

St. Paul Public Schools

Early Childhood Special Education (ECSE)

ECSE: Placing Students in an Inclusive Pathway

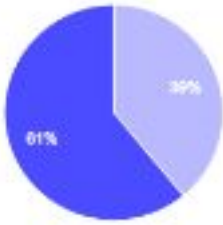
2011-2012



2015-2016

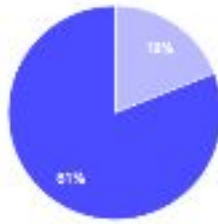


2016-2017



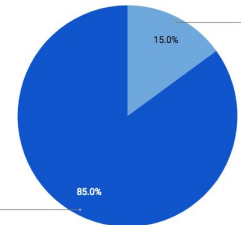
39% of ECSE 3-5 year olds in self-contained classes

39% of ECSE students transitioned to separate SpEd classes.



19% of ECSE 3-5 year olds in self-contained classes

98% of ECSE students transition to a kindergarten class with a range of special education supports.

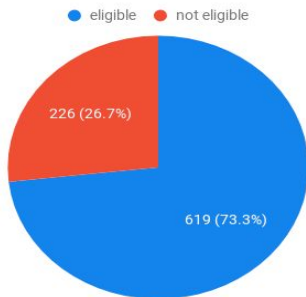


15% of ECSE 3-5 year olds in self-contained classes

98% of ECSE students transition to a kindergarten class with a range of special education supports.

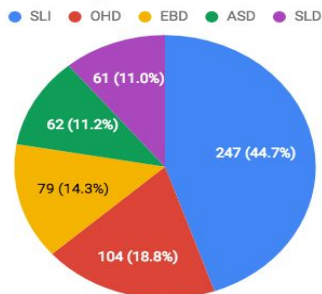
Developmental Delay: Eligibility Outcomes After Age 7

Eligibility Status after DD label at age 7



When children who were originally identified with DD as their eligibility for special education status turned 7, roughly 27% of the students no longer needed special education services, and did not meet eligibility for any other categorical eligibility area. *Of those who exited, about 3% returned to special education within two years after age 7.*

Eligibility Determination after age 7



Children who continued in special education after the age of 7 had the following eligibility:

- 45% Speech Language Impaired
- 19% Other Health Disability
- 14% Emotional Behavioral Disorder
- 11% Autism Spectrum Disorder
- 11% Specific Learning Disability

Mission: Saint Paul Public Schools Special Education Department is committed to reducing the disparity of our most marginalized students, primarily our African American males, by bringing the inequity to the forefront. We will be achieving excellence through equity for all students with disabilities by providing access to culturally responsive curriculum, environment and instructional practices.



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Early Childhood Special Education (ECSE)

Re-Organizing Our Focus-ADAPTIVE *Mindset Shifts*

FROM	TO
How do we get them into special education? Special education is the solution: shopping for labels.	Comprehensive view of child's history, language, culture and access to learning experiences before determining special education eligibility.
Categorical labels as early as possible. Disability labels persist for years. Racial predictability with use of categorical labels. Black students: EBD, White students: ASD.	Developmental Delay (DD) as the gift of time with opportunity to exit special education before age 7. Reduced racial predictability of categorical labels.
Black boys with any eligibility disproportionately placed in separate settings in ECSE and K.	Inclusion is a researched based best practice to increase student learning. Black boys have the right to an inclusive education.
English Language Learners viewed with deficit mindset with disproportionate identification for SpEd.	Multilingualism is an asset. Use caution with speech/language as a secondary disability for ELs.
How do keep them in special education at age 7? Special education is the solution.	Comprehensive view of child's functioning and engagement compared to peers in the general education classroom and tiered interventions available.
Child's identity is special education and special educators are responsible for student growth.	Child is a general education student first. All educators are responsible for the student's growth.

Re-Organizing Our Focus-TECHNICAL *Shifting people, space and resources without increasing budgets.*

FROM	TO
Separate buildings for ECSE classrooms in 2 main sites. Separate enrollment, transportation, staffing, no principal involvement. Separate classes based on label (ASD, EBD).	ECSE classrooms in elementary schools, principal as leader. Pre-K4 prioritizes enrollment of ECSE students. Classrooms have students with a variety of needs.
No standard curriculum, classes 4 days per week, separate speech/language classes.	Align curriculum, schedule to Pre-K4. Speech/language services in natural environment.
Leadership working in isolation.	Intentional collaboration between ECSE and Early Learning leaders,, Elementary Principals, Elementary special education leaders.
ECSE educators working in isolation in centers. Children come to staff for services.	ECSE/PreK Co-teaching, ECSE Inclusion supports in Pre-K4, Head Start, ECFE, private centers and homes.
Team leaders, coordinators manage technical systems.	Instructional Coaches with racial equity lens. Coaches work with teachers and families to place students in inclusive settings. Program Manager -technical systems.
Special education services delivered in ECSE location. Multiple providers work with the child.	Primary Service Provider model for students receiving special education services in the community or at home. Routines based intervention in natural environments.

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