



Special Education Overview

Board of Education Presentation
March 13, 2017

Dawn Condello- Director of Pupil Personnel Services
Mellisa Thomas- Supervisor of Special Education
Kate Hines- Committee on Special Education Chairperson

Tonight we will.....

- ❖ Learn more about our students with special needs
- ❖ Review PPS Goals
- ❖ Review Pupil Personnel Services Department
- ❖ Review Projections for the 2017-2018 School Year
- ❖ Programs/Positions for the 2018-2019 School Year



Office of Pupil Personnel Staff- Central Office

- Director Of Pupil Personnel Services 1 Full-Time
- Supervisor of Special Education 1 Full-Time
- Teacher on Special Assignment as CPSE/CSE Chairperson 1 Full-Time
- 5.5 Administrative Secretaries/Sr. Typists



Office of Pupil Personnel Staff- School Based

Related Service Staff

- 6 School Psychologist
- 1 Sub School Psychologist
- 6 Social Workers
- 6 Speech Pathologists
- 3 Occupational Therapists
- 1 Physical Therapist (contracted service)

Special Education Staff

- * Special Education Teachers K-12
- * Teaching Assistants
- * One to One Aides



Our Goals

To meet the specialized needs of our BCSD students so that they may access the curriculum and experience success.

To provide our students with Free and Appropriate Education within the Least Restrictive Environment

Special education students will achieve mastery of their IEP goals as measured through progress monitoring

Provide our students with services and supports to master grade level curriculum



Pupil Personnel Support to Schools

Supervision and Support

For Administrators, Teachers, Staff, Students and Families

- Collaboration for Response to Intervention and referrals to CSE
- 504 Accommodation Plans
- Coordination of Medical and CSE placed Home Instruction
- Coordination of Special Education Services
- Medicaid Providers and Reporting of Services
- ADA Compliance and Accommodations for Staff
- Coordination of McKinney Vento identification and support

*APPR Evaluation of PPS Related Service Staff

* Professional Development for Specialized Instruction




What Falls Under Pupil Personnel Services?

- ❑ Special Education Services
- ❑ Counseling Services
- ❑ Speech and Language Services
- ❑ Occupational Therapy Services
- ❑ Physical Therapy Services
- ❑ Section 504 Services
- ❑ Preschool Special Education
- ❑ McKinney Vento Services
- ❑ District of Location Services (out of district placements)
- ❑ Special Education Grants- Title 611 and 619



Additional Functions of the PPS dept

- ✓ Monthly Special Education Staff meetings * Monthly Visits to Special Education classrooms
 - ✓ Monthly PPS team meetings
 - ✓ Annual Review Guidance Document
 - ✓ Google Doc- Calendar shared with all PPS staff and teachers
 - ✓ IEP writing document and tools- Best Practice
 - ✓ Student center CSE/Annual review meetings- 5th grade to 12th
 - ✓ Program Reviews
 - ❑ Based on individual student needs throughout the year
 - ❑ After a student has been placed in a program- determine appropriateness and level of services
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Beacon's Continuum of Services

Related Services: Speech/Language Therapy, Psychological Counseling, Occupational Therapy, Physical Therapy, Vision Services and Hearing Services- students are serviced Individually and or in a Small Group Setting

Consultant Teacher Services (Indirect/Direct)- Specialized Instruction within the General Education Classroom focused on the individuals with special needs

Resource Room Services: Small Group (no more than 5 students), supplemental specialized instruction

Integrated Co-Teaching : Specialized Instruction delivered within the general education classroom to the entire class, by a special education teacher co-teaching with a general education teacher.

Special Class (12:1+1)- To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers- Elementary

Special Class (8:1+1- STEP) To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers where management needs interfere with instructional processes- High School

Special Class (15:1) - To provide Specialized Instruction to support the 4 core subjects for 6th and 7th grade/2 core for 8th

ADL/MAPS-(12:1+3:1/ 6:1+2) Intensive Specialized Instruction in 2 or more core content areas for students assessed using the New York State Alternative Assessment

Study Skills Seminar (15:1) MS/HS- Focus on executive functioning skills in the areas of study and/or organizational skills

Special Education Data

2015-2016	# classified	# found ineligible	# declassified	# exited
CPSE	94	8	12	N/A
Elementary	187	4	4	24
RMS	126	2	3	13
BHS	196	0	6	58

2016-2017 As of Feb. 2017	# classified	# found ineligible	# declassified	# exited	New CSE Entrant	New Referrals
CPSE	94	3	6	N/A	N/A	24
Elementary	209	5	0* projecting 3 students	12	11	34
RMS	125	2	0	9	10	10
BHS	191	2	1	19	10	2

Disabilities Served- In District and Out of District student's combined

CLASSIFICATION	# OF STUDENTS 16-17	# OF STUDENTS 15-16
Autism	38	33
Deafness	1	1
Hearing Impaired	2	2
Emotional Disabled	44	40
Learning Disabled	226	215
Intellectually Disabled	5	8
Speech and Language	91	70
Other Health Impaired	139	115
Multiple Disabled	36	36
Orthopedically Impaired	3	3
Traumatic Brain Injury	1	1
Visually Impaired	1	1

Out of District Placement Sites

1. Abilities First
 2. Anderson School
 3. Astor Day/Residential Treatment
 4. BOCES
 - a. Orange-Ulster
 - b. Salt Point
 - c. Arlington High School
 - d. PNW (Walden School/Fox Meadows)
 5. Devereux
 6. Green Chimneys
 7. Greenburgh-North Castle/Kaplan
 8. Haldane Middle School
 9. Jean Black School (The Arc of Orange County)
 10. New York School for the Deaf
 11. Center for Discovery
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Comparison of student Enrollment in Out of District Programs

Three Year Analysis

Out of District Placement	BOCES	Approved Private Day	Residential	Home Instruction Pending Placement	Total students for all Types of Out of District Programs
2015-2016	32	28	3	6	69
2016-2017	42	31	6	5* pending placement	84*
2017-2018	52	35	8	---	95

Out of District Expenditures

2015-2016


- 1.7 Million - Residential/Approved Private School- 1.4 Million back as access Aide
- 2.251 Million- BOCES 1.3 Million back as BOCES Aide
- **Total expended= 3.9 Million Total back to district as state aide= 2.66 Million**

2016-2017

- 2.1 Million - Residential/Approved Private School
- 2.4 Million- BOCES
- **Expected Total expended= 4.5 Million**



Resource Allocation for General and IDEA Funds

- ★ Supplies for supplemental instruction, specialized instruction, assistive technology, therapy, and adaptive equipment
 - ★ Contracts for evaluations, student case consultation and professional development
 - ★ Contracted services for student programs (BOCES, Approved Private Schools), Physical Therapy, Transition/Vocation/Work-Based Learning
 - ★ Software: Frontline IEP Direct, adding Cintra Sync 2017
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Revenues that Offset Special Education Expenditures

IDEA 611 Grant- School Age

IDEA 619 Grant- Preschool

Public and Private Excess High Cost Aid

Medicare Reimbursement

Foundation Formula (Pupil Need Ratio)

Extended School Year Grant (School Age)



Early Projected Student Counts for 17-18 (K-5)

	South Ave	JV Forrestal	Sargent	Glenham
Kindergarten		K-1 MAPS	1:12+1 (1 Section) ICT (1 Section)	
First Grade				1:12+1 (2 Sections) ICT (1 Section)
Second Grade	1:12+1 (2 Sections) Grades: 2-3 ICT (1 Section)	2nd Gr. MAPS		
Third Grade	ICT- 2 sections	Grades 3-5 MAPS		
Fourth Grade			1:12+1 (2 Sections) ICT (2 Sections)	
Fifth Grade				1:12+1 (2 Sections) ICT (2 Sections)

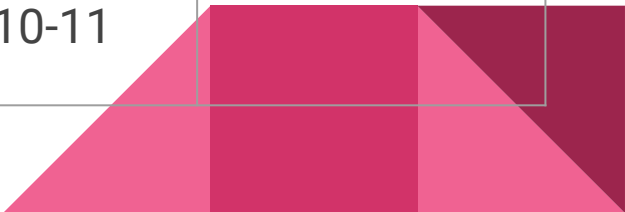
Early Projected Student Counts 17-18 RMS

Projected numbers to not take into account of new-entrant students

Years	Sixth Grade	Seventh Grade	Eighth Grade
16-17 (1:12+1)Special Class (12:1) ICT	ICT= 2 sections 1:12+1= 2 Sections	ICT= 2 sections 1:12+1= 2 sections	1 section of ICT 2 Sections of 12:1+1
17-18 (15:1) Special class/TA non-mandated (12:1) ICT (15:1) Study Skills- No TA	3 Sections of ICT 3 Section of 1:15 1 Section of ADL +1 special ed teachers	3 Sections of ICT 1 Section of 1:15	2 sections of ICT (only ELA/Math) 2 sections of 1:15+1

Early Projected Student Counts 17-18 BHS

17-18	9th grade	10th grade	11th grade	12th grade
ICT	8 Sections	8 Sections	11 Sections	4 sections
15:1	8 Sections	7 Sections	6 Sections	4 Sections
1:8+1- STEP	1- section	NA	NA	NA
ADL-	Ungraded- 1 section			
Considering 1:12+1		1 section for grades 10-11		



Processes for Budget Review/Cost Reduction

- RFP processes for all contracted services
- Development/usage of Paraprofessional/aide Protocol for special education classroom , shared 1:1 aides
- Review of all out of district placed students for consideration of alternative placements, or in-district programs
- Review/revision of current process for Criteria and guideline for service levels
- Educational Management Services- STAC
- Compliance with outcomes of state review conducted 15-16 school year

Future Plans- Enhancing programs and looking at cost reductions

- 17-18
 - special class size 15:1 at RMS/HS- maintain a Teaching Assistant
 - ICT Classes at RMS 8th grade- Special Education teacher support in ELA and Math
 - Consultant Teacher support in Science and Social Studies (TA support)
 - New Position- Transition Coordinator
 - Elementary- ICT special education teachers- % of time to support students in classroom.
 - Resource Room on IEP's
 - High School- STEP class- 1:8+1- (define program criteria and reduce TA)
 - Considering adding a 1:12+1 program- Behavioral/Academic supports at grades 10/11
 - Future hiring if a vacancy occurs in OT/SW- with BCBA experience



Future Plans cont....

- 18-19
 - ICT Classes at RMS (7th and 8th Grades)- Special Education teacher support in ELA and Math
 - Consultant Teacher support in Science and Social Studies (TA support)
 - High School:
 - ICT Programing
 - 9th Grade- ICT support in ELA, Math, Science, TA support in Social Studies
 - 10th Grade- ICT support in Math, Social Studies, TA support in English
 - 11th Grade- ICT support in Social Studies, English, TA support in Math
 - 12th Grade- ICT support in English 12, PIG, Economics
 - Behavior Specialists- 2 (specialized programs, FBA/BIP support)
 - Examination of out of district student profiles to consider developing in-district programs

504 Accommodation Plans 2016-2017

	Elementary	Middle School	High School
2015-2016	32	29	33
2016-2017	27	21	51

CPSE- Preschool

The Committee on Preschool Special Education (CPSE) services children from ages 3-5. Students may be referred by their parents; a designee of the school district in which the student resides, or the public school district the student legally attends or is eligible to attend; the commissioner or designee of a public agency with responsibility for the education of the student; and/or a designee of an education program affiliated with a child care institution with committee on special education responsibility. A request for an initial evaluation may be made by a professional staff member of the school district in which the student resides, or the public or private school where the student legally attends or is eligible to attend, a licensed physician, or a judicial officer. Evaluations are conducted by approved Dutchess County providers.

16-17 School Year- 97 students receive CSPE services

Continuum of services and programs from full day programs and half-day programs to itinerant speech-language, occupational, physical therapies, and SEIS (Special Education Itinerant Services/Teacher)

Currently in the discussion phase with Mid-Hudson Regional Early Education Center

Discussing having one of our Pre-Kindergarten classrooms as an Integrated Co-teaching program

Benefits: More spaces/spots available for our preschoolers in need of an Integrated Co-teaching program

Reduces the number of children being placed on a “waitlist” for programs


Already in our district based programs which will facilitate transition into kindergarten for those recommended by CSE to participate in special class or Integrated-co teaching classroom in kindergarten

Transition Coordinator

Under the the supervision of the High School Principal and the Director of Pupil Personnel Services, the Transition Coordinator is responsible for the coordination of transition activities within a team comprised of the student, parent/guardian, educators, and service providers, to ensure that transition activities and services are addressed and implemented for each eligible student. The Transition Coordinator will oversee the CDOS processes and work collaboratively with the high school guidance counselors, educators, and administration in the development of a processes and overseeing that all students are serviced. The Transition Coordinator will oversee students who are eligible for school to work opportunities and will be the liaison with community based organizations to provide students with job related experiences.



Summer Programs:

1. Extended School- State Education eligibility requirements
 - a. Students in our MAPS/ADL in-district programs- 6 weeks
 2. Summer Reading Support
 - a. Grades 1-5
 - i. General Education and Special Education Students
 - ii. Screening for eligibility prior to program for program and curriculum development
 - iii. 6 week program
 - iv. Parent Orientation on day one
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Anticipated Curriculum Planning/Professional Development Work In the Summer

- Special Class- HS/MS- curriculum planning and mapping with the focus on Executive Functioning skills
 - ICT teachers at the K-6 level – Professional Development
 - FBA/BIP training for District RTI team and School Psychologists