Special Education 2016-2017
"A Service, Not a Place"

Linda Mithaug, Director of Pupil Services
January 13, 2016

"The purpose of Special Education is to provide high quality, safe educational programs that support students with special needs to reach their full academic and social-emotional potential in preparation for life, college and career to the maximum extent possible in the general education environment."

Agenda

- Analysis of Special Education Costs

- Special Education Cost Efficiencies

- Focus Areas of 2016-17

Effort 1: Building In District Programs

Effort 2: Collaboration with General Education

Effort 3: Universal Design for Learning

Analysis of Special Education Costs- 2011-2015

	2011-12	2012-13	2013-14	2014-15	Proj-2015-16
Out of District					
Tuition	4,336,069	4,799,446	4,730,032	4,877,600	4,918,962
Transportation	1,286,432	1,519,688	1,482,120	1,538,857	1,200,276
Legal Judgments	376,117	629,547	758,007	1,168,417	1,000,000
In District					
Teachers/ Paras	13,145,568	13,905,571	14,291,488	15,252,887	15,299,143
CST/Secretaries/Svc	3,699,611	3,959,064	4,216,347	4,431,585	4,456,850
Speech/OT/PT	1,929,039	2,219,614	2,267,240	2,744,742	2,807,843
Transportation	564,243	567,384	579,425	566,434	640,766
Federal/State Aid					
Spec Ed Cat Aid	(3,916,173)	(4,154,588)	(4,171,264)	(4,171,264)	(4,171,264)

Changes in Special Education Budget from 2011-2015

Out of District	
Tuition (Costs increase ~ 10%/yr)	+582,893
Transportation	(86,156)
Judgments (Settlements)	+623,883
In District	
Teachers/Paras	+2,153,575
CST/Secretaries/Professional Svcs	+757,239
Speech/OT/PT	+878,804
Transportation	+76,523
Federal/State Aid	
Special Ed Categorical Aid	+255,091
Ex Aid	(734,805)
Net Cost of Special Education	+4,466,475

Out of District Tuition Rates Over 5 Years

2011-2012   90 Out of District Students= $4,336,069

2012-2013   90 Out of District Students = $4,769,069

2013-2014   90 Out of District Students = $5,245,975

2014-2015   90 Out of District Students = $5,770,572

2015-2016   90 Out of District Students = $6,347,629

Staffing Changes:

- 2010-2011 Budget Cut 4.O FTE's- Child Study Team Positions

- 2012- Hired Behaviorist and Psychologist for MAP classes; Added another Out of District Case Manager to Return Students to District (32 students total since 2012)

- 2012- Hired Special Ed Teacher for MAP-Renaissance; Added additional Special Ed Teacher-MAP Bullock

- 2014- Created Teacher on Special Assignment- UDL Coach

- Increased paraprofessional staff by 20 FTE's-to support students in district

Overview of Increased Special Education Costs

Federal/State Aid:

❏ Special Education Categorical Aid increased by $255,091 since 2011

❏ Extraordinary Aid decreased by $734,805 since 2011

State has placed increased burden on school district to pay for Extraordinary Services:

◆ Related Services (Speech/OT/PT)

◆ Paraprofessional Support

◆ Nursing Services

Overview of Increased Special Education Costs

Judgments (Settlement Costs):

❑Increase in Unilateral Placements by Parents in Out of State Residential and In State Private Schools

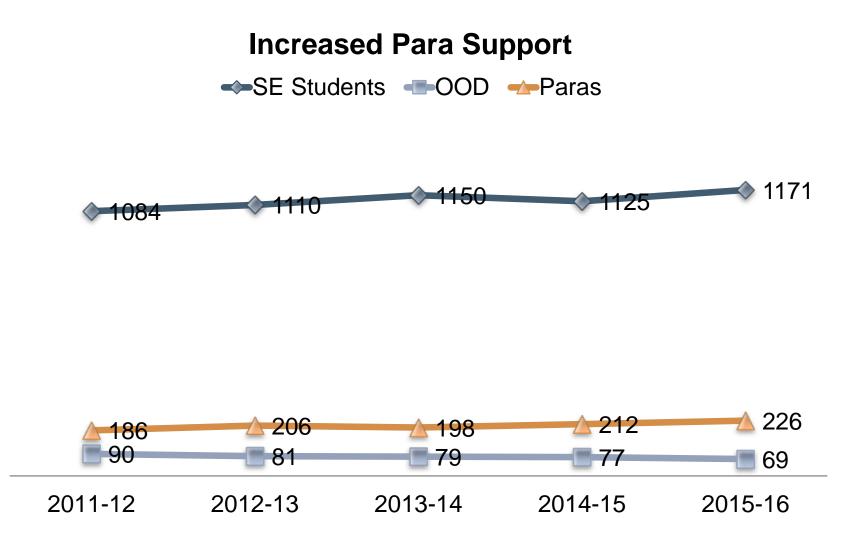❑Decrease in the Number of Out of District Students- (90 students in 2011; 69 students in 2016)

❑2015- Increased due process and mediation cases to reduce settlement costs

Reasons for Unilateral Placements/Judgments

◆ Parents sought out of state residential placements
(Arizona, Connecticut, Hawaii, Idaho, Massachusetts, South Carolina)

◆ Parents were seeking small classrooms (5 students) with 1:1 instruction for Emotionally Fragile and LD students

◆ Parents preferred intensive ABA programs with no opportunities for inclusion

◆ Parents did not feel district was supporting students with Dyslexia effectively

◆ Parents rejected in district special programs (i.e. MAP, ABA or SC classrooms)

Students Returned To District

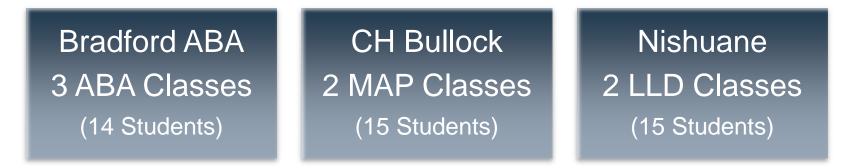| School Year	Students Returned to District
2011-2012 • Students returned to CBI Program at age 19	3
2012-2013 • Hired Inclusion Facilitator to identify Out of District Students who could return • Added additional MAP class • Increased ESS Support	15
2013-2014 • Students returned to MHS with ESS	4
2014-2015 • Students returned to MHS with ESS	7
2015-2016 (Projected) • Students returned to Mt. Hebron or MHS with ESS Support	3
Total	**32**

Increased Para Support

SE Students   OOD   Paras

	2011-12	2012-13	2013-14	2014-15	2015-16
SE Students	1084	1110	1150	1125	1171
Paras	186	206	198	212	226
OOD	90	81	79	77	69

2016-2017 Cost Efficiencies

- Hired 2 district Occupational Therapists; 1 Physical Therapist to reduce costs of outsourcing created by scheduling inefficiencies. Projected Savings ($50,000-$75,000).

- Increase placement of students in Essex County public school SE programs (Glenridge, West Essex, Bloomfield, Caldwell) at lower tuition rates. Look for program collaboration opportunities.

- Hire Behavioral Consultant with expertise in training and fading of paraprofessionals

- Evaluate ABA Program and services for students with Autism. Look at Morristown's CABAS model (Comprehensive Application of Applied Behavior Analysis in Schools- Teacher's College-Columbia)

- Add additional MAP class for K-2 students

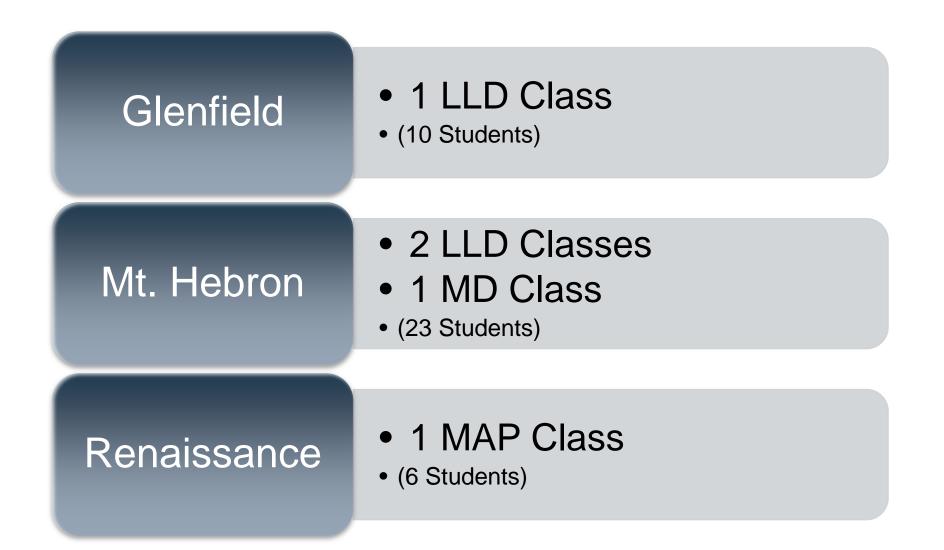- Consider MAP class for MHS for 2017-2018

Breakdown of Number of Students with IEP's and 504's by School

School	IEP's	504's
Pre-K	53	0
Bradford	76	12
CH Bullock	93	15
Edgemont	27	5
Hillside	88	8
Nishuane	50	4
Northeast	52	6
Watchung	58	14
Glenfield	109	27
Mt. Hebron	137	26
Renaissance	58	21
MHS	370	168
Total	**1171**	**387**

Montclair Special Education Programs- Elementary

Bradford ABA
3 ABA Classes
(14 Students)

CH Bullock
2 MAP Classes
(15 Students)

Nishuane
2 LLD Classes
(15 Students)

Northeast
2 LLD Classes
(11 Students)

Watchung
1 LLD Class
(12 Students)

Glenfield

- 1 LLD Class
  - (10 Students)

Mt. Hebron

- 2 LLD Classes
- 1 MD Class
  - (23 Students)

Renaissance

- 1 MAP Class
  - (6 Students)

ABA Program

(3 Students)

2 MD Classes

(19 Students)

MHS

Work Study

(40 Students)

Transitions/CBI

(12 Students)

Focus Areas for 2016-2017

Effort 1: Building In-District Programs

❑ Add additional K-2 MAP class in 2016-17; K-3 MAP class in 2017-18.

❑ Add Intensive Learning Program at MHS- for students with SLD

❑ Review ABA Program and Supports for Students with Autism in General Education (125 Students)

❑ Review Schedules & Curriculum of SC Classes in K-12 to increase time for students in LRE

❑ Create District Positive Behavior Support Model

Focus Areas for 2016-2017

Effort 2: Collaboration with General Education (Dept. of C&I)

❑ Add Dyslexia Screening Tool (PAR- Predictive Assessment of Reading)- recommended by International Dyslexia Association

❑ Provide Dyslexia Handbook to Teachers and Parents-describes screening, evaluation and remediation process

❑ Increase Training for Teachers with Supplementary Reading Programs (LLI- Leveled Literacy Intervention); Lindamood-Bell; and Wilson.

❑ Staff &Parent Training- Screening of film, "*The Big Picture- Rethinking Dyslexia";* NJ DOE Dyslexia Webinar

❑ Coordination of I&RS/504 Process; Progress Monitoring; Positive Behavioral Supports to increase achievement and disproportionality

Parent & Family Feedback on IEP Process

Student's School: _____   Grade: _____

MONTCLAIR PUBLIC SCHOOLS
DEPARTMENT OF PUPIL SERVICES
22 Valley Road, Montclair, NJ 07042
lmithaug@montclair.k12.nj.us
Linda B. Mithaug, M.A., LDT-C
Director of Pupil Services

Dear Parent(s)/Guardian(s):

Thank you for your participation in your child's I.E.P. meeting. We believe this process should be a collaborative effort between parents and educators. Please check your rating of each question and provide your suggestions for improving the IEP process. Please return the completed survey to the Director of Pupil Services at 22 Valley Road. Thank you!

The IEP Meeting: As a participant in your child's IEP Meeting........	Highly Effective	Effective	Partially Effective	Ineffective	How can we improve our communication?
I received an invitation letter to attend my child's IEP meeting.					
I was asked to provide input and discuss my concerns as a member of the IEP team					
The IEP included statements about my child's strengths and personal interests.					
Were the legally required members of the IEP team present, with the exception of those members that I had agreed to excuse prior to the meeting?					
Did the meeting include a discussion of my child's program and goals and objectives?					
The meeting included a discussion about placement in the Least Restrictive Environment (LRE).					
The IEP program proposed for the next year is appropriate to support my child's strengths and needs.					

20

Results of IEP Survey 2014-2015

➢ IEP Surveys were mailed with each final IEP

➢ 174 responses (15% response rate)

➢ 139 out of 174 responses were effective or highly effective.

➢ 35 out of 174 responses were partially effective or ineffective.

Primary Parent Concerns- IEP Survey 2014-2015

1. Need for measurable G & O's- progress monitoring

2. More focus on discussion of LRE

3. Increased training for GE teachers & paras to support students with IEP's

4. Parents need more training on understanding their child's rights in IEP process

5. Parents want to feel that their concerns are being addressed as a member of the IEP team

UDL and Inclusive Education: Access for All
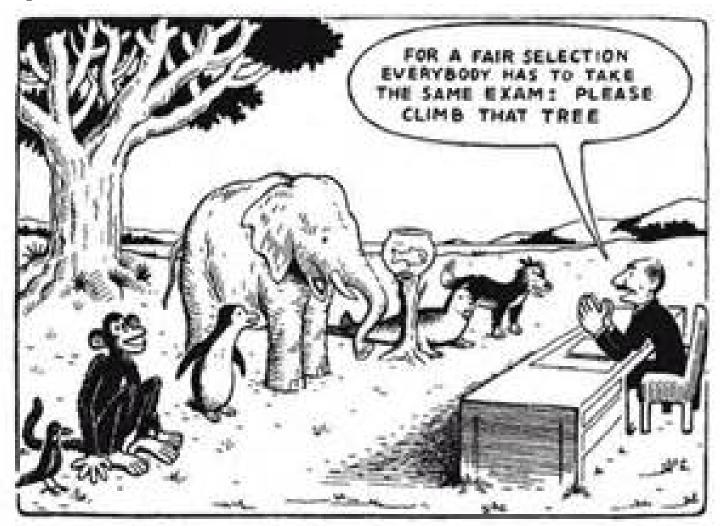

Cathay Macysyn

UDL Coach

Dept. of Pupil Services

What is Universal Design?

Universal design emerged from the earlier concepts of **barrier-free** and **assistive technology**. It addresses the **initial** creation of products, buildings, and environments to be usable by everyone rather than retro-fitting later to meet people's needs.

Universal design is being applied to the design of technology, services, products, environments, and instruction- Universal design for learning or UDL.

UDL acknowledges and demands preparedness for "Learner Variability"

25

UDL Guidelines

Affective Network	Recognition Network	Strategic Network
Why we learn	**What we learn**	**How we learn**
Evaluates patterns and assigns emotions; interest; importance; excitement; motivation	Senses, identifies, interprets patterns and assigns meaning; understanding	Plans, executes, and monitors actions & skills; organizing; expressing; solving
Multiple Means of Engagement	**Multiple Means of Representation**	**Multiple Means of Action & Expression**
•Provide options for: •self-regulation •sustaining effort and persistence •recruiting interest	Provide options for: •comprehension •language, mathematical expressions & symbols •perception	Provide options for: •executive functions •expression and communication •physical action

UDL Promotes Inclusive Practices
but some students may need additional support

Inclusive Education is when students with intellectual or other developmental disabilities have access to general education curriculum and learn alongside their same-aged peers without disabilities. Most or all of their time is spent with non-disabled students. Three points of access need to be addressed.

Social---Instructional---Materials

Inclusive Education:
More Than Academics

- Rightful **belonging** to the school community promoting healthy self-esteem.

- Routine exposure to intact **social skills** and typical **interactions with peers** critical for employment.

- Sophisticated conventional **language** necessary for communication.

- Experience with **typical pace** that can be generalized to regular environments

Technical Assistance

- Student observations, recommendations, follow-up reports, collaboration with specialists, attendance at meetings

- Development of:

  a. modified materials and sample modifications

  b. a library of 9th &10th Grade retold/adapted classics

  c. non-content materials

- Research on disabilities, strategies, resources

Technical Assistance

- Low tech solutions
- Collaborative Grant Writing
- Montclair Public Library
- Ableism Curriculum
- Best Buddies Initiative
- Coordination of the LRE Settlement Activities
- Transition of Middle School Students with high support needs to the High School, and 9th Grade Students with high support needs to the 10th Grade
- SEPAC Leadership Committee

Training

- Universal Design for Learning

- Inclusive Education

- Disability Laws and Special Education

- The Role of the Special Education Teacher

- Collaboration between General Education and Special Education Teachers

- Information and Strategies for Paraprofessionals

- iPad Apps (with Assistive Technology Specialist)

The 10-step approach to improving student outcomes and reducing special education costs

| Change the discussion | Assemble the right team | Pinpoint the opportunities |

Better for Students

1. A relentless focus on reading
2. General Ed-Special Ed Collaboration
3. Training & Fading Plan for Paraprofessionals
4. Create partnerships with other districts
5. Serve more students in district

Better Systems

6. IEP Direct Software Implementation
7. Progress Monitoring of Goals & Objectives
8. Create clear procedures for I&RS
9. Increased support for SE Teachers
10. Monitor and refine