

# An Overview of East Hampton Special Education Services 2013-2014



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# Mission

To provide all special education students with access to appropriate education, services to prepare our students to be responsible, contributing members of an ever-changing global society.



# The Individual with Disabilities Education Act

IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. The law has been revised many times over the years.

(<http://nichcy.org/laws/idea> Nov. 2012)



# SRBI

## Scientifically

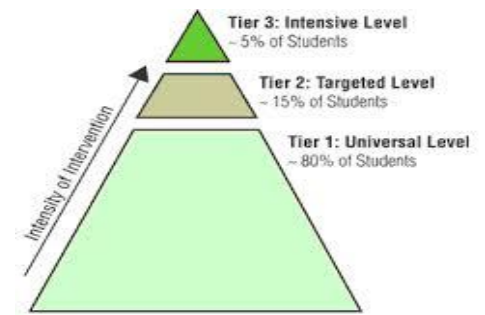
### Research-Based Interventions – Feb 2008

- Implementation of research- based interventions that facilitate success in the general education setting for a range of students.
- Interventions decrease special education Identification
- Interventions precede special education identification
- Interventions need to be specific and over time

(<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>)

# SRBI

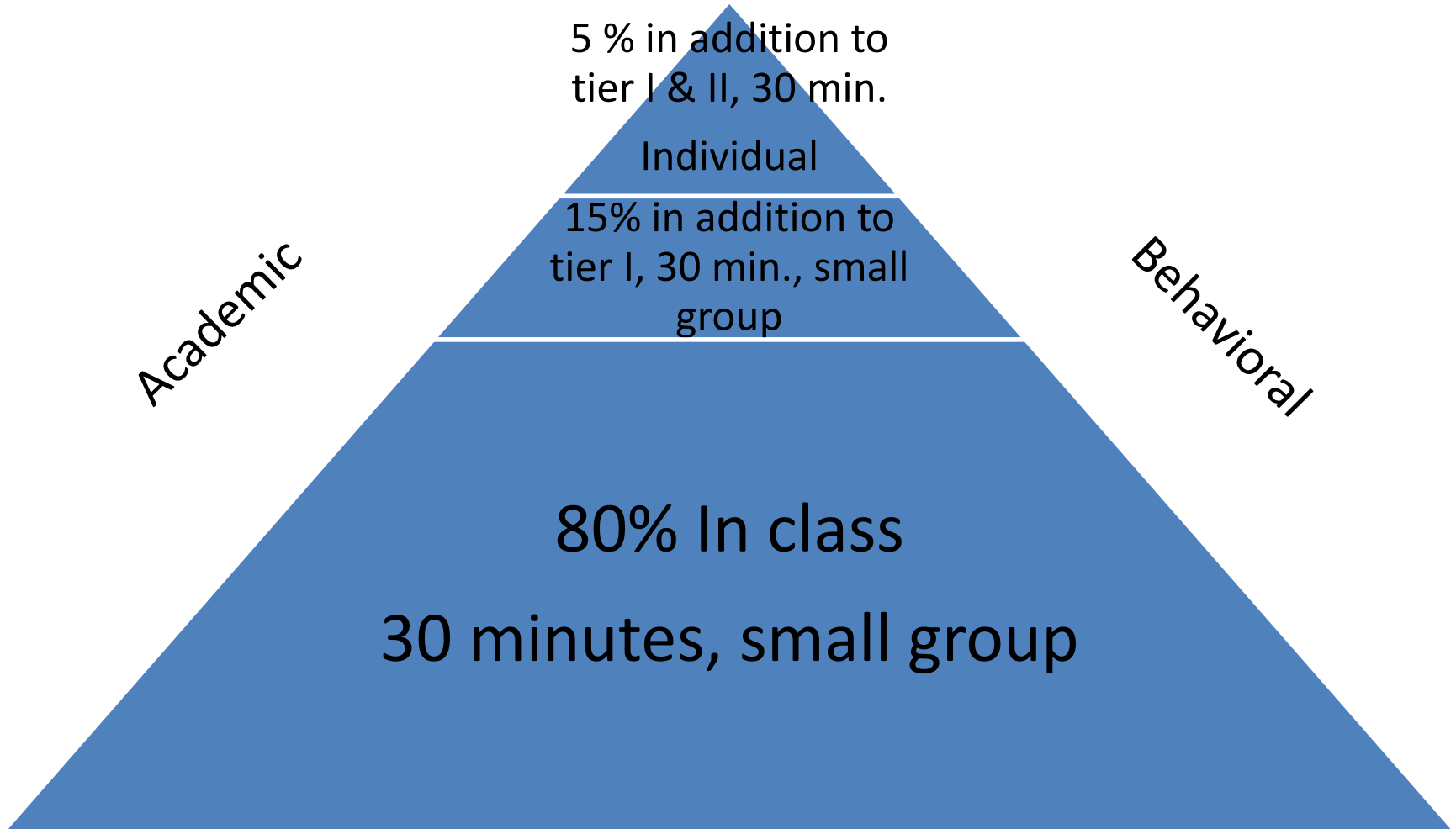
## Tier I, II & III



- **The key component to SRBI is that all children receive high quality curriculum and instruction in the general education classroom or program (Tier I).**
  - Teachers review student outcomes on Universal screens to determine students progress and need for additional support.
  - Review of progress monitoring toward learning goals determines if a child needs additional support.
- **Additional teaching strategies or methods that have been proven to be effective in helping children learn are used (Tier II).**
  - Small group, targeted instruction provided in or outside the classroom, in addition to tier I instruction. Progress monitoring is used to determine students rate of growth.
- **Individualized, targeted instruction, in addition to tier I and II(Tier III).**

(A Family Guide to SRBI, Connecticut's Framework to RTI, August 2008)

# SRBI Model



# PBIS

## Positive Behavioral Interventions and Supports



- PBIS is an implementation framework designed to enhance academic and social behavior outcomes for all students by fostering important supportive relationships between positive school- and classroom-wide culture and individual student success
- Emphasizes the use of data for informing decisions
- Uses progress monitoring
- Uses evidence-based behavioral practices
- Organizes resources and systems for fidelity of implementation.

(<http://www.pbis.org/school/default.aspx>)

# SRBI/PBIS

## Designing School-Wide Systems for Student Success

### Academic Systems

#### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

#### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### Universal Interventions

- All students
- Preventive, proactive

### Behavioral Systems

#### Intensive, Individual Interventions

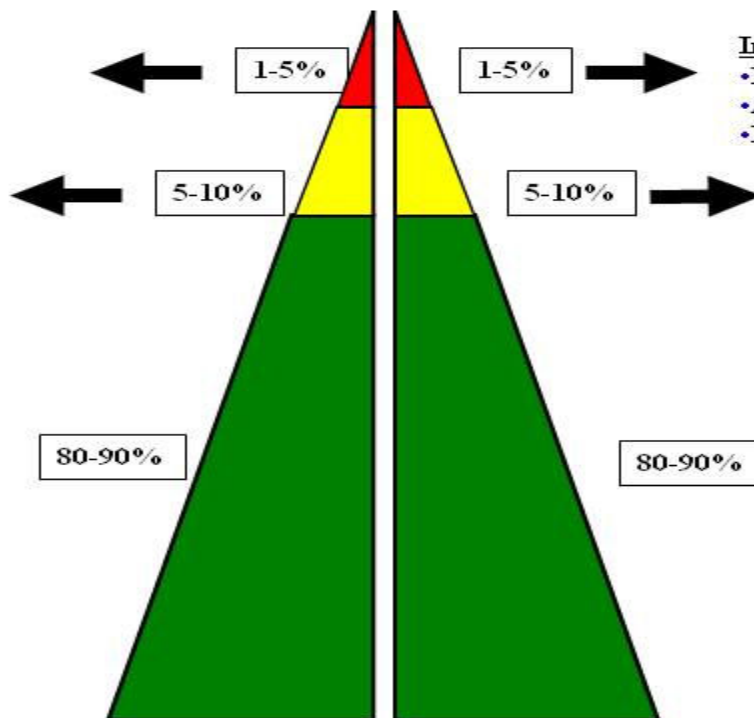
- Individual Students
- Assessment-based
- Intense, durable procedures

#### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

#### Universal Interventions

- All settings, all students
- Preventive, proactive





# Key Elements of SRBI and PBIS

- Core general education curriculums that **are comprehensive** in addressing a range of important competencies in each academic domain
- **Culturally relevant**
- A **school-wide or districtwide** comprehensive system of social-emotional learning and behavioral supports (PBIS)
- Fostering **student engagement/connectedness** to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety
- The use of **research-based**, effective instructional strategies
- **Differentiation of instruction** for all learners, including students performing above and below grade level expectations
- **Common assessments** of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
- **Early intervention**
- **Data driven decision making**

# 504 Education Plans



- Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.
- Examples of 504:
  - Attention Deficit Disorder
  - Emotional and mental illness
  - Specific learning disabilities
  - Insulin Diabetes
  - Asthma
- Versus Medical Plans
  - Surgery
  - Broken arm
  - Temporary medical need

# How are special education services determined and provided?

Students are determined eligible for Special Education services through the Planning and Placement Team (PPT)

Through this process an Individualized Education Plan (IEP) is developed to address area in need of services.

Student: _____	DOB: _____	District: _____	Meeting Date: _____
Last Name, First Name _____			
<b>PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE</b>			
Current Enrolled School: _____	Age: _____	Current Grade: _____	H.S. Credits: _____
Home School: <input type="checkbox"/> Yes <input type="checkbox"/> No Specify: _____	Race/Ethnicity: <input type="checkbox"/> Am. Ind. or Alaska Nat. <input type="checkbox"/> Asian / Pacif. Is. <input type="checkbox"/> Black or Af. Am. <input type="checkbox"/> White <input type="checkbox"/> Hispanic	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
School Next Year: Home School: <input type="checkbox"/> Yes <input type="checkbox"/> No	If your school district does not have its own high school, is the student attending his/her designated high school? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		
ID# _____	Case Manager: _____	Student Instructional Lang: <input type="checkbox"/> English <input type="checkbox"/> Other (specify) _____	Home Dominant Lang: <input type="checkbox"/> English <input type="checkbox"/> Other (specify) _____
Student Address: _____	Parent/Guardian (Name): _____	Student Home Phone: _____	Parent Home Phone: _____
Parent/Guardian (Address): <input type="checkbox"/> Same _____	Surrogate: _____	Parent Work Phone: _____	Misc. Phone: _____
(Name and Address): _____	Meet Review Eval. Date: _____	Next Reevaluation Date: _____	
Reason for Meeting: <input type="checkbox"/> Review Referral <input type="checkbox"/> Plan Evaluation <input type="checkbox"/> Review Quotient <input type="checkbox"/> Determine Eligibility <input type="checkbox"/> Develop IEP			
<input type="checkbox"/> Review or Revis. IEP <input type="checkbox"/> Conduct Annual Review <input type="checkbox"/> Transition Planning <input type="checkbox"/> Manifestation Determination <input type="checkbox"/> Other(specify) _____			
Primary Disability: <input type="checkbox"/> Autism <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Speech or Language Impaired <input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Deaf - Blindness <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> OHI - ADD/ADHD	<input type="checkbox"/> Developmental Delay (ages 3-5 only) <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Specific Learning Disabilities <input type="checkbox"/> Visual Impairment <input type="checkbox"/> To be determined	
The next projected PPT meeting date is: _____			
• Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) <input type="checkbox"/> Yes <input type="checkbox"/> No			
• Is this an amendment to a current IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No			
• If yes, what is the date of the IEP being amended? _____			
• Amendments attached <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Team Member Present (required)</b>			
Admin/Designee: _____	Spec. Educ. Teacher: _____	OT: _____	
Parent/Guardian: _____	School Psych: _____	PT: _____	
Surrogate Parent: _____	Social Work: _____	Agency: _____	
Student: _____	Speech/Lang: _____	Other: (specify) _____	
Student's Reg. Ed. Teacher: _____	Guidance: _____	Other: (specify) _____	
	Nurse: _____	Other: (specify) _____	



# Special Education Service Delivery

Services are provided for Pre-K through 21 years of age, as mandated by IDEA and determined in the IEP.

All our students are on a continuum of services beginning in the [Least Restrictive Environment \(LRE\)](#).

Services may increase in [time and duration](#) depending on [individual student needs](#), up to an including out placement if necessary.

# East Hampton

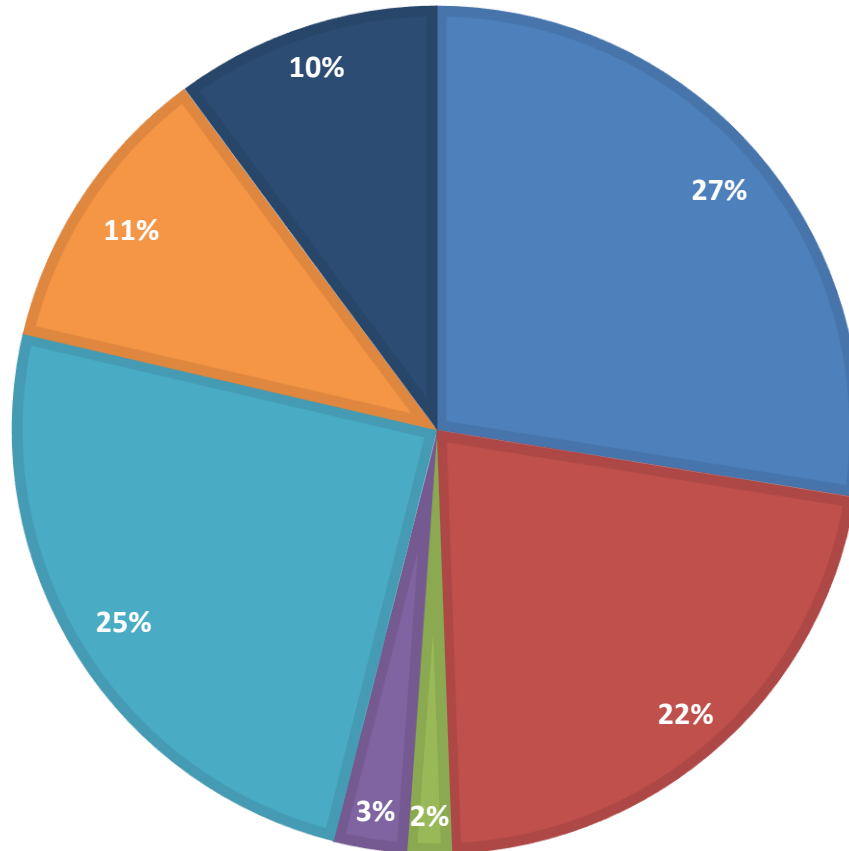
## Special Education Programs



- Birth to 3
- Pre K program
- Inclusion classrooms K-12
- Resource room
- Speech and Language services
- Occupational Therapy and Physical Therapy
- Social Work services
- Counseling
- BCBA – Behavior analyst/intervention
- Autism program
- Alternative High School - Learning Center
- Transition Academy - Services students 18-21 years of age who require services per the IEP.

# Who Do We Serve?

- Autism
- Learning Disability
- Intellectual Disability
- Emotional Disturbance
- Speech Impaired
- OHI/OHI-ADHD
- Other



# Enrollment History

School Year	District Population	Special Education Students (In-District) Oct. 1	Special Education Students (Out of District) Oct. 1 Including magnet and Voag	Percentage of Special Education Students
2009 – 2010	2,026	164	11	8.2
2010 – 2011	1965	146	11	7.4
2011 – 2012	1942	143	9	7.3
2012 - 2013	1894	159	9	8.4
2013 - 2014	1871	156	13	8.3
2013-2014 as of 2/1/14	1882	163	16	9

## Of All K-12 Students for Whom East Hampton is Financially Responsible, Number and Percentage with Disabilities (2011 – 2012 Strategic School Profile)

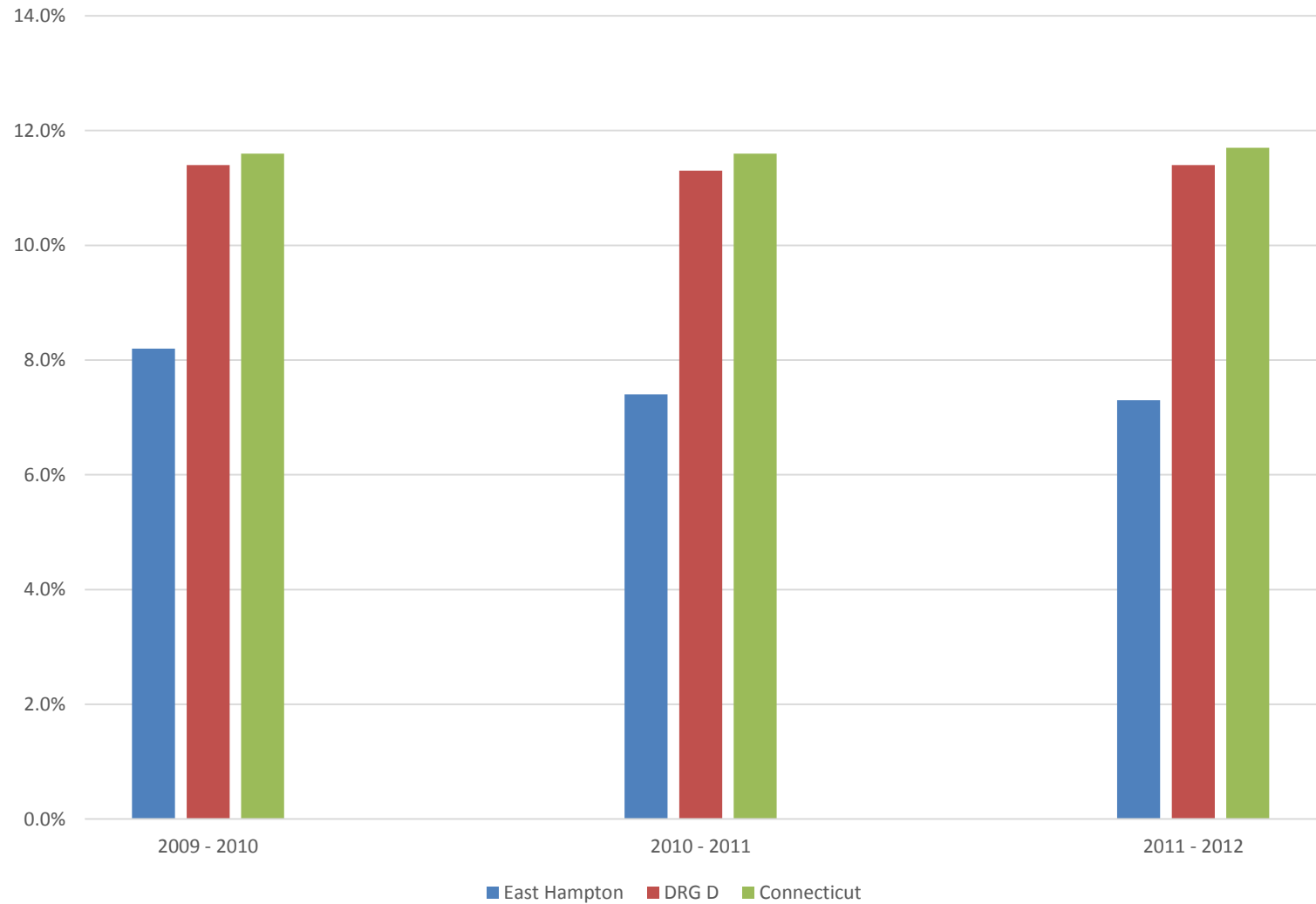
Disability	Count	District Percent	DRG Percent	State Percent
Autism	27	1.4	1.3	1.2
Learning Disability	39	2.0	3.5	3.9
Intellectual Disability	6	0.3	0.4	0.4
Emotional Disturbance	5	0.3	0.9	1.0
Speech Impairment	35	1.8	2.2	2.1
Other Health Impairment*	26	1.3	2.3	2.2
Other Disabilities **	5	0.3	0.9	1.0
<b>TOTAL</b>	<b>143</b>	<b>7.3</b>	<b>11.4</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay



## % Students Enrolled in Special Education



# Who are we?

## Certified

- 27 Special Education Teachers
- 4 psychologists
- 3 school social workers
- 4.4 speech pathologist

## Contracted

- 1 Board Certified Behavior Analyst (BCBA)
- 1 Occupational Therapist
- 1 Physical Therapist

## Classified

- 11 Autism Interventionist (AI)
- 29 FT paraprofessionals
- 22 PT paraprofessionals



# What are support services?

- Physical Therapy
- Occupational Therapy
- Speech and Language
- Counseling
- Behavioral Services



# How is Special Education Funded?

- BOE District Funds
- IDEA Grant
- Excess Cost Sharing



# Excess Cost Grant Overview



- State Basic Contribution (net current expenditures per pupil) in 2013-14:
  - State Agency Placement = \$14,297
  - Locally Initiated Placement = \$64,335
- Reimbursement Rate Varies – Capped Entitlement Grant
  - 2013-14 = 82%

# Excess Cost Grant – Example Local Placement



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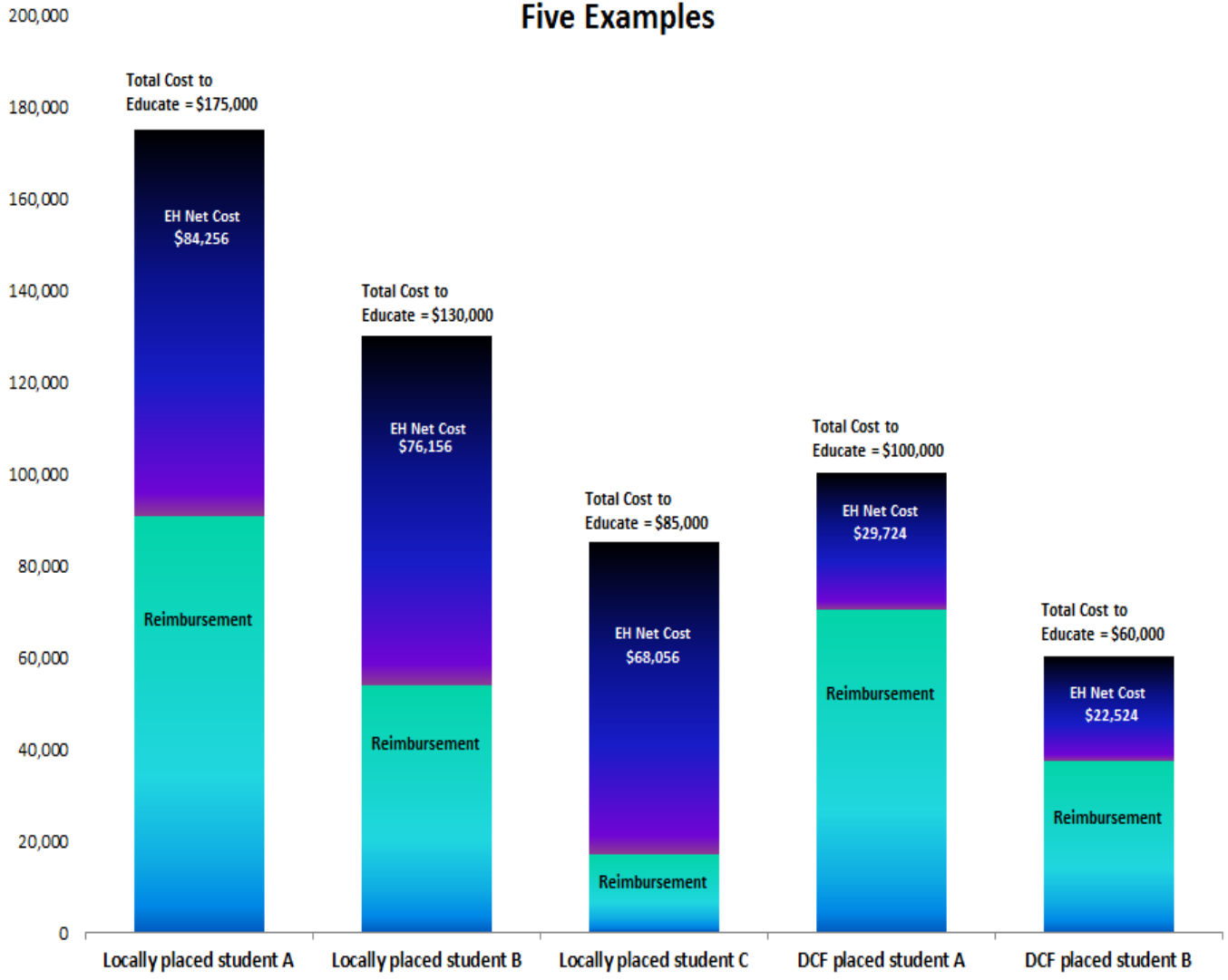
# Excess Cost Grant – Example State Agency Placement



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  - State Agency Placement = \$14,297
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# High Cost Students: Who Pays?

## Five Examples







- Advancing student achievement and success
- Closing the achievement gap
- Ensuring Academic alignment with the common core state standards
- Preparing students for Post-Secondary transitions to college, the community and workforce
- Communication and collaboration with parents
- Promoting least restrictive environment for maximum success in school and in life
- Generalizing, internalizing and applying learning strategies across the curriculum so students become independent learners
- Celebrating student successes and independence as they move away from special education services