

**Putnam Valley Central School
District
Special Education Budget
Recommendations
2019-2020**

**Teaching differently
because students learn differently**

October Snap Shots

YEAR	TOTAL CLASSIFIED STUDENTS	TOTAL OUT OF DISTRICT STUDENTS	OOD ES	OOD MS	OOD HS
2013-2014	248	24	5	3	16
2014-2015	239	22	2	8	12
2015-2016	233	18	3	4	11
2016-2017	230	21	5	4	12
2017-2018	239	25	4	3	18
2018-2019	242	29	6	5	18

Staffing Needs

	2018-2019	2019-2020	Change
CPSE/CSE Chairperson	1	1	0
Behaviorist	up to .45	*up to .45	0
Clinicians	6	6	0
Speech Therapists	3.49	3.49	0
Special Education Teachers	26.2	26.2	0
Teaching Aides	4	4	0
Teaching Assistants	*34	*34	0

- Behaviorist is moved from BOCES budget to the District's budget
- TA's are decided at CSE meetings, so the number needed changes

Attachment VII
PUTNAM VALLEY CENTRAL SCHOOL DISTRICT
Accommodation/Support

One-on-One Aide

Guidelines and Criteria

NOTE: the IST, psychologists, guidance counselors, social workers, special educators, administrators etc. together complete in draft form prior to the CSE meeting. Only the CSE can approve a one-on-one aide.

STUDENT NAME: _____ DOB: _____

SCHOOL: _____ GRADE: _____

PROGRAM: _____ SCHOOL YEAR: _____

Questions to be considered:

- What are the specific reasons for requesting a one-on-one aide?
- What is the impact of the aide on the student and on the classroom?
- How does the addition of a one-on-one aide affect the student's LRE?
- How will the student's independence be encouraged and supported, and what is the plan to extinguish the need for aide?
- Where/how/when will the one-on-one aide be utilized?

When completing the matrix, attention should be given to:

- Number of other children in room by period (or half-hour)
- Number of staff in room by period (or half-hour)
- Activity taking place in room by period (or half-hour)

Discussion should include:

- Review or implementation of a functional behavioral assessment
- Collection of supporting data (test scores, psychological, etc)
- Completion of Matrix
- A discussion of "intensive management needs above the level of expectation for the program the student is presently enrolled. For example, if a student is currently in an autism spectrum 6:1:1 class, there is an expectation that intensive management needs of all the students are high. Does the student needing a one-on-one aide have an even greater management need

TA
Request
Form

SCREENING TO ASSESS STUDENT NEED FOR ONE TO ONE SUPPORT

STUDENT NAME: _____ Date: _____

CA: _____ GRADE: _____ SCHOOL: _____

PROGRAM: _____

Present Level of Performance (MAPS): _____

Student Strengths, Successes: _____

Results of Functional Behavioral Assessment (Activities of Daily Living, Adaptive Behaviors):

Functional/Skill Level:

Verbal: _____

Mobility: _____

Dressing: _____

TA Request
Form
Page 2

Feeding: _____

Toileting: _____

Following directions: _____

Does the student require verbal prompts? _____

During instruction _____

During independent work? _____

During transition time? _____

During free time? _____

Does the student require physical prompts? _____

When _____

What behaviors interfere with class activities? _____

What interventions have been employed? _____

Team members completing screening

Role

TA Request Form Page 3

Student Schedule Matrix

Student Name _____ Date _____

Activity	What student can do without assistance	What student cannot do and needs <u>accommodation</u>	What student cannot do and needs <u>assistance</u>	Identify areas to promote social acceptance and how peers will be utilized
Period/Time				
Period/time				
Period/Time				
Period/Time				
Period/Time				

TA Request
Form
Page 4

Use additional sheets to complete the matrix for the entire school day.

Continuum of Services

- **Related Services**

- **Counseling Services, Occupational, Physical and Speech Therapies**



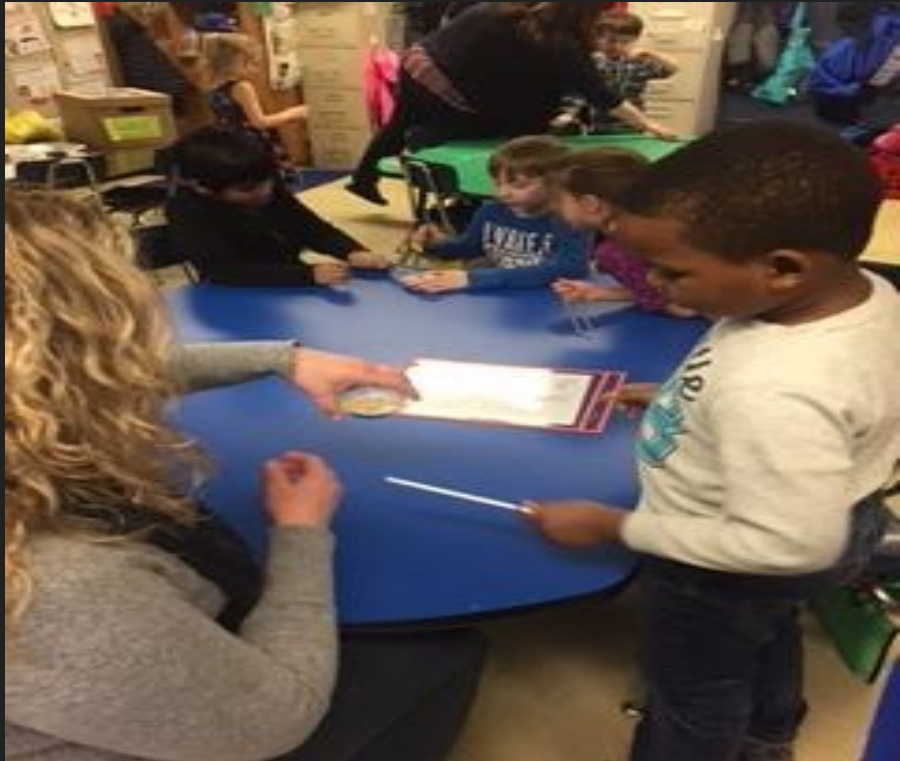
Continuum of Services

- **Resource Room**



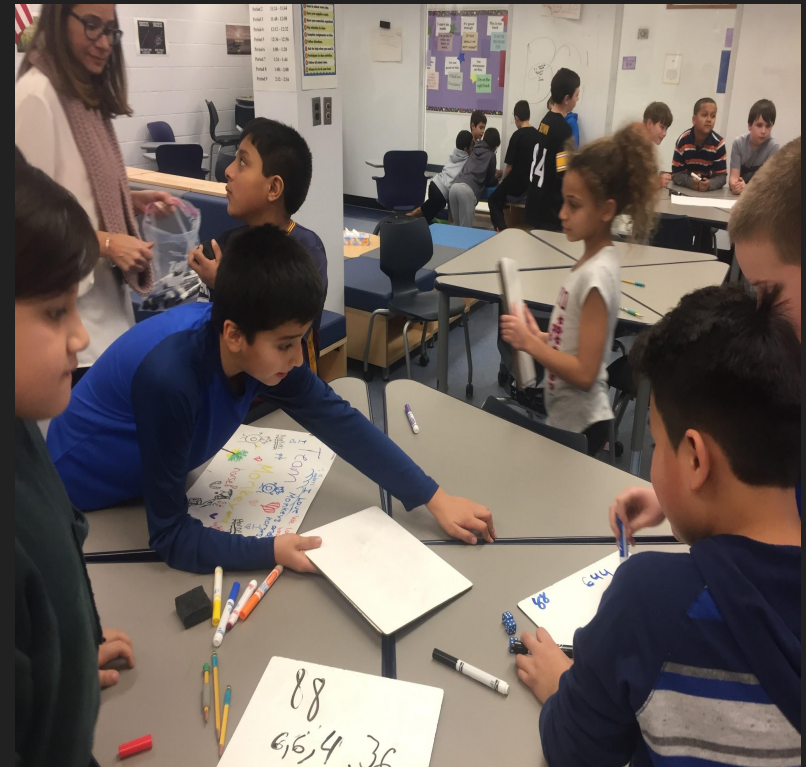
Continuum of Services

- **Consultant Teacher**
 - **Direct and Indirect**



Continuum of Services

- **Integrated Co-Teaching**



Continuum of Services

- **Specialized Class Setting**



New and Ongoing Initiatives

- Explore new options for HS students to follow the Multiple Pathways to graduation
- UDL Training
- Refine Co-teaching practices
- Training for Functional Behavior Analysis and Behavior Intervention Planning
- Social and Emotional Learning

Putnam Valley Central School District

Questions?