Program for Students with Exceptionalities

Moving from Current State to Desired State
Education Committee
June 6, 2017

Amy Filipowski, Executive Director of Program for Students with Exceptionalities
## Current State of PSE

### Current 2016-17 Total enrollment: 23,286

4,452 or 19% are students with disabilities

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Enrollment</th>
<th>Students with Disabilities</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>24,785</td>
<td>4,482 or 18%</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>2013-2014</td>
<td>24,587</td>
<td>4,251 or 17%</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>2014-2015</td>
<td>23,227</td>
<td>4,259 or 18%</td>
<td>%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>23,268</td>
<td>4,174 or 18%</td>
<td>%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>23,286</td>
<td>4,452 or 19%</td>
<td>%</td>
</tr>
</tbody>
</table>
## Current State of PSE

<table>
<thead>
<tr>
<th>Students with Disabilities by Race</th>
<th>Total #</th>
<th>Total Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Total</td>
<td>10</td>
<td>0.2%</td>
</tr>
<tr>
<td>Black or African-American Total</td>
<td>2680</td>
<td>60.2%</td>
</tr>
<tr>
<td>Hispanic Total</td>
<td>93</td>
<td>2.1%</td>
</tr>
<tr>
<td>White Total</td>
<td>1295</td>
<td>29.1%</td>
</tr>
<tr>
<td>Multiracial Total</td>
<td>334</td>
<td>7.5%</td>
</tr>
<tr>
<td>Asian Total</td>
<td>36</td>
<td>0.8%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4452</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
## Current State of PSE: Least Restrictive Environment

<table>
<thead>
<tr>
<th></th>
<th>Learning Support</th>
<th>Life Skills Support</th>
<th>Multi-Disabilities Support</th>
<th>Emotional Support</th>
<th>Deaf or Hearing Support</th>
<th>Speech and Language Support</th>
<th>Blind or Visually Impaired Support</th>
<th>Autistic Support</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian Total</strong></td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>Black or African-American Total</strong></td>
<td>1270</td>
<td>223</td>
<td>56</td>
<td>480</td>
<td>12</td>
<td>363</td>
<td>23</td>
<td>253</td>
<td>2680</td>
</tr>
<tr>
<td><strong>Hispanic Total</strong></td>
<td>49</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>19</td>
<td>1</td>
<td>12</td>
<td>93</td>
</tr>
<tr>
<td><strong>White Total</strong></td>
<td>561</td>
<td>78</td>
<td>48</td>
<td>108</td>
<td>17</td>
<td>287</td>
<td>22</td>
<td>174</td>
<td>1295</td>
</tr>
<tr>
<td><strong>Multiracial Total</strong></td>
<td>153</td>
<td>14</td>
<td>4</td>
<td>41</td>
<td>1</td>
<td>88</td>
<td>5</td>
<td>28</td>
<td>334</td>
</tr>
<tr>
<td><strong>Asian Total</strong></td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td><strong>Native Hawaiian or other Pacific Islander</strong></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2046</td>
<td>325</td>
<td>113</td>
<td>636</td>
<td>35</td>
<td>769</td>
<td>51</td>
<td>477</td>
<td>4452</td>
</tr>
</tbody>
</table>
Current State of PSE: Supports

Full Time in Special Education Classroom

Inclusion in General Education Classroom

Regional Support Services in Special Education Classroom

Direct Special Education Support Outside of General Education Classroom

Provided on the full continuum as determined by the *IEP team

*Individualized Education Plan
Current State of PSE: Least Restrictive Environment

89 Regional Support Classrooms
(Excluding Center Schools)
22% of SWD are in Regional Classrooms

6% of students with disabilities are in center schools
3.6% of students with disabilities are in APS/LPS

- 61 Low Incidence Regional Classrooms
- 28 Emotional Support Classrooms
- 37 Autistic Support
- 21 Life Skills Support
- 3 Multiple Disabilities Support
Current State of PSE: Least Restrictive Environment (LRE)

Least Restrictive Environment Trends

<table>
<thead>
<tr>
<th>Inside regular class less than 40 percent of the day</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>inside regular class no more than 79% of day and no less than 40% of the day</td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Inside the regular class 80 percent or more of the day</td>
<td>59%</td>
<td>55%</td>
<td>56%</td>
</tr>
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</table>
Desired State: Effectively Support Students with Disabilities in their LRE in their Neighborhood Schools

PSE is in the midst of reviewing the service delivery model to determine how to improve support for our students with disabilities.

- Increase inclusion with appropriate supports
- Maximize student growth & achievement
- Support students in their neighborhood schools
Desired State: Effectively Support Students with Disabilities in their LRE in their Neighborhood Schools

Any change worth doing is worth doing right! It takes research, time, appropriate supports and training to be ready for the change.

Real change comes when people are enabled to use their thinking and their energy in a new way, using a different system of thought, different language, and having fresh visions of the future.

Scilla Elworthy
Desired State: Effectively Support Students with Disabilities in their LRE in their Neighborhood Schools

We will work throughout the 2017-18 school year to make small changes to collect data and analyze for full implementation in 2018-19 school year.

- Converted or new positions
- Support for students in general education classrooms
- Professional Development for staff
Barriers for Students with Disabilities
EA-IV Registered Behavior Technicians

- 43 converted positions
- Paraprofessional Role

- Enhance the behavior support for students in our Emotional Support Program
- Our goal is to have experts in our regional Emotional Support classrooms that teach students appropriate coping skills to be successful in general education classrooms
- Earn Registered Behavior Technician certification that will demonstrate their ability to understand why behaviors occur, how to collect and analyze data, and how to implement interventions that support positive behaviors

Every kid is one caring adult away from being a success.

-Josh Shipp
Board Certified Behavior Analyst Supervisor

• 1 New position
• Administrator Role
• Needed to supervise the EA-IV Registered Behavior Technicians to earn and maintain certifications

• Observe and give feedback to the EA-IVs and assess their competency/implementation with fidelity
• Expert at identifying why behaviors occur, collecting & analyzing data, and designing/implementing positive behavior support plans for teams to implement to eliminate inappropriate behaviors
• Conduct Functional Behavior Assessments on students demonstrating aggressive behaviors and provide research-based, interventions to the school teams
• Goal is to ensure the EA-IV is implementing training with fidelity and providing appropriate support
Barriers for Students with Disabilities
PSE Instructional Coaches

- 2 converted positions
- Teacher on Special Assignment Role
- Instructional focus
- A position to examine for the new service delivery model to offer instructional support
- If model is successful, we would potentially increase the number of coaches with Board approval
- Work in the classroom with general education and special education teachers who struggle to meet the needs of students with disabilities
- Support struggling teachers through modeling, co-teaching, planning, etc. to improve the teacher’s practice to meet the needs of students with disabilities
- Participate in training with the Reading and Math Coaches and serve as a special education resource to them.
- Work alongside the reading and math coaches to support general and special education teachers.
Curriculum Support Teacher

- 1 new position
- Teacher on Special Assignment
- Replacement position due to vacancy of Administrator position

Curriculum Support Teacher has multiple work streams that include:

- monitoring curriculum implementation in the classrooms
- assessing individual students and recommending instructional pathways
- supporting teachers alongside the coaches
- developing and providing professional development to both general and special education teachers
- Collaborate with Curriculum, Instruction and Assessment teams
Barriers for Students with Disabilities
Resource Teacher

- 1 converted position
- Teacher
- New Title
- This position will allow PSE to assess the effectiveness of this model and determine if similar positions are needed for the 2018-2019 school year
- Support students in the inclusion setting through co-teaching, push-in support, and pull out as needed for pre-teaching, re-teaching, or intensive instruction
- Is not be assigned to support a specific program as other teachers are (i.e. Emotional Support, Autistic Support, etc.)
- Provides more flexibility for teachers to work with students, regardless of need or disability in the Least Restrictive Environment
- Will receive extensive training and support across disability categories and program
End Results

• Increase support to school teams and individual teachers

• Increase supports to students

• Increase the number and % of students supported in the general education classroom

• Increase professional development for staff so they are better equipped to meet the needs of all students, regardless of disability

• Improve positive behavior supports for students

• Utilize highly trained and certified staff to support students with behavioral issues

• Collect data on effectiveness of new positions and determine next steps for the 2018-19 service delivery model