

# Dedham Public Schools

## A Special Education Update

*Preschool – Age 22*

*School Committee Meeting*

March 15, 2017

*Presented By: Liza O'Connell*

# Agenda

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Mandates & Funding

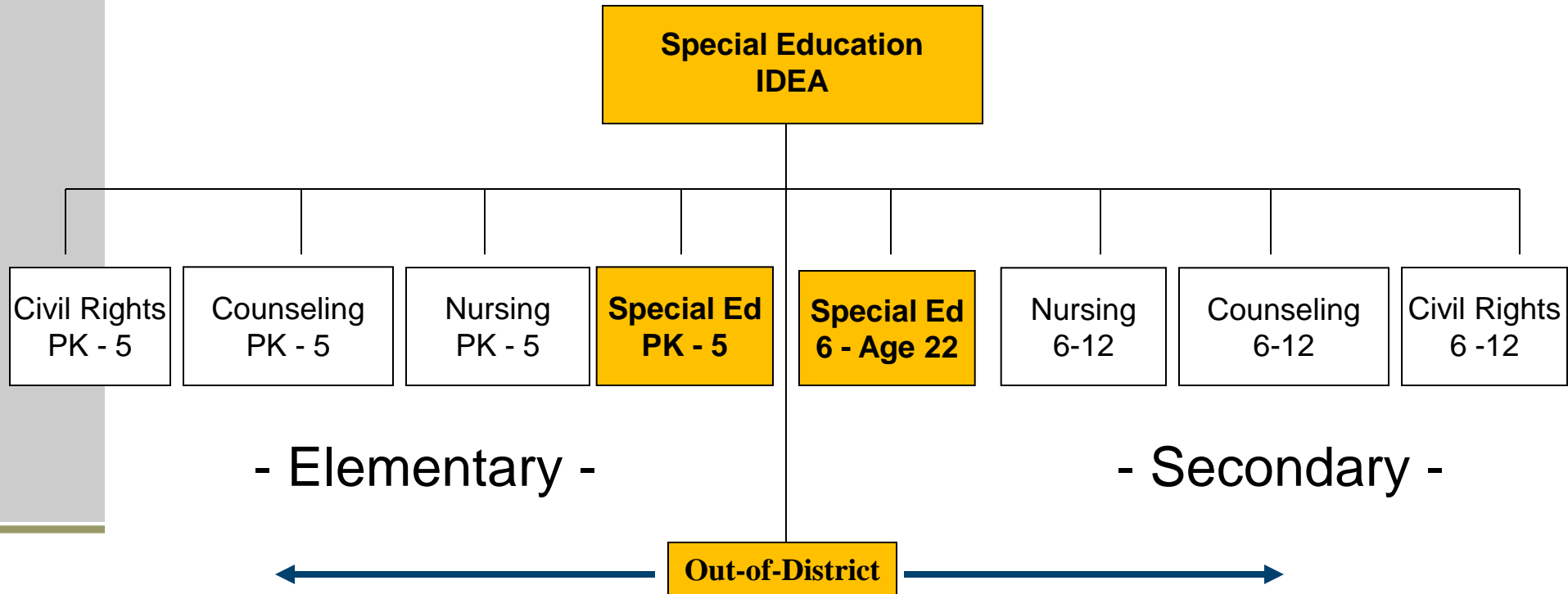
District Restructuring

Budgetary Considerations

Next Steps

# Special Education

## *A Mandated Subset of DPS Services*



# Special Education Mandates

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## FULLY FUNDED

None

## PARTIALLY FUNDED

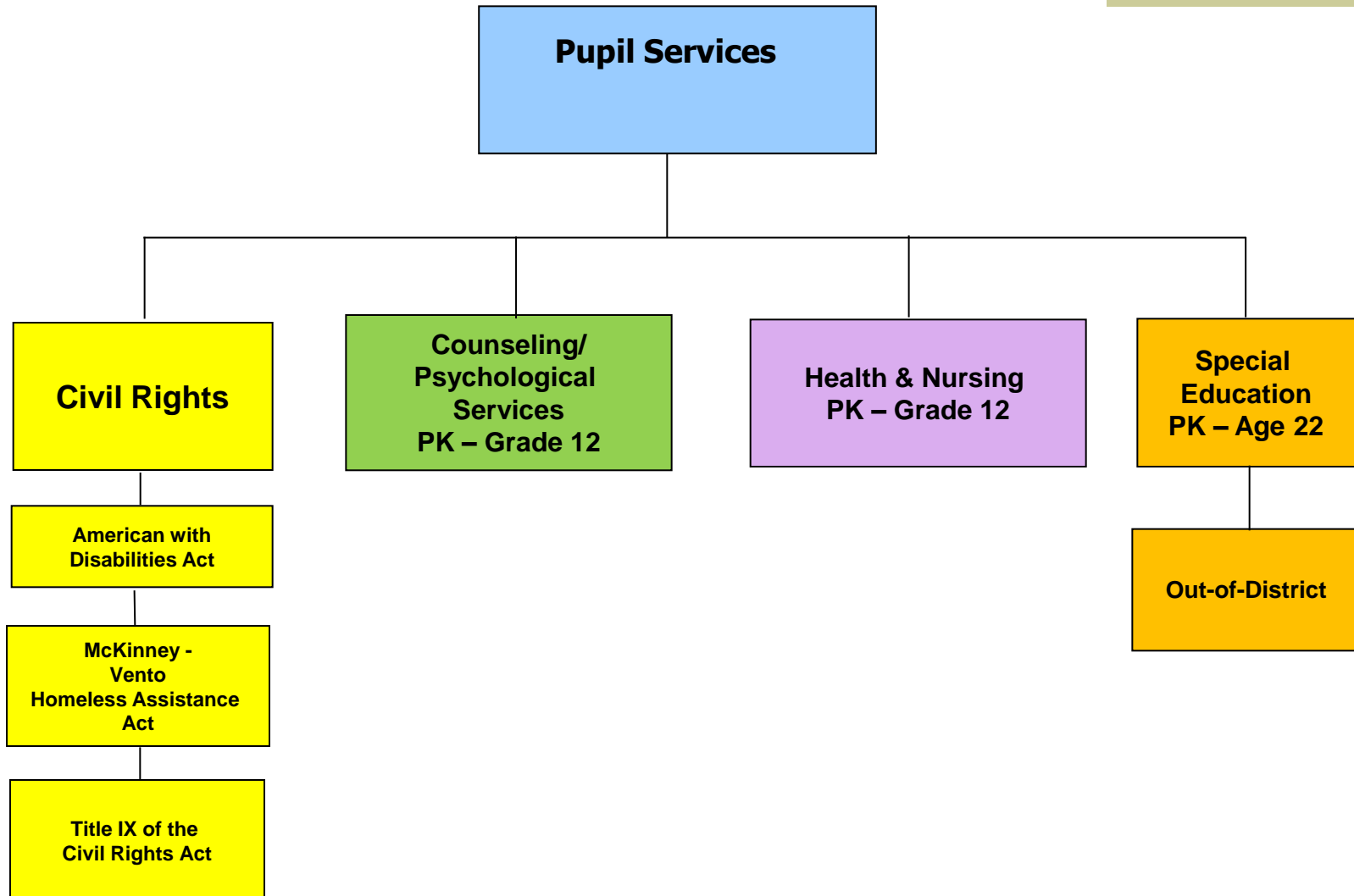
The Special Education IDEA Grant disseminates monies through formula funds; provides assistance for education in order to meet mandated requirements:

- *Early childhood*
- *Evaluations and eligibility*
- *IEPs and placement*
- *Assessment*
- *Transitional planning*
- *Parents rights and due process*

## UNFUNDED

Most services become the burden of the district's budget; some offsets provided by Circuit Breaker and other grants.

# New Pupil Services Organization



# Pupil Services Mandates

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## **FULLY FUNDED**

None

## **PARTIALLY FUNDED**

The Special Education IDEA Grant disseminates monies through formula funds and provides assistance for education in order to meet mandated requirements.

## **UNFUNDED**

McKinney-Vento Act  
American with Disabilities Act (504)  
Bullying Prevention and Intervention  
Safe Schools

# Civil Rights Requirements

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## ■ Mandatory Policies & Programs

- Student Records & Confidentiality
- Safe school initiatives (anti-bullying and emergency response)
- Child Abuse and Neglect
- Physical Restraint
- Harassment and Anti-Discrimination
- Gender identity
- McKinney-Vento (homelessness)
- American with Disabilities Act (504)

## ■ Training

- Emphasis on practical situations/scenarios that address the day to day life of our students
- On-going consideration for updating anti-bullying curriculums, student leadership trainings, and staff/administrative professional development

# Health & Nursing Requirements

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## ■ Mandatory Policies & Programs

- Student records and confidentiality (FERPA/HIPPA)
- Home/hospital tutoring
- Child abuse and neglect
- Gender identity
- Blood-borne pathogens
- Life threatening allergies
- Safe schools initiatives including anti-bullying and emergency response
- AEDs

## ■ Training

- Emphasis on practical situations/scenarios that address the day to day life of our students
- Annual Epi-pen and blood-borne pathogen training
- AED Purchase and installation



# Counseling & Psychological Requirements

## ■ Mandatory Policies & Programs

- Student records & confidentiality
- Home/hospital tutoring
- Safe schools initiatives (anti-bullying)
- Child abuse and neglect
- Gender identity
- Harassment and anti-discrimination
- Transition planning

## ■ Training

- Emphasis on practical situations/scenarios that address medical and emotional issues impacting the mental health of students.
- On-going consideration for post graduate planning, updating anti-bullying curriculums, student leadership trainings, and staff development

# Special Education Requirements

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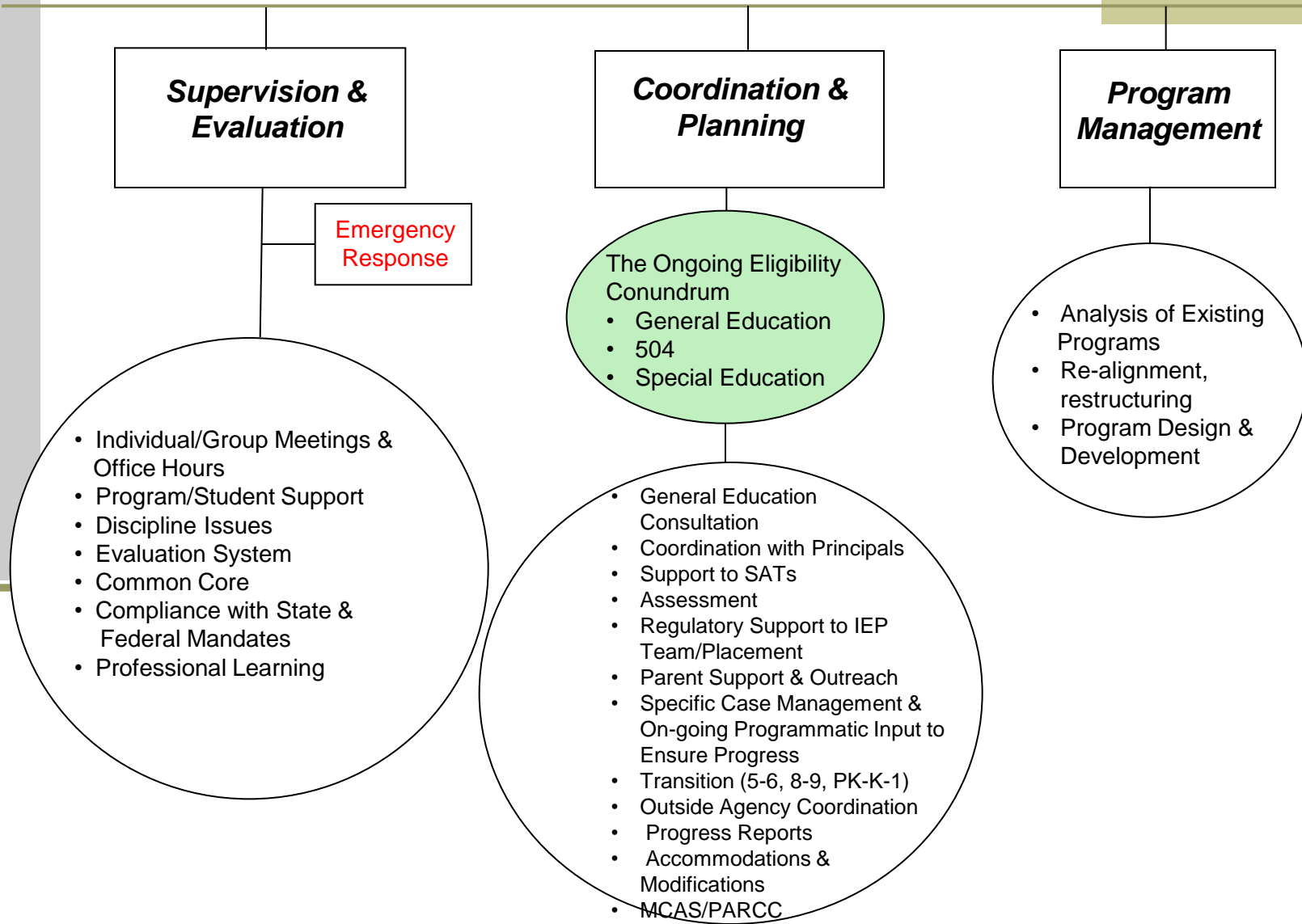
## ■ Mandatory Policies & Programs

- Child Find
- Early Childhood
- Evaluations and eligibility
- IEPs and placement
- Assessment
- Student records and confidentiality
- Parent rights and due process
- Transition planning

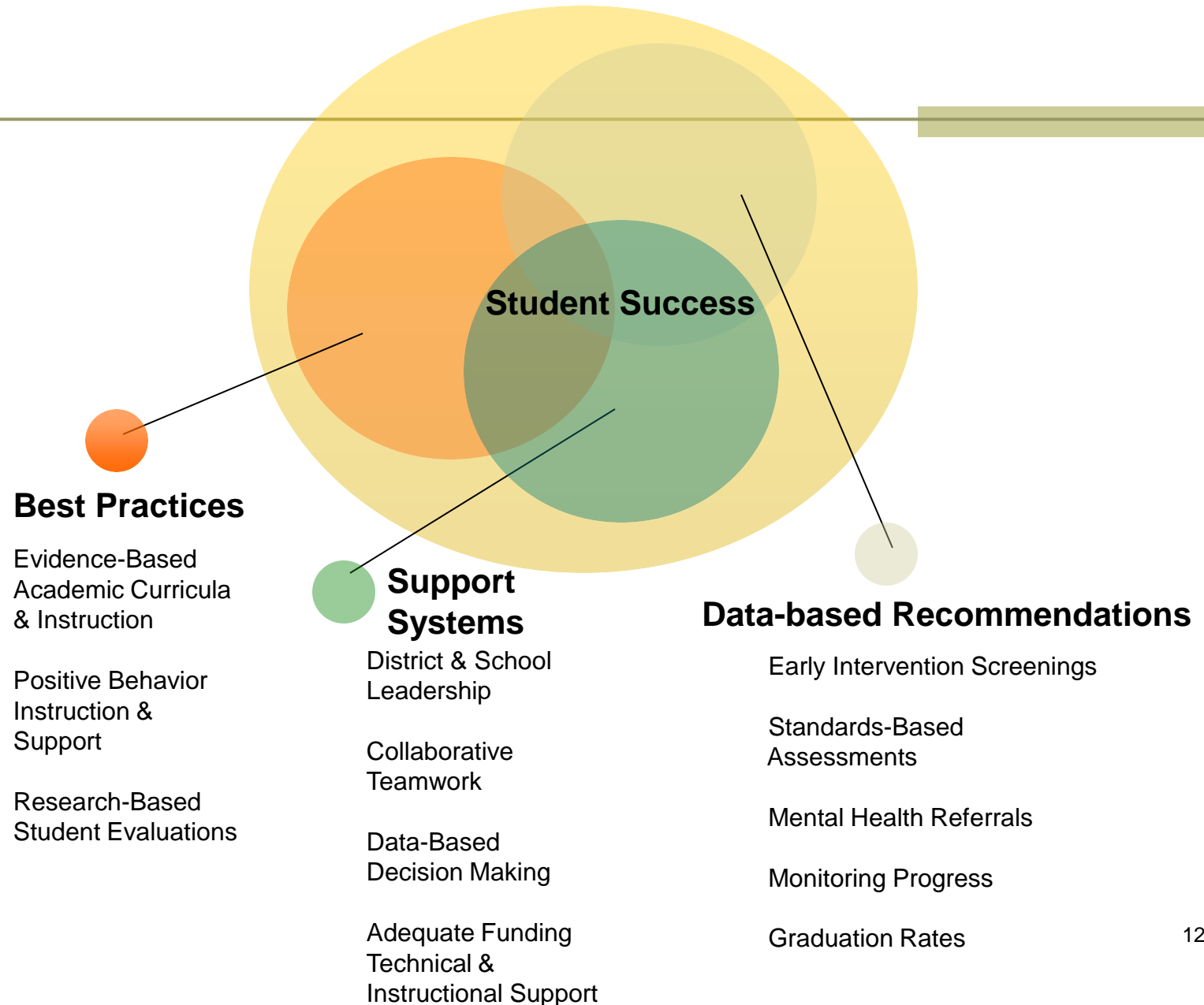
## ■ Training

- Emphasis on Pre-referral (retraining Student Assistance Teams), transition services (school to work initiatives and post secondary planning), and physical restraint (SafetyCare).
- On-going consideration for specialized services (reading, behavior), etc.

# Special Education Restructuring Educational Team Leader Role



# Drivers of SPED Budgetary Planning



# FY16 Special Education Requests

Priorities	Investment Requests
Mental health initiatives & Pre-referral	2.0 FTE School Psychologists
Child Find & Coordination of Early Childhood Services	.5 FTE Early Childhood Coordinator
School to work transition & Drop-out prevention initiatives	1.0 FTE Career Counselor/Transition Specialist
Increase compliance with SPED laws & regulations	.5 FTE Special Education Secretary (12-month)
Increase program continuums across schools & grade levels	.5 FTE Riverdale Special Educator
Increase parent/guardian involvement in IEP process & expand personalized student learning initiatives	Technology purchases including Chromebooks for secondary paraprofessionals, Smartboards, and interactive televisions for IEP meetings

# FY17 Special Education Investments

Investments	Return on Investment (ROI)
School Psychologists	Meet pre-referral mandates including Student Assistance Team, increased mental health support to students
Early Childhood Coordinator	Improved regulatory compliance with Child Find, coordination of Early Childhood Student Assistance Team, eligibility and service delivery
Career Counselor/Transition Specialist	Implemented robust transition program
Special Education Secretary	Enhanced regulatory special education/IEP compliance, PK-Age 22
Riverdale Special Educator	Expanded in-district services for students with moderate to severe language based learning disabilities
Technology purchases	Increased involvement of parents & guardians in IEP process, & expand personalized learning in general education classrooms

# DPS SPED Enrollment has Declined

*(Students as of October 1, 2016)*

	FY13	FY14	FY15	FY16	FY17	<i>Change FY13 vs. FY17</i>
Total In-district SPED	568	532	486	488	461	(-) 18.8%
Total Out-of- District SPED	64	65	58	55	49	(-) 23.4%
Total SPED	632	597	544	543	510	(-) 19.3%
Total Enrollment	2826	2818	2776	2748	2694	
SPED as a % of Total	22.4%	21.2%	19.6%	19.7%	18.9%	

# DPS SPED HS Dropouts Have Declined

*(Students as of October 1, 2016 Data)*

	FY13	FY14	FY15	FY16	FY17
# of all DHS students	765	767	700	718	739
# of SPED students, Grades 9-12	134	129	110	106	111
% SPED students at DHS	17.5%	16.8%	15.7%	14.8%	15.1%
# of all Drop outs, Grades 9-12	12	13	8	4	3
# of SPED Dropouts, Grades 9-12	7	9	4	4	1
SPED (%) Dropouts, Grades 9-12	58.3%	69.2%	50%	100%	33.3%



# DPS OOD Students have Declined

*(Students as of October 1, 2016)*

	FY13	FY14	FY15	FY16	FY17	
PK- Grade 5	13	12	10	12	12	
Grade 6-12	40	42	40	33	34	
Transition: Post Graduate to Age 22	12	11	8	10	3	
<b>TOTALS</b>	64	65	58	55	49	(-) 23.4%

# DPS OOD Expenses Declined 26.5%

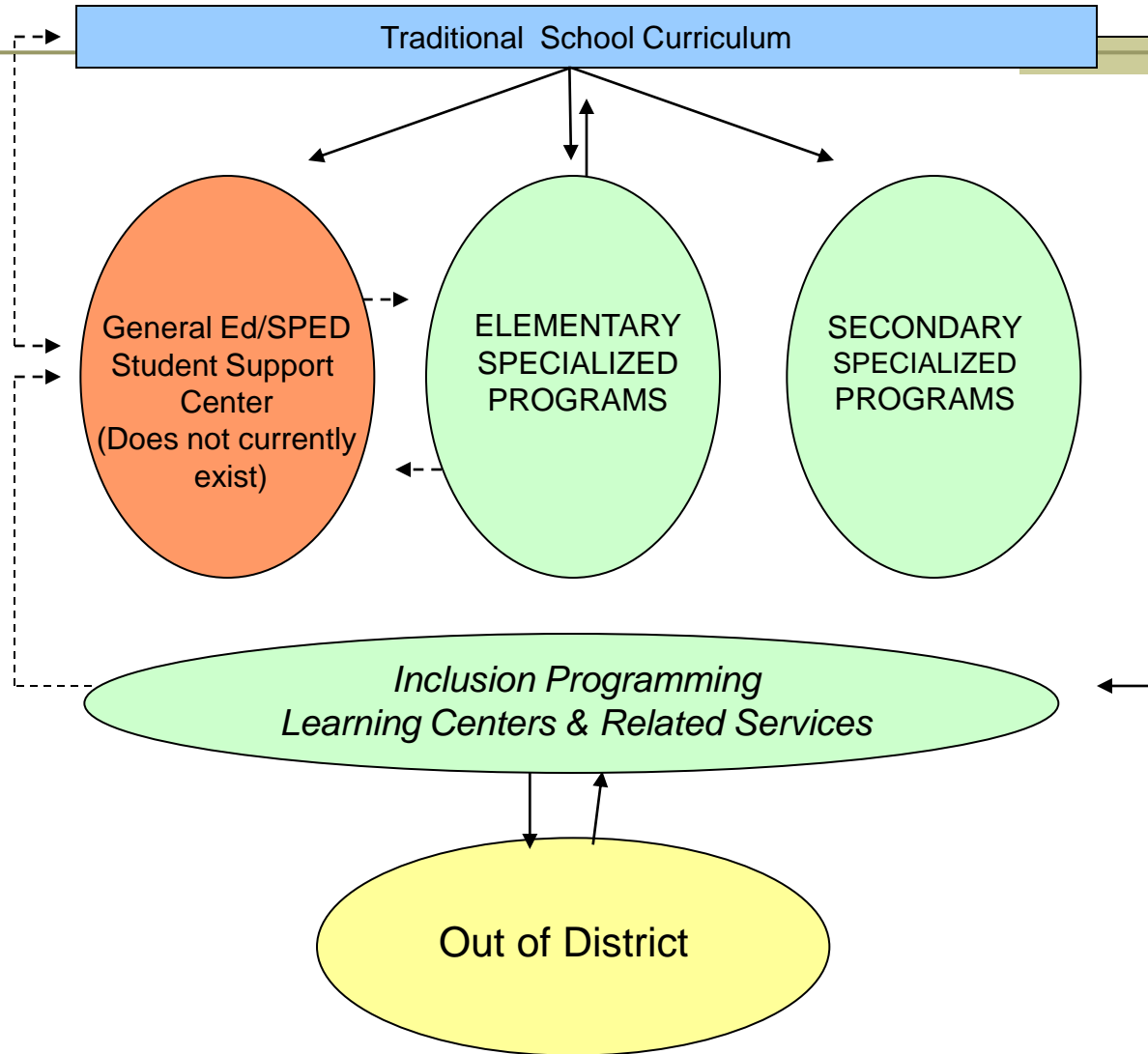
*(PK to Age 22 Students as of October 1, 2016)*

	FY13	FY14	FY15	FY16	FY17	Change FY13 vs. FY17
Collaborative Programs (\$51-72K)	29	29	27	26	25	
Private Day (\$50-130K)	28	29	24	22	19	
Residential (\$135-300K)	7	7	7	7	5	
TOTAL	64	65	58	55	49	
OOD Tuition	\$4,673,485	\$4,246,343	\$4,156,408	\$3,820,895	\$3,432,698	(-) 26.5%
Circuit Breaker	(\$1,217,241)	(\$1,331,431)	(\$1,270,477)	(\$1,242,353)	(\$1,180,376)	18

# Who Needs Out-of-District?

Student Disabilities	FY13		FY14		FY15		FY16		FY17	
	PK- 5	6-Age 22	PK- 5	6-Age 22	PK- 5	6-Age 22	PK- 5	6-Age 22	PK- 5	6-Age 22
Serious Emotional Disabilities	3	17	2	19	0	21	0	16	2	14
Autism Spectrum Disabilities	3	14	2	15	3	13	4	13	2	13
Multiple Disabilities	3	14	4	11	4	9	4	10	2	8
Severe Intellectual Impairments	0	3	0	0	0	0	0	1	0	1
Neurological/ Sensory/Health	5	3	4	5	4	1	4	2	4	2
Specific Learning Disabilities	0	4	0	4	0	3	0	1	0	0
<b>TOTALS</b>	<b>68</b>		<b>66</b>		<b>58</b>		<b>55</b>		<b>49</b>	

# Proposed Stabilization Program



# Proposed Stabilization Program

## *Cost Benefit Analysis*

Identified Students Fiscal Projections for OOD		Program Development Costs		
Three Profiles		Personnel	FTE	Cost
1. OOD Extended Evaluation Currently \$289 per diem 45 days, 3+ students/year	\$39,015	School Psychologist/ Coordinator	1.0	\$55,000
2. Home/Hospital Tutoring 45 Days minimum 12 Hours per week; 9 weeks; \$25-\$80/hour 25+ students/year	\$67,500	Special Educator	0.6	\$55,000
				<hr/> \$110,000
3. Hospital Stabilization, Tutoring at Hospital, OOD 4+students/year Approximately 100K each	\$400,000	<b><u>Potential Re-allocation of Resources</u></b>		
		<b><u>In-Kind</u></b>		
		Paraprofessional Staff	1.0	
		BCBA	.4	
	<hr/> \$506,515			

# Offsets

Circuit Breaker  
Grants

# Circuit Breaker Formula

## Definition

- System of reimbursement for extraordinary costs
- Eligibility for Circuit Breaker is for in-district and OOD **tuitions only** \$42,840 (FY17 threshold) and above
- In-district tuition reimbursement formula is based on range of services provided

## Formula

- FY17 OOD Costs during the 2016-2017 school year determine FY18 Reimbursement (one-year lag)
- Reimbursement Range, 70-75%\*

*\*Presently 70%, FY17*

*\*Projected 70%, FY18*

# Circuit Breaker Claim History

Actual Expenses	FY12	FY13	FY14	FY15	FY16
Payment Made	FY13	FY14	FY15	FY16	FY17
# of Students Claimed	54	55	54	45	37
Circuit Breaker Threshold	\$38,916	\$40,512	\$41,408	\$41,944	\$42,840
Net Claim	\$1,659,668	\$1,774,908	\$1,614,812	\$1,500,335	\$1,686,253
% Reimbursement	74.5%	75%	73.5%	75%	70%*
Total Reimbursement	\$1,217,241	\$1,331,189	\$1,270,477	\$1,242,353	\$1,180,376 <sub>24</sub>

\* State estimate for minimum percentage commitment



# Grant Allocation Summary

	FY13	FY14	FY15	FY16	FY17
<b>IDEA Special Education (240)</b>	\$871,428	\$843,556	\$861,066	\$851,105	\$921,829
<b>DPS Early Childhood (262)</b>	\$26,466	\$25,445	\$26,392	\$26,392	\$27,215
<b>DPS SPED Program Improvement (274)</b>	\$21,557	\$12,152	\$23,156	\$22,814	\$22,814

# Report Card - Indicators of Progress...

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- Expanded continuum of in-district special education programs
  - Riverdale ACCESS programs
- Reduced OOD placements – when appropriate
  - Stabilized special education costs
- Increased students graduating from DHS
  - SPED Drop-out rate reduced
  - Implemented robust transition program
- Ensured compliance with special education mandates
  - Improved coordination of Early Childhood services
  - Development of building-based Student Assistance Teams

# Questions & Answers