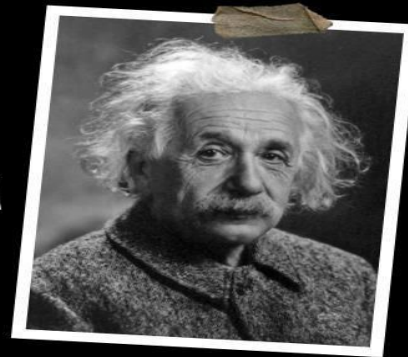


Special Education Presentation
BOE – Redding
January, 2018

**"Education is not
the learning of
facts, but the
training of the mind
to think."
-Albert Einstein**





What is Special Education?

- A service, not a place
- Specialized instruction
 - Inclusive
 - Data driven
- Belief that all children can learn

Law Behind Special Education...

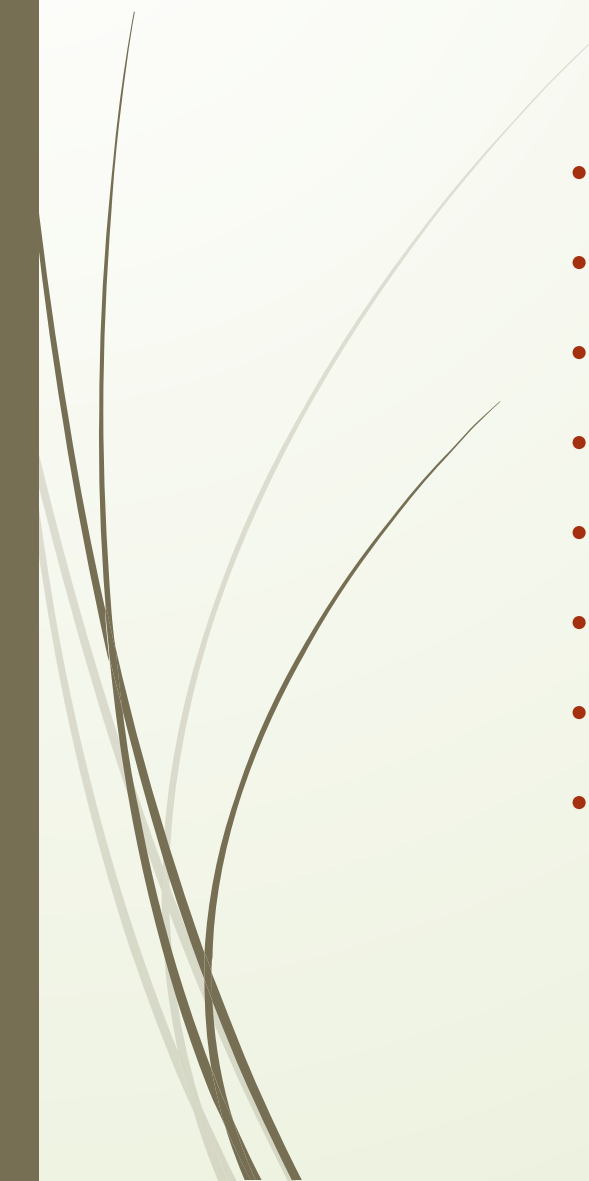
IDEIA

Individuals with Disabilities Education Improvement Act

- Federal legislation that is designed to ensure that students with disabilities (ages 3-21) are provided with a free and appropriate public education.
- **Following are the six major principles of the IDEIA, focusing on students' rights and the responsibilities of public schools to children with disabilities.**
- Free Appropriate Public Education...
- Appropriate Evaluation...
- Individualized Education Plan...
- Least Restrictive Environment...
- Parent Participation...
- Procedural Safeguards...

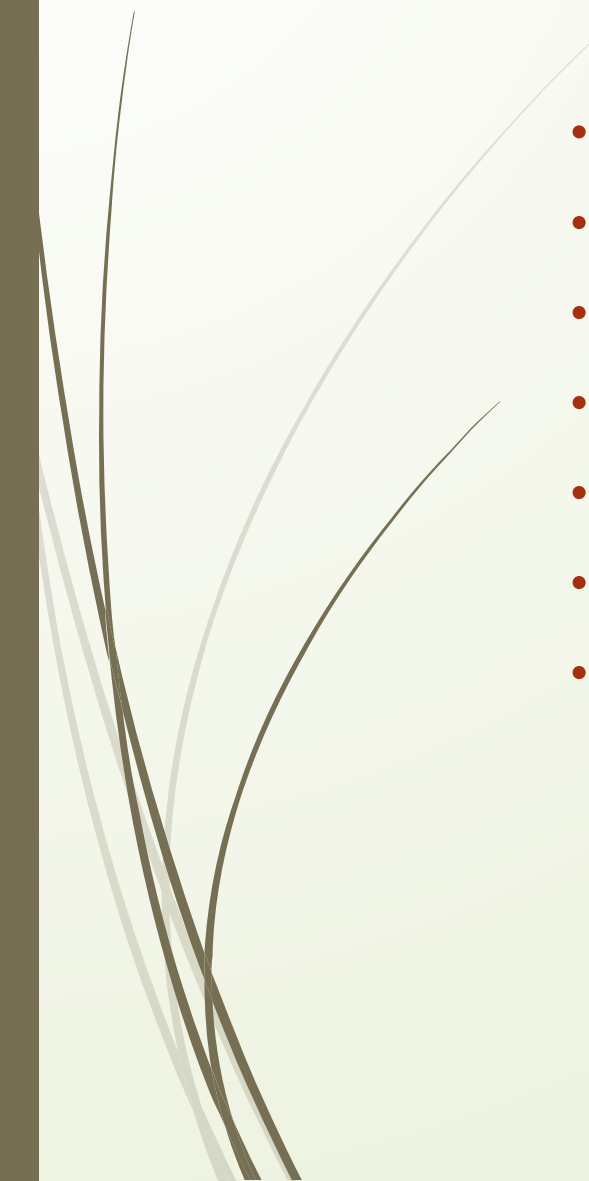


Classifications on an IEP

- Autism
 - Deaf-Blindness
 - Developmental Delay
 - Emotional Disturbance
 - Hearing Impairment (Deaf or Hard of Hearing)
 - Intellectual Disability
 - Learning Disabilities
 - Learning Disabilities/Dyslexia
- 



Classifications on an IEP

- Multiple Disabilities
 - OHI-ADD/ADHD
 - Orthopedic Impairment
 - Other Health Impairment
 - Speech or Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment
- 



Continuum of Special Services

Least Restrictive to Most Restrictive

Related Services

Consultant Teacher

Co-Taught Class

Resource Program

Special Class

Out-of-district Placement

Homebound/Hospital – Based Instruction



Redding Students and Services






Prevalence of Students with Disabilities

Redding:

- 14-15: 13.1%
- 15-16: 12.7%
- 16-17: 12.1%
- 17-18: 13.6%

CT: (From fall workshop with CSDE)

- 14-15: 13.0%
- 15-16: 13.4%
- 16-17: 13.9%



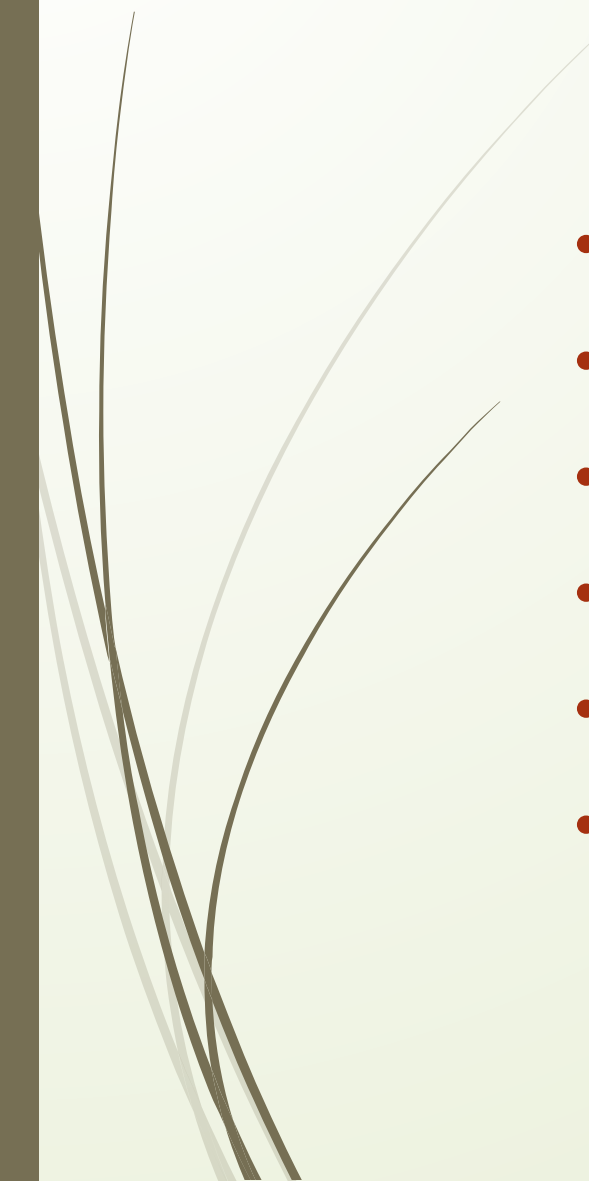
Students with IEP Services 2018-2019

Grade Level	Anticipated 18-19 numbers based on current figures
Preschool and PreK	20 (anticipated)
Kindergarten	10 (anticipated)
Grade 1	14
Grade 2	16
Grade 3	6
Grade 4	12
Grade 5	14
Grade 6	20
Grade 7	13
Grade 8	6



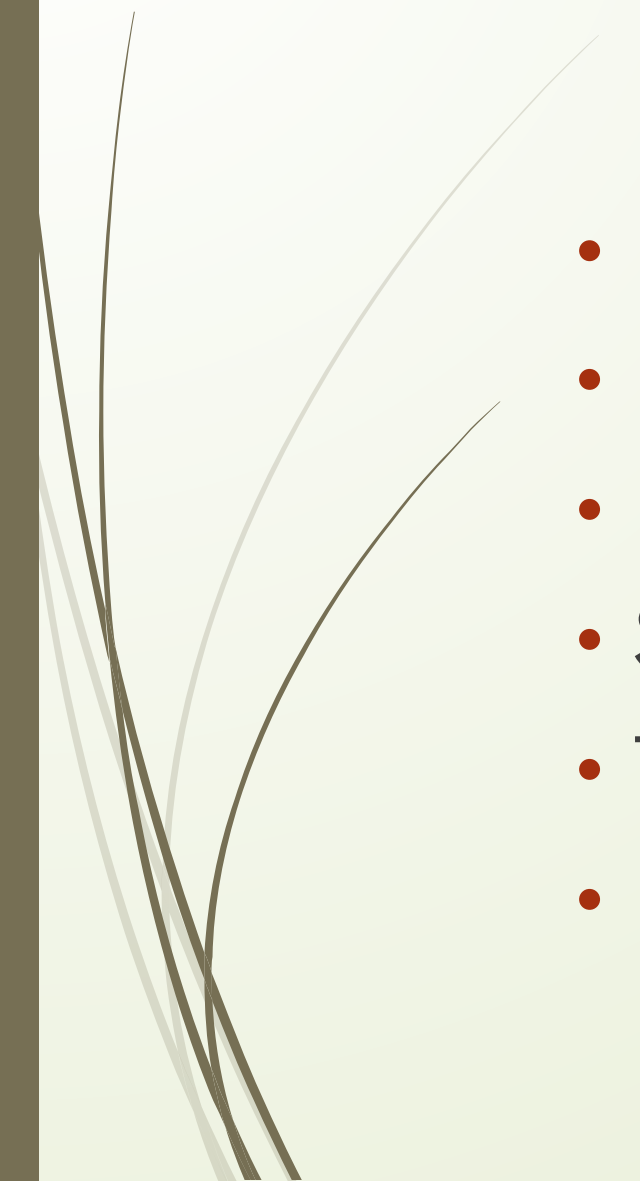
Paraprofessionals By Grade

RES-Current – 2017-2018

- Preschool – 8
 - Kindergarten – 3
 - First – 1
 - Second – 1
 - Third – 1
 - Fourth - 1
- 



Behavior Therapists (Non-Certified) By Grade – RES – Current 2017-2018


- Preschool – 4
 - Kindergarten – 1
 - First – 3
 - Second – 1
 - Third – 1
 - Fourth - 1
- 



Paraprofessionals By Grade

JRMS-Current – 2017-2018

- Fifth – 1.5
 - Sixth – 1.5
 - Seventh – 1
 - Eighth – 2
- 



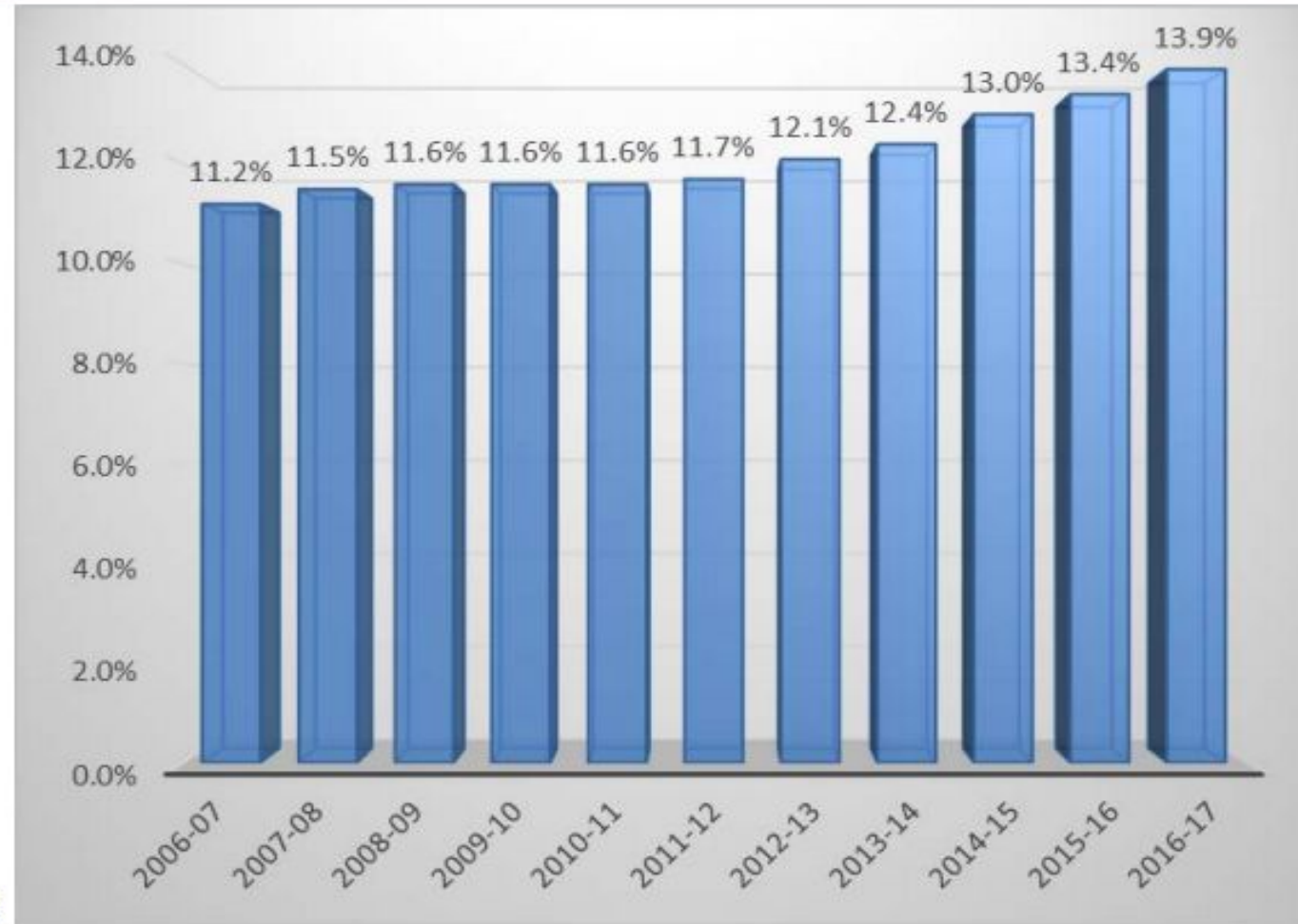
Behavior Therapists (Non-Certified) By Grade – JRMS – Current 2017-2018

- Fifth – 2
- Sixth – 1
- Seventh – 1
- Eighth - 2

October Snapshot – Students with Disabilities Receiving Special Education Services

Disability	2014-2015 Total - (139)	2015-2016- Total – (141)	2016-2017 – Total (122)	2017-2018 – Total – (132)
Autism	14	13	12	16
Emotional Disturbance	8	3	4	5
Learning Disability	29	30	28	39
Learning Disability/Dyslexia	0	30 (included in Dyslexia number as well)	9 (included in Dyslexia number as well)	11 (included in Dyslexia number as well)
Intellectual Disability	0	0	0	0
Deaf-Blindness	0	0	0	0
Hearing Impaired	1	1	1	1
Speech/Language	49	49	29	23
Visual Impairment	0	1	0	0
Orthopedic	0	0	1	0
Other Health Impaired	28	30	30	32
Multiple Disabilities	1	1	0	0
Traumatic Brain Injury	0	0	0	0
Developmental Delay	9	13	17	16
OHI-ADD/ADHD	25 (Included in OHI)	26 (Included in OHI)	28 (Included in OHI)	27 (Included in OHI)

Connecticut K-12 Special Education Prevalence Rate



Where is the change occurring?

YEAR	Preschool Prevalence	K-3 Prevalence	4-8 Prevalence	9-12 Prevalence	18-21 yr old Count	18-21 yr old rate of change
2011-12	27.9%	9.2%	12.9%	12.8%	3886	
2012-13	27.3%	9.4%	13.3%	13.2%	3926	1.0%
2013-14	26.9%	9.6%	13.5%	13.7%	3971	1.1%
2014-15	26.4%	10.2%	13.9%	14.4%	3980	0.2%
2015-16	26.6%	10.4%	14.5%	14.8%	4007	0.7%
2016-17	27.2%	11.0%	14.9%	15.4%	4285	6.9%
Change	-0.7%	1.8%	2.0%	2.6%		

Rate of Change 3-5 year olds

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K-12	64,187	63,968	63,486	63,651	65,100	66,132	68,445	70,055	72,420
		-0.3%	-0.8%	0.3%	2.3%	1.6%	3.5%	2.4%	3.4%
3 - 5	7,911	8,019	7,933	7,956	8,025	8,034	8,431	8,691	9,086
		1.4%	-1.1%	0.3%	0.9%	0.1%	4.9%	3.1%	4.5%
6 - 21	60,942	60,719	60,232	60,324	61,705	62,751	64,862	66,339	68,433
		-0.4%	-0.8%	0.2%	2.3%	1.7%	3.4%	2.3%	3.2%

Rate of Change by Disability - Increasing


	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2008-17
Learning Disability	21,893	21,658	21,164	21,048	21,647	22,272	23,416	24,287	25,659	
LD Change		-1.1%	-2.3%	-0.5%	2.8%	2.9%	5.1%	3.7%	5.6%	17.2%
Other Health Impairment	11,398	11,559	11,712	12,133	12,885	13,394	13,946	14,553	15,166	
OHI Change		1.4%	1.3%	3.6%	6.2%	4.0%	4.1%	4.4%	4.2%	33.1%
Autism	4,712	5,324	5,866	6,402	6,828	7,289	7,788	8,222	8,653	
AU Change		13.0%	10.2%	9.1%	6.7%	6.8%	6.8%	5.6%	5.2%	83.6%

Rate of Change by Disability - Decreasing

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2008-17
Intellectual Disability	2,605	2,545	2,448	2,418	2,148	2,324	2,380	2,406	2,525	
ID Change		-2.3%	-3.8%	-1.2%	-11.2%	8.2%	2.4%	1.1%	4.9%	-3.1%
Emotional Disturbance	5,592	5,397	5,326	5,299	4,972	5,231	5,400	5,413	5,452	
ED Change		-3.5%	-1.3%	-0.5%	-6.2%	5.2%	3.2%	0.2%	0.7%	-2.5%
Speech/Lang. Impairment	12,964	12,393	11,785	11,131	10,689	10,274	10,058	9,690	9,365	
SLI Change		-4.4%	-4.9%	-5.5%	-4.0%	-3.9%	-2.1%	-3.7%	-3.4%	-27.8%



Personnel

- 13.0 Special Education Teachers
 - 4.0 Preschool Teachers
 - 8.0 Preschool Paraprofessionals
 - 2.4 School Psychologists
 - 2.0 Social Workers
 - 4.5 Speech/Language Therapists
 - 16.0 Behavior Therapists (Non-Certified)
 - 2.0 Board Certified Behavior Analyst
 - 8.0 Paraprofessionals
 - .5 Director of Special Services – shared with Easton
 - 1.0 Supervisor of Special Services
 - 2.0 Secretarial Staff
- 



Transportation

- Bus monitors
- Special transportation
- Transporting students to and from out-of-district placements




Summer Programming



- Extended School Year is required for some students in order to provide FAPE.
- ESY programming includes special education teachers, paraprofessionals, related services (OT, PT, Speech), nurses, transportation, etc.




Instructional Supports/Materials/Equipment/Services

- Technology to support IEPs
 - Wilson Reading Program training
 - General supplies
 - Assessments
 - Outside Evaluations
- 




Funding Sources

- Operational Budget
- Grants
 - Idea
 - Excess Cost - CT



Our Vision for 2018-2019 Focuses On...

- Building Community
 - Maintaining Student Centered Practices
 - Increasing Inclusive Practices
 - Fortifying Social and Emotional Learning
 - Implementing Sound Literacy Practices
 - Developing and Implementing Sound IEPs
 - Strengthening Preschool - Curriculum and Assessments
 - Fortifying Assistive Technology Supports
- 



Questions...

