



Forward in Excellence

SPECIAL EDUCATION
JANUARY 2017

PRESENTATION OVERVIEW:

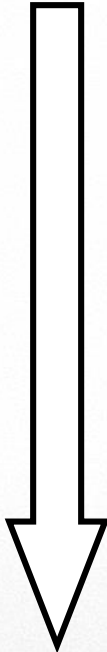
- Special Education in Review
 - Our Commitment to Our Students
 - Continuum of Services
 - Enrollment and Faculty/Staff
 - Special Education Costs
 - Special Education Considerations Moving Forward
 - Panel Discussion – *Moving Students to a Less Restrictive Environment to Become Independent Learners*
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OUR COMMITMENT TO OUR SPECIAL EDUCATION STUDENTS

As a School District, we must:

- 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).
 - 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.
 - foster independent learners through a gradual release of responsibility.
 - review both our special education programs and services to assess overall effectiveness as well as appropriateness.
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CONTINUUM OF SPECIAL SERVICES

Least Restrictive  Most Restrictive	Related Services (no minimum time amount required) Consultant Teacher Services (minimum of 2 hours weekly) 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) Out-of-District Placement
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SPECIAL EDUCATION FACULTY 2016-2017 SCHOOL YEAR

Primrose

7 special education teachers
1.5 school psychologists
2.3 speech language providers
14 teaching assistants/aides

SMS

13 special education teachers
2 school psychologists
1.9 speech language providers
18 teaching assistants/aides

SIS

12.0 special education teachers
1.5 school psychologists
2.6 speech language providers
19 teaching assistants/aides

SHS

13 special education teachers
2 school psychologists
1.2 speech language provider
13.5 teaching assistants/aides

District-wide

3.0 occupational therapy providers
1.0 physical therapy provider (.5/.5)
2.0 social workers
1.0 Teacher of the Visually Impaired

CLASSIFIED STUDENTS DISTRICT-WIDE

Classified by Building			Grade	Classified by Grade			Total Enrollment		
2014-15	2015-16	2016-17		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Primrose			K	20	19	12	585 539 518		
			1	26	21	31			
73	71	71	2	27	31	28			
SIS			3	40	32	31	752 723 660		
			4	42	44	44			
125	116	121	5	43	40	46			
SMS			6	49	41	46	820 816 802		
			7	49	46	46			
139	138	140	8	41	51	48			
SHS			9	31	41	43	1113 1088 1103		
			10	35	30	40			
			11	37	36	31			
143	142	143	12	40	35	29			
			Ungraded	4	4	3	3270 3166 3083		
Totals				484	467	478			

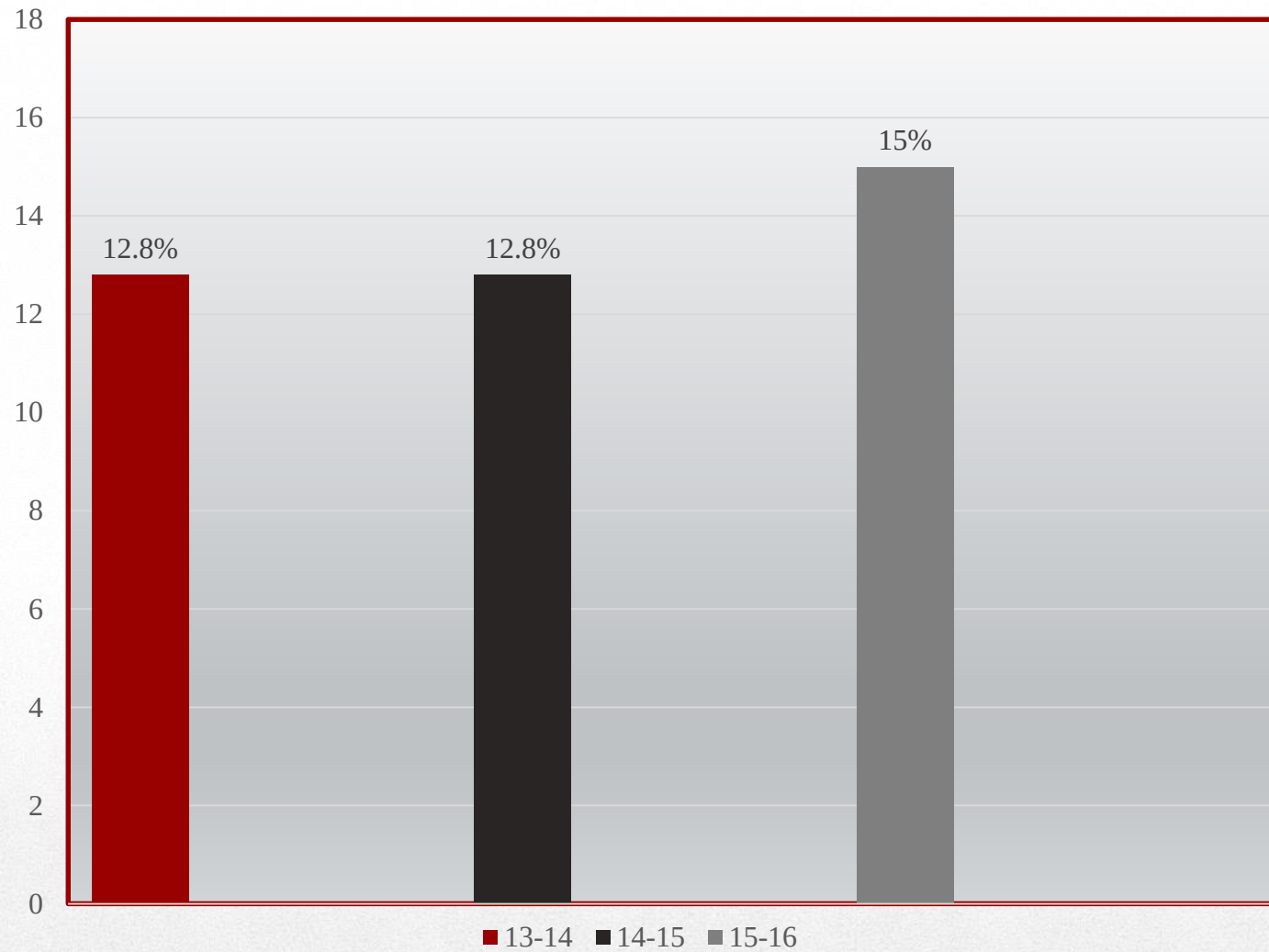
CLASSIFICATION IN DISTRICT AND OOD (OUT OF DISTRICT PLACEMENT)

	2014-15	2015-16	2016-17
Number of classified students in-district:	484	467	478
Number of classified students placed out-of-district:	22	25	26
Total	506	492	504

CLASSIFICATION BY CATEGORY IN AND OUT OF DISTRICT

	2014-15	2015-16	2016-17
Autism	8%	9%	9%
Emotional Disturbance	2%	1%	1%
Learning Disabilities	42%	42%	39%
Other Health Impaired	25%	23%	25%
Sp/Language Impaired	22%	24%	25%
Other (OI, MD, TBI, VI)	1%	1%	1%

Classification Rates in Somers Central School District



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

80% or more of
the school day
served inside
regular
classroom

2012-2013
SOMERS = 55%

NYS = 60%

2013-2014
SOMERS = 55%

NYS = 60%

2014-2015
SOMERS = 54%

NYS = 60%

40% - 79% of
the school day
served inside
regular
classroom

2012-2013
SOMERS = 34%

NYS = No
Threshold

2013-2014
SOMERS = 31%

NYS = No
Threshold

2014-2015
SOMERS = 32%

NYS = No
Threshold

Less than 40%
of the school day
served inside
regular
classroom

2012-2013
SOMERS = 7%

NYS = 22%

2013-2014
SOMERS = 9%

NYS = 22%

2014-2015
SOMERS = 11%

NYS = 22%

Separate Settings

2012-2013
SOMERS = 4%

NYS = 6%

2013-2014
SOMERS = 3%

NYS = 6%

2014-2015
SOMERS = 3%

NYS = 6%

STATE APPROVED PRIVATE PLACEMENTS

Crotched Mountain

Green Chimney

John A. Coleman School

Summit School

Wellspring

Westchester Exceptional Children

STATE APPROVED PUBLIC PLACEMENTS

Bedford CSD

Eastchester CSD

Greenburgh-Graham

Pleasantville CSD

BOCES PROGRAMS

BOCES Rockland – Jesse Kaplan School/Riverview

LC (Learning Center) - Walden/Fox Meadow/Blue Mountain/Primrose

MD (Multiply Disabled) – Pinesbridge

Southern Westchester BOCES – Concord Road/Irvington

2016-17 OOD PLACEMENT/PRIVATE SCHOOLS

6 Students/Cost from \$37,000 to \$119,000

Total Cost for OOD/Private Schools - \$545,000

2016-17 OOD PLACEMENT/PUBLIC SCHOOLS

7 Students/Cost from \$46,000 to \$97,000

Total Cost for OOD/Public Schools - \$496,000

2016-17 OOD/PNW/ROCKLAND/SWBOCES

13 Students/Cost from \$50,000 to \$67,000

Total Cost for PWN/SWBOCES Programs – \$1,640,000



SOMERS CSD PRIVATE EXCESS COST AID (APPROVED PRIVATE PLACEMENTS)

Private Excess Cost Aid For the High Cost Students	2014-15 School Year	2015-16 School Year	2016-17 School Year
Private Excess Cost Aid Ratio	77%	78%	78%
Cost Threshold or School District Basic Contribution	\$22,098	\$22,740	\$23,771
Aidable High Cost	\$285,875	\$109,456	\$393,911
Private Excess Cost Aid (District Reimbursed)	\$220,410	\$85,376	\$177,237

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

Public Excess Cost Aid For the High Cost Students	2014-15 School Year	2015-16 School Year	2016-17 School Year
Public Excess Cost Aide Ratio	25%	25%	25%
Cost Threshold or School District Basic Contribution	\$47,484	\$49,308	\$51,549
Aidable High Cost	\$733,408	\$770,488	\$1,100,000
High Cost Apportionment (District Reimbursed)	\$183,352	\$192,622	\$245,177

MOVING FORWARD

To provide the Least Restrictive Environment (LRE) by considering all available programs/services within general/special education before entertaining a recommendation through the Committee on Special Education (CSE).

- Review the appropriateness of the OOD students returning to in-district programs that would support their needs in the LRE.
- Explore the needs of the incoming kindergarteners who were classified as Preschoolers with a Disability and are referred and found eligible under the CSE to receive supports and services through Special Education.
- Consider the results of an independent evaluation of the district's classified students and the programs/services offered so to consider the reallocation of funds/resources to provide these students with access to the least restrictive and more typical learning environment.

To offer a consistent continuum of services and instructional approaches, K–12, so that an appropriate level of support can be provided to each individual student.

- Review the integrated co-teach program at Primrose piloted this 16-17 school year.
 - Consider the high school resource room model currently implemented to determine whether grade level resource rooms would be more effective.
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MOVING FORWARD...

Consider a special class for Science and Social Studies for those students whose cognitive ability hinders their success in a lesser restrictive program model.

To review both our special education programs and services for overall effectiveness as well as appropriateness.

- Compare and contrast middle school True North Program and the high school Transitional Support Program to determine effectiveness of each.
 - Continue to refine the transition process to post-secondary placements and opportunities.
 - Explore a recommitment to differentiation of instruction to ensure all identified students participate in the least restrictive environment while receiving instruction at their success level.
 - Review and explore ways in which we incorporate NYSED ***Blueprint for Providing Students with Disabilities with Appropriate Programs and Resources***
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****Possible Special Education Self-Contained Class with 1.0 Teacher and 2 Teaching Assistants
after review of District needs***



Questions?
