

# **“Special Education in Virginia”**

**“Commission on Youth”**

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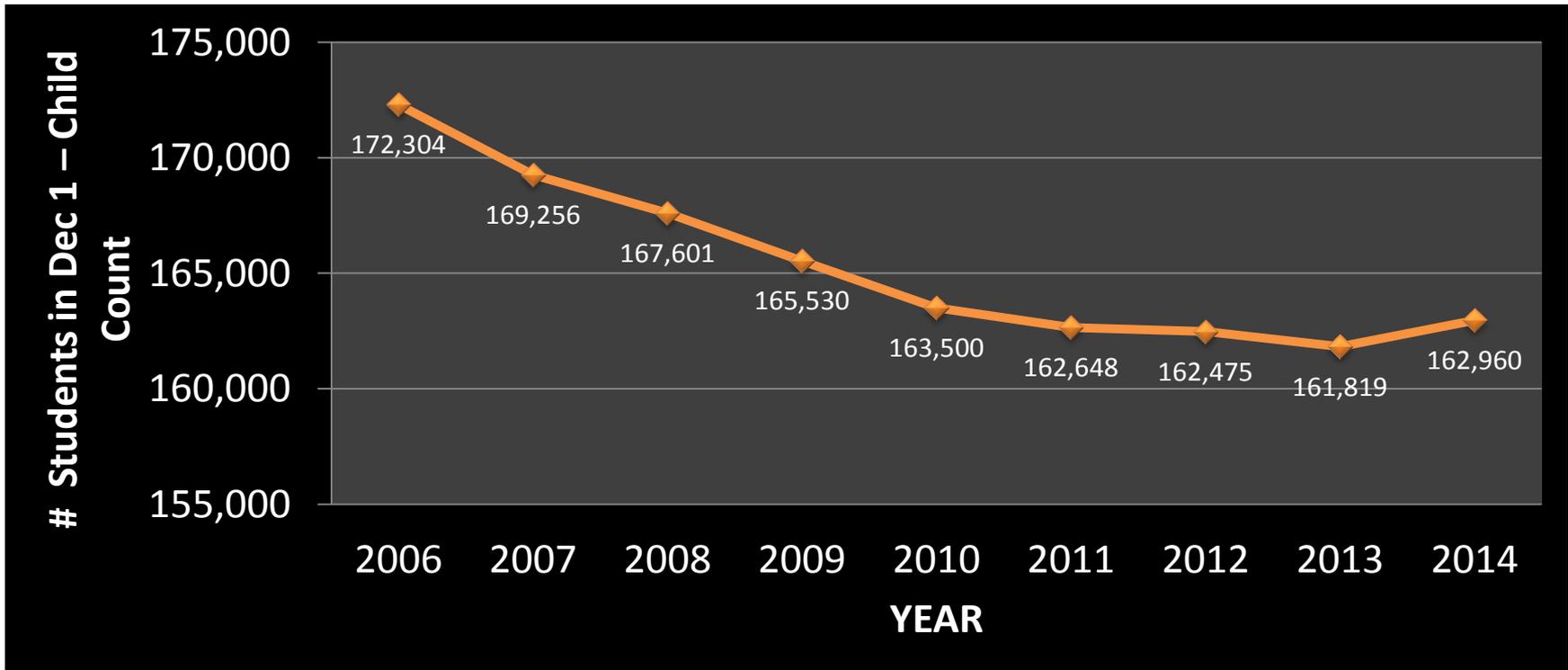
# Public Education in Virginia

- **1.273 Million Enrolled Students**
- **1,860 Public Schools**
  - 34 Preschools
  - 1,156 Elementary Schools (K-5)
  - 311 Middle Schools (6-8)
  - 312 High Schools (9-12)
  - 47 Combined Schools
  - 7 Public Charter Schools

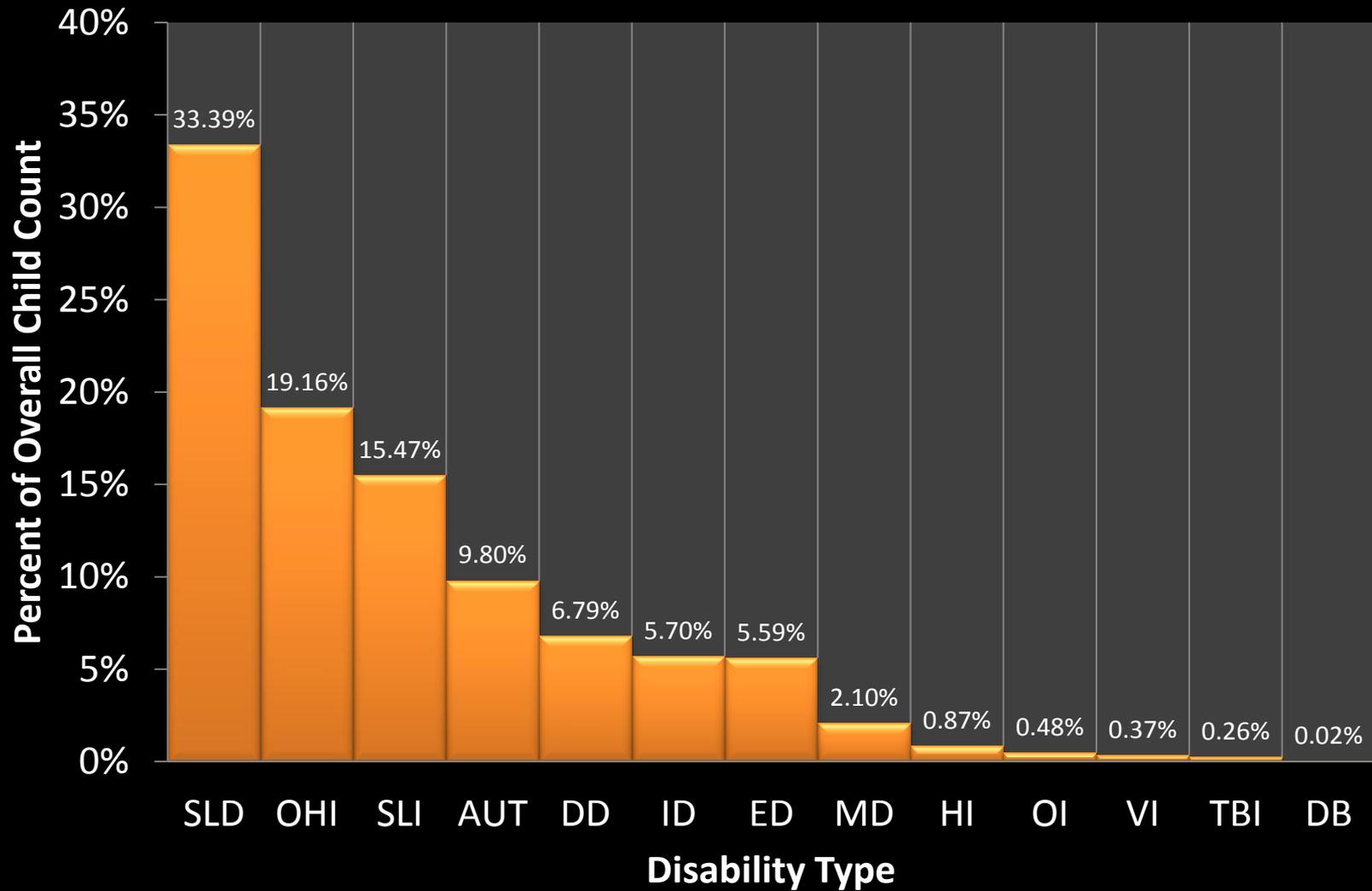
*(All figures from 2013-2014)*

# Commonwealth of VA

- 156,910 students with disabilities
  - Many SWD Categories Decreasing
  - Represents 12.3% of the overall school population

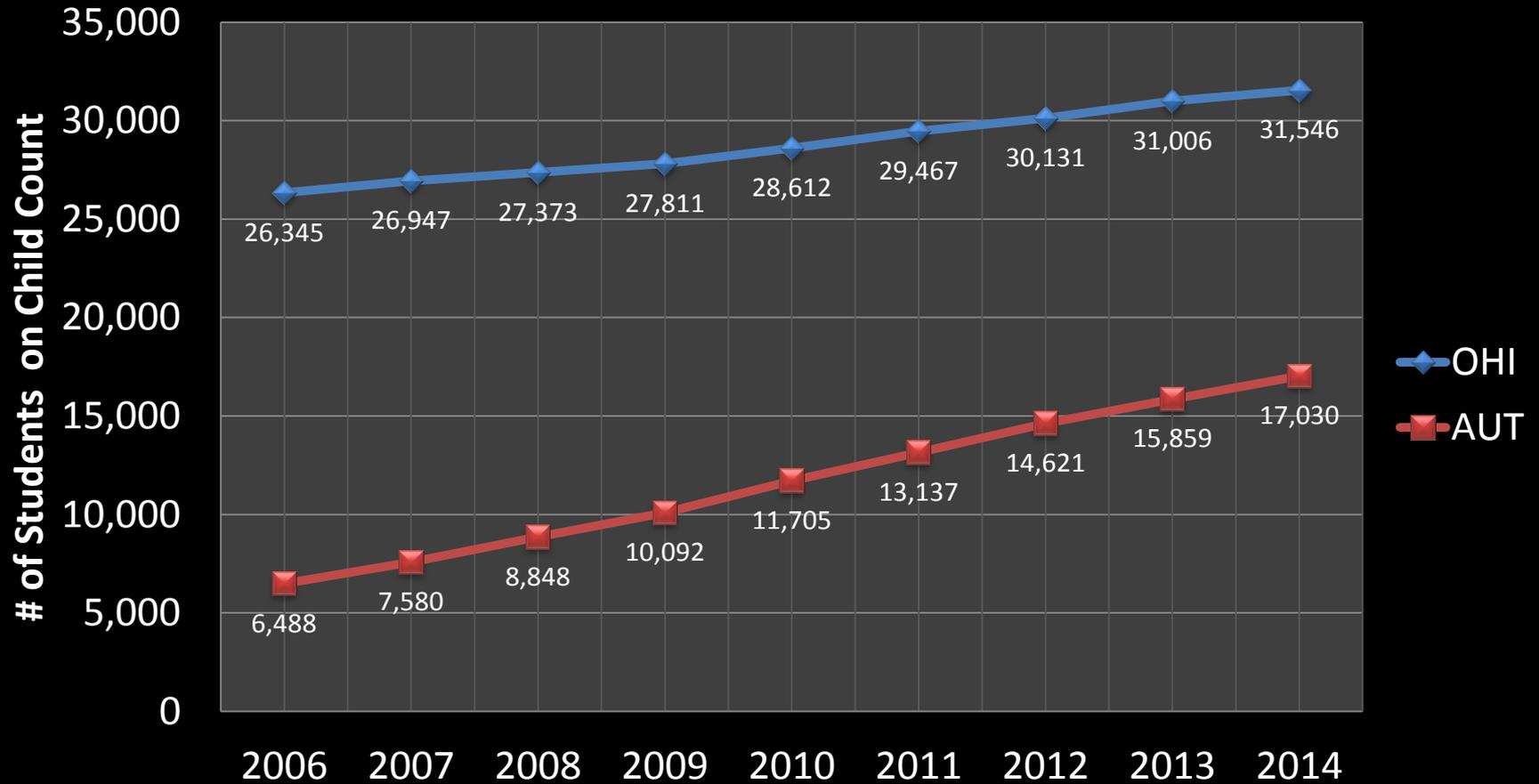


## 2013-2014 Child Count by Disability %

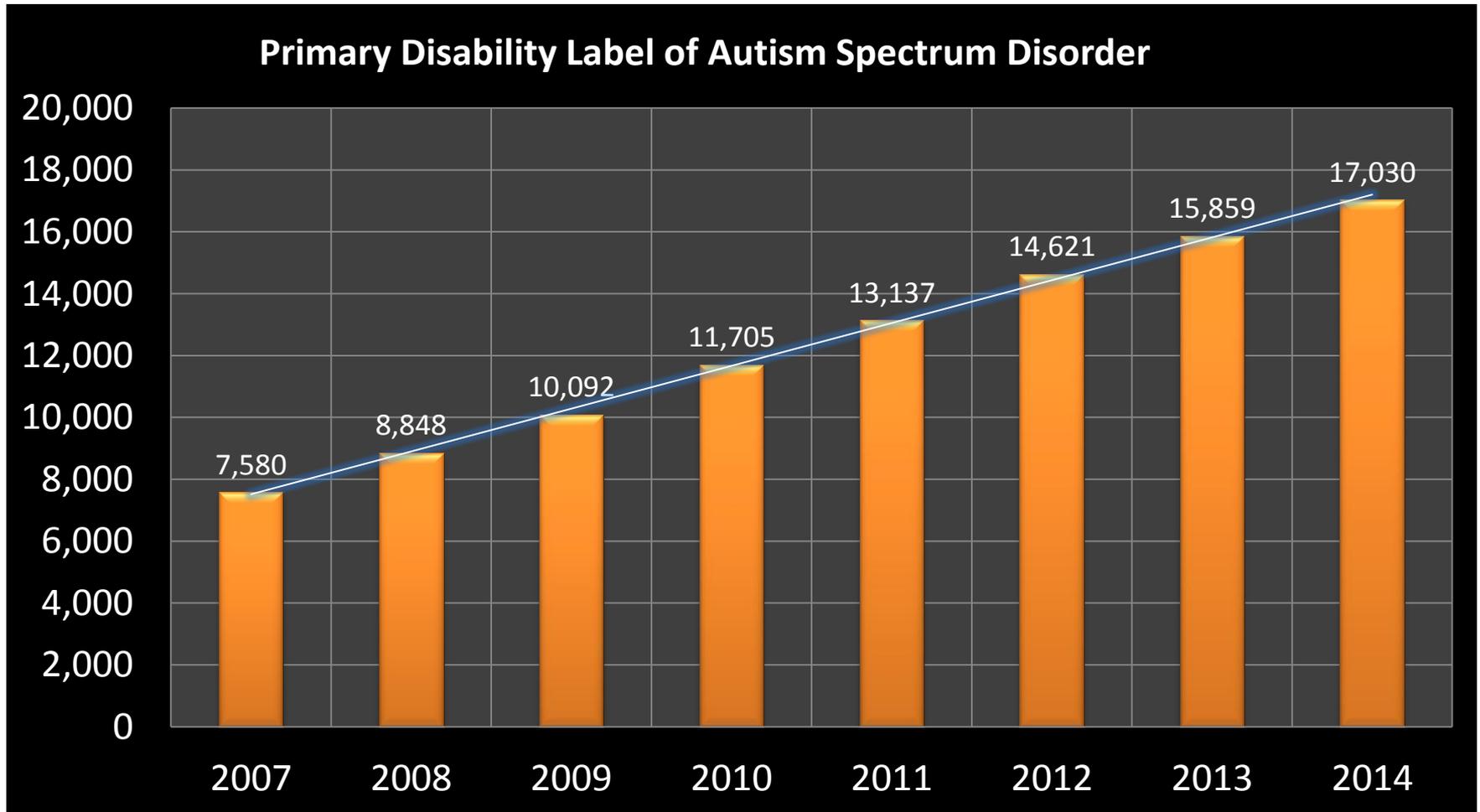


# Upward Trend in Child Count

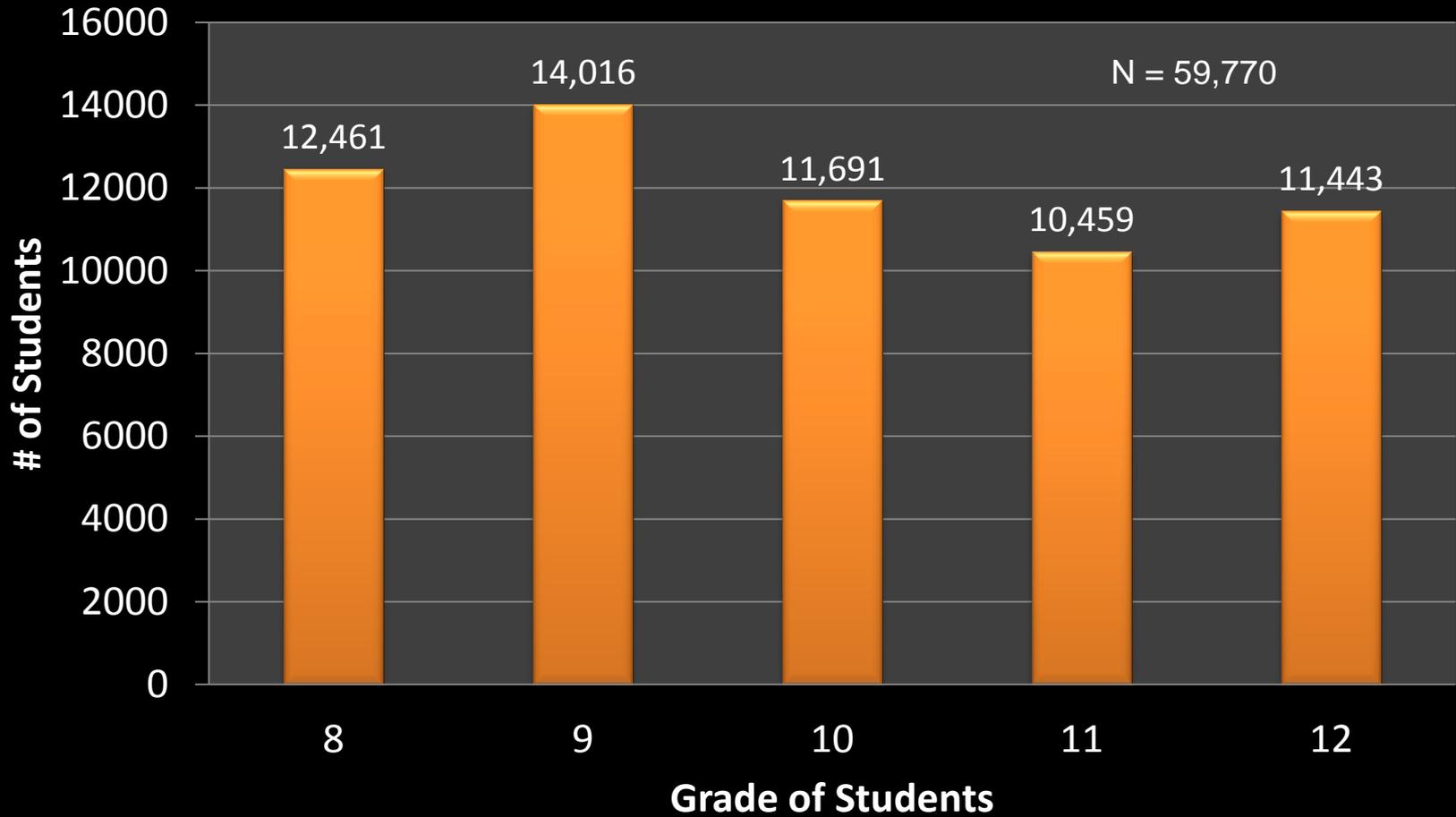
## Fastest Rising Disability Populations



# Dramatic Rise of Autism Spectrum Disorders



## # of SWD in Transition – Dec 1, 2014



# Our Mission

- To provide children with disabilities with the knowledge and skills they need to live, learn, work and participate in communities of their choice with the maximum amount of independence as possible

# What is Special Education?

- Specially designed instruction
  - Adapting as appropriate the content, methodology or delivery instruction
  - To meet the child's needs resulting from a disability
  - To ensure access to the general curriculum
- At no cost to the parent
- To meet the unique needs of the child

# What is FAPE?

## Special education and related services:

- Provided at public expense
- Meet the standards of the Virginia Board of Education
- Include an appropriate preschool, elementary school or secondary school education in Virginia
- Provided in conformity with an Individualized Education Program

# What is LRE?

- In the development of an IEP designed to provide FAPE:
  - the IEP team must first present levels of performance (where is the child now),
  - measurable annual goals (where do we think the child should be in a year),
  - accommodations and modifications (what adjustments need to be made to get the student to the goals).
- As a final inquiry, the IEP team determines the student's least restrictive environment

# LRE and the Continuum

- School divisions must ensure that a continuum of alternate placements are available
- In looking at the other factors in the IEP, the team must determine where those services can be delivered
- The team must ensure that students with disabilities are educated to the maximum extent appropriate with nondisabled peers
- Removal from the regular education environment may occur only if the nature and severity of the disability is such that education in regular classes cannot be achieved satisfactorily using supplemental aids and services

# Continuum of Options

- Regular class – 80% or more
- Regular class – greater than 40% and less than 80%
- Regular class less than 40%
- Public Separate School
- Private Day School
- Public Residential School
- Private Residential School
- Homebased
- Hospital
- Correctional Facility

# Virginia Regs. vs. Fed Regs.

- Total number of Virginia-specific requirements: 192
- New Virginia-specific provisions created in 2009-10 Virginia Regulations: 53
- Virginia-specific provisions created in previous Virginia Regulations and carried over in 2009-10 Virginia Regulations: 139
- Provisions created by the Code of Virginia or other Virginia regulations in the total number of Virginia-Specific requirements: 65

Provisions created by definitions: 63

- The 2001-02 Virginia Regulations contained 193 Virginia-specific requirements.
- The current Virginia Regulations, even with 53 newly created provisions, represent a consolidation of a number of areas in order to provide a more user-friendly document while retaining the Virginia-specific requirements carried over from previous Virginia Regulations.

# Regional Tuition Reimbursement Programs

- Created in the 1970's
- Original purpose was to create regional classrooms for low-incidence disabilities where there were not enough children in one division to justify the cost of a teacher
  - Focus on research-based practices

# Regional Tuition Reimbursement Programs

- Separate state funding to support the educational cost of certain students (a local match is required)
  - Students with disabilities being served in approved regional programs are not eligible for ADM or other state aid.
    - Emotional Disabilities (ED), Deaf-Blindness (DB), Autism (AUT), Traumatic Brain Injury (TBI) - Only
- Currently there are 11 approved regional tuition reimbursement programs

# Regional Tuition Reimbursement Programs

| FY      | State Share  | Local Share  | Total         |
|---------|--------------|--------------|---------------|
| FY 2013 | \$73,380,903 | \$53,442,028 | \$126,822,931 |
| FY 2014 | \$75,711,068 | \$54,182,350 | \$129,893,418 |

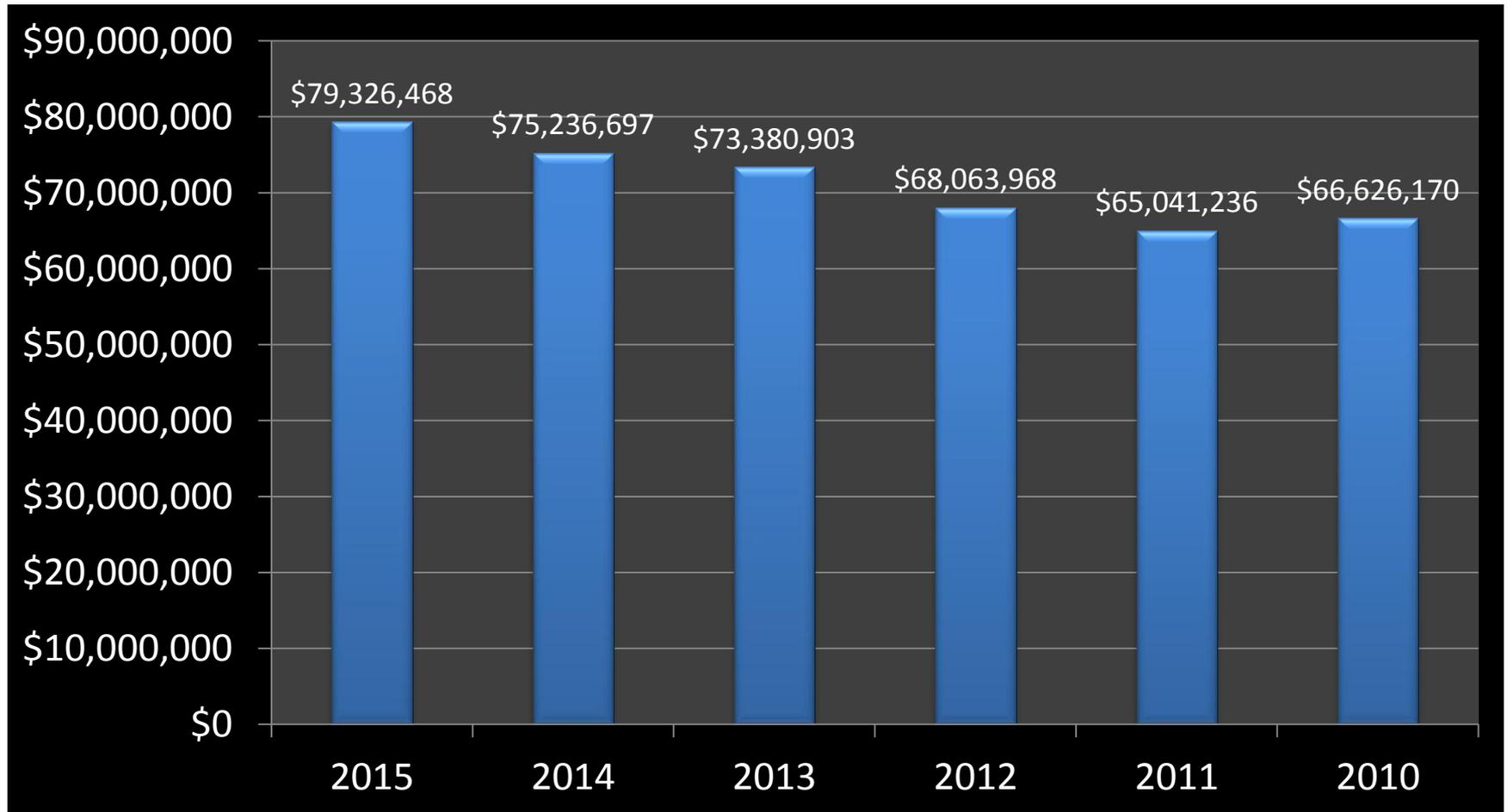
| FY      | Total         | Total RT Child Count | Avg. Per Pupil Cost |
|---------|---------------|----------------------|---------------------|
| FY 2013 | \$126,822,931 | 4,355                | \$29,121            |
| FY 2014 | \$129,893,418 | 4,464                | \$29,097            |

# State, Local and Federal Special Education Expenditures Minus Regional Tuition

| FY      | Total           |
|---------|-----------------|
| FY 2013 | \$2,092,221,649 |
| FY 2014 | \$2,128,858,916 |

| FY      | Total           | Total Child Count Minus Regional Tuition Students | Avg. Per Pupil Cost |
|---------|-----------------|---|---------------------|
| FY 2013 | \$2,092,221,649 | 158,262   | \$ 13,219           |
| FY 2014 | \$2,128,858,916 | 157,723   | \$ 13,497           |

# State Funds Spent on Regional Tuition Reimbursement Programs



# Virginia Special Education Regulations

Regional special education programs.

(§ 22.1-218 of the Code of Virginia; Jointly Owned and Operated Schools and Jointly Operated Programs (8VAC20-280))

1. If it becomes necessary for local school divisions to develop regional programs to serve children with disabilities residing within their jurisdiction, such regional programs shall be provided in accordance with the least restrictive environment requirements specified in 8VAC20-81-130.
2. If local school divisions elect to participate in an approved regional program for the provision of special education and related services for certain children with disabilities, a joint board shall be established to manage and control the jointly owned or operated program, center, or school. Establishment of the joint board and administration of the jointly owned and operated program shall be conducted in accordance with the Virginia Board of Education regulations governing such programs.
3. Each joint board shall appoint a qualified director who shall be the administrative head of the regional program. The director shall be responsible for the administration of programs and services that are approved by the joint board.

# VDOE Study of Regional Programs

1. Developing a review process and procedures to examine current practices in the existing state regional programs;
2. Developing surveys of existing regional programs and local school divisions to explore how they are serving students with disabilities who have intensive support needs;
3. Analyzing results of surveys for regional programs and local school divisions;
4. Conducting onsite visits of regional programs;
5. Developing a proposed protocol for identifying which students should be claimed for regional tuition reimbursement under a new proposed regional tuition reimbursement model;

# VDOE Study of Regional Programs

5. Developing draft policies and procedures for the oversight of regional programs that will be presented to the State Superintendent of Public Instruction;
6. Conducting an internal equity analysis among Regional Programs;
7. Searching for other funding models nationally that might assist the Virginia Board of Education and the General Assembly in reforming the Regional Tuition Reimbursement Model in Virginia;
8. Conducting a cost analysis of existing Regional Program Rate Packages;
9. Preparing a summary report of all findings and recommendations on how to improve, change, or reform the Regional Tuition Reimbursement Model in Virginia