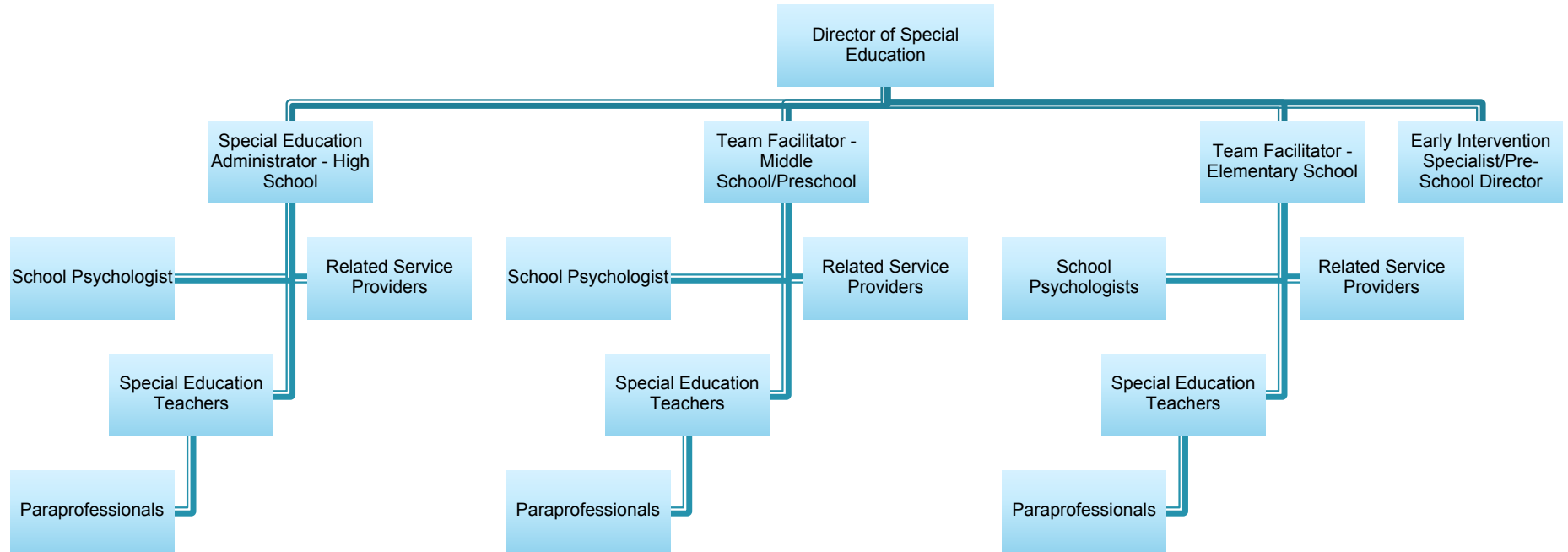


Somerset Public Schools Somerset Berkley Regional Schools



Melissa Deyo-Silvia
Director of Special
Education

Restructuring of SPED

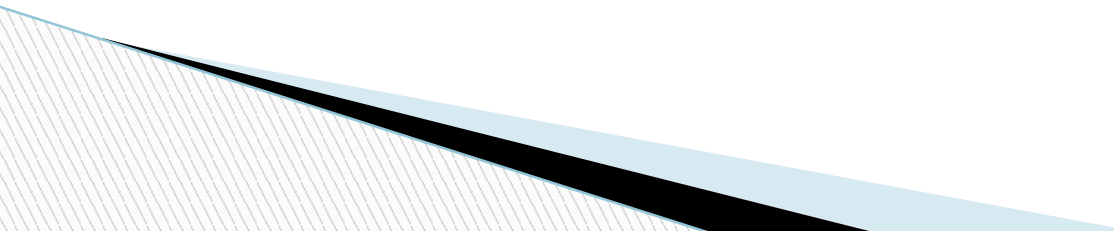


Why move to the Education Team Facilitator (ETF) model?

An ETF is someone who is trained in IEP issues and is skilled in helping team members work together. This process is known as IEP facilitation.

- A facilitator can help an IEP meeting run smoothly. He or she can make sure that:
 - Everyone has a chance to speak and contribute ideas to the student's IEP
 - All agenda items are covered
 - The meeting ends on time
- In the event of a team not being able to come to consensus, the ETF has the authority to make the final team recommendation and has the authority to commit the resources of the district.

Changing of Roles

- Kathleen Curry Beaulieu:
Special Education Administrator: SBRHS
 - Cheryl DeFarias:
Special Education Team Facilitator: Middle School
 - Joanne Boucher:
Special Education Team Facilitator: Elementary (North, South, Chace)
 - Dorothy Murray:
Early Intervention/Pre-School Director
 - Tracy Medeiros:
School Psychologist: SBRHS
 - Joy Mitchell Titcomb:
School Psychologist: South/SMS
 - Andi Bruce: School Psychologist: North
 - Ann Hoag: School Psychologist: Chace
- 

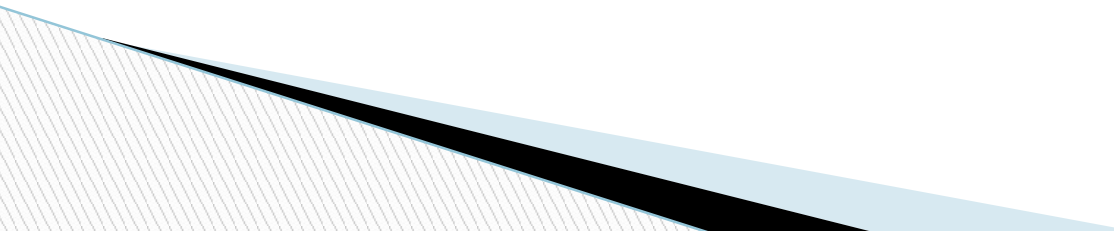
New Developments:

- Monthly meetings with all support staff (Speech and Language Pathologists, Occupational Therapists, School Nurses)
- Bi-weekly meeting for all Team Facilitators, School Psychologist and Behavior Specialist
- Revised Special Education Procedural Manual for all Special Education and related staff completed, printed and distributed. This document is now aligned to the State Department of Elementary and Secondary Education's Indicators for Special Education

This was the first update to this document in nearly a decade.



Professional Development

- After a Needs Assessment of all Special Education Staff and related service providers, we have a Professional Development plan that is **relevant** and **tailored** to our staff while being **meaningful** to their practice.
- 

The “Core” of Special Education

We are required, by multiple laws and regulations, to provide every student within our district a “**free and appropriate education**” (FAPE) in the “**least restrictive environment**” (LRE). This is what all of special education comes down to, this is what we must do, and this is what we are striving to do.

Laws and Regulations

- IDEA – Individuals with Disabilities Education Act
- NCLB – No Child Left Behind
- MA 603 CMR 28.00 – Special Education

Free and Appropriate Education (FAPE)

An appropriate education will include:

- education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- **the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;**
- evaluation and **placement procedures established to guard against misclassification or inappropriate placement of students**, and a periodic reevaluation of students who have been provided special education or related services; (emphasis mine)

<http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>



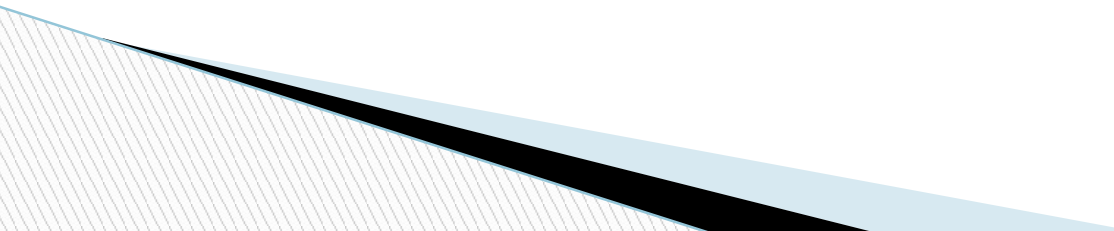
Least Restrictive Environment (LRE)

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are **educated with children who are not disabled**, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” (emphasis mine)

Statute: TITLE I / B / 612 / a / 5 / A



Increasing Levels of Restriction

- Integrated into “typical” classroom
 - Typical classroom with “pull out” time
 - Mixed general ed with special ed classes
 - All separate special education classes
 - Non-local in-district school program
 - Out-of-district placement in restricted program
 - Out-of-district residential/educational placement
- 

Our legal obligation ...

State and Federal Law determines what every district's responsibility is and that is we **must** provide an education to every student that ...

1. affords the student his or her FAPE *and*
 2. is in the least restrictive environment
- 

Placement as defined in MA Laws and Regulations

- “If an in-district program can provide the services on the IEP, such program **shall be identified** at the placement meeting and **provided by the district ...**” (2) (e) 3
- “The Team **shall not recommend a day or residential school program outside of the city, town, or school district** in which the student resides **unless there is no suitable program within the city, town, or school district.**” (2) (f) 2

603 CMR 28.06: Placement and Service Options (emphasis mine)

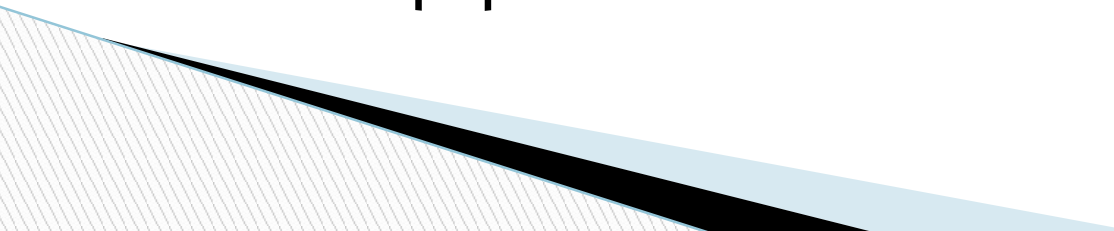


\$1.21M Saved Implementing the Law

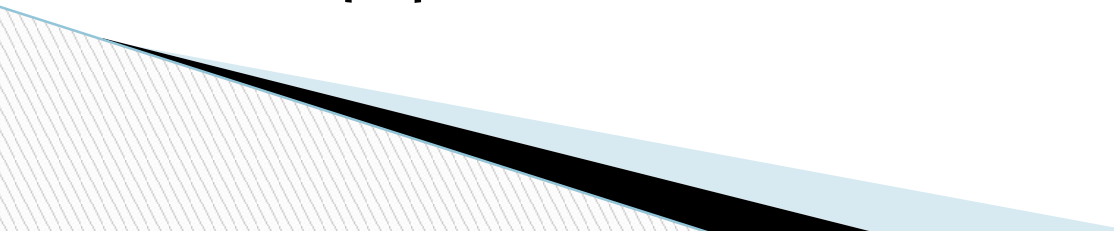
- Improving our in-district offerings & building capacity
- Adding personnel as needed
- Reviewed placements on case-by-case basis
- Held TEAM meetings as required (parents, teachers, administrator, etc.)
- **13 students** returned to district placements to ensure their FAPE in the LRE: **TOTAL savings of \$706,165.00**
 - **9 K-8** **\$509,925.00**
 - **4 Regional** **\$196,240.00**
- An additional **9 student tuitions** saved by residency compliance, and capacity of new programs to support new students: **\$ 503,795.00**
- **TUITION SAVINGS TOTAL OVERALL: \$ 1,209,960.00**

Improving in-district services

We added the following at a cost to the district of
\$561,383

- Psychologist
 - 2 occupational therapists
 - 2 certified occupation therapist assistants
 - Speech and language pathologist
 - Behavior specialist
 - Team facilitator
 - K2 teacher
 - Paraprofessionals
 - Misc. equipment and other services
- 

NEW POSITIONS/Expenses: Budgeted

- Psychologist: \$75,276
 - OT: \$68,039
 - OT: \$63,062
 - COTA: \$36,000
 - COTA: \$24,000
 - SLP: \$44,521
 - Behavior Specialist: \$56,037
 - Team Facilitator (Elementary): \$70,654
 - OT equipment/Evaluation kits: \$10,000
- 

NEW POSITIONS/Costs: Unanticipated

- Additional K–2 Program Teacher: \$44,521
- Paraprofessional K–8: \$18,413
- Paraprofessional Region: \$36,860

- Positions added to meet the needs of our students

NOTE: These services were not added specifically to support students returning from out of district placements, rather to support ALL students, including several complicated cases that are new students.

Medical/Therapeutic Saving

- South Coast OTR/COTA \$331,400
- South Coast SLP \$13,600
- Outside psychological testing (SBRHS) \$48,000
- Additional miscellaneous \$24,000

Total of \$417,000 that was previously outsourced, now saved and performed by district personnel.

Savings Breakdown

- Tuition savings: \$1,209,960.00
- Med/Therapeutic saving: \$ 417,000.00
- Costs: (\$561,383.00)

- Total savings: \$1,065,577.00

Legal Fees: Related to SPED

- FY 14 K-8 and Regional: **\$ 1,650.00**
- FY 15/16 K-8 and Regional: **\$10,685.00**

Out of those totals, only \$2,722.50 during FY 15/16 was related to change of placement.

Legal Fees are NOT a reoccurring expense



In Conclusion...

- The Office of Student Services will continue to uphold the Federal and State regulations while always looking at forward planning for the best possible practices, programs and staff to service our students with Special Needs in Somerset K-8 and Somerset Berkley Regional School Districts.
 - **Thank You!**
- 