

Special Education

Arlington Public Schools

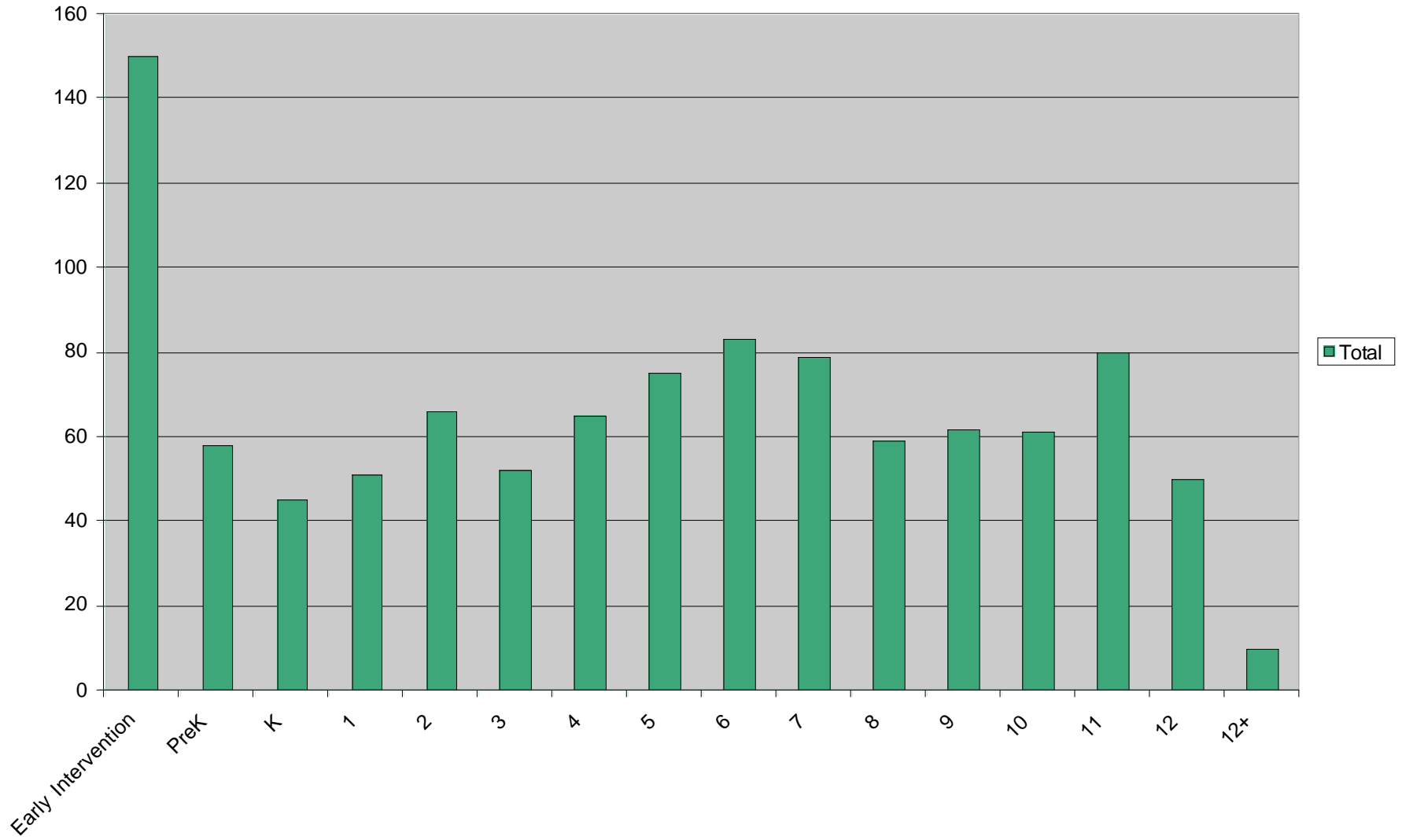
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Mark Ryder

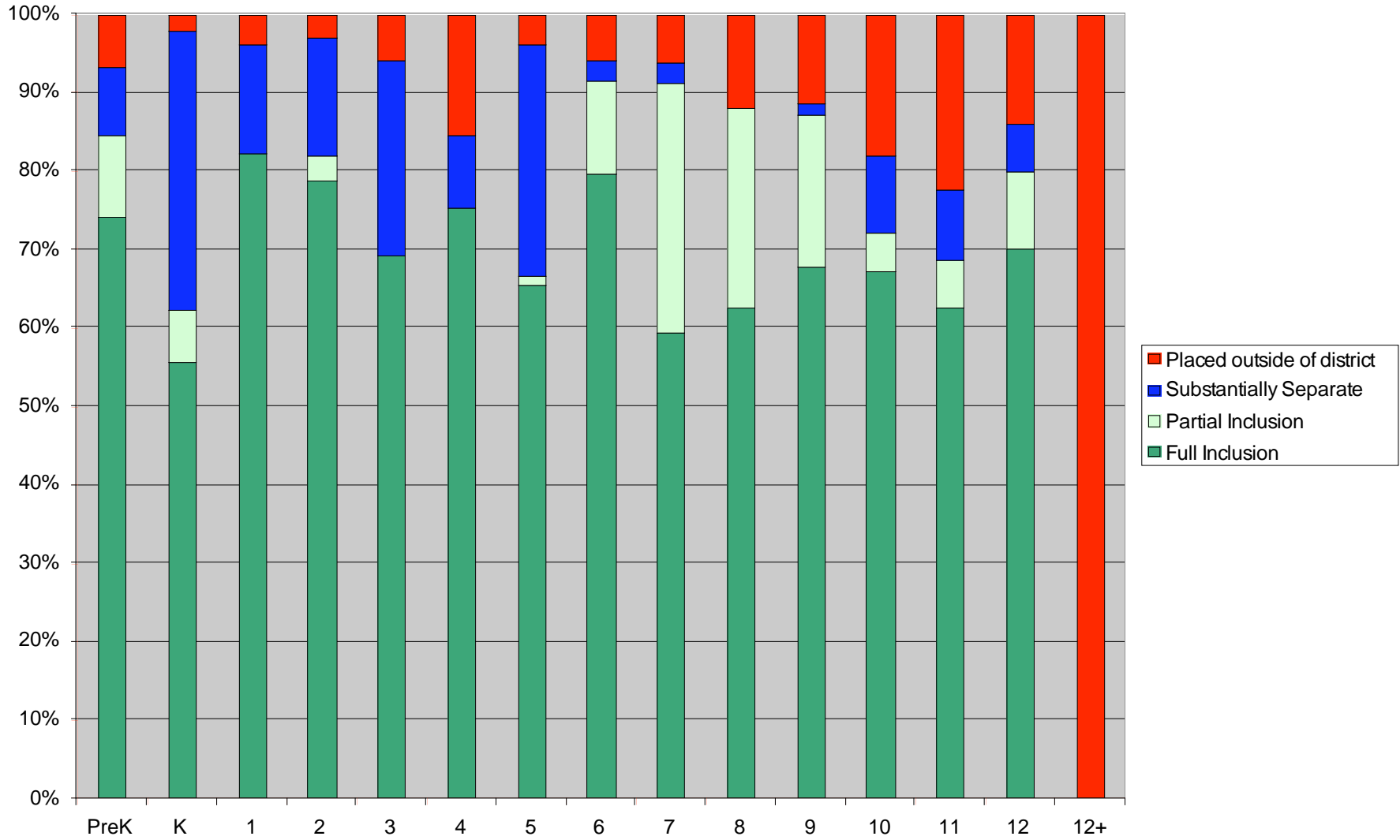
Special Education in Arlington

- Distribution of students is fairly even across grades
- More out of district placements in higher grades
- Younger students staying in district more with improved programming alternatives

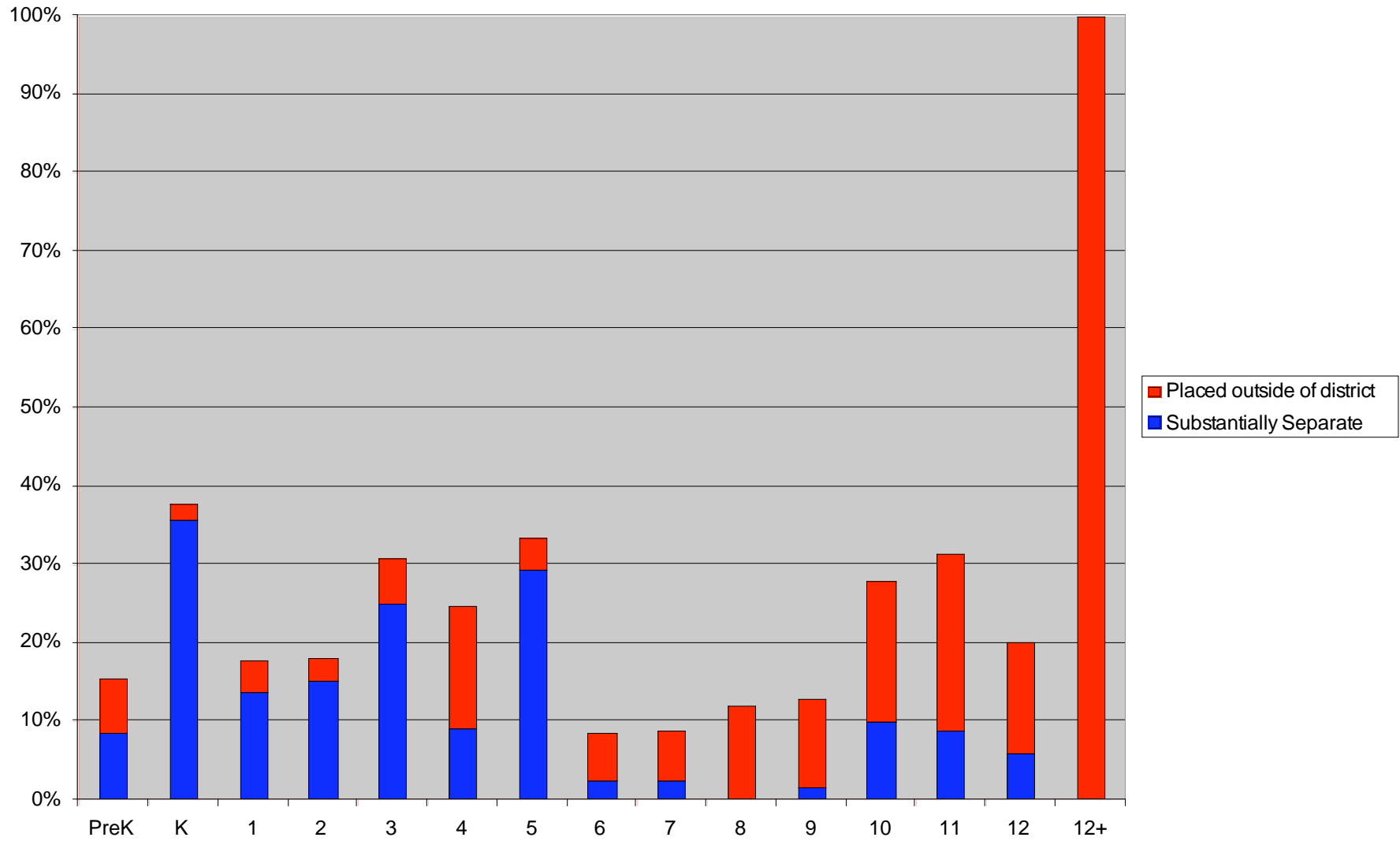
Special Education Students by Grade



Placement Distribution of Special Education Students



Substantially Separate Compared to Out-of-District Placement



Capacity Needs

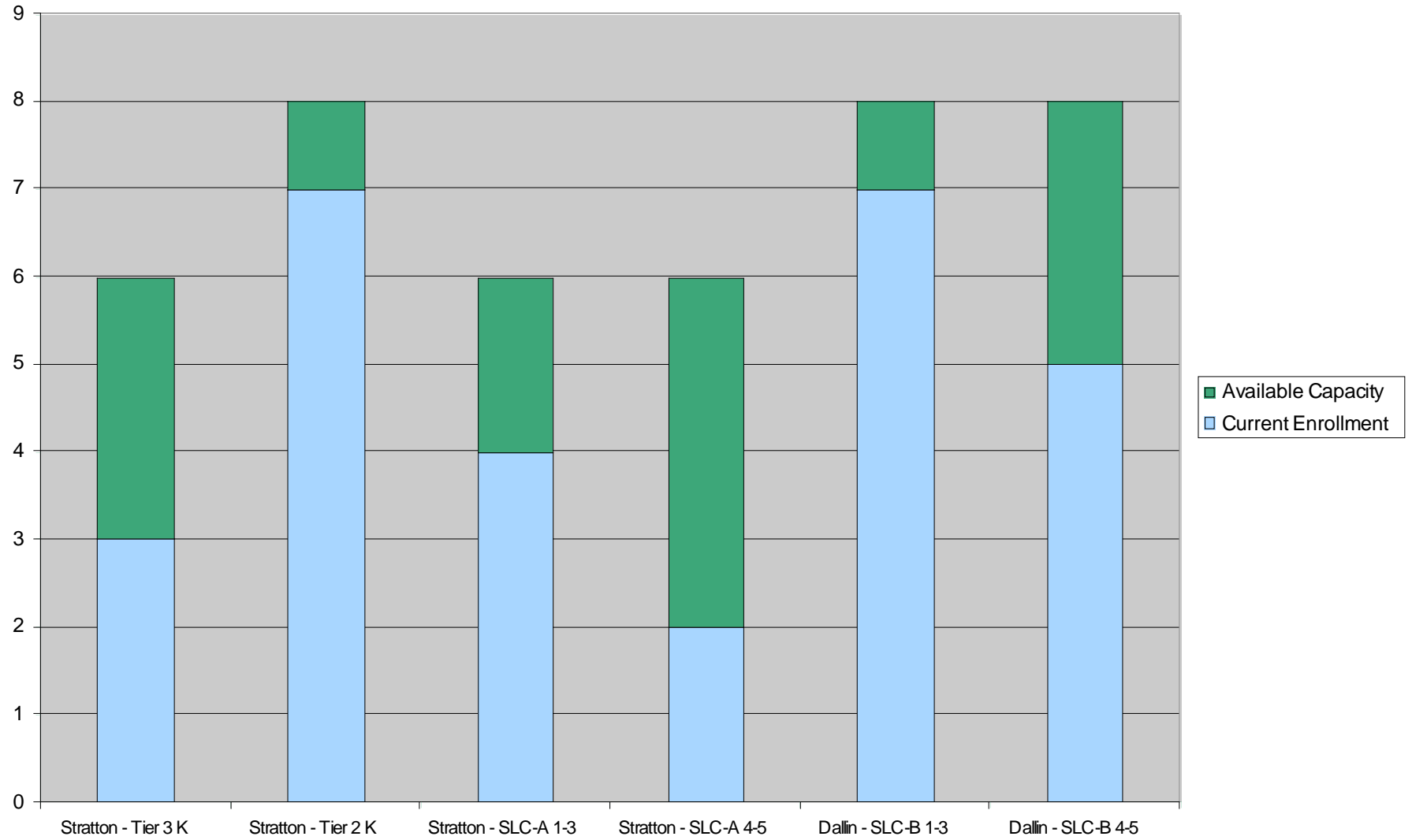
In-district capacity needed in early grades

- 150 students receiving Early Intervention
- 76 EI students ages 24-36 months will be entering school soon

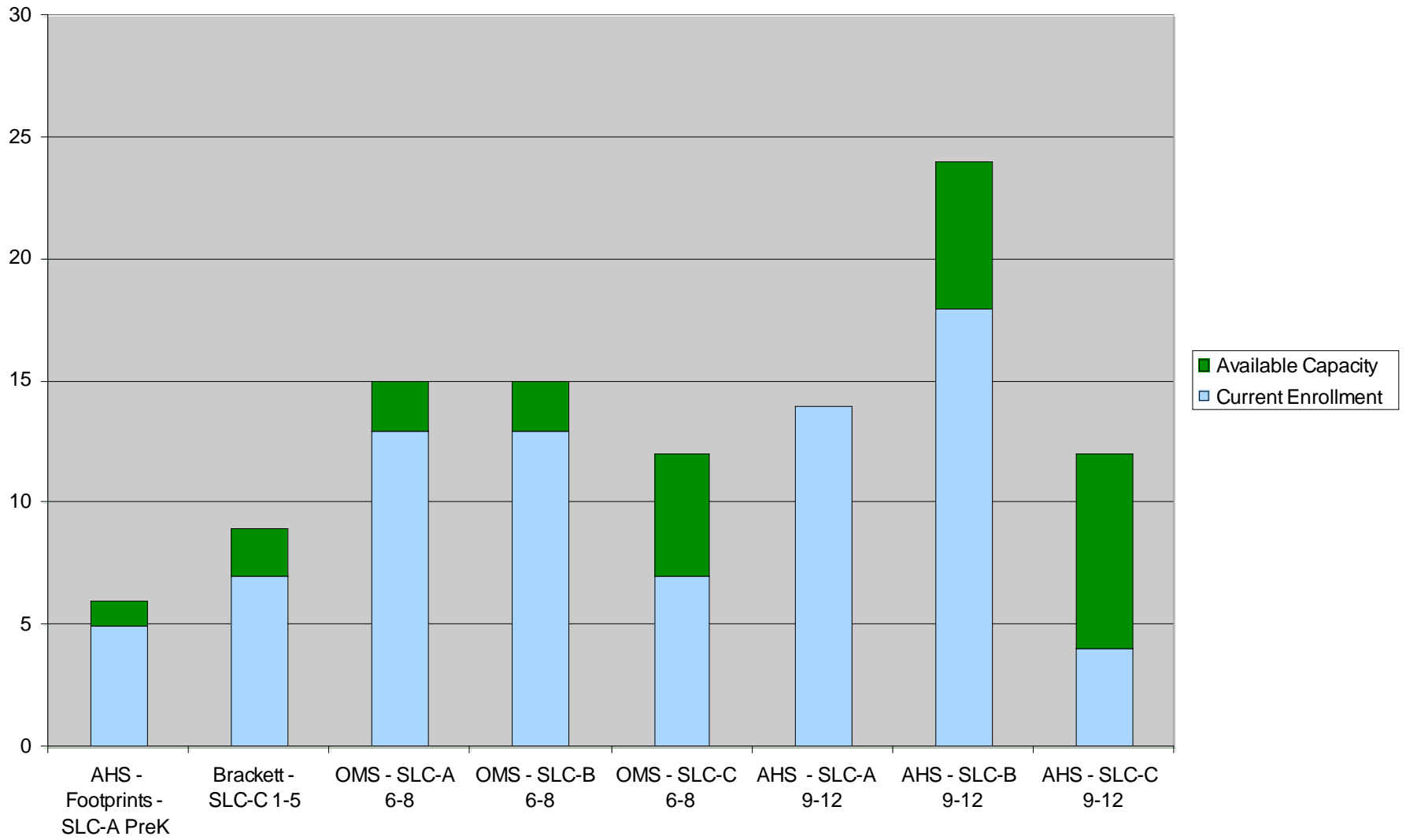
In-district capacity needed in older grades

- Students currently in district will move up through the system

New Programming Capacity



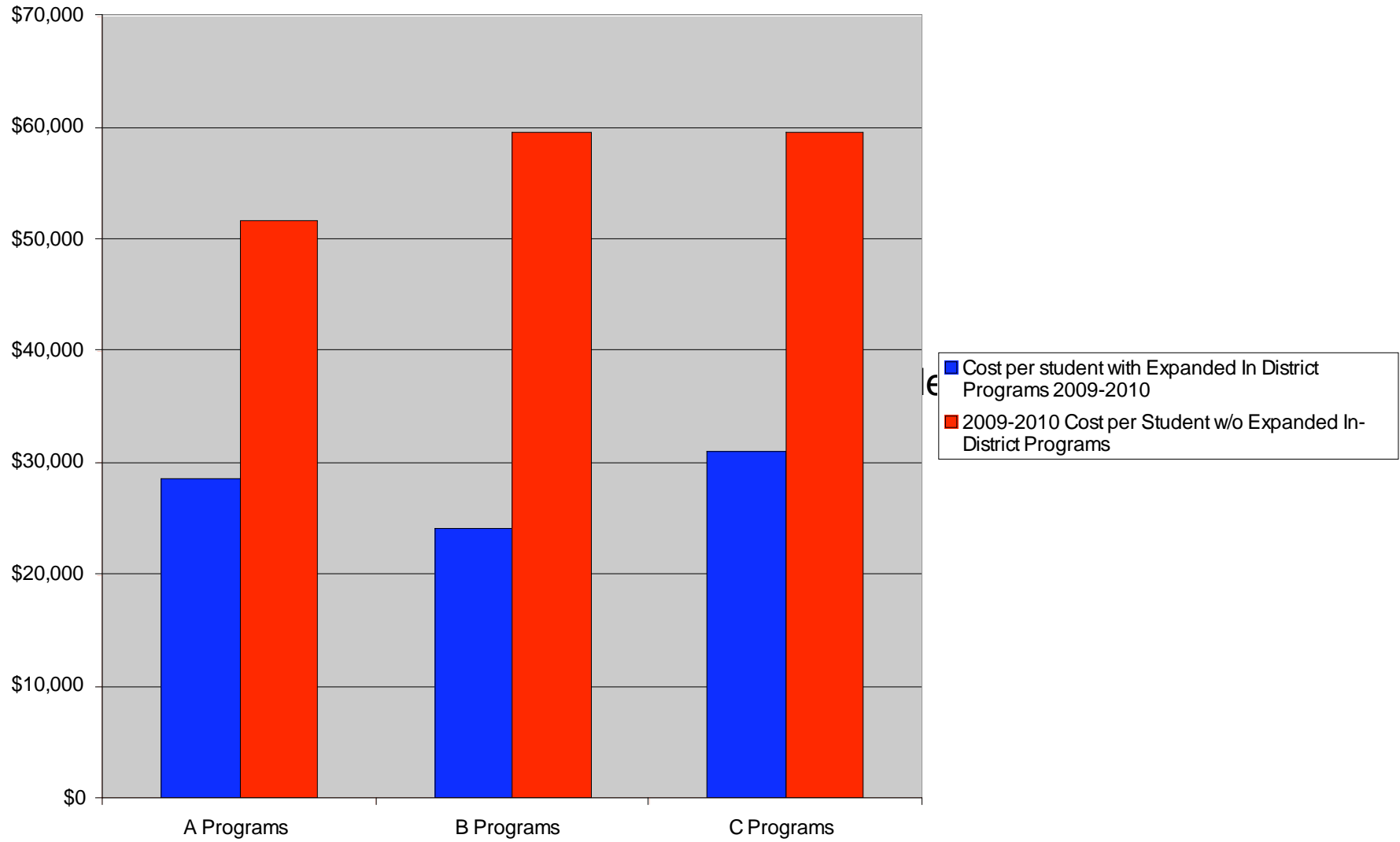
Ongoing Program Capacity



Cost Comparisons

- Substantially separate programming can be provided in-district or through out-of-district placement
- Data show much lower per student expense of in-district programming for these students

Cost per Student Comparisons



Other advantages

- In district programming allows us a measure of control over cost increases
- While regulated by the state, tuitions at private therapeutic schools and collaboratives have often risen dramatically and with little advance warning
- In district programming minimizes transportation costs

Commitment to Quality Education for all Students

- Enhanced in-district programming reduces out-of-district placements and meets the “least restrictive” goal.
- Enhanced in-district programming allows students to remain connected with home community and peers
- Standardizing IEP procedures allows for greater consistency in identification and proposed treatments.

Commitment to Quality Education for all Students

- Differentiated Instruction allows teachers to effectively respond to the needs of students at many levels in a regular classroom.
- Response to Intervention (RTI) provides additional support to struggling readers
- These approaches reduce over-identification as students get the support they need to succeed in the regular classroom
- Both approaches require ongoing investments, but far below the costs of both substantially separate and out-of-district placement