

# EACS Special Education Overview

February 19, 2013



# What is 'Special Education'?

- Specially designed instruction
- For students ages 3 - 21
- At no cost to the parent
- Individualized to meet the unique needs of the student with a disability
- Includes special education and related services

[511 IAC 7-17-64]



# Who is Eligible?

- Autism Spectrum Disorder (ASD)
- Language or Speech Impairment (LSI)
- Deaf-Blind (D-B)
- Developmental Delay (DD)
- Emotional Disability (ED)
- Deaf or Hard of Hearing (DHH)
- Severe Learning Disability (SLD)
- Cognitive Mental Disability - Mild, Moderate, Severe (MICD, MOCD, SCD)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Traumatic Brain Injury (TBI)
- Blind or Low Vision (BLV)

# How Many EACS Students are Eligible?

<b><i>Dec. 1, '12</i></b>	<b><i>Total Enrollment</i></b>	<b><i>Speech &amp; Language Disorder</i></b>	<b><i>All Other Disabilities</i></b>	<b><i>Total # Students w/ Disabilities</i></b>	<b><i>Percent Students w/ Disabilities</i></b>
EACS	9179	318	839	1157	7.9



# How are students served?

- Mild Intervention programs—All schools
- Speech/Language Therapy—All schools
- Day Treatment program—Heritage Schools (3 classes)
- Early Childhood Special Education— Moving to New Haven Learning Center in Fall, 2013 (4 classes, resource to local community preschools, speech therapy)
- Intense Intervention programs (New Haven and Woodlan schools)

# Curriculum Path



Instructed in general  
education curriculum



ISTEP/IMAST/ECA



Diploma

Modified curriculum to  
develop life skills



ISTAR Assessment



Certificate  
of  
Completion



# Decision-Making Process

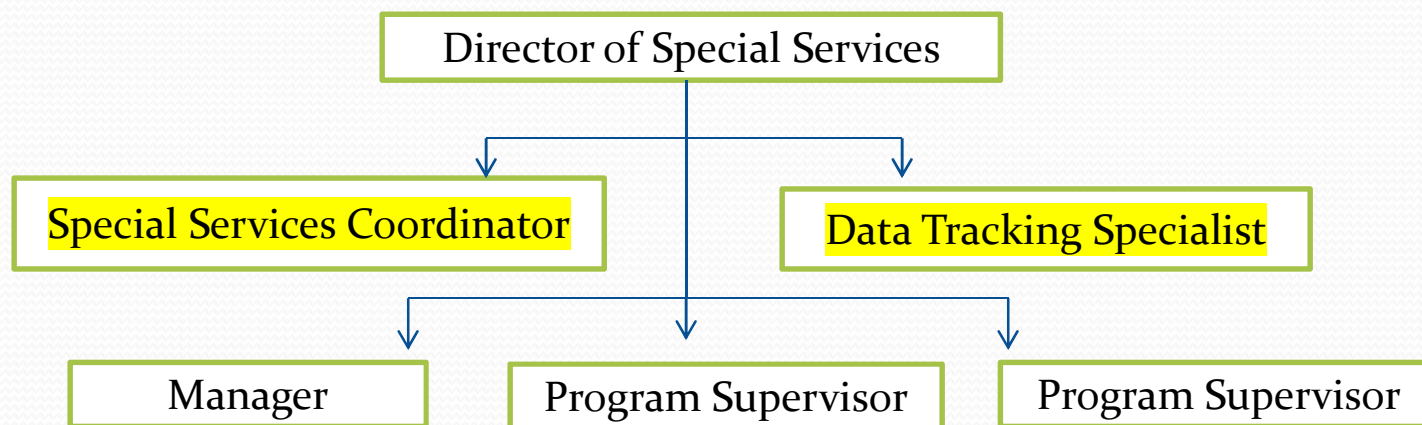
- "Least Restrictive Environment": Students must be provided the level of special education services needed to progress toward their goals, while also progressing in the general education curriculum to the extent appropriate.
- Majority EACS students are working toward a diploma.
- Decision re: whether diploma or certificate typically made during middle school years, based on student's rate of progress.
- Case conference committee must determine the student's educational needs/goals, determine services that will allow the student to master the goals, and determine the most appropriate placement . (511 IAC 7-42-6 and 511 IAC 7-42-10)



# Nonpublic School Service

- Two special education teachers serve students with various disabilities
- Cover 21 nonpublic schools (this includes homeschooled students)
- Evaluations to determine special education eligibility conducted by school psychologists
- Speech and language therapy provided by EACS speech/language pathologists at the nonpublic school sites
- Consultations provided by OT, PT, HI, VI, OI
- Expenditure of “proportionate share” and APC funds required (511 IAC 7-34-7)





## EACS SPECIAL EDUCATION STAFF

Cedarville	H.Terrace *	Heritage Elem**	Leo El	Meadowbrook *	Southwick	PCA	Woodlan Primary *	Woodlan Intermediate*
1 Teacher 1 Para	3 Teachers 5 Paras	4 Teachers 7 Paras	1 Teacher 1 Para	4 Teachers 5 Paras	1 Teacher 1 Para	2 Teachers 2 Paras	2 Teachers 4 Paras	3 Teachers 4 Paras

NHM *	Heritage J/S **	Leo J/S	NHHS *	PJHS	WDLN *	LINX	ECP	District Itinerant Staff	Special Services
4 Teachers 6 Paras	4 Teachers 3 Paras	2 Teachers 1 Para	6 Teachers 8 Paras	2 Teachers 2 Paras	4 Teachers 4 Paras	1 Teacher	1 Supervisor 1 Secretary 4 Teachers 4 Paras	3 Psychologists 1 Teacher of Hearing Impaired 3 Interpreters of Hearing Impaired 1 Teacher of Visually Impaired 1 Transition Teacher 3 Job Coaches  2 Consulting Teachers of NP Schools  10 Speech/ Language Pathologists 1 Mental Health Counselor  1 Adaptive PE Teacher 1 Occupational Therapist 1 Occupational Therapist Assistant 1 Physical Therapist 1 Physical Therapist Assistant	1 Director of Special Services 1 Manager of Special Services 2 Supervisors 2 Secretaries

Note: All schools have Mild Disabilities programs.

\* School with Intense Intervention Program

\*\* School with Day Treatment Program



# Disproportionality

- In 2007 IDOE began monitoring Indiana districts for disproportionality across multiple indicators.
- EACS was found to be out of compliance for expelling/suspending African-American students with disabilities at a rate higher than other students.
- At the same time, EACS was found to have an over-representation of African-American students with cognitive disabilities.



# Over-representation

- The following actions are being taken specifically to address the over-representation of African-American students with cognitive disabilities:
  - Review/revision of referral and evaluation procedures
  - Training in Culturally Responsive (CR) evaluation and identification practices
  - Training in data entry and monitoring
  - File review of each African-American student w/cognitive disability to determine appropriateness of identification and possible need for reevaluation



# New Citing for Disproportionality

- One of the unintended consequences of reducing expulsion and out of school suspension was an over-use of in-school suspension (ISS) as a behavioral consequence.
- In June, 2012, EACS was disproportionate in the number of African-American students placed in ISS.
- We are addressing this new citing by continuing interventions of training and procedure review.
- Another unintended consequence of meeting the government's requirements to improve in these areas is the overwhelming belief by teachers that they cannot address discipline issues in the classroom.



# District Remedies to Address Issues of Non-Compliance

- Review/revision of referral and evaluation procedures
- Training in CR evaluation and identification practices
- Training in data entry and monitoring
- CR-PBIS Training
- Cultural Differences Training
- Monthly Data Review Meetings w/PBIS Schools
- Restorative Practices: Modeling/Training
- File review of each African-American student w/cognitive disability to determine appropriateness of identification and possible need for reevaluation



# Challenges for the Future

- Funding
  - EACS federal special education funding remains fairly stable while all costs increase
  - Mandatory 15% of federal grant must be expended to address early intervention, due to disproportionality
  - Mandatory increase of funding for students with disabilities attending non-public schools