



CAMBRIDGE SCHOOL DEPARTMENT

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OFFICE OF THE CITY MANAGER
155 THORNDIKE STREET
CAMBRIDGE, MASSACHUSETTS 02141

March 13, 1990

TO: Robert Healy
City Manager

FROM: Mary Lou McGrath *MLM*
Superintendent of Schools

SUBJECT: City Council Amended Order #7
February 26, 1990

Attached please find a report compiled by Dr. Daniel McCarthy, Director of the Bureau of Pupil Services, in response to Councillor Walsh's Order relative to the compilation of data regarding the School Department's Special Education Programs.

MLM/r
attachments

Compilation of Data which will detail the following:

- a.) An accurate number of students in the Cambridge Public Schools who presently participate in and benefit from the 766 Program:

There are currently 2084 students with special education needs receiving services in Cambridge aged 3-22. Massachusetts records and reports students with special education needs by a classification called Prototype which groups students by time out of regular class participation (See Attachment A).

Prototype	502.1	<u>199</u>	Consultation -- no direct service
"	502.2	<u>1321</u>	Up to 25% time out
"	502.3	<u>107</u>	Between 26% -- 60% time out
"	502.4	<u>252</u>	More than 60% time out (Special Class)
"	502.4I	<u>5</u>	Collaborative Day School
"	502.5	<u>107</u>	Private Day School* *(Also Cost Shared w/other agencies of the Commonwealth)
"	502.6	<u>13</u>	Residential School
"	502.7		Hospital
"	502.8 a	<u>6</u>	Home Based Preschool
	502.8 b	<u>42</u>	Integrated Preschool
	502.8 c	<u>25</u>	Centerbased Preschool
"	502.9		Diagnostic
"	502.10	<u>6</u>	Bureau of Institutional Schools
"	502.11	<u>1</u>	Other Programs for 14-22 year olds

- b.) What screening mechanism is used to insure that each student is in fact a full time Cambridge resident.

For preschool and elementary aged students, the Parent Information Center manages the school registration process. They have in place a procedure requiring a notarized document affirming Cambridge residency (See attachment B).

The High School Student Service Center manages student transfers and registration. They also have a residency test as part of their procedure (See attachment C).

As a part of many team evaluations, a home assessment is included if necessary. A Cambridge School Adjustment Counselor makes a home visit to ascertain specific developmental information concerning the child.

A majority of children in our 502.4 classes (Special Classes) are transported by van from home to school and back.

- c.) As of this date, the number of students participating in the 766 program who are not full time Cambridge residents.

To the best of my knowledge, there are no children participating whose parent(s) or guardian(s) are not full time residents of Cambridge with the exception of a small number (2) who are tuitioned in to the Cambridge Schools in order to receive appropriate services.

- d.) The total annual cost of this program and the average cost per student, . . .

The current total budget for special education in Cambridge is approximately 9.5 million dollars. The average cost per pupil compiled by the State Department of Education for the year 1987/88 was \$7,682 (See attachments D and E).

- e.) A description of the services provided through this program.

Attachment F details each of the programs in special education managed by the Bureau of Pupil Services in the Cambridge School Department (See Attachment F).

USE TABLE A-AGE

ALL SPECIAL NEEDS STUDENTS BY AGE, PROTOTYPE AND SEX

March 8, 1990

AGE	502.1		502.2		502.3		502.4		502.8	
	M	F	M	F	M	F	M	F	M	F
3 YRS									19	7
4 YRS									37	6
5 YRS	5	3	34	6			8	3		1
6 YRS	5	5	37	17	2	1	16			
7 YRS	6	6	98	51	2		16	4		
8 YRS	4	12	101	36	3		19	4		
9 YRS	11	4	86	38	3	1	15	5		
10 YRS	10	11	84	48	2		23	4		
11 YRS	9	11	75	46	3	2	11	10		
12 YRS	8	6	73	54	3	1	16	8		
13 YRS	9	6	78	44	2	4	17	6		
14 YRS	9	5	45	41	4	5	18	7		
15 YRS	9	5	43	39	10	10	7	4		
16 YRS	15	1	46	20	15	6	5	3		
17 YRS	12	4	31	26	7	6	2	4		
18 YRS	7		17	9	6	4	3	3		
19 YRS	1		3	2	4			2		
20 YRS						1				
21 YRS							2	1		
TOTAL	120	79	841	479	66	41	178	68	56	14

Total Enrollment: 1942

Private School Placements

<u>502.2</u>	<u>502.4</u>	<u>502.4I</u>	<u>502.5</u>	<u>502.6</u>	<u>502.8</u>	<u>502.10</u>	<u>502.11</u>
1	6	5	106 *	13	5	6	1

Total Placements: 143 (135 tuition paying placements)

* 28 students are cost shared with DSS or DYS or other towns.

Parent Information Center
Harrington School Building
850 Cambridge Street
Cambridge, Mass. 02141
498-9250-491-6200

Attachment B
Certification of Address

* IMPORTANT! THIS FORM MUST BE NOTARIZED

In order to be certain of the correct names and addresses of students and parents or guardians, it is necessary for each person with legal custody of a student attending the Cambridge Public Schools to certify names and addresses. This information will be used to:

- (1) assure that Cambridge residents only are attending Cambridge Public Schools, unless tuition is paid; and
- (2) assure that the requirements of the Fiscal Balance Plan are being adhered to in all respects.

Please complete the following statement and bring it, to the P.I.C. with a utility bill or lease if you rent, or a mortgage, water, or tax bill if you are an owner.

I hereby certify that the following information is true and correct.

1. Name of Student (one only) _____

2. Address where Student lives:*(a) _____

3. Name of Person with Legal Custody:**(b) _____

4. Address where this Person Lives: _____

5. Signature of Building Management or Owner of Property where Student lives: _____

- (a) Sleeps a majority of nights, usually eats morning and evening meals, where clothes are kept.
- (b) Parents/Guardian, or person assigned custody by court.

I understand that it is my obligation to inform the school administrator of the school my child attends should any of the above information change.

Signature of Witness or Person who Assisted in filling out this form.

Date

Signature of Person with Legal Custody of Student

U.B. _____

Print Name

Notary Public

ATTACHMENT C

Step 1 - PROOF OF RESIDENCY

To start the registration process, two proofs of residency must be presented. The first should be a utility bill or rent receipt with the parent/legal guardian's name and Cambridge address on it. The second proof must be a Certification of Address Form signed by the parent/legal guardian of the new registrant which must be notarized. This Certification of Address Form signed by the building manager or owner of the property where the new registrant resides, can be used as a first proof of residency when the parent/legal guardian cannot produce a utility bill or a rent receipt.

Step 2 - TRANSFER SLIP

State Law, Chapter 76, Section 13, requires that a transfer slip be used when students transfer within the Commonwealth of Massachusetts. This slip must be presented at the time of registration. It should be obtained from the student's previous school.

Step 3 - RECORDS

An unofficial copy of the new registrant's transcript or report card is highly desirable for scheduling purposes. Students will also sign a release form to request the new registrant's records from the previous school attended.

Step 4 - SCHEDULE GUIDANCE APPOINTMENT

Having completed the above and upon being assigned to a House by Dr. Elsa Wasserman, the Secretary will contact the House Administrator for Counselor assignment. At that time, the Secretary will schedule an appointment between the Guidance Counselor and the new registrant. Every attempt will be made to schedule this meeting as soon as possible. The House Administrator will assign a homeroom teacher.

Step 5 - NURSE'S OFFICE

On the date of the scheduled meeting with the Guidance Counselor, the new registrant must first report to the Secretary in the Student Service Center at which time he/she will be sent to the Nurse's Office. State Law, Chapter 76, Section 15, (copy of Law enclosed) requires that students be properly immunized. Failure to do so within the allotted period of time will result in your child being excluded from school until such time as the immunization process has been verified or completed. The Nurse's office can provide free immunization if necessary.

Step 6 - GUIDANCE MEETING

After completing registration in the Nurse's Office, the new registrant will return to the Student Service Center where he/she will receive a folder and be referred to his/her Guidance Counselor for scheduling. Students will also be given a course catalogue, a student handbook and a school map.

Step 7 - REVIEW

After two weeks, new students should report back to Dr. Wasserman for a review of their records and to report on their progress.

YOU ARE NOW OFFICIALLY REGISTERED



THE CAMBRIDGE RINDGE AND LATIN SCHOOL

Edward R. Sarasin, Principal

CERTIFICATION OF ADDRESS

In order to be certain of the correct names and addresses of students and parents or guardians, it is necessary for each person with legal custody of a student attending the Cambridge Public Schools to certify names and addresses. This information will be used to:

- (1) assure that Cambridge residents only are attending Cambridge Public Schools, unless tuition is paid; and
(2) assure that the Massachusetts Interscholastic Athletic Association rules are adhered to.

Please complete the following statement and return it to your school administrator or Student Assignment Officer.

I certify that the following information is true and correct under the pains and penalties of perjury:

- 1. Name of Student (one only):
2. Address where Student lives*
3. Date of Birth
4. Name of Person with Legal Custody**
5. Address where this Person lives:

Signature of Building Management or Owner of Property where student lives:

Signature

Print Name

*Sleeps a majority of nights, usually eats morning and evening meal, where clothes are kept.

**Parents, guardian, or person assigned custody by Court.

I understand that it is my obligation to inform the school administrator of the school my child attends, should any of the above information change.

Date

Signature of witness or person who assisted in filling out this form

Print Name

Date

Signature of Person with Legal Custody of Student

Print Name

ATTACHMENT D

PART 1
PAGE 002MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF DATA COLLECTION AND PROCESSING89F42MHG
09/07/891987-1988 PER PUPIL EXPENDITURE
SUMMARY OF ALL DAY PROGRAMS

CITY/TOWN OR REGION	REGULAR DAY	SPECIAL NEEDS	BILINGUAL	OCCUPATIONAL DAY	TOTAL
041 BREWSTER	2,397	4,795			2,760
042 BRIDGEWATER	2,592	4,315			2,898
043 BRIMFIELD	2,134	4,260			2,515
044 BROCKTON	3,290	4,837	3,077	7,709	3,587
045 BROOKFIELD	2,727	3,595			3,021
046 BROOKLINE	5,134	7,917	5,077		5,619
048 BURLINGTON	4,112	6,204			4,461
049 CAMBRIDGE	5,968	7,682	6,306	8,244	6,827
050 CANTON	3,847	5,973			4,228
051 CARLISLE	4,304	9,098			5,025
052 CARVER	2,188	4,321			2,712
055 CHATHAM	4,095	6,580			4,740
056 CHELMSFORD	3,516	5,028		1,164	3,792
057 CHELSEA	3,431	5,532	2,436		3,783
060 CHESTERFIELD	2,520	3,748			2,801
061 CHICOPEE	3,088	5,665	2,091	4,605	3,675
062 CHILMARK	4,278	7,675			5,612
063 CLARKSBURG	2,689	4,507			3,056
064 CLINTON	3,324	4,359	4,906		3,603
065 COHASSET	3,885	5,873			4,238
067 CONCORD	4,624	7,201			5,121
068 CONWAY	2,783	4,800			3,272
071 DANVERS	4,192	7,147		8,558	4,742
072 DARTMOUTH	2,836	4,882		1,931	3,175
073 DEDHAM	3,809	5,765			4,316
074 DEERFIELD	2,924	5,653			3,506
077 DOUGLAS	2,675	4,431			2,956
078 DOVER	4,390	8,190			5,207
079 DRACUT	3,444	4,188			3,698
082 DUNSTABLE	3,619				

ATTACHMENT E

PART 3

MASSACHUSETTS DEPARTMENT OF EDUCATION

89F33MHG

PAGE 002

BUREAU OF DATA COLLECTION AND PROCESSING

09/07/89

1987-1988 PER PUPIL EXPENDITURE

SPECIAL EDUCATION PROGRAMS

CITY/TOWN OR REGION	MODIF	INTGR 25%	25% TO 60%	SUBST SEPRT	HOME HOSP	PRE- SCH	TOTAL	DAY SCH	RESID	SCREEN	EVAL
041 BREWSTER	4,719	3,354	7,941	13,744	10,362	5,139	4,795			5	65
042 BRIDGEWATER	2,825	3,808	3,426	10,706	10,437	2,887	4,315	36,050	23,212	32	563
043 BRIMFIELD	2,940	2,388	5,454	7,914		10,985	4,260				208
044 BROCKTON	3,331	3,977	5,664	7,167	4,376	5,109	4,837	17,330		18	204
045 BROOKFIELD	2,863	2,932	3,600	5,735		4,920	3,595	19,634	22,684		198
046 BROOKLINE	6,534	7,354	8,414	9,326	44,057	6,558	7,917	18,075	8,137	43	511
048 BURLINGTON	4,700	4,600	6,161	14,991	4,899	7,029	6,204	20,175	21,368	3	220
049 CAMBRIDGE	6,239	6,548	9,575	13,708	7,690	6,790	7,682	23,110	6,866	51	1,127
050 CANTON	5,918	5,818	4,828	7,817		3,587	5,973	45,281	21,757	26	242
051 CARLISLE	7,464	8,220	15,640	24,191		9,327	9,098	14,148		123	182
052 CARVER	3,860	3,797	3,839	9,570	6,256	4,083	4,321	34,319	3,767		45
055 CHATHAM	7,780	5,395	8,219	23,025	11,866	3,944	6,580		26,570	1	230
056 CHELMSFORD	4,074	4,010	5,646	9,723	5,317	8,368	5,028	17,648	12,267	55	277
057 CHELSEA	3,666	3,635	4,295	7,804	3,571	4,531	5,532	20,750	8,085	150	556
060 CHESTERFIELD		3,064	5,424	7,040		425	3,748				
061 CHICOPEE	3,822	3,786	6,119	9,158	19,635	56,465	5,665	9,222	38,988		
062 CHILMARK		9,190		8,630		572	7,675			69	244
063 CLARKSBURG	4,836	3,282	6,894	6,948	11,611		4,507			197	201
064 CLINTON	3,556	3,937	5,909	6,616	5,266	5,765	4,359	18,384		57	371
065 COHASSET	4,826	4,828	8,804	10,380	5,802	11,603	5,873	40,234	11,569		110
067 CONCORD	6,884	6,812	5,844	9,214	15,676	10,388	7,201	15,403			
068 CONWAY	4,171	7,684	10,636			648	4,800			58	382
071 DANVERS	5,978	6,581	4,913	10,035	324,660	17,887	7,147	16,828	16,154	467	784
072 DARTMOUTH	3,885	3,997	5,353	8,359	3,335	6,852	4,882	18,131	26,134	33	305
073 DEDHAM	5,169	4,465	6,529	10,215	36,800	6,709	5,765	20,172	19,368	109	4,254
074 DEERFIELD	4,652	4,915	6,280	9,143		5,197	5,653	20,159		21	469
077 DOUGLAS	2,805	3,011	3,729	6,727	2,839	5,701	4,431				
078 DOVER	8,633	7,517	25,239	31,277	16,983	1,089	8,190	28,208		27	404
079 DRACUT	3,581	4,030	4,181	6,615	1,118	4,967	4,188	15,741		46	638
082 DUXBURY	3,933	5,731	4,702	15,825	2,581	9,449	5,763	32,831	12,981	36	271

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 395 Preschool Special Start Program

Administrator: Daniel G. McCarthy

- A. Program Description: This program provides screening, evaluation, and special education services to the three and four year old population in the City. There are currently three classrooms in the Fitzgerald School staffed by specialists, preschool, and severe special needs teachers.
- B. Current Level of Service: There will be twenty-seven (27) students in three classrooms receiving daily special education, including the related services of speech therapy, physical therapy, occupational therapy, and play therapy. Additionally, eighty-five (85) students are seen and/or supported in day care and preschool programs throughout the city.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: Continue the development of total delivery system for 3 and 4 year old special needs students and work on the model of an integrated classroom.
- D. Performance Data: "Key Results" and "Indicators of Success":
5.2 LRE.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 390 Home-Based Special Needs Early Childhood

Administrator: Daniel G. McCarthy

A. Program Description: This program is designed to improve the educational chances of children 3 through 5 years who are diagnosed special needs and at-risk for future school failure. This population is serviced by a Home Visitor which provides appropriate developmental curriculum and resources for the child's specific needs. Parents are given suitable information and training around educational techniques, which can stimulate their child's learning as well as support their role as "primary teacher". The program fosters parent-to-parent, parent-to-professional, and parent-to-community outreach coordination, as well as providing an educational service to young children.

B. Current Level of Service: One tutor, 11 part-time Home Visitors and 5 student trainees service approximately 70 young children and their families. Each Home Visitor provides each of their target families with one 2 hour home visit per week for 28 weeks. Rigorous pre-service and in-service training is given to the Home Visitors on the developmental use of educational materials, special needs, home teaching, parent/child interaction and child and human development. Parents and children are offered supportive information and resources, coordination of school and pre-school services and interagency continuity by participating in the Program.

C. Proposed Level of Service and/or Planned Improvements - Next Year: Increase service in order to cover the growing number of young special needs children identified by the outreach and screening program of the Bureau of Pupil Services as required by the Home-Based educational and support program.

D. Performance Data: "Key Results" and "Indicators of Success": State and local guidelines stress the importance of the provision of adequate service to young children with special needs in the least restrictive environment. International, national and local data have shown the importance, significance and validity of the Home-Based model with young children with special needs. This program will continue to work on Key Results priorities stressing Educational Achievement and Equity, Parent Participation and Data Collection and Information Dissemination.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 380 Resource Room

Administrator: Daniel G. McCarthy

- A. Program Description: This program provides subject support and remedial instruction to special needs students who are mainstreamed into regular classes, grades K-12 for 25-90% of each school day. Resource room services are usually provided for those students who are two or more grade levels behind their chronological peers in most or all academic subjects. Curriculum and instructional practices within Resource Rooms complement those offered to these students when in regular classes. Students receive "subject support" so that they can be successful within their regular classes.
- B. Current Level of Service: 600+ students are currently being served by 15.60 resource teachers. Students spend from 45-600 minutes per week in resource rooms depending on their individual educational plans. Caseloads for resource teachers consist of an average of 30 students who are assisted with subject matter directly related to their regular classroom activities.
- C. Proposed Level of Service and or Planned Improvements - Next Year: Increasingly students are being referred for Resource Room support because of behavior problems. This is particularly true at the upper elementary and secondary level. This program will need additional staff and materials to work with older students with learning problems. One resource position at CRLS is funded at a .60 level at present and needs to be expanded to a 1.0 (full time) position. The expansion is necessary in order to continue serving students in the least restrictive setting (i.e. within the mainstream).
- D. Performance Data: "Key Results" and "Indicators of Success": The addition of .40 Resource Teacher will restore this program to full strength. Thus, the goal of promoting, continuing, and expanding mainstreaming opportunities for special needs students will be enhanced and made more realizable. This goal is directly related to the attainment of key results indicators of success = 5.1c, 5.1e, 5.2a, b, c, d, e, f, and 5.3.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 375 Bureau of Pupil Services Management

Administrator: Daniel G. McCarthy

- A. Program Description: This program provides leadership, management, and support for all programs providing services to students with special needs. This program further interfaces with State and Federal reporting and monitoring functions.

- B. Current Level of Service: Three administrators and eight clerks provide supervision and support to a total of 170 General Fund staff and 26 staff under Federal Funds providing services to 1,968 children with special needs ages 3 to 22.

- C. Proposed Level of Service and/or Planned Improvements - Next Year: Provide requisite evaluation, supervision, and staff development opportunities through stipends, workshops, mini grants, and the like.

- D. Performance Data: "Key Results" and "Indicators of Success":

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 374 Residential Tuition Programs

Administrator: Daniel G. McCarthy

- A. Program Description: Provides tuition for special needs students attending residential programs in private schools.

- B. Current Level of Service: Currently a total of 2 full cost and 14 cost-shared students are in private residence placements.

- C. Proposed Level of Service and/or Planned Improvements - Next Year: Utilize management office projections.

- D. Performance Data: "Key Results" and "Indicators of Success":

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 372 Day Tuition Programs

Administrator: Daniel G. McCarthy

- A. Program Description: This program provides tuition for special needs students attending school day programs in private schools, collaboratives, and special programs in other public school systems.
- B. Current Level of Service: Currently a total of 135 students in private placements, including:
Day Placements
Cost/Shared Placements and
60-40 - Placements
(60% funded by State, 40% funded locally)
The current State budget problems leave the 60/40 account underfunded. We may end up being responsible for 100% of these costs.
- C. Proposed Level of Service and/or Planned Improvements - Next Year:
Rate increases and parity adjustments should increase expenditures.
The business office has developed a projection of these costs.
- D. Performance Data: "Key Results" and "Indicators of Success":

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 368 Adjustment Counseling

Administrator: Daniel G. McCarthy

- A. Program Description: The School Adjustment Counseling Program provides services to individuals or groups of students with adjustment problems particularly with reference to the home. It provides a liaison function between the school, the home, and other outside agencies, including the Guidance Center, the Courts, and the Department of Social Services.
- B. Current Level of Service: The 15.5 General Fund School Adjustment Counselors perform multiple roles. They provide counseling either individually or in group sessions for students. They are also responsible for the home assessment component of core evaluations, consultations with teachers, liaison function between students' schools, homes and outside agencies. Each counselor has an average caseload of 55 students, which is more than twice the caseload suggested by the State. Most students meet with a counselor for 30 minute periods each week in either one-to-one or small group sessions.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: School Adjustment Counselors are currently developing short term intervention models that will allow them the flexibility to participate regularly on the Student Support Teams, citywide.
- D. Performance Data: "Key Results" and "Indicators of Success":

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 365 Psychological Services

Administrator: Daniel G. McCarthy

- A. Program Description: The purpose of the Psychological Services Program is to screen, evaluate and develop appropriate therapeutic and/or remedial measures for eligible students under the guidelines of Chapter 766. The Psychologists' services include: conducting pupil study teams, chairing the 766 process and evaluation; administering the psychological testing program. This involves developing recommendations for services based on the students' learning style, aptitude and ability levels, potential functioning and special needs.
- B. Current Level of Service: Under General Funds there is one Psychologist-in-charge and 8 psychologists. These psychologists service the Cambridge Public Schools and any private schools which are attended by Cambridge residents, between the ages of three and twenty-two. Psychologists provide individual and group therapy for students in the classes for the emotionally disturbed. Each psychologist evaluates approximately one hundred students per year.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: Psychologists have been asked to participate on Student Support Teams in all elementary school buildings and to chair the 1st and 2nd grade review process. The role, in the areas of early intervention and drop-out prevention, has expanded.
- D. Performance Data: "Key Results" and "Indicators of Success":

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 355 Central Medical Services

Administrator: Daniel G. McCarthy

- A. Program Description: This program provides specialized evaluations and treatment for special needs students at all grade levels and in all schools. Medical evaluations are coordinated by the nurse. In addition, physical therapy and occupational therapy services are provided by this program. The priorities for OT services are 1.) very young children, 2.) children in self-contained special classes, 3.) children who require these services in order to remain in regular class. This program includes the medical and evaluative services provided by the Children's Developmental Clinic of the Cambridge Hospital.
- B. Current Level of Service: This program provides a team evaluation nurse to assist the physician in the medical evaluation. Approximately 150 medicals are performed each year. In addition 140 students are serviced by two part time occupational therapists. The physical therapist provides therapy to over forty (40) students in grades K-12. The O.T. positions are split with the balance supported under federal funds. There is also a part time PT position in Federal funds.
- C. Proposed Level of Service and/or Planned Improvements - Next Year:
Maintain current level of service.
- D. Performance Data: "Key Results" and "Indicators of Success":
5.2 Mainstreaming

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 350 Moderately Developmentally Delayed

Administrator: Daniel G. McCarthy

- A. Program Description: This program assists students with mild to moderate developmental delays. Instruction includes academic as well as basic living skills development with an emphasis on career awareness, job preparedness, and life skills, including seeking, applying, and training for jobs.
- B. Current Level of Service: This program consists of 7 substantially separate classrooms providing services to 91 children with moderate special needs. Each classroom has a teacher and an aide assigned. The general goals for these students are to improve academic functioning and socialization skills. Each student has individual goals ranging from language proficiency to career awareness skills. Socialization skills are also a focus. High school students begin with career awareness activities in Grade 9, move to job training and placement Grade 12.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: A vocational teacher (half-time) is necessary to improve the quality of the in-school and community-based job sites used to train the students, and to explore links with private and public resources in the community that will provide important experiences in the work place and community.
- D. Performance Data: "Key Results" and "Indicators of Success":

5.2 Mainstreaming

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 345 Substantially Developmentally Delayed

Administrator: Daniel G. McCarthy

- A. Program Description: This program assists students who are moderately to substantially developmentally delayed. The overall goal is to help each student develop his/her maximum in socialization, daily living, self-help and prevocational skills.
- B. Current Level of Service: This program services, through self-contained classes, 48 children with substantial special needs including Down's Syndrome and other handicapping conditions. The program goals for these classrooms are increased competence in activities of daily living, community awareness, and development of self-help skills. Also stressed are socialization skills and basic academics as well as vocational training for those aged 16 and above in our sheltered workshop at CRLS.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: This program's career awareness component would be greatly improved by the addition of a half time vocational educator to help locate, prepare students for and supervise community-based job placements. Additionally, a need exists for an instructional aide to work with the vocational training class at CRLS. This class has recently expanded to 16 students and requires, by law, the supervision of one (1) teacher and two (2) instructional aides.
- D. Performance Data: "Key Results" and "Indicators of Success": The student population within this program has increased slightly during the past two years, particularly at the secondary level.

A new developmental curriculum for moderately to severely disabled students has been implemented during the past two school years.

5.2 Mainstreaming.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 335 Generic Special Education

Administrator: Daniel G. McCarthy

- A. Program Description: The Generic Program provides supportive services to classroom teachers (regular and Spec. Ed.) who are working with special needs students. Generic teachers do demonstration teaching, assist with curriculum modification, and provide specialized instructional materials to help teachers maintain special needs students in the least restrictive environment (i.e., classes in or near the "mainstream"). These specialists successfully assisted 53 students to move out of special classes and into regular classes this year.
- B. Current Level of Service: The program has 5 teachers (2 funded through the general budget and three funded under a Federal Grant).
- C. Proposed Level of Service and/or Planned Improvements - Next Year: Continue to expand opportunities for special needs students' participation in mainstream curriculum and extra-curricular activities.
- D. Performance Data: "Key Results" and "Indicators of Success":
- 5.1 E & F - Teacher/Specialist Collaboration
 - 5.2 Mainstreaming
 - 5.3 Staff Development - 7th and 8th Grades

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 330 Learning Disabilities

Administrator: Daniel G. McCarthy

- A. Program Description: The learning disabilities program services those students whose specific learning difficulties have interfered with the acquisition of basic skills. Services include individualized pull-out, in-class curriculum adaptations and consultation with regular education staff, and participation in team meetings.
- B. Current Level of Service: There are approximately 1,017 students with specific learning disabilities in Grades K-12 who receive support in the development of basic skills. These students are seen in small groups or individual tutorial sessions 2-5 times per week for 30-45 minutes per session. Approximately 10% of these students are serviced within their regular classroom with consultation. In addition, there are 72 students with severe disabilities in seven self-contained classes throughout the City.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: Projections for 89/90 suggest a continued increase of students with the most substantial impact at the King School. We are requesting one (1) part-time specialist to service this school.
- D. Performance Data: "Key Results" and "Indicators of Success": Through the 1st and 2nd grade review process it is expected that there will be an increase in 1st and 2nd grade referrals, which will coincide with a decrease in kindergarten referrals. Ultimately this increase in primary grade referrals will result in a decrease in the number of upper grade students served by the learning disabilities and resource room programs.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 328 Bilingual Special Education

Administrator: Daniel G. McCarthy

- A. Program Description: This program provides required special education diagnostic and treatment services to bilingual and limited English-speaking students in a variety of programs throughout the School Department..
- B. Current Level of Service: 12.0 Special Educators provide a variety of services to non-English and limited English-speaking students and their families. Throughout the Cambridge School Department, there is a shifting demand for services based on increasing Latino and Haitian students and leveling in the number of Portuguese.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: Continue to improve service in this program with a focus on services to Haitian students with special needs. Continue to support the efforts of the Basic Skills program in House D, CRLS.
- D. Performance Data: "Key Results" and "Indicators of Success": Services to limited English-speaking and bilingual students with special needs.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 325 Emotionally Disturbed

Administrator: Daniel G. McCarthy

- A. Program Description: The Emotionally Disturbed program provides special classes for students with moderate to substantial psychosocial adjustment problems. These self-contained classes are located in the following schools: Longfellow, Harrington, Haggerty, King, Maynard, Peabody and CRLS (2 classes). (Four of these positions are supported by Federal Funds). A Behavior Specialist and 2 Primary Adjustment Support Teachers provide support for students in less restrictive programs, by assisting teachers in developing strategies to address behavior problems.
- B. Current Level of Service: This program serves approximately 100 students with moderate to substantial psychosocial adjustment problems. Teachers, with the assistance of instructional aides, provide a therapeutic environment for these students in a small group, self-contained class setting. The Behavior Specialist works at the preschool and primary level. The role of the Primary Adjustment Support Teachers is in place at the Fletcher School and Harrington School.
- C. Proposed Level of Service and/or Planned Improvements - Next Year: Additional funds (\$4,000) are required to provide new supplies and instructional materials. Increase staff development opportunities for all staff regular/special, professional/paraprofessional, etc. in the area of behavior and classroom management.
- D. Performance Data: "Key Results" and "Indicators of Success": This program has been very successful in mainstreaming students into the regular education classes on both a part-time and full-time basis. The success of this program has resulted in fewer students being referred to private school placements for the emotionally disturbed.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 320 Speech/Hearing

Administrator: Daniel G. McCarthy

- A. Program Description: Provide direct, intensive and individualized educational services to effect positive changes in communicative behavior of students who have been diagnosed through the team evaluation process. Provide classroom consultation services. Students in K-12, private school or pre-school who are diagnosed with severe language, voice, fluency, articulation, or hearing disorders are serviced.
- B. Current Level of Service:
- Two self-contained classrooms
 - One specialist who conducts hearing and vision screening in K, 1, 2 and special needs classrooms and screens children upon teacher request.
 - Full time
 - 11 full time staff 11.0/5 part time 3.48 = 14.48 total FTE, of these, .67 are federal funded.
- C. Proposed Level of Service and/or Planned Improvements - Next Year:
- 1/2 time speech/language specialist to service the growing needs of the Tobin School.
 - 1 full time speech/language specialist to service the Portuguese population.
 - 1/2 time speech/language specialist to consult with self contained LD classes at Kennedy School and 2 language classes, and possibly implement computerized language programs.
- D. Performance Data: "Key Results" and "Indicators of Success":
- Full time speech/language coordinator. Provide prevention-oriented and rehabilitative activities to help students develop communicative competence in academic, social and cultural contexts. 5.2 "mainstreaming" in Key Results. Meet State requirements for screening of hearing and vision.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 310 Home Instruction

Administrator: Daniel G. McCarthy

- A. Program Description: The Home Instruction Program provides educational services to homebound or hospitalized students for short or long-term convalescence. There is also funding in this program to pay for contracted services to Cambridge students in hospitals outside of Cambridge and for non-resident students in Cambridge hospitals (communities are billed at an hourly rate for this service).

- B. Current Level of Service: One home/hospital teacher provides instruction outside of the school to students with medically related problems. The teacher works with six students and provides 4-5 hours per week of instruction as required by State law.

- C. Proposed Level of Service and/or Planned Improvements - Next Year: This program can be maintained at the present level of services when we have the flexibility of occasionally hiring a substitute or an hourly person to handle over caseloads.

- D. Performance Data: "Key Results" and "Indicators of Success": Basic skills, maintain student performance.

CAMBRIDGE SCHOOL DEPARTMENT
Budget Request FY 91

Program Summary/Basic Data

Program: 305 Vision Program

Administrator: Daniel G. McCarthy

- A. Program Description: The vision program provides evaluation, referral, treatment and technical assistance for students who are visually handicapped. These students are enrolled in regular and special classes, including parochial schools and are supported by a part-time specialist and part-time instructional aide in their integrated programs.
- B. Current Level of Service: One part-time specialist and one part-time (20 hours) aide provide required services as described in students' IEPs. There are currently 10 students receiving services through this program. Upper grade students require Braille, tapes, large print, enlarged copies of books, worksheets, etc. The generic special educators work closely with the vision specialist and regular staff in coordinating services for these students.
- C. Proposed Level of Service and/or Planned Improvements - Next Year:
Maintain level of service.
- D. Performance Data: "Key Results" and "Indicators of Success":
Mainstreaming of students 5.2



CITY OF CAMBRIDGE
CAMBRIDGE, MASSACHUSETTS 02139
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EXECUTIVE DEPARTMENT
ROBERT W. HEALY
City Manager

RICHARD C. ROSSI
Deputy City Manager

March 19, 1990

To The Honorable, The City Council:

In response to Awaiting Report Item No. 25, dated 2/26/90, relative to data on the 766 Program, please find attached a report as submitted by Mary Lou McGrath, Superintendent of Schools, regarding this matter.

Very truly yours,

Robert W. Healy
City Manager

RWH/mev
enclosure

Agenda # 7

S-287

Awaiting Report Item Number Seven,
regarding data on the 766 Program.

In City Council,

March 19, 1990

Placed on file