

Lincoln Public Schools Special Education

November 2022





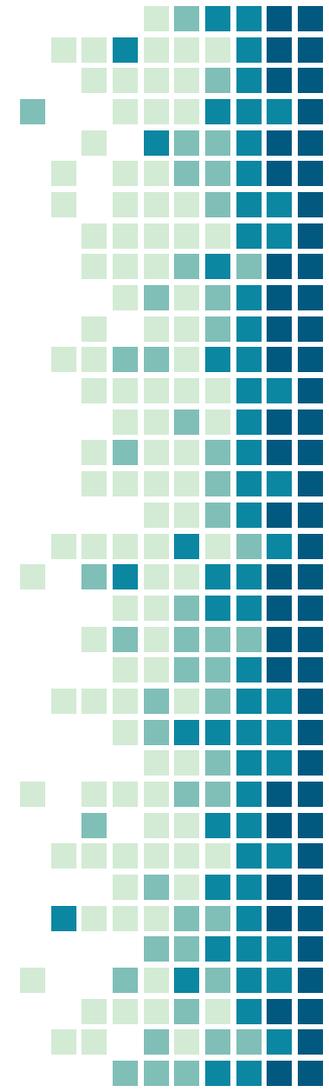
Special Education Laws and Regulations

Individuals with Disabilities Education Act (IDEA):

- IDEA is a **federal law** that ensures a free and appropriate public education in the least restrictive setting for eligible students identified with disabilities through special education and related services.
- Districts have a responsibility under IDEA for “child find” (a process for locating, evaluating, and identifying students)

State Laws and Regulations:

- MGL. Chapter 71B-Children with Special Needs
- DESE Special Education regulations 603.CMR 28.00-Ensures eligible students the right to special education services to develop in the least restrictive environment

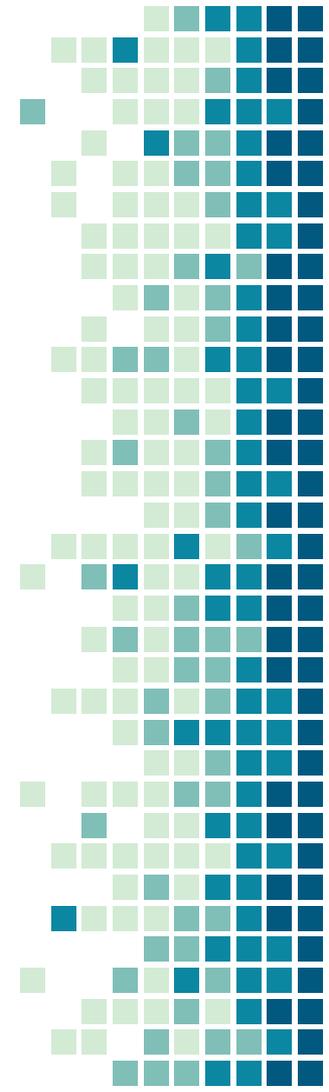




History of Special Education Laws and Regulations

History of Laws that protect individuals with disabilities:

- **Chapter 766 MA (1972)**—became a model for federal legislation/provided special education and the right to inclusive settings
- **Rehabilitation Act, Section 504 (1973)** —protect the rights of individuals with disabilities in programs that accept federal funding
- **PL 94-142 (1975) Federal legislations (Education for all Handicapped Children Act)**—the right for children with disabilities to receive a Free and Appropriate Public Education—became IDEA
- **Americans with Disabilities Act (ADA-1990)** —protection against discrimination



IDEA, FAPE and LRE

Free and Appropriate Public Education (FAPE) ensures progress and this progress is quantified through the IEP

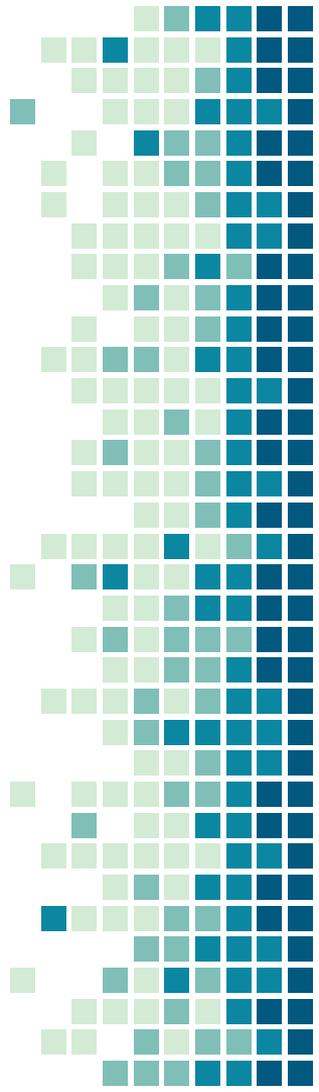
Least Restrictive Environment (LRE)-To the extent possible, children are educated/included within the general education setting with children who do not have special needs



What is Child Find?

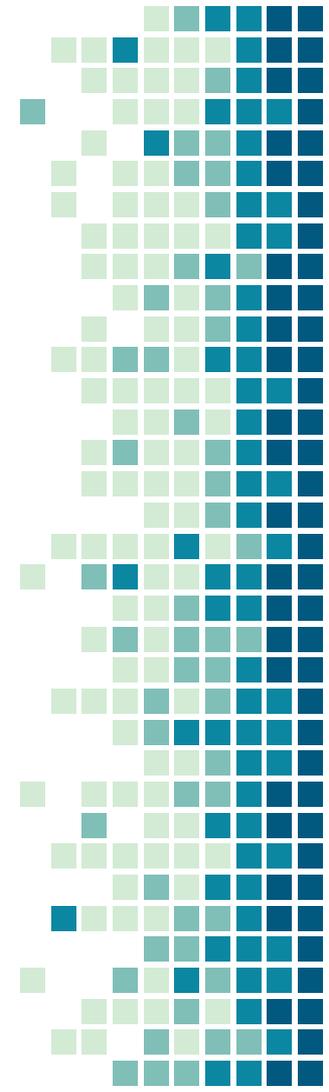
The Lincoln Public Schools has a legal obligation to search for and serve students with special education needs in the town of Lincoln and the Hanscom Air Force Base. This outreach mandates frequent communication with schools, agencies, organizations and programs to learn about the needs of students.

The notice is distributed to organizations that serve children within the Lincoln and Hanscom Communities. This notice is also mailed annually to organizations in the community by the Student Services Department.



Special Education Eligibility Process

Special Education Eligibility/Initial and Reevaluation Determination			
Student Name:	DOB:	ID#:	Date:
A. Proceed through the flowchart until an eligibility determination is reached.		B. Answer this question for all students.	
<p>1. Does the student have one or more than one disability?</p> <ul style="list-style-type: none"> • Autism • Developmental delay • Intellectual • Sensory: Hearing, Vision, Deaf-Blind • Neurological • Emotional • Communication • Physical • Specific Learning • Health 	<p>no <input type="checkbox"/></p>	<p>Student is not eligible for Special Education but may be eligible for other services in other programs.</p>	<p>Is parent satisfied with school evaluation?</p> <p>yes <input type="checkbox"/> no <input type="checkbox"/></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">Continue forward as previously discussed.</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">Discuss Extended Evaluation and rights to an Independent Educational Evaluation.</div> </div>
<p>2. (a) Is the student making effective progress in the general education program? In the case of a three-year reevaluation, would the student continue to make effective progress in the general education program without special education services?</p>	<p>yes <input type="checkbox"/></p>	<p>If yes, indicate disability type(s):</p>	
<p>2. (b) Is the lack of progress a result of the student's disability?</p>	<p>no <input type="checkbox"/></p>	<p>Student is not eligible for Special Education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.</p>	
<p>2. (c) Does the student require special education and/or related services to make effective progress or to access the general education curriculum?</p>	<p>yes <input type="checkbox"/></p>	<p>THE STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION.</p>	
<p>KEY EVALUATION FINDINGS AND/OR NEXT STEPS</p>			



Special Education in Lincoln Public Schools

NUMBER OF INITIAL EVALUATIONS

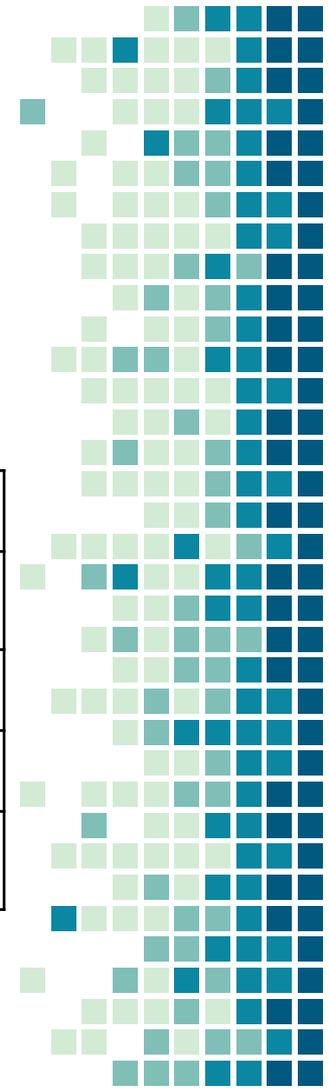
Lincoln and Hanscom K-8

LINCOLN

Initial Evaluations	Lincoln K-8
2019-2020	14
2020-2021	28
2021-2022	38
2022-2023 (to date)	7

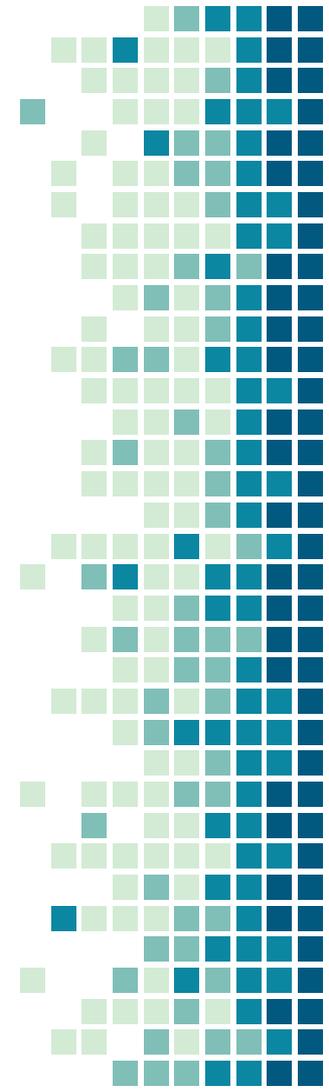
HANSCOM

Initial Evaluations	HPS	HMS
2019-2020	15 (5 postponed Covid)	20 (8 postponed Covid)
2020-2021	18	20 (1 moved)
2021-2022	11	28 (1 moved)
2022-2023 (to date)	5	5



Preschool Evaluations

Year	Number of Open Evaluations by October 1	Total Evaluations Completed by EOY
2019-2020	3	41
2020-2021*	11	39
2021-2022	8	50
2022-2023	9	TBD



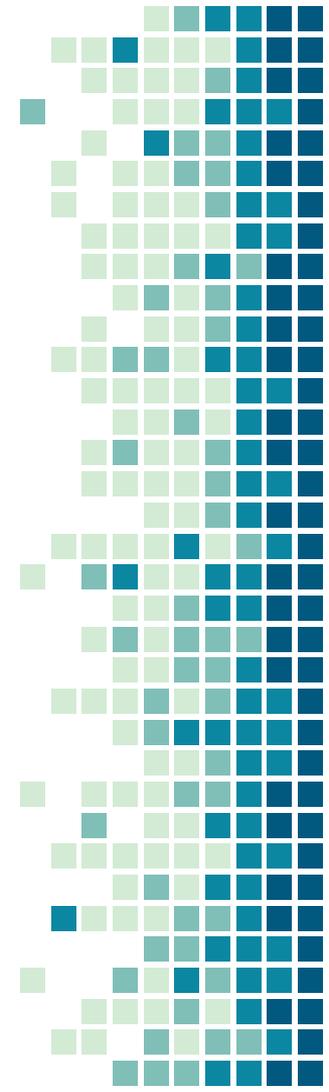
Number of Students Eligible for Special Education

LINCOLN

Number of Students on IEPs	Pre-K through grade 8
103	98 Serviced In District
	3 Serviced through Out of District Programs
	2 Service only

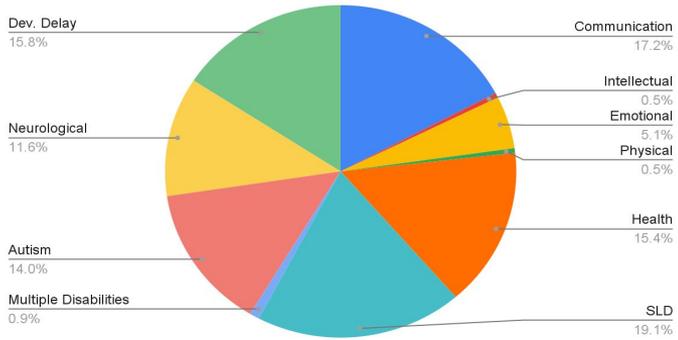
HANSCOM

Number of Students on IEPs	Pre-K through grade 8
112	89 Serviced In District
	22 Out of District Programs
	1 Service only

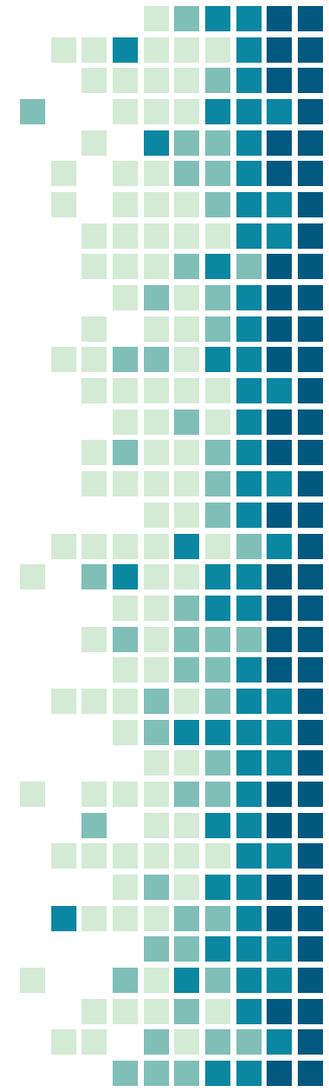
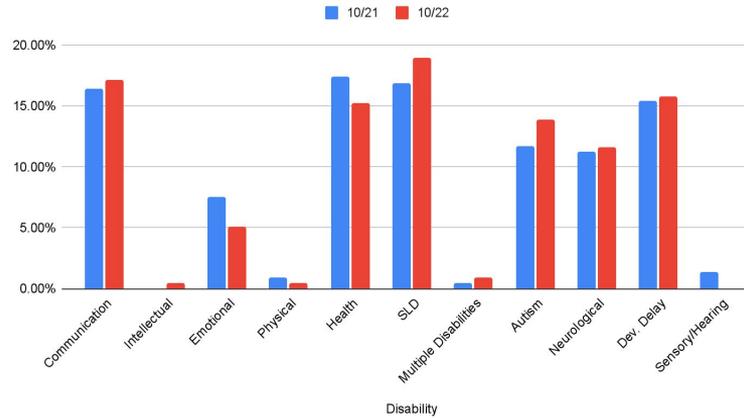


Special Education Numbers

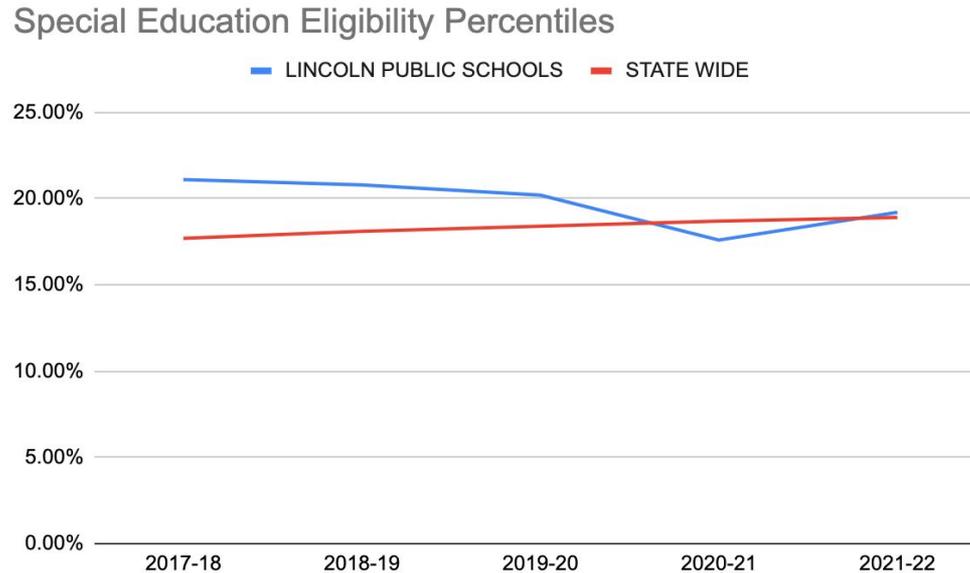
Categories of Disability LPS 2022



Comparison of Disability Categories in 2021 & 2022

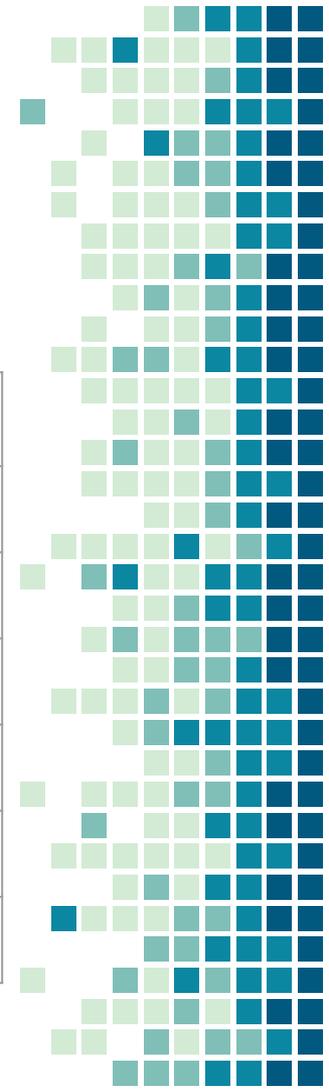


LPS versus State Percentile of SWD



Special Education Eligibility Percentages

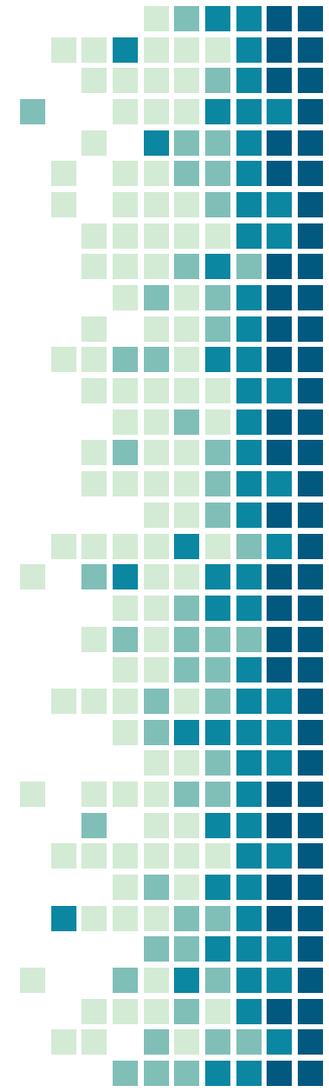
	LINCOLN PUBLIC SCHOOLS	STATE WIDE
2017-18	21.1%	17.7%
2018-19	20.8%	18.1%
2019-20	20.2%	18.4%
2020-21	17.6%	18.7%
2021-22	19.2%	18.9%
2022 as of October 1	20.5%	



Special Education Services in Lincoln Public Schools

Continuum of Services

- Coordinators on each campus and Preschool
- Deaf & Hard of Hearing Supports (0.1 FTE teacher of the Deaf/Hard of Hearing)
- Special Educators (1-2 Grade levels) working as part of grade level Teams
- Social Workers
- School Psychologists
- Speech and Language Pathologists
- Occupational Therapists
- Physical Therapists
- Board Certified Behavior Analyst (BCBA)
- Contracted Providers (Evaluation, Consultation, and Training)
- Tutor support both in and out of the classroom
- In District Programming (STARR, Foundations on Lincoln Campus)
- Out of District Programming to Include Collaborative Programs, Private Day and Residential Settings



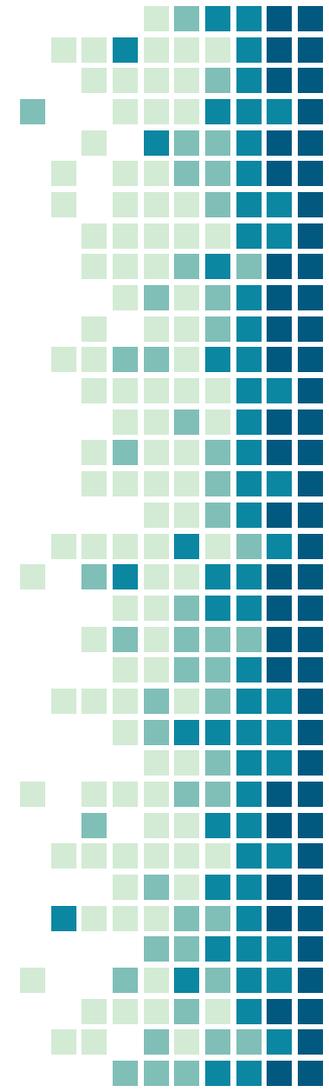
In-District Program Development

The district looks to build programming for students in-district:

- To provide LRE
- To keep students in their community schools
- To provide inclusion opportunities for students

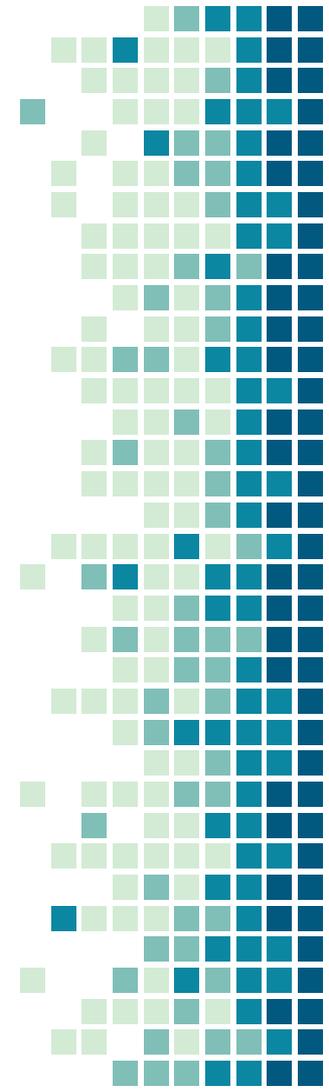
Challenges:

- Must have a cohort of students with similar needs and within a 48 month age range
- Programs must be sustainable
- Requires a higher staff to student ratio (medically fragile and students with more significant cognitive disabilities or more intensive needs related to Autism require 1:1 or 1:2 models)



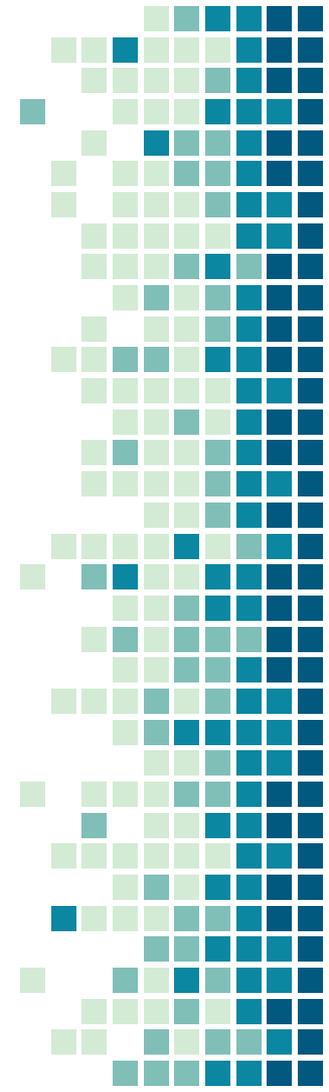
STARR

The STARR program serves students grades 5-8 with a range of educational disabilities. STARR provides a range of services to special education students in both a partial inclusion and substantially separate setting. Services are individually designed for students who require significant modification to the academic curriculum that begins at their instructional level and moves toward grade level material within a small group setting. Over time, students may be able to receive grade level general education curriculum with support from the STARR special education support team.



Foundations

The Foundations program serves students in grades K-1 with a range of educational disabilities. Foundations provides a range of emotional and behavioral support and services to special education students in both a partial inclusion and substantially separate setting. Instruction can be provided outside of the general education setting and delivered in 1:1 or small group to preview, review and reinforce academic, communication and social skills needed for inclusion. Services are individually designed for students and trauma informed practices are implemented as needed. There is frequent home and school communication to support the student in generalizing skills developed in the educational setting.



Student Level of Need

Student Level of Need

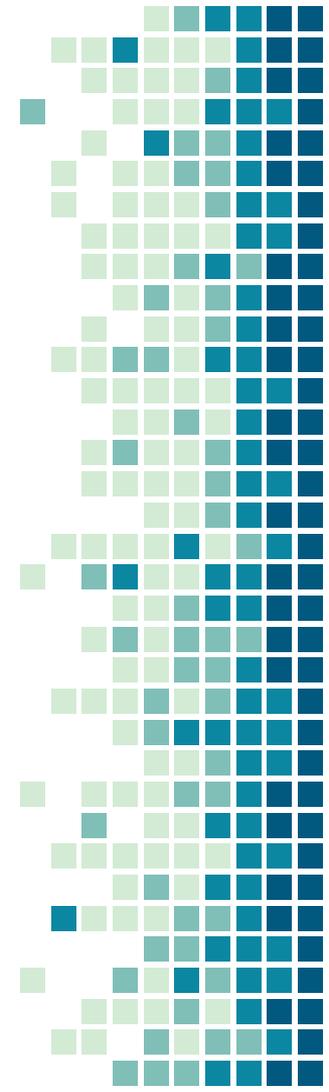
Students who attend Lincoln K-8, HMS & HPS are placed in either Full Inclusion, Partial Inclusion, or in some cases, Substantially Separate due to the number of hours outside of the general education setting

Level of Need

Students are classified as Low, Moderate, or High Level of Need

Providers who have a larger number of students with higher levels of need will have smaller caseloads because their students receive higher amounts of service delivery

Students receiving substantially separate curriculum will require a high staff to student ratio and have a combination of educators working with them



Calculating Students Level of Need

	Primary Setting(s)	Service Provider(s)	Percent of Program Time Receiving Special Education Services
1	In GenEd Classroom	general educators and paraprofessionals with consultation.	under 25% of program time
2	In and out of GenEd Classroom	combination of general educators, paraprofessionals, special educators and related service providers.	between 25% and 75% of program time
3	Out of GenEd Classroom	special educators and related service providers	over 75% of program time

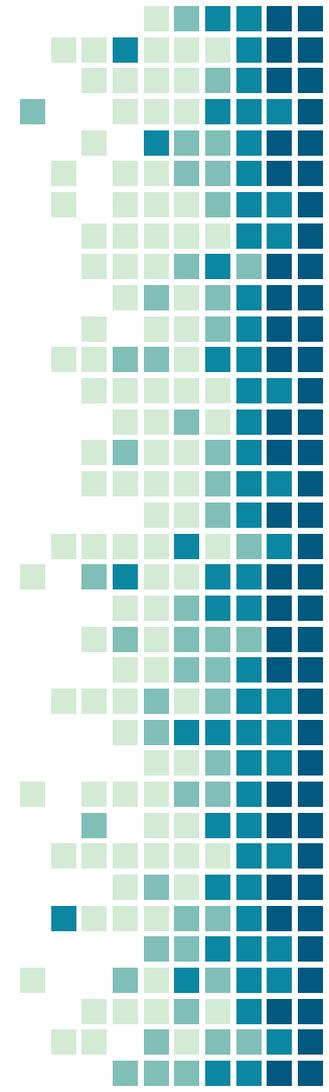
Low = two or three boxes checked in Row 1

Moderate = two or three boxes checked in Row 2

High = two or three boxes checked in Row 3

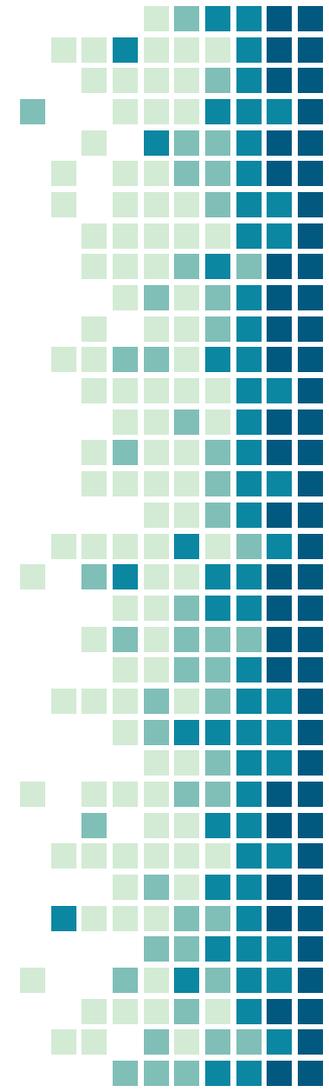
Student Level of Need in Lincoln Public Schools

	Level of Need (in and out of the classroom)	PK	K	1	2	3	4	5	6	7	8	TOTAL
Lincoln	Low (<2 hours)	2	1	3	3	1	4	1	2	0	0	17
	Low (>2 hours)	5	2	0	0	0	2	0	1	1	0	11
	Moderate	1	4	2	4	9	5	7	8	9	9	58
	High	1	0	2	1	1	2	1	3	0	1	12
Hanscom	Low (<2 hours)	9	1	0	1	0	1	0	1	0	0	13
	Low (>2 hours)	4	6	0	0	1	2	1	0	2	1	17
	Moderate	4	2	2	7	5	8	8	11	4	4	55
	High	0	0	2	0	0	0	1	1	0	0	4



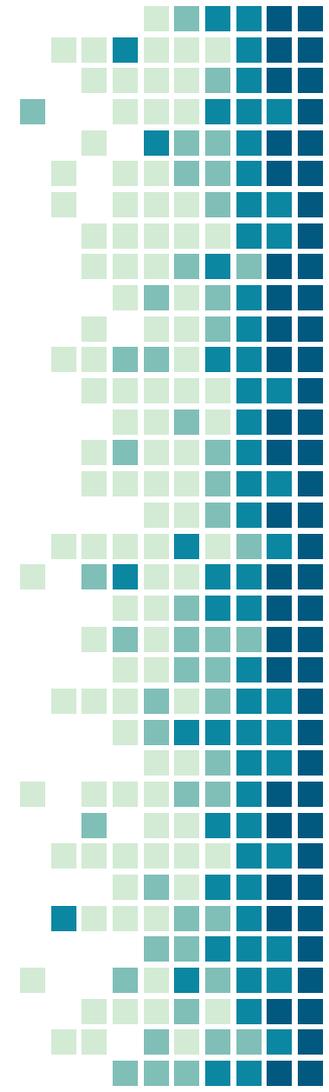
Lincoln K-8 Special Education: Teacher Staffing

Grades	Teacher FTE	Current Caseload	Average EOY Caseload (2018-2021)
Foundations	1.0	4	N/A
K,1,2	1.0	14	13
2, 3	1.0	15	21
4	1.0	13	13
5	1.0	8	16
6	1.0	11	15
7	1.0	9	13
8	1.0	10	14
STARR	1.0	6	N/A



Hanscom K-8 Staffing: Teacher Staffing

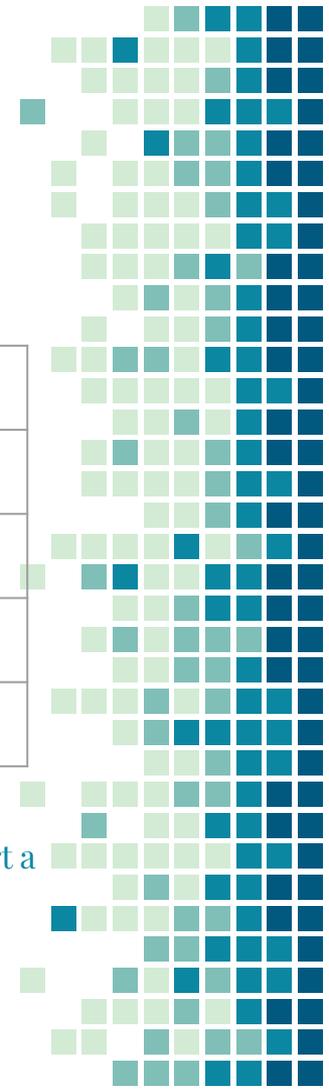
Grades	FTE	Current Caseload	Typical EOY Caseload
K	1.0	9	10
1	1.0	4	11
2	1.0	8	14
3	1.0	5	12
4	1.0	9	12
5	1.0	11	10
6	1.0	12	16
7/8	1.0	11	13
TLC (GenEd/SPED)	1.0	11	15



Special Education Tutors

	20-24 Hour ESP	28 - 30 Hours ESP
Preschool Lincoln Campus	5	1
Preschool Hanscom Campus	7	1
Lincoln K-8	N/A	10
Hanscom K-8	N/A	18

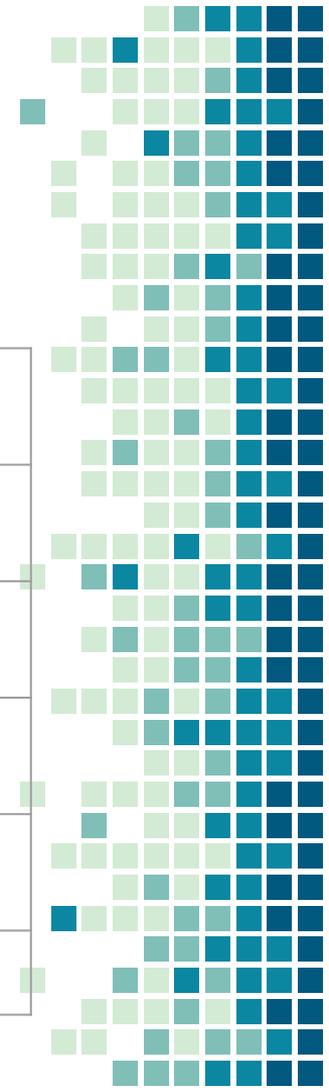
*Lincoln K-8 typically has 8 Tutors at 30 hours, but has 1 additional Tutor at 30 hours this year to support a teacher leave



Lincoln

Preschool – 8th Grade Related Services Providers

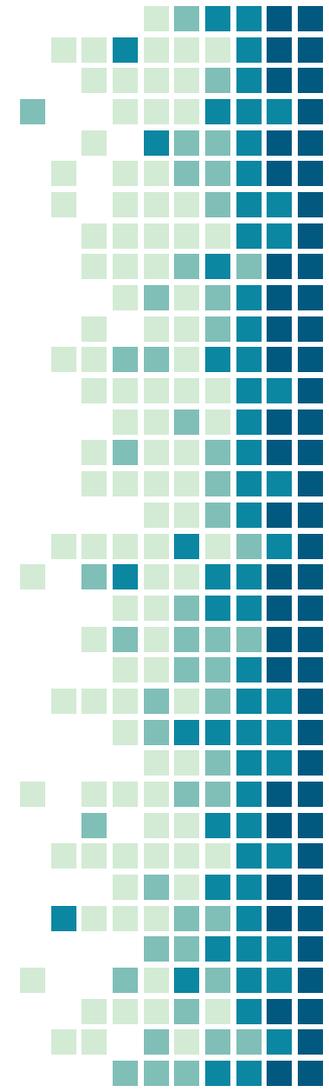
RSP Type	FTE	Current Caseload	Typical EOY Caseload (2018-2021)
Speech Language Pathologist (shared with Preschool)	1.8	42 (+5 GenEd)	43 (+6 GenEd)
Occupational Therapist (shared with Preschool)	1.0	26 (+1 GenEd)	28 (+1 GenEd)
Physical Therapist (shared with Preschool)	0.5	10 (+1 GenEd)	16 (+1 GenEd)
School Psychologist (shared with Preschool)	2.2	22	19
Social Worker	2.0	28 (+6 GenEd)	35 (+14 GenEd)



Hanscom

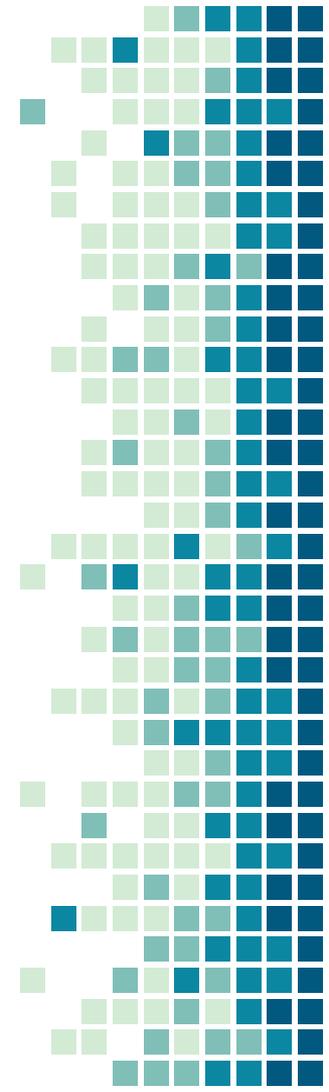
Preschool – 8th Grade Related Services Providers

RSP Type	FTE	Current Caseload	Typical EOY Caseload
Speech Language Pathologist	2.0	59 (+1 GenEd)	73
Occupational Therapist (shared with Preschool)	1.0	34	28
Physical Therapist (shared with Preschool)	0.5	10	14
School Psychologist (shared with Preschool)	2.0	2	8
Social Worker*	20	44	80
BCBA*	1.0	14	15-20



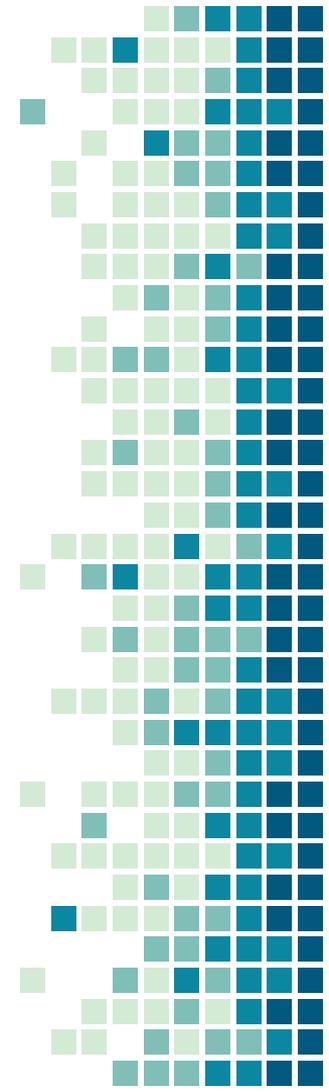
K-8 Specialized Programming

- Dual Certification (General Education + Special Education)
- Specialized Reading Instruction Certification
- Phonemic Sequencing Programming
- SEL Curriculum
- Autism Certification
- Trauma Certification and Trauma Sensitive Approaches
- Dual Certifications General Education/Special Education
- Applied Behavior Analysis
- Executive Functioning Instruction
- Sensory Integration
- Alternative Curriculum



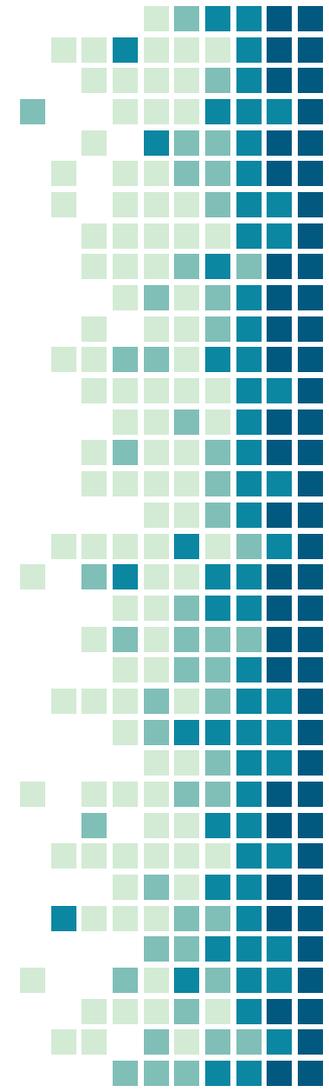
Hanscom General Education Tiered Support

The Transitional Learning Center (TLC) is a structured support network for students both general education and special education who present with significant social/emotional issues that interfere with their success in school. The supports are designed to address the social/emotional and behavioral needs of students, reflecting the unique needs of children in military families. The TLC adds structured and focused supports for students who struggle with issues in spite of existing school based supports. Students in the TLC will receive collaborative case management, have a student specific plan to address their social/emotional skill needs and benefit from related and needed school based supports. TLC also shares strategies with school staff, communicate with family and staff about student progress and explicitly teach social skills to students.



Benefits of Current Staffing Model

- Ability for Special Educators to integrate into 1-2 grade level teams, improving collaboration, curriculum planning and differentiation for all students
- Strong relationships with students and families
- Special Educators to understand grade level curriculum, better supporting modification and integration
- Specifically designed instruction for every student on an IEP that addresses individualized needs



PRESCHOOL

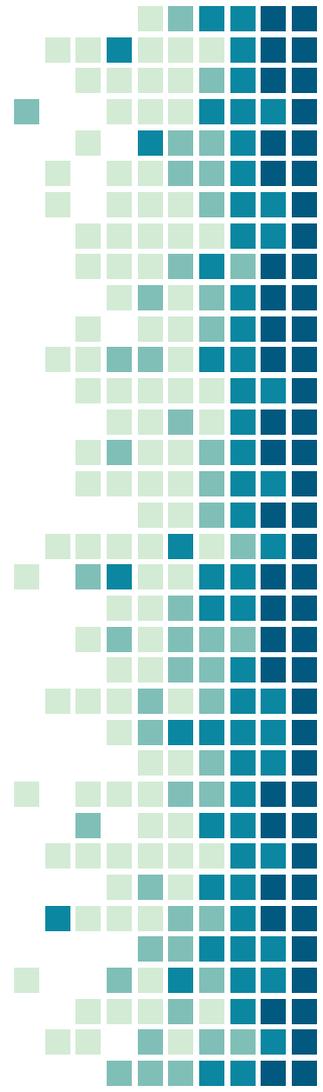
Lincoln Preschool Programming

- Fully-integrated, inclusive program designed to meet the needs of students with and without disabilities
- Developmentally-appropriate program that addresses each individual child's physical, emotional, social, and cognitive development
- High standards for all children while valuing and accommodating individual differences, strengths, and needs
- Open to children of residents of Lincoln, Hanscom Air Force Base and the children of Lincoln Public Schools faculty and staff



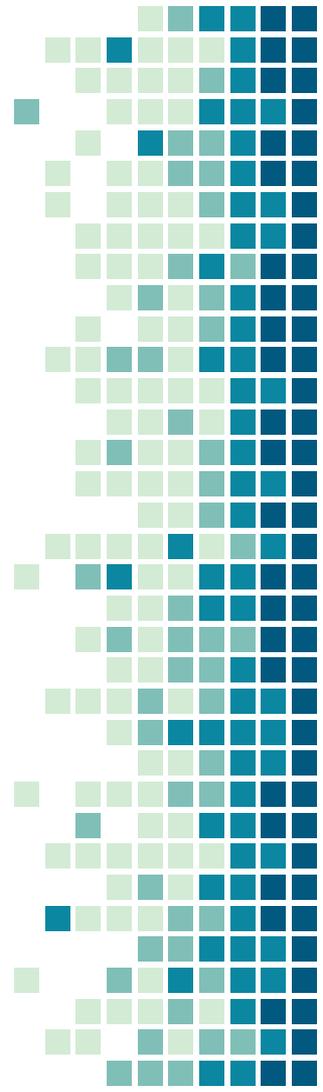
Lincoln Preschool on the Lincoln Campus

- Open to students who reside in Lincoln and those of faculty and staff that are enrolled through the district with School Committee approval
- Currently two classrooms that offer 4 hour programming with a choice or TEAM recommendation of service delivery
- Classrooms can have up to 18 students in each class
- Extended Day special education program
- Extended Day Program provides an on-campus, low-cost daycare option for children of faculty and staff. The program supports the district in maintaining high-level teachers and expertise



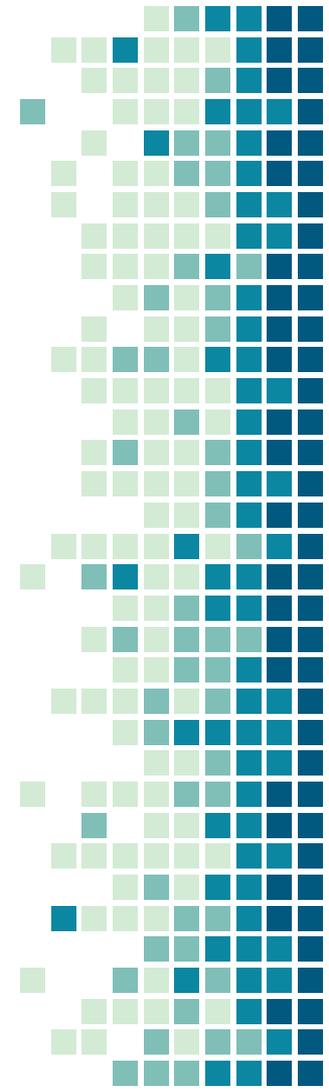
Lincoln Preschool on the Hanscom Campus

- Open to students who reside on Hanscom Air Force Base
- Currently there four classrooms that offer a four hour day (this is unique to this year, typically we have two to four 2.5 hour sessions that are offered)
- Classrooms can have up to 18 students in each class
- Extended Day is offered for students that require additional time to address IEP goals and objectives (1.5 hours per day, 4 days per week)



Lincoln Preschool Staffing

Teachers Lincoln Campus	2.0
Teachers Hanscom Campus	4.0
Speech/Language Pathologist	1.0 (Hanscom)
OT, PT, Psychologist	FTE shared with Lincoln/Hanscom K-8

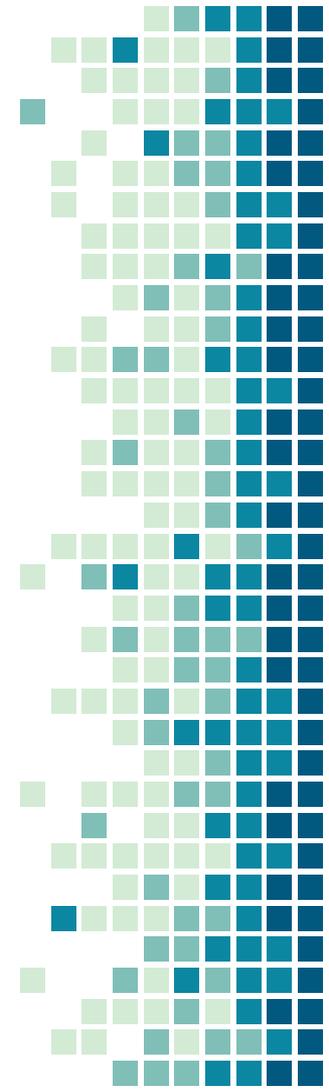


Preschool Intake and Initial Evaluation Process

The intake process at the preschool varies slightly based on the referral source. The majority of intakes are processed through the Early Intervention transition process.

Intake Process Includes:

- Welcome families to the Lincoln Preschool
- Discuss child from parent and guardian's perspective
- Explain evaluation and transition process including timelines
- Provide and receive essential documentation
- Meetings between EFMP and School Liaison
- Eligibility meeting:
 - Discuss evaluation assessments, parent concerns, determine eligibility and review parents rights

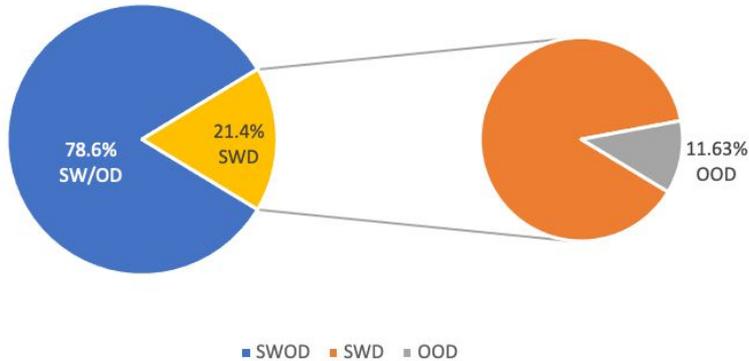


Out of District Programming

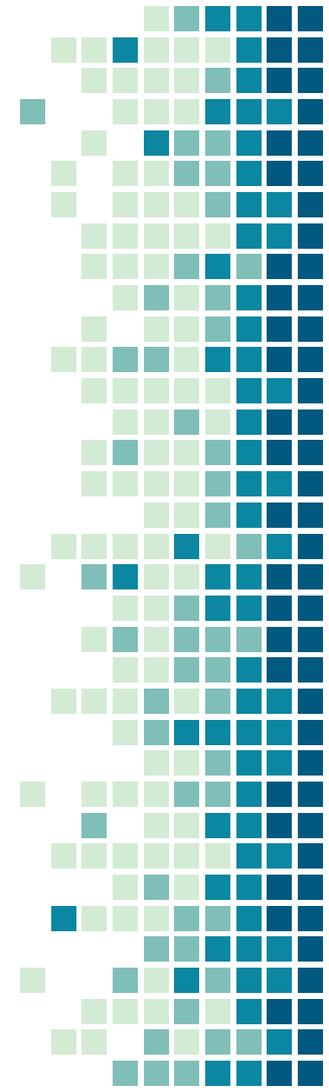
Out of District Programming

OOD students requiring programming outside of the district require more intensive programming typically related to social-emotional/behavioral, autism, medical needs/complex learning needs and neurological disabilities (or a combination of needs). The district seeks to place in the LRE (collaboratives) before looking to private day placements.

Breakdown of Student Population



	OOD	Total students
Hanscom	7 (PK)	22
	5 (K-3)	
	10 (4-8)	
Lincoln	2 (K-4)	3
	1 (5-8)	



Special Education Parent Advisory Council

- SEPAC Co-Chairs held 3 Meet and Greet Events this Fall
- District currently has a 3 year waiver from DESE to form a SEPAC and the goal is to develop a SEPAC with a Full Board
- Ongoing meetings will continue to support special education parent leadership

