



Interagency Collaborative Team

Annual Report
FY 14

July 1, 2013 – June 30, 2014

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The Interagency Collaborative Team (ICT) is authorized in **Title 14 Delaware Code, Chapter 31, Section 3124**. The purpose of the ICT is to provide a collaborative interagency approach to service delivery for children and youth with disabilities who present educational needs that cannot be addressed through the existing resources of a single agency. In addition to planning for individual children, the ICT identifies impediments to collaborative service delivery and recommends strategies to remove them. As established in Delaware Code, the ICT consists of members of specific agencies whose representatives for the FY 2014 reporting period follow:

Susan Cycyk, Director, Division of Prevention and Behavioral Health Services, DSCYF
(Harvey Doppelt, designated representative)

Vicky Kelly, Director, Division of Family Services, DSCYF
(John Bates, designated representative)

Carlyse Giddins, Director, Division of Youth Rehabilitative Services, DSCYF
(Susan Burns, designated representative)

Jane Gallivan, Director, Division of Developmental Disabilities Services, DHSS
(Warren Ellis, designated representative)

Kevin Huckshorn, Director, Division of Substance Abuse and Mental Health, DHSS

Ann Visalli, Director, Office of Management and Budget
(Elizabeth Lewis, designated representative)

Michael Morton, Controller General
(Michael Jackson, designated representative)

Mary Ann Mieczkowski, Chair, Director, Exceptional Children Resources Group, DOE

Michael Watson, Chief Academic Officer, DOE

In addition, Linda Smith, ICT Coordinator, Department of Education's Exceptional Children Resources Group, coordinates and attends all meetings and completes all ICT related work. Interagency Collaborative Team case review meetings include representatives of the responsible local education agency (LEA), the parent/guardian, and other invited participants who work with and have knowledge of individual cases.

Under Delaware Code (14 Del. C. §3124), the ICT is responsible to review all initial and renewal applications for Unique Alternative services prior to approval by the Secretary of Education. The ICT reviews existing information related to the student’s evaluations and assessments, individualized services that have been provided, and proposed educational plans; makes recommendations for alternative education and / or behavioral and mental health treatment plans as necessary; and ensures coordinated interagency delivery and funding of services.

The Delaware Code also stipulates that a report is prepared annually to summarize the work of the ICT and provide progress summaries for the information items reported in the previous year’s Annual Report. The report is submitted to the Governor, Budget Director, President Pro-Tempore, Speaker of the House, and the Controller General.

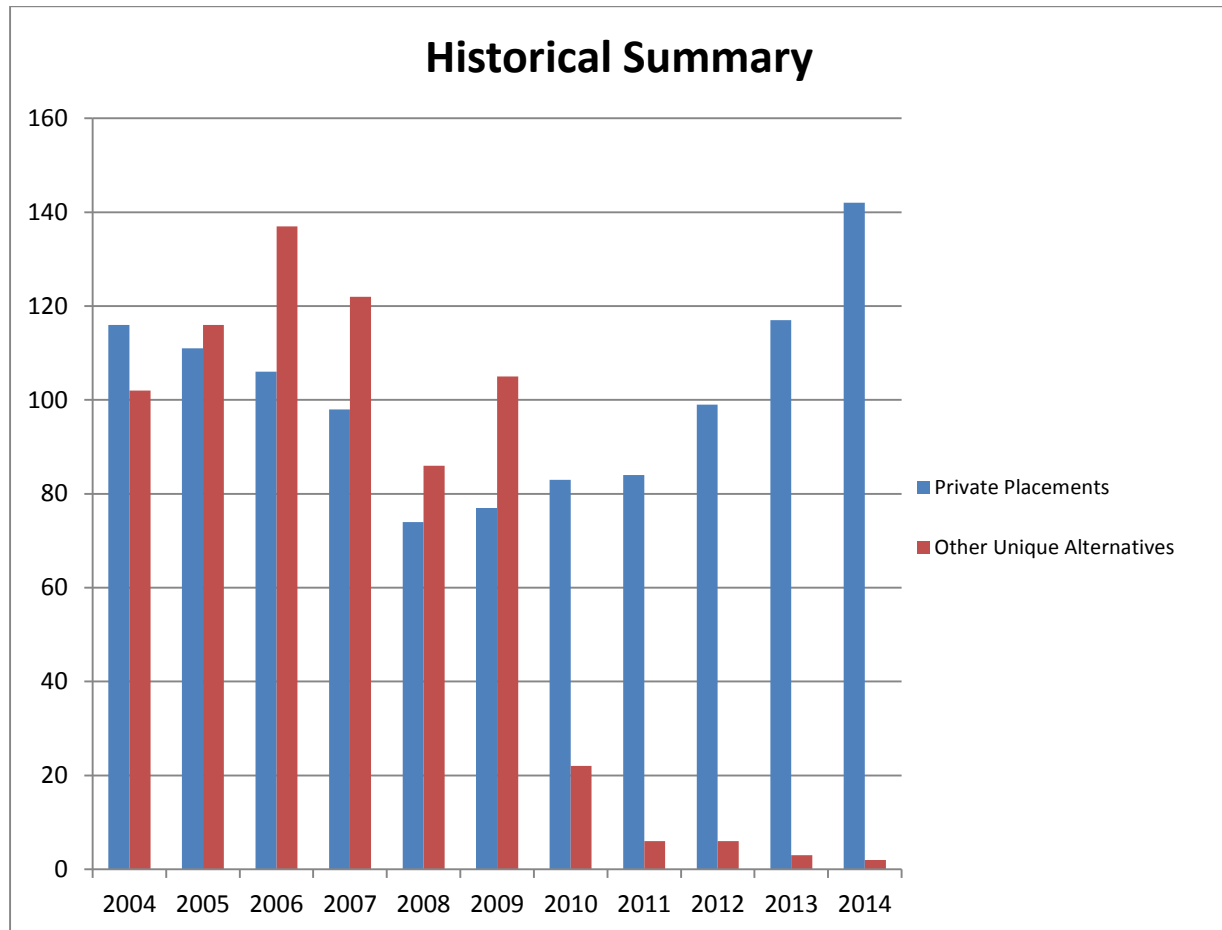
Interagency Collaborative Team Procedures

The Interagency Collaborative Team meets monthly to review Unique Alternative applications and twice monthly during the summer months to review annual renewal applications. The ICT reviewed 42 applications during FY 2014. Of these, eight cases involved previously approved students for whom their LEAs and IEP teams requested that services be resumed or increased from day to residential. During FY 2014, the ICT approved or renewed services for a total of 144 students; however a number of students did not enter private placement until the start of the 2014-2015 academic year. Two students received Unique Alternative services of one-on-one teacher or special education paraprofessional support. The parents of two students approved for ICT support during FY 2014 declined services prior to placement. The following chart summarizes the ICT approval activities from FY 2004 through FY 2014.

Historical Summary of Unique Alternative Services

	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14
Total # of cases reviewed for new or increased services	69	85	87	77	61	58	46	32	32	43	42
Total # private placements	116	111	106	98	74	77	83	84	99	117	142
Total # Other Unique Alternatives 1:1 Teacher or Paraprofessional	101	115	137	122	86	105	22	6	6	3	2
Total Served 7/1 – 6/30	217	226	243	220	160	182	105	90	105	120	144

Summary of Unique Alternative Service Types

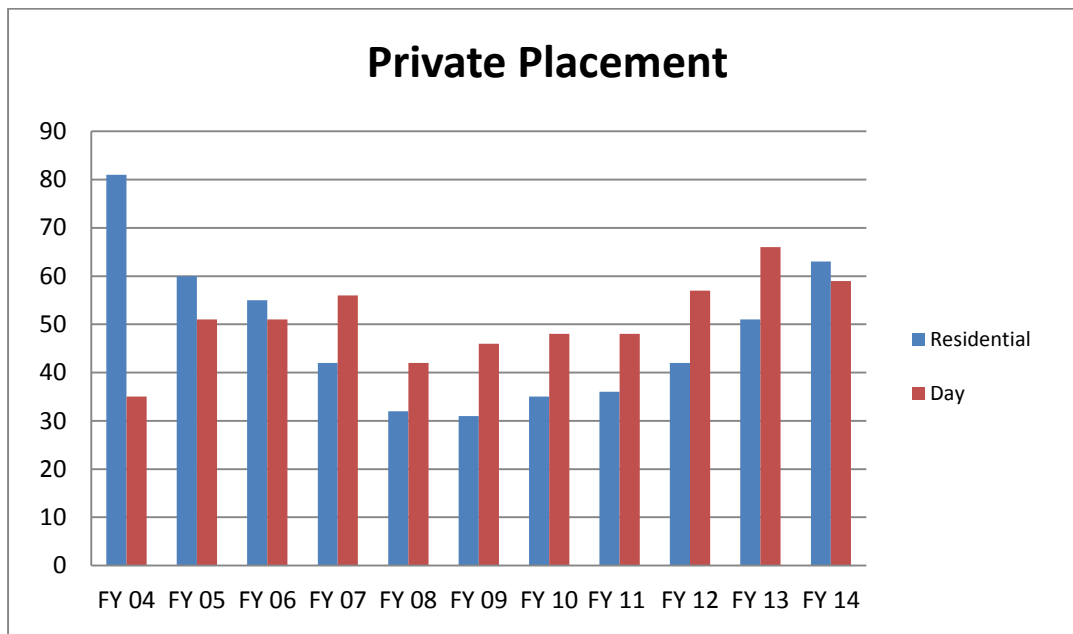


The total number of students served in residential programs during FY 2014 was 63, which is 13 more than in FY 2013. The number of students served in private day programs decreased by 7 to 59 students. These numbers include duplicated students who transitioned between day and residential services.

An additional 20 students received support for their education program while a partnering agency funded their residential services. This occurs when an agency makes a unilateral placement typically due to a student's behavioral health, family, or foster care status. The corresponding LEA will then participate in education funding through the ICT if the LEA determines it cannot provide a free, appropriate public education to the student given their current status.

During FY 2014 two students received other Unique Alternative services through one-on-one staffing support. That represents one less student than in FY 2013. This type of Unique Alternative support is rarely necessary due to statewide expansion and full implementation of the Needs-based Funding System. Despite the support provided by this funding system, a small

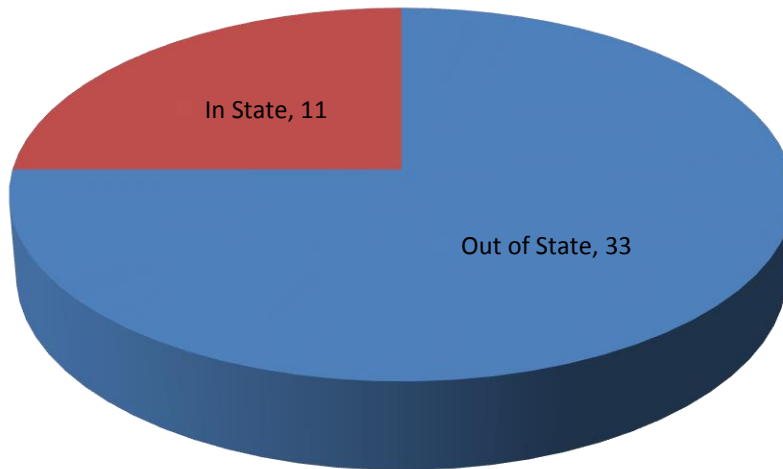
number of students have learning needs or demonstrate such significant behaviors that they required a teacher and a special education paraprofessional in order to be educated in their classrooms. One student's paraprofessional was funded through the Needs-based Unit, while their teacher was funded by the ICT. One elementary student from Delmar School District attended school in Maryland and, therefore, did not receive funding supported by the Delaware Needs-based Funding System. Unique Alternative funding supported this student's special education paraprofessional support.



Residential Services

During FY 2014 there were 63 students served in residential programs. Through collaboration with the Local Education Agencies (LEA) and families, the ICT attempts to provide residential services to students as close to their homes as possible. The following chart illustrates the number of students (n = 19) served in state at the AdvoServ Program in Bear, Delaware and the number of students (n = 44) served in out-of-state programs. Two of the out-of-state programs, Benedictine School and Shorehaven, are located close to Delaware in neighboring Maryland counties. Collectively these two programs served 27% (n = 12) of the out-of-state students.

Residential Students January 15, 2014



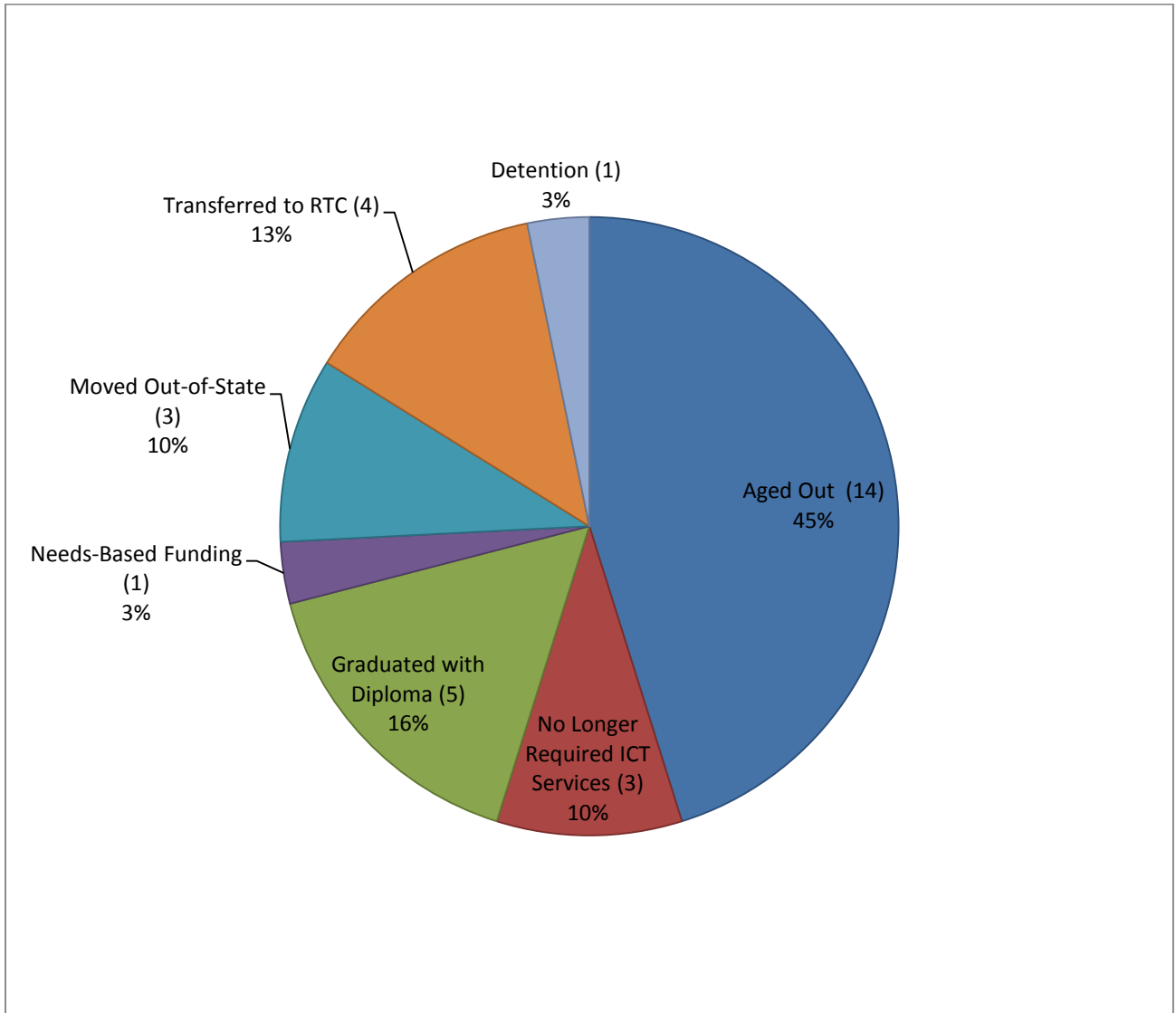
Point-in-Time Data

New student placements occur at various times across the fiscal year and, likewise, students transition out of ICT supported placements across the year. Therefore, point-in-time data are provided to represent a snapshot of out-of-state residential placements. On January 15, 2014, there were 33 students served in out-of-state residential facilities. Of these, 11 students were served within one hour of their homes at Shorehaven in Elkton, Maryland or Benedictine School in Ridgley, Maryland. Two students received services in a placement significantly distant from their home beyond the bordering states of Maryland, Pennsylvania, and New Jersey.

Unique Alternative Service Renewal and Discharge Processes

Annually, the ICT Coordinator provides each LEA with technical assistance regarding the provisions of the Delaware Code related to private placement procedures, application and financial documents, and a list of children in the district receiving Unique Alternative service funding. The district is then responsible for preparing information for the ICT to review in order to approve continuation of services through Unique Alternative funding. The LEA is also required to notify the ICT coordinator when students will be discharged from Unique Alternative services, along with an explanation. The following graph summarizes the number of students who exited or were discharged from Unique Alternative services and the corresponding reasons.

Student Discharge Summary



Student Discharge and Exit Summary

Each year students are discharged from or exit Unique Alternative services for multiple reasons that include: the increased level of service is no longer required, families move out of state, students withdraw from the education system, students graduate, or students age out at the conclusion of the school year in which they reach 21 years of age.

During FY 2014, a total of 31 students exited Unique Alternative supports. This included 14 students who “aged out” of special education services at the conclusion of the school year in which they reached 21 years of age. It is important to note that students who age out typically continue to need specialized living and work environments provided through the adult services system. Efforts to support students’ transition to supported or independent employment and adult services are the responsibility of the LEAs and IEP teams and typically begin years before the students reach age 21.

Additionally, five students were graduated with diplomas from their corresponding LEAs. One of the graduated students received a needs-based scholarship to Wilmington University and two additional students indicated plans to attend college at least part time.

Given changes in academic and functional performance, three students no longer required ICT support and received a variety of special education supports within their LEA. Further, one student moved to a local public school under the Needs-based Funding System, three students moved out of state, four transferred to temporary placements at residential treatment centers, one student moved to home school status, and one student was placed in a detention center.

Unique Alternative Student Population

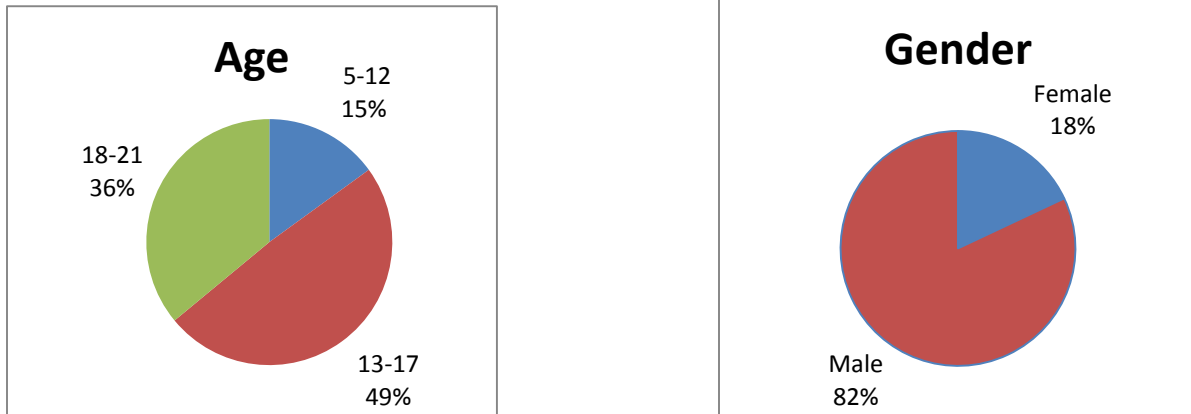
The following are demographic comparisons from FY 2013 to FY 2014. The ratio of boys to girls changed with an increase in the percentage of girls from 13% to 18%. The number of students in the 5-12 range increased from 18 to 20, students in the 13-17 range increased from 64 to 67, and the number of students in the 18 – 21 year range increased from 38 to 50.

While the following chart and graphs summarize demographic information for the students served by the ICT during FY 2014, they do not reflect the seven students who were approved for Unique Alternative support but were not placed until the 2014-2015 school year. These students included four female and three male students.

Age and Gender of Unique Alternative Students

FY 2014	Gender			Age		
	Male	Female	Total	5-12	13-17	18-21
Residential Placement	47	11	58	7	24	27
Day/ Education Programs	64	13	77	12	42	23
Other Unique Alternatives – 1:1 Support	2	0	2	1	1	0
Totals	113	24	137	20	67	50
Percentages	82%	18%		15%	49%	36%

Age and Gender of Unique Alternative Students



Unique Alternative Placements and Costs

During FY 2014, Delaware students in need of Unique Alternative services were served in 11 residential and 12 day programs. The following information shows a range of costs for both residential and day programs. The costs may represent tuition, transportation, related services, or enhanced individual supports that some students with severe behaviors and behavioral health needs require in their private program.

	High Cost	Low Cost
Residential Programs	Melmark Berwyn, PA \$451,677	Benedictine School Ridgely, MD \$121,881
Day Programs	AdvoServ Bear, DE \$132,909	High Road Wilmington, DE \$61,380

Agency Involvement

The children and youth supported through Unique Alternatives funding present a broad range of disabilities and needs that are severe and complex. Often these students have multiple disabilities that contribute to challenges in the home and community, in addition to the school setting. For these reasons, some students receive services from multiple agencies. The following chart summarizes the interagency involvement necessary to meet the needs of some of the students who are served in residential and day programs through the ICT. As previously noted, a number of students received support for their education program while a partnering agency funded their residential services due to students' intense behavioral health needs, family circumstances, or changes in foster care status. When this occurs, the responsible LEAs participate in education

funding through the ICT if a free, appropriate public education cannot be provided to the student in the local school.

Interagency Collaboration

Division	Number Involved	Shared Funding
Prevention & Behavioral Health	25	11
Family Services	7	0
Youth Rehabilitative Services	6	
Developmental Disabilities	49	24
Substance Abuse & Mental Health	0	
Division of Visual Impairments	2	
Medicaid *	2	

*This includes students placed at Voorhees Pediatric Center, a skilled nursing facility funded by Medicaid. DOE funds educational costs from Bancroft Education Services.

Gaps in Services

Increasingly, children and youth with severe disabilities, mental health concerns, and significant behavioral needs present unique challenges to schools and families. An increasing number of students present with behavioral health challenges that cannot be sufficiently addressed in local public schools. Due to continuing gaps in services that support families and children in their homes and communities, an increasing number of students are placed in residential settings by multiple agencies. Often these students can be provided an appropriate education within the local schools, but their mental health or behavioral needs prevent their ability to remain in their homes with existing resources.

The cost to any one agency to support these residential placements is prohibitive and a drain on current resources. Discussions continue across agencies to address these concerns and identify solutions that are cost effective. The ICT Chair and Coordinator continue to participate in these discussions; however the provisions of Delaware Code are specific in their requirements. That is, Unique Alternative funding can be sought when an Individualized Education Program (IEP) team finds that an eligible child with a disability has needs that cannot be addressed through the existing resources and programs of the State. These public educational programs may include placement in regular classes with specialized supports, special education classes, special schools, or increased, specialized staffing support. Thus, the presenting problem of providing services and financial support for residential placements when students can be appropriately served in a Delaware public school continues to be unresolved.

Major Activities of the Interagency Collaborative Team

This section highlights the major activities relevant to the ICT during FY 2014:

1. The ICT Chair and Coordinator conducted quarterly onsite visits and discussions with AdvoServ Program administrators and staff, visited classrooms, and engaged in reviews of program procedures and practices. In response to data collected through record reviews and onsite visits, and in response to the April 2014 triennial private program re-approval, ICT Chair and Coordinator collaborated with the administrative team at AdvoServ to monitor and review measurable outcomes around services such as implementation of multi-tiered behavior supports, individualized behavior supports in the form of instruction and progress monitoring of replacement skills, reduction in restraint procedures, and systematic reporting to LEAs and supporting Agencies when reportable events occur. Additional areas of focus included instruction in Common Core State Standards, expanded secondary transition services, increased integration of instructional technology, and use of assistive technology to support students' communication systems.
2. Following triennial re-approval of High Road School in June 2013, the ICT Chair and Coordinator collaborated with administrators at High Road School to monitor and review measurable targets to enhance programming. Areas of focus included transfer IEP procedures, instruction in Common Core State Standards, individualized behavior support, instruction of replacement skills and progress monitoring, and post-secondary transition services.
3. The ICT Coordinator served as a liaison to school districts, charter schools, other agencies, and private school programs to identify appropriate services for students. The ICT Coordinator engaged in problem-solving consultations regarding specific cases and provided referral information about community agencies to districts and charter schools as needed or requested.
4. In addition to AdvoServ and High Road School, the ICT Coordinator conducted on-site visits for the purpose of triennial re-approval at Bancroft, Benedictine, KidsPeace, Maryland School for the Blind, Pathway, Pilot School, Shorehaven, Silver Springs/Martin Luther School, and Woods Services. These are schools which are in use or under consideration for potential use and approval by the ICT.
5. The ICT Chair and Coordinator participated in interagency discussions to explore solutions to agencies' increased need to place students in residential settings, unrelated to LEAs' ability to provide appropriate education services. These efforts are ongoing.
6. The ICT Chair served on the Child Death Commission as part of the education subcommittee.
7. The ICT Coordinator served on the New Castle County Child Abuse and Neglect (CAN) and Child Death, Near Death, and Stillbirth (CDNDS) Panels.

8. The ICT Chair and ICT Coordinator collaborated with other DOE staff and legal counsel to promulgate regulations relevant to 14 Del.C. §4112F relating to the Limitations on the Use of Seclusion and Restraint in public schools. The ICT Chair sent notification of the regulations and reporting procedures to the administrators of each private program that serves students supported by the ICT.
9. The ICT Coordinator collaborated with the DOE Education Associate who coordinates the Educational Surrogate Parent (ESP) Program to insure that youth who are in foster care or are Wards of the State are provided with knowledgeable support in educational decisions.

If you have any questions about this report or would like more information on the Interagency Collaborative Team and its activities, please contact:

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