



SchoolHouse Wrap

Utilizing the Wraparound Process
to Successfully Educate Students
with Complex Needs in Public School Settings
and Prevent Unnecessary Out of District School Placements



NATIONAL WRAPAROUND CONFERENCE

OCEANS OF OPPORTUNITY

June 7-9, 2016

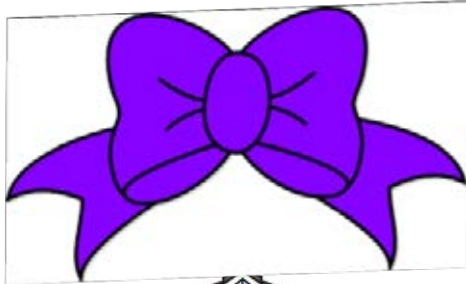
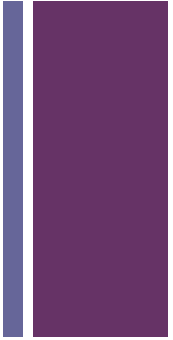
Melbourne, Florida

Karen Shmukler, Ed.D., LMFT

Deputy Superintendent of Student Services

Public Schools of Brookline

Massachusetts





Before I Begin a Few Norms....

Interrupt

Stop Me

Call Out

Collaborate, Interact, Learn from Each Other



Courtesy of Josh

+

TOP 2 THINGS YOU WANT TO KNOW



+ CONTEXT

- WHO AM I?

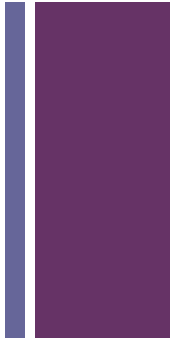


- St Louis, Missouri

- Brockton, Massachusetts

- Brookline, Massachusetts

- WHO ARE YOU?



+ FEDERAL CONTEXT



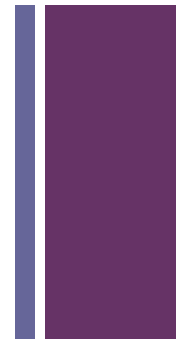
- NCLB
- ESSA: Every Child Succeeds Act
- Corporate Education Reform
- Standardization
- Public School Teachers and Systems Under Attack



LOCAL CONTEXT

Brookline Massachusetts

- One of the largest towns in the Commonwealth
- 4 miles from downtown Boston
- Borders Boston on 3 sides
- 26% of population are foreign born
- Longwood Medical Area: Brigham, Children's, Dana Farber



Public Schools of Brookline

Title	% of District	% of State
First Language not English	30.4	19.0
English Language Learner	10	9.0
Students With Disabilities	16	17.2
High Needs	32.3	43.5
Economically Disadvantaged	14	27.4

+ Public Schools of Brookline



- Prek-12
- 7800 Students
- 1600 Students with disabilities= 1300 on IEP's
- 9 K-8 schools- 1000- one of the largest elementary schools in Mass
- One Comprehensive High School – 2700
- High “Churn”- 30% annually
- Transient Population
- Enrollment Crisis
- Class Size 22-28
- Highly Diverse Student Body
- Complex Medical and Developmental Needs



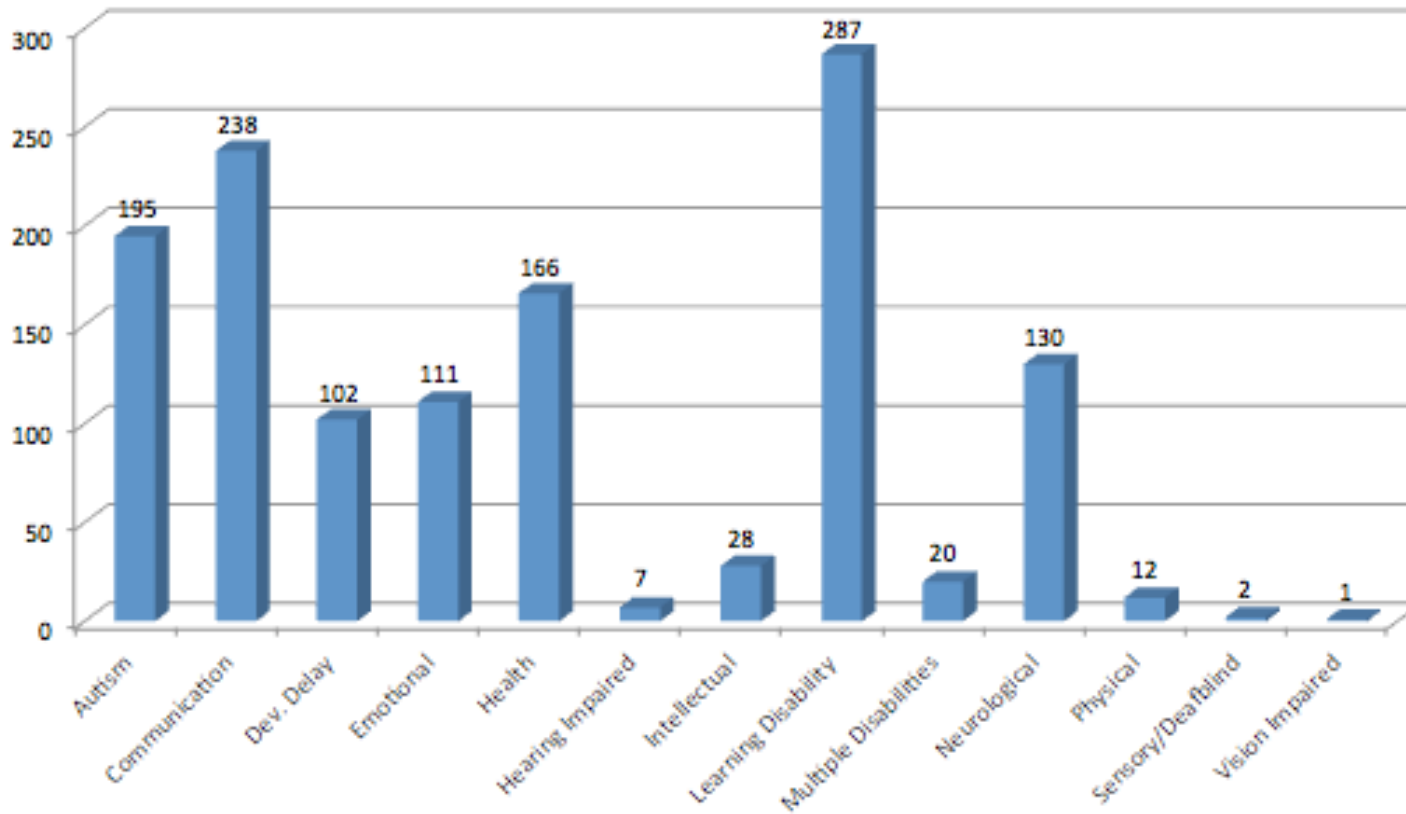
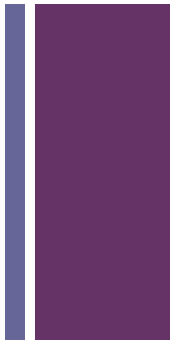
CONTEXT



- Students with Disabilities
- 1600 Students with disabilities- 1300 on IEP's
- Complex Developmental and Medical Needs: Medical Hub
- Increase in Students with ASD- greater severity and complexity
- Significant Mental Health Needs- prek- 12



PRIMARY DISABILITIES DISTRICT SNAPSHOT





Educational Environments for Students Aged 6 - 21 with IEPs



	District Rate	State Rate	State Target
Enrolled students with IEPs	--	--	NA
Full Inclusion (inside the general education classroom 80% or more of the day)	70.1%	61.9%	60.5%
Partial Inclusion (inside the general education classroom 40%-79% of the day)	16.2%	16.7%	NA
Substantially Separate (inside the general education classroom less than 40% of the day)	7.2%	14.4%	14.5%
Separate Schools, Residential Facilities, or Homebound/Hospital placements (does not include parentally-placed private school students with disabilities)	3.25%	6.9%	5.5%



MANDATES AND MISSION



- IDEA and FAPE AND LRE
- Individuals with Disabilities Education Act
- Free and Appropriate Public Education
- Least Restrictive Environment
- Wraparound
- Systems of Care



WRAPAROUND CONTEXT SCHOOLHOUSE WRAP

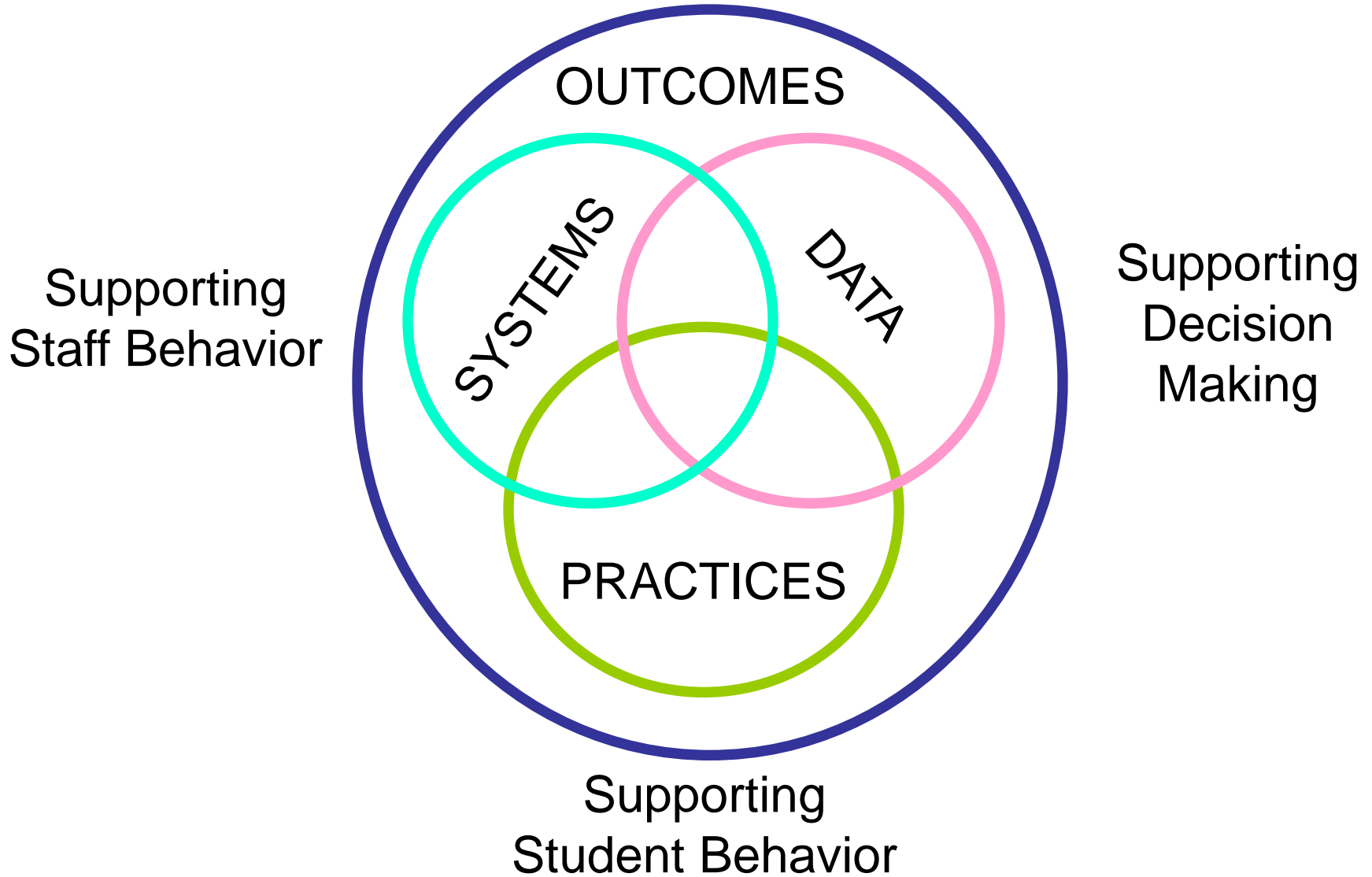


+ Wraparound

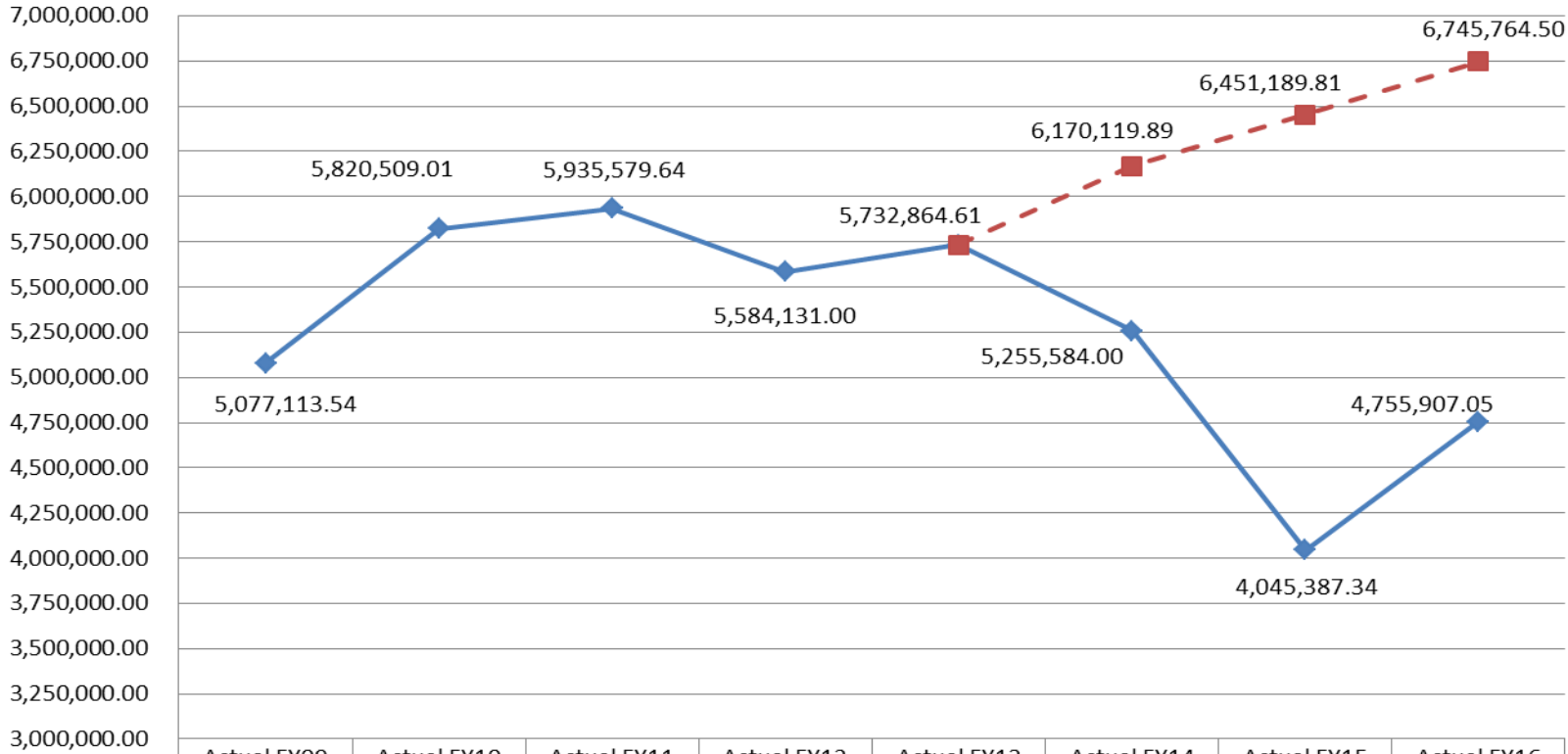
- Wraparound is a dynamic process which utilizes core technologies in order to develop individualized, strengths-based, needs-driven responses to children and families in their own communities



Social Competence & Academic Achievement



Out of District Special Education Costs: FY09 - FY16



	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Actual FY13	Actual FY14	Actual FY15	Actual FY16
—●— FY14 Action Plan	5,077,113.54	5,820,509.01	5,935,579.64	5,584,131.00	5,732,864.61	5,255,584.00	4,045,387.34	4,755,907.05
-■- FY14 Non Action Plan					5,732,864.61	6,170,119.89	6,451,189.81	6,745,764.50

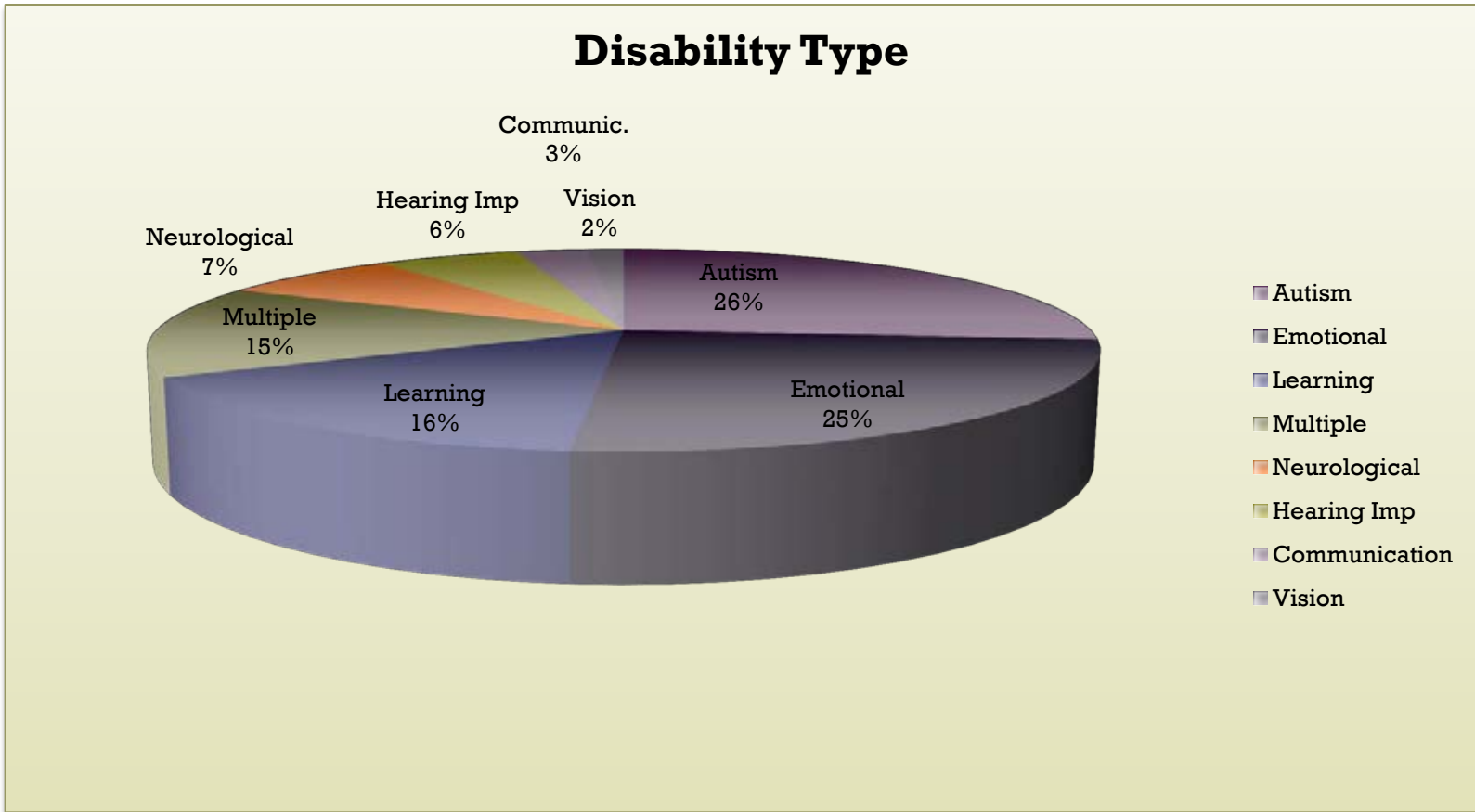
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+ OUT OF DISTRICT PLACEMENT COSTS



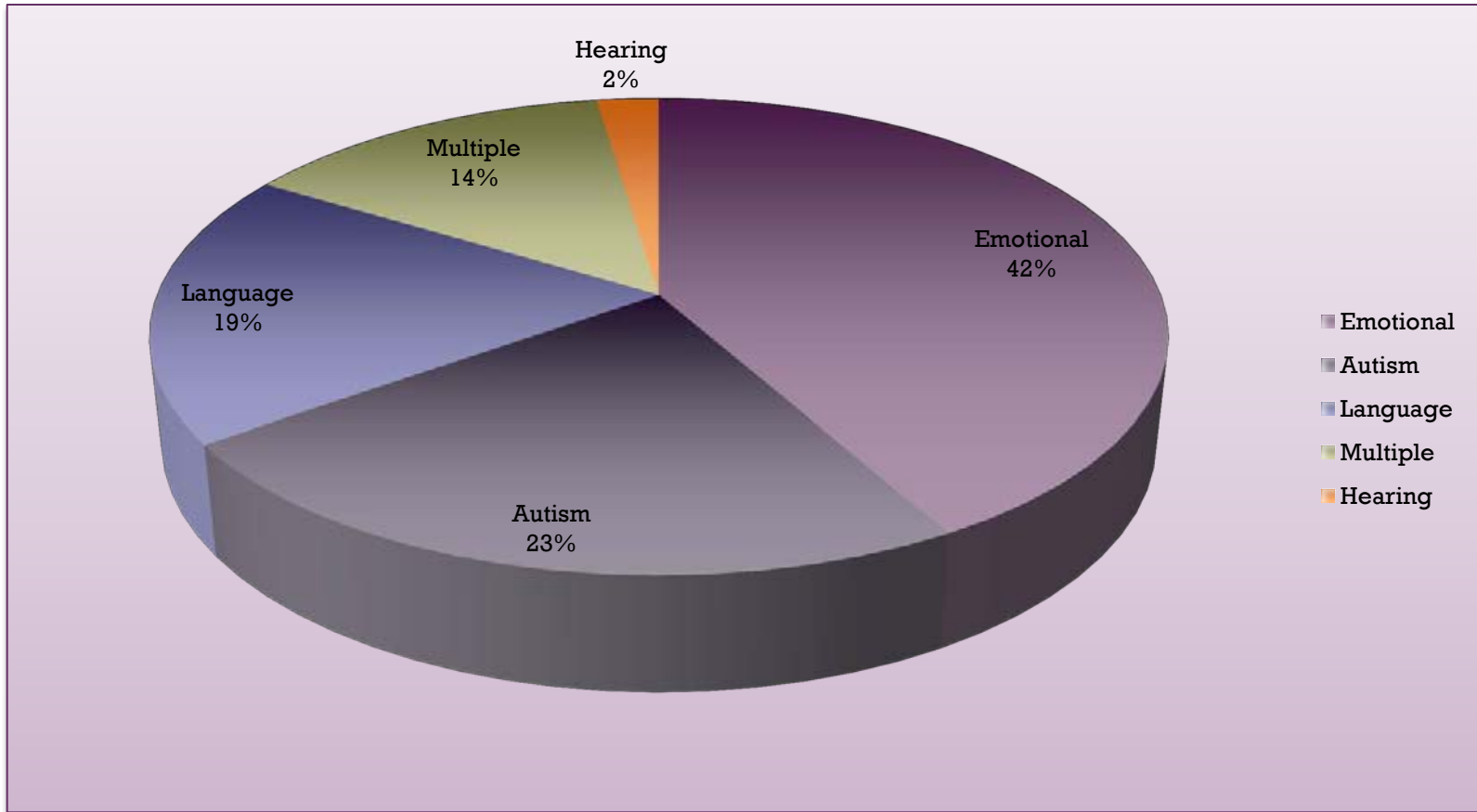
- Therapeutic Day Placements \$ 80,000
- Therapeutic Residential Placements \$ 150,000
- Autism Day Placements \$ 102,000
- Autism Residential Placements \$ 200,000

+ Out of District By Disability Type



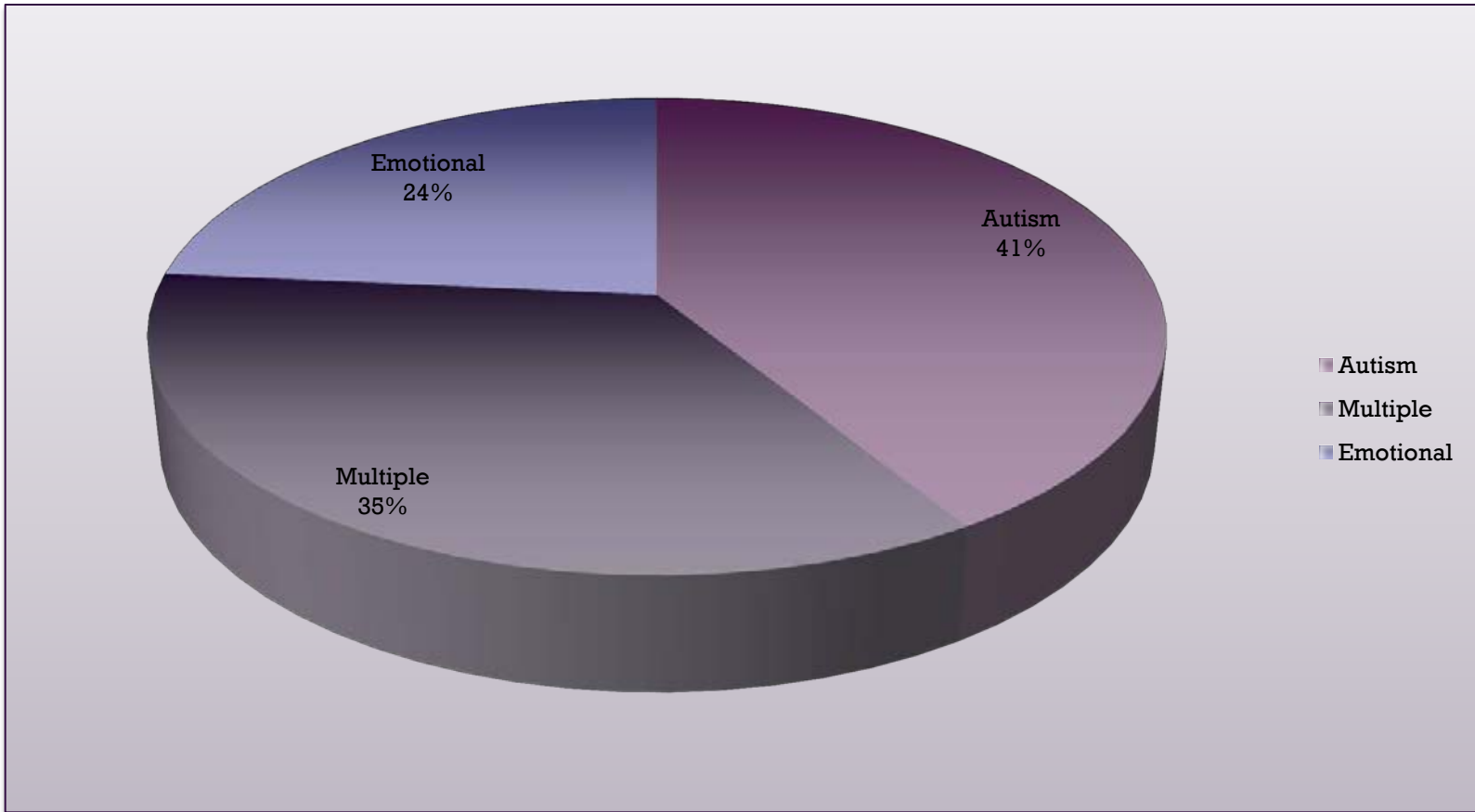


Out of District: High School By Disability



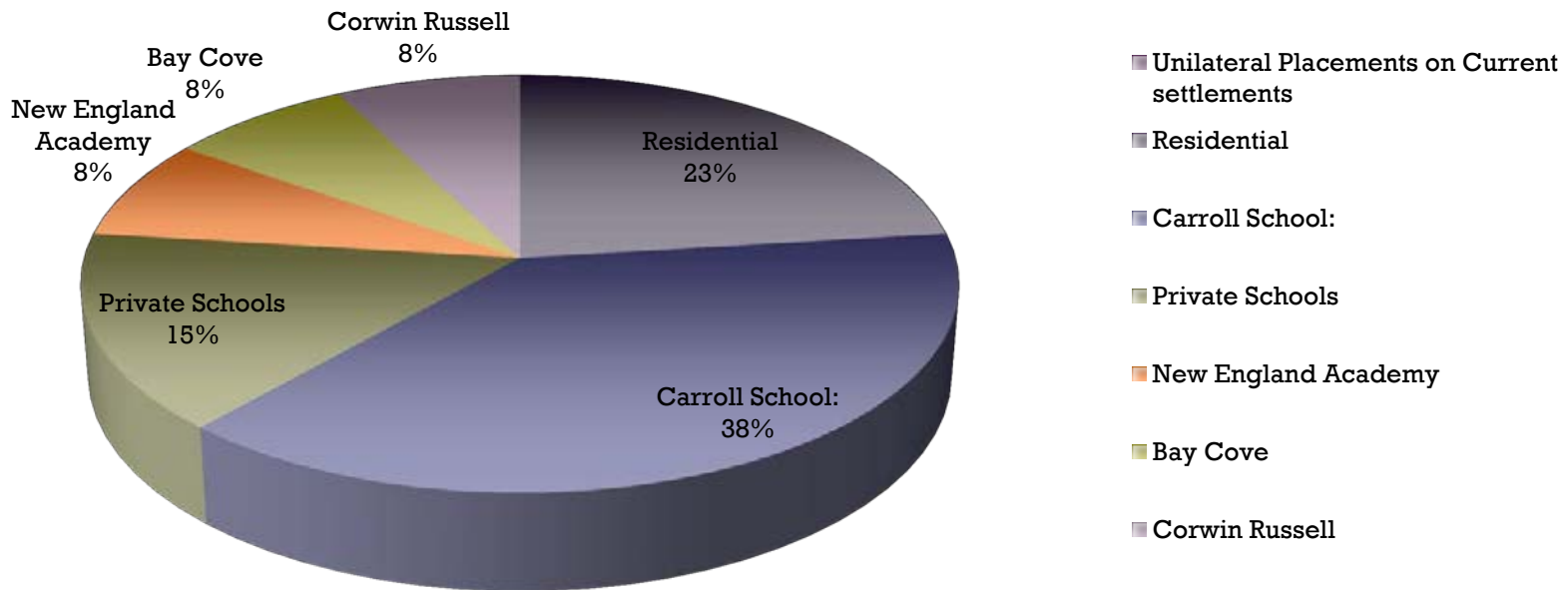


Residential Placement: High School By Disability

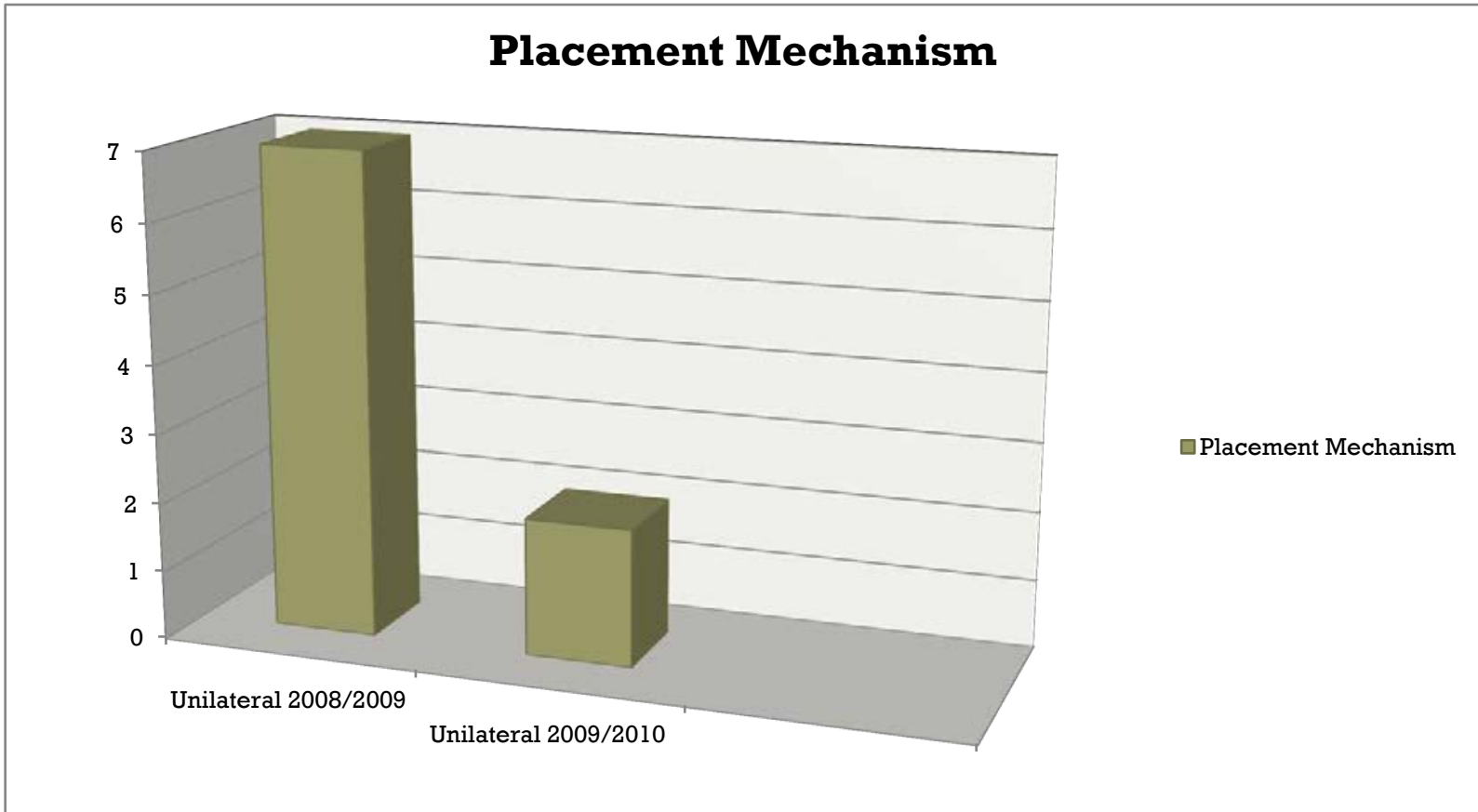




Unilateral Placements

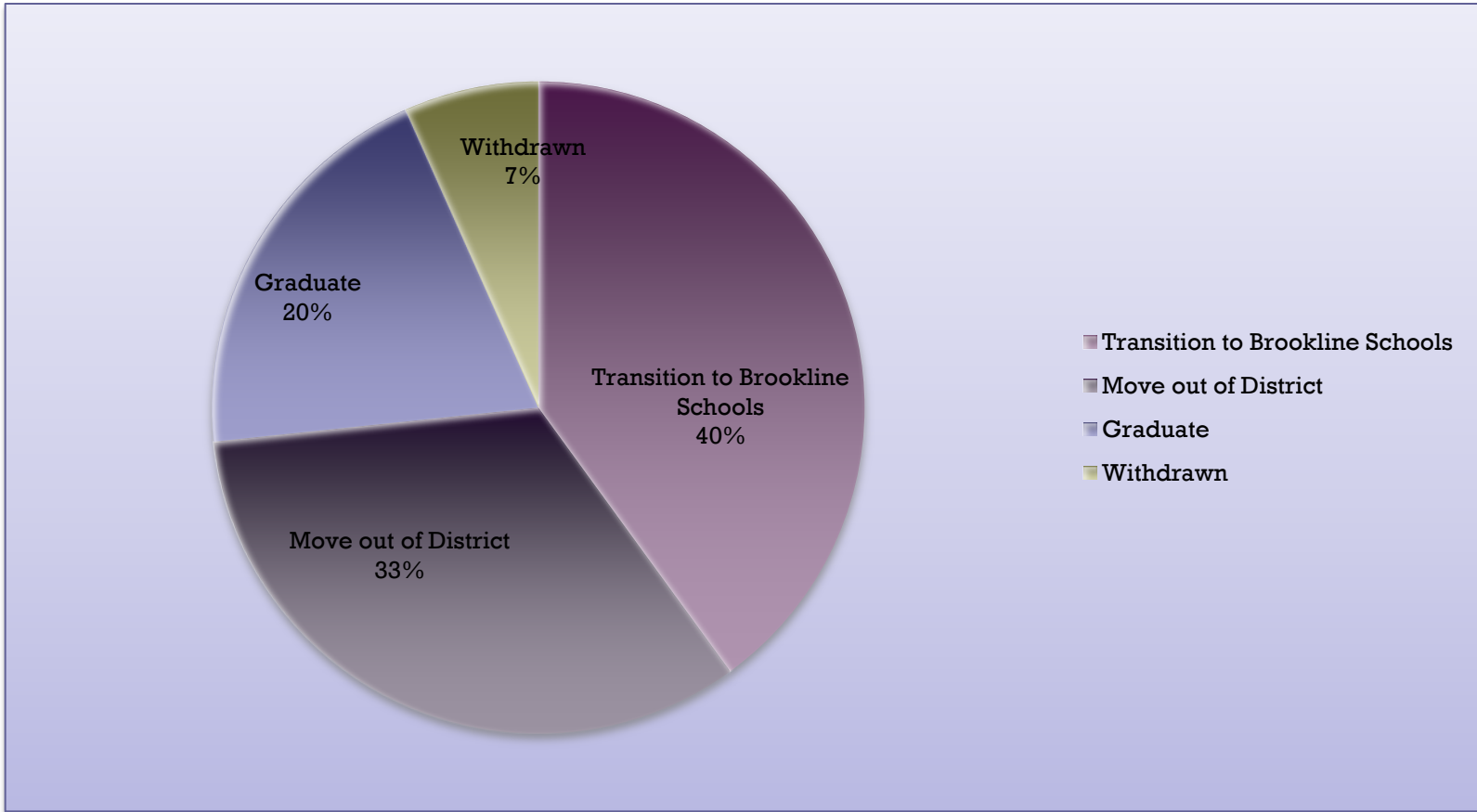


+ Placement Mechanism





Out of District Transition 2012



+ David



- 8th grade
- Secure Program
- Single Parent
- Fourth School
- Multiple Moves
- Homeless

+ David



- IEP Disability Categories
- Specific Learning Disability
- Health Impairment
- ADHD: “Non-compliant” with medication
- Diabetic: “Non-compliant” with medication
- Other: Oppositional Defiant Disorder



- Transition Wrap Planning Meeting
- Multi-Domain- What's it going to take!
- Strengths and Needs Inventory
- Family and Community Engagement



Write Pair-Share Group Discussion



- Student
- Strengths and Needs: Academic and Non-Academic
- What worked at school
- What did not work at school
- What school-based services and supports were critical to the success of the student?
- If not successful, what school-based services and supports were not available or accessible?



- **Continuum of Care**
- **Continuum of Instruction**
- **Continuum of Partnerships**

+ CONTINUUM OF CARE

Multi-Domain

- Social Emotional
- Developmental
- Autism Spectrum
- Mental Health
- Medical



+ CONTINUUM OF CARE



- Services and Supports Where the Child Is – Regular Classroom First
- Services and Supports That Follow the Child
- Special Education is not a Place
- From Least Restrictive
- Wrap so we can support up and in
- Transition Planning



OUT OF DISTRICT



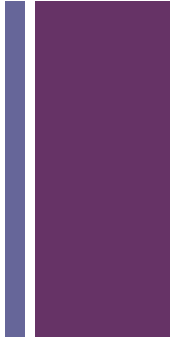
Disability Type	2011/12	Percentage
Emotional	24 (20 High School)	25
Autism	25	26
Specific Learning	17	16
	96	



Program Design, Development, Enhancement and Implementation



- Analysis, Expansion and Improvement
- Increasing capacity of neighborhood schools to serve a wider breadth of students with complex needs at all levels
- Supporting Students At-Risk and those with Disabilities Within Their Home School
- Focus is on supporting all student's needs not diagnosis and placement
- Continued expansion of development of neighborhood school inclusion support and learning centers



- Development of a formalized system to identify, track and provide ongoing consultation and support to school teams for students with complex needs and challenging situations.
- B.E.S.T- Brookline Early School Support, Stabilization and Tracking: Best Practice: Best Outcomes. Process, Structure Support and Service
- Early Intervention and Prevention of Unnecessary Out of District Placements



- Enhance Language Based System-Wide program at elementary school and infuse language based teaching throughout the district- Landmark Partnership
- Programmatic Enhancement of Language Based program at the High School
- Develop BHS main campus based program students who need intensive social-emotional support and care management to prevent the need for substantially separate programs outside of BHS and BPS
- Behavioral Support at the high school level
- Develop Middle-School Stabilization Program: Non-Categorical
- Enhance and Develop Multi-Tiered Instruction, Supports and Services



Social Emotional/Mental Health



■ Tier 1

Social Emotional Learning: Emotional Intelligence

(CASEL: Center for Academic and Social Emotional Learning. www.casel.org)

Responsive Classroom

Olweus

Social Thinking

Zones of Regulation

Sensory Diets and Supports

Habits of Mind

Mindfulness

Executive Functioning: Mind-Up- Evidence Based Practice and Curriculum



Social Emotional/Mental Health



- Tier II

Groups:

- Friendship : lower grades
- Affinity: Girls THRIVE
- Check and Connect
- Newcomers Club
- Homework Study Groups
- Anger Management Group
- GSA/LGBTQ
- Other Social Skills Groups
- Support Groups (divorce, adoption etc)



Social Emotional/Mental Health



- Tier III

Examples.

Individual Counseling

Check-In/Check Out's

1:1 Coaching- Executive Functioning/Organizational: Interns

Peer Tutors

Mentors



Social Emotional/Mental Health Programming



Prevention

B.E.S.T

- Wraparound Supports: Related Services- OT, PT, AT, BCBA
- Mobile Social Emotional Consultation Team
- Mobile Crisis Response
- Building-Based Psychologist/Counselors
- Child Study Team/Student Support Team
- Positive Behavior Support Paraprofessionals
- Consultant Psychiatrist
- Consultant Developmental Pediatrician and Fellows: New England Medical



Social Emotional/Mental Health Programming



Intervention and Programming

Tier IV

- Mobile Crisis Response
- Supported Learning Centers- Non-Categorical therapeutic Milieu: Stabilization, Trauma-Responsive, Hospital Prevention, Hospital Step-Down- Grades 6-12
- Supported Learning Center- 9-12
- Brookline Resilient Youth in Transition (BRYT):9-12 All Students
- Therapeutic Learning Center- K-8 Special Ed
- Therapeutic Day Program 9-21 Special Ed



Continuum of Care PreK – 12+



Neighborhood School Supports
Inclusive Classrooms: Social Emotional Learning
Responsive Classroom, Social Thinking, Zones of Regulation
Access to: Behavior Support, Special Education Teachers
Counselors, Related Services

Supportive Learning Centers, Non-Categorical 6-8
Stabilization, Hospitalization Prevention Step-Down and Step-Up
Supportive Learning Center – 9-12

In-District System-wide Programs, PreK-12
Social Emotional, Autism Spectrum Disorders,
Developmental Disabilities, Language-Based
Learning Disabilities, Home-Services

Therapeutic Day Program
9-12

Other Programming
Transition, Job /Vocational, University Partnerships, After-school

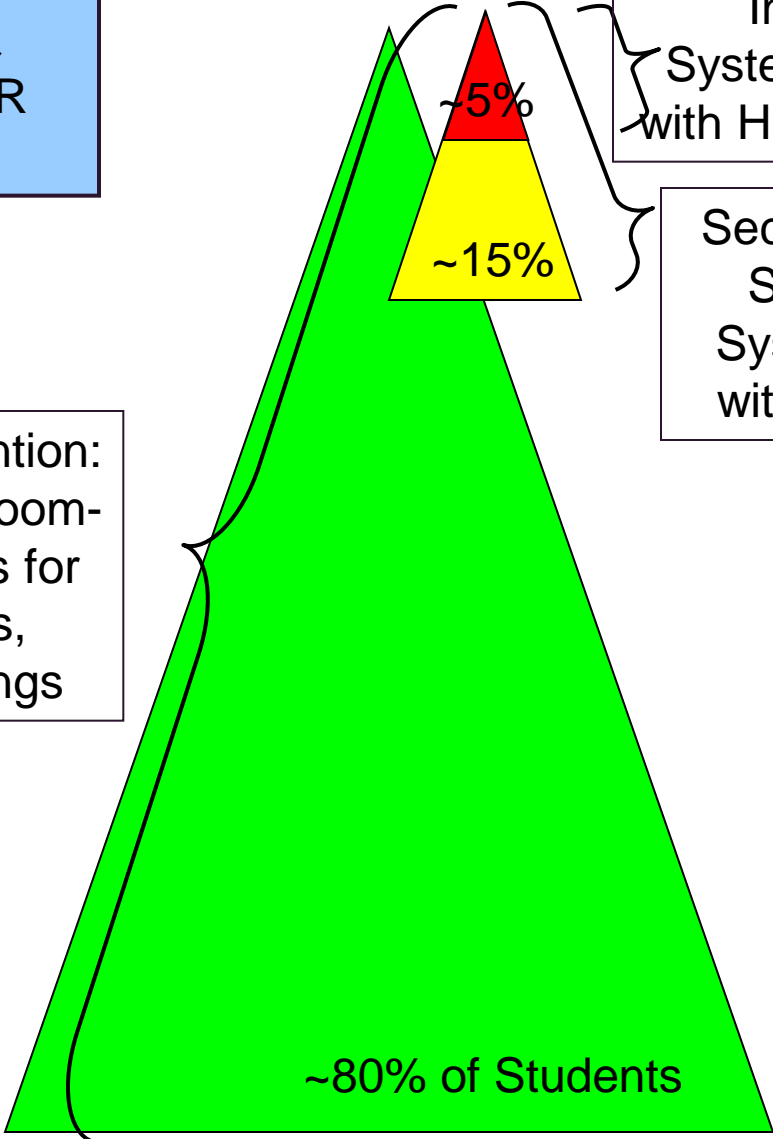
+ Tiered Support



- Multi-Tiered and Braided Systems of Instruction, Support, and Services
- Positive Behavior Intervention and Supports
- Behavior is Not a Disability
- Equity and Disproportionality

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

+ Wrap and Positive Behavioral Supports

- The wraparound approach and a school-wide systems approach to positive behavioral supports work together to create more effective school environments and improved outcomes for students with or at risk of behavioral challenges.

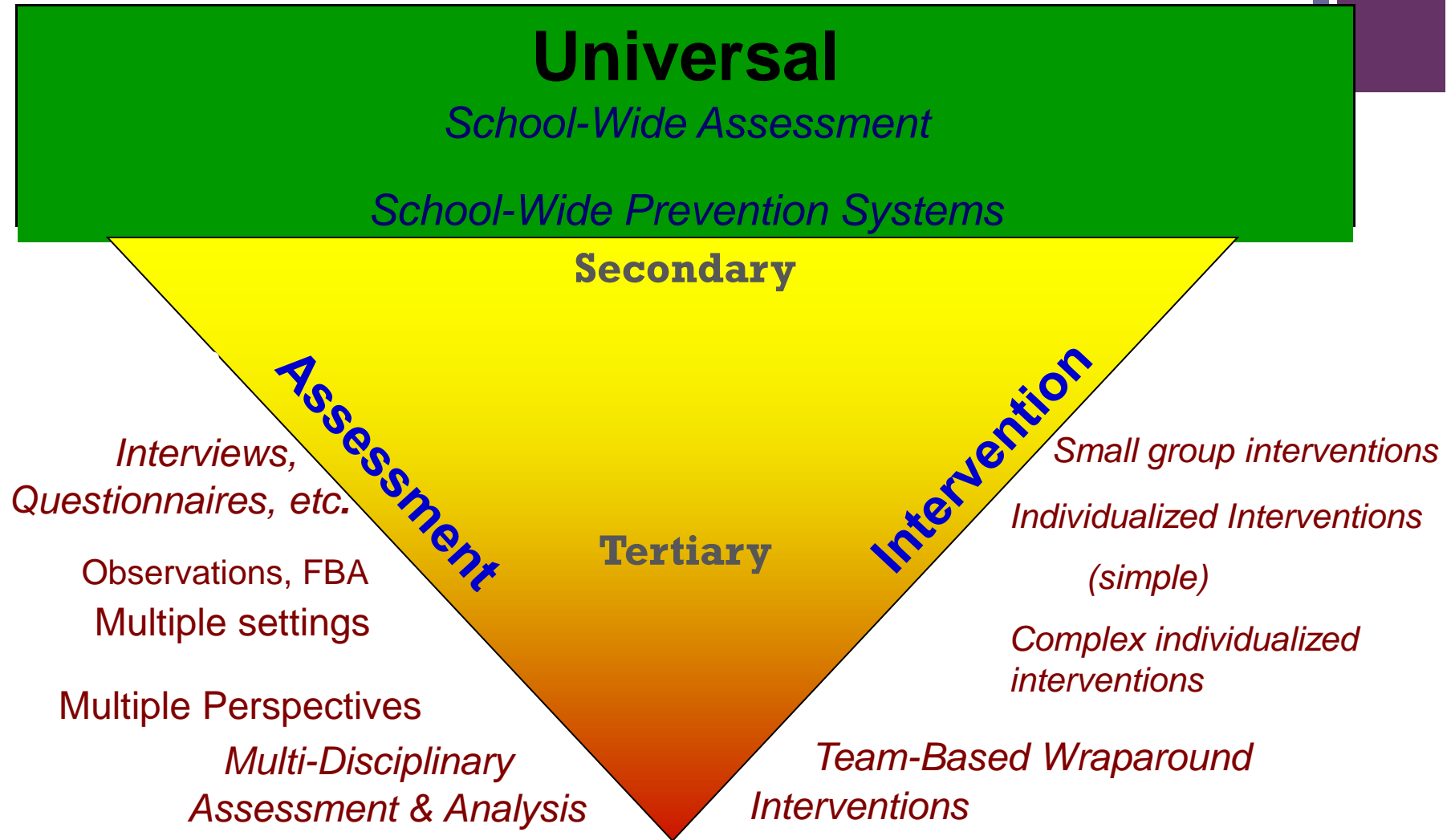
+ *School-wide Positive Behavior Support*



PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS

+ School-wide Positive Behavior Supports A Response to Intervention Model



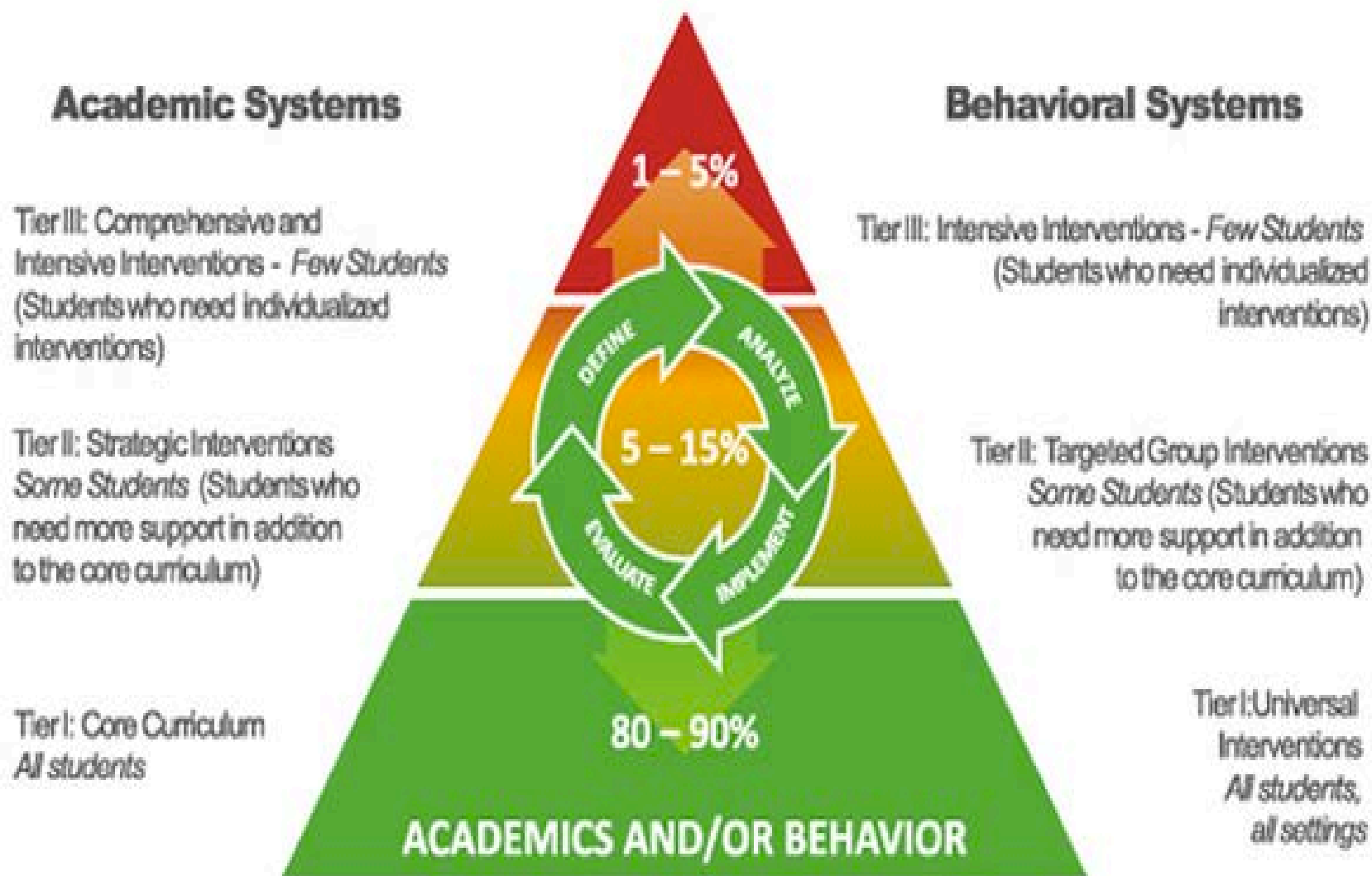
Adapted from T. Scott, 2004



- Prevention/Early intervention
- Continuum of Behavioral Supports
- Generalization – a single system matched to intensity of student need
- For students on IEP's they are still individualized, behavioral objectives mapped to school-wide expectations

Rtl: Instruction and Targeted Support for All Levels of Need

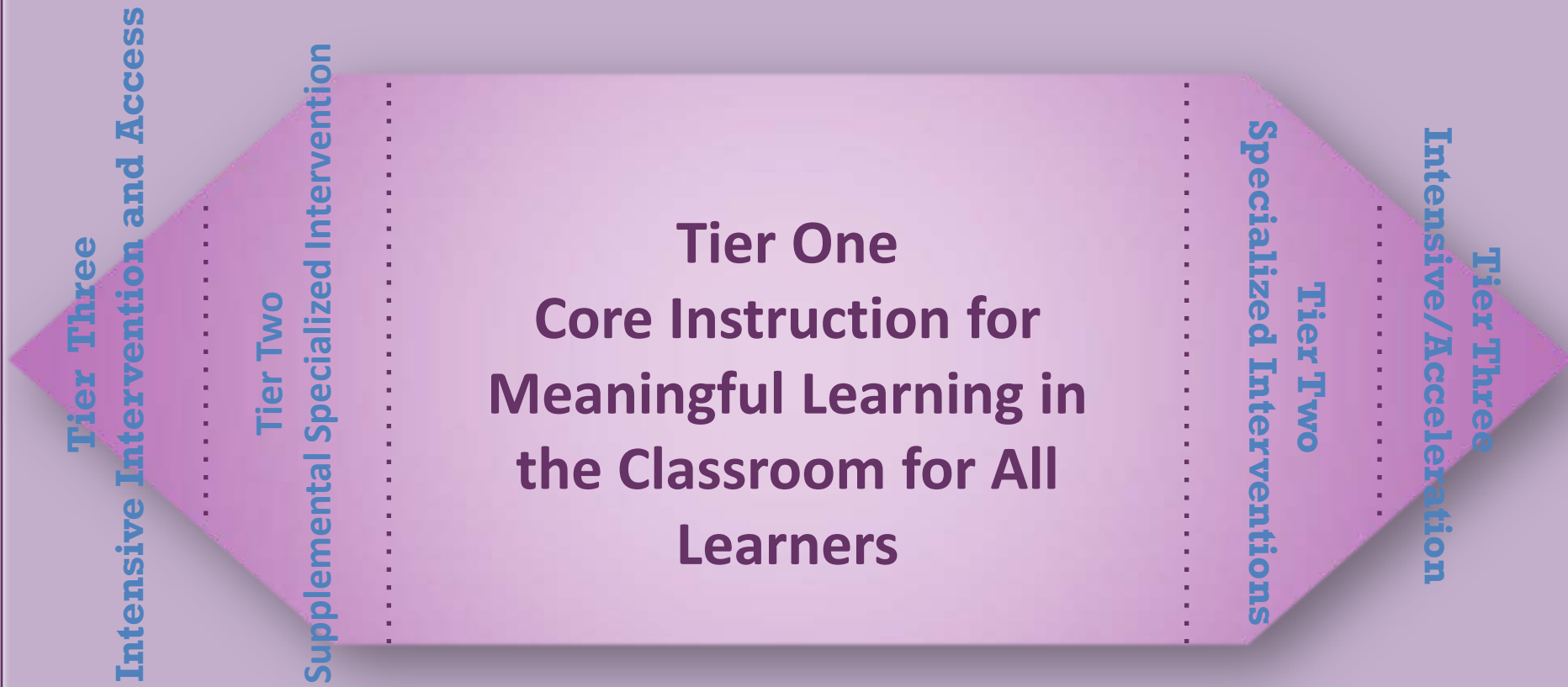
Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



Continuum of Instruction for All Learners

Intervention and Access

Challenge and Acceleration





WHAT WE KNOW



- Students with disabilities who spend more time with typically developing peers outperform similar students who are educated in less integrated settings on measures of numerous social, academic and post-school success.
- Hehir



DAVID

What Did it Take



- Social Worker: Boxer, Author, Pick-Me Upper
- Nurse: Check-in and Check Out- Liaison with Children's Hospital
- Behavioral Plan: Check-in and Check Out-Tier2/ Tier 3
- Van Pick-up: 9th grade
- Morning get to school texts
- Academic Pick-Up: Basketball
- Parent Partnership: Relentless Support
- Reading Instruction: 1:1 Tiered Intervention Tier 3
- Partnership with Boston University: Transition and Job Coaching/Mentoring
- Housing: Steps to Success. Brookline Housing Authority, Mentor, Summer Programming
- Senior Year: Lost Housing in Brookline: Red-Tape Cutter, METCO- transportation





Continuum of Care

Social Emotional: Partnerships School-Community



- Partnership with Brookline Mental Health Center
- Partnership with Harvard Graduate School of Education: Evidence Based Counseling: Elementary Schools
- Partnership with Northeastern University: Early Childhood Behavior and Social Emotional Support: Pre-School programs
- Community Wellness Committee
- Community Stakeholders Consortium- Mental Health, Law Enforcement, Juvenile Justice, Parents, NAMI

BPEN: Brookline Parent Education Network www.b-pen.org

- B-CASA: Brookline Coalition Against Substance Abuse
(SAHMSA grant, Health Department, Brookline High School)
- Youth Mental Health First Aid (Project Aware Grant: SAHMSA , Wayside Youth and Family)



Continuum of Care

Social Emotional: Partnerships- Community and Beyond

- Department of Mental Health
- CBHI: Children's Behavioral Health Initiative

Health and Human Services Interagency Community Based Care

- Department of Children and Families
- Department of Youth Services
- Mass Rehabilitation Commission: (16-22 years)

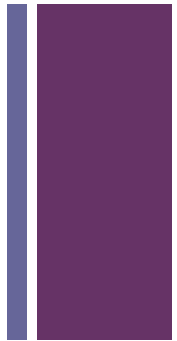




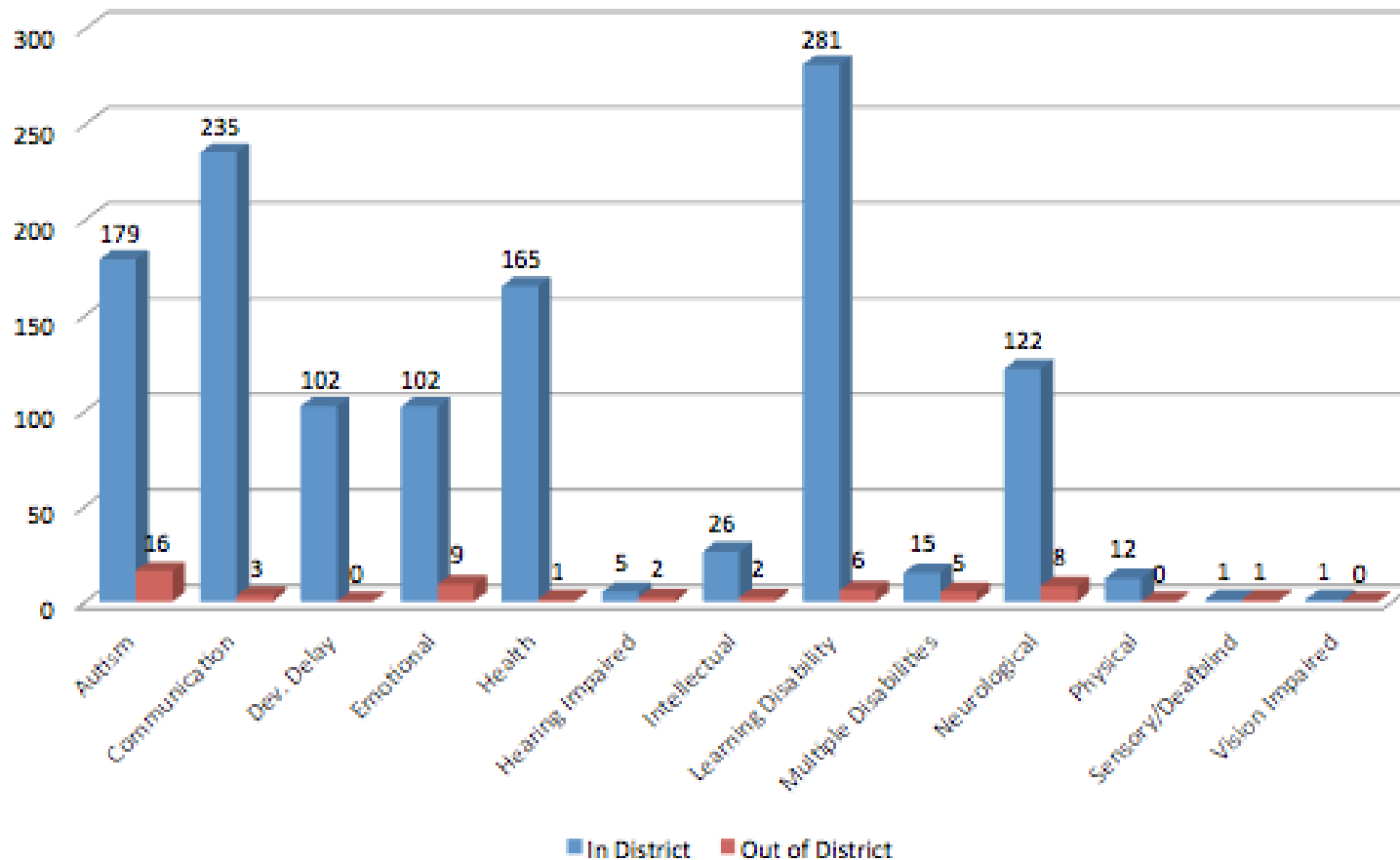
PRIMARY DISABILITIES

in-district vs. out of district

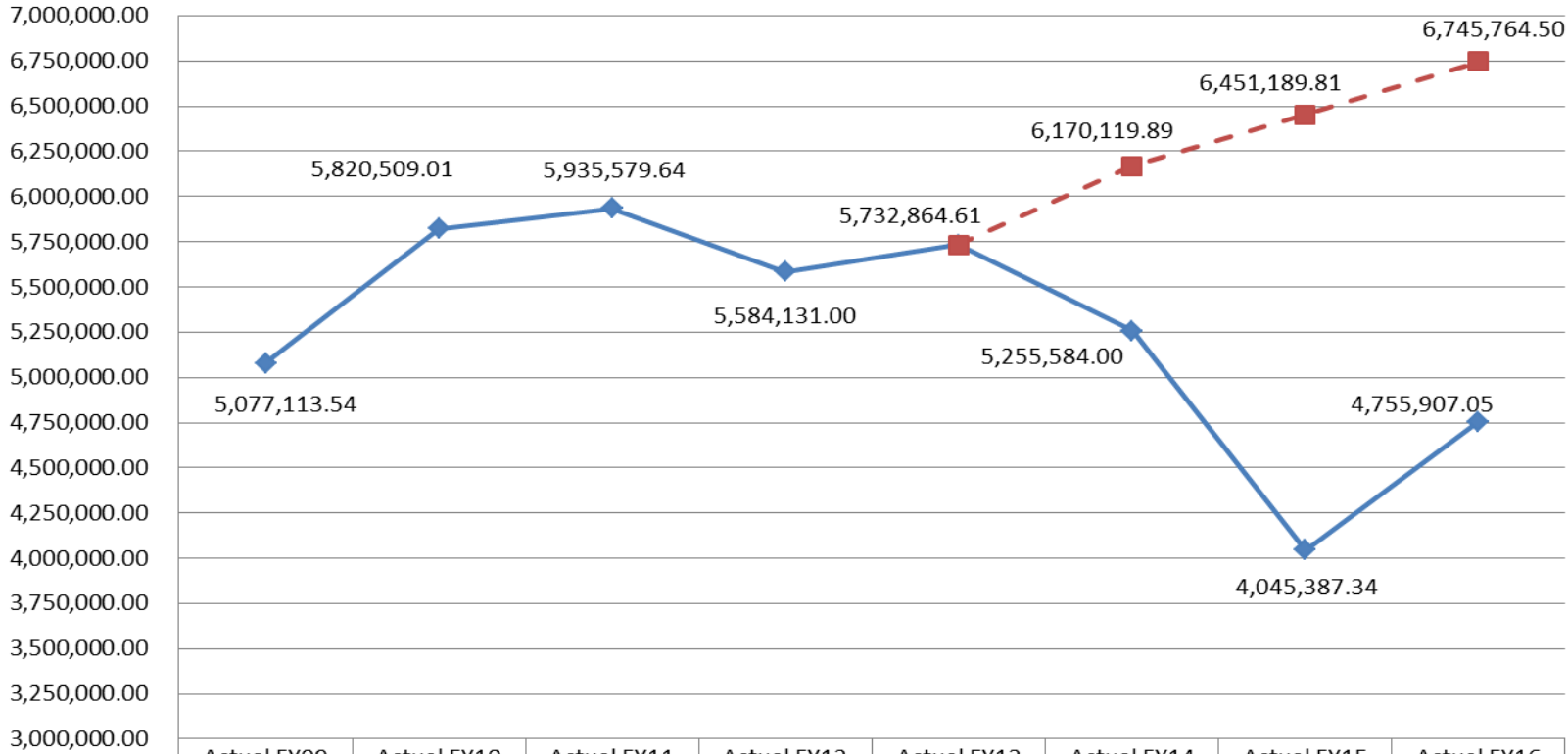
2016



Primary Disabilities By In-District vs. Out-of-District



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CURRENT OUT OF DISTRICT



Disability Type	2010	2016
Emotional	24 (20 High School)	9 (3 High School)
Autism	25	16
Specific Learning	17	6
	96	48



Comparison District: Per Pupil / Size / Demographics*



■ Cambridge

Brookline

6,700 students

7660

\$27,163 per pupil

\$17,291

1464 SWD

1600

164 students OOD

42 students

\$ 14 million OOD Tuition

\$ 4.7 million

+ Schools That Wrap



- Child-Parent-Teacher-Centric Approach
- Relational
- Braiding of Regular Education and Special Education Expertise, Resources and Supports
- Non-Silo
- Non-Categorical

+ Schools that Wrap



- All means All
- Multi-Tier, Multi-Domain System of Support and Care
- Educational Equity
- Investment in developing a strong ecosystem of community partners to serve in partnerships with schools

+ Schools that Wrap



- Multi-Domain: Organization of Academic and Non-Academic Supports: Health, Social, Recreational
- Family and Community Engagement
- Robust Curriculum
- Real Life Curriculum
- Expanded Learning Opportunities

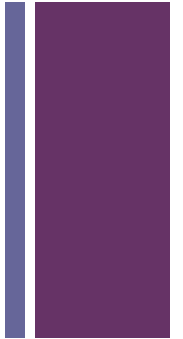


SPECIAL EDUCATION INNOVATION AND RESEARCH LAB



SPIRAL

- SCHOOL-HOUSE WRAP
- Every Day Counts! A Multi-Tiered, Multi-System Approach to Address School Attendance, School Engagement, School Achievement and School Drop-Out
- Pathways to Graduation P2G
- Red Flag Guide
- Sensory Team





**PUBLIC SCHOOLS OF BROOKLINE
OFFICE OF STUDENT SERVICES**

The disAbility Alliance

a consortium of community builders
to ensure that people with disabilities have full access, and are
meaningfully engaged in all aspects of our community

Voices and Narratives of Ability

Loretta Claiborne

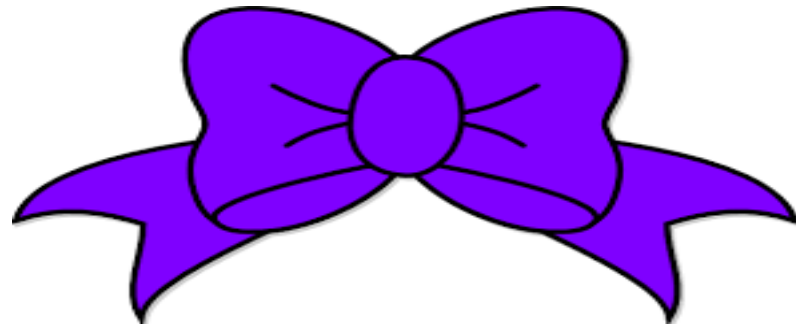
Please Join Us to be Inspired!
Born with sight and intellectual challenges, Loretta's story is one of Courage and
Transformation!

APRIL 13, 2016: 10:00 am!
Brookline Town Hall: Selectman's Room 6th Floor!!!



+ Every Child Needs a Champion





QUESTIONS AND COMMENTS

THANK YOU

Contact info: karenshmukler@gmail.com

