saint Ann's Home, Inc.	180	\$ 44,255.98	45,198.63	46,250.99	48,709.37	\$ 4,453.39
Seven Hills Foundation, Inc.	232	\$ 46,518.22	47,509.06	48,364.22	49,104.19	\$ 2,585.97
Stetson School, Inc.	365	\$ 155,489.06	160,433.78	163,681.59	166,491.92	\$ 31,002.86
Summit Academy	198	\$ 30,488.80	31,138.21	30,893.46	39,448.53	\$ 8,959.73
Walker Home for Children	216	\$ 70,769.18	81,212.23	81,999.99	83,254.59	\$ 12,485.41
Wayside Youth and Family Support	220	\$ 47,883.51	48,903.43	49,783.69	52,823.00	\$ 4,939.49

**Fiscal Year 2017 Out-of-District Projections:**

Currently (as of January 2016)), it is projected that there will be 76 students in out-of-district placements in the 2016-2017 school year. Due to a decrease in the amount of Circuit Breaker reimbursement funds expected to be available, the net appropriation from the School Department budget is expected to increase by \$934,881.

<b>Out of District Placement</b>	<b># of Students 11-12</b>	<b># of Students 12-13</b>	<b># of Students 13-14</b>	<b># of Students 14-15</b>	<b># of Students 15-16 as of 1/16</b>	<b># of Students Projected for 16-17</b>
<b>Elementary</b>	5	2	7	7	3	4
<b>Middle School</b>	20	22	17	17	12	10
<b>Collaborative Middle School</b>	4	4	2	1	2	1
<b>High School</b>	25	27	24	22	30	30
<b>Collaborative High School/public</b>	3	4	4	5	6	6
<b>Post Graduate High School/Collaborative</b>	5	1	8	9	14*	17**
<b>Post Graduate non-public</b>	8	19	18	19	10	8
<b>Sub-Total</b>	70	79	80	80	77***	76
<b>Recovery High School*****</b>	0	0	0	0	4	4
<b>Total</b>	70	79	80	80	81	80*****

\* The total 2016 for the Collaborative includes: 8 attending AVC Evolution, 2 attending ACCEPT Collaborative, 2 students who graduated mid year, and 2 who access their transition programming through contracted services.

\*\* The total 2017 projected is a combination of students who currently attend; or who are students transitioning from Shrewsbury High School to the Collaborative transition program.

\*\*\* This number reflects current placements to date. This number may fluctuate until the end of the year due to potential move-ins or students who require a placement due to their significant special education needs that can no longer be met in the public school setting.

\*\*\*\* This number is based on projections to date versus the number that has been budgeted.

**\*\*\*\*\* Recovery High School**

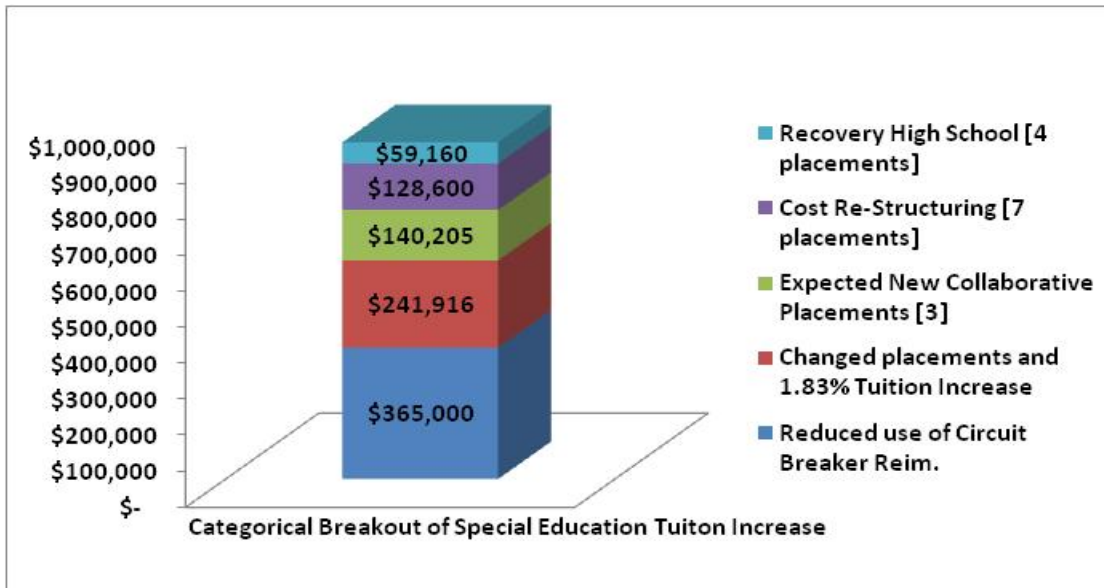
Under Title XII, Chapter 71, Section 91, students are entitled a comprehensive four-year high school education and a structured plan for recovery related to the student’s substance use disorder. Central Massachusetts Special Education Collaborative’s Recovery High School is in its inaugural year. This is the fifth Recovery High School in Massachusetts. Each program has a commitment to educate students in a safe and supportive environment that is free from drugs and alcohol. In addition to the traditional curriculum, students will also attend psycho-social groups to address co-morbid emotional disorders and the implication on recovery. Peer to peer recovery is supported on site with young adult Alcoholics and Narcotics Anonymous being offered onsite.

Unlike other specialized special education placements, students are able to self-refer to a Recovery High School. Students are accepted pending a referral process and commitment to recovery. A school district will pay the tuition of the state average foundation budget per pupil cost. Currently, Shrewsbury Public Schools has 4 students enrolled at Recovery High School. This is an unanticipated additional cost of \$42,000 during the current fiscal year. Shrewsbury is anticipating that the current enrollment of students will remain for the next fiscal year, although this is a variable projection as Recovery High School functions as a public school entity, and the district does not have to provide approval for students to access the programming.



Projected Net Appropriation for Out of District Costs			
	FY16 Budgeted	FY17 Budgeted	Change in FY16
Projected Out-of-District Tuition	\$7,131,843	7,701,724	\$569,881
Offset: Circuit Breaker Reimbursement Funds	\$3,960,000	\$3,595,000	(\$365,000)
<b>Net Appropriation for Out-of-District Tuition</b>	<b>\$3,171,843</b>	<b>\$4,106,724</b>	<b>\$934,881</b>

FY 17 budget assumes 77 student placements. This number may vary from current numbers that will be presented in this report.



**Out-of-District Tuition Factors:**

**Evolution Program**

The Evolution (Transition) Program, part of the Assabet Valley Collaborative (AVC) and is located at Shrewsbury High School under a joint agreement between AVC and the district. The Evolution program specializes in students with special needs who are eligible for services to age 22. Within this program there are three tiers of specialized instruction contingent on student needs. All instruction has the main focus of functional academics, vocational and transitional support. Through a transitional intake process, students are assessed as to what level of instruction they require, and are assigned a specific Tier of instruction I, II, or III. Each tier has an increase of restrictive placement and services as well as an increase of the cost.

3 students at Tier I = \$ 31,558 (1 students graduated early and did not assume the full tuition)

7 students at Tier II = \$46,814 (1 students graduated early and did not assume the full tuition)

0 students at Tier III = \$70,945 (includes ESY)

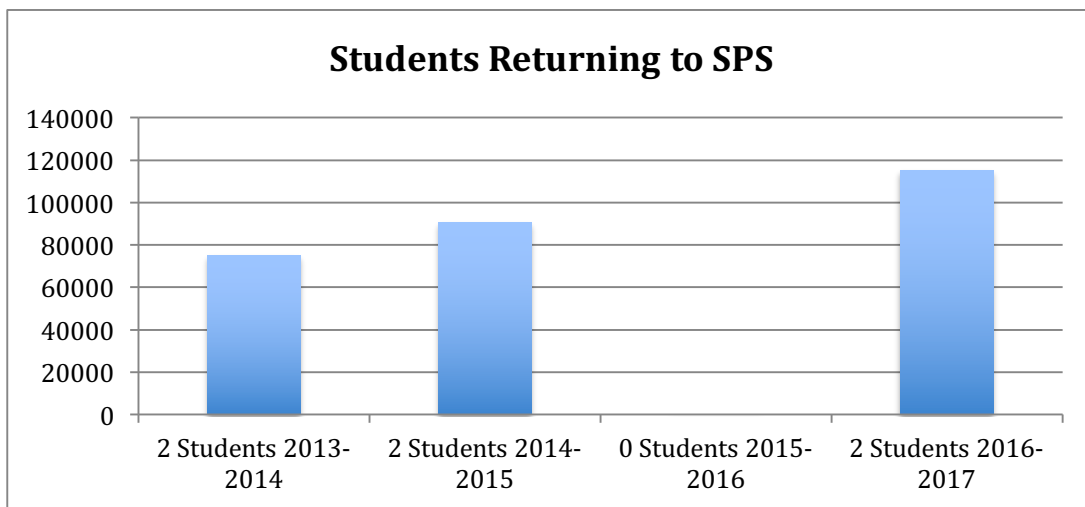
Students who require an extended year, due to the significance of their disability and in order to prevent substantial regression, there is an additional cost. The cost of Tier I and Tier II ranges from \$3,977 to \$4,692.

**Assabet Valley Collaborative (AVC) Alternative Setting**

The budget projects enough slots for the existing number of students attending the Assabet Valley Collaborative Middle School and High School, plus the potential of three additional placements. This program is for students experiencing significant emotional or behavioral difficulties who require more intensive services in a therapeutic environment.

The budget also includes funding for three slots for students who are referred for a 45-day extended evaluation at AVC or other approved programs. The intent of the 45-day extended evaluation is to gather more information about a student’s disability and behavior that has significantly impacted his/her ability to make effective progress. The goal is for these students to return to their home middle or high school with strengthened support so they can succeed in the least restrictive environment. However, there are times when a student’s disability is such that the student requires a more intensive program and may be referred for an out of district placement either at the Collaborative or at a private special education school.

Assabet Valley Collaborative Middle and High School is primarily designed for students in grades 6-12 with social and emotional disabilities. Primary services include special education instruction, clinical groups, individual clinical services, and communication supports. Over the course of the next fiscal year, two students are projected to transition back the public high school. These students have demonstrated sufficient skill acquisition and have met safety standards as outlined in transition plans by IEP Team.



Shrewsbury Public Schools continuously ensures that students are educated in the least restrictive environment in order to make effective progress. Within this current fiscal year, 5 students have transitioned to a less restrictive out of district programming. This includes one student attending a public school program; one student decreasing services from full time to 5 hours weekly; two students moving from a residential program to an independent living program; and; one student moving from residential to a day program placement. It is projected that next fiscal year, 1 student will also transition from residential to a day program placement.

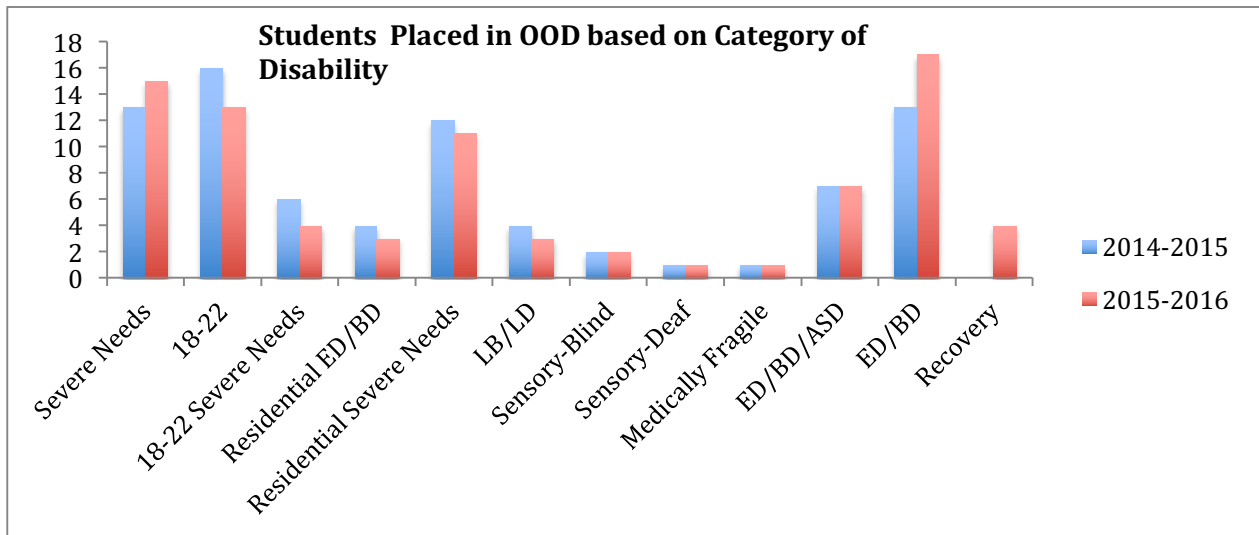
**Savings Realized Through In-District Programming:**

The district has increased its in-district programming to provide the opportunity for students who otherwise would need to be educated in out-of-district placements to meet their needs to attend school in their own community. Programs for students with more intensive needs include the Educational Learning Center (ELC) programs, which serve 81 students across every school preschool through high

school, as well as two new Intensive Learning Center (ILC) programs, which are located at Beal and Sherwood and serve a total of 14 students. These programs are also resulting in substantial cost savings compared to the out-of-district tuitions and transportation that are not required, with a net difference projected beyond \$2 million. More details on these cost savings will be included when this report is presented at the upcoming School Committee meeting.

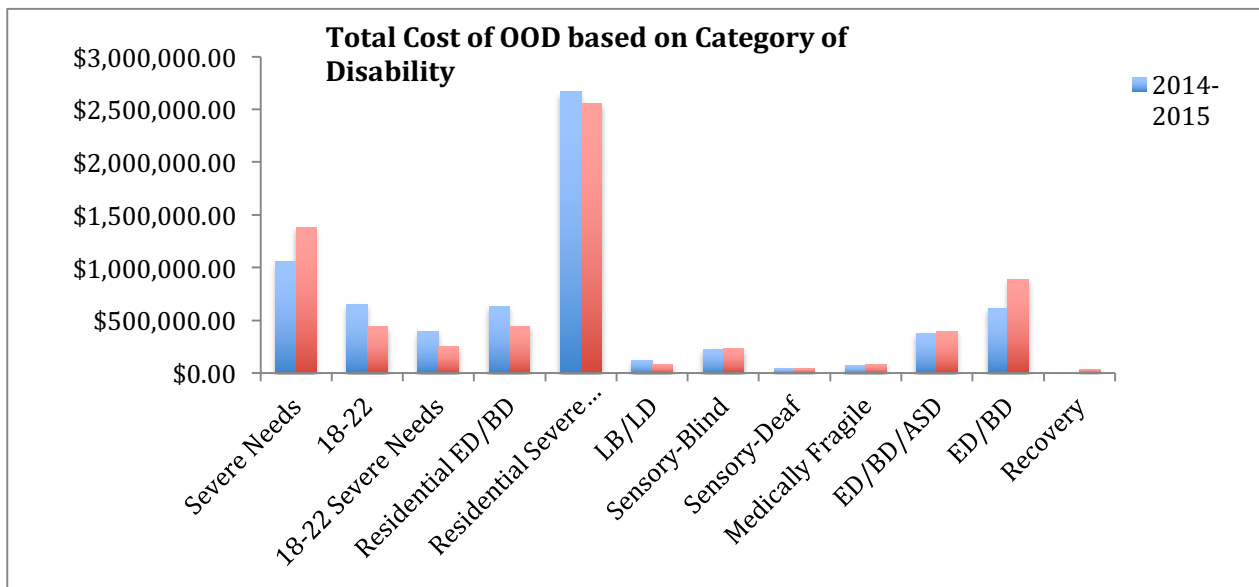
**Profile of Students in Out-of-District Placements**

The following graph represents the number of students currently placed in an out-of-district program as of January 2016. Predominantly students who are placed in an out of district program fall into three categories: Severe special needs (including residential programs), age 18-22 transition programming, and Emotional/Behavioral/Autism Spectrum.



ED = Emotional Disability; BD = Behavior Disorder; LB/LD = Language Based Learning Disability; ASD = Autism Spectrum Disorder

The following graph represents the total cost for students in each of these categories. This cost does not include the cost to transport students to the out-of-district placement.



ED = Emotional Disability; BD = Behavior Disorder; LB/LD = Language Based Learning Disability; ASD = Autism Spectrum Disorder



**Out-of-District Transportation:**

In addition to tuition, transportation costs are a significant budget item related to out of district placements. Shrewsbury is part of a consortium of school districts working through the Assabet Valley Collaborative to manage transportation costs. Wherever possible, students from Shrewsbury are transported with students from surrounding towns who attend the same day programs. It is important to note, however, that few of these educational programs are located in Central Massachusetts. Most are located in the metro-Boston area, which substantially increases transportation costs. The state does not provide any reimbursement for out of district transportation. It is estimated that the cost for FY17 will increase by 2%. If the federal grant that funds this transportation does not increase, fewer other needs will be able to be met through that grant.

	FY15 Actual	FY16 Budget	FY17 Budget	Difference
<b>Out-of-district Transportation</b>	<b>\$0*</b>	<b>\$0*</b>	<b>\$0*</b>	<b>\$0</b>
<b>Amount Allocated to Grant</b>	<b>\$1,302,253</b>	<b>\$1,381,062</b>	<b>\$1,408,683</b>	<b>\$27,621</b>

\*In FY15 we shifted the Special Education transportation costs to the Federal Special Education Grant, so it no longer is funded by the appropriated budget. Shifting salary costs back from the grant to the appropriated budget saved approximately \$100,000 of grant allocations that would have otherwise been allocated to the Mass. Teachers' Retirement System when this grant was being used to fund special educator salaries.

**Extended Year Services:**

There are two standards for determining extended year services (summer programming) for students with disabilities. One is the severity of the child's disability and the other is "substantial regression."

This means that if a student is likely to lose critical skills or fail to recover these skills within a reasonable amount of time compared to typical students, summer programs are required.

The decision to provide extended year services is made by the TEAM at the student's annual IEP review or in the spring when enough data have been collected to make this determination.

There is a full day program and a half-day program that operate for four-week and six-week sessions.

The program must be fully staffed with teachers, related service providers, ABA technicians, aides and transportation must be provided for students in order to ensure we are meeting each students Individual Education Program.

	FY15 Actual	FY16 Actual	FY17 Budget	Difference
<b>Extended Year Services</b>	<b>\$641,838</b>	<b>\$560,536</b>	<b>\$493,224</b>	<b>(\$67,312)</b>

It is important to note that the cost of extended year services has gone beyond the budgeted amount in recent years and required shifts in funding from other areas of the budget. The budgeted amount for FY16 was \$378,354, so the FY17 budgeted amount represents an *increase* of \$114,870. Because these services were already concluded in the summer of the current fiscal year, we know our "actual" cost for FY16 already.

**Contracted Services:**

There are a variety of mandated special education services for which we must hire outside contractors and who have specialized licenses. Many of these involve low incidence disabilities. We currently contract specialists in the following areas: Physical Therapy, Music Therapy, Psychiatry, Orientation

and Mobility, Teacher of the Visually Impaired, Vision Specialists, Teacher of the Deaf, Wilson Reading Specialists, home based services, Teacher of Deaf Blind, and Audiological services. In 2016, we needed to contract a Nurse to be transported to and from a private special education school due to the severity of medical needs. Based on shifts in these various services, it is anticipated that there will be a modest increase in the budgeted amount over the current budget year.

	FY15 Actual	FY16 Budget	FY17 Budget	Difference
<b>Contracted Services (psychological, therapies, educational)</b>	<b>\$425,354</b>	<b>\$ 445,000</b>	<b>\$475,000</b>	<b>\$30,000</b>

**Additional Expenses Related to Special Education:**

	<b>FY 16</b>	<b>FY17</b>	<b>Difference</b>
Legal fees	\$30,000	\$30,000	\$0
Translator/Interpreter	\$12,000	\$18,000	\$6,000
Home/hospital tutoring	\$20,000	\$38,000	\$18,000
Testing supplies	\$30,000	\$30,000	\$0
Instructional materials	\$50,000	\$50,000	\$0*
Evaluations	\$6,000	\$14,000	\$8,000
<b>Total</b>	<b>\$148,000</b>	<b>\$180,000</b>	<b>\$32,000</b>

\* Due to the transportation cost shifting to the federal grant, there was not enough left in the grant to include educational materials needed for the nine schools.

**Legal fees:** The state and federal laws governing special education are extensive and even, at times, contradictory. In addition, sometimes, despite our best efforts, the school system must go to hearings through the Bureau of Special Education Appeals and this requires full legal representation.

**Translator/Interpreter:** State and federal laws require that students and parents receive written and verbal communication in their home language. This can be costly as documents pertaining to special education can be quite lengthy as well as special education meetings where the parent is in attendance.

**Home/Hospital Tutoring:** When a student is absent for more than 14 consecutive school days or cumulative days due to illness and has a physician’s statement requesting home/hospital tutoring, the school department must provide tutorial services for the child.

**Testing supplies:** These include all of the assessment tools that are used by the special education staff for initial and on-going evaluations of students with disabilities. Once a testing battery is obsolete, there is only a two-year window where it must be replaced. We have several tests that will have new editions that we will need to replace. We typically schedule a two-year replacement plan.

**Technology and Instructional Materials:** In the current school year, all technology needs, including assistive technology and audiological equipment, were paid through a federal grant. We plan to fund special education technology through federal grant sources in FY 15. Equipment that is outdated and no longer operational will be requested through the technology budget.

**Programs continued and implemented in 2015-2016 that mitigated costs to the district:**

**Co-Taught (grade 5 and 6):** Sherwood Middle School has an established co-taught program in fifth and sixth grade. Students who are at risk and present a similar profile to students with Language Based Learning Disabilities are identified for this program to prevent out of district placement.

Students are placed on a two-person team with two regular education teachers, one special education teacher and a paraprofessional.

**Educational Learning Centers (ELC):** The Educational Learning Center, ELC, is designed for students diagnosed with Autism Spectrum Disorders or similar developmental profiles who require more time in a specialized classroom in order to make effective progress in school. A variety of teaching methods, guided by the principles of Applied Behavior Analysis (ABA) are utilized. Data collection and careful monitoring of progress are used to determine which instructional methodologies are best suited for each student. Students may require 20% to 60% of their educational services in the ELC. Integration into the general education setting is determined by the student's IEP.

Students who require clinical support may also receive services through the ELC, but are fully included in their general education classroom. These students may have support from an ABA Technician and behavior support monitored by the ELC Coordinator. ELC program coordinators supervise the direct teaching staff and coordinate all student services. There are currently eleven ELC programs in the district. Parker Road Preschool and all five elementary school programs. These students would typically be placed in day programs that range from \$95,000 to \$120,000.

**Intensive Learning Centers (ILC):** The Intensive Learning Center, ILC, is designed for students who minimally meet the following criteria: More than two grade levels below standards (required) and one or more of the following criteria: learns best in small group; unique neurobehavioral profile (executive functioning, academic skill development, social/emotional regulation and development); behavioral and communication challenges that impact learning; requires significant adult support across their day with opportunities to provide independence when feasible; and, requires opportunities and direct teaching to learn self-advocacy skills and safety skills associated with their environment and interpersonal relationships. The program was developed and implemented for the 2015-2016 school year, one at Beal and one at Sherwood. There are currently five students in the Beal program and nine students in the Sherwood program.

**Mobile On Site Vocational Education (M.O.V.E.) 9-12:** The high school students in Project M.O.V.E. have been recommended through the TEAM process and attend classes at the high school for part of the day and then attend the M.O.V.E. program for the remainder of the day. These students typically need direction in the areas of social/personal behavior, classroom achievement and/or appropriate attendance levels. M.O.V.E. is an alternative vocational training program and it is a site-based training in the food trade area. The primary goal is to help students gain vocational skills and develop appropriate work behaviors to better equip them for the world of work.

**Clinical Programming:** The clinical coordinators are full time master's level Behavior Analysts who work across the district. This role supports students in regular education and special education requiring clinical services and support. The clinical coordinator's primary responsibility in regular education is to assist the classroom teacher identify students who may be engaging in challenging behaviors that interfere with learning, conduct a Functional Behavior Assessment, develop Positive Behavior Support Plans, train staff to implement the plans, and follow-up when needed. The primary responsibility in special education is to develop procedural consistencies, develop accountability and reliability procedures, supervise home support programs, consult to district wide programs, and provide professional development.

<b>Total Referrals for Clinical Services – Through Clinical Rounds – 41 referrals from 9/11/2015 to 1/6/2016</b>		
<b>Service Type</b>	<b>Frequency</b>	<b>Percentage of Total Referrals</b>
Clinical Coordinators: New Referral	21	51.2%
Clinical Rounds: New Referral (to include Psychiatric Consultation)	11	26.8%
Consultation from Psychiatrist	9	22%

<b>Referral for Clinical Services – Clinical Rounds – 41 referrals from 9/11/2015 to 1/6/2016 per Level</b>	
<b>Grade Level</b>	<b>Percent of Total Referrals</b>
Elementary	31%
Middle	48%
High School	17%

<b>Total Number of Students Supported from 9/11/2015 to 1/6/2016 per Coordinator</b>						
<b>Coordinator</b>	<b>Total Caseload (Starting 9/2015)</b>	<b>Current Caseload (as of 1/6/16)</b>	<b>Students who receive special education services</b>	<b>Students who do not receive special education services</b>	<b>Cases identified via Clinical Rounds</b>	<b>Total number of completed FBA's (Functional Behavior Assessments)</b>
Rynning	24	18	6	12	9	2
Nerland	27	22	9	13	11	4

**Psychiatric Consultation:** There has been a substantial increase in students with mental health challenges over the past several years and this continues to rise. In order to minimize out of district evaluations and placement, a child and adolescent psychiatrist consults across the district for five hours weekly. The psychiatrist works with the clinical coordinators to provide clinical rounds at the schools across the district based on referrals from the schools. She has been instrumental in assisting parents obtain outside medical attention and services as well as provided valuable recommendations to support these students in their school program. Additionally, the psychiatrist and the clinical coordinator have been able to offer a course to families (Family Strategies) twice yearly through a grant. The total number of psychiatric consultation hours from 9/11/2015-1/6/2016 = 59 hours.

**Family Success Partnership:** The Family Success Partnership, through the Assabet Valley Collaborative, is a family centered social services program that expands the mutual capacity of schools, state agencies and programs, human service agencies, and community-based resources to provide a flexible, comprehensive and accessible system of services to children with mental health needs that are beyond the scope of the school, but do not meet traditional eligibility requirements for state agency support. FSP utilizes a wraparound model to serve at-risk students and their families whose challenges prevent success and well being in school.

Shrewsbury currently contracts the equivalent of a full time (job share between two individuals) social worker that will be able to support up to 30 families who require this level of support.

**Partnership with UMass Adolescent Psychiatry Fellows:** Shrewsbury is in its fifth year of a partnership with UMass Fellows from the adolescent psychiatry unit. There are typically two to three Fellows that conduct weekly rounds at the different schools across the district in conjunction with clinical rounds weekly with the consulting psychiatrist and clinical coordinators. They provide consultation and feedback based on observations they have made.

**P.A.C.E. (Promoting Academic Connections and Engagement):** The P.A.C.E program is designed to support students at risk of either dropping out of high school or requiring a more restrictive educational program. The development of the program, which began two years ago, is in response to Shrewsbury Public Schools’ five-year district priority of promoting the health and wellbeing of students. The development of this program creates a systematic response to students who struggle with academic, social/emotional, and/or mental health issues, but more importantly, it will assist students to graduate and become productive members of society. To date, none of the program’s students, who are considered at risk, have required a more costly out of district placement.

The program exists for the benefit of the students enrolled as well as the SHS community at large, the students’ families, and the greater Shrewsbury community. Education is a shared responsibility of students, school, home and community. Investing in the education of our students benefits the community. All students want to learn and be life-long learners. The P.A.C.E. program is approaching education as a balance of the student’s intellectual, social, physical, emotional and creative qualities.

**P.A.C.E. Enrollment Both General Education and Special Education**

	<b>2014-2015</b>	<b>2015-2016</b>
Grade 10	5	2*
Grade 11	5	6
Grade 12	N/A	4**

\*Two potential additions at the end of Semester 1

\*\* One school withdrawal. Currently in the process of re-enrolling for Semester 2

**SOLVE Training:** Strategies of Limiting Violent Episodes (S.O.L.V.E) is a 20-hour program teaching staff various methods to prevent aggression from occurring through verbal and environmental options to control aggression safely and through physical options within the context of treatment. Both clinical coordinators, one ELC Coordinator, and two special education teachers are certified as trainers for the district. They provide minimally two courses each year as well as an annual recertification for staff that have been certified. New regulations regarding restraint went into effect on January 1, 2016. This training is required and critical to ensure that all staff are updated on the new regulations, policies, and procedures.

**Summer Social Skills Program:** The Social Skills Summer Program is a four-week/half day program designed for children who have been receiving direct special education services in social/pragmatic skills over the course of the regular school year. The goal of the program is to maintain the skills that the student has learned throughout the school year and prevent substantial regression of those skills during the summer. The program provides the necessary environment to facilitate use and maintenance of skills, through both structured and unstructured activities that require such skills as cooperation, perspective taking, negotiation, and social problem solving. The program includes typical peers, which is what makes it a great success and provides a rich program for students to learn and generalize skills with their typical peers.



**Comparison of SPS to Area Districts Based on FY 14:**

It is critical to understand the percentage of the total budget related to net school spending, as it would appear that Shrewsbury is spending a higher percentage than several similar districts in our collaborative or the DART districts identified by the state. The percentage of special education spending is proportional to the size of the overall budget. This is because the in-district budget is much smaller than other districts (bottom 9% for in-district spending in the state). This creates the perception that the special education spending is higher, when it is actually higher *in proportion to the overall budget*. The source of the following two charts was the DESE website:

<http://www.doe.mass.edu/finance/statistics/>

Town	Collaborative Spending	Private School Spending	Total SPED Expenses	Net School Spending	% of Total Budget 2013	% of Total Budget 2014
Marlboro	964,780	5,971,629	20,674,056	68,393,933	28.9	30.2
Southborough	256,995	1,349,417	5,462,697	21,165,527	26.4	25.8
Hudson	723,367	2,039,493	10,040,749	38,457,142	25.3	26.1
Berlin-Boylston	202,988	736,885	1,796,537	7,422,807	26.9	24.2
<b>Shrewsbury</b>	<b>462,265</b>	<b>6,104,519</b>	<b>15,363,172</b>	<b>63,849,883</b>	<b>25.2</b>	<b>24.1</b>
Westborough	563,579	2,900,343	11,025,826	49,304,570	22.4	22.4
Maynard	108,908	658,916	3,990,795	17,828,258	23.0	22.4
Northborough	191,298	1,176,229	5,743,126	24,486,354	21.9	23.5
Berlin	7,935	11,273	630,694	3,190,674	22.8	19.8
Nashoba	420,779	1,083,830	7,444,897	41,166,057	17.5	18.1
Boylston	38,004	0	627,245	3,589,861	14.8	17.5
<b>Statewide</b>	<b>259,934,327</b>	<b>511,132,743</b>	<b>2,488,346,005</b>	<b>11,926,430,635</b>	<b>20.9</b>	<b>20.9</b>

**Comparison of SPS to Similar Communities Based on FY 13:**

These comparisons show the current so-called DART comparison districts, selected by the Department of Elementary and Secondary Education on the basis of grade span, total enrollment, and special populations

Town	% of Total Budget 2013	% of Total Budget 2014
North Andover	23.3	24.8
Canton	24.9	24.6
Arlington	23.3	24.6
<b>Shrewsbury</b>	<b>25.2</b>	<b>24.1</b>
Wachusett	23.0	23.9
Walpole	23.7	23.0
Burlington	20.9	21.9
Bridgewater/Raynham	20.9	21.3
North Attleborough	21.2	21.3
Milton	21.9	21.1
Melrose	21.4	21.1
<b>Statewide</b>	<b>20.9</b>	<b>20.9</b>

\* Different districts listed as DART comparison districts for 2012 and 2013.

**Requests for 2017 fiscal year:** The Special Education Department has operated on a very lean department structure. There have been minimal increases to the administrative structure in many years. Through the override in 2014, the Department was able to hire an additional clinical coordinator, an Elementary Special Education Coordinator, an ELC Coordinator for Paton, a half time team chair for Parker Road, part time special education teachers at Spring, Coolidge, and Paton, two special education teachers at both Oak and Sherwood to address class sizes and caseloads, and additional paraprofessional support. This allowed the continuation of providing mandated special education services as well as administrative support to meet all the operational requirements to oversee a large department.

In order to effectively address the multitude of demands (i.e., increase in mental health challenges, increase in the intensity of services required to meet FAPE, reporting, modification to curriculum, and state mandates such as supervision and evaluation, reporting, MCAS Alternative Assessments, anticipation of PARCC Assessment, etc.), it is critical that the department have the personnel to operate a district this size as well as provide the required services for students to access and be successful in their educational programs.

In order to sufficiently manage the level and quality of services in FY 2017, the following positions are requested to continue operating and meet the legal mandates.

**Required positions needed to address mandates**

Position	Notes
Additional special education paraprofessional positions (4.0 FTE)	Projections of students entering preschool from Early Intervention with significant needs indicate greater need for this type of support in order to educate the students within the district. Historically we have also had a number of students who have moved into the district who require paraprofessional support.
Speech Language Pathologist (1.0 FTE)	The current number of FTE will not be able to provide the estimated number of service hours delineated on students' IEP's.

**Future Considerations and concerns**

It is important to know that in order to continue providing special education services and programs efficiently and effectively, it is critical to consider the significant needs of sustaining the level of programs and services. With this in mind the following represents positions that should be carefully considered:

Position, Support, or Service	Rationale
Assistant Special Education Administrator (Historically this position was in place when there was far fewer students and programs)	9 schools – 1 district-level administrator currently to manage the entire department supporting approximately 900 students and approximately 250 staff; Supervision and Evaluation; Operations for multiple programs across the district; Program growth
Additional Adjustment Counselors at the middle level	Increase in mandated services; Increase in caseloads for both general education and special education;
Coordinator for the ELC (Educational Learning Center) programs	There are currently ten programs across the district that supports students on the Autism Spectrum. In order to ensure the success of the program, there needs to be a coordinator that can oversee the entire program, supervise and evaluate staff, ensure clinical programs are developed and implemented with fidelity.

**Conclusion:**

Shrewsbury Public Schools has made a strong commitment to the education of children with disabilities. An exceptional staff that is highly qualified and has extensive expertise and cares deeply about students provides the special education services. Most of these children are being educated in programs within the district where they are able to be part of their school community. The request for additional funds for special education will allow us to continue to meet all of the state and federal mandates and provide a quality education for our students with special needs, while providing in-district programs wherever possible in order to provide mandated services within community schools in the most cost-effective manner possible.

## Appendix: State Indicators of Special Education Performance

### **Measures of Special Education Performance: Massachusetts State Performance Plan (MA SPP):**

Developed in accordance with 20 U.S.C. 1416(b)(1), the MA SPP responds directly to the 20 indicators identified by the Office of Special Education Programs (OSEP), and includes baseline data, targets, and improvement activities for each indicator. These data are available on the DESE website.

#### **Indicator 1 - Graduation Rate**

The state target and district and state rates for Indicator 1 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflects a one-year data lag in reporting.

For the **2013-14** school year, the state target for the Graduation Rate for Students with IEPs is 80%.

Reported	Cohort 2013 Graduates	# of Students in 2013 Cohort	District Rate	State Rate	State Target
Special Education	58	74	78.4%	69.1%	80%
General Education	335	344	97.4%	90.3%	
All Students	393	418	94.0%	86.1%	

#### **Indicator 2 - Dropout Rate**

The state target and district and state rates for Indicator 2 are the most current data available. Data reported in the State Performance Plan and Annual Performance Report reflects a one-year data lag in reporting.

For the **2013-14** school year, the state target for the Dropout Rate for Students with IEPs is 3.3%.


Reported	Dropouts	Students Enrolled in Grades 9-12	District Rate	State Rate	State Target
Special Education	2	181	1.1%	2.1%	3.3%
General Education	5	1465	0.3 %	1.7%	
All Students	7	1646	0.4%	3.8%	

#### **Indicator 3 - Participation and Performance of Students with IEPs on Statewide Assessments (MCAS)**

##### **Indicator 3A - % of Districts Meeting Accountability Targets for Disability Subgroup**


Consistent with the waiver of certain requirements of the No Child Left Behind (NCLB) Act granted to Massachusetts by the U.S. Department of Education in 2011-2012, Massachusetts no longer reports Adequate Yearly Progress (AYP). Rather, Massachusetts reports district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

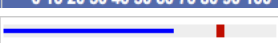
For 2013-14, the state target for Indicator 3A is 50.0% of reporting districts to meet their cumulative PPI target of 75 or higher. The district rate for FFY2013 is 14.4%.


This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher 		<a href="#">View Detailed 2015 Data</a>
	Less progress	More progress	

[Students w/disabilities](#)  44 Did Not Meet Target

### Detail 2015 Data

2015 English Language Arts Proficiency Gap Narrowing											About the Data
	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile In School Type	N	PPI Points	Rating	
	83.3	79.3	75.4	-3.9	88.9	91.7	75	487	0	Declined	
<a href="#">Students w/disabilities</a>											

2015 Mathematics Proficiency Gap Narrowing											About the Data
	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile In School Type	N	PPI Points	Rating	
	71.9	68.0	64.3	-3.7	81.3	86.0	73	487	0	Declined	
<a href="#">Students w/disabilities</a>											

2015 Science Proficiency Gap Narrowing											About the Data
	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile In School Type	N	PPI Points	Rating	
	70.8	66.9	67.1	0.2	80.5	85.4	72	208	50	Improved Below Target	
<a href="#">Students w/disabilities</a>											

### Indicator 4 - Suspension/Expulsion for Students with IEPs

The federal Office of Special Education Programs (OSEP) requires a one year data lag in reporting on Indicator 4. For example, the information used to calculate Indicator 4 in the report submitted to OSEP in the February 2015 state report is data collected by districts during the 2010-2011, 2011-2012, and 2012-2013 school years. Therefore, the Indicator 4 summary here reflects this lag in data reporting.

In all years, the state target for Suspension/Expulsion is 0%.

Indicator 4A: Significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs. Massachusetts' definition for 'significant discrepancy' is five times the state rate for two consecutive years.

Reported	Special Education			
	FY 2011	FY 2012	FY 2013	FY 2014
# of Students	906	888	862	884
# of Students Suspended for Greater than 10 Days	1	1	0	0
District Rate	0.1%	0.1%	0.0%	0.0%
State Rate	1.3%	1.2%	1.1%	1.2%
State Target	0.0%	0.0%	0.0%	0.0%



**Indicator 5 - Educational Environments for Students Aged 6 - 21 with IEPs**

For **2013-14**, the state target for the % of Students with IEPs served in Full Inclusion is 60.5%, the target for % of Students with IEPs served in Substantially Separate placements is 14.5%, and the target for % of Students with IEPs served in Separate Schools, Residential Facilities, or Homebound/Hospital placements is 5.5%.

	Enrollment	District Rate	State Rate	State Target
Enrolled Students with IEPs	740			N/A
Full Inclusion (inside general education classroom 80% or more)	541	73.1%	61.1%	60.5%
Partial Inclusion (inside the general education classroom 40%-79% of the day)	90	12.2%	17.3%	N/A
Substantially Separate (inside the general education classroom less than 40% of the day)	42	5.7%	14.7%	14.5%
Separate Schools, Residential Facilities, or Homebound/Hospital placements (does not include parentally-placed private school students with disabilities)	67	9.1%	6.8%	5.5%

**Indicator 6 - Educational Environments for Students Aged 3 - 5 with IEPs**

In **2013-14**, the state target for the percent of students receiving a majority of their special education and related services in an inclusive early childhood program is 39%. The state target for the percentage of students attending a separate special education class, separate school, or residential facility is 13.8%.

Included in the table below is additional information about students receiving special education services outside of the inclusive early childhood program that they attend and students that receive services either at home or at a service provider location.

	Enrollment	District Rate	State Rate	State Target
Students Age 3-5 with IEPs	82	9.8%	--	N/A
Full Inclusion (Students in an inclusive early childhood program and receiving >50% of their special education and related services in that setting) (Indicator 6A)	44	53.7%	47.3%	39.0%
Partial Inclusion (Students in an inclusive early childhood program and receiving their special education and related services in that setting 0-50% of the time)	21	25.6%	28.0%	--
Substantially Separate (Students attending a separate special education class, separate school, or residential facility) (Indicator 6B)	6	7.3%	15.5%	13.8%
Students not attending an early childhood program and receiving special education and related services either in the home, at a service provider location, or some other location	11	0.8%	9.2%	--

## **Indicator 7 - Early Childhood Outcomes\***

Districts participate in Indicator 7 data collection as part of a 4 year cycle in which they report exit data on children for whom they have collected entry level data; exit may occur at any time during the subsequent three year period as the children leave the preschool program. "Cohort Completion Year" refers to the last year that a district reports exit data for the set of children for whom entry data was collected. Some exiting children included in the Indicator 7 data collection may have been receiving special education services as little as six months or as long as three years, depending on when they entered and exited the program. Because of these differences, there is variability in the progress reported on each outcome. Therefore, these data should be interpreted with caution.

<b>Cohort Reporting Year 2013-2014</b>			
<b>The percent of preschoolers who substantially increased their rate of growth by the time they exited preschool</b>			
	<b>A. Positive emotional skills</b>	<b>B. Acquisition and use of knowledge and skills</b>	<b>C. Use of appropriate behavior to meet their needs</b>
District Rate	84.6%	84.6%	92.3%
State Rate	85.4%	81.4%	84.8%
State Target	100%	100%	100%
<b>The percent of preschoolers who were functioning within age expectations by the time they exited preschool</b>			
	<b>A. Positive emotional skills</b>	<b>B. Acquisition and use of knowledge and skills</b>	<b>C. Use of appropriate behavior to meet their needs</b>
District Rate	50.0%	35.7%	57.1%
State Rate	44.5%	44.3%	58.9%
State Target	90%	90%	90%

## **Indicator 8 - Parent Involvement \***

For 2013-14, the state target for Parent Involvement is 85%.

This indicator measures the % of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for students with IEPs.

<b>Surveys Period</b>	<b>Data Avail</b>		<b># Surveys Issued</b>	<b>Surveys Returned</b>		<b># Surveys Meeting Standard</b>	<b>% Surveys Meeting Standard</b>
				<b>#</b>	<b>%</b>		
Spring 2014	Data Available	District Rate	884	101	11.4%	81	80.1%
		State Rate	54054	2606	4.8%	2081	79.9%

**Indicator 9 - Disproportionality in Special Education**

In all years, the state target for disproportionality in special education is 0%.

This indicator measures the % of districts showing a disproportionate over-representation of students from racial/ethnic groups in special education that was the result of inappropriate identification. Districts are "flagged" for further review if, for three consecutive years, the district exhibits a weighted risk ratio of 3.0 or greater. Flagged districts are then subject to review of the appropriateness of their policies, practices, and procedures for special education eligibility determination and disability identification. If inappropriate policies, practices, and procedures likely caused the disproportionate representation, then the district is deemed to have disproportionate representation due to inappropriate identification.

	<b>Disproportionate Over-Representation In Special Education</b>	<b>Disproportionality Due to Inappropriate Identification</b>
<b>District</b>	No	No

**Indicator 10 - Disproportionality in Specific Disability Categories**

In all years, the state target for disproportionality in special education is 0%.

This indicator measures the % of districts showing a disproportionate over-representation of students from racial/ethnic groups in specific disability categories that was the result of inappropriate identification. Districts are "flagged" for further review if, for three consecutive years, the district exhibits a weighted risk ratio of 4.0 or greater. Flagged districts are then subject to review of the appropriateness of their policies, practices, and procedures for special education eligibility determination and disability identification. If inappropriate policies, practices, and procedures likely caused the disproportionate representation in specific disability categories, then the district is deemed to have disproportionate representation due to inappropriate identification.

	<b>Disproportionate Over-Representation In Specific Disability Categories</b>	<b>Disproportionality Due to Inappropriate Identification</b>
<b>District</b>	No	No disproportionality found.

**Indicator 11 - Initial Evaluation Timelines\***

In all years, the state target for Initial Evaluation Timelines is 100%. This indicator measures the % of children with parental consent to evaluate, who were evaluated within the State established timeline. Data is reported for all initial evaluations initiated in October, November, and December of the reporting year.

	<b>Special Education</b>
School Year Reviewed	2010-11
# of Signed Evaluation Consent Forms Received	56
# of Requests for Initial Evaluation Completed Within State Timeline	56
District Rate	100.0%
State Rate	94.8%
State Target	100.0%

**Indicator 12 - Early Childhood Transition\***

In all years, the state target for Early Childhood Transition is 100%.

This indicator measures the % of students referred by Part C, found eligible for special education services, and who have an IEP developed and implemented by their 3rd birthdays.

	Special Education
School Year Reviewed	2013-14
# of Students Referred by Part C and Found Eligible for Special Education Services	4
# of Students who have IEP Proposed or Implemented by 3rd Birthday	Suppressed
District Rate	Suppressed
State Rate	100.0%
State Target	100.0%

**Indicator 13 - Secondary Transition\***

In all years, the state target for Secondary Transition is 100%.

This indicator measures the % of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

	Special Education
School Year Reviewed	2012-13
# of Student Records Reviewed	18
# of Student Records in Compliance with the Requirements of Indicator 13	18
District Rate	100.0%
State Rate	100.0%
State Target	100.0%

**Indicator 14 - Post-School Outcomes for Students with IEPs\***

This indicator measures the % of students with IEPs who exited high school during the 2012-13 school year and self-reported post-school engagement in education or employment one year after leaving high school. Engagement is defined through three measurements:

- Measurement A: Enrolled in higher education within one year of leaving high school. (see #1 below)
- Measurement B: Enrolled in higher education or competitively employed within one year of leaving high school. (see #1 + #2 below)
- Measurement C: Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed, or in some other employment within one year of leaving high school. (see #1 + #2 + #3 + #4 below)

Measurements are cumulative with measurement C reflecting the total number of exiters engaged in a post-secondary activity one year after leaving high school.

For the 2013-14 school year, state targets for the three measurements of Post-School Outcomes are Measurement A: 45%; Measurement B: 80%; and Measurement C: 87%.

The data used to calculate the measurement above:

Survey and Reporting School Year: 2011-12	Special Education Students
Total # of exiters who responded to the survey	41
#1. Number of respondents who are enrolled in higher education	14
#2. Number of respondents who are competitively employed (but not in category 1 )	19
#3. Number of respondents who are enrolled in some other post-secondary education (but not in categories 1 or 2 )	0
#4. Number of respondents who are in some other employment (but not in categories 1, 2 or 3)	8

	A. Enrolled in higher ed.	B. Enrolled in higher ed. or competitively employed	C. Enrolled in higher ed., in some other postsecondary ed., competitively employed, or some other employment
District Rate	34.1% (14 students)	80.5% (33 students)	100% (41 students)
State Rate	41%	70%	86.9%
State Target	44%	77%	84%