

Special Education in the  
Williston School District  
FY10 Budget

November 20, 2008

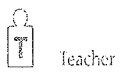
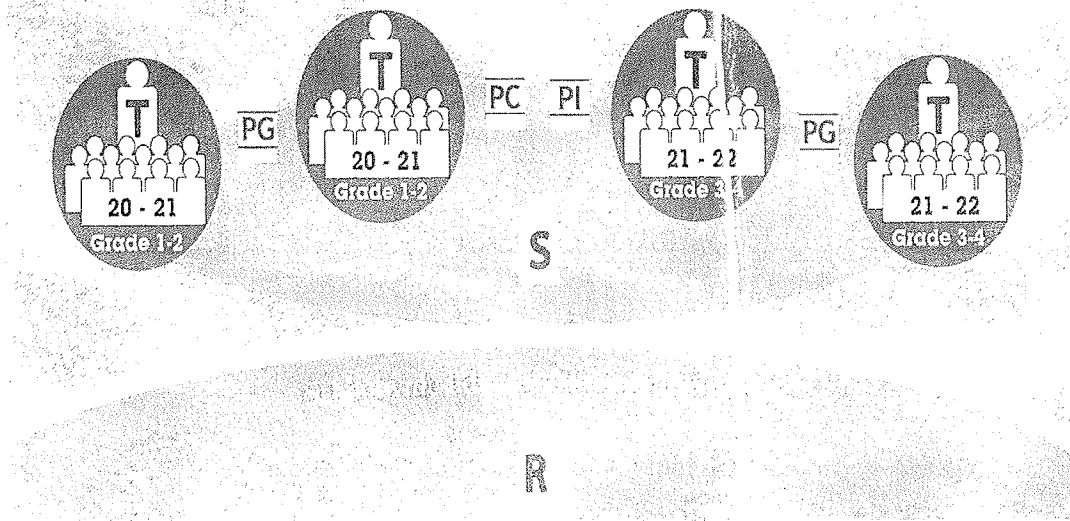
# Tonight's themes

- Service delivery model
- Big ticket overview
- Other Numbers
- Autism, challenging behaviors
- Paras
- New initiatives from FY09
- Future directions

## Some budget factoids

- Budget is correlated with the Service Plan
- Eligible v. ineligible expenditures
- 1200 K-8 budget increase: \$123,887 (4 % increase)
- New Special Educator to improve ratio from 1:86 to 1:79
- increase general para hours to accommodate for longer school day
- Lower tuition costs

# HOUSE SERVICE DELIVERY MODEL



Teacher



Special Educator (0.68 FTE)



Reading Recovery Teacher



Paraprofessional (Clerical)



Paraprofessional (General)



Paraprofessional (Individual) (0.5 FTE)

## Caseload Numbers

	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Enrollment(K-8)	1129	1128	1103	1107
IEP K-8	119	147	141	145
% of enrollment	10.5%	13%	12.8%	13%
IEP EEE	40	36	34	22
Total IEP	159	183	175	167

# CSSU Child Count

	Enrollment*	SWD	% SWD
CVU	1383	163	11%
Charlotte	452	35	7%
Hinesburg	473	47	9%
Shelburne	744	98	13%
Williston	1107	145	13%
Totals	4159	488	12%

\*(Does not include Pre-K)

State of VT: 14.96%  
U.S.: 13.5% (includes  
Pre-K)

# Family Infant Toddler Project FITP-THE NUMBERS

TOWN	12/02	12/03	12/04	12/05	12/06	12/07	11/08
Charlotte	3	3	5	3	4	3	4
Hinesburg	3	4	5	4	6	9	14
St. George	3	2	1	1	2	4	4
Shelburne	8	7	5	4	5	13	14
Williston	11	19	15	15	19	12	18
Totals	28	35	31	27	36	41	54

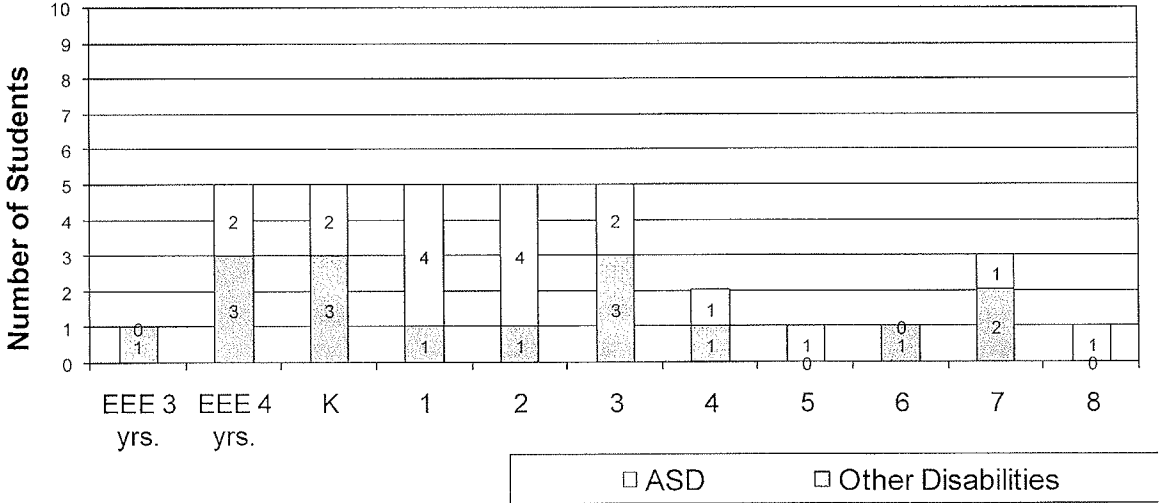
Williston and St. George have 40% of the total in CSSU

# Early Essential Education EEE-THE NUMBERS

	CCS	HCS	SCS	WSD
STUDENTS WITH DISABILITIES	9	13	21	22
NON-DISABLED PEERS	5	9	12	23
CURRENT STAFF	.8 T .4 SLP	1 T .8 SLP	1 T 1 SLP	2T 1.8 SLPs

# Students with Intensive Needs

Students by Grade 2009-10



# Autism Spectrum Disorder

Includes PDD – NOS, Autistic Disorder, Aspergers

- Neurological Disorder whose cause remains unknown
- Life long effects in social interaction, ability to communicate and establish relationships
- Currently have 18 students on the Spectrum.
- Research shows that almost half of children receiving intensive early intervention have made marked progress
- Research supports effectiveness of intensive early education, birth through 8

## Alternative Classroom Program for Students with Challenging Behaviors

- Initiated as an effort to avoid outside placements for students.
- Modeled after Baird classroom
- Two teachers, .5 Social Worker, Two para educators – current cost \$228,961
- 6-9 students - Currently seven students
- One Baird placement is \$41,269
- This would have cost Williston \$288,883

## Alternative Program Entrance Criteria:

Students who:

- meet Special Education guidelines under ED;
- have demonstrated an inability to succeed in class because of extreme behavioral/emotional difficulties; and
- would benefit from intensive support services such as social skills training, relationship skills, support groups and intensive home/school services.

## **Alternative Program Exit Criteria:**

Students who have:

- met expectations for at least four weeks on Independent level;
- graduated from 8th grade; or
- demonstrated needs beyond the capacity of the Alternative Program.

# PARA EDUCATORS

	EEE	K	1-4	5-8	FY06	FY07	FY08	FY09	FY10
General		4	13	11.5	35	29	29	29.5	28.5
Intensive		3	10.2	8	13	16.5	18.5	19	21.2
Alt. Program				2	2.5	2.7	2.7	2	2
SLP			1.2	0.6	1.8	1.8	1.8	1.8	1.8
EEE	5.8				4	5.2	5.5	5.97	5.8
Totals	5.8	7.5	22.2	20.3	56.3	55.2	57.5	58.27	59.3

# PARA EDUCATORS

- Each of the six Lower Houses has two general paras
- Each of the five Upper Houses has two general paras
- There is a Speech/Language para that serves students with significant Speech/language needs in each of the campuses.

# **Guidelines for paraeducators working with students with intensive needs.**

- Student has intensive oppositional behaviors such as biting, running away and verbal and physical aggression that require chronic physical restraint.
- Student has intensive communication needs that require specialized skills such as signing, communication board and assisted technology.
- Student has intensive self-care needs such as toileting, feeding and positioning.

## PARA EDUCATOR Funding:

- We anticipate that at least 90% of the paraeducator budget is reimbursable at the rate of 50-57%.
- $\$992,072 \times 90\% = 892,864 \times 52\% = \$464,289$  reimbursement

## recent initiatives

- Math lab, language labs in middle school.
- ILAUGH training- Social thinking, perspective taking
- Social worker connected to the Alt. Program
- Kurzweil and Lexia technology
- Core Cognitive Deficit Training for Special Educators to identify students with Learning Disabilities
- SARA- Sustained Approach in Responding to Autism
- Parent support group for Aspergers Disorder
- After school social group by direction center

## HOW CAN WE REDUCE THE COST OF SPECIAL EDUCATION IN THE FUTURE?

- ❖ Look for ways to reduce the need for referrals to special education.
  - ✓ Collaborate with classroom program to build capacity to meet needs of all students: Response to Instruction, Positive Behavior Support, Universal Design rather than Inclusion.
- ❖ Continue to look for ways to be more cost effective in the provision of special education services.
  - ✓ Focus resources on EEE
  - ✓ Work to further reduce our dependence on unlicensed instructional staff.
  - ✓ Use consultants for training to build capacity so that staff can build expertise in house.
  - ✓ Collaborate with Chittenden County Region to address issues related to students with Autism.

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!