Special Education

Arlington Public Schools
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Julie Dunn, Diane Fisk Johnson &
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
Placement Distribution of Special Education Students

- PreK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 12+

- Placed outside of district
- Substantially Separate
- Partial Inclusion
- Full Inclusion
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

Available Capacity

Current Enrollment

Stratton - Tier 3 K
Stratton - Tier 2 K
Stratton - SLC-A 1-3
Stratton - SLC-A 4-5
Dallin - SLC-B 1-3
Dallin - SLC-B 4-5
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
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.