



LADSE

December 19, 2016

To: Dr. Barnhart

From: Dr. Julia Nadler and Gini Sulek

With District 102 taking measures to withdraw from the LADSE cooperative, we feel it necessary to complete an extensive analysis of our partnership with LADSE for the purpose of determining if we are best meeting the needs of our students.

This evaluation focuses on the quality, access, and cost of services delivered through LADSE. A feasibility study was completed on providing special education services and its associated costs. During this process, we found it difficult to make commensurate comparisons to the services provided by an organization as large and as specialized as LADSE to the structure of a school district. At this time, we are recommending to not withdraw from LADSE. Our recommendation is based in part on the negligible savings of \$10,736, which is 2% of the LADSE assessment as well as our commitment to serve students in an inclusive environment while utilizing LADSE supports.

Recently, D102 decided to reexamine its withdrawal from the cooperative and is now in communication with the LADSE board to discuss the creation and the implementation of a pay for service business model. It is my understanding that LADSE's finance committee, of which you are the chair, will begin the task of creating a cooperative model that provides school districts with a greater locus of control. As a result of these happenings, we recommend that District 101 continue to review these potential changes as they unfold to ensure that we are best meeting the needs of our students in an fiscally responsible manner.

LADSE



Financial Summary

	13-14	14-15	15-16	16-17	17-18
Total Amount Paid to LADSE	\$580,658	\$590,451	\$587,811	\$602,173	N/A
D101-IDEA Grant	-\$309,797	-\$292,364	-\$303,906	-\$302,242	N/A
Annual Check to LADSE	\$270,861	\$298,087	\$283,905	\$299,931	\$310,000
Buses	\$118,080 (avg. of 8 students)	\$114,673 (avg. of 7 students)	\$196,342 (avg. of 13 students)	\$29,857 *YTD. Totals are calculated at the end of the school year	N/A
Private Placement	\$107,992 (5 students)	\$136,275 (5 students)	\$128,658 (3 students)	*YTD. Totals are calculated at the end of the school year	N/A



Assessment Explanation- Total Amount Paid to LADSE



Click the [D101 Utilization Excel sheet](#) to view further details. The information outlined below is based on the 15-16 school year

Consolidated Services: \$186,780

- Fixed fees based on fall housing numbers. D101 represents roughly 5% of the coop.
- Based upon D101's representative portion of LADSE (4% of the coop).
- Includes: administration, building & grounds, technology, professional development, retirement incentives, PowerIEP, reporting student data, transportation coordination, nursing, assistive technology, Autism consulting, ED consulting, ECE Admin Services, ECE evaluations

Purchased Services: \$314,068

- All carte items-pay for what you use
- Includes: ECE classroom support, Occupational therapist (1.7 FTE), Psychologist (1.0 FTE), and Physical therapist (.80 FTE)

Multi District Program: \$86,962

- Tuition based programs for D101 students enrolled in a LADSE classroom. We pay for what we use.
- Includes: CD & Multi Needs (2 kids), Phono program (2 kids), ED program (0 kids), and ESY (8 kids)

LADSE Assessment: \$587,811

IDEA Offset: \$-303,906

Total Amount Paid: \$283,905

Potential Cost Of Leaving LADSE

Expenditures with LADSE	D101 Expenditures w/ out LADSE	Revenue (15-16)	Service
\$186,780		\$303,906 IDEA Grant	Consolidated
\$19,470	\$30,000		<u>Professional Development</u> \$10,530. Increase PD to \$30,000. D101 would now provide PD to OTs, PTs, nurses, psychologists, and speech pathologists.
\$26,473	\$26,473		<u>Assistive Technology</u> AT services would be provided by outside organizations. Infinitec, LADSE, and Easter Seals can complete evaluations. Contracts would depend on the timeliness of the evaluation and the students needs. Cost will vary.
	\$45,000		<u>Administrative Assistant</u> \$45,000. Gather data for IDEA grant, ISTAR reporting to the state, bus transportation, PowerIEP, MOE, private placement contract, manage assistive tech, help coordinate PD, run homebound liaison program.
Subtotal: \$186,780	\$101,473		*Many of the expenditures in LADSE's consolidated services is moved to purchase service.
			Purchased
\$77,386. ECE consulting billed in Consolidated	\$165,374		<u>Psychologist</u> Increase FTE from 1.0 to 2.0. Completes ECE evals and provides Autism/ behavior consulting to D101 staff members. In order to hire experienced psychologists, we would need to work with the union to hire outside of the pay scale.
\$71,274: ECE billed in Consolidated	\$71,274		<u>Physical Therapist</u> Increase FTE from .8 to 1.0 to complete ECE evals. In order to hire one experienced PT, we would need to work with the union to hire outside of the pay scale.
ECE billed in Consolidated and in Phono Tuition	\$26,304		Speech Pathologist Increase FTE from .46 to 1.0. Completes ECE evals and would run the phonological disorder program.
\$160,575 ECE billed in Consolidated	\$130,000		Occupational Therapist Increase FTE from 1.7 to 2.0. Completes ECE evals. *OT FTE through LADSE at an all time high due to retirement incentives. Reduction in cost to be realized beginning in 17-18.
\$4,834	Costs assumed in FTE increases		<u>ECE Classroom support</u> A social worker at LADSE currently provides this support. D101 would utilize the second psychologist to meet this need.
Subtotal: \$314,069	\$392,952		
LADSE Tuition Programs	Out of District Placement		Multi-District Programs
\$8,529	\$9,600		<u>ESY</u> *1200 per student-8 students served in 15-16. Cost will vary. D101 will either need to create a new ESY summer school program and/or contract with other districts to services our students.
\$73,050	\$73,050		<u>CD & Multi Needs</u> \$36,525 per student. *LADSE offers vary competitive pricing for these programs. D101 will need to contract with private placements which may result in increased cost.
\$5,383	Cost assumed in SLP increase		<u>Phonological Disorder Program</u> LADSE's Phono program is a tuition based program that students enroll and graduate from throughout the year as needed. D101 would provide phono services to students through SLP FTW increases.
Subtotal: \$86,962	\$82,650		
Total Amount Paid to LADSE: \$587,811	Total Cost \$577,075		
D101-IDEA Grant \$303,906	D101-IDEA Grant \$303,906		
Annual check to LADSE \$283,905	Cost w/out LADSE \$273,169		

*Based on the 15-16 School Year

Multi-District Classrooms-LADSE Run Programs

With LADSE

- The multi-district classrooms currently provided by LADSE are necessary on the continuum of placement options because they are housed in a public school. This gives students opportunities to be included in the general education population. Students whose needs are best met in these programs do not count as being “privately placed”. This is an important program option in meeting the mandate of Least Restrictive Environment which is closely monitored by the state.
 - List of Programs:
 - ED (Emotional Disability). Self-contained classrooms for students with social, emotional, and behavior disorders. This program focuses on inclusion and prevention.
 - K-8th grade
 - MN (Multi-Needs). Classrooms for students with significant physical, mental, and sensory impairments. These classrooms are staffed with nurses, related service personnel, and provide students with an adaptive PE class.
 - K-8th grade
 - CD (Communication Development Network). Self-contained classrooms for students with Autism Spectrum disorders. This program also supports inclusion through consultation services for students on the spectrum.
 - ECE-8th grade

Without LADSE

- For the 2015-2016 school year, we paid LADSE \$73,050 for two D101 students to participate in these programs. The tuition cost of these programs, roughly \$36,525 per student, is very competitively priced. Without LADSE, we would need to create opportunities for these students to be included into our classrooms. If this was not possible, we would need to either contract with LADSE to enroll our students into their program or have students privately placed. Since we would no longer be a member of LADSE, our students would not be guaranteed a seat in the program and may be placed on a wait list. Additionally, we would have to pay an additional non-member fee to send our students to these programs. If LADSE did not have any availability, we would then look for private placement options which is less than ideal because it would not support our goal of providing the least restrictive environment to our students.



Assistive Tech

With LADSE

- LADSE provides AT evaluations, problem-solving and device training in collaboration with the student, the family, and DIOI school personnel. Districts get to try equipment before purchasing an item. LADSE has an assistive tech team that oversees this process. This team consists of a teacher, a PT, a speech pathologist, and an OT who work together to make sure that all LADSE stakeholders have the most appropriate and up to date technology and equipment.

Without LADSE

- We would still need to contract with LADSE and/or Infinitec for assistance with assistive tech. If we used LADSE, we would pay an additional non-member fee for these services. With Infinitec, we would need to subscribe to their membership and contract for evaluations, which would be an additional cost. Easter Seals also completes AT evaluations. However, Easter Seals has a two month wait list, and students must travel to their office for the evaluation.



Autism and Behavior Consultant

With LADSE

- LADSE provides consultants who work with IEP teams to target behaviors and develop interventions/modifications to support students in their home school environments.

Without LADSE

- An additional psychologist would need to be hired to provide this support to our staff members.



ESY-Extended School Year

With LADSE

- For the 2016 school year, D101 had eight students who qualified for ESY. Students who are eligible for ESY must have an appropriate extended school year option made available to them. LADSE runs a six week ESY program at a reasonable price that serves students who are enrolled in ECE, in the Communication Development Network, in the Multi-Needs Classroom, and in the Emotionally Disabled Program. In addition, LADSE recruits staff, supervises staff, and coordinates transportation. We pay LADSE roughly \$1066 per student to attend their summer school program.

Without LADSE

- D101 would either need to create a new summer school program and/or work with another school district to find alternate and appropriate programming for eligible students. We project that it would cost D101 roughly \$1200 per student to provide ESY services to our students. This cost will most likely vary as the need of our student population changes.



OT/PT Equipment

With LADSE

- LADSE offers a supply room so that our students can “try a product” to make sure it works before we place the order (for example, adaptive seating). As a result, DIOI can get new equipment on loan. In these situations, LADSE assumes the responsibility for paying the equipment added to this supply room. Once the appropriate equipment has been identified, LADSE finds and orders all of the equipment. DIOI pays for the equipment.

Without LADSE

- DIOI we would need to contract with LADSE and pay the additional non-member fee in order to gain access to this service. It would not be fiscally advantageous for DIOI to create our own OT/PT equipment room.



Phonological Disorder Program

With LADSE

- The Phono program run by LADSE provides intense speech and language services to students aged 3 to 6 with a phonological disorder. This program occurs two days a week, students are provided with instruction for 2 1/2 hours per day. Some students who receive this early intervention graduate out of the Phono program and resume their general education without additional assistance. However, other students may need to continue with district SLP services in the general education setting after exiting the program.

Without LADSE

- D101 we would need to increase the FTE of our speech pathologists to continue providing this service to our students.



Administrative Assistant

With LADSE

- The Special Education administrators at D101 share an administrative assistant with McClure. In addition, LADSE has several administrative assistants who manage various tasks.
 1. Manage the IDEA grant. This is an extensive process that requires hours of data management. The individual who is working with this data must be highly skilled in Microsoft Excel.
 2. Bus Transportation. Make sure the IEP needs of the students are communicated to the bus company (i.e., student needs a wheelchair lift), report/schedule student non-attendance days with the bus company, review the bill for accuracy, call the bus company if they did not pick up students, communicate the bus information to parents, and coordinate extracurricular busing opportunities for students.
 3. In previous years, LADSE has completed all state reporting required for Special Education reporting. ISTAR reporting to the state: Includes indicator 8, EE% (Educational environment), EE Code, and EC students (Excessive cost). EE reflects % of time of the school day a child is inside the general education classroom. EC refers to students who are privately placed and receive multiple services (i.e OT, PT, SLP, nursing, and 1:1 aide). The state reporting process is a time consuming endeavor. Regardless if we stay with LADSE or not, D101 assumed this responsibility with the start of the 16-17 school year.
 4. PowerIEP. Manage the Special Education paperwork process. Manage students entered into the system. Train new staff members on the program.
 5. Complete Maintenance of Effort. Federal reporting to make sure we are spending all of our Special Education money. Currently, LADSE will let us know if we are not spending all of our money (if we don't spend our money we will lose it).
 6. Coordinate the process of hiring new staff members (OT, PT, psychologist).
 7. Complete private placement contracts.
 8. Manage the paperwork associated with the Assistive Tech needs of the students in D101. The district would have to contract with independent vendors to obtain evaluations and equipment.
 9. Manage the homebound liaison process. Hire homebound liaison tutors, handle the time sheets, and create and coordinate a tutoring schedule with parents and students.

Without LADSE

- With the exception of ISTAR (state reporting), D101 would assume all of the above mentioned responsibilities. We would need to hire an additional full time administrative assistant in order to complete the tasks currently managed by LADSE. This would be an additional cost of \$45,000. The duties listed above would be appropriately divided among the administrative assistants.



ECE

With LADSE

- For children receiving early intervention prior to turning 3 years old, Gini Sulek completes a transition meeting. If the student is being recommended for a play based evaluation, the LADSE social worker and the ECE administrator will complete the evaluation and eligibility process with the team.
- A play based evaluation is then completed at LADSE. This preschool evaluation assesses the speech and language ability of the student, fine and gross motor development, conceptual skills, and social-emotional development.
- During this evaluation process, related service members (OTs, PTs, SLPs, social workers, and psychologists) participate in the process. Based on the student's needs, additional evaluations may need to be completed.
 - These evaluations must occur over the summer due to children turning three during the summer months. The nurse is also available over the summer to complete hearing and vision screenings for students.
- Once the evaluation is over, the team reconvenes to complete the Eligibility and IEP process.

Without LADSE

- We would hire an additional psychologist to coordinate the eligibility process. Currently, the social worker and the ECE administrator at LADSE completes these steps for D101.
- In order to complete these play-based evaluations, we would increase the FTE for our OTs, PTs, SLP, and psychologist. These staff members would also need to be available over the summer to complete these evaluations.
- The additional psychologist would coordinate, run, and complete the required eligibility and IEP paperwork. Currently, the social worker and the ECE administrator at LADSE completes these steps for D101.
- Additionally, a social worker from LADSE currently facilitates the social emotional curriculum in our ECE program. The additional psychologist would be in charge of implementing this curriculum.



Highly Trained Staff

With LADSE

- LADSE ensures that service personnel (OT, PT, and psychologists) are evaluated by practitioners in their field who are able to mentor and coach staff members.
- LADSE manages long term substitutes for OTs, PTs, and psychologists on leave.
- LADSE ensures that all OTs, PTs, and psychologists have appropriate licensure. Based on the licensing cycle, new PT graduates must be supervised in a school before they get their licenses. This means that we would have to hire an experienced PT who already has this license.
- LADSE provides access to a Spanish speaking psychologist (should the need arise).
- LADSE also provides access to psychologists trained in ADOS testing (a standardized behavioral observational assessment).

Without LADSE

- We may need to contract with LADSE and pay a non-member fee in order to utilize some of the above services.
- Our related service personnel (OT, PT, and psychologists) would be evaluated by administrators who may not have the same professional background.



Professional Development

With LADSE

- LADSE provides professional development to OTs, PTs, nurses, psychologists, social workers, speech pathologists, Special Education teachers, general education teachers, and administrators to ensure that staff members are current with best practices. Additionally, LADSE investigates and notifies school districts as well as administrators about updates regarding new Special Education laws and new state requirements that must be followed. Due to the fact that LADSE has a large amount of capital allocated towards professional development, they are able to attract national speakers to provide professional development to the various related service groups.

Without LADSE

- We would need to partner with national organizations in order to stay current with Special Education related topics. We would also need to create professional development opportunities for OTs, PTs, nurses, social workers, psychologists, and speech pathologists. Additionally, we would explore partnerships with other surrounding districts to attract national speakers to provide professional development.
- In order to meet the needs of the OTs, PTs, nurses, social workers, psychologists, and speech pathologists, we estimate spending roughly \$30,000 per year on professional development. This would require increasing the professional development budget by \$10,530.

