

Special Education Budget Session Proposed 2014-2015

February 25, 2014

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- Goal 1:** To develop specific communication protocols with parents, staff and community members that are consistent in message and reflect the vision of “Connected, Known and Valued,” with particular focus on the implementation of Achieve NJ and curriculum initiatives.
- Goal 2:** To review, evaluate and assess current programs and staffing structures to determine gaps/needs; make specific recommendations to the board to address in a fiscally responsible and efficient manner in the following areas: special education, student/staff attendance and the organizational management structure of the district.
- Goal 3:** To identify and implement social-emotional programming appropriate for all schools by June 2014 and identify the appropriate assessments to measure the efficacy of the programs.

District Goals

Special Education:

- **Federal:** *Individuals with Disabilities Education Act of 2004 (IDEA 2004)*
- **State:** *N.J.A.C 6A:14:* Individuals with disabilities receive
 - A free and appropriate public education (FAPE)
 - in the least restrictive environment (LRE).

- The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.
- Part B - Children and youth (ages 3-21) receive special education and related services under IDEA Part B.
- Part C - Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C.

IDEA

Eligibility: Three Prongs

- A student shall be determined eligible and classified “eligible for special education and related services” when it is determined that:

The student has one (1) or more of the fourteen (14) disabilities defined in N.J.A.C. 6A:14-3.5(c); **AND**

The disability adversely affects the student’s educational performance; **AND**

The student is in need of special education and related services.

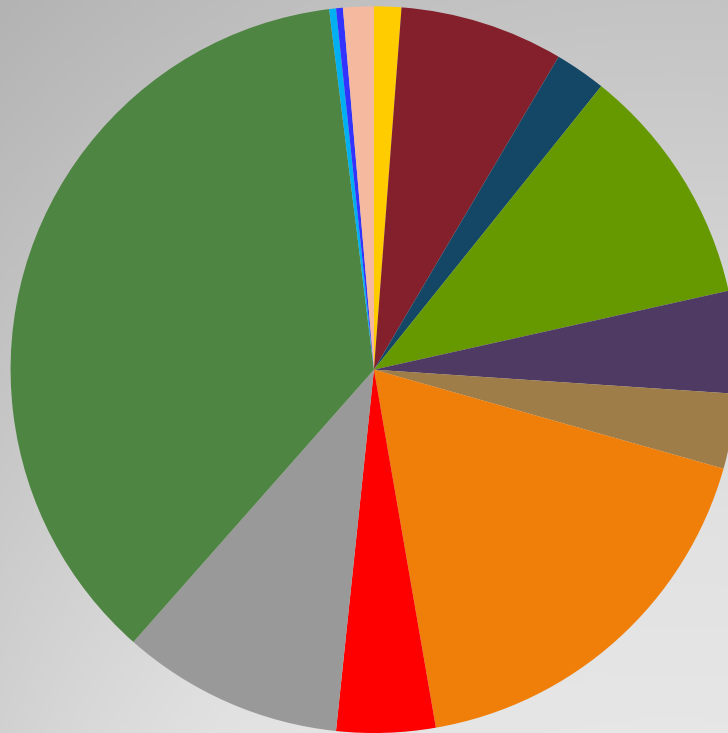
What Determines an IEP:

- Testing
- Student Needs
- Student Functioning/Performance
- Classification/Eligibility Category

IEP

Individualized Education Program

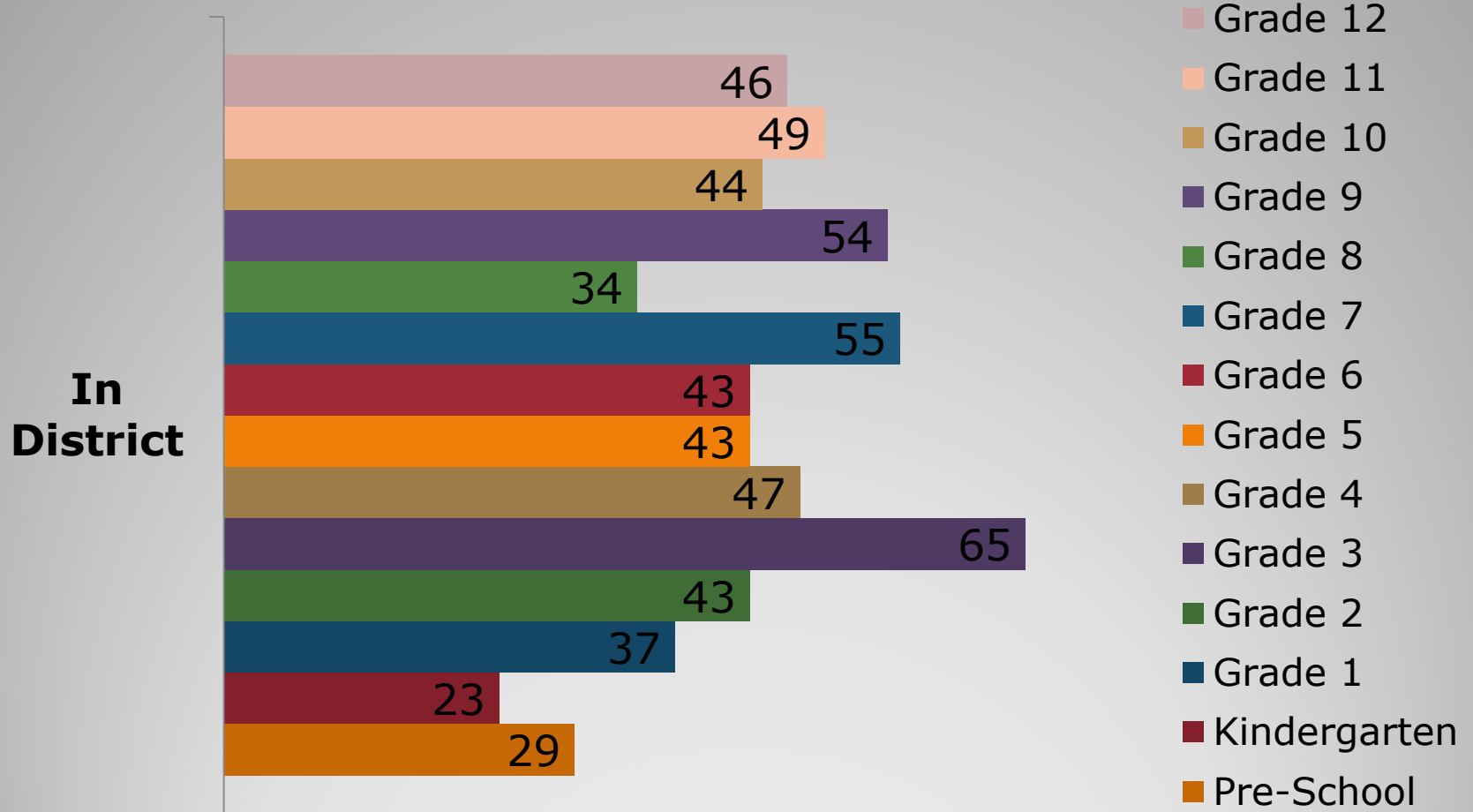
Classifications (660)



- Auditorily Impaired
- Autistic
- Cognitive Impairment
- Communication Impaired
- Emotionally Disturbed
- Multiple Disabled
- Other Health Impaired
- Pre-School Disabled
- Speech/Language
- Specific Learning Disability
- Traumatic Brain Injury
- Visually Impaired
- Classification Pending

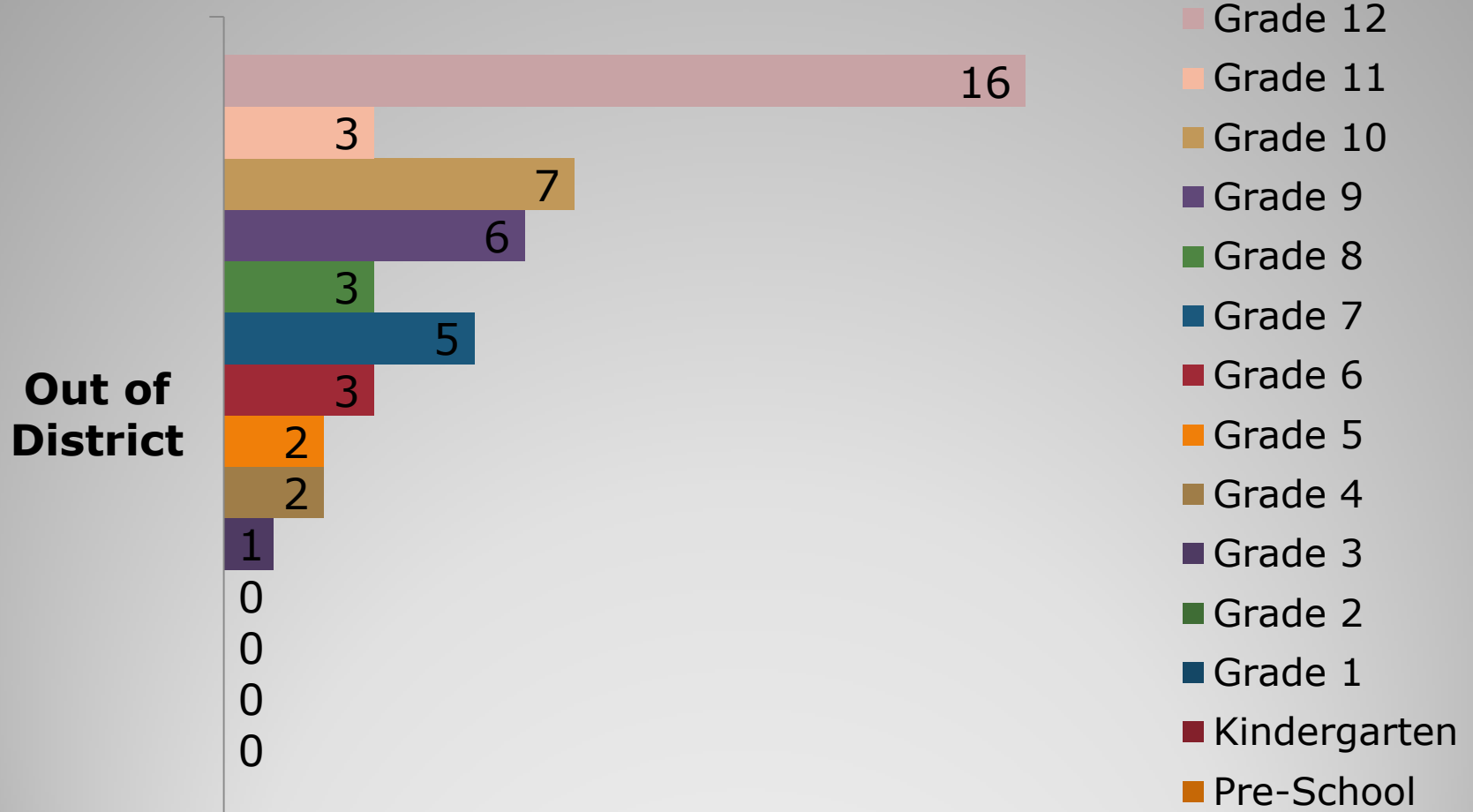
Classifications by Disability

Total Number of Students 612



Classification by Grade

Total Number of Students 48



Classification by Grade

- **IDEA Grant**
- **Extraordinary Aid**
- **Local School Budget**

Special Education Funding Sources

The Office of Special Education Programs (OSEP), through Part B of the Individuals with Disabilities Education Act (IDEA), provides formula grants to states to assist them in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21 (Part B, Sections 611 and 619).

Montgomery Township School District

Preschool Grant (3-5): \$22,422.00

Nonpublic Share: -\$ 590.00

Basic Grant (5-21): \$792,329.00

Nonpublic Share: -\$ 17,607.00

Total awarded to MTSD: \$796,554.00

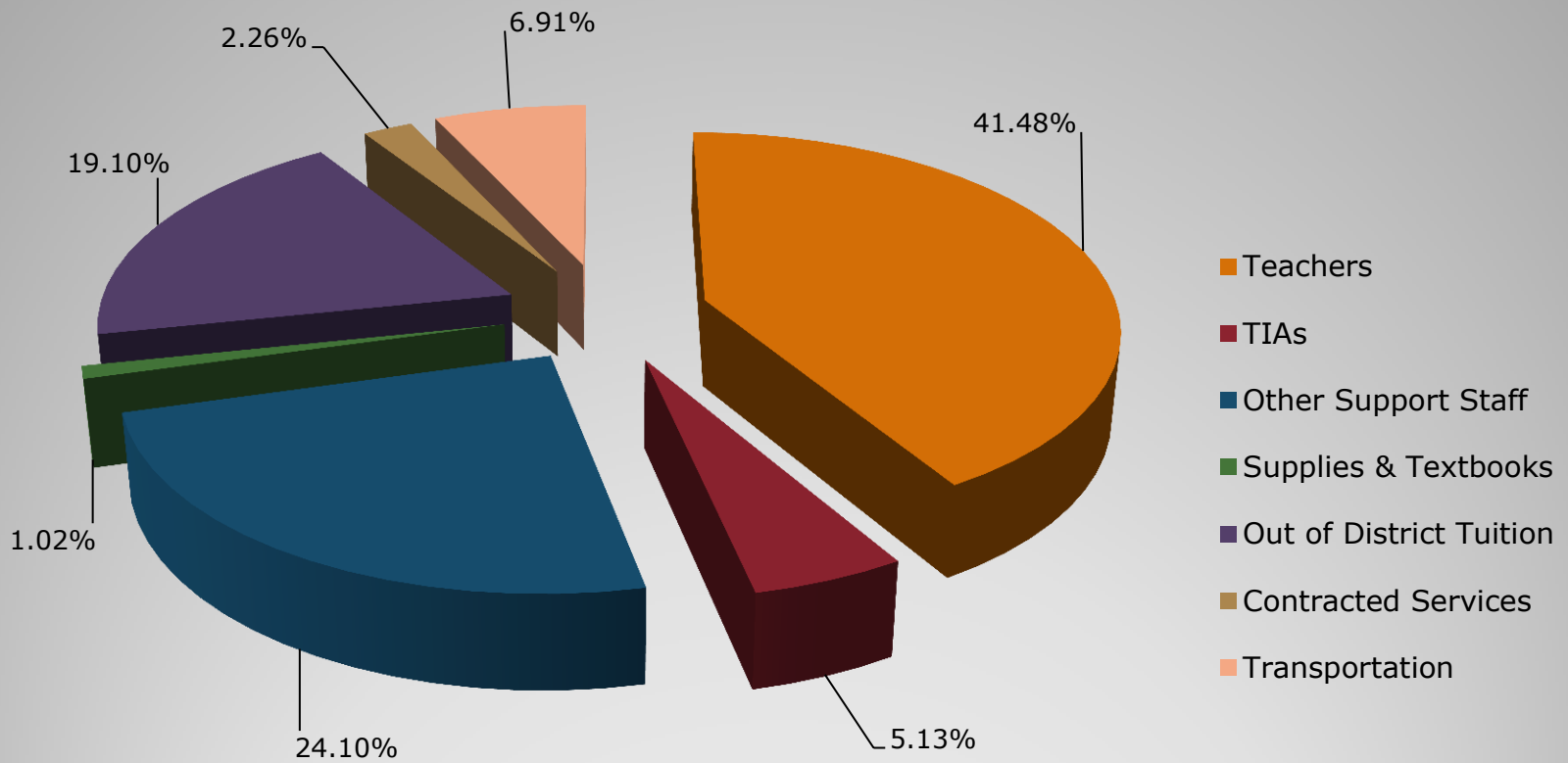
2013-2014 IDEA Grant

- Extraordinary Aid assists districts with students with high educational costs and are classified.
- Extraordinary Aid may be sought for providing direct instructional and support services.
- The amount received for 2012-13 in Extraordinary Aid was \$440,121.00

Extraordinary Aid

	2013-14 CURRENT	2014-15 PROPOSED
TOTAL SPECIAL EDUCATION COSTS	\$11,847,918.00	\$13,166,560.00
OUT OF DISTRICT COSTS	\$2,250,886.00	\$2,514,797.00
OUT OF DISTRICT STUDENTS	48*	52*
SPEECH/LANGUAGE STUDENTS	65*	
SPECIAL EDUCATION STUDENTS	660*	
COST PER PUPIL	\$18,368.87	
TOTAL STUDENTS	4,789	
% SPECIAL EDUCATION STUDENTS	13.78%	

* Source-IEP Direct as of Feb-18-2014



Budget Breakdown

- Completed June 2013
- Track current expenditures for ODP public/private. Establish in-district and/or public school placement protocols.
- Audit and analyze current costs for ODP for Special Education - private and public placements. Include transportation, tuition, ESY, aides.
- Identify potential for SE classroom capacity within district by school
- Reinstate Director of Pupil Services
- Develop long-range plan for staffing and program development for in-district programs.
- Reduce achievement gap between SE and Total Students on state assessments.

Special Education Program Review 2013

Special Education Teachers (6)

District Goal 2

To meet state mandated teacher-student ratio for class type

- Autism program at OHES
- In Class Support Grade 1 @ OHES
- In Class Support Grade 2 @ OHES
- LLD program at LMS
- In Class Support at UMS
- LLD program (Skybox) at MHS

Required Staffing 2014-2015

Wilson-Certified Teacher

District Goal 1 & 2

To meet student IEP needs at LMS/UMS

Teacher Instructional Assistants

District Goal 2

OHES 1.5 TIA for students

Unbudgeted Needs 2014-2015

District Goal 2

Teacher Instructional Assistants (TIAs)

- OHES .5 TIA for student
- OHES 1.0 TIA for student
- OHES .5 TIA for student
- LMS 1.0 TIA for student
- UMS 1.0 TIA for student

* All based on IEP needs and have been hired this school year.

Required Staffing 2014-2015

Board Certified Behavior Analyst (BCBA):

For autism program P-12

District Goals 2 & 3

- Currently contract BCBA services for our autism program (outside agency)
- To train Teaching staff and TIA'S in Applied Behavior Analysis (ABA)
- To provide *consistency* in our autism program P-12
- To design individual programs for students with autism

Proposed Staffing 2014-2015

Social Worker

District Goals 2 & 3

To serve as CST member at VES and provide counseling at MHS as per students' IEPs.

Reading Interventionist

District Goals 1 & 2

K-12 To train staff on reading disorders and screening tools and continue Wilson training through the district to expand to academic support and general education.

Proposed Staffing 2014-2015

Unfunded Mandates

- **Dyslexia Law**
- **Janet's Law**

**New State Mandates:
Funded by Local Budget**

- Establishes that the term dyslexia be defined in the special education code.
- Mandates annual training in dyslexia and reading disorders:
 - For K-3 general education teachers,
 - K-12 special education teachers,
 - CST members, ESL teachers and Academic Support Teachers.
- State will determine assessment tools to screen for dyslexia.

Dyslexia Laws

Janet's Law requires public schools to have automated external defibrillators for youth athletic events and to establish certain plans relating to sudden cardiac events.

Janet's Law