

Location of Services

Questions	Answers
<p>Will there be an Autism program coming to Northeast Middle School? It was brought up as a possibility a couple of years ago, but nothing has been said as of late about an ASD program coming to Northeast Middle School.</p>	<p>Through inclusive practices, we are working to increase the capacity of all schools to serve students with ASD. There will be a citywide autism program at Northeast Middle School, starting School Year 2016-17.</p>
<p>In several forums, including the presentation on 10/06/2015 one or more of the special education directors has stated a version of the following statement, "There is an over referral to special education, because the regular education teachers are not differentiating and meeting the needs of all students in their classrooms". What specific data and evidence do you have to support this statement?</p>	<p>Minneapolis Public Schools currently provides special education services to 18% of students, approximately 1 out of 5 students. This is a higher rate than other districts across MN and throughout the nation. The Minnesota Department of Education has set a statewide target for 12%.</p>
<p>My child is in a community school and academics are fine. What are the plans to improve classroom settings to decrease anxiety, sensory overload, etc. for children with ASD?</p>	<p>Individualized strategies for a child with ASD can be outlined through a 504 plan or IEP. However, we are seeing progress in our general education classrooms in regards to addressing sensory (both sensory overload and underload) and students' availability for learning. Some of the strategies employed include the following:</p> <ul style="list-style-type: none"> • Establishing break areas or quiet zones where students can go to calm themselves and regulate emotion/behavior. These areas are quiet spaces where there may be a soft chair, blanket, books, fidgets, headphones and other supports/resources for students to help de-stress and calm themselves so they can resume learning. • Using Brain breaks, Go Noodle, and Me Moves in classrooms as a way for all students to have calming and movement breaks • Social workers and occupational therapists are working collaboratively with teachers on mindfulness strategies, using breathing balls to calm, and to helping teachers establish a "testing plan" so that students know what pretesting strategies they can do to calm, increase focus, and be alert and ready for testing. • Participation in ENVOY training for classroom management, where they are learning how to reduce verbal responses and

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	<p>increase visual cues to facilitate learning. This is particularly helpful for students with attention issues or ASD.</p> <ul style="list-style-type: none">• Utilizing Response to Intervention strategies and accommodations to help students with both academic and social/emotional learning.• Collaborating with occupational therapists to help staff with creating sensory friendly classrooms – encouraging use of rugs to help absorb extraneous sounds, suggesting therabands on chairs to help provide structured movement so that students can be alert and focused, helping with the establishment of quiet areas, and encouraging quiet time after a highly sensory activity (like gym, recess, assemblies) where lights are dimmed, quiet music is playing, or use of headphones for a few minutes is encouraged.
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