



# Interagency Collaborative Team

Annual Report  
FY 13

July 1, 2012 – June 30, 2013

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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 2013 reporting period follow:

Susan Ccyk, 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  
(Valerie Zeller, designated representative)

Ann Visalli, Director, Office of Management and Budget  
(Amber Cooper, 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, the ICT Coordinator, Department of Education's Exceptional Children Resources Group, coordinates and attends all meetings and completes all ICT related work. Representatives of the responsible local education agency (LEA), the parent/guardian, and other people, who work with and have knowledge of individual cases, are invited to participate in the Interagency Collaborative Team case review meetings.

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 insures 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 to be submitted to the Governor, Budget Director, President Pro-Tempore, Speaker of the House, and the Controller General.

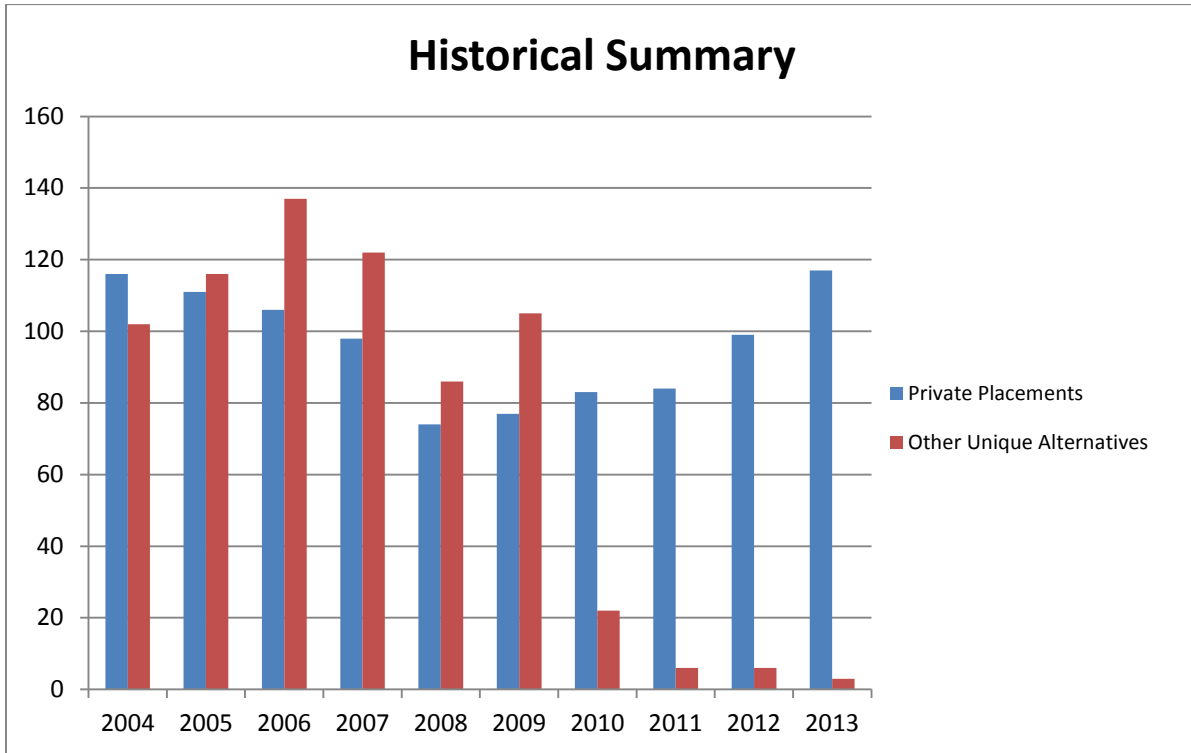
### **Interagency Collaborative Team Procedures**

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 43 applications during FY 2013. Of these, four cases involved previously approved students for whom their LEAs and IEP teams requested that services be resumed or increased from day to residential. One request was deferred due to the District’s need to provide additional services or continuum of placements to the student prior to ICT approval. Private placements, including newly approved applications, totaled 117. There were an additional three students who were approved for Unique Alternative services of one-on-one teacher or special education paraprofessional support. In all, 120 students received services through Unique Alternative funding during FY 2013. The following chart summarizes the ICT approval activities from FY 2004 through FY 2013.

### **Historical Summary of Unique Alternative Services**

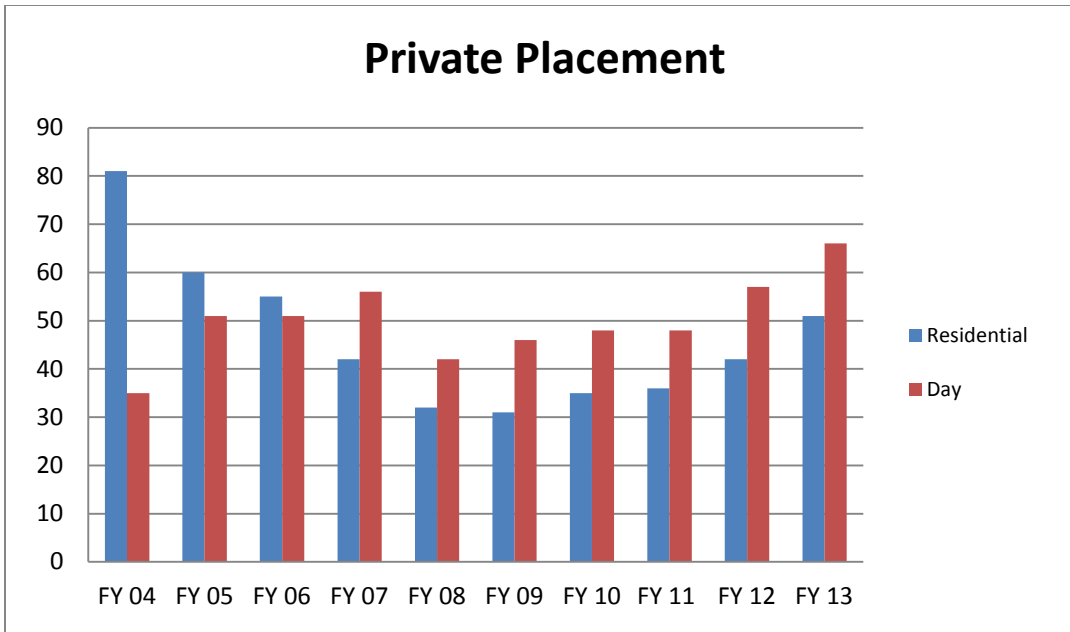
	<b>‘04</b>	<b>‘05</b>	<b>‘06</b>	<b>‘07</b>	<b>‘08</b>	<b>‘09</b>	<b>‘10</b>	<b>‘11</b>	<b>‘12</b>	<b>‘13</b>
<b>Total # of new cases reviewed</b>	69	85	87	77	61	58	46	32	32	43
<b>Total # private placements</b>	116	111	106	98	74	77	83	84	99	117
<b>Total # Other Unique Alternatives 1:1 Teacher or Paraprofessional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

## Summary of Unique Alternative Service Types



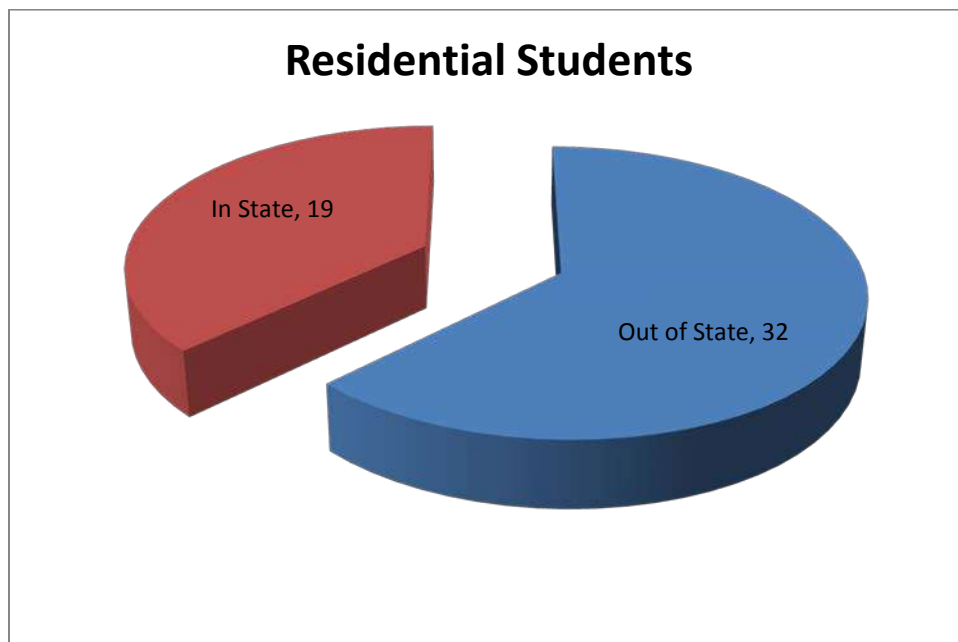
The total number of students served in residential programs during FY 2013 was 51, which is nine more than in FY 2012. The number of students served in day programs increased by 9 to 66 students in private day programs during FY 2013. In addition, during FY 2013 three students received other Unique Alternative services through one-on-one staffing support. That represents three fewer students than in FY 2012. This type of support has decreased significantly over the past four years due to statewide expansion and full implementation of the Needs-based Funding System.

Despite the services provided by the Needs-based Funding System, a small number of students have learning needs or demonstrate behaviors that are so significant 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. Two elementary students from Delmar were educated in Maryland and, therefore, not supported by the Delaware Needs-based Funding System. Their special education paraprofessionals were provided through Unique Alternative Funding.



### Residential Services

During FY 2013 there were 51 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 = 32) 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 31% (n = 10) of the out-of-state students.



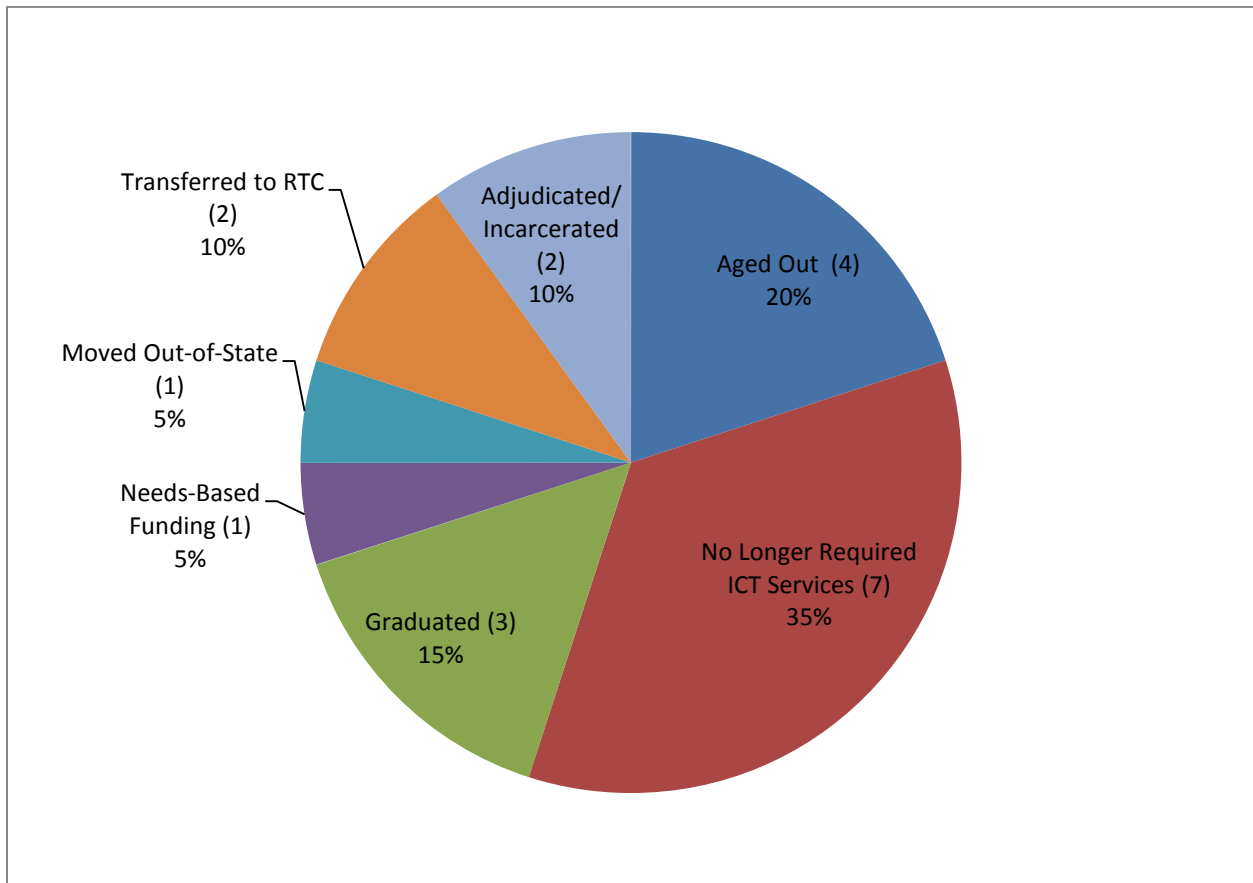
### Point-in-Time Data

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, 2013, there were 24 students served in out-of-state residential facilities. Eight students were served within one hour of their homes at Shorehaven in Elkton, MD or Benedictine School in Ridgley, MD. One additional student 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

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

During FY 2013, a total of four students "aged out" of special education services at 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.

Additionally, one student moved to a local public school under the Needs-based Funding System, three students were graduated, seven students no longer required Unique Alternative services and returned to a local public school placement, one student moved out of state, two students transferred to residential treatment centers, one student was adjudicated to an out of state placement, and one student was incarcerated.

## Unique Alternative Student Population

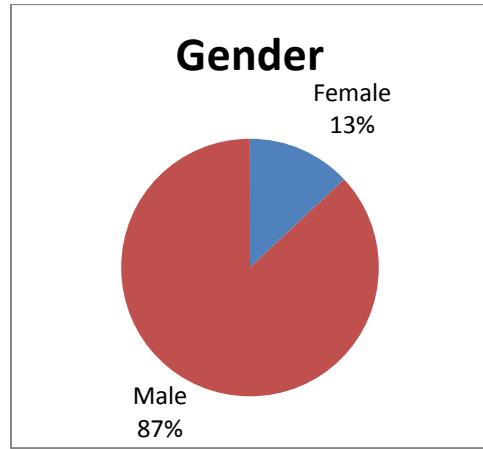
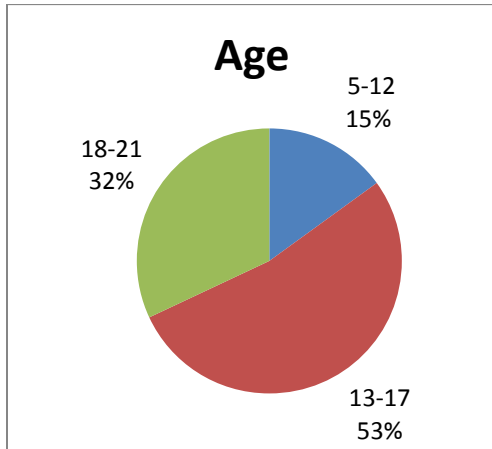
The following are demographic comparisons from FY 2012 to FY 2013. The ratio of boys to girls changed with a decrease in the percentage of girls from 19% to 13%. The number of students in the 5-12 range increased from 14 to 18, students in the 13-17 range increased from 48 to 64, and the number of students in the 18 – 21 year range decreased from 43 to 38.

The following chart and graphs summarize demographic information for the students served by the ICT during FY 2013.

### Age and Gender of Unique Alternative Students

FY 2013	Gender			Age		
	Male	Female	Total	5-12	13-17	18-21
Residential Placement	40	11	51	7	24	20
Day Programs	61	5	66	8	40	18
Other Unique Alternatives – 1:1 Support	3	0	3	3	0	0
Totals	104	16	120	18	64	38
Percentages	87%	13%		15%	53%	32%

### Age and Gender of Unique Alternative Students



### Unique Alternative Placements and Costs

During FY 2013, 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 require in their private program.

	High Cost	Low Cost
<b>Residential Programs</b>	Melmark Berwyn, PA \$441,924	Benedictine School Ridgely, MD \$107,985
<b>Day Programs</b>	Benedictine School Ridgely, MD \$99,697.40	High Road Wilmington, DE \$57,831

### Agency Involvement

The children and youth supported through Unique Alternatives funding present a broad range of disabilities 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.



## Interagency Collaboration

Division	Number Involved	Shared Funding
Prevention & Behavioral Health	23	6
Family Services	5	
Youth Rehabilitative Services	0	
Developmental Disabilities	37	21
Substance Abuse & Mental Health	0	
Division of Visual Impairments	1	
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

Children and youth with severe disabilities, mental health concerns, and significant behavioral needs present unique challenges to schools and families. Gaps in services that support families and children in their homes and communities continue to exist. This has contributed to an increasing number of students' placements 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 across agencies to address these concerns and identify solutions that are cost effective are ongoing. 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, special education classes, or special schools or increased 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 related to the ICT during FY 2013.

1. The ICT Chair and Coordinator conducted onsite visits and discussions with AdvoServ Program administrators and staff, visited classrooms, engaged in reviews of program procedures and practices, and attended individual student IEP meetings. ICT Agency partners also participated in onsite meetings to finalize reporting procedures.

In response to data collected through record reviews and onsite visits and in preparation for the April 2014 triennial private program reapproval, ICT Chair and Coordinator collaborated with the administrative team at AdvoServ to establish specific and measurable targets 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 include instruction of Common Core State Standards, expanded secondary transition services, increased integration of instructional technology, and use of assistive technology to support students' communication systems.

2. Triennial approval of High Road School was completed in June 2013. Based on this process, the ICT Chair and Coordinator collaborated with administrators around measurable targets to enhance programming. Areas of focus included transfer IEP procedures, instruction in Common Core State Standards, individualized behavior support and 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. Problem-solving consultations regarding specific cases and referral information about community agencies were provided to districts as needed or requested.
4. In addition to AdvoServ and High Road School, on-site visits were conducted by the ICT Coordinator at Camp Hill, Devereux, and HMS. 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, as well as the Child Abuse and Neglect and Child Death, Near Death, and Stillbirth Panels.
7. The ICT Chair and ICT Coordinator collaborated with advocacy groups around issues related to student restraint procedures. The ICT Chair and a DOE Education Associate provided technical assistance to Delaware legislative aides and a State Representative to inform discussions of potential legislation in this area. Senate Bill No. 100, amending Title 14 of the Delaware Code relating to the use of Seclusion and Restraint in public schools, was signed into law on June 26, 2013.
8. 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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