



2026-2027 Proposed Budget for Special Education and Related Services

Board of Education Budget Workshop
March, 14 2026

Mission: Our mission is to foster an environment where every student can achieve their full potential. We are committed to providing high-quality services that address the diverse needs of our student population, ensuring each student receives the support necessary to succeed.



Classification Rates

School Year	Tarrytown Classification Rate	NYS Classification Rate
2021-22	13%	19%
2022-23	14%	19%
2023-24	13%	19%
2024-25	14%	20%

*<https://data.nysed.gov>



Educational Classification in The Public Schools of the Tarrytowns

Disability	October 2023	October 2024	October 2025
Autism	53	53	67
Emotional Disability	10	12	8
Learning Disability	77	82	78
Intellectual Disability	10	10	9
Deafness	3	4	4
Hearing Impairment	2	2	5
Speech or Language Impairment	93	104	105
Visual Impairment (Includes Blindness)	1	1	1
Orthopedic Impairment	0	0	0
Other Health Impairment	81	93	88
Multiple Disabilities	5	5	5
Deaf Blindness	2	2	2
Traumatic Brain Injury	0	0	0
Total	337	376	362



Transfer Students with IEPs

School	2022-23	2023-24	2024-25	Total
John Paulding	0	3	0	3
WL Morse	3	1	1	5
Washington Irving	5	4	2	11
SHMS	4	5	4	13
SHHS	7	5	2	14
Total	19	18	9	46



CSE Placements

Placement	2023-24	2024-25	2025-26
In District	310	340	331
Out of District	27	34	29
Homebound	0	2	2



Continuum of Service



8:1:2

- Students with Autism or severe developmental delay
- Grounded in Applied Behavior Analysis
- Many students present with limited verbal ability
- Students who are alternately assessed



12:1:2

- Students with Autism or Moderate to Low Cognition
- Students are more verbal and utilize modified curriculum
- Students may be alternately assessed



15:1

- Students who present with range of classifications (OHI, LD, SI)
- Standard based curriculum
- Students are working towards a Regents or Local HS Diploma



Continuum of Service



Integrated Co-Teaching (ICT)

- SE students are in a General Education classroom
- Supported by Special Education Teacher
- Students are working towards Regents or Local HS Diploma



Consultant Teacher

- Direct or Indirect
- Typically in subject area of need



Academic Support

- 15:1 Ratio
- Class period dedicated to address specific curricular needs of students



Resource Room

- 5:1 Ratio
- Intensive support in a specific area of need



Specialized Programs Journey



2012-13

Started continuum for students on the Autism Spectrum. One 8:1:2 at John Paulding School.



2015-16

Added 12:1:2 at John Paulding (for aging in students with moderate/lower cognitive levels). Added grade 3-5 strand at 8:1:2 level.



2018-19

Added 6-8 strand of 8:1:2.
Added 3-5 strand of 12:1:2.



2019-20

Added 6-8 strand of 12:1:2.



Funding Sources



IDEA 611 & 619 Grants

2022-23 Awarded: **\$773,551.00**
2023-24 Awarded: **\$816,650.00**
2024-25 Awarded: **\$838,386.00**
2025-26 Awarded: **\$816,566.00**



State Aid

2022-23: **\$420,618.00**
2023-24: **\$480,651.00**
2024-25: **\$737,282.00**



Other Revenue

Tuition from other
Public Schools
2022-23: **\$331,023.00**
2023-24: **\$409,541.00**
2024-25: **\$791,760.00**



Commitments for 2025-26



Comprehensive Social-Emotional Plan & Restorative Practices

- Implement restorative practices in all grades
- Community Circles in all buildings



Increase Parent Communication

- Foster open and consistent communication lines



Curriculum Alignment (SpEd & GenEd)

- Align Special Education and General Education curriculum
- Focus on ARC and Envision Math



Refine & Implement MTSS Program K-12

- Establish a consistent MTSS framework across all grade levels



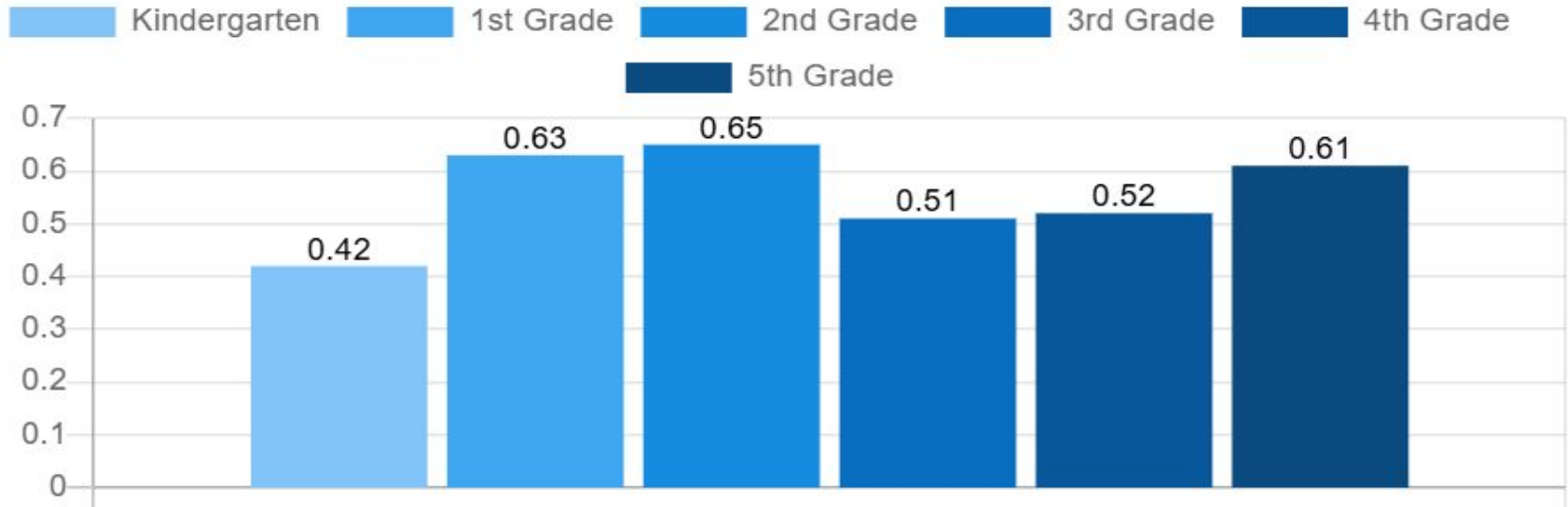
Expand HS/Transition Opportunities

- Partnerships with WCC & Workforce Development
- Support for transitioning SE students



Average Growth, IRLA, Special Education

Average Growth, IRLA from beginning of year
as of March 10, 2026










(1.0 equates to a year of growth)



District wide: *all students*

Growth By School

 Download Metric Acco

School		Average Reading Level Growth
JOHN PAULDING SCHOOL	IRLA: 0.4 Years	
	ENIL: 0.1 Years	
Tappan Hill School	IRLA: 0.8 Years	
	ENIL: 0.6 Years	
W L MORSE SCHOOL	IRLA: 0.7 Years	
	ENIL: 0.7 Years	
WASHINGTON IRVING INTERM SCHOOL	IRLA: 0.6 Years	
	ENIL: 0.6 Years	



Priorities for 2026-27



Strengthen MTSS Framework

- Implement common intervention protocols (Tier Specific)
- Strengthen data teams and intervention cycles
- Creation of a District Level Data Team



Build Internal Capacity

- Address our challenging learners
- Expansion of specialized reading training (Orton Gillingham Certification)

Continued Curriculum Alignment

- Core curriculum alignment
- Focus on Envision Math and ARC



ARC ↔ Envision

Social-Emotional & Behavioral Supports

- Increase capacity of general & special education teachers
- Further integrate restorative practice training
- Professional development on emotional and behavioral supports



Expansion of 8:1:2 Continuum



Student Transition & Needs (2026-27)



Currently: 6 students remain in program



Transitioning: +7 additional students from CPSE



Total: 13 students needing intensive supports



Required Staffing (John Paulding)

- One Teacher FTE
- One Teaching Assistant FTE
- One Teacher's Aide FTE



If we need to send the seven incoming students to programs out of the district, it would cost in excess of \$700,000.00.





THANK YOU!

Questions?