The Department of Student Services

- Special Education Teachers
- Preschool
- School Psychologists
- Speech Language Pathologists
- School Counselors
- Occupational Therapists
- Physical Therapists
- Nurses
- COVID 19 Health & Safety Compliance Liaison
- Family Care Coordinator
- Board Certified Behavior Analyst
- Special Education Paraprofessionals
- Registered Behavior Technicians
- School Social Workers
- Homebound/Hospitalization
- McKinney Vento Homeless Liaison
- English as a Second Language (EL)
- Tutoring for the Incarcerated
- Attendance Review
- Teacher of the Deaf and Hard of Hearing
- Teacher of the Visually Impaired
- Consultants
- Medicaid
- Expulsion education
- Post-Secondary Transition Services (18-22 yr old's)

Student services works with ALL students!
Your present circumstances don’t determine where you can go; they merely determine where you start.

Nido Qubein
Total Budget

Let’s start with the totals
## Budget Implications

<table>
<thead>
<tr>
<th>Category</th>
<th>22-23 Budget</th>
<th>23-24 Budget</th>
<th>Difference</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Ed Transport in and out of district, vocational assessment transportation</td>
<td>$2,109,506.00</td>
<td>$2,465,652.00</td>
<td>$356,146</td>
<td>16.88</td>
</tr>
<tr>
<td><strong>Public Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAMS, Nonnewaug, State Technical High Schools, CREC, Juvenile Detention Tutoring, Interpreters</td>
<td>$1,616,036.00</td>
<td>$2,213,205.00</td>
<td>$597,169</td>
<td>36.95</td>
</tr>
<tr>
<td><strong>Private Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Region 15 placed students in a Private Special Education School</td>
<td>$3,879,960.00</td>
<td>$4,109,382.00</td>
<td>$229,422</td>
<td>5.91</td>
</tr>
<tr>
<td><strong>Pupil Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside evaluations, Behavior Consultants, TOD, TVI, etc.</td>
<td>$597,000.00</td>
<td>$940,000.00</td>
<td>$343,000</td>
<td>57.45</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess Cost, Preschool</td>
<td>$2,196,724</td>
<td>$3,107,407</td>
<td>$910,683</td>
<td></td>
</tr>
</tbody>
</table>
Transportation

Current Year:
- Higher Daily Rates
- Companies dropping runs due to lack of drivers
- Low State-Wide Inventory of Wheelchair vehicles
- "Price Gouging"

McKinney-Vento
- Children and Youth experiencing homelessness have the opportunity to enroll in, attend, and succeed in school:
  - Choice of School
  - Comparable Services
  - State/Local Policies must not keep homeless children from attending school
  - Must not be segregated

Transportation Collaborative
- Ed Advance Transportation Co-op
  - Working with several Local Districts to keep pricing competitive
  - Allow for availability of transport when sites change or are added
  - Ride Share with other Districts
It does not matter how slowly you go as long as you do not stop.

Confucius
Prices went up higher than the 5% budgeted

Most services are ala cart and students are presenting with more difficulty

New students with very challenging needs are potentially going to be a placement

DCF 603 placement changes

Students who are ready to return to District were reviewed and some returned

Professional Development and Training of internal staff is occurring constantly

Why did the line increase in the budget?
% of Region 15 Students with Special Needs placed in Out of District Schools

- 2014-15
- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21
- 2021-22
- 2022-23

Percent of Identified Students in Out of District Placement
Anatomy of an Out of District Placement

1. **Awareness**
   - Student not making progress

2. **Extra Intervention**
   - Other interventions or Increase in hours

3. **Evaluation**
   - Behavior Plans, Meetings, Observations
   - Increase adult supports, exhaust all district resources

4. **Intensive**
   - Placement

5. **Placement**
   - Student returns to District with supports and appropriate improvement

Also found on Slide 16 in my 1/23/23 presentation
I don’t need easy. I just need possible.

Bethany Hamilton
Vocational Training
Outside Therapy for OOD Students (OT, PT, SLP)
LPN services
Substitute Nurses
Sign Language Interpreting Services
RBTs
Specialized Reading Instruction
Neuropsychological Evaluations
Teacher of the Visually Impaired
Clinician in the Collaborative Learning Program
School Avoidance Supports
Hearing Aid and Amplification Services
Psychiatric Evaluations
Clinical Psychological Evaluations
Augmentative and Alternative Communication evaluations
Transition Coordinator
Mobility Instructor
Literacy Evaluations
Oral Sensory-Motor/Feeding Evaluations
Speech Language Evaluations
Assistive Technology Evaluations
Interpreting/Language Services

Pupil Services
“Mental health among students overall continues to worsen, with more than 40% of high school students feeling so sad or hopeless that they could not engage in their regular activities for at least two weeks during the previous year. We also saw significant increases in the percentage of youth who seriously considered suicide, made a suicide plan, and attempted suicide.”

–Centers for Disease Control and Prevention, Youth Risk Behavior Survey (YRBS) 2021

Post Pandemic Mental Health Concerns

Students

• Feeling isolated
• Lack the emotional support that they had previously had at school through relationships with teachers/counselors
• Experiencing depression, anxiety, grief, and loss.
• Anxious about parents who lost work
• Loss of routine, which affected their learning and social engagement
• Loss of motivation and the ability to focus on schoolwork and learning
• Social isolation and withdrawal

Teachers

• Need training beyond academics
• Note changes in social interactions among students
• Student stress and anxiety more prevalent in earlier grades
• Students feel loss from social events not occurring
• Increases in children’s dysregulated, internalizing, and externalizing behaviors and decreases in children’s adaptive behaviors.

Self-regulation skills are considered foundational to the types of dysregulated, externalizing behaviors that appear most affected by the pandemic: they shape children’s ability to focus, control dominant impulses, switch attention between activities, and remember multistep directives. Adverse events in children’s environments, and experiences of adversity over time can trigger immediate physiological and emotional responses that, when activated for prolonged periods, can alter how children respond to ongoing stress, resulting in continuing reactive, impulsive, and dysregulated behavior.
Screening for Suicide Ideation

Suicide Screening

Number of Students


COVID-19
DCF Referrals over Time

DCF Reports

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Referred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>55</td>
</tr>
<tr>
<td>2019-2020</td>
<td>45</td>
</tr>
<tr>
<td>2020-2021</td>
<td>40</td>
</tr>
<tr>
<td>2021-2022</td>
<td>35</td>
</tr>
<tr>
<td>2022-2023</td>
<td>15</td>
</tr>
</tbody>
</table>
Devereaux Student Strength Assessment (DESSA) 2023 Winter Results

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Goal-Directed Behavior
- Personal Responsibility
- Decision Making
- Optimistic Thinking

Percentage of Students

- Need for Intervention/Instruction
- Typical
Changes in Mental Health and Behavior Difficulties

<table>
<thead>
<tr>
<th>Safety Plans</th>
<th>Behavior Plans/Contracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

- PTSD
- Depression
- Sleep Disturbance
- Community Violence
- Abuse/neglect
- Social Issues
- Sexual Harassment
- Sexual Harassment
- Anxiety
- Suicidal Ideation
- Hearing Voices
- Dating Violence
- Household Violence
- Substance Use
- Harassment
- Food Insecurity
- Attendance
- in Healthcare Access
- Safety Plans
- Behavior Plans/Contracts
- 20
- 24
## Attendance Rates over School Year 2022-2023

<table>
<thead>
<tr>
<th>Month</th>
<th>% Present</th>
<th>% Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2022</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>October 2022</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>November 2022</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>December 2022</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>January 2023</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>February 2023</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>
## Social Work Referrals

### Elementary Referrals

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>146</td>
</tr>
<tr>
<td>2021-2022</td>
<td>155</td>
</tr>
<tr>
<td>2022-2023*</td>
<td>200</td>
</tr>
</tbody>
</table>

### Secondary Referrals

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>145</td>
</tr>
<tr>
<td>2021-2022</td>
<td>145</td>
</tr>
<tr>
<td>2022-2023*</td>
<td>204</td>
</tr>
</tbody>
</table>

*As of 3/15/23

Services include and are not limited to: Home visits, phone calls, referrals to agencies, referrals to programs, follow ups, McKinney-Vento supports, connections to local resources.
Special Education Rates over Time

Region 15% Special Education


SLD/Dyslexia Screening mandated

7/2020 – Special Education exit age moved to age 22
2022-2023 Region 15 Multilingual Learners

Distribution of Multilingual Learners (Active & Monitored Support)

- PHS: 14.1%
- RMS: 1.2%
- MMS: 8.2%
- MES: 31.8%
- GES: 8.2%
- PES: 16.5%
- LMES: 20.0%
Home Languages of Current MLs

- Bengali: 4.59%
- Russian: 6.89%
- Mandarin: 12.64%
- Albanian: 26.44%
- Spanish: 31.03%
There is no greater disability in society than the inability to see a person as more.

Robert M. Hensel
What is being done to serve students and create efficiencies?
### Training for Specialized Reading Instruction

<table>
<thead>
<tr>
<th>Orton Gillingham</th>
<th>Teachers Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop (subscriber)</td>
<td>1</td>
</tr>
<tr>
<td>OG 1 (30 hours)</td>
<td>19</td>
</tr>
<tr>
<td>OG 2 (70 Hours)</td>
<td>3</td>
</tr>
<tr>
<td>Associate/Classroom</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wilson</th>
<th>Teachers Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Day Training</td>
<td>20</td>
</tr>
<tr>
<td>3 Day Advanced Training</td>
<td>5</td>
</tr>
<tr>
<td>Level 1 Certification</td>
<td>2</td>
</tr>
<tr>
<td>Fundations Training</td>
<td>3</td>
</tr>
</tbody>
</table>
Training to Support Staff: Train the Trainer

- Physical Management Training
- Paraprofessional Instruction
- Registered Behavior Technician Training
- Parent Management Training
- District CTSEDS Expert Trainers
Determining In-District programming

- Oct: First review of IEPs and Service Hours that have come into the new school year
- Nov: Meet with staff who may need to move to other buildings for support
- Dec: Redistribute resources to assist schools in need
- Jan: Determine what kind of service, where it is to be housed, who will teach, etc..
- Feb: Current data is currently supporting a potential elementary behavior based program to support our youngest learners. If this is the case, it is potentially cost neutral.
- Mar: Conversations in each building to determine needs and overages
- Apr: Dipstick check of services and service hours
- Apr: Determine if changes can be made. Class can be created based on group of students with presenting issues

New Program
SUPPORTS
Extended School Year Services

Non-regression  Regression/Recoupment  Exception, not the Rule
Region 15 has an Award winning Unified Sports program at PHS. MMS and RMS both have active middle school Unified Programs!
Questions?
REFERENCES


———. (2020). Table 1.1 minimum number of instructional days and hours in the school year, by state: 2020. State Education Practices. National Center for Education Statistics.


