

2017-2018 SPECIAL EDUCATION PROGRAM OVERVIEW AND STAFFING PROPOSALS

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OBJECTIVES:

- Understand key terms in special education
- Understand the complexities of RSU #13's current special education population
- Understand the continuum of special education services offered by RSU #13
- Understand 2017-2018 special education staffing proposals

SPECIAL EDUCATION DEFINITIONS

Term/Acronym	Definition
Behavior Programs	Programs that provide academic, social/emotional, and behavioral supports to students in the public school setting
FAPE	Free Appropriate Public Education
IDEA	Individual with Disabilities Education Act (Federal Law)
IEP	Individualized Education Program
Life Skills Programs	Programs that provide academic, functional, social, and/or behavioral supports to students with cognitive disabilities in the public school setting
LRE	Least Restrictive Environment
MUSER	Maine's Unified Special Education Regulations
Related Service	A service required by a child with a disability in order to benefit from his or her special education program
Self-contained Programs	Programs that offer full time specially designed instruction in the special education setting for those students who require it.

ELIGIBILITY FOR SPECIAL EDUCATION:

- Must meet three components:
 - Identified presence of a disability:
 - Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Visual Impairment, Other Health Impairment, Orthopedic Impairment, Speech or Language Impairment, Specific Learning Disability, Traumatic Brain Injury, Multiple Disability
 - Demonstrated adverse effect on educational performance:
 - Academic, Functional, Developmental
 - Need for special education and related services:
 - Specially designed instruction, speech/language, etc.

SPECIAL EDUCATION POPULATION (353 STUDENTS, OR 21% OF TOTAL)

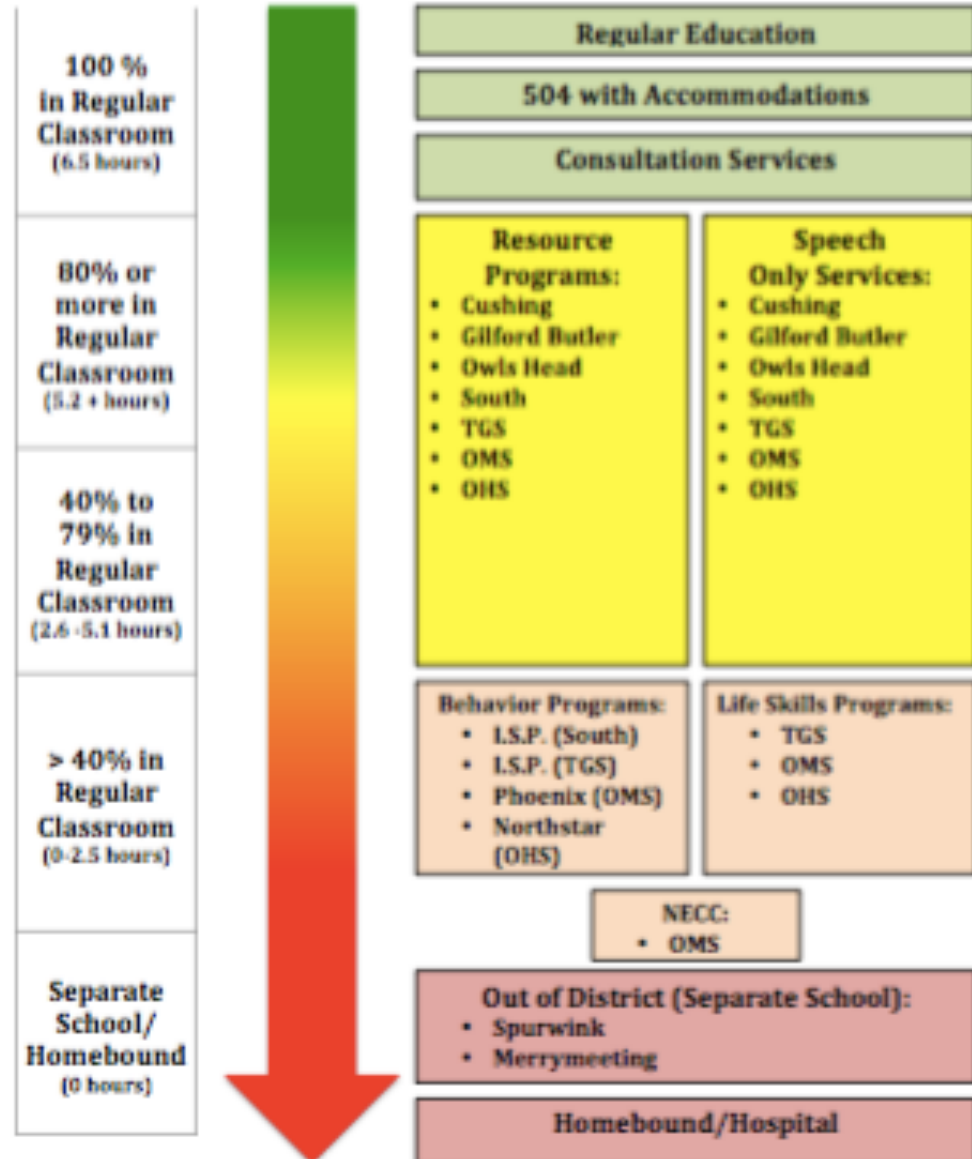
Exceptionality	In District	Out of District
Autism	26	1
Deaf-Blindness	-	-
Deafness	-	-
Developmental Delay (K)	1	-
Emotional Disturbance	34	5
Hearing Impairment	3	-
Intellectual Disability	13	-
Multiple Disability	29	1
Orthopedic Impairment	1	-
Other Health Impairment	51	-
Specific Learning Disability	121	-
Speech/Language Impairment	65	-
Traumatic Brain Injury	1	1
Visual Impairment	-	-
Total Count	345	8

CONTINUUM OF SERVICES

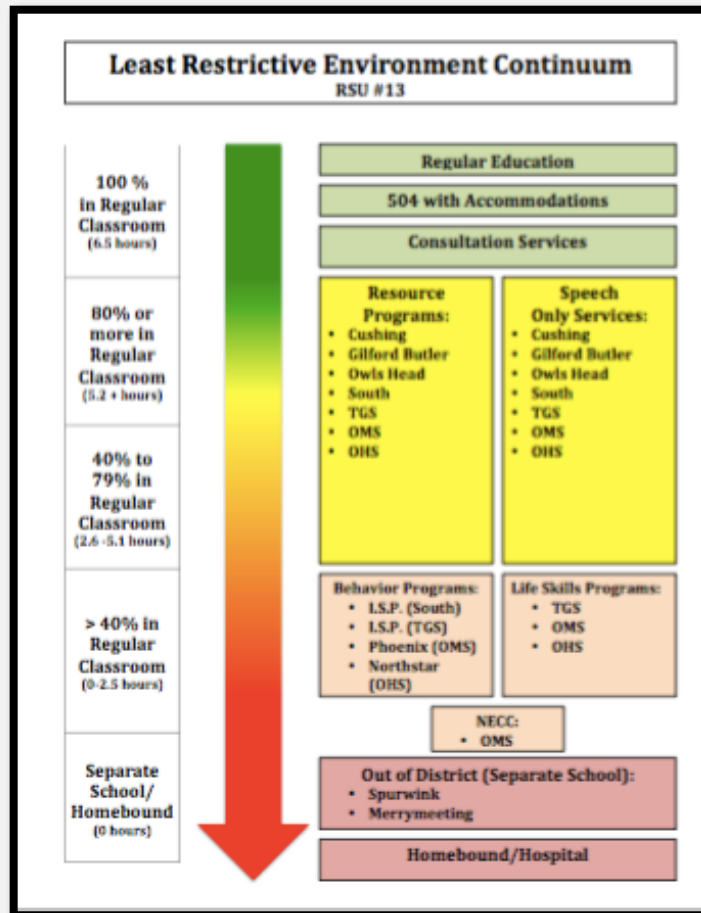
RSU #13

Least Restrictive Environment Continuum

RSU #13



LEAST RESTRICTIVE ENVIRONMENT %: 100% IN THE REGULAR CLASSROOM (6.5 HOURS PER DAY)



- **Regular Education:**

- WHO: All students without disabilities, students with disabilities showing no adverse effect and no need for accommodations
- WHAT: Regular curriculum
- WHERE: All district schools

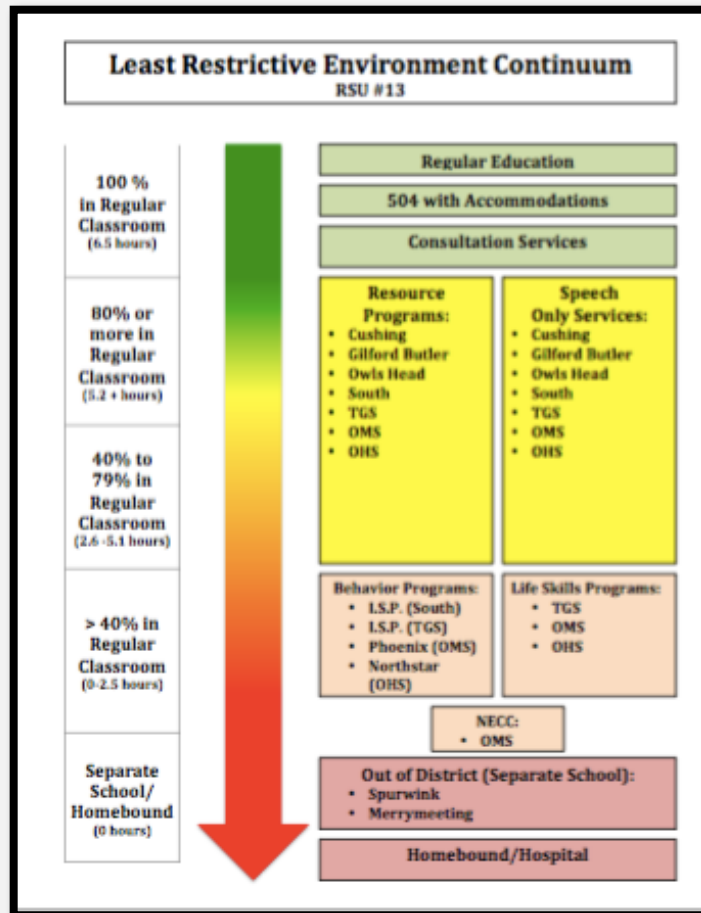
- **504 Plans:**

- WHO: Students with disabilities needing accommodations for access
- WHAT: Regular curriculum with accommodations
- WHERE: All district schools

- **Consultation Services:**

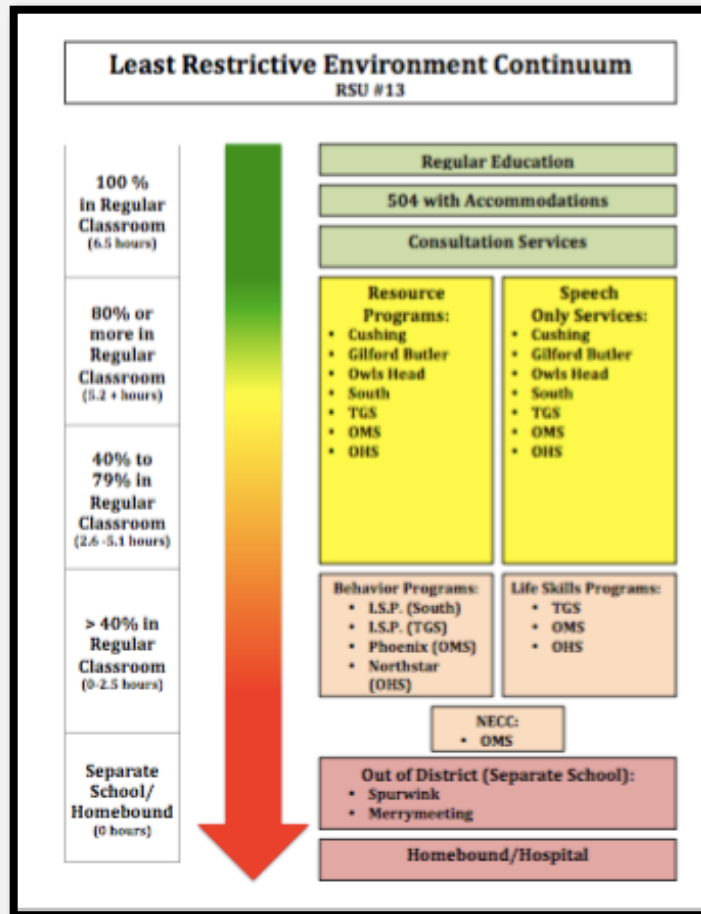
- WHO: Students with disabilities who require accommodations and close monitoring by adults to mitigate adverse effect
- WHAT: Regular curriculum with accommodations and adult monitoring
- WHERE: All district schools

LEAST RESTRICTIVE ENVIRONMENT %: 80% OR MORE IN THE REGULAR CLASSROOM (5.2+ HOURS PER DAY)



- **Speech Only Services:**
 - WHO: All students eligible for services under Speech/Language Impairment
 - WHAT: Services to address communication, articulation, voice, fluency, receptive and expressive language, and/or pragmatic language
 - WHERE: All district schools
- **Resource Programs:**
 - WHO: All students eligible for services under one of the identified disability categories and who spend between 40 and 99% of their time in the regular classroom.
 - WHAT: Specially designed instruction in math, literacy, executive functioning skills, etc.
 - WHERE: All district schools

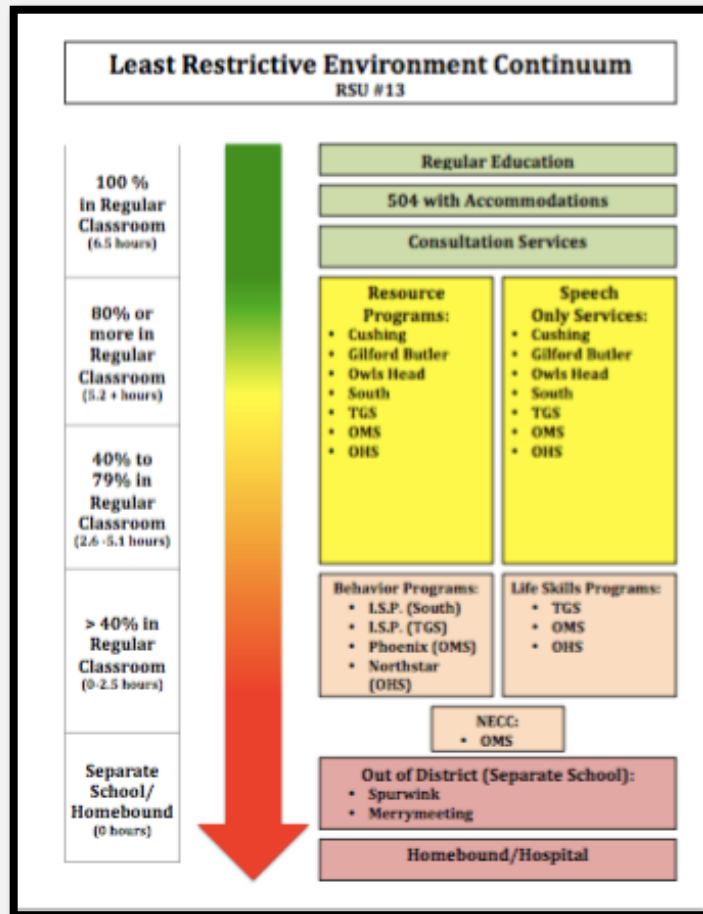
LEAST RESTRICTIVE ENVIRONMENT %: 40% TO 79% MORE IN THE REGULAR CLASSROOM (2.6 – 5.1 HOURS PER DAY)



- **Resource Programs:**

- WHO: All students eligible for services under one of the identified disability categories and who spend between 40 and 99% of their time in the regular classroom.
- WHAT: Specially designed instruction in math, literacy, executive functioning skills, etc.
- WHERE: All district schools

LEAST RESTRICTIVE ENVIRONMENT %: >40% IN THE REGULAR CLASSROOM (0 – 2.5 HOURS PER DAY)



- **Life Skills Programs:**

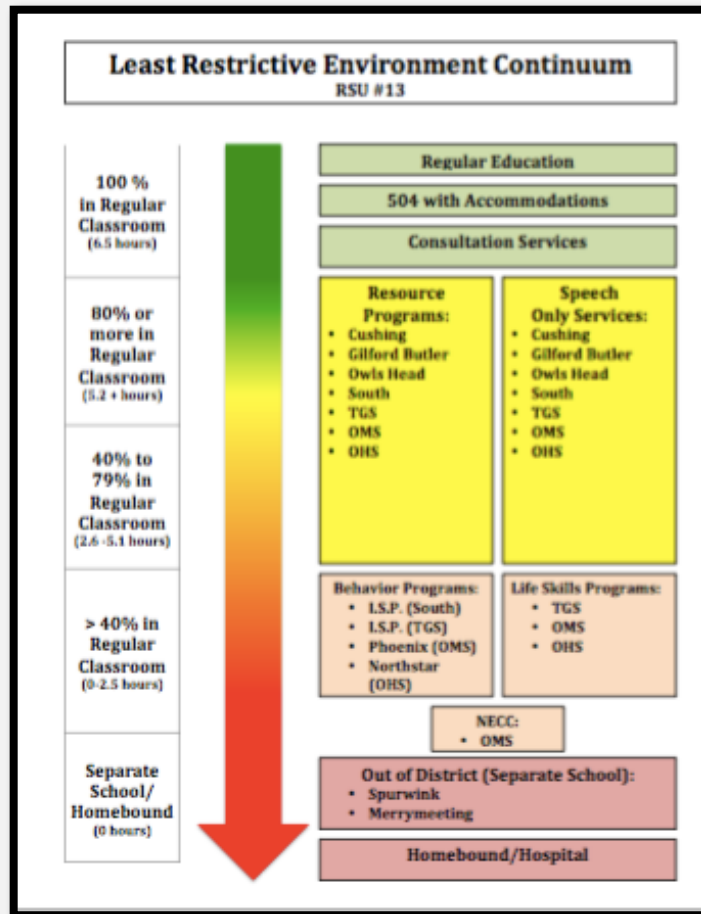
- WHO: Students with significant cognitive disabilities
- WHAT: High levels of adult support as well as specially designed instruction in academic, functional, social, and/or behavioral skills based on a highly modified curriculum
- WHERE: TGS (K-5), OMS (6-8), and OHS (9-12)

- **Behavior Programs:**

- WHO: Students who require high levels of support and supervision throughout their school day as a result of significant social-emotional and behavioral needs
- WHAT: High levels of adult support and supervision as well as specially designed instruction in academic, social/emotional, and/or behavioral skills
- WHERE: South - ISP (K-5), TGS- ISP (K-5), OMS - Phoenix (6-8), NECC (6-8), OHS – Northstar (9-12)

LEAST RESTRICTIVE ENVIRONMENT %:

0% IN THE REGULAR CLASSROOM
SEPARATE SCHOOL/HOMEBOUND
(0 HOURS)



- **Out of District (Separate School):**

- WHO: Students whose needs cannot be met in the public school setting
- WHAT: High levels of supervision, accompanied by significant clinical and behavioral supports, as well as specially designed instruction in academic, functional, and/or developmental skills
- WHERE: Spurwink, Sweetser, Merrymeeting (for example)

- **Homebound/Hospital:**

- WHO: Students who are unable to attend school due to injury, significant disability, or mental health reasons
- WHAT: Tutoring services, and related services as appropriate
- WHERE: Student residences, Acadia Hospital, Spring Harbor, etc.

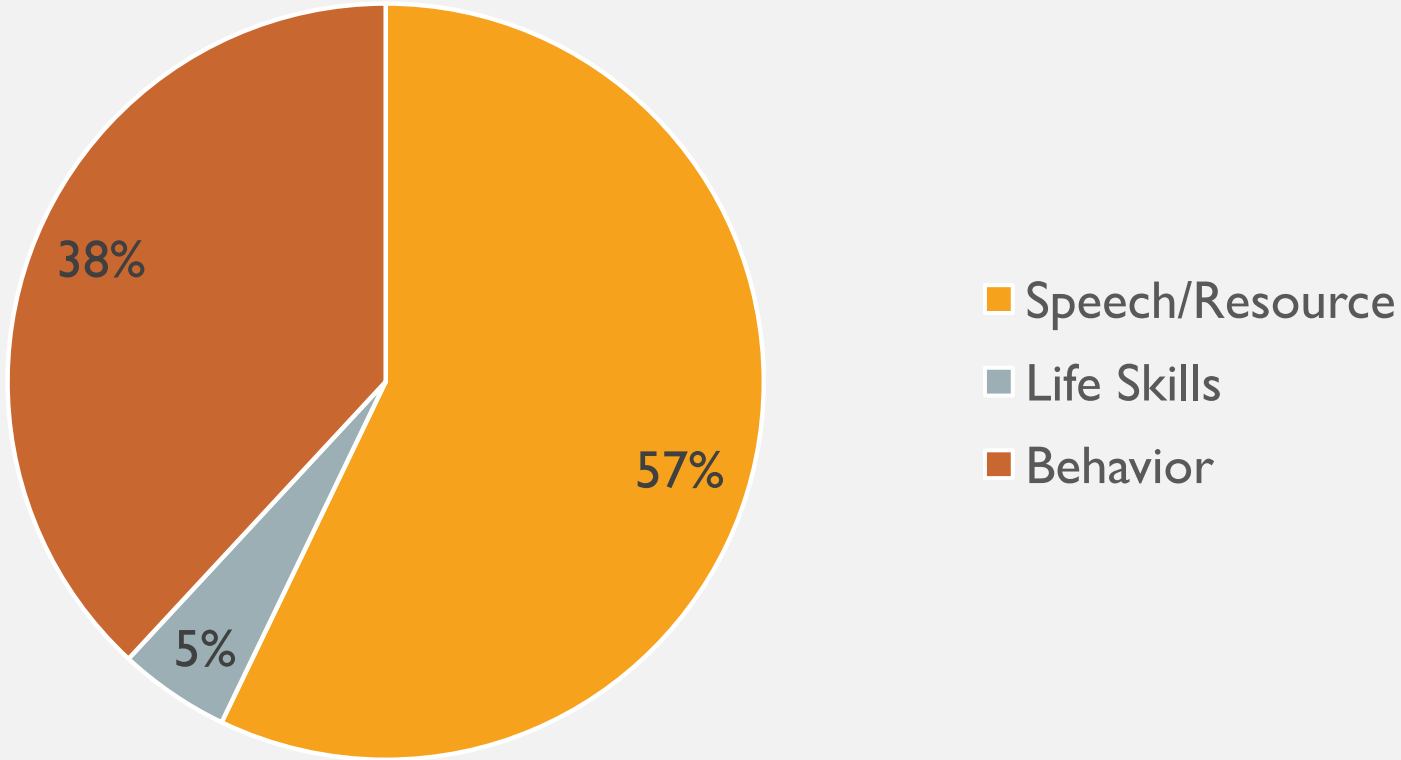
ONWARD....

PROGRAMMATIC PRIORITIES

- Ensure proper special education cost allocation,
- Create a system that is responsive to student needs in the academic, functional, and developmental realms,
- Reinforce a strong continuum of services throughout the district,
- Increase staff retention through the provision of adequate numbers highly qualified staff/supports

INCOMING KINDERGARTEN STUDENTS FROM CDS (2017-2018)

21 Incoming CDS Students
(as of 3/31/17)



School	Program	Staff	Projected Student #s
Cushing Community School	Resource	.25 Sped Teacher	5
Owls Head Central School	Resource	.5 Sped Teacher	10
Gilford Butler School	Resource	.5 Sped Teacher	5
South School	Resource	3 Sped Teachers	36
	Behavior (ISP)	4 Sped Teachers 1.5 Social Workers .5 BCBA	29
Thomaston Grammar School	Resource	1.75 Sped Teachers	19
	Behavior	1 Sped Teacher .5 Social Worker .5 BCBA	11
Oceanside Middle School	Life Skills	1 Sped Teacher	7
	Resource	4 Sped Teachers	64
	Behavior	1 Sped Teacher 1 Social Worker	8
	NECC	Contracted Organization	5
Oceanside High School	Life Skills	1 Sped Teacher	8
	Resource	4 Sped Teachers	68
	Behavior	1 Sped Teacher 1 Social Worker	14
	NECC	Contracted Organization	2
	Life Skills	1 Sped Teacher	12
District	Behavior Consultation	1 BCBA	374 (as assigned)
	Clinical Coordinator	-	-
	Evaluators	2 School Psychologists	374 (as assigned)
	Nurse	1 Nurse	2
	Occupational Therapy	2 Occupational Therapists	94
		1 Occupational Therapy Assistant	
	Physical Therapy	.6 Physical Therapist	17
	Social Work	1 Social Worker	374 (as assigned)
	Speech Therapy	4.5 Speech Therapists	155
1 Speech Language Assistant			

STAFFING OVERVIEW

NET CHANGES OVERVIEW

- Decrease:
 - 5.5 Educational Technicians/Behavior Assistants
 - .5 Clinical Coordinator
- Shift:
 - 1 employed Board Certified Behavior Analyst (BCBA)
- Increase:
 - 2.5 Social Workers
 - 3.5 Teachers

DECREASES:

- Decrease:
 - 5.5 Educational Technicians/Behavior Assistants
- Explanation:
 - Provision of highly qualified teaching staff has a greater impact on student achievement than the provision of more support staff,
 - Shift from over-provision of 1:1 staff to intensive staff support in order to increase student independence,
- Decrease:
 - .5 Clinical Coordinator
- Explanation:
 - Concurrent increase in social workers strengthens behavior programs and allows more students' social emotional needs to be met in accordance with IDEA.

SHIFT:

- Shift:
 - Add 1 employed Board Certified Behavior Analyst (BCBA)
- Explanation:
 - Currently contract with part time BCBA's from NECC – limited time and availability,
 - Current employee configuration allows only crisis management responses:
 - Children outside of intensive support programs do not receive specialized behavioral supports/interventions
 - FBAs – 12-15 hours each
 - Focus is only self-contained programs at South and at TGS

INCREASE:

- Increase:
 - 2.5 Social Workers
- Explanation:
 - Continuous increase in numbers of students needing social emotional supports to access their school programs.
 - Self-contained programs require designated clinicians to address level of need:
 - crisis plans, family outreach, individual therapy sessions, group therapy sessions, staff supports/supervision
 - “Other” students require supports

INCREASE:

- Increase:
 - 3.5 Teachers
- Explanation:
 - Additional teacher in ISP at South School (Currently at capacity with 3 teachers and numbers are projected to increase next year to 29 students.)
 - Additional teacher in resource at OMS (Significant 6th grade numbers - 31 students projected for next year – 12 this year.)
 - Additional teacher in resource at South School (Currently nearing capacity with 2 teachers, and majority of pending 21 referrals are at South, as are 17/21 incoming K students)
 - Additional .5 teacher to address case management needs at Cushing, Gilford Butler, Owls Head, and TGS

“THE BIGGEST MISTAKE OF PAST CENTURIES IN TEACHING HAS BEEN TO TREAT ALL CHILDREN AS IF THEY WERE VARIANTS OF THE SAME INDIVIDUAL, AND THUS TO FEEL JUSTIFIED IN TEACHING THEM THE SAME SUBJECTS IN THE SAME WAYS.”

- HOWARD GARDNER

QUESTIONS?