



Including All Students The Why & The How

SCSD COMMUNITY

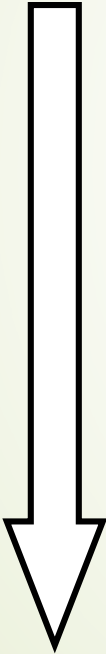


OUR COMMITMENT TO OUR SPECIAL EDUCATION STUDENTS

As a School District, we have :

- to provide the Least Restrictive Environment (LRE) by considering all available programs/services within general and special education before making a recommendation through the Committee on Special Education (CSE).
- to offer a consistent continuum of services and instructional approaches, K–12, so that an appropriate level of supports/resources can be provided to each individual student.
- to foster independent learners through a gradual release of responsibility.
- to review both our special education programs and services to assess overall effectiveness as well as appropriateness.

CONTINUUM OF SPECIAL SERVICES

Least Restrictive	Related Services (no minimum time amount required)
	Consultant Teacher Services (minimum of 2 hours weekly provided in the general education classroom)
	Resource Room Program (minimum of 3 hours weekly)
	Resource Room/Consultant Teacher (minimum of 3 hours combined)
	Integrated Co-teaching Services (all or part of the school)
	Special Class (all or part of the school day)
Most Restrictive	Out-of-District Placement



Why are we doing this work?

- 1. NYSED Blueprint**
- 2. Classification Rates**
- 3. Least Restrictive Environment (LRE)/More Inclusive/Less Segregating**
- 4. Syracuse Findings/Program Evaluation/Review and Report**

How can we become more inclusive?

Next Steps/Recommendations



1. NYS Blueprint for Improved Results for Students with Disabilities

7 Guiding Principles

1. Student Engagement in Self-Advocacy
2. Parents as Meaningful Partners in the Process
- 3. Effective Specially Designed Instruction to Access Curriculum**
4. Research-based Teaching and Learning and Supports
5. Multi-tiered Systems of Behavior and Academic Support
- 6. High Quality Inclusive Programs and Activities**
7. Appropriate Instruction in Career Development to Participate in Work-based Learning

CLASSIFIED STUDENTS DISTRICT-WIDE

Classified by Building	Grade	Classified by Grade			Total Enrollment		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Primrose	K	19	12	21	539	518	502
73	1	21	31	15			
71	2	31	28	29			
SIS	3	32	31	34	723	660	623
116	4	44	44	36			
121	5	40	46	41			
SMS	6	41	46	45	816	802	773
138	7	46	46	46			
140	8	51	48	43			
SHS	9	41	43	48	1088	1103	1095
142	10	30	40	49			
	11	36	31	40			
	12	35	29	31			
Totals	Ungraded	4	3	9	3166	3083	2993
		467 15%	478 16%	487 16%			



CLASSIFICATION IN DISTRICT AND OOD (OUT OF DISTRICT PLACEMENT)

	2015-16	2016-17	2017-18
Number of classified students in-district:	467	478	487
Number of classified students placed out-of-district:	25	26	20
Total:	492	504	507



STATE APPROVED PRIVATE PLACEMENTS

The Clearview School

Green Chimney

John A. Coleman School

The Charlton School

STATE APPROVED PUBLIC PLACEMENTS

Bedford CSD

Eastchester CSD

Pleasantville CSD

BOCES PROGRAMS

BOCES Rockland – Jesse Kaplan School/Riverview

LC (Learning Center) - Walden/Fox Meadow/SHS/Primrose

MD (Multiply Disabled) – Pinesbridge

Southern Westchester BOCES – Concord Road/Irvington





2017-18 OOD PLACEMENT/PRIVATE SCHOOLS

4 Students/Cost from \$41,000 to \$120,000

Total Cost for OOD/Private Schools - \$270,000

2017-18 OOD PLACEMENT/PUBLIC SCHOOLS

5 Students/Cost from \$65,000 to \$110,000

Total Cost for OOD/Public Schools - \$411,000

2016-17

OOD/PNW/ROCKLAND/SWBOCES

11 Students/Cost from \$61,000 to \$198,000

Total Cost for PWN/SWBOCES Programs –
\$1,234,000

SOMERS CSD PUBLIC EXCESS COST AID (PNWBOCES/SWBOCES/APPROVED PUBLIC SCHOOLS)

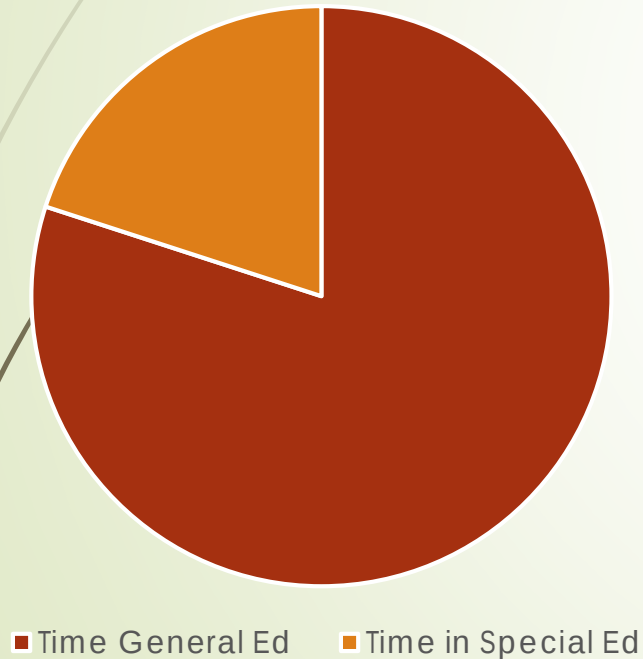
Public Excess Cost Aid For the High Cost Students	2015-16 School Year	2016-17 School Year	2017-18 School Year
Public Excess Cost Aide Ratio	25%	25%	25%
Cost Threshold or School District Basic Contribution	\$49,308	\$51,549	\$51,987
Aidable High Cost	\$770,488	\$1,100,00	\$1,375,161
High Cost Apportionment (District Reimbursed)	\$192,6222	\$245,177	\$174,832

SOMERS CSD PRIVATE EXCESS COST AID (APPROVED PRIVATE PLACEMENTS)

Private Excess Cost Aid For the High Cost Students	2015-16 School Year	2016-17 School Year	2017-18 School Year
Private Excess Cost Aid Ratio	77%	78%	78%
Cost Threshold or School District Basic Contribution	\$22,098	\$22,740	\$24,448
Aidable High Cost	\$285,875	\$393,911	\$372,347
Private Excess Cost Aid (District Reimbursed)	\$85,376	\$177,237	\$172,655

3. For Students with Disabilities, Time Spent in General Education Classrooms SCSD vs. NYS

Time Spent During the School Day



2012-2013
SOMERS = 55%

Baseline NYS = 60%

2013-2014
SOMERS = 55%

Baseline NYS = 60%

2014-2015
SOMERS = 54%

Baseline NYS = 60%

4. Syracuse Evaluation Visit – March 2017

Their Findings

School	Students in Special Ed.	Special Ed. Teachers	Student: Teacher Ratio*	Natural Proportions*	S's with less 40% or more of the day in genral ed	S's with 40 to 79% of their day in general ed	S's with 80% or more of the day In general ed	Student Ratio
Primrose	72	7	10:1	14%	33%	32%	36%	3.5/10
SIS	127	12	10:1	15.5%	9%	28%	61%	6/10
MS	141	13	10:1	17.5%	10%	27%	60%	6/10
SHS	146	16	9:1	13%	2%	49%	48%	5/10
Out of district	26							
Whole District	482	45	10:7:1	15.5%	14%	34%	52%	



Strengths

- Engaged, talented & dedicated faculty & staff
- Remarkable relationships between students and faculty
- Good co-teaching models present in inclusive classes
- Already working on improving service delivery – moving in positive/inclusive direction
 - Brought many students back to homeschool
 - Moving students into less restrictive environments across the district
 - Co-teaching special education teachers work largely in 1-2 rooms
 - Some paraprofessionals utilized to support small groups, rather than only one child



Areas in Need of Improvement

- Too much exclusion or segregation
 - Over-reliance on self-contained classrooms
 - Students need much greater access to general education settings
- Teaching assistants are clustered and underutilized
- More training and planning time for collaboration and co-teaching
- Inconsistent use of universally designed instruction and differentiation



Syracuse Recommendations

1. Students need to spend greater time in general education
2. Provide training & planning time for collaboration and co-teaching
3. Provide professional development in differentiation and universal design for learning
4. Train teaching assistants and aides



Faculty Staff Hopes & Dreams

- Take away all labels associated with learners
- Planning Time for Co-teachers
- Natural proportions/clustering/Class ratios/Student Readiness
- Flexible Scheduling
- Training on Differentiation
- Student Education- Assemblies on Differences
- Teacher Education- Variety of Professional Learning Opportunities
- Parent Education- Benefits of Inclusive Practices for all
- Variety of Course Selection
- Special Area Inclusion
- Resource Reallocation



Faculty/Staff Next Steps

- Scheduling Planning Time
- Site Visits
- Scheduling
- Reallocation of resources
- Restructuring the classroom environment
- Establishing a common vision
- Specialized Teaching Assistants and Special Education Teacher
- Piloting & Training
- Establish Long-term co-teaching partnerships



Parents Hopes and Dreams

- Acceptance for All Students
- Intact sense of Self/Social-Emotional Needs
- All teachers teach all kids
- Knowledge about different learning styles
- Co-teach class opportunities in K & 1
- Mid-Size class with general education curriculum at SMS & SHS
- Less transitions between general & special education
- Included as much as possible even when behaviors are distracting
- Hope that ALL students benefit from inclusion
- Include Parent input



Parents Next Steps

- More time and exposure in general education classroom for SCIP students
- Pilot co-teach for science and social studies
- Planning time for teachers
- Student and Parent Education
- Attention for social/emotional health
- Continue with further evidence based research
- Teacher training
- Before/After school activities for social interaction
- Natural proportions in classes
- Hands-on experiences



How Will We Achieve a more Inclusive Environment?

- Consider more integrated co-teach classrooms
 - Developing positive partnerships
 - Teacher Training on Co-Teaching
 - Teaching Assistant Training on how to Support Students
- Reconsider IEP Process/Writing
- Natural Distributions/Re-thinking case management
- Re-distribution of resources
 - Teaching Assistants, Aides, and Related Service Providers
- Creative Scheduling/Visual Mapping
- Exploring ways to provide common planning time
- Timeline/Next Steps



Next Steps and Recommendations

Forming Sub-Committees to address next steps that the school and parent community shared

Creating a 4 Year Plan: learning, piloting and implementing

Planning out the PLC time to continue to address “**All means All**”

Implementing the Special Education Success Plan & Goals for 2018-19



Special Education Districtwide Success Plan for 2018-2019

[Special Education Success Plan](#)





Q&A

