

Investing in Inclusive Excellence: Resources that Move Diverse Learners to Graduation

Office Of Special Services

2026-2027

Budget Presentation

Ms. Rhonda Young
Assistant Superintendent of Special Services
March 24, 2026



Our Administrative Team



Special Services Leadership Team

● Assistant Superintendent of Special Services	Ms. Rhonda Young
● Coordinator of Special Services, Secondary	Ms. April Seneus
● Coordinator of Special Services, Elementary	Ms. Caitlin Dittmeier
● Coordinator of Health, Psychological, and Social Work	Mr. Sean Coffin
● Special Education Transition Coordinator	Dr. Karen Gross
● Assistant Coordinator	Ms. Jessica Castoro
● Assistant Coordinator	Ms. Denise Farrell
● Assistant Coordinator	Ms. Elizabeth Sheehan
● Medical Director	Ms. Susan Averso
● Administrative Nurse Practitioner	Ms. Helene D'Agostino
● Department Head of Speech and Hearing	Ms. Bridget Nieves
● Department Head of Special Education	Ms. Ingrid Citrin

Our Vision

Every student with a disability will receive high-quality, inclusive, specially designed instruction that removes barriers to learning and prepares them for successful graduation and meaningful post-secondary transitions



Budget an Educational Spending Plan

Special Education Budget: Our Education Spending Plan

Equity & Inclusion Alignment



Aligns resources to district and Board goals for equity and inclusion.

Instruction & Services



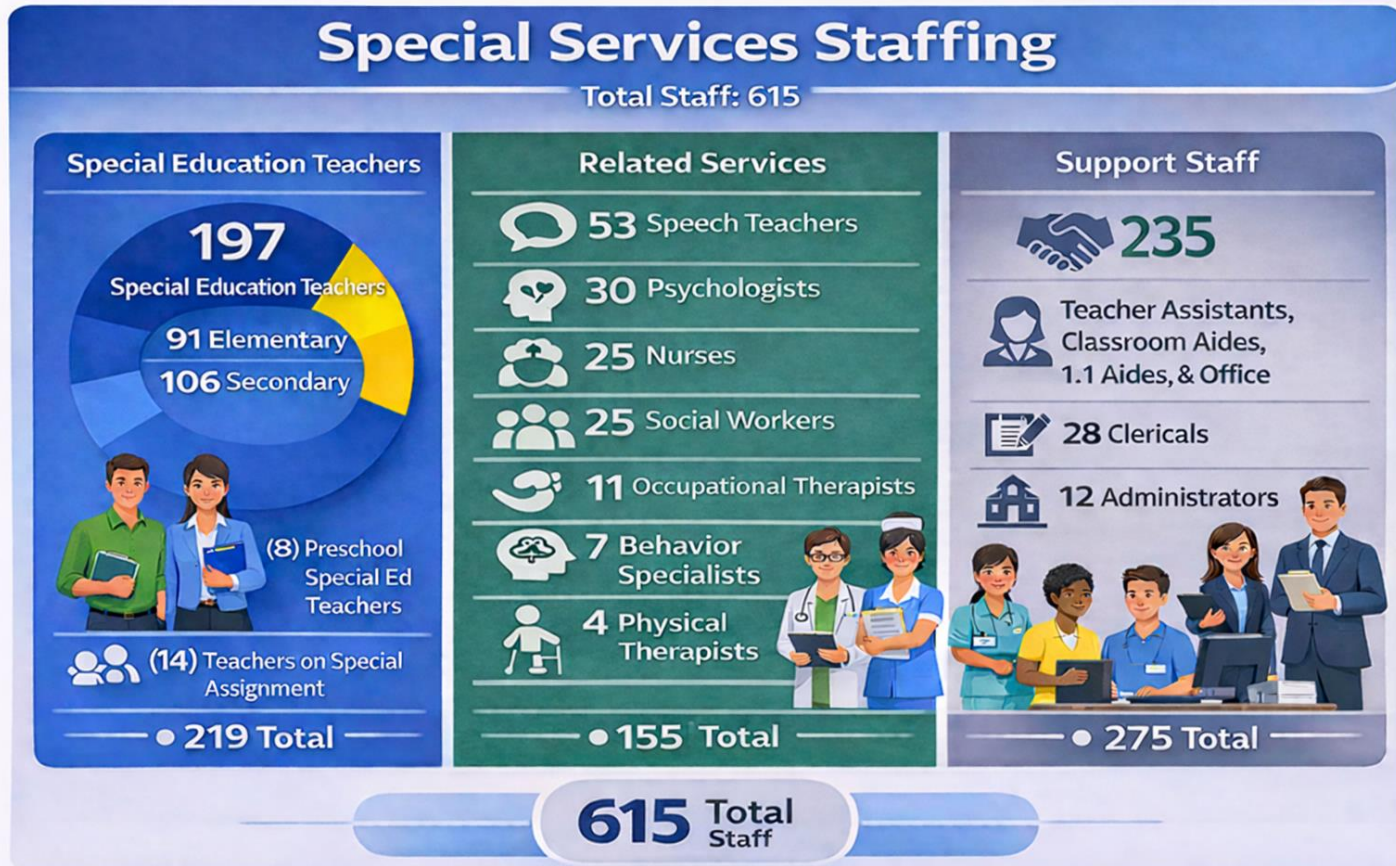
Funds the staffing, services, and programs needed to deliver specially designed instruction.

Compliance & Outcomes



Supports compliance with IDEA and NYSED Part 200 while focusing on outcomes for students with disabilities.

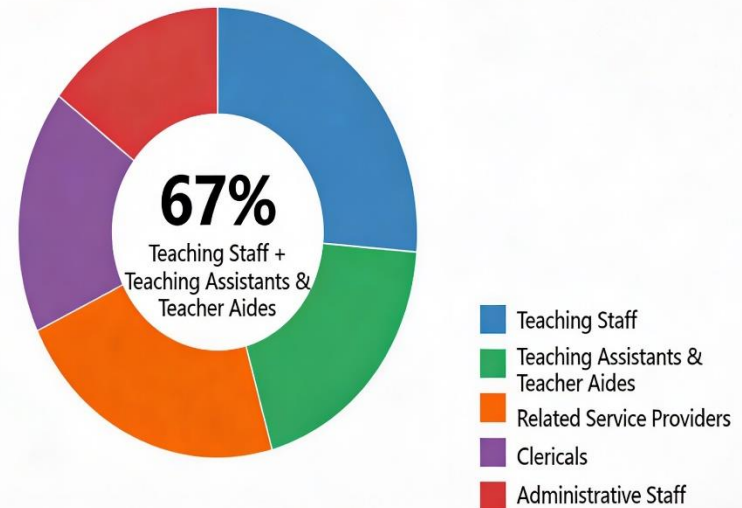
Special Services Staffing Overview



Staffing Allocation

- ❑ Teaching staff and teacher assistants/teacher aides make up over two-thirds of our workforce, proving our commitment to high-quality instruction and direct student services
- ❑ Our related service providers, administrative team, and clericals round out a balanced model designed to meet the diverse needs of students with disabilities

Special Education Staffing Allocation



Understanding Our Community

 Brentwood UFSD

Student Demographics 2024-25 BEDS Day Data (K-12)



17%

Classification Rate

3,004 Students Served



47.5%

English Language Learners

1,428 Students



93.5%

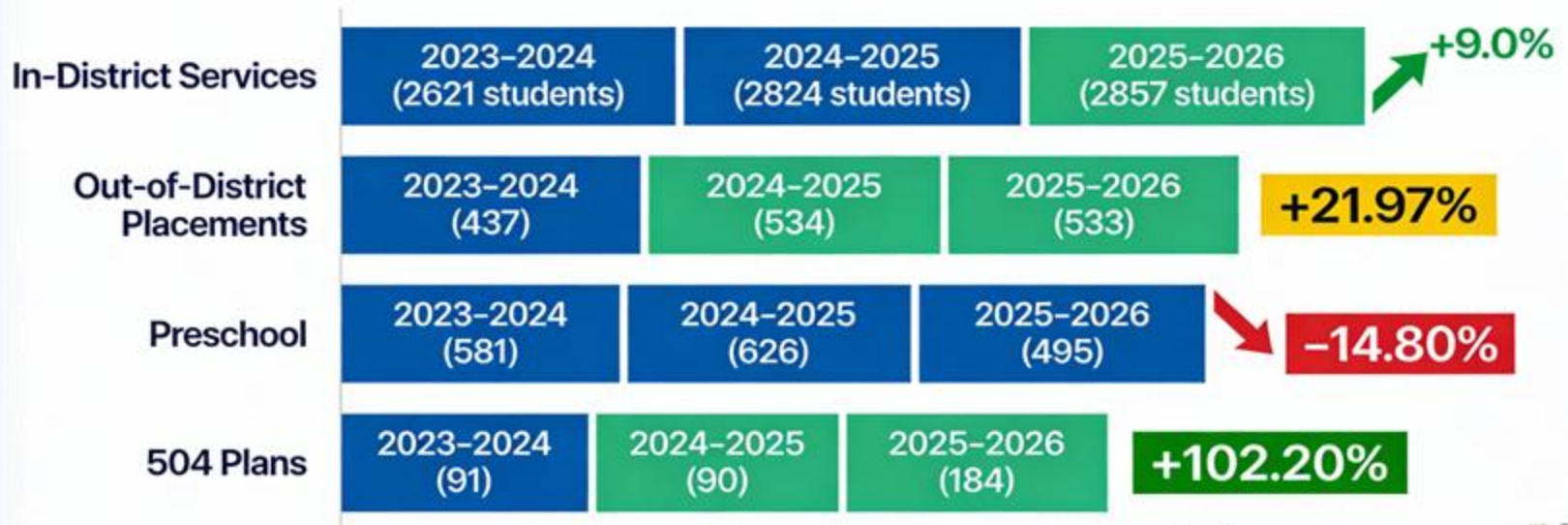
Economically Disadvantaged

2,808 Students



A 3-Year Comparison of SWD Enrollment Figures (January 2026)

Special Education Students Served – 2023–2026



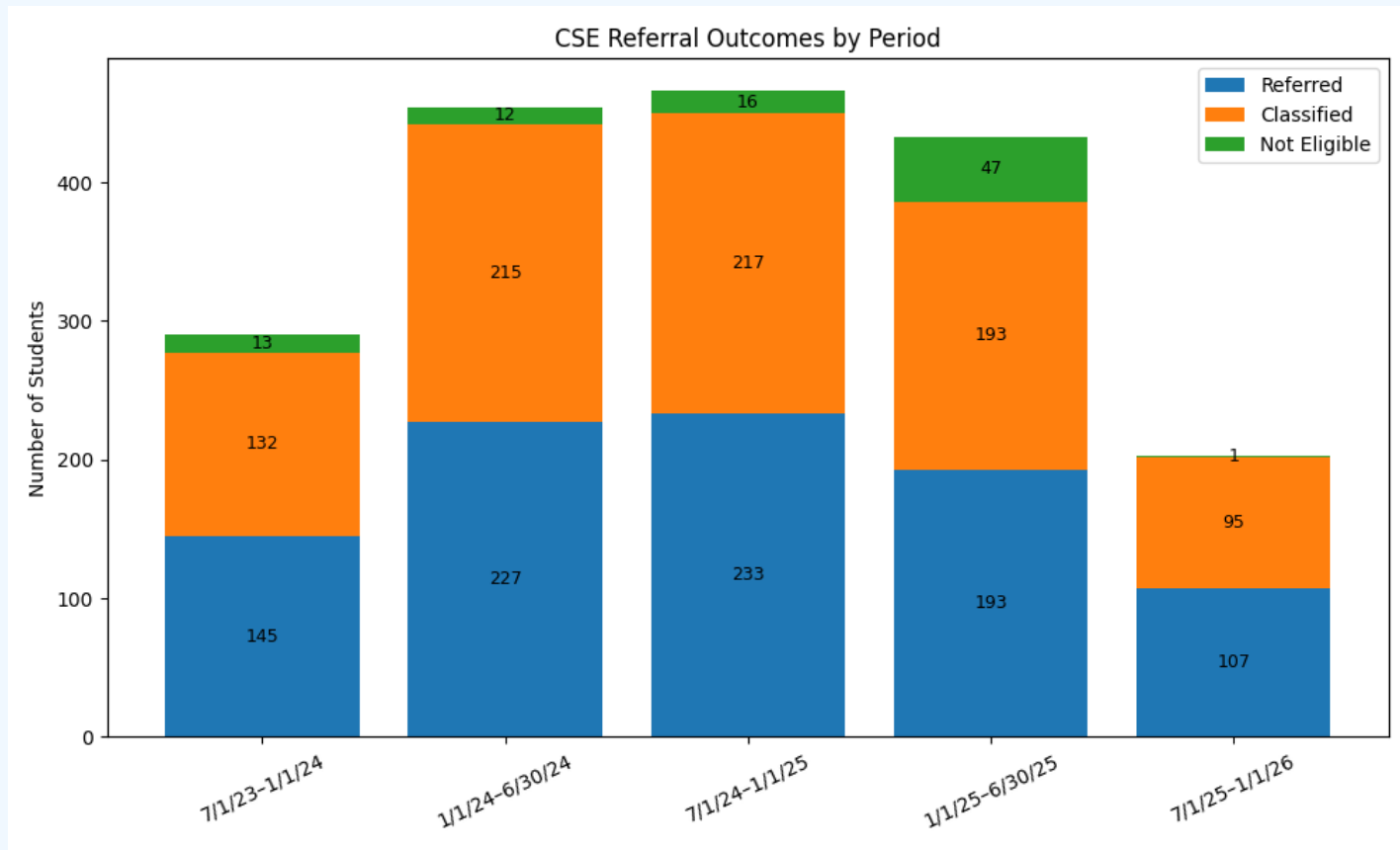
Combined Total Students Served: 3,730 → 4,074 → 4,069 (Overall +9.09%)



A 3-Year Comparison of CSE & CPSE Meetings

	2022-2023	2023-2024	2024-2025
CPSE meetings	933	1016	1117
CSE meetings	4307	4670	5144
Combined Total	5240	5688	6261

Accomplishments: MTSS Reduced New Referrals by -54%



Reduction in New Speech & Language Referrals

Reduction in New Speech & Language Referrals East Kindergarten Center

Early, classroom-embedded intervention addresses student needs before formal referral becomes necessary.



MTSS At-Risk Speech Push-In at East Kindergarten Center

Reduction in
Tier 2 Support
-80%

From 27 to 5 students
2023-2024 to 2025-2026

↓
27→5

Reduction in
Tier 3 Support
-78%

From 36 to 8 students
2023-2024 to 2025-2026

↓
36→8

Reduction in
Screenings
-86%

From 77 to 11 year-to-date
2023-2024 to 2025-2026 YTD

↓
77→11



Accomplishments: Early Identification & Support for Kindergarten



Early Identification & Support Within General Education



Collaboration

SLP & classroom teachers working together in the classroom



Embedded Support

Speech strategies integrated into daily instruction



Prevention

Fewer students escalate to higher tiers

Push-in Speech Therapy at Laurel Park

PUSH-IN THERAPY MORE THAN JUST A BUZZWORD



The push-in model for speech-language therapy is a collaborative, classroom-based approach that allows speech language pathologists (SLPs) to provide services in students' natural learning environments.

This method is rooted in evidence-based research that supports:

1

**language learning
in context**

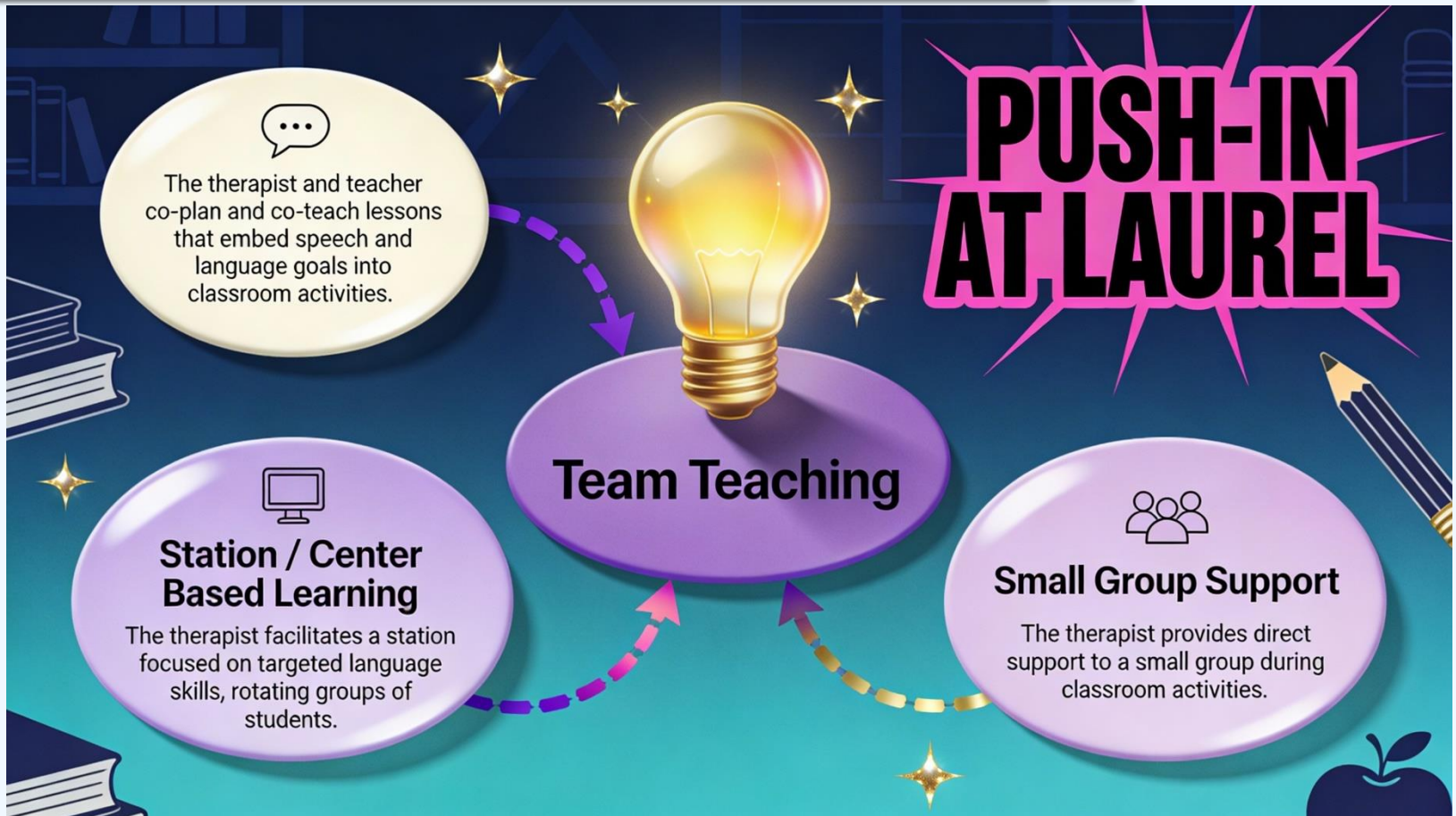
2

**increased access to
peer modeling**

3

**integration with
classroom content**

Speech and Language Interventions Delivered in the Classroom



Exploring Culture Through Poetry and Research Activities

PUSH-IN IN ACTION



RATE YOUR FRUITS

 SINTE SINTE SINTE	 SINTE SINTE SINTE	 SINTE SINTE SINTE	 SINTE SINTE SINTE
 SINTE SINTE SINTE	 SINTE SINTE SINTE	 SINTE SINTE SINTE	

Advancing Inclusive Excellence and Targeted Supports for Students

Strategic Investments in Inclusion

Integrated Co-Teaching Capacity

108% ↑

From 12 to 25 classes across elementary grades

100% increase, doubling course offerings for grades **6 & 10**

Expanded consultant teacher offerings at grades 9 & 10

Inclusive environments providing grade-level curriculum with specialized support - a proven pathway to graduation readiness

Professional Development



Provided professional development to teachers and support staff

Expanding Access to Specialized Support

↑ **57%**

Autism-focused classrooms K-5: From 7 to 11 classes

Enhanced adult supervision:

8:1:1 → 8:1:3

Tailored staffing ratios K-12 for developmentally appropriate environments fostering communication and social competence

Expanding Resources and Services



Leaders in Transition Services

Brentwood UFSD Special Education: A Statewide Leader in Transition

Model District for Comprehensive Transition Programs



Junior Achievement
Partnerships



Employment Training
Program

Transition
Leadership



Teacher Assistant
Apprenticeship



Transition Services
Preschool-12



Preparing Students with Disabilities for College, Career, and Community Success



Preparing our Students for Graduation Plus



CEO-WOW Toured Blue Umbrella

Blue Umbrella provides an array of classes (i.e., Cooking, social, drumming, health, sports, history, creative writing, singing, yoga, aerobics, etc.) and accepts self-direction. These tours provide experiences for our students to prepare for postsecondary success.

AMAZING!!



Teacher Assistant Apprenticeship at a Glance

First in New York State

Teacher Assistant Apprenticeship Model Program

Statewide Partnership



- NYS Department of Labor
- NYS Education HUB
- Creating a model to support districts across New York

Year 1 Results



- **(2) Apprentices**
- Completed the high school portion of the program
- now employed as elementary school teacher assistants

Program Features



- In partnership with CSEA
- Each apprentice has a **teacher assistant mentor**
- Students will become registered upon completing the required 2,000 hours

This Year



- **(12) Pre-apprentices in the pipeline**
- Registering 2–4 apprentices this year

Funding

Secured grant funding to launch and grow the model

Preparing our Students for Independence

Graduation Plus+: Employment Pathways



Employment Training Program

- Started Employment Training Program
- "Model" program with NYS approving students for in-district roles (first student as bus monitor and a student as school monitor at an elementary school)
- Goal is to begin students in cafeteria roles



Alternative High School Equivalency Preparation

- First year of program
- Partner with Long Island Educational Opportunity Center (IEOC), SUNY Farmingdale
- Over 25 students enrolled to date



Agency Partnership in Progress

- Partnering with Family Residence and Essential Enterprises
- Direct Support Professionals Apprenticeship – first in NYS to partner an apprenticeship with a school and agency
- Collaborating with NYS mental health services



Investing in our Students is investing in our community



Implementing a School Satellite Mental Health Clinic



- Establishing a satellite clinic enhances access to mental health services for students
- Provides on-site support, reducing barriers to seeking help
- Integrates mental health services with existing school resources and programs

Areas for Growth

Special Education Areas for Growth



Workforce expansion in key related service areas, particularly Occupational Therapy (OT) and Physical Therapy (PT)



Additional clerical support needed to address county mandates, preschool registration, and data reporting



Unfunded mandates



Growing incidence of complex trauma among students



Growing need for tiered supports in Occupational Therapy



Increased investment in professional development



Increased diagnoses of ADHD, Autism Spectrum Disorders, and developmental delays



Need to strengthen MTSS structures at UPK sites



Rising out-of-district costs and limited availability of placement options



Increased number of CPSE, CSE, and 504 meetings



New OPWDD (Office for People With Developmental Disabilities) requirements without matching resources; additional staff is meet mandates



2025-2026 Proposed Special Services Budget (Subject to Change)

Budget Series	Budget 2024-25	EXP	Budget 2025-2026	Proposed Budget 2026-2027	\$ Change	%	Rationale
2030 Special Education	\$2,206,040	\$2,151,305	\$2,488,094	\$2,347,685	\$-140,409	-5.64	Admin. Salary decrease due to resignation and clerical retirement
2250- Prog. Hand 7	\$74,237,677	\$83,688,838	\$102,354,362	\$109,288,292	\$6,933,930	6.77%	Staff Salary Increases, Agencies, BOCES, 1:1 aides, TAs , and special ed. aides
2251 Medicaid	\$87,795	\$97,672	\$90,957	\$109,353	\$18,396	20.22%	Staff moved from a different budget code
2255 Learning Disabled	\$5,810,077	\$3,398,614	5,581,231	\$6,018,120	\$436,889	7.83%	Increase in Resource room Teachers' salaries & benefits
2260 Speech	\$4,651,874	\$4,292,895	\$6,160,932	\$6,144,723	\$-16,209	-0.26%	Decrease in Speech Teachers' salaries is due to a retirement



2025-2026 Proposed Special Services Budget

Budget Series	Budget 2024-2025	EXP 2024-2025	Budget 2025-2026	Proposed 2026-2027	\$ Change	%Change	Rationale
2815 Health	\$3,567,148	\$3,530,155	\$3,892,151	\$4,282,933	\$390,782	10.04%	Increase in health services for OOD,
2820 Psychologist	\$2,950,613	\$2,310,423	\$3,390,611	\$3,887,027	\$496,414	14.64%	Increase in Material & Supplies
2825 Social Workers	\$2,568,836	\$1,633,929	\$2,896,317	\$3,130,326	\$234,009	8.08%	Growth
Special Services Total	\$96,080,060	\$101,083,830	\$126,854,655	\$135,208,459	\$8,353,804	6.59%	OOD, Growth, salary increase



Proposed Budget Highlights

Programs	2024/2025	2025/2026	2026/2027	Difference	%
State Supported	\$ 1,354,329	\$ 1,860,772	\$2,103,492	\$ 242,720	+13.04
BOCES	\$ 43,473,445	\$63,179,654	65,504,506	\$ 2,324,852	+3.68%
Private	\$ 3,926,069	\$7,535,101	\$7,804,508	\$ 269,407	+3.58%
Parentally Placed Out	\$ 498,585	\$ 574,004	\$515,284	-\$ 58,720	-10.23%



IDEA Grant Awards

2025/2026	IDEA Part B Grant Funds
611	\$5,442,650
619	\$295,610



System to Track and Account for Children (STAC) Reimbursement (2024-2025)

Source	Elig. Expenses	Anticipated Reimbursement	%
State Supported 10 Month (STAC)	\$1,465,224	\$1,172,179	80%
High-Cost Public (STAC)	\$49,860,477	\$21,457,493	43%
Private 10 Month (STAC)	\$3,333,443	\$2,723,423	82%
Summer ESY 2023 (STAC)	\$3,022,437	\$2,417,950	80%
Totals	\$57,681,581	\$27,771,045	48%



Total Reimbursement Combined (2024-2025)

Source	Reimbursement
CPSE Administrative Cost	\$576,784
Preschool	\$164,697
STAC	\$27,771,045
Medicaid *	\$1,658,685
Totals	\$30, 171,211












Next Steps



Proposed Staffing for 2026-27

Proposed Staffing for 2026-27

Staffing Type	#	Rationale
 Social Worker	1	Support elementary building
 Clerical	2	CPSE Registration & Intake, OPWDD
 Psychologist	3	Support preschool and for OPWDD evaluations
 Occupational Therapist	5	Growth
 Physical Therapist	1	Growth
 Special Education Teacher (Secondary)	10	ICT grades 6, 7, 9 and 11, MS Math labs
 Speech Teacher	(5) (3) (2)	At-risk elementary MTSS preschool Caseload increase, bilingual needs
 BCBA/Behavior Specialist	3	To support special populations with DTT (Discrete Trials Training)
 Teacher on Special Assignment (TOSA)	2	Assist with CSE, CPSE, and 504 meetings

Thank You!

Special Services Team

