

Program for Students with Exceptionalities

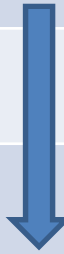







Moving from Current State to Desired State Education Committee June 6, 2017

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

School Year	Total Enrollment	Students with Disabilities	Trends	
2012-2013	24,785	4,482 or 18%	Total Enrollment	Students with Disabilities
2013-2014	24,587	4,251 or 17%		 %
2014-2015	23,227	4,259 or 18%		 %
2015-2016	23,268	4,174 or 18%		 %
2016-2017	23,286	4,452 or 19%		 %

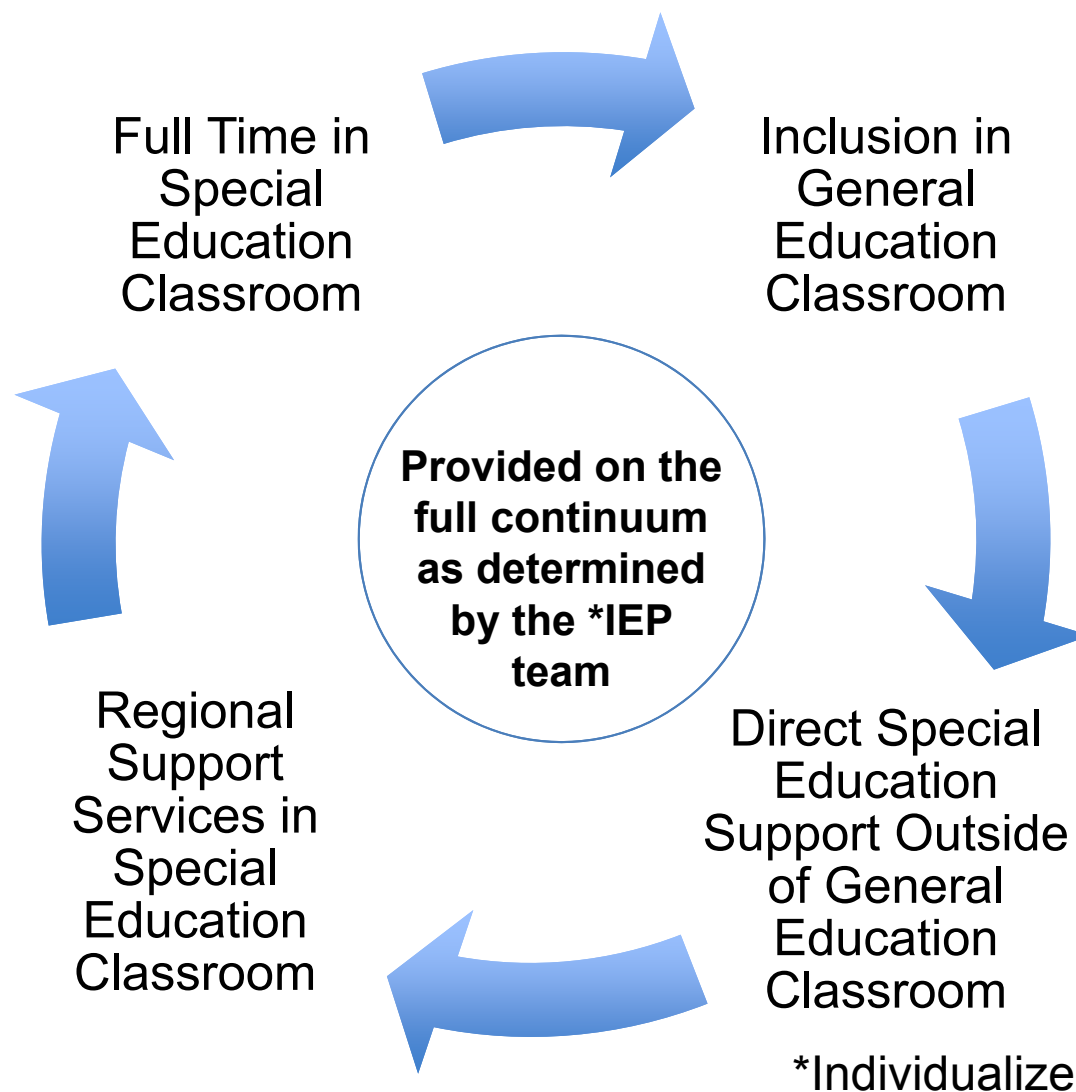
Current State of PSE

Students with Disabilities by Race	Total #	Total Percentages
American Indian Total	10	0.2%
Black or African-American Total	2680	60.2%
Hispanic Total	93	2.1%
White Total	1295	29.1%
Multiracial Total	334	7.5%
Asian Total	36	0.8%
Native Hawaiian or other Pacific Islander	4	0.1%
Total	4452	100.0%

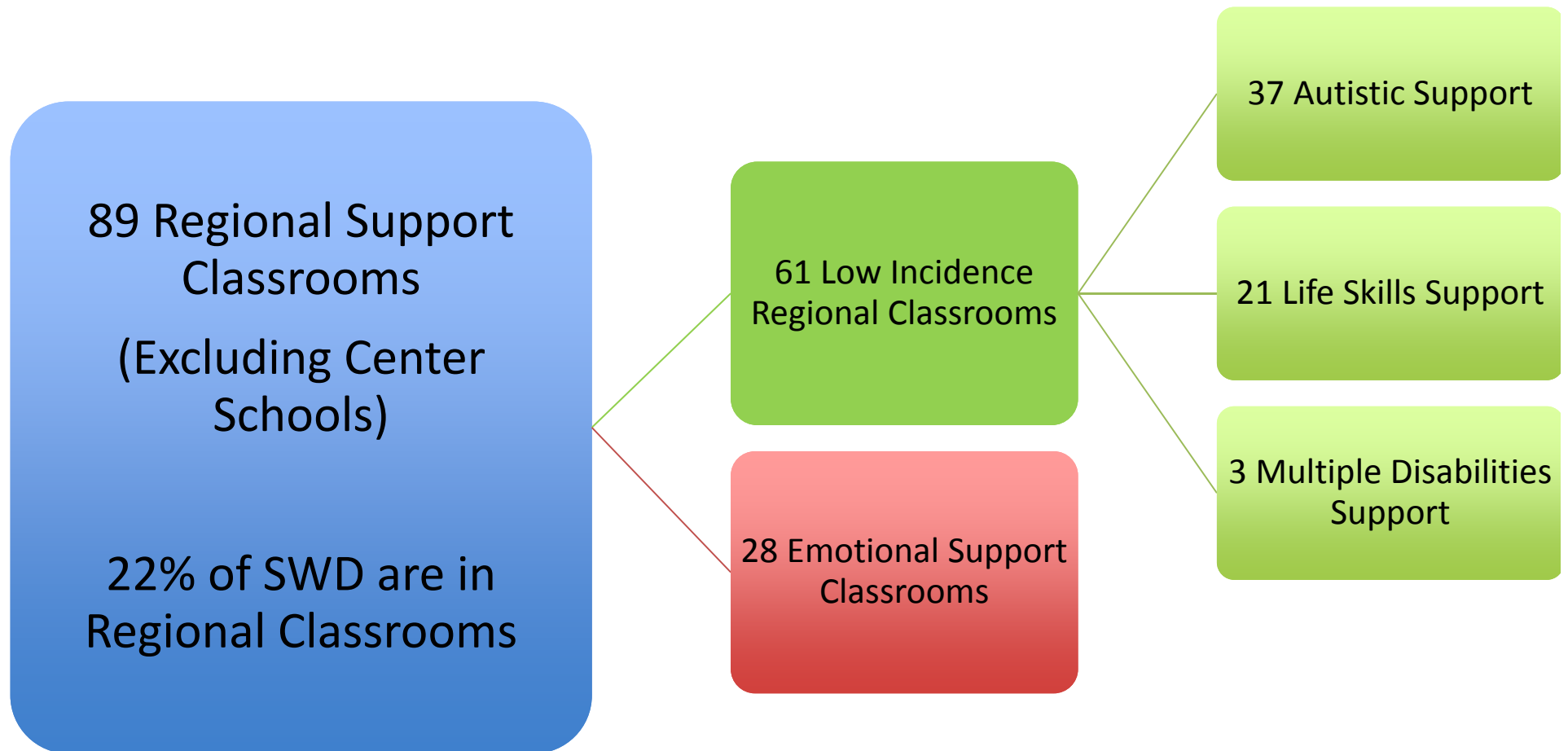
Current State of PSE: Least Restrictive Environment

	Learning Support		Life Skills Support		Multi-Disabilities Support		Emotional Support		Deaf or Hearing Support		Speech and Language Support		Blind or Visually Impaired Support		Autistic Support		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian Total	4	0.09%	2	0.04%	0	0.0%	1	0.02%	0	0.0%	3	0.07%	0	0.0%	0	0.0%	10	0.2%
Black or African-American Total	1270	28.5%	223	5.0%	56	1.3%	480	10.8%	12	0.3%	363	8.2%	23	0.5%	253	5.7%	2680	60.2%
Hispanic Total	49	1.1%	5	0.11%	2	0.04%	5	0.1%	0	0.0%	19	0.4%	1	0.02%	12	0.3%	93	2.1%
White Total	561	12.6%	78	1.8%	48	1.1%	108	2.4%	17	0.4%	287	6.4%	22	0.5%	174	3.9%	1295	29.1%
Multiracial Total	153	3.4%	14	0.3%	4	0.1%	41	0.9%	1	0.02%	88	2.0%	5	0.1%	28	0.6%	334	7.5%
Asian Total	9	0.20%	2	0.04%	3	0.07%	1	0.02%	5	0.11%	7	0.16%	0	0.0%	9	0.20%	36	0.8%
Native Hawaiian or other Pacific Islander	0	0.0%	1	0.02%	0	0.0%	0	0.0%	0	0.0%	2	0.04%	0	0.0%	1	0.02%	4	0.09%
Total	2046	46.0%	325	7.3%	113	2.5%	636	14.3%	35	0.8%	769	17.3%	51	1.15%	477	10.7%	4452	100.0%

Current State of PSE: Supports



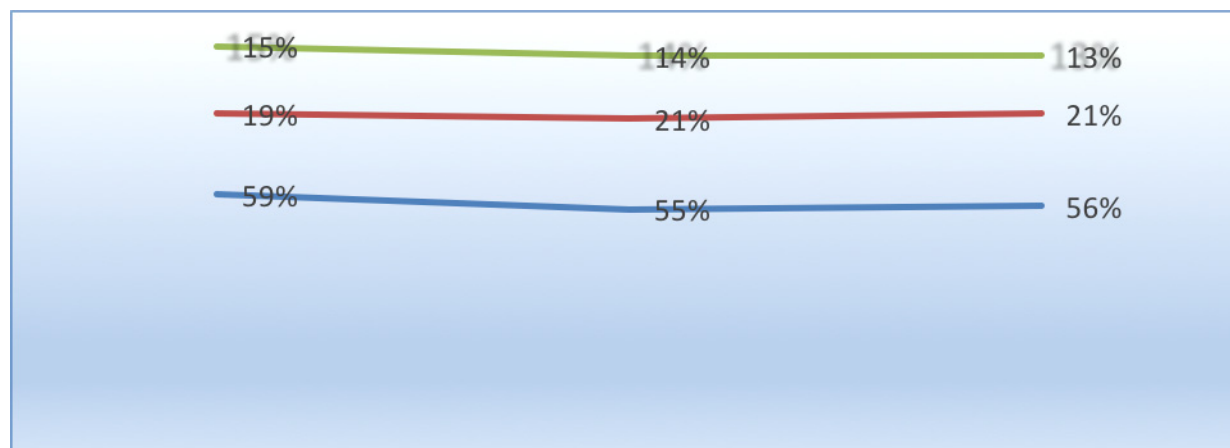
Current State of PSE: Least Restrictive Environment



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

Current State of PSE: Least Restrictive Environment (LRE)

Least Restrictive Environment Trends



	2014-15	2015-16	2016-17
— Inside regular class less than 40 percent of the day	15%	14%	13%
— Inside regular class no more than 79% of day and no less than 40% of the day	19%	21%	21%
— Inside the regular class 80 percent or more of the day	59%	55%	56%

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.

TAKE
TIME TO
GET
READY

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**



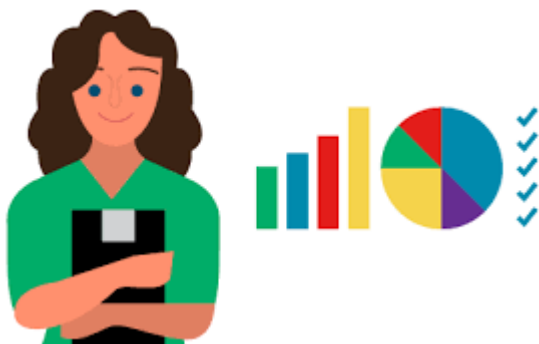
EA-IV Registered Behavior Technicians

- 43 converted positions
- Enhance the behavior support for students in our Emotional Support Program
- Paraprofessional Role
- 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



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



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