

Office of Special Services

An Operational View

Presented by Alexa Ingram
Director of Special Services
SRS Building Administrator

April 6, 2020

The Big Picture.....LRE

- Least Restrictive Environment (LRE) is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.]

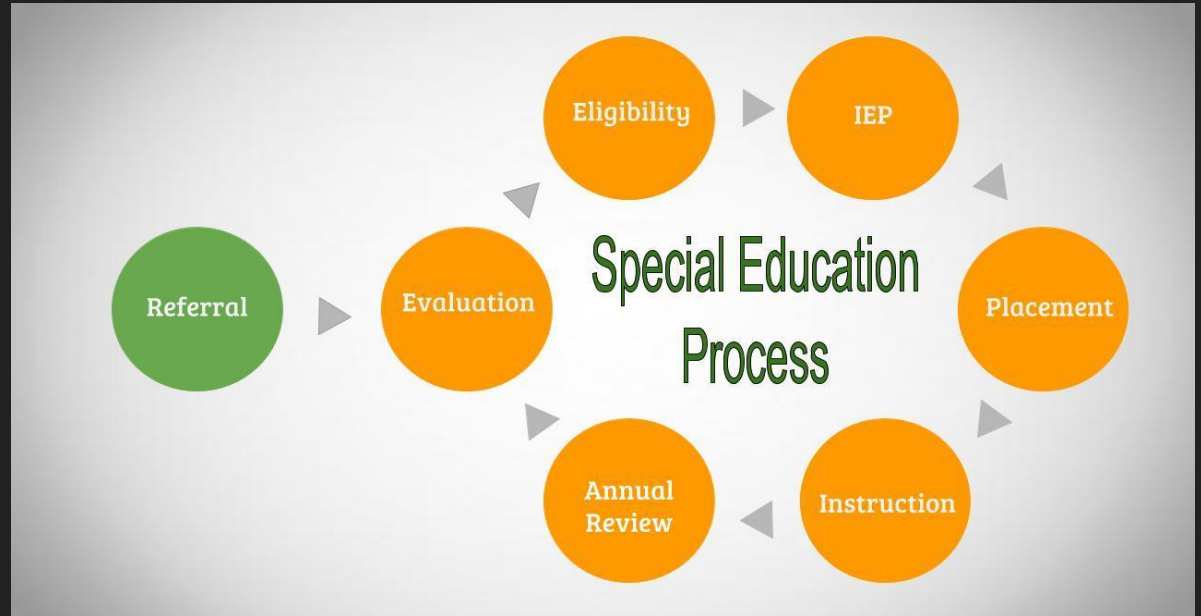


Special Services is the umbrella for:

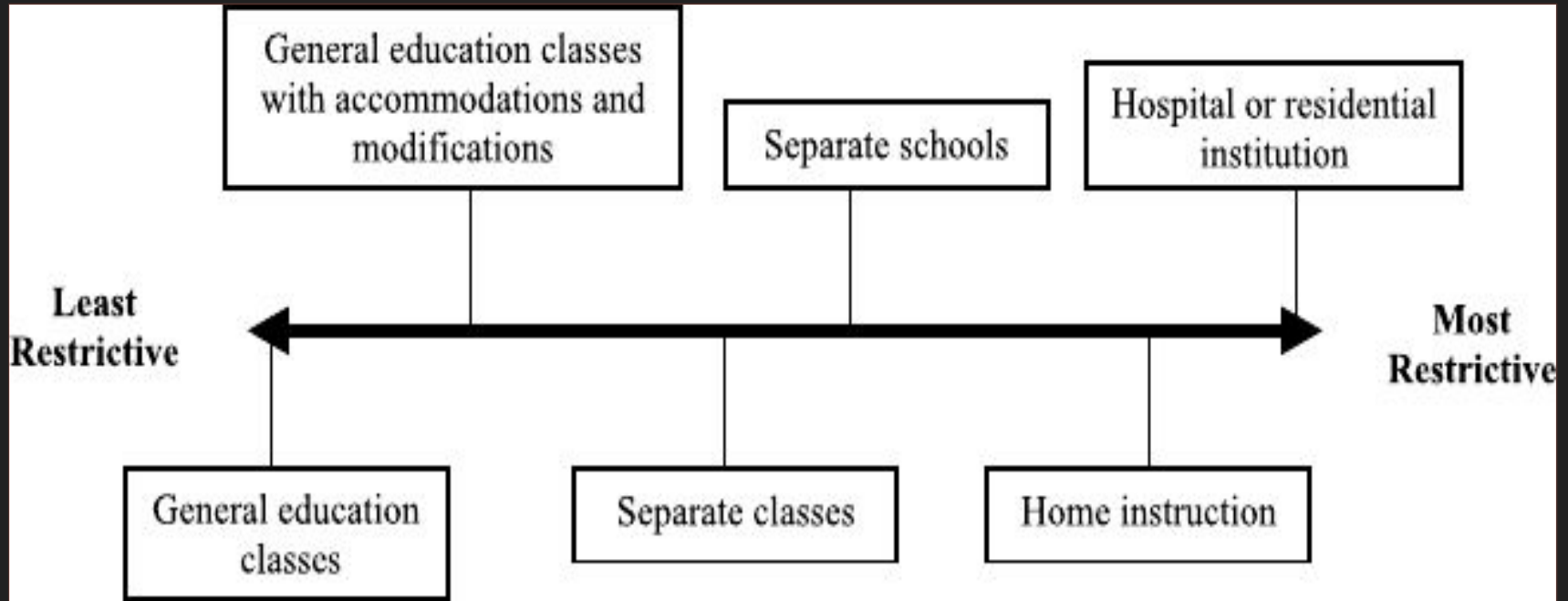
- Counseling
- School Nursing
- 504 Referrals & Plans
- Special Education Referrals
- Special Education Programming
- Related Services
- Early Intervention Referrals
- Preschool Programming
- Non public services
- Risk Assessments
- Home Instruction
- Extended School Year
- Mental Health Supports
- Crisis Intervention
- Parent Engagement & Training
- And so much more....

Spotlight on The Referral Process

- Initiated by families or staff
- Facilitated by Case Managers
- Collaborative Team of educators, CST, and families.



Spotlight on The Continuum of Services



Spotlight on District Programming

- In Class Support - considered a General Education class
- Pull Out Resource
- Special Class
- Consultation
- Related Services
- Home Instruction
- Out of District options
- Accommodations and Modifications



The details impact operations

Class Size Limit Example

In Class Support

Grades K-5: 8 SWDS

In Class Support

Grades 6-8: 10 SWDs

There are 8 students that are known in preschool and require IEP driven services in Kindergarten. All eight students are recommended for in class support. A school district can open in 20/21 with one class at the max for SWDs, however the unknown for K includes the prospect of a projected 3-5 additional students. How does the district plan for this?

The details impact operations

- Class size for SWDs
- Class size for all
- Policy Implications
- Apply the policy by scaling for SWDs
- Mental Health Concerns -- a potential barrier to learning
- Social Emotional Learning -- a tool to navigate barriers and unlock potential

20/21 Budget

Foundational information to
support shifts and changes

Special Services Staffing - proposed budget*

- 5 In Class Support Special Educators
- 1 Resource Special Educators
- 5 New Teaching Assistants
- 1 part time Speech Therapist
- 1 Supervisor of Special Education

Additional Educators and TAs to support increased section needs, changing and growing student needs, and service delivery needs for speech.

*Original budget request included additional staff to meet the growing needs for special services.

Special Services Budget and Staffing Considerations

- Growing and changing needs of students primarily in the area of mental health, behavior, and complex learning needs.
- An increase of 3 students may appear to be low in one area, but the needs of the three may result in additional staff, an additional section, a 1:1 need.
- Efficiency in programming and staffing
 - Programs and services are developed using the continuum
 - One size does not fit all
- What is best for students
- All students benefit
- Teaching Assistant support and rolling implementation of phased support

Special Services Budget: Out of District

- Out of District placements are part of the continuum.
- The approximate cost for OOD is \$65,000 for tuition, additional costs arise for aide support and ESY.
- The approximate cost for OOD transportation is \$40,000 depending on vehicle, location, distance and individual needs.
- The current budget includes 8 students attending OOD placements now and projected for the 20/21 school year at a cost of \$683,400.
- During the budget meeting in February, recommendations to budget for at least one additional placement were made to allow for a move in or change in placement.

2020-2021 Special Services Overview

- Needs based
- Align with compliance factors for State and Federal regulations
- Grounded in LRE
- Foundation for growth as enrollment shifts for students with changing needs and needs change for students known and unknown
- Future planning required to adjust to social and emotional needs of students
- Previous reductions resulted in operational concerns for programming and services, staffing shortages, continuity gaps, and the class size policy not applied with appropriate scaling for SWDs.