

Camdenton R-III School District

Board of Education

Annual Report

Special Services

December 2016



Annual Report

Special Services Department

December 13, 2016

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Current Status:

<u>Program:</u>	<u>Number of students served:</u>
Special education K-12	519
Early Childhood/PK	160 (67 with an IEP)
English Language Learners	121 (84 receiving direct services)
State School	5
Homebound-IEP based	4
Homebound- General education	4
Section 504	41
Parents as Teachers	406 families
Total:	1260

Special Education K-12

Current DATA:

The district employs the following Special Education K-12 Staff:

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Process Coordinators	4	4	4	5	5	5	5	5	5	6
Consultant	1	1	1	0	0	0	0	0	0	0
Psych Examiner	0	0	0	0	0	0	0	0	1	1
Speech/Language Pathologists (District-hired)	3.2	3.8	2.8	3.4	3.4	3.4	3.4	5	5.1	5.4
Speech/Language Pathologists (Contracted – shared with ECSE)	1	.3	1.3	.3	0.3	0.3	0.3	0	0	1.0
Occupational Therapists (contracted-shared with ECSE)	1	1	1	1	1	1	1	1	1	1.2
Physical Therapists (contracted-shared with ECSE)	1	1	1	2	1	1	1	1	1	1
Physical Therapy Aide (Contracted-shared with ECSE)										1
Interpreters for Students with Hearing Impairments	2	3	3	2	2	2	2	2	2	2
Vision Consultant Orientation & Mobility (contracted – shared with ECSE)	1	1	1	1	1	1	1	1	1	1
Hearing Impaired Teacher (on staff, has other duties as well)	1	1	1	1	1	1	1	0	0	0
Braille Transcriber	1	0	0	0	0	0	0	0	0	0
Paraeducators	22	18	17	17	21	25	30	36	40	52
Teachers	29	32.7	34.7	36.7	36.7	41	41	43	42	42

The estimated December 1, 2016 Child Count for special education indicates that special education services were provided to 534 K-12 students.

Since the first day of the 2016-2017 School Year, 26 students have moved into the district, 24 have move dout of the district, 10 students have been added to Special Education through the evaluation process, and 10 students have been dismissed from special education.

Services Available to Students with Disabilities

- Services for students with disabilities vary widely.
- In some cases additional support is provided to students in the regular classroom setting with additional personnel, such as a co-teacher or a paraprofessional.

- At the other end of the continuum, students have an alternative curriculum based on the Dynamic Learning Maps Essential Elements and Alternative Missouri Learning Standards.
- Related services available to students with disabilities may include: speech therapy, language therapy, occupational therapy, physical therapy, orientation and mobility, sign language interpretation, and consultant services.
- Some of our more individualized and unique services include: consultant services, personal nursing services, transition services, community based instruction and work study, life skills classrooms, and assistive technology.

Missouri School Improvement Program (MSIP):

Child Count and Educational Environment Data: Met all indicators for child count and placement of students. The district did not have disproportionality of racial/ethnic groups in special education or specific disability categories resulting from inappropriate identification.

District Incidence Placement Chart								
Building	Date	# Students with disability	Incidence rate	Placement >79% Goal >60%	Placement 40-79%	Placement <40% Goal <10.9%	Home bound	Private Separate Day School
District K-12	12/1/16	478/4357	11%	360-75%	102-21%	12-3%	2-0.4%	2-0.2%
Dogwood Elementary	12/1/16	82/748	11%	69-84%	12-15%	1-1%	0	0
Hawthorn Elementary	12/1/16	60/466	13%	50-83%	8-13%	1-2%	0	1-2%
Osage Beach Elementary	12/1/16	34/324	10%	28-82%	6-18%	0	0	0
Hurricane Deck Elem.	12/1/16	27/191	14%	23-85%	3-11%	1-4%	0	0
Oak Ridge Intermediate	12/1/16	70/639	11%	60-86%	8-11%	2-3%	0	0
Middle School	12/1/16	65/638	10%	36-55%	28-43%	0	1-2%	0
High School	12/1/16	140/1351	10%	94-67%	37-26%	7-5%	1-0.7%	1-0.7%

Students with Disabilities Assessment Data

State Performance Plan Indicator	Camdenton R-III School District 2014-2015	Met or not Met	State Target 2014-2015
SPP 3b: Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11)	100.00%	Met	≥95%
SPP 3b: Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8,10)	100.00%	Met	≥95%

SPP 3c: Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 10)	22.1%	Not Met	≥27%
SPP 3c: Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)	12.2%	Not Met	≥18%

The following tables indicate statewide assessment results for students with disabilities.

Grade	Accountable	Participation Rate	Proficient or Advanced	State Proficient or Advanced	Accountable	Participation Rate	Proficient or Advanced	State Proficient or Advanced
2015-2016 – IEP MAP and MAP-A								
English Language Arts					Mathematics			
3	44	100%	27.3%	34.2%	45	100.0%	*	26.1%
4	54	100.0%	27.8%	33.5%	54	100.0%	24.1%	24.3%
5	28	100.0%	*	27.5%	28	100.0%	*	19.2%
6	32	100.0%	*	26.3%	32	100.0%	*	13.4%
7	35	100.0%	31.4%	23.2%	35	100.0%	*	12.9%
8	37	100.0%	*	21.6%	35	100.0%	*	8.5%
HS	46	100.0%	*	38.3%	25	100.0%	*	25.1%
3-5	126	100.0%	25.4%	31.8%	127	100.0%	15.7%	23.2%
6-8	104	100.0%	19.2%	23.8%	102	100.0%	*	11.7%
All	276	100.0%	22.1%	29.2%	254	100.0%	12.2%	18.6%

Parent Survey Data:

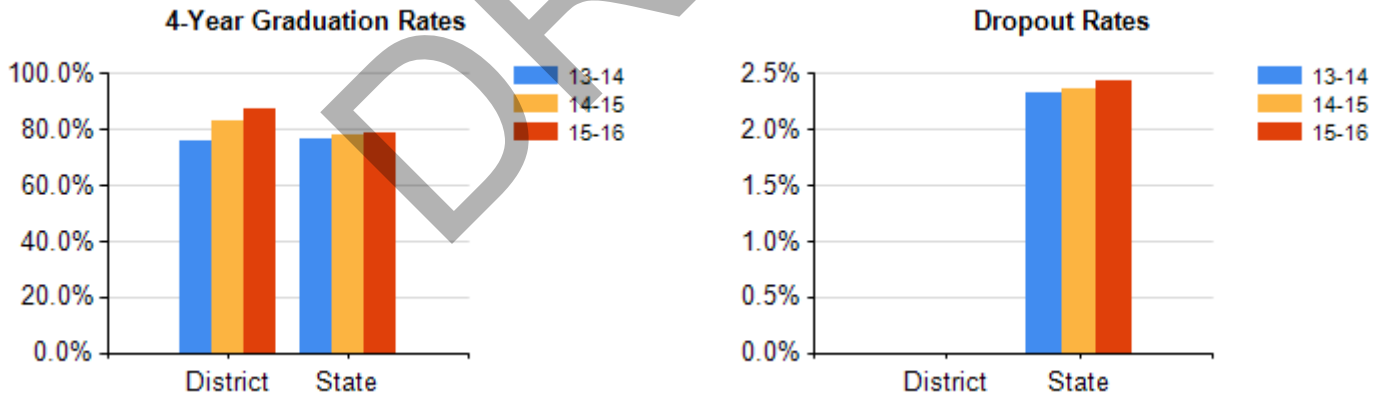
Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2011-12	2012-13	2013-14	2014-15	2015-16
Total Responses	NA	36	NA	NA	57
Number Agree/Strongly Agree	NA	29	NA	NA	34
% Agree/Strongly Agree	NA	80.6%	NA	NA	59.6%
State % Agree/Strongly Agree	77.8%	77.6%	74.5%	73.6%	75.7%

Suspension and Expulsion Data:

School Year 2015-2016	Students with Disabilities			Nondisabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	40	6.93	9.67	128	3.43	4.45	2.02	2.17
OSS > 10 Days	*	*	1.62	26	0.70	0.68	*	2.38
ISS - All	91	15.77	13.81	284	7.62	8.50	2.07	1.62
ISS > 10 Days	12	2.08	1.42	35	0.94	0.64	2.21	2.22
Total OSS and ISS	104	18.02	18.44	329	8.83	10.70	2.04	1.72

Graduation Rate/Drop Out Data:



Early Childhood – Preschool and Early Childhood Special Education

Current Data:

Preschool and Early Childhood Special Education Staff

	08-09 ECSE & preschool	09-10 ECSE & preschool	10-11 ECSE & preschool	11-12 ECSE & Preschool	12-13 ECSE & Preschool	13-14 ECSE & Preschool	14-15 ECSE & Preschool	15-16 ECSE & Preschool	16-17 ECSE & Preschool
Process Coordinator/Educational Diagnostician/Categorical Consultant	1	1	1	1	1	1	1	1	1
Special Education certified Teachers for preschool and ECSE	6	7	7	7	7	7	7	7	7
Special Education Paraeducators	8	12	12	14	15	15	15	15	14
Speech/Language Pathologists	1.6	1.6	1.6	2	2	2	1.5	1.4	1.8
Occupational Therapists (contracted-shared with K-12)	1	1	1	1	1	1	1	1	1.2
Physical Therapists (contracted-shared with K-12)	1	1	2	1	1	1	1	1	1
Physical Therapists (contracted-shared with K-12)									1
Visually Impaired teacher (contracted as needed-shared with K-12)	1	1	1	1	1	1	1	1	1

- Costs for ECSE services are reimbursed at 100% except for career ladder and on-the-job incentive pay. Costs for preschool are locally funded.
- Children in the preschool/ECSE program are typically in attendance on a half-day basis Monday, Tuesday, Wednesday, and Thursday. A few students with IEPs attend all day. Preschool/ECSE staff members have planning, testing, collaboration, and meeting time on Fridays, as they do not have regular planning time when students are in attendance.

Children are referred for evaluations through a number of sources including, but not limited to: Parents As Teachers (PAT) screenings, parents, physicians, Head Start, Rolla Regional Center, First Steps, and area child care and preschool facilities.

Missouri School Improvement Program (MSIP):

SPP Targets and District Status				
SPP Indicator	District Data 2015-16		Target 15-16	
Early Childhood Special Education Data (Table A)				
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)	95.7%	Met	≥	31.0%
ECSE children in special education separate class, school or residential setting (SPP 6B)	0.0%	Met	≤	30.0%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12) *	100.0%	Met	=	100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	90.5%	Not Met ≥ 92.7%
		Summary Statement 2	71.0%	Met ≥ 45.0%
	Acquisition and use of knowledge and skills:	Summary Statement 1	100.0%	Met ≥ 93.8%
		Summary Statement 2	61.3%	Met ≥ 37.0%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	94.1%	Met ≥ 90.7%
		Summary Statement 2	77.4%	Met ≥ 53.0%
Child Count and Educational Environment Data (Table B)				
Percent of children with IEPs inside regular class 80% or more of the day (SPP 5A)	76.3%	Met	≥	56.0%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)	3.0%	Met	≤	10.2%
Percent of children with IEPs served in separate settings (SPP 5C)	0.4%	Met	≤	3.7%
Assessment Data (Table C)				
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, HS) (SPP 3B)	100.0%	Met	≥	95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)	100.0%	Met	≥	95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, HS) (SPP 3C)	22.1%	Not Met	≥	27.0%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)	12.2%	Not Met	≥	18.0%
Evaluation Data (Table D)				
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) *	98.0%	Not Met	=	100.0%
Parent Survey Data (Table E)				
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)	59.6%	Not Met	≥	70.0%
Secondary Transition Data (Table G)				

Graduation rate for students with disabilities (SPP 1)		87.5%	Met	≥ 73.0%
Dropout rate for students with disabilities (SPP 2)		1.8%	Met	≤ 4.8%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13) *		100.0%	Met	= 100.0%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education	11.1%	Not Met	≥ 24.4%
	enrolled in higher education or competitively employed	29.6%	Not Met	≥ 46.9%
	total employed / continuing education	48.1%	Not Met	≥ 51.3%

Early Childhood Special Education (ECSE) Data - (Table A)

Early Childhood Special Education Child Count (A1)

The following indicates the number of children who are eligible for and receiving early childhood special education services.

Total Early Childhood 3-PK5				
	2013-14	2014-15	2015-16	State 2015-16
Child Count	59	42	70	12,331

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments	2013-14		2014-15		2015-16		State 2015-16
	#	%	#	%	#	%	%
<i>In the regular early childhood program:</i>	59	100.0%	42	100.0%	69	98.6%	56.2%
10+ hours with majority of SPED services in EC Program*	58	98.3%	42	100.0%	67	95.7%	22.3%
10+ hours with majority of SPED services in Other Location	*	*	*	*	*	*	24.4%
less than 10 hours with majority of SPED services in EC Program*	*	*	*	*	*	*	3.5%
less than 10 hours with majority of SPED services in Other Location	*	*	*	*	*	*	6.0%
Separate Class	*	*	*	*	*	*	33.3%
Separate School	*	*	*	*	*	*	1.4%
Residential Facility	*	*	*	*	*	*	*
Home	*	*	*	*	*	*	0.8%
Service Provider Location	*	*	*	*	*	*	8.3%
Total Early Childhood	59	100.0%	42	100.0%	70	100.0%	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)	58	98.3%	42	100.0%	67	95.7%	25.8%

Total separate placements** (SPP 6B)	*	*	*	*	*	*	34.7%
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Source: District reported data via MOSIS Student Core (December cycle)

Percentage = Educational Environment / Total Early Childhood

*Total attending includes children in an early childhood program and receiving the majority of their SPED services in the EC program

**Total separate includes children reported in Separate Class, Separate School, and Residential Facility

Transition from First Steps (Part C) (SPP 12) (A3)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthdays.

Reporting Year	2011-12	2012-13	2013-14	2014-15	2015-16
Number referred and eligible	NA	*	NA	NA	*
IEPs developed with acceptable timelines	NA	*	NA	NA	*
Percent developed within acceptable timelines	NA	*	NA	NA	*
State % developed within acceptable timelines	95.9%	94.2%	98.8%	95.5%	97.5%

Source: Data are collected from districts in the year prior to monitoring review

* - Indicates the number or percent has been suppressed due to cell size.

Early Childhood Outcome Data (SPP7): Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2015-16 School Year	Outcomes: Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
	#	%	State %	#	%	State %	#	%	State %
Outcomes: Percent of children who									
a. did not improve functioning	*	*	1.1%	*	*	1.4%	*	*	1.1%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	*	*	2.6%	*	*	1.6%	*	*	2.3%
c. improved functioning to a level nearer to same-aged peers but did not reach	*	*	48.2%	12	38.7%	57.4%	*	*	39.1%
d. improved functioning to reach a level comparable to same-aged peers	12	38.7%	30.3%	13	41.9%	32.5%	*	*	36.7%
e. maintained functioning at a level comparable to same-aged peers	*	*	17.7%	*	*	7.0%	14	45.2%	20.8%
Total:	31	100.0%	100.0%	31	100.0%	100.0%	31	100.0%	100.0%

Summary Statements						
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.	90.5%	95.4%	100.0%	96.7%	94.1%	95.7%
2. Percent of children who were functioning within age expectations by the time they exited.	71.0%	48.0%	61.3%	39.5%	77.4%	57.5%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))$

Source: MOSIS Student Core (June cycle)

Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months

SS1 = Summary Statement 1 (see above)

SS2 = Summary Statement 2 (see above)

* - Indicates the number or percent has been suppressed due to cell size.

Early Childhood – Parents as Teachers (PAT)

Current Data:

Year	Coordinator	Part Time Parent Educators	Full Time Parent Educators
2015-2016	0	1	3

- Every Parent Educator is certified to serve families birth to age 5 and all have completed the required trainings.
- Each Parent Educator must complete a required number of professional development hours each year to remain certified.
- Enrolling new families, providing parent education, and informing the community of services and resources available to families through PAT are the responsibilities of the Parent Educators.

Services are reported to DESE in the PAT final report in the following categories:

Categories	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Screening "Three Months to Kindergarten Entry"	605	643	642	564	453	420	451	473
High Needs Families "Birth to Five" (HN)	218	218	220	226	179	191	233	169

Parents as Teachers has open enrollment and adds new families throughout the year.

Section 504

Current DATA:

What is Section 504?

- The purpose of 504 is to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance from the Department of Education.
- A student is disabled under Section 504 if he/she has a physical or mental impairment that substantially limits one of life's major activities.
- All students who qualify under IDEA also automatically qualify under Section 504; however the reverse is not true. Section 504 eligibility does not guarantee qualification under IDEA.
- The non-categorical criteria for determining eligibility under Section 504 are generally broader, or more inclusive, than the categories of eligibility under IDEA.
- IDEA provides specific funding to assist districts in their implementation of the regulations; while on the contrary, Section 504 does not allocate specific funds to districts. Nevertheless, the requirements of Section 504 are expected to be fulfilled by districts. Violations of both IDEA and/or Section 504 could result in the withholding of federal monies and legal action.
- When determining eligibility for Section 504 the ameliorative factors¹ provided by mitigating measures² must not be considered. In other words, the Team must view the child as to how the impairment would affect the child if no mitigating measure was in place.
- The district's counseling staff typically coordinates the implementation of Section 504 in each building. Counselors, Nurses, and Classroom Teachers may implement the determined accommodations for each student.

The chart below documents the historical and current number of Section 504 Nondiscrimination Plans at each building in the district.

Section 504 Nondiscrimination Plans

	HD	HE	OBE	DW	ORI	MS	HS	Horizons
Dec. 2014	2	11	3	11	11	12	37	3
Dec. 2015	2	5	2	5	15	8	25	0
Dec. 2016	2	7	1	5	6	3	17	0

Currently there are **41** students being served on 504 Nondiscrimination Plans versus **62** at this time last year.

¹ ameliorative effects are the positive effects of the mitigating measure (see below)

² mitigating measures are devices or practices that a person uses to correct for or reduce the effects of the mental or physical impairment i.e. medication or the body's ability to compensate

Homebound / Hospital Instruction

- Sophia Colvin, Special Services Administrative Secretary, coordinates district-wide Homebound Instruction.
- There are currently 6 school year due to medical issues.
- Two students are being provided homebound instruction as a result of IEP team decisions, determining “Homebound” as the least restrictive environment for these students.
- All students receiving five or more hours of homebound instruction per week are “in attendance” at school, and consequently may be counted for ADA monies.

Medicaid Reimbursement Program

- The Camdenton R-III School District participates in Missouri School District Administrative Claiming (SDAC) indirect billing and Medicaid Direct Billing Reimbursement Program. The Director of Special Services coordinates the SDAC program for the district. Sophia Colvin, Special Services Administrative Secretary, coordinates the Medicaid Direct Billing Reimbursement Program.
- Indirect Medicaid: Quarterly, randomly generated Camdenton R-III employees, from a previously selected pool, are chosen by Fairbanks (the state appointed provider for Medicaid billing) to participate in the Random Moment Sampling.
- Direct Medicaid: We submit Medicaid direct billing for speech therapy, language therapy, occupational and physical therapy services.

Due to participating in the Medicaid Claiming program during the 2015-2016 school year, the Camdenton R-III School District received:

Year	Indirect Medicaid Amount Received	Direct Medicaid Amount Received
2007-2008	\$112,913.36	\$918.83
2008-2009	\$168,805.71	\$5733.05
2009-2010	\$126,171.59	\$5358.69
2010-2011	\$157,712.13	\$3,896.38
2011-2012	\$108,071.26	\$13,302.50
2012-2013	\$ 97,207.84	\$12,220.00
2013-2014	\$107,326.74	\$11,902.00
2014-2015	\$130,127.10	\$7573.80
2015-2016	\$132,014.40	\$00.00

Special Services Annual Board Report respectfully submitted,

Ms. Shanna Weber

Ms. Shanna Weber, Director of Special Services