

Presentation to the BOE on Special Education

Jack Jorgensen, Executive Director
Department of Educational Services

February 26, 2007



Presentation Content

- I. What** is Special Education (S.E.) and related services?
- II. Who** are the children receiving S.E. and related services in the MMSD?
- III. How** are children served in the MMSD who need S.E. and related services?
- IV. What** is the process for allocating staff resources?
- V. What** are the costs and values associated with these services?

Section I

What is Special Education (S.E.) and Related Services?

What is Special Education?

The purpose of special education is to allow students with disabilities to attend and participate in school in order to obtain the knowledge and skills needed for academic achievement and successful life. Students with disabilities:

- **must be educated in the regular education classroom to the maximum extent appropriate**
- **will have the opportunity to be involved and progress in the general curriculum**
- **will attain a proficient level of academic achievement in the core subjects**

What are Related Services?

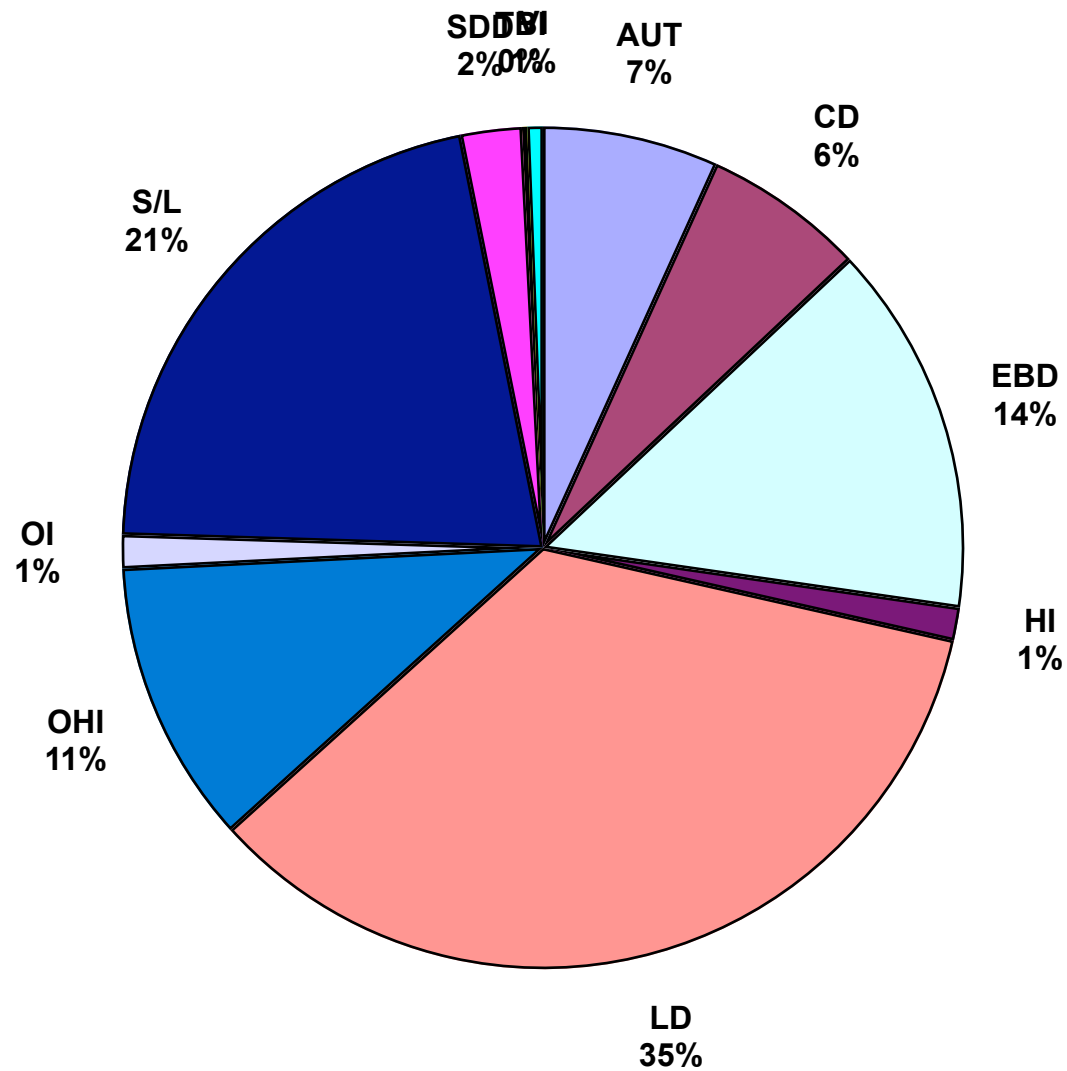
Transportation and such developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education. It must be educationally relevant, educationally purposeful, and educationally necessary. Related services includes:

- **Audiology**
- **Interpreter**
- **Psychological services**
- **Physical and occupational therapy**
- **Recreation including therapeutic recreation**
- **Counseling services including rehabilitation counseling**
- **Social work services in school**
- **Parent counseling and training**

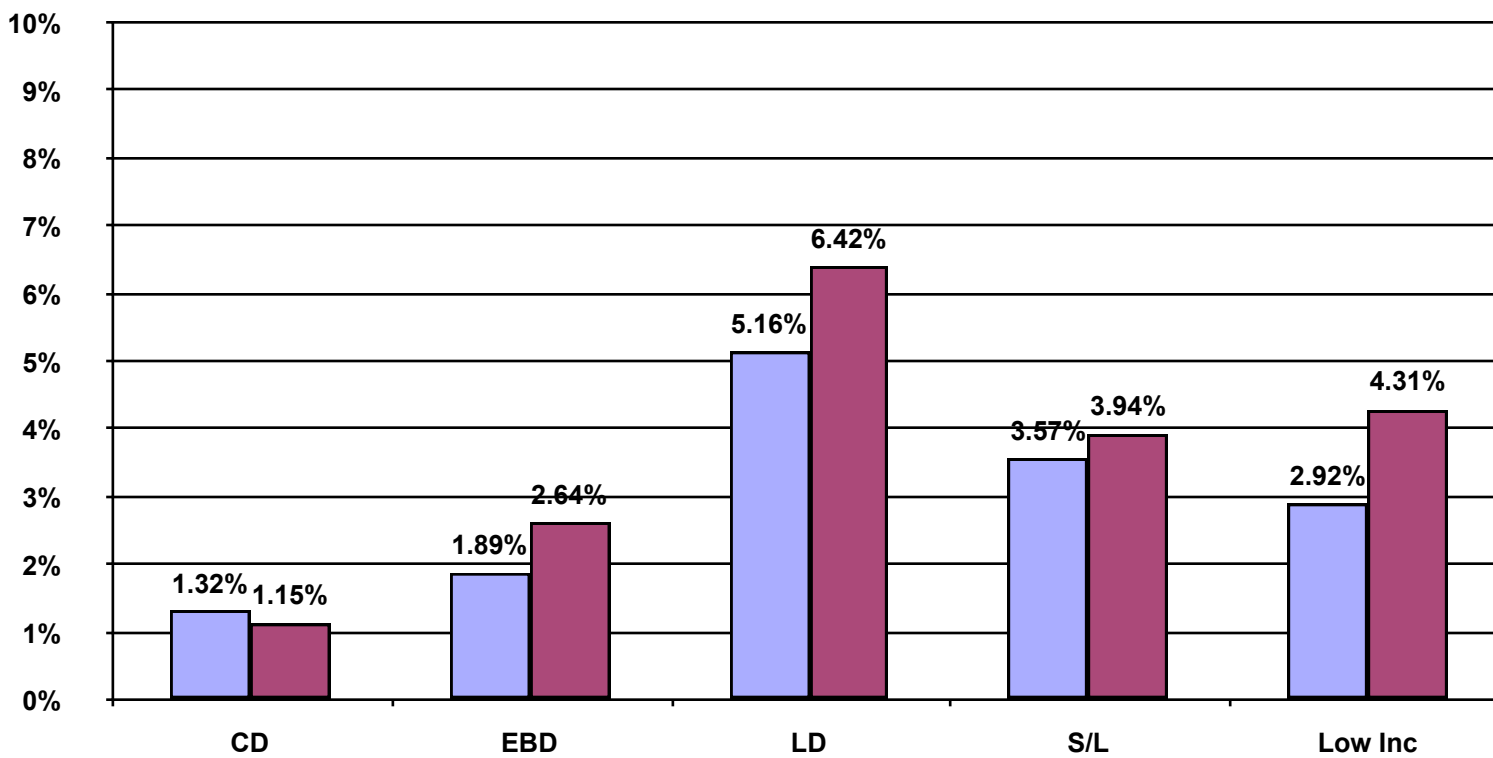
Section II

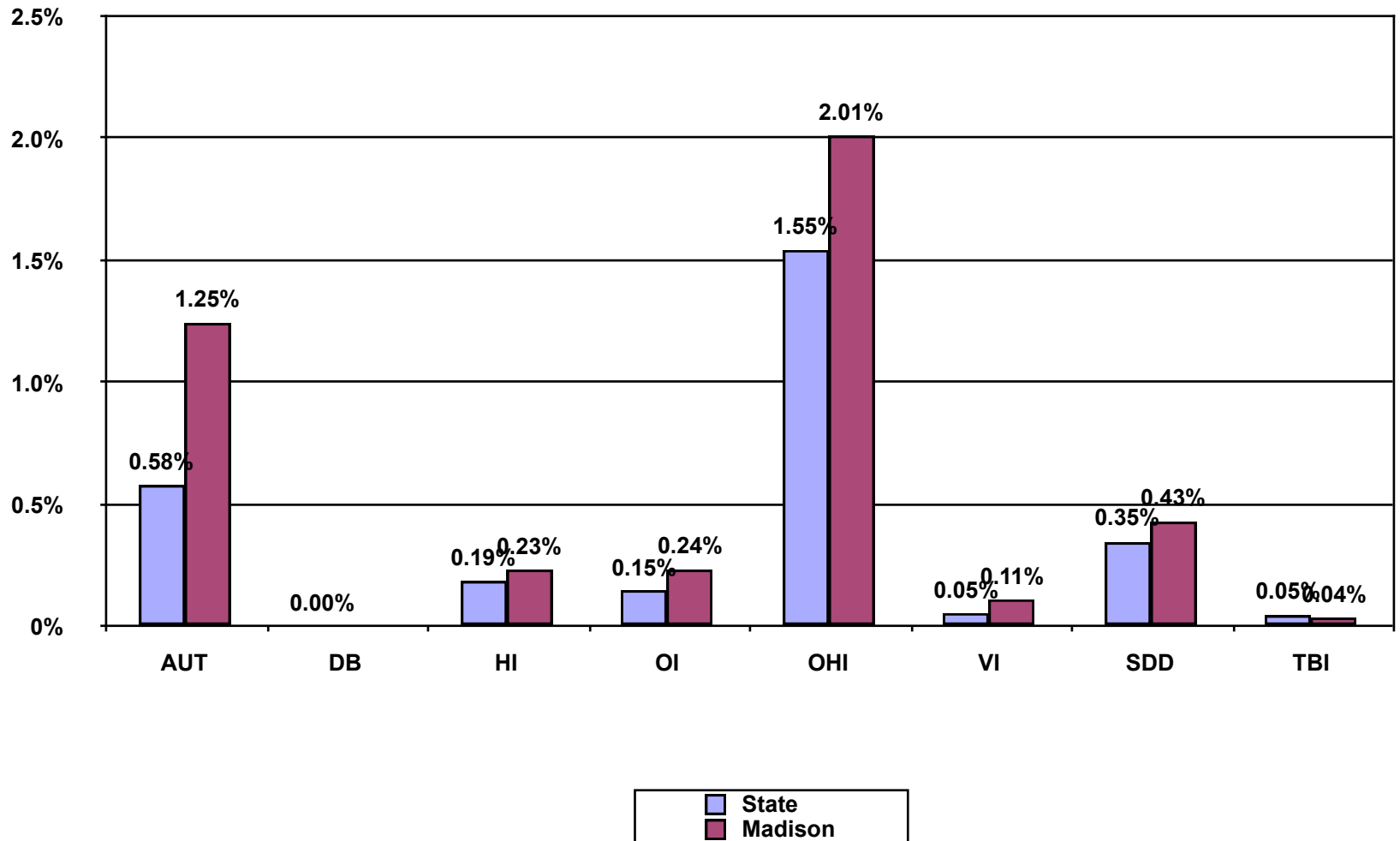
Who are the children receiving S.E. and related services in the MMSD?

- ☐ **Population by Primary Disability**
- ☐ **Low Incidence Population – Comparison to State Average**



S.E. Enrollment = 4,314





Value added: MMSD has received an average of 25% of all DPI High Cost/Low Incidence Student funds the past three years.

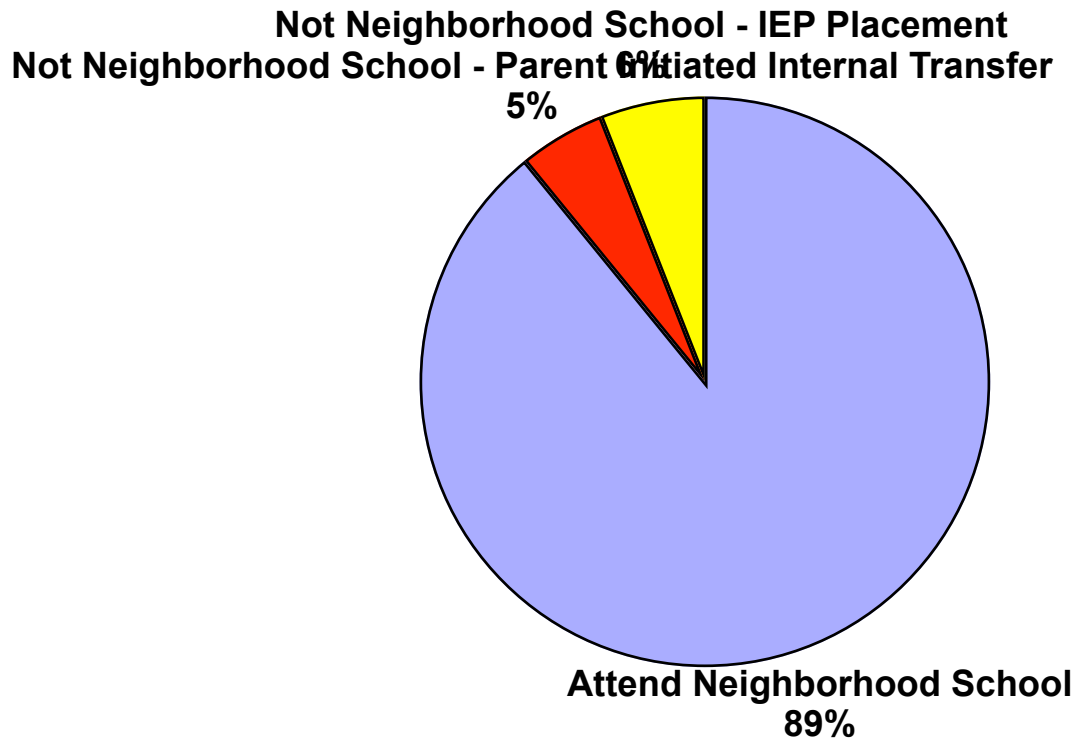
Section III

How are children served in the MMSD who need S.E. and related services?

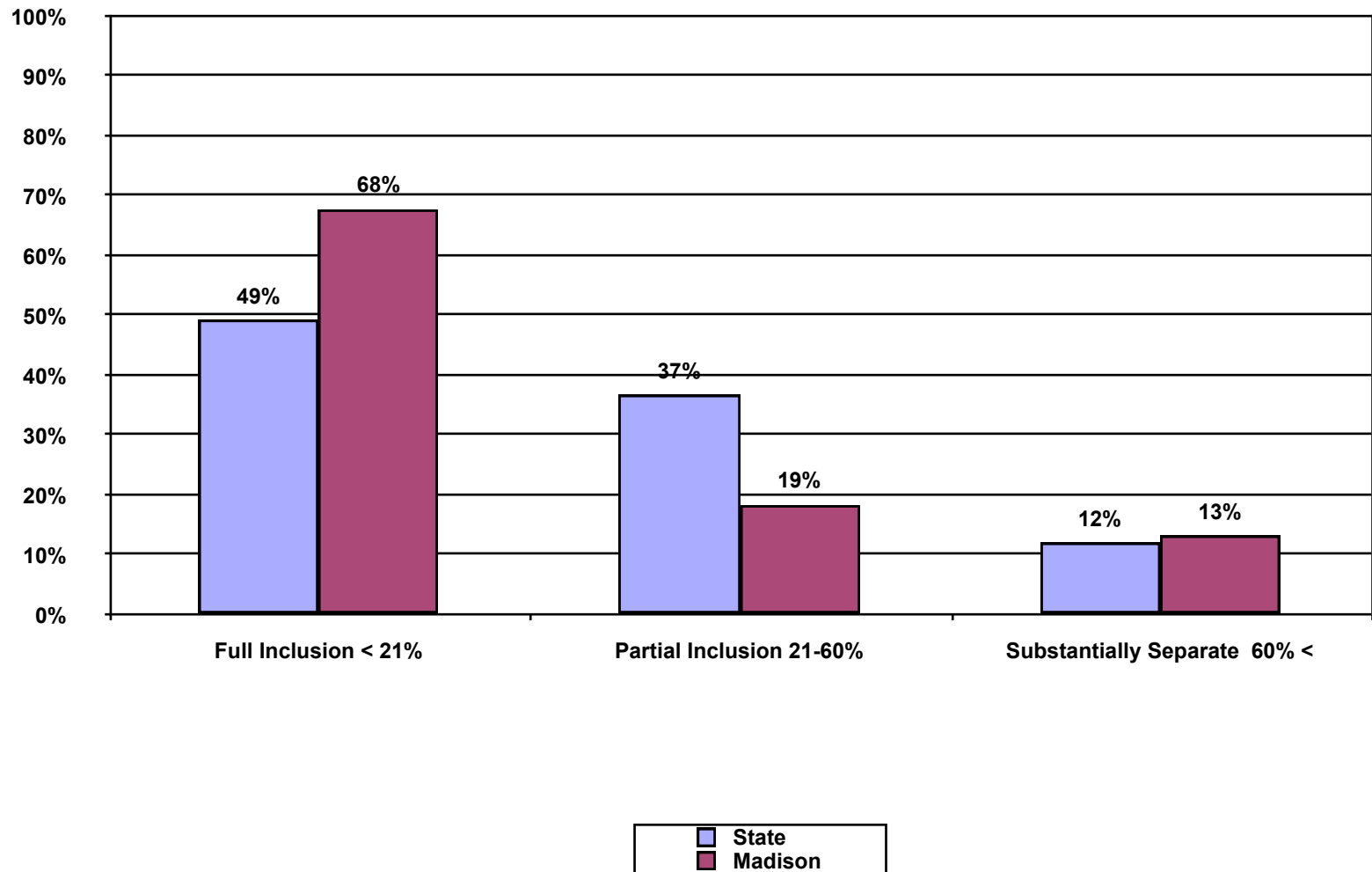
- ☐ **Cross-categorical**
- ☐ **Speech & Language**
- ☐ **District-wide Targeted Programs**
- ☐ **Central Office Services & Supports**

Percentage of MMSD K-12 Students Receiving Special Education Services within School Attendance Area

September 15, 2006



Value added: attending home school with siblings and neighborhood peers; higher parent participation.



***Value added:* access to general education with nondisabled peers at school of attendance costs more but it is better for kids!**

School-based Cross-categorical (CC) Services

- CC services provided at all schools – serves **approx. 3,700 students** with a wide range of disabilities
- CC teacher primary responsibilities include:
 - Individual, small group, and large group instruction (includes co-teaching) **70% avg. time spent directly with students**
 - Case management **5% avg. time**
 - IEP responsibilities **15% avg. time**
 - Coordination of services between general ed., special ed. and related services **5% avg. time**
 - Provide direction to SEAs **5% avg. time**

School-based Speech & Language Services

- Speech and/or language services available at all schools serving **approx. 2,500 students**
- S/L clinician's primary responsibilities include:
 - Individual and small group therapy to students
 - Instruction across settings including the general ed. classroom
 - Consultation to special education, related services and general education staff (one week a month is set aside for this)
 - IEP responsibilities

District-wide Programs Serving Targeted Student groups

- **Early Childhood** (serving ages 3-5) – **avg. 15 students per teacher**
- **Phonology program** (located at Muir) – **avg. 35 students per teacher**
- **NEON** (alternative program for middle school-age EBD students located at Hoyt) – **avg. 12 students per teacher**
- **LEAP** (alternative program for elementary-age EBD students located at Marquette) – **avg. 7 students per teacher**
- **Deaf/Hard of Hearing** (ages 3-21) – also serve non-resident tuition paying students – **79 students total**
- **Blind/Visually Impaired** (ages 3-21) – also serve non-resident tuition paying students – **64 students total**

Central Office Services and Supports PBST

- **Positive Behavior Support Team** (located out of Hoyt) – support to students grades Pre-K through high school who exhibit a pattern of chronic aggressive behavior. The teams typically serve an **avg. of 80 students per year**
 - Teachers (3.0)
 - Student Services (3.0)

(see attachment with full description of PBST)

Central Office Services and Supports TA/PD

- **Program Support – Technical Assistance & Professional Development (TA/PD)**
 - **IDEA training and support – 678 teachers and 72 principals/assis't. principals trained this year on IDEA '04**
 - **New teacher training – avg. 55 new staff per year**
 - ***Request for Support* initiated by school staff – avg. 180 requests per year**
 - **Technical assistance & training on classroom best practices and procedures – 176 training, presentations, courses**
 - **Collaborate with other departments and divisions on major district initiatives – on-line learning, district assessments, etc. (see attachment for more detailed information on TA/PD activities for 2006-07)**

TA/PD Program Support *continued...*

□ Program Support Staff:

- TA/PD (5.5 teachers)
- Autism (3.0 teachers)
- Early Childhood (1.0)
- Blind/Vision Impaired (.50)
- Deaf/Hard of Hearing (.50)
- Assistive Technology (.50)
- Speech/language (.50)
- O.T/P.T (.50)
- Manifestation Determination (.50)

Central Office Services and Supports CCIES

- **Program Support – Centrally Coordinated IEP Evaluation System (CCIES)**
 - **Complete initial evaluations on pre-k (3-5), K-12, and private/parochial students suspected of having a disability and need for special education – 670 evaluations completed in 2005-06**
 - **Serve as primary spec. ed. evaluator, IEP chairperson and LEA representative**
 - **Limited follow up consultation with staff**
 - **Assist with transfer student reevaluations (new for 2006-07)**



CCIES Program Support *continued...*

- **CCIES Program Support Staff:**
 - **CC PST (9.50)**
 - **S/L PST (5.0)**
 - **Bilingual Psychologist (1.0)**

IV

What is the process for allocating staff resources?

- ☐ Allocation formula for cross-categorical
- ☐ School example
- ☐ Other formulas outlined on attachment



Cross-categorical Teacher

1.0 Base Teacher and corresponding SEA hours based on ratios:

Elementary – 10.5

Middle – 12.5

High School – 15.5

Student count includes: pointed forward students, transfer students, CCIS through eligibility, percentage of CCIS not through eligibility, S/L only served by CC.

Adjust in September and January (2 students over ratio).



Cross-categorical SEA

- **Base**
 - **Elementary – 34.00 hours**
 - **Middle – 30.00 hours**
 - **High – 26.00 hours**

- **Supplemental**
 - **Based on student factors related to disability and need for adult assistance**

- **Targeted**
 - **Medically Fragile SEA/Special Needs Nurse**
 - **Assigned by Health Services Coordinator based on individual student health/medical need**

Example

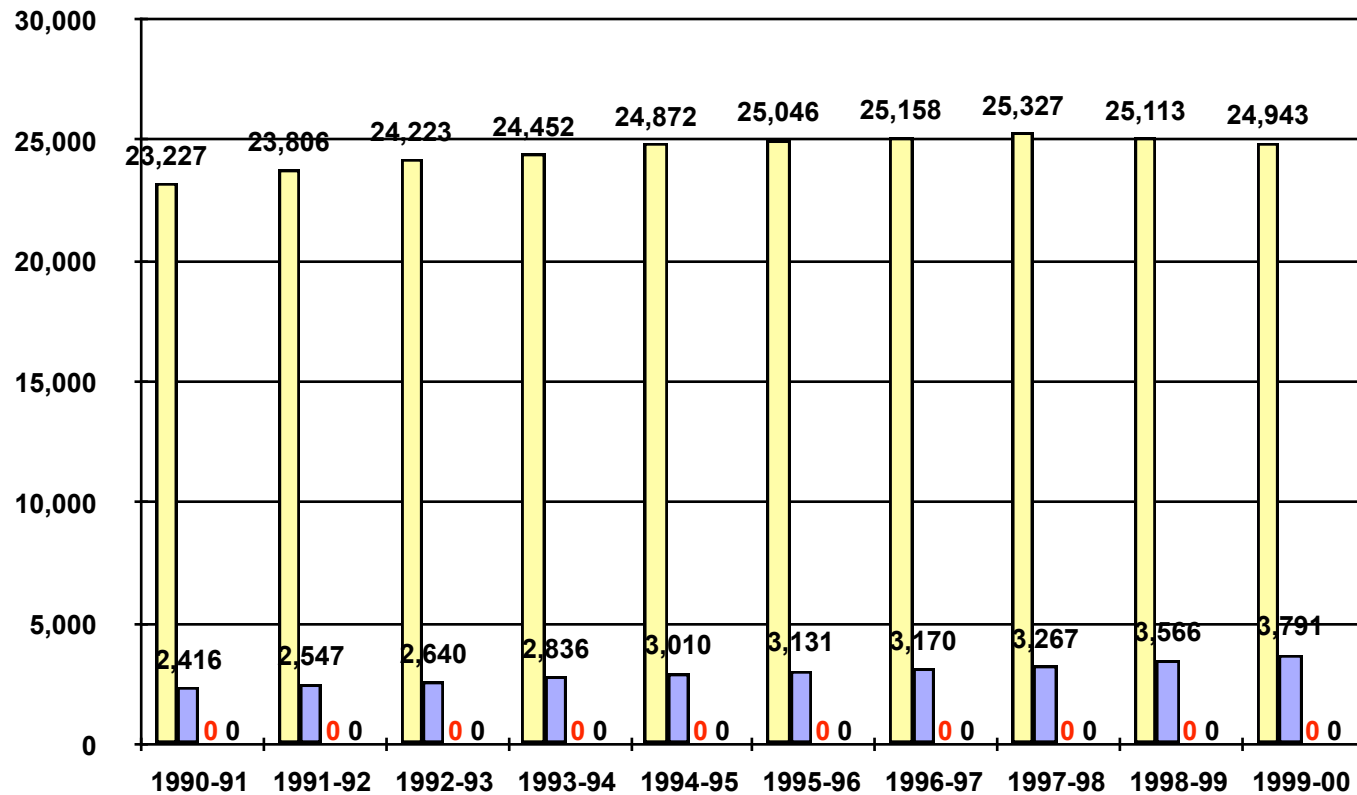
School	Transfers	CCIES Through Eligibility	CCIES-Initial	Placement Rate	CCIES-Counted	CCIES-Counted	Total Added to Snapshot	Current Spec Ed Enroll	Total SUDA	Recomm Alloc	Recomm Alloc Rounded	Current Alloc	Recomm Change	Seat Capacity	Seats Available	Seat Capacity +2	Seats Available
Elementary	1	1	3	0.66	1.98	2	4	50	54	5.14	5.50	6.00	-0.50	63	9	75	21

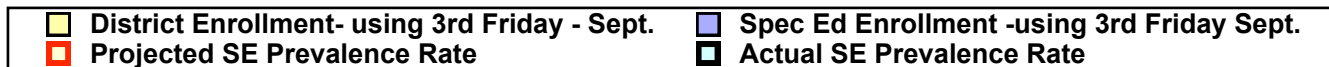
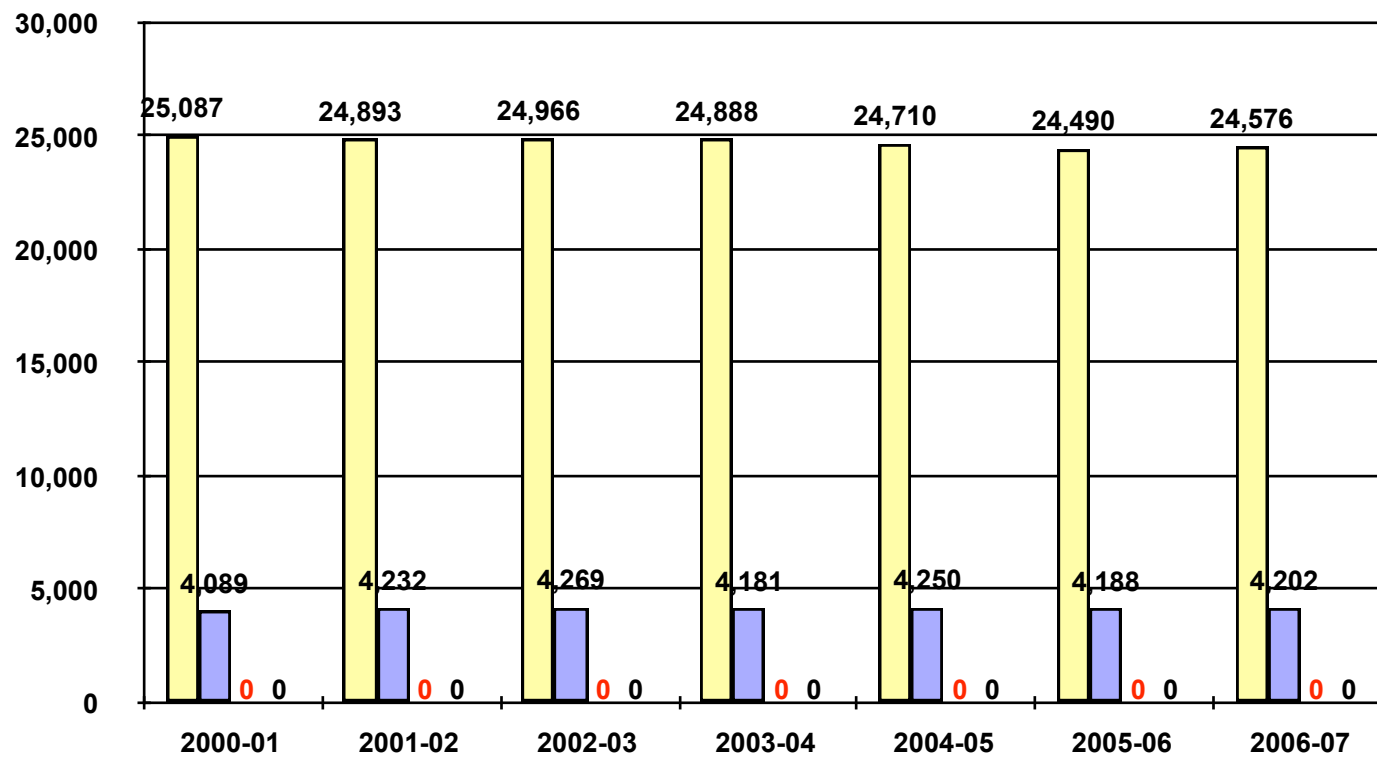
V

**What are the costs and values
associated with these services?**

Total Budget and Students Served

	1996-97	2000-01	2006-07
Student Enrollment	3,170	4,089	4,202
Operating Budget	\$ 28,940,183	\$ 45,788,600	\$ 60,631,700
Categorical Aid Rate	40.23%	35.79%	28.00%
Approximate Categorical Aid	\$ 11,642,636	\$ 16,387,740	\$ 16,976,876
Entitlement Funds	\$ 1,094,936	\$ 2,551,552	\$ 5,093,674
Discretionary Funds	\$ 29,660	\$ -	\$ 58,500





Cost Savings & Value Added

□ CCIES – PSTs

- **Cost savings associated with CCIES – *value added*:** cost savings of \$9,669,291 for 2006-07
- **IEP procedural compliance with IDEA – *value added*:** few complaints and hearings (the ratio of students to complaints and hearings for MMSD is lower than the State)
- **Decrease in disproportionality of minority students in special education – *value added*:** received national recognition in 2007 for work in curtailing disproportionality; compliant with DPI plan of improvement

Cost Savings & Value Added

continued...

□ TA/PD PSTs

- **New and returning staff are trained in IDEA policies – *value added:*** highly competent, knowledgeable teachers – reduced risk of procedural errors
- **Response to Request for Support – *value added:*** staff receive assistance with highly complex student cases
- **Courses and workshops – *value added:*** highly competent staff with necessary knowledge and skills to address diverse needs of students

Cost Savings and Value Added

continued...

□ PBST

- **Stabilize aggressive behaviors** – *value added*: minimize risk of injury to self and others; reduce likelihood that MTI will intervene (e.g., restraining order)
- **Coordinate services with family and community agency providers** – *value added*: establishes a coordinated approach to supporting student needs across home, school and community
- **Student success** – *value added*: decrease in aggressive behavior and reengagement in academic program

Summary

- ❑ **CCIES is a smart investment in addressing MMSD's special education prevalence rate, disproportionality and IDEA compliance = less \$\$\$**
- ❑ **TA/PD provides high quality training and technical support to staff resulting in IDEA procedural compliance and improved services to students**
- ❑ **PBST allows students who are at greatest risk of failure due to chronic aggressive behaviors to be successful in school and the community**