



# Pupil Services FY16 Budget Presentation

*January 31, 2015*

# High Trends in High Need Areas

- ❑ SpED PAC report 9/14 (2004-2014 AB Trends)
  - ❑ 17.2% increase in special ed. (142 students)
  - ❑ 79% increase in low income (120 students)
  - ❑ 212% increase in ELL (125 students)
  - ❑ 292%-Increase in Autism diagnosis (82 students)
  - ❑ Students with SLD has declined (107 students)
  - ❑ NOTE: Autism diagnosis is typically made or confirmed by outside doctors during the early intervention process

# Increase in Autism Spectrum disorders?

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- Autism Spectrum Disorders- Centers for Disease Control (11 states)
  - 2000 & 2002 1 in 150 children
  - 2004 1 in 125 children
  - 2006 1 in 110 children
  - 2008 1 in 88 children
  - 2014 1 in 68 children

Broadening of diagnosis over 20 year period to include high functioning autism

# Research-Increasing Trends

- “Changing Trends of Childhood Disability” National Health Information Survey 2001-2011 (parent report)
- 16% increase in students with disabilities
- Substantial rise in neurodevelopmental (autism, ADHD, developmental disabilities,) and mental health
- Decrease in Learning Disabilities, physical disabilities,
- Largest increases found in families with higher income +28% increase
- REASONS: Shifts in criteria for diagnosis, increase in autism diagnosis, greater awareness, need for early intervention and services/accommodations in school settings, willingness to seek help for mental health issues and treatment

# Special Education Costs. Berman & Urion, 2003-

*“RETHINKING SPECIAL EDUCATION FOR A NEW CENTURY”*

- Inaccurate Assumptions of policy makers
  - Numbers are increasing due to over identification and parent advocacy

## **Primary Factors Identified:**

-increased significant needs=more cost for services

-advances in medicine, de-institutionalization, private services, social and economic stress

*“Special education consumes a significantly higher percentage of most districts’ budgets and a disproportionate share of new funds allocated to public education. Yet the increases aren’t attributable to school district policies and practice, but rather medial, economic and social factors.”*

## Department of Elementary & Secondary Education (DESE) – Direct Special Education Expenditures - % of School Budget (FY10-13)

| Town                            | 2010  | 2011  | 2012  | 2013  |
|---------------------------------|-------|-------|-------|-------|
| State                           | 19.8% | 19.9% | 20.5% | 20.9% |
| Acton<br>(Acton Public Schools) | 23.2% | 22.3% | 22.3% | 24.1% |
| ABRSD                           | 17.7% | 17.9% | 19.9% | 20.2% |
| Concord                         | 23.8% | 25.0% | 25.7% | 25.1% |
| Concord-Carlisle                | 25.5% | 23.7% | 23.3% | 26.0% |
| Bedford                         | 21.9% | 24.4% | 24.9% | 25.2% |
| Boxborough                      | 26.7% | 25.2% | 23.7% | 27.0% |
| Canton                          | 20.9% | 21.4% | 22.5% | 24.9% |
| Dedham                          | 26.2% | 25.6% | 26.2% | 27.4% |
| Groton-Dunstable                | 21.0% | 20.2% | 21.7% | 22.8% |
| Hingham                         | 21.4% | 19.6% | 23.1% | 23.3% |
| Lincoln-Sudbury                 | 19.2% | 19.1% | 24.3% | 28.8% |
| Milton                          | 19.0% | 18.2% | 21.9% | 21.9% |
| Newton                          | 23.4% | 24.5% | 25.2% | 25.7% |
| Westborough                     | 18.3% | 20.7% | 23.6% | 22.4% |
| Westford                        | 14.1% | 14.1% | 15.3% | 16.9% |
| Westwood                        | 18.5% | 18.7% | 19.1% | 19.1% |
| 1/31/2015<br>Wilmington         | 20.1% | 19.0% | 20.9% | 21.1% |
| Winchester                      | 18.3% | 19.6% | 20.6% | 22.6% |

# AB Special Education Student Percentages (FY10-FY15)

|   | <b>FY10*</b> | <b>FY11*</b> | <b>FY12*</b> | <b>FY13*</b> | <b>FY14*</b> | <b>FY15</b>  |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Total Students</b>                   | <b>5544</b>  | <b>5509</b>  | <b>5424</b>  | <b>5423</b>  | <b>5363</b>  | <b>5651</b>  |
| <b>Total Special Education Students</b> | <b>816</b>   | <b>803</b>   | <b>829</b>   | <b>868</b>   | <b>899</b>   | <b>980</b>   |
| <b>Total Out-of-District Students</b>   | <b>82</b>    | <b>78</b>    | <b>73</b>    | <b>73</b>    | <b>77</b>    | <b>95</b>    |
| <b>Total % Special Education</b>        | <b>14.7%</b> | <b>14.5%</b> | <b>15.2%</b> | <b>16%</b>   | <b>16.7%</b> | <b>17.3%</b> |

# Special Education Regulations & Process

## IDEA 2004-Individuals with Disabilities Education Act (Federal Law)

- -Congress inacted (1975 as PL 94-142) to ensure children with disabilities have the opportunity to receive a free and appropriate public education (**FAPE**) in the least restrictive environment (**LRE**)
  - **CHILD FIND**-Pre-referral/Referral for evaluation
  - **Team Meeting** to determine eligibility for special education (all decisions are made within the Team process)
  - To qualify a student must have a **disability** that impacts **effective progress** in school and requires specialized instruction.
  - Individualized Education Program (**IEP**) is written with goals/benchmarks, services and accommodations (**federal contract** between the local education agency (LEA) and the parent or adult child.
  - -Parents and the district have due process rights
  - -"**Stay put**"-if a disagreement occurs, the IEP and placement remain until resolution. If parties cannot agree a mediation or **BSEA** involvement may be pursued by either party.



# Types of Disabilities That May Adversely Affect Educational Progress

## Types of Disabilities as Defined by Massachusetts/Federal Regulations

1. Autism
2. Development Delay (diagnosis until age 9)
3. Intellectual Impairment
4. Sensory Impairment – Hearing Loss or Deafness
5. Sensory Impairment – Vision Loss or Blindness
6. Sensory Impairment – Deaf blindness
7. Neurological Impairment
8. Emotional Impairment
9. Communication Impairment
10. Physical Impairment
11. Health Impairment
12. Specific Learning Disability

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# Program Development

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- Programs are developed to meet the needs of a cohort of students
  - Determine need for program expansion (i.e. Past increase MAP supports, proposed ODP Transition expansion)
  - Examine trends and projected needs of students (i.e. proposed additional Learning Centers, Bridges/HS 2013, STAR Center)
  - Reallocating existing funds to create new programs or restructuring current programs (i.e. creation of Connections/ RJ Grey 2006,)

# Mental Health & Chronic Illness Data Points

| <b>High School Stats</b>              | <b>2012-2013<br/>School Year<br/>Cases</b> | <b>2013-2014<br/>School Year<br/>Cases</b> | <b>2014-2015<br/>School Year<br/>Cases</b><br><small>(As of December 31, 2014)</small> |
|---------------------------------------|--|--|--|
| Hospitalizations for<br>Mental Health | 29   | 57   | 29   |
| Concussions                           | 90   | 82   | 31   |
| STAR<br>(Home Hospital Tutoring)      | 41   | 47   | 27   |

## FY16 Staffing Requests

- .6 Elementary ELL Teacher
- 1.0 Junior High Educational Team Leader/Transition/Academic Support
- .6 Elementary Special Education Teacher
- 19-hour Occupational Development Program Assistant
- .4 Elementary School Psychologist

# Pupil Services In-District Personnel

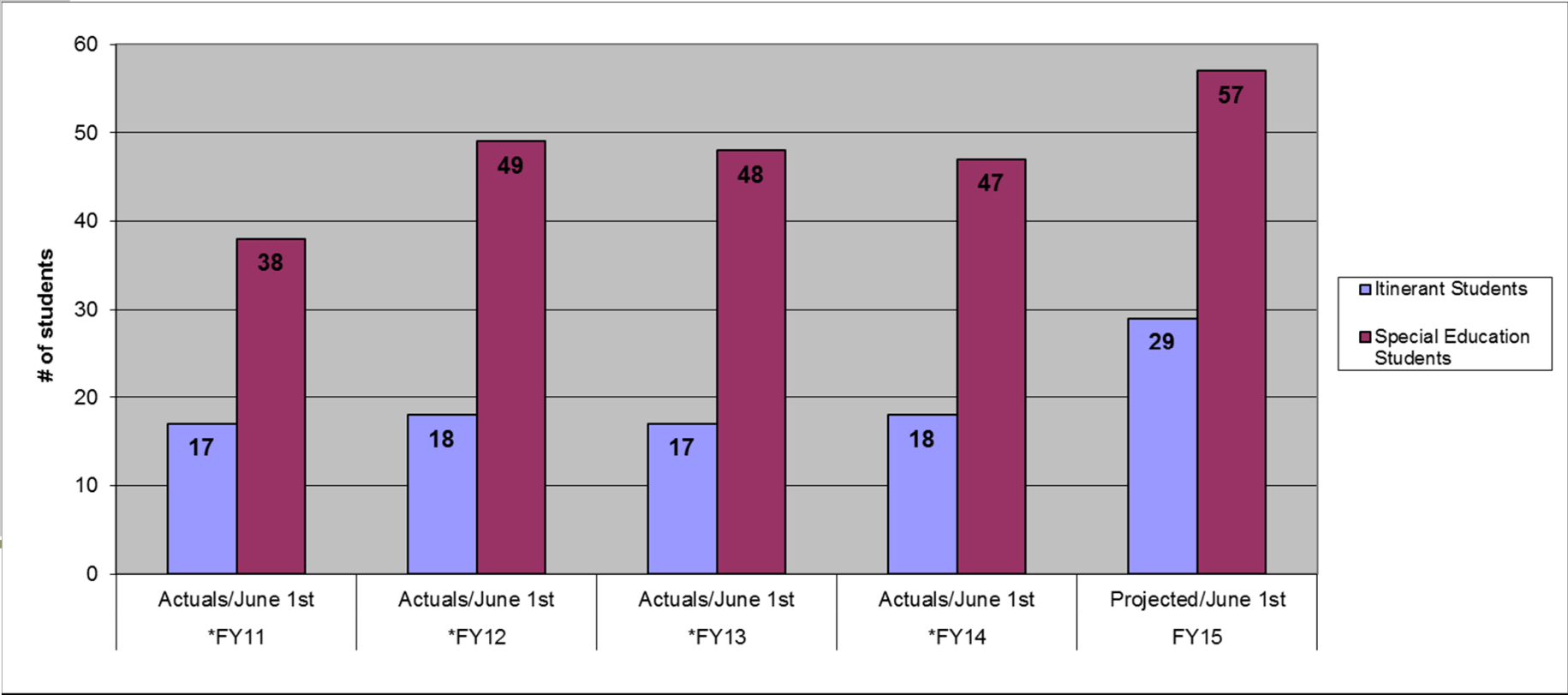
## ■ **Preschool/Integrated Preschool**

## ■ **Faculty and Staff**

- Special Education Staff (Special Educators, assistants, Educational Team Leaders)
- Speech and Language Specialists
- School Psychologists and Counselors
- Occupational/Physical/Vision/Mobility Therapists
- BCBA/Behavioral Specialists
- English Learner Education (ELE)
- Nursing
- Transition Coordinator

## ■ **Administrative**

# Number of Children on IEPs Served by Early Childhood Programs (FY11-FY15)



\*FY11-14 does not include Boxborough

# Minuteman Early Intervention Enrollment – October 1, 2014

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|                        |           |
|------------------------|-----------|
| <b>Acton</b>           | <b>54</b> |
| <b>Bedford</b>         | <b>39</b> |
| <b>Boxborough</b>      | <b>12</b> |
| <b>Carlisle</b>        | <b>11</b> |
| <b>Concord</b>         | <b>32</b> |
| <b>Lincoln/Hanscom</b> | <b>33</b> |
| <b>Littleton</b>       | <b>23</b> |
| <b>Maynard</b>         | <b>33</b> |
| <b>Stow</b>            | <b>14</b> |

# In-District Special Education Elementary Services (PK-Grade 6)

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- **Preschool/Integrated Preschool; 2 Sites (Acton & Boxborough)**
- **Learning Centers**
- **Preschool/Applied Behavior Analysis (ABA) Program**
- **Resource Rooms (Conant, McCarthy-Towne, Merriam & Gates)**
- **Related Services**
  - **Speech/language**
  - **Occupational Therapy**
  - **Physical Therapy**
  - **Deaf & Hard of Hearing**
  - **Daily Living Skills**
  - **Mobility**
  - **Vision**
  - **Psychological & Counseling Services**
  - **Adapted Physical Education**



# Staffing: Grades K-6 Learning Centers and Specialized Programs as of October 1

|  | <b>*2011-2012</b>      | <b>*2012-2013</b>      | <b>*2013-2014</b>       | <b>*2014-2015</b>       | <b>2015-2016<br/>Projected</b> |
|--|------------------------|------------------------|-------------------------|-------------------------|--------------------------------|
| <b>Number of SPED Students</b>                 | <b>376</b>             | <b>400</b>             | <b>395</b>              | <b>444</b>              | <b>410</b>                     |
| <b>SPED Assistants</b>                         | <b>50 FT<br/>17 PT</b> | <b>46 FT<br/>17 PT</b> | <b>44 FT<br/>21 PT</b>  | <b>57 FT<br/>25 PT</b>  | <b>57 FT<br/>25 PT</b>         |
| <b>Special Ed Teachers</b>                     | <b>17 FT</b>           | <b>17 FT</b>           | <b>17 FT<br/>1 (.4)</b> | <b>21 FT<br/>2 (.4)</b> | <b>22 FT<br/>1 (.4)</b>        |
| <b>Speech/Language Pathologists</b>            | <b>5 FT</b>            | <b>5 FT</b>            | <b>5 FT</b>             | <b>6 FT</b>             | <b>6 FT</b>                    |
| <b>Speech/Language Pathologists Assistants</b> | <b>3 FT<br/>4 PT</b>   | <b>3 FT<br/>4 PT</b>   | <b>4 FT<br/>1 PT</b>    | <b>5 FT<br/>1 PT</b>    | <b>6 FT</b>                    |

# Elementary Programming Caseload Numbers - 2014-2015 School Year as of October 1

| Gates             | McCarthy-Towne | Merriam         | Conant         | Douglas         | Blanchard      |
|-------------------|----------------|-----------------|----------------|-----------------|----------------|
| LC K-3<br>(24)    | LC K-3<br>(23) | LC K-3<br>(25)  | LC K-3<br>(28) | LC K-3<br>(23)  | LC K-2<br>(13) |
| *LC 4-6<br>(36)   | LC 3-6<br>(24) | LC 4-6<br>(24)  | LC 4-6<br>(24) | *LC 4-6<br>(39) | LC 2-3<br>(10) |
| .4 LC 3-5<br>(12) |                | .4 LC 5<br>(11) |                |                 | LC 4-5<br>(12) |
|                   |                |                 |                |                 | LC 5-6<br>(15) |
| Gates             | McCarthy-Towne | Merriam         | Conant         | Douglas         | Blanchard      |
|                   | RR K-3<br>(11) |                 | RR K-3<br>(13) |                 |                |
| RR K-3<br>(14)    | RR 4-6<br>(9)  | RR K-3<br>(15)  | RR 4-6<br>(14) |                 |                |
|                   |                | RR 4-6<br>(14)  |                |                 |                |

1/31/2015 Proposal: Move 1.0 FTE from Blanchard to Douglas, additional Request .6 to Gates

LC = Learning Center  
RR = Resource Room

# In-District Services (Grades 7-12)

## ■ Learning Centers

### Specialized Programs:

- Language Learning Program (LLP)
- Center for Learning and Student Services (CLASS)
- Occupational Development Program (ODP)
- Supported Career Education Program (SCE)
- Relational Emotional and Academic Learning Program (REAL)

### Regular Education Programs Providing Alternative Educational Opportunities:

- School to Work Alternative Program (SWAP)
- My Alternative Program (MAP)
- STAR/Home-Hospital

### Related Services:

- |                          |                                       |
|--------------------------|---------------------------------------|
| - Speech/language        | - Mobility                            |
| - Occupational Therapy   | - Vision                              |
| - Physical Therapy       | - Psychological & Counseling Services |
| - Deaf & Hard of Hearing | - Adapted Physical Education          |
| - Life Skills            | - Employability Training              |

# In-District Grades 7-12 Special Educators/Caseload Educators

|  | 2011-2012 | 2012-2013         | 2013-2014         | 2014-2015         | 2015-2016<br>Projected |
|--|-----------|-------------------|-------------------|-------------------|------------------------|
| <b>RJ Grey JHS</b>                       |           |                   |                   |                   |                        |
| Special Educators – Learning Center      | 3.0FTE    | 3.0FTE            | 3.0FTE            | 3.0FTE            | 3.0FTE                 |
| Specialized Programs                     | 3.0FTE    | 3.0FTE            | 3.0FTE            | 3.0FTE            | 3.0FTE                 |
| Assistants – Learning Center             | 6 FT      | 6 FT              | 6 FT              | 6 FT              | 6 FT                   |
| Assistants - Specialized Programs        | 10 FT     | 7 FT<br>1-19 Hour | 8 FT<br>2-19 Hour | 9 FT<br>1-19 Hour | 9 FT<br>1-19 Hour      |
| <b>ABRHS</b>                             |           |                   |                   |                   |                        |
| Special Educators – Learning Center      | 4.5FTE    | 5.0FTE            | 5.0FTE            | 5.0FTE            | 5.0FTE                 |
| Special Educators - Specialized Programs | 4.0FTE    | 4.0FTE            | 5.0FTE            | 5.0FTE            | 5.0FTE                 |
| Assistants – Learning Center             | 11 FT     | 11 FT             | 11 FT             | 11 FT             | 11 FT                  |
| Assistants - Specialized Programs        | 9 FT      | 8 FT<br>1-19 Hour | 7 FT<br>3-19 Hour | 8 FT<br>1-19 Hour | 8 FT<br>2-19 Hour      |

# Secondary Programming Caseload Numbers – 2014-2015 School Year

| R.J. Grey Junior High School | ABRHS        |
|------------------------------|--------------|
| LC1 – 29                     | LC1 – 33     |
| LC2 – 32                     | LC2 – 33     |
| LC3 – 29                     | LC3 – 30     |
| LLP – 15                     | LC4 – 35     |
| CLASS – 14                   | LC5 – 33     |
| Connections – 13             | REAL – 23    |
|                              | ODP – 12     |
|                              | SCE – 21     |
|                              | Bridges – 17 |
|                              | MAP – 13     |
|                              | SWAP - 1     |

LC = Learning Center  
 LLP = Language Learning Program  
 CLASS = Center for Learning & Student Services  
 ODP = Occupational Development Program  
 SCE = Supported Career Education  
 REAL = Relational/Emotional/Academic Learning  
 MAP = My Alternative Program  
 SWAP = School to Work/Alternative Program

# Pupil Services Expenditures

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- Special Education
  - In-District Programming
  - Out-of-District Programming
  - Transportation
  - Transitional Services
- English Learner Education (ELE)
- Health & Nursing
- Counseling & Psychological Services (including drug/alcohol counseling)
- Home/Hospital Tutoring
- 504 Accommodations/Coordination

# Pupil Services FY15 Grant Summary

| <b>Fund Code</b> | <b>Title</b>                                | <b>Amount</b>      | <b>Purpose</b>  |
|------------------|---|--------------------|---|
| <b>240</b>       | <b>SPED IDEA</b>                            | <b>\$1,201,508</b> | <b>Staff Salaries</b>   |
| <b>274</b>       | <b>SPED Program Improvement</b>             | <b>\$45,904</b>    | <b>Focus is social/emotional wellness:<br/>-Professional Development<br/>-Parent Presentations<br/>-Curriculum/Training</b> |
| <b>262</b>       | <b>Early Childhood Education</b>            | <b>\$31,051</b>    | <b>Staff Salaries (Supplemental)</b>  |
| <b>180</b>       | <b>Title III/English Language Education</b> | <b>\$31,143</b>    | <b>-Summer support<br/>-Student &amp; parent education/engagement<br/>-Professional development for teachers</b>            |
| <b>298</b>       | <b>Early Childhood Program Improvement</b>  | <b>\$8,000</b>     | <b>-Professional Development<br/>-Curriculum/Training</b>   |

# Special Education Cost Drivers

- **Increase in identification of diagnosis**
  - Mental health, Autism
- **State agency funding and supports vary**
  - Department of Mental Health (DMH)
  - Department of Children and Families (DCF)
  - Department of Developmental Services (DDS)
- **De-institutionalization**
  - State institutions/agencies used to serve many populations (DDS & DMH) – variable funding sources
- **Insurance coverage allowance**
  - Hospitalization
  - Treatment
  - MSPP (Mass School of Psychology) Interface Referral Service
- **Economic stress**
- **Advances in medical technology**



# Major Variables Driving Up Costs 2014-2015

- **New CASE Formula/Summer Costs**
- **Regionalization – Combining Numbers**
- **Private Transportation – 6 Students**
- **Additional Nurses (3)/Additional Bus Monitors (4)**
- **Move-ins – 6 Students**
  - **With additional impact on FY16 due to move-in law**
- **CASE students moved to more intensive placements – 12 students**
- **Intensive student support required (out-of-district & in-district)**
  - **Mental health**
  - **Autism Spectrum**
  - **Complex medical/cognitive needs**
- **Extraordinary Relief Approval - 5 schools**

# When does a student require Out-of-District Programming?

## Interventions and continuum of programming- least restrictive restrictive to most restrictive within the public school setting

- Increased Learning Center time
- Transition to an in-district Specialized Program
- Increased in-class supports
- Additional assessment & consultation
- Home-Hospital Tutoring
- BCBA support/consultation
- Support to families to identify outside agencies and therapists (MSPP Interface, DMH, Day Treatment, Hospitals)
- Collaborative efforts with student's outside therapist/treatment providers
- Referral to a possible 45 day placement for an Extended Evaluation
- Despite significant interventions over time the student is not making educational and/or social-emotional progress
- Significant safety concern to self or others (priority)

## Reasons for Current Out-of-District Placements (PK-Grade 12)

| Diagnosis   | Number of Students | Percentage of Students | Notes   |
|---|--------------------|------------------------|---|
| Medically Fragile/<br>Significant Cognitive<br>Delays | 31                 | 33%                    | Most<br>identified in<br>PK                       |
| Severe Forms of<br>Autism Spectrum<br>Disorder        | 29                 | 31%                    | Most<br>identified in<br>PK                       |
| Emotional Disability                                  | 35                 | 37%                    | Most<br>identified at<br>the high<br>school level |

- **For High school students who require Out-of-District placement, extensive interventions have been exhausted in-district (Learning Center to Self Contained Programming)**

# AB Out-of-District Students Trends FY10-16

|                     | FY10*     | FY11*     | FY12*     | FY13*     | FY14*     | FY15      | FY16<br><i>Projections</i> |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------------|
| CASE Programs       | 26        | 24        | 22        | 23        | 28        | 28        | 25                         |
| Other Collaborative | 10        | 11        | 16        | 13        | 13        | 17        | 16                         |
| Private Day         | 41        | 39        | 33        | 34        | 32        | 46        | 46                         |
| Residential         | 5         | 4         | 2         | 3         | 4         | 4         | 3                          |
| <b>TOTALS</b>       | <b>82</b> | <b>78</b> | <b>73</b> | <b>73</b> | <b>77</b> | <b>95</b> | <b>90</b>                  |

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\*FY10-14 does not include Boxborough

## Program Types and ABRSD Tuition Ranges

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**CASE Programs**

**\$59,060 - \$88,940**

**Other Collaboratives**

**\$52,527 - \$81,843**

**Private Day Placements**

**\$38,812 - \$110,146**

**Residential Placements**

**\$118,422 - \$374,050**

**(Range may reflect  
required 1:1 supports)**

# AB CASE and Out-of-District Expense Trends

|                                  | FY10*              | FY11*              | FY12*              | FY13*              | FY14*              | FY15                                      | FY16<br><i>Projections</i>                    |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---|---|
| CASE Enrollment/OOD              | 26/82              | 24/78              | 22/73              | 23/73              | 28/77              | 28/95                                     | 26/90   |
| AB CASE Tuition                  | \$1,324,801        | \$1,139,866        | <i>\$1,268,434</i> | <i>\$1,213,677</i> | <i>\$1,149,873</i> | <i>\$1,989,928</i>                        | <i>\$1,939,464</i>                            |
| AB OOD Tuition                   | \$4,620,438        | \$4,464,902        | \$4,100,473        | \$4,477,625        | \$4,277,625        | \$5,619,783                               | \$5,707,083                                   |
| AB CASE Transportation           | \$1,254,883        | \$1,011,238        | <i>\$1,275,767</i> | <i>\$1,310,980</i> | <i>\$1,315,471</i> | <i>\$1,340,951</i>                        | <i>\$1,403,647</i>                            |
| <i>AB Circuit Breaker Offset</i> | <i>\$1,069,892</i> | <i>\$1,151,193</i> | <i>\$1,597,373</i> | <i>\$1,524,547</i> | <i>\$1,606,044</i> | <i>\$2,044,282</i><br><i>(72% Actual)</i> | <i>\$2,353,596</i><br><i>(68% Projection)</i> |

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*\*FY10-FY14 does not include Boxborough (FY'15 lower total compared to FY'16 due to less students meeting threshold)*

# Circuit Breaker Formula

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## Definition

- System of reimbursement for extraordinary costs
- Eligibility for Circuit Breaker is for in-district costs and out-of-district **tuitions only** (FY15 threshold, \$41,944) and above
- In-district tuition reimbursement formula is based on state determined costs for services

# Circuit Breaker Examples

Below FY16 Circuit Breaker estimates, based upon FY15 costs

## Private Day Tuition

| School              | Tuition      | Threshold | Reimbursement @ 68% |
|---------------------|--------------|-----------|---------------------|
| Melmark New England | \$106,164.70 | \$41,944  | \$43,670.08         |
| Beacon High School  | \$53,700.54  | \$41,944  | \$7,994.45          |
| Learning Prep       | \$40,300.16  | \$41,944  | 0                   |

## Residential Tuition

| School                          | Tuition      | Threshold | Reimbursement @ 68% |
|---------------------------------|--------------|-----------|---------------------|
| Walden Street School            | \$188,743.20 | \$41,944  | \$99,823.46         |
| New England Center for Children | \$316,547.45 | \$41,944  | \$186,730.35        |



# Occupational Development Program

## Acton-Boxborough Regional High School

### Program Description

The program offers students a substantially separate delivery of services for some students while offering a resource room model for others more capable of limited mainstream participation with support. In addition, ongoing contact and collaboration with representatives of the business community provide a basis for student access to community based, supported employability training, and career exploration.

Most students involved in ODP will be unable to meet the requirements for an Acton-Boxborough Regional High School Diploma and will receive a Certificate of Program Completion at age 22.

- Current population 14-22 years of age – age waiver required
- FY16 projected caseload 19-20 students (3-4 projected to return from out-of-district)
- Proposal for future expansion – ODP Transition, Age: 18-22
- Community-based learning and vocational/employability training, expand additional job coaching
- **FY16 – 19 hour assistant**
- FY17 – 19 hour assistant

1/31/2015      .4 Special Educator

- Possible increase in tuition revenue