

SPECIAL EDUCATION UPDATE BOARD PRESENTATION OCTOBER 2015

Prepared by:

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AGENDA

- Special Education Overview
- Benefits for all students in the Inclusive setting
- Revenues and costs for SpEd Services in BUSD
- Significant Disproportionality (SIG DIS)
- Alameda County & State Comparison Data

WHAT IS SPECIAL EDUCATION?

- Free Appropriate Public Education (FAPE) for eligible students with a disability who require Special Education services and supports
 - Specialized Academic Instruction (SAI)
 - Related Services as needed
 - Provided at no cost to the parent/guardian
 - Provided in the Least Restrictive Environment (LRE)

ELIGIBILITY – 2 PRONGS

- Identified by an individual education program (IEP) team as a child with a disability in one or more of the 13 federal categories

AND

- Their impairment requires instruction and services which cannot be provided with modification of the regular school program in order to ensure that the individual is provided a free appropriate public education (FAPE).

13 FEDERAL CATEGORIES

- Characteristics associated with Autism (AUT)
- Deaf (Deaf)
- Deaf-Blind (DB)
- Emotional Disturbance (ED)
- Hard of Hearing (HH)
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Other Health Impaired (OHI)
- Orthopedic Impairment (OI)
- Specific Learning Disability (SLD)
- Speech or Language Impaired (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment including Blindness (VI)

ELIGIBILITY EXCLUSIONARY FACTORS

Pupils whose educational needs are due primarily to:

- Limited English proficiency
- Lack of instruction in reading or math (“per NCLB”)
- Temporary physical disabilities
- Social maladjustment
- Environmental, cultural, or economic factors

are not individuals with exceptional needs.

“ROWLEY” STANDARDS

- Establishes definition of “appropriate” in FAPE for Special Education
- Provides students a basic floor of opportunity
- Reasonably calculated to provide some educational benefit
- School Districts are not required to maximize educational benefit to allow a child to realize his or her potential

SERVICE DELIVERY

- IDEA '97 – confirms standards for ALL students as being General Education curriculum and rigorous instructional practices in the LRE with typical peers
- Statewide Special Education Taskforce recommends an Inclusive Educational setting for all students
- BUSD has implemented systemic Inclusive Educational practices since 2004
- Related services provided to students at the school site
- Nonpublic School or State Special School programs for very few students who require an alternative educational setting

2015-16 DEMOGRAPHICS

- Students age birth-22 years served in SpEd
- SpEd Pupil Count (as of 12/1/14) = 1,119
- Total enrollment (as of 11/15/14) = 9,785
- SpEd = 11.44 % of K-12 General Education
- Fastest growing populations are Pre-K and Autism (continuing upward trend since 2011)

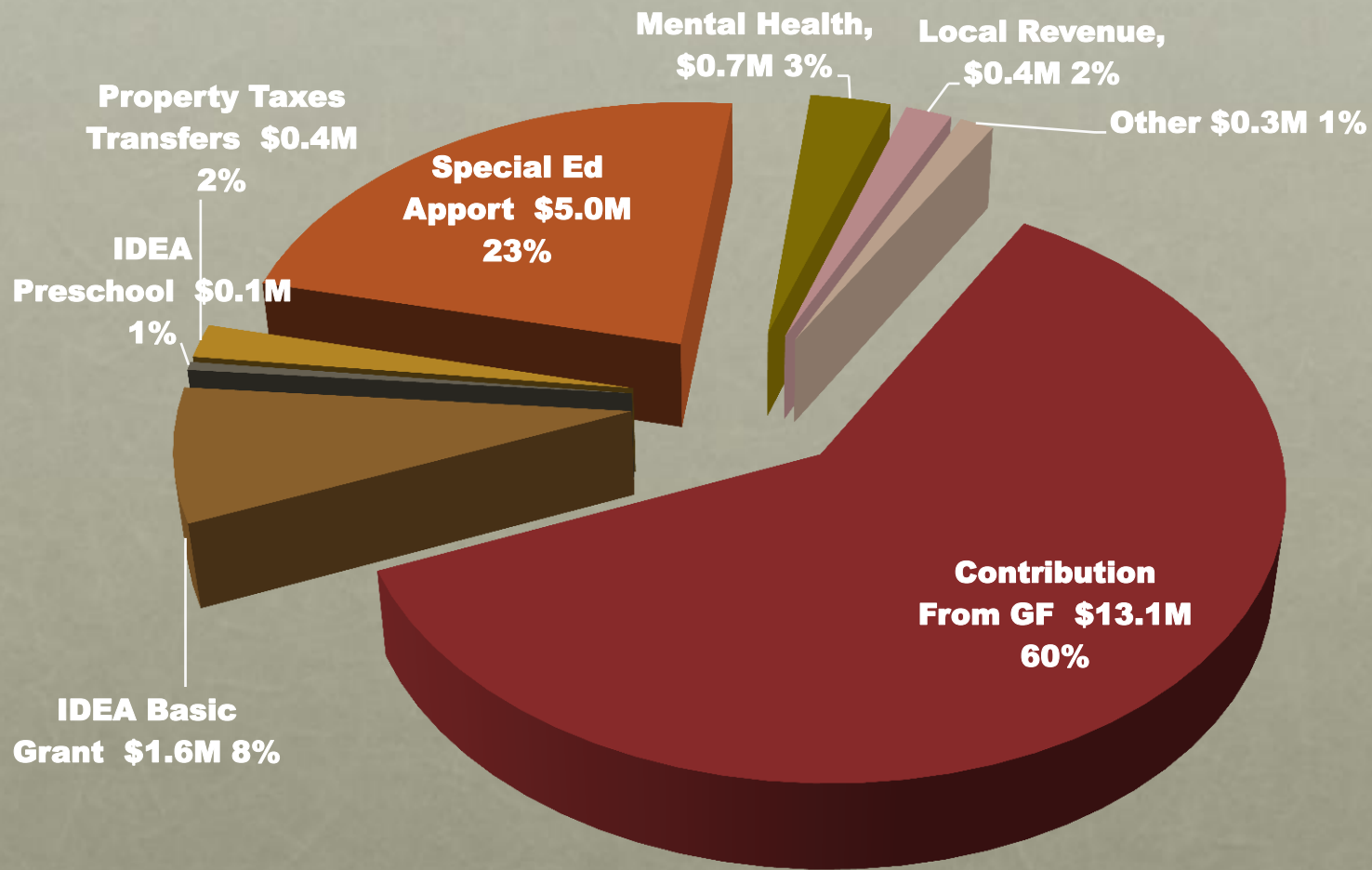
BENEFITS OF INCLUSION

- Time spent engaged in the general education curriculum is strongly and positively correlated with math and reading achievement for students with disabilities (Cole, Waldron, & Majd., 2004; Cosier, Causton-Theoharis & Theoharis, 2013)
- Students *without* disabilities made significantly greater progress in reading and math when served in inclusive settings (Cole, et.al., 2004)

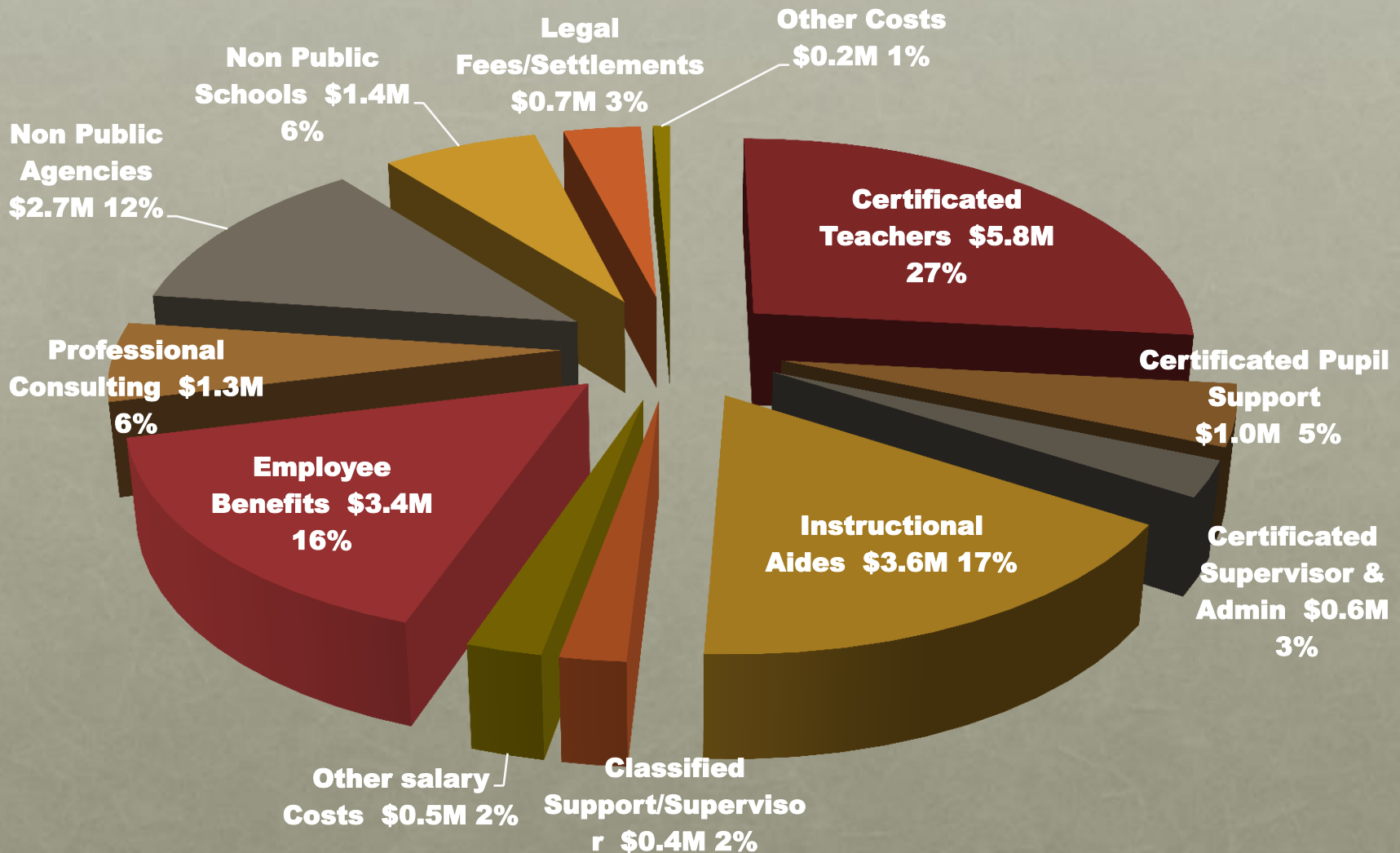
BENEFITS OF INCLUSION

- Students with autism in inclusive settings scored significantly higher on academic achievement tests when compared to students with autism in self-contained settings (Kurth & Mastergeorge, 2010)
- Students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills when compared to students served in special schools (Dessementet, Bless, & Morin, 2012)

SPECIAL EDUCATION REVENUE



COST OF SPECIAL EDUCATION SERVICES- 21.6M



WHAT IS “SIG DIS”?

- Significant disproportionate (Sig Dis) representation of African American students as students with disabilities
- Primarily (state-wide) in the areas of:
 - Emotional Disturbance (ED) (BUSD is Sig Dis here)
 - Specific Learning Disability (SLD)
 - Speech or Language Impairment (SLI)
- Current upward trend of identifying students in the area of:
 - Other Health Impairment (OHI)

SIG DIS RTI PATHWAYS

- Sig Dis Response to Instruction and Intervention (RtI²) pathways include:
 - Implementing TCRWP literacy and Fountas and Pinnell intervention framework with fidelity
 - Restorative Practices & culturally responsive and welcoming school climates
 - Professional Development for all staff on inclusive education
 - Targeted intervention supports for up to 100 focal students performing below basic on CST (ELA)

PUPIL COUNT RESULTS

African American Students:

	ED	SLD	SLI	OHI
12/1/13	48	235	56	60
12/1/14	<u>39</u>	<u>219</u>	<u>50</u>	<u>82</u>
	-9	-36	-6	+22

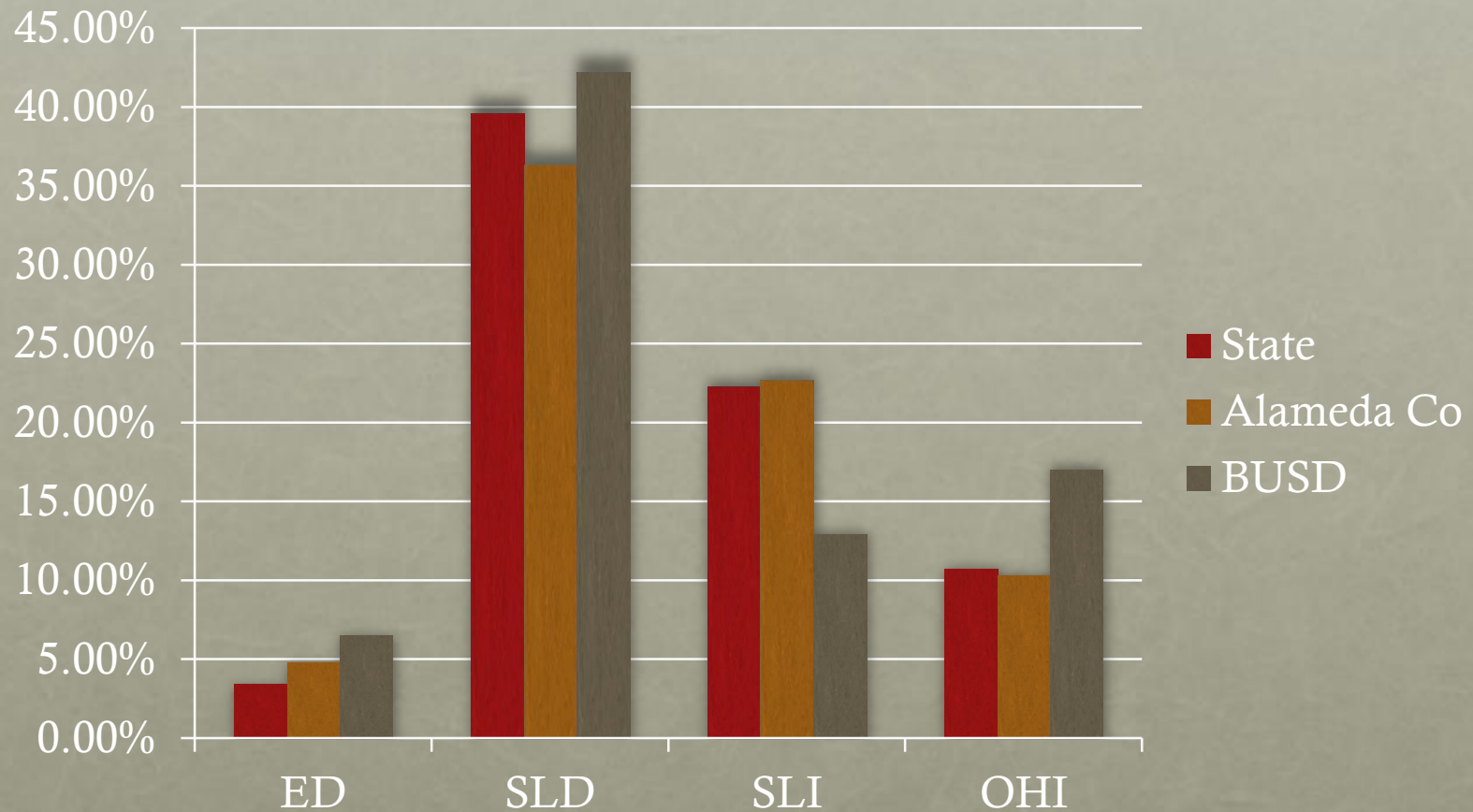
Total African American Students in Special Education:

12/1/13 = 454

12/1/14 = 450

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BUSD COMPARED TO ALAMEDA COUNTY & STATE



THANK YOU!

“Inclusive education is really about fostering an education system that is accessible to children of all ability levels and embraces the participation of the whole community in the education process.”

Nathaniel Stewart, Peace Corps Volunteer