

Boston Public Schools: Improving School Choice

Working with you to improve school choice and student assignment

Improving School Choice: Building Better Options Together

The New Assignment Plan and Students with Disabilities

October 14, 2012



BOSTON
Public Schools
Focus on Children

Overview

The proposed school choice models will help us ensure equitable access to quality options for all students, including students with disabilities

- BPS currently serves more than 10,000 students with disabilities
- These students have a range of disabilities, work in a variety of settings, and have differing levels of need

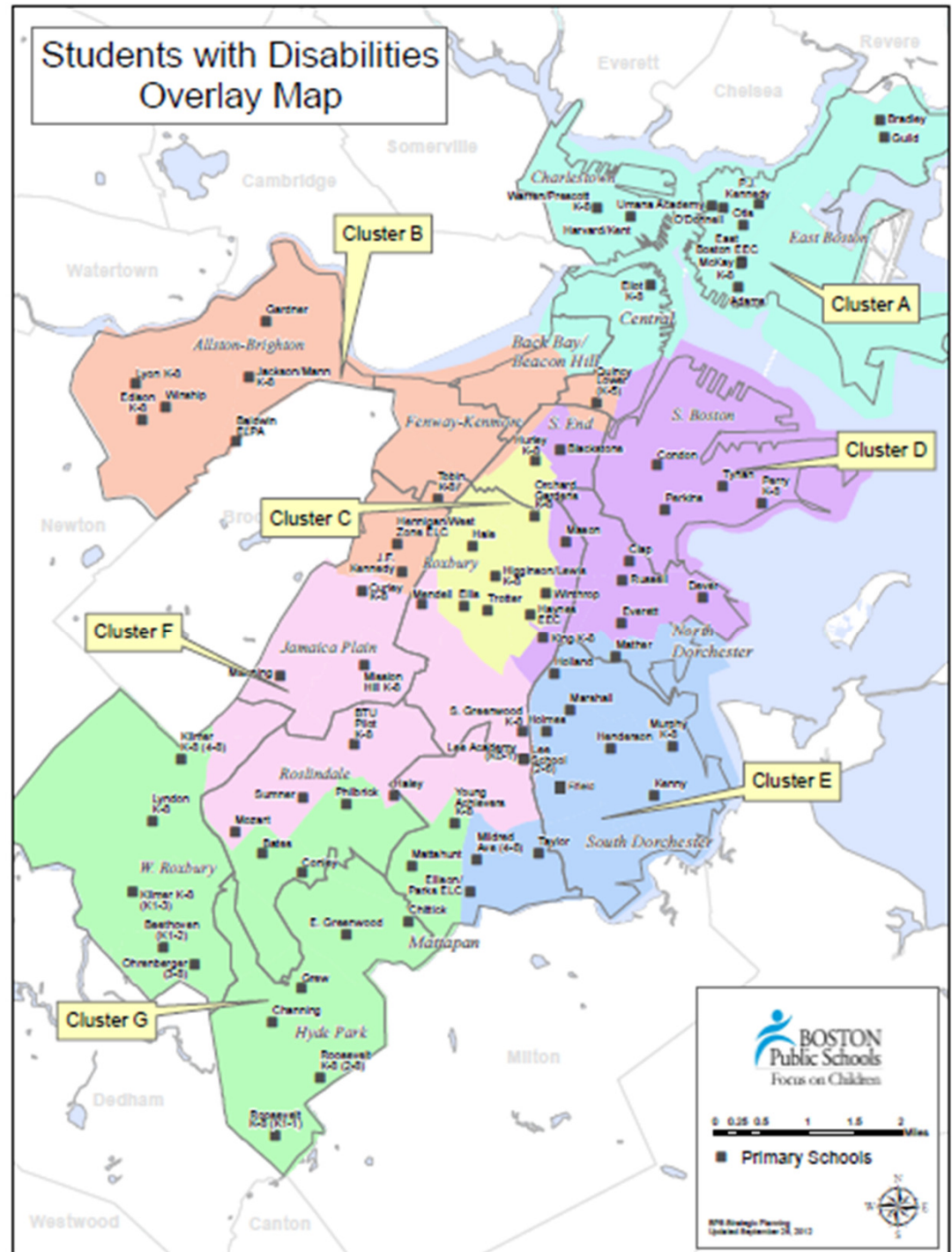
The proposed models provide different options based on students' assignment needs

- We assumed that students with resource room placements would take part in general assignment process
- We assumed that students with low incidence disabilities would have access to citywide programs
- Special Education overlay map specifically created to ensure that students with high incidence disabilities have access to seats in their area that match their needs

Overlay Map

Guiding principles in creating Overlay Map:

- Ensure that there are sufficient seats
- Provide close-to-home options for students with high incidence disabilities
- Increase predictability



Key Priorities

In addition to planning for a new school choice model, the Office of Special Education and Student Services (OSESS) is engaging in strategic planning on a number of priorities:

- **Highly specialized strands**
- **Inclusive schools**
- **Partial inclusion (resource) placements**
- **General education capacity**

Highly Specialized Strands

Low Incidence

Types of strands:

- Multiple disabilities
- Physical impairment
- Vision impairment
- Hearing impairment


Remain in current locations or be centrally located if moved

High Incidence

Types of strands:

- Autism
- Emotional impairment
- Intellectual impairment
- Learning disabilities

Cluster-based



OESS will map the schools currently offering highly specialized strands and make adjustments to ensure appropriate and equitable locations for these programs

Inclusive Schools

Guiding principle: All schools should become inclusive, and all clusters should have inclusive schools

Two types of inclusive schools:

- Specializing (expertise in one or more specific disability categories)
- Non-specializing (expertise in a broad range of disability categories)

Pursuing more inclusive schools will have implications on labor relations, facilities, and school budgets



OESS will map the schools currently offering full inclusion placements and develop a plan to expand inclusive opportunities district-wide and in every cluster

Where we are today: inclusive schools by cluster SY 2012-2013

	Various Disabilities	Autism	Emotional Impairment	Intellectual Impairment	Learning Disabilities
Cluster A	✓				✓
Cluster B	✓	✓	✓		✓
Cluster C	✓				
Cluster D	✓				✓
Cluster E	✓				✓
Cluster F	✓	✓	✓		✓
Cluster G	✓			✓	

	Multiple Disabilities	Physical Impairment	Vision Impairment	Hearing Impairment
City-wide				

An option for increasing inclusion: Year 1

	Various Disabilities	Autism	Emotional Impairment	Intellectual Impairment	Learning Disabilities
Cluster A	✓			✓	✓
Cluster B	✓	✓	✓	✓	✓
Cluster C	✓			✓	✓
Cluster D	✓			✓	✓
Cluster E	✓			✓	✓
Cluster F	✓	✓	✓	✓	✓
Cluster G	✓			✓	✓

	Multiple Disabilities	Physical Impairment	Vision Impairment	Hearing Impairment
City-wide	✓	✓	✓	✓

An option for increasing inclusion: Year 2

	Various Disabilities	Autism	Emotional Impairment	Intellectual Impairment	Learning Disabilities
Cluster A	✓	✓	✓	✓	✓
Cluster B	✓	✓	✓	✓	✓
Cluster C	✓	✓	✓	✓	✓
Cluster D	✓	✓	✓	✓	✓
Cluster E	✓	✓	✓	✓	✓
Cluster F	✓	✓	✓	✓	✓
Cluster G	✓	✓	✓	✓	✓

	Multiple Disabilities	Physical Impairment	Vision Impairment	Hearing Impairment
City-wide	✓	✓	✓	✓

Partial Inclusion (Resource) Placements

Evaluation Teams, including parents, make three determinations:

- **Eligibility** for special education
- **Level of need** (low, moderate, or high)
- **Placement** (full inclusion, partial inclusion, substantially separate, public day school)



OSESS is examining our procedures and practices to ensure that partial inclusion placements are determined appropriately

General Education Capacity

Full and partial inclusion placements require space in general education classes

We must adjust our enrollment planning to ensure sufficient space in general education classes for:

- **Newly identified** students with disabilities
- Students with disabilities **currently in substantially separate placements**



OESS will develop student projections and a plan for expanding access to general education settings in order to ensure seats in general education settings for students with partial and full inclusion placements

We want to hear from you!

To get more information or share your feedback,
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