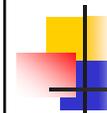


# Special Education Task Force II

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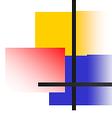
Final Report Presentation  
December 4, 2008



## Agenda

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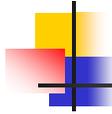
- Background & Task Force Goals
- Report Overview
- Recommendations and Suggestions



## Background & Goals

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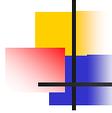
- Original Task Force Report Delivered October 2003
- This Task Force Formed in June of 2007 to
  - Update the Report
  - Examine Changes in Funding and Practices
- Task Force Members:
  - School Committee: Michael Coppolino, Xuan Kong
  - Fincom: Kent Sharp, Allen Nitschelm (left May 2008)
- Frequent meetings with Liza Huber (A-B SPED Director) and Nancy Sherburne (SPEDPAC Chair)



## Report Overview – 3 Sections

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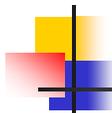
- Process of Special Education
  - Describes administrative steps to refer, evaluate and place SPED students
- Cost Drivers
  - Provides financial models for three basic placements: In-District, Collaborative and Out of District
- Cross-School Analysis
  - Graphs comparative data across groups of schools and includes findings from conversations and emails with schools districts that appear to have lower SPED costs/student than APS or AB



## Findings

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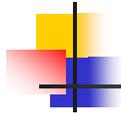
- The school system has worked to implement some of the key recommendations from the previous report, including:
  - Intervention at an early age
  - More In-District programs
- There are opportunities that should be explored for further improvement in the effective delivery of services



## Recommendations

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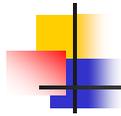
1. Regular, formal meetings between the Special Education Director and the Director of Finance
2. Evaluate the targeted use of consultants as a way to keep costs down over the long term
3. Hold the CASE Collaborative more accountable for the effectiveness of its transportation services
4. Re-examine the cost accounting strategy and methods used for the overall CASE program, as well as for individual programs



## Recommendations (cont'd)

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5. Streamline the efficiency and effectiveness of the IEP process
6. Continue proactively communicating more regularly with parents, and also do so at the school level with regular education teachers
7. Collect and analyze data so that the effectiveness of regular education interventions based on the Child Study Team model can be measured



## Suggestions

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8. Explore the possibility of establishing a legal resource pool with neighboring school districts
9. Evaluate our own school district data to verify that more intense and frequent evaluations of a student at an early learning stage reduce the overall SPED costs for that student



## In Closing

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- Document is both informative and analytical
- '07- '08 will be out Dec/Jan. 2009 per Roger Hatch; we'll review and update in the appendix.
- Generally, moving in the right direction
- Questions?