

SPECIAL EDUCATION PROGRAMS IN CORONADO USD

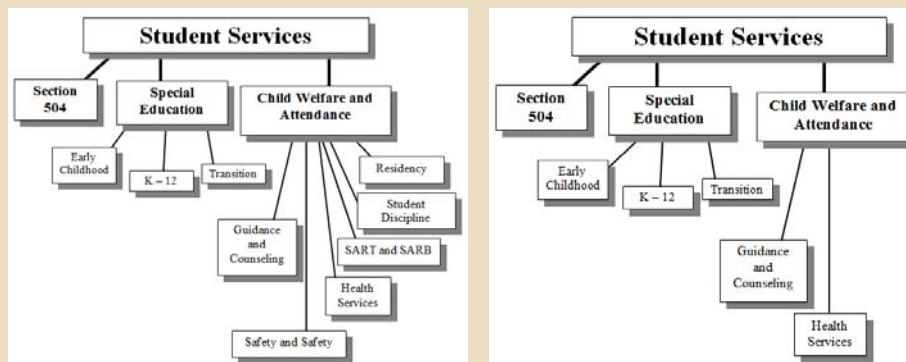
Student Services Annual Report to the Board of Education

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May 19, 2016

Questions to Ask and Answer:

- Where have we been?
- What is our current status?
- Where would we like to be in the future?
- How do we get there?

Where have we been?



Special Education in the Coronado Unified School District:

- Definitions
- Student Census
 - ▣ Special Education
 - ▣ District
- Staffing Patterns
 - ▣ Teachers
 - ▣ Related Service Providers
- Out of District Placements
 - ▣ Non Public Schools (NPS)
 - ▣ Non Public Agencies (NPA)
 - ▣ Residential Treatment Centers (RTC)
- Special Education Revenue and Expenditures
- California Department of Education (CDE Review)
- Disproportionality
- Strategic Plan
- Special Education Literacy
- Special Education Parent Advisory Committee (SEPAC)
- Conclusion
- Recommendations

Special Education:

- Specially-Designed Instruction or...
 - ▣ Specialized Academic Instruction (SAI) in California
- Adapting, as appropriate to the needs of an eligible child... the content, methodology, or delivery of instruction—to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 C.F.R. §300.26(a)(1)-(3)(i-ii)

Continuum of Alternative Placements:

- Each public agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities...The continuum required...must—(1) Include...(instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. 34 CFR §300.551(a)(b)(1)(2)

Related Services:

- Defined, as a term of art, in the IDEA to mean transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. 34 C.F.R. § 300.34

Placement:

- In determining the educational placement of a child with a disability... each public agency shall insure that —The child's placement—
 - (1) Is determined at least annually;
 - (2) Is based on the child's IEP; and
 - (3) Is as close as possible to the child's home;
- Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if non-disabled. In selecting the Least Restrictive Environment (LRE), consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. 34 C.F.R. § 300.552 (b) c) (d) (e)

Least Restrictive Environment:

- Each public agency shall ensure--That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R § 300.550(b)(1)(2)

Free Appropriate Public Education: (FAPE)

- The IDEA defines “FAPE” as: special education and related services that:
 - (A) have been provided at public expense, under public supervision and direction, and without charge;
 - (B) meet the standards of the State educational agency;
 - (C) include an appropriate preschool, elementary school or secondary school education in the state involved; and
 - (D) are provided in conformity with the individualized education program required. IDEA, § 602(9) & 34 C.F.R. §§ 300.101 to 300.113.

Service Delivery Models to Address the LRE

Least Restrictive Environment (LRE)

- Each public agency shall ensure-That to the maximum extent appropriate, children with disabilities
- Are educated with children who are non-disabled;
- Special classes, separate schooling or other removal of children with disabilities from the regular educational environment
- Occurs only if the nature or severity of the disability is such that
- Education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R § 300.550(b)(1)(2)

Specialized Academic Instruction (SAI)

- Flexible Service Delivery Models
- CDE added SAI to CASEMIS in 2006/07 & provided the following definitions in 2011
- All students with disabilities receive services in one of the following:
 - Consultative/Collaborative Support in a general education classroom
 - Co-teaching model
 - School wide Intervention model
 - In core w/supplemental sped support model
 - In intensive core program served by qualified specialist
 - Intensive sped support in more than one core area

Student Census:

Table 1.1: Student Census by Disability
December 1, 2015 Certified CASEMIS Report
California Department of Education
SY's 2000/01 – 2015/16

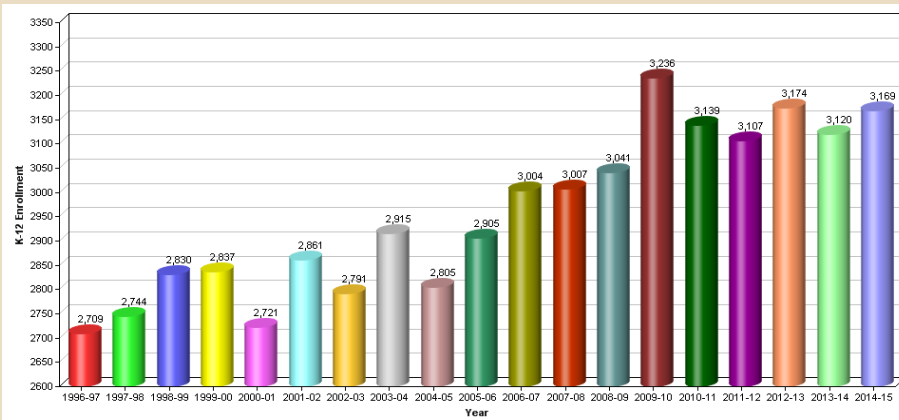
Student Census by Disability															
	ID	HH	DEAF	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	TOTAL	
2000/01	10	6	0	153	1	9	3	10	119	0	3	13	0	327	
2001/02	12	7	0	175	0	12	3	10	106	0	3	13	0	341	
2002/03	12	4	0	160	1	19	2	15	117	0	4	14	1	349	
2003/04	13	3	0	155	1	19	3	20	115	0	3	16	0	348	
2004/05	14	3	0	158	1	14	3	23	99	0	3	21	0	339	
2005/06	12	4	0	152	1	14	6	35	103	0	3	25	0	355	
2006/07	13	3	0	148	1	10	6	42	96	0	2	27	0	348	
2007/08	11	2	0	155	2	8	5	49	80	0	3	30	0	345	
2008/09	7	2	0	148	1	9	2	43	85	0	3	32	0	332	
2009/10	9	2	0	150	1	7	6	50	80	0	3	36	0	344	
2010/11	7	3	0	146	1	6	5	43	86	0	2	32	0	331	
2011/12	4	2	0	147	1	4	5	53	89	0	4	34	1	344	
2012/13	4	2	0	138	1	6	8	62	93	0	4	40	0	358	
2013/14	5	2	0	128	1	5	3	68	90	0	4	35	1	342	
2014/15	5	1	2	109	1	10	8	78	93	0	3	40	1	351	
2015/16	5	1	0	107	1	11	10	85	94	0	2	44	0	360	

ID (Intellectually Disabled) HH (Hard of Hearing) DEAF (Deafness) SLI (Speech or Language Impairment) VI (Visually Impaired)
ED (Emotionally Disturbed) OI (Orthopedic Impairment) OHI (Other Health Impaired) SLD (Specific Learning Disability)
DB (Deaf-Blindness) AUT (Autism Spectrum Disorder) TBI (Traumatic Brain Injury)

Student Census:

Table 1.2: District Enrollment Time Series
California Department of Education
Educational Demographics Unit
SY 1996/97– 2014/15

**K – 12 Public School Enrollment
Coronado Unified School District**



Continuum of Services in Coronado:

Special Education is a Service not a Place

- Special education services are provided by a variety of licensed professionals
- Non-exhaustive list
 - Ed Specialists:(teachers)
 - Mild/Moderate
 - Moderate/Severe
 - School Psychologists
 - Speech Pathologists
 - Occupational Therapists
 - Physical Therapists
 - LCSW's, LMFT's (ERMHS)
 - Nurses
 - APE Specialists

Continuum of Services in Coronado:

Special Education is a Service not a Place

- Special education support services are provided by a variety of paraprofessionals
- Non-exhaustive list
- Instructional Assistants
- Instructional Behavioral Health Care Assistants
- Transportation Providers

Continuum of Services in Coronado:

Special Education is a Service not a Place

- Special education services are provided in a variety of settings
- General Education
- Resource Room
- Special Day
- Non-Public School
- Home-Hospital
- Residential Treatment Center

Staffing Patterns:

Table 2.1: Student Census/Teacher FTE by Site
Coronado Unified Office of Student Services
SY 2015/16 (updated)

School	Student Count	Program FTE	Teacher FTE
Strand Mild/Moderate	29	1.09	1.0
STRAND TOTAL	29	1.09	1.0
Early Childhood Development Center / Crown (ECDC – Preschool/TK/kindergarten)	11	.90	2.0
Village Mild/Moderate	56	2.13	2.0
Village Moderate/Severe	6	.75	1.0
VILLAGE/ECDC TOTAL	73	3.78	5.0
CMS Mild/Moderate	71	2.52	3.0
CMS Mod/Sev	7	.76	1.0
CMS TOTAL	78	3.28	4.0
CHS Mild/Moderate	89	3.23	4.0
CHS Moderate/Severe	8	1.0	1.6
CHS TOTAL	97	4.23	5.6
TRANSITION	2	.25	.40
TRANSITION TOTAL	2	.25	.40

Staffing Patterns:

Table 2.2: Related Service Providers and Paraprofessionals
Coronado Unified Office of Student Services
SY 2015/16 (updated)

Position	FTE	Students
Adaptive Physical Education (APE)	1.0	31
Educationally Related Mental Health Services (ERMHS)	1.2	N/A
Occupational Therapy (OT)	1.6	85
Psychologists	3.0	N/A
Speech Language Pathologists (SLP)	5.0	218
Transportation	N/A	18
Workability	1.0	96

Instructional Assistants	25
Instructional Behavior Health Care Assistants	17

Table 2.3 : Special Education Administration
Coronado Unified Office of Student Services
SY 2015/16

Position	FTE
Assistant Superintendent Student Services	1.0
Department Administrative Assistant	1.0
Special Education Coordinators	1.0

Non Public School (NPS) & Non Public Agency (NPA) Placements:

Table 3.1: Student Census and Expenditures

Coronado Unified School District Office of Student Services
Coronado Unified School District Office of Business Services
SY's 2004/05 – 2015/16

Student Census and Expenditures							
	Non Public School		Non Public Agencies		RTC		
	Students	Cost	Students	Cost	Students	Cost	TOTAL
SY 2004/05	9	\$199,103	4	\$63,037	0	0	\$ 262,140
SY 2005/06	11	\$218,196	7	\$76,945	0	0	\$ 295,141
SY 2006/07	8	\$216,190	8	\$85,102	0	0	\$301,292
SY 2007/08	9	\$295,712	9	\$165,346	0	0	\$ 461,058
SY 2008/09	8	\$299,265	23	\$257,340	0	0	\$ 556,605
SY 2009/10	9	\$230,033	12	\$208,015	0	0	\$ 438,048
SY 2010/11	4	\$114,706	8	\$117,217	0	0	\$231,923
SY 2011/12	4	\$148,697	5	\$63,399	0	0	\$212,097
SY 2012/13	5	\$115,969	4	\$112,579	1	\$80,912	\$309,460
SY 2013/14	8	\$218,603	8	\$162,401	2	\$206,565	\$587,569
SY 2014/15	7	\$242,430	8	\$115,855	2	\$214,277	\$572,562
SY 2015/16	7		11		2		

Table 4.1 Special Education Revenue & Expenditures*

Sp. Ed.	11/12 Actuals	12/13 Actuals	13/14 Actuals	14/15 Actuals
Revenue	\$2,424,255.58	\$2,777,461.94	\$2,037,999.35	\$2,628,595.71
Expenditures	\$4,092,144.56	\$4,862,148.75	\$5,097,684.64	\$4,580,420.72
Contributions	(\$1,667,888.98)	(\$2,084,686.81)	(\$3,059,685.29)	(\$1,951,825.01)

Table 4.2 Special Education Transportation*

Sp. Ed. Transportation	11/12 Actuals	12/13 Actuals	13/14 Actuals	14/15 Actuals
Revenue	\$65,090.00	\$64,966.00	\$64,966.00	\$64,966.00
Expenditures	\$465,189.37	491,850.76	\$339,283.19	\$394,729.18
Contributions	(\$400,100.00)	(\$426,884.12)	(\$274,317.19)	(\$329,763.18)

Table 4.3 Total Special Education Revenue to Expenditure Including Transportation*

Total	11/12 Actuals	12/13 Actuals	13/14 Actuals	14/15 Actuals
Revenue	\$2,489,345.58	\$2,842,427.94	\$2,102,965.35	\$2,693,561.71
Expenditures	\$4,557,333.93	\$5,353,999.51	\$5,436,967.83	\$4,975,149.90
Contributions	(\$2,067,988.98)	(\$2,511,570.93)	(\$3,334,002.48)	(\$2,281,588.19)
% of General Education	45.38%	46.91%	61.32%	45.86%

*Data Source: CUSD Business Services Department

Office of Administrative Hearings

- SY 2013/14 Requests for Due Process
 - 3
- SY 2014/15 Requests for Due Process
 - 5
- SY 2015/16 Requests for Due Process
 - 7

California Department of Education

Special Education Annual Performance Indicators (API) Report
SY 2014/2015

- | | |
|---------------------------------------|---|
| □ Graduation 4 yr. Rate | □ Parent Involvement |
| □ Drop Out 4 yr. Rate | □ Disproportionality Overall |
| □ Statewide Assessments | □ Disproportionality Disability |
| □ Suspension & Expulsion | □ Eligibility Evaluation |
| □ Least Restrictive Environment (LRE) | □ Part C to Part B Transition |
| □ Preschool (LRE) | □ Secondary Transition Goals & Services |
| □ Preschool Assessments | □ Post School |

California Department of Education

Special Education Annual Performance Indicators (API) Review
SY 2014/15

- Last Year Compliance monitoring activities, i.e., *Data Identified Noncompliance & Disproportionate Representation* reviews
- Comparison of SY 2011/12; 2012/13; 2013/14
- Coronado met all 14 Statewide Target Indicators except:
- Least Restrictive Environment: (LRE)
 - ▣ District developed a Program Assurances Plan (PAP) for the purpose of increasing the number of students with disabilities served in regular classes

California Department of Education

Special Education Annual Performance Indicators (API) Review
SY 2014/15

- This Year Compliance monitoring activities, i.e., *Data Identified Noncompliance & Disproportionate Representation* reviews
2014/15
- Coronado met all 14 Target Indicators including LRE
 - ▣ Target: >49.2% SPED in gen ed. >80%
 - (Actual 55.0%)
 - ▣ Target: <24.6% SPED in gen ed. <40%
 - (Actual 9.1%)
 - ▣ Target: In separate schools, residential facilities, or homebound <4.4%
 - (Actual 2.9%)

Service Delivery Models to Address the LRE

Least Restrictive Environment (LRE)

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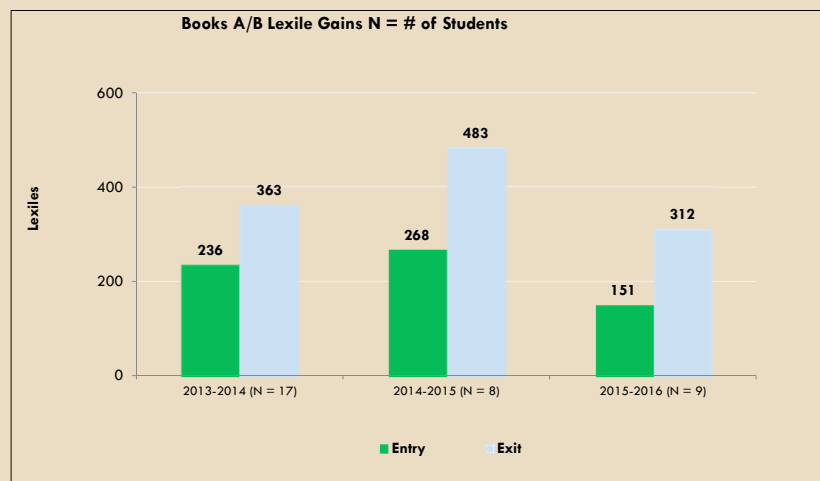
Scientific Research Based Curricula:

- Statewide SPED Performance Indicator
 - Proficiency in ELA and Math
- Scientific Research Based Instruction
 - Initiated by Student Services 5 years ago
 - Positive feedback from Parents, Staff/Administration

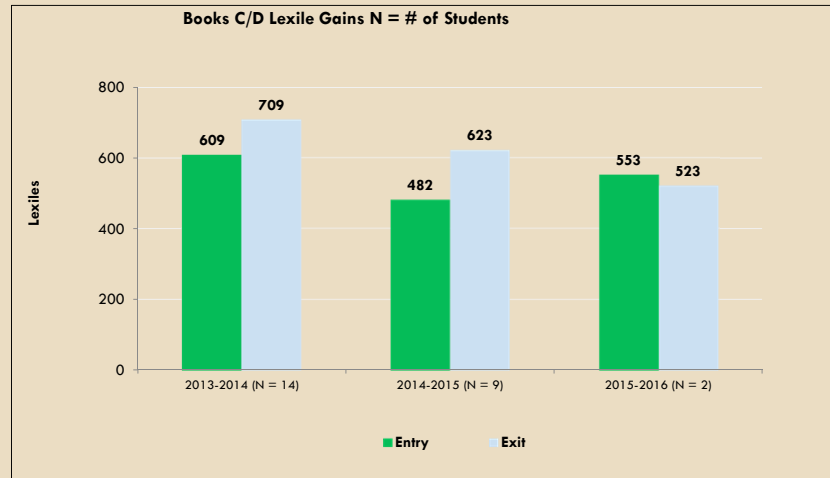
Scientific Research Based Curricula:

- LANGUAGE! – Implemented in SY 2010/11
 - ▣ Grades 3-12
 - ▣ Intensive Training for SPED Staff
- Read Well – Implemented in SY 2011/12
 - ▣ Grades 1-2
 - ▣ Intensive Training for SPED/GEN ED Staff
 - ▣ Subsequently adopted as Gen Ed curriculum
- Trans Math – Implemented in SY 2013/14
 - ▣ Grades 6-8
- LANGUAGE LIVE – Pilot in SY 2015/16
 - ▣ Next generation Scientific Researched Based Curriculum
 - ▣ Common Core Aligned

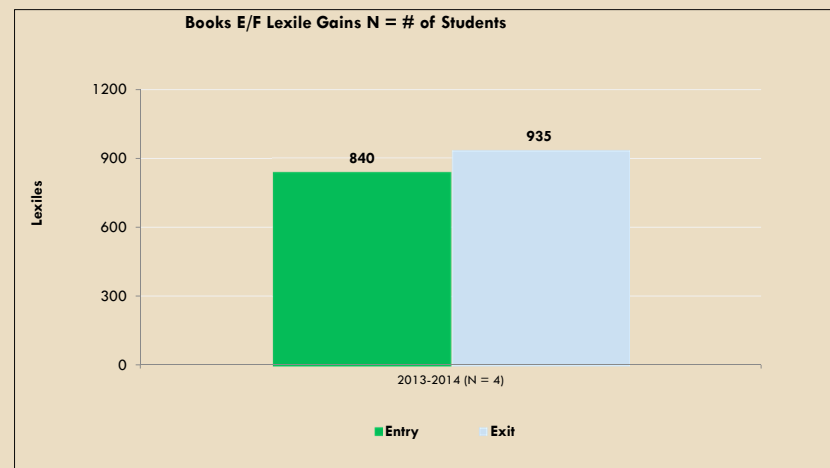
Scientific Research Based Curricula: Language !



Scientific Research Based Curricula: Language !



Scientific Research Based Curricula: Language !



Scientific Research Based Curricula: Language !

Cohort and Year	Students	Entry Lexile Avg.	Exit Lexile Avg.	Avg. Gain
AB				
2013-2014	17	236	363	128
2014-2015	8	268	483	216
2015-2016	9	151	312	161
CD				
2013-2014	14	609	709	100
2014-2015	9	482	623	141
2015-2016	2	553	523	-30
EF				
2013-2014	4	840	935	95

Language! Benefit to Students

- **Move Students into the LRE**
 - Over a three year period, the number of students leaving CMS who require placement in a self-contained Language ! class has decreased
 - Students are typically placed in co-taught English 9
 - Provides a legally defensible alternative to Non Public Agency Placements

Special Education Strategic Plan:

- Special Education instruction and services have been integrated within the Strategic Plans of all school sites.
 - ▣ Initiative fully embraced commencing SY 2013/14
 - ▣ Aligns with the District's current Assurance to address the LRE
- Complies with recent guidance from the California Department of Education Special Education Task Force (Spring 2015)
 - ▣ *A Single System of Education* for all students in California schools
 - ▣ Statewide need to eliminate disproportionality in special education services and therefore compliance with the LRE.
- This action is in direct alignment with the Board Goals as well as current District Philosophy regarding:
 - ▣ Implementation of Personalized Education Plan (PEP) for all students
 - ▣ Development of a District-Wide Multi Tiered System of Supports (MTSS)
 - ▣ Movement toward Response to Intervention (RTI) District-Wide

Special Education Parent Advisory Committee (SEPAC)

- Statewide SPED Performance Indicator
 - ▣ Parent Involvement
- Historically District Driven Organization
 - ▣ Reorganized during SY 2007/08 to reflect:
 - ▣ Parent Driven Organization
 - 1. Election of Officers – November, 2007
 - 2. Officers Seated – January, 2008
 - 3. Bylaws adopted - Spring, 2008
 - 4. Last Election of Officers – May, 2011
 - 5. Disbanded due to lack of parent participation – SY 2012/13
- Outcome of Reorganization
 - ▣ Subcommittees for parent/staff training
 - ▣ Monthly Speakers
 - ▣ Collaborative, Proactive & Positive Relationship
 - ▣ District Seeking Interested Parents for SY 2015/16
- SEPAC Reorganized in January, 2016
 - ▣ Monthly meetings and/or social events have taken place this spring
 - ▣ Schedule of regular meetings and social events will be announced prior to SY 2016/17

Conclusion:

- Objective view
- Longitudinal data
- Inquiry re: Status of current District Special Education Programs
- Special Education is not static
- Legal entitlement of students & duty of district to service
 - For every right exists a corresponding duty
- Lack of fiscal resources
 - Given...
 - Special education to be funded @ 40%...never realized...17% at best
 - There will always be a general fund contribution to special education
- Analysis of current practices; Ask and answer...
- Is it possible to improve program and ensure the unique needs of students are met in a cost efficient legally defensible manner?

Recommendations:

- Promote legally defensible special education programs through on-going professional development
 - Train general and special education staff together (Common prep, Release time for certificated and classified staff for collaboration)
 - Educate and encourage staff to internalize the requirement of the Least Restrictive Environment clause of the IDEA, as well as the District's Assurance to CDE, that all students with disabilities are to be served in the Least Restrictive Environment (LRE), is non-negotiable
 - Promote the implementation of Flexible Service Delivery Models to ensure increased Specialized Academic Instruction (SAI) options for students with disabilities
 - Note: The above addresses the Statewide Performance Indicator for LRE
- Expand special education literacy and math programs to include more involvement with general education staff
 - Scientific, Research-Based programs are effective when implemented with fidelity
 - Note: This addresses the Statewide Assessment performance indicator in ELA and Math

Recommendations:

- Support Structure for Special Education
 - Continue Special Education Coordinator Positions
 - Provide a File Clerk Position in the Student Services Office
 - Special Education, Section 504, and Child Welfare and Attendance
- Continue to monitor progress of special education programs to ensure that they are legally defensible and they meet the unique needs of students with disabilities
 - Regardless of how attached the district may be to a certain program or service delivery model, if the program or service delivery model does not address the unique needs of students with disabilities by providing educational benefit in the Least Restrictive Environment, it is not legally defensible if challenged
 - The cost of multiple Due Process complaints will quickly eliminate any savings realized by the district through efficiencies in operation
 - Cost effectiveness in special education may be better realized through the creation of appropriate programs and services up front, thus eliminating the need to pay for them in arrears through settlement or legal decision
 - The unique needs of a disabled child drives program, not the inverse
- Foster on-going communication and collaboration with Human Resources and Business Services departments regarding both human and fiscal assets



Thank you!