



**ROSLYN PUBLIC SCHOOLS
OFFICE OF PUPIL PERSONNEL**

**BUDGET
DEVELOPMENT**

2007-2008

March 1, 2007



SPECIAL EDUCATION DATA

	Enrollment	Total Classified	Percent Classified
Heights	364	28	7.6%
East Hills	522	73	13.9%
Harbor Hill	579	53	9.1%
Middle School	798	88	11.1%
High School	1,125	88	7.8%
Out of District		53	1.6%
Total	3,388	383	11.3%



SECTION 504 DATA

	Number of Students	% of Total Enrollment
Heights	1	.2%
East Hills	9	1.3%
Harbor Hill	14	2.6%
Middle School	25	3.1%
High School	60	5.3%
Out of District		
TOTAL	109	3.2%



DISTRIBUTION OF SPECIAL EDUCATION STUDENTS BY EDUCATIONAL CLASSIFICATION

○ Other Health Impairment	29%
○ Learning Disability	28%
○ Speech Impairment	17%
○ Autism	11%
○ Multiple Disabilities	7%
○ Emotional Disability	4%
○ Other Classifications	4%
• Mental Retardation	
• Deafness	
• Hearing Impairment	
• Visual Impairment	
• Orthopedic Impairment	
• Deaf-Blindness	
• Traumatic Brain Injury	



CONTINUUM OF ELEMENTARY SPECIAL EDUCATION PROGRAMS

RELATED SERVICES ONLY

- Speech Language
- Occupational Therapy
- Physical Therapy
- Counseling
- Adaptive Physical Education

RESOURCE ROOM

- Adjunct to general education program to provide academic and skills assistance to students
- Students typically display deficits in one or more areas (e.g. reading, writing, comprehension)
- 5:1 ratio
- Minimum of 180 minutes per week
- 5 x week



CONTINUUM OF ELEMENTARY SPECIAL EDUCATION PROGRAMS (continued)

RESOURCE ROOM WITH TEACHER ASSISTANT IN MAINSTREAM CLASS

- Students demonstrate increased behavioral and academic difficulties
- Students attend resource room five to ten periods per week
- Teacher Assistant supports these students who are clustered in a mainstreamed class

CLUSTER CLASS

- Students have a moderate to significant learning difficulties
- 10:1:1 ratio (10 students, 1 teacher, 1 teaching assistant)
- Small group direct instruction in reading, writing, and math
- Special Education teacher uses a 2_ hour block of instructional time to address core deficits
- Students are mainstreamed for the remainder of the day and are provided related services during this time



CONTINUUM OF SECONDARY SPECIAL EDUCATION PROGRAMS

Middle and High School

RELATED SERVICES ONLY

- ❑ Speech Language
- ❑ Occupational Therapy
- ❑ Physical Therapy
- ❑ Counseling
- ❑ Adaptive Physical Education

RESOURCE ROOM

- 5:1 ratio
- 5 x week
- Minimum of 180 minutes per week



CONTINUUM OF SECONDARY SPECIAL EDUCATION PROGRAMS (Continued)

CO-TEACHING CLASSES

- ❑ Special education students are fully included in mainstreamed classes co-taught by a mainstreamed teacher and a special education teacher
- ❑ The classes are available to students who are able to succeed in a mainstreamed environment with direct support in the classroom by a special education teacher

CO-TEACHING WORKSHOP

- ❑ Support class for students who are placed in Co-Teaching academic classes
- ❑ 12:1:1 ratio
- ❑ Pre-teaching and re-teaching of content area subjects



CONTINUUM OF SECONDARY SPECIAL EDUCATION PROGRAMS

continued

MIDDLE SCHOOL

SELF-CONTAINED PROGRAM

- ❑ Middle School – this program is designed for special education students who have moderate to significant academic deficits
- ❑ The program is departmentalized with self-contained classes available in English, Math, Social Studies, and Science
- ❑ The expectation is that students in the self-contained class will work towards an academic diploma

SKILLS FOR LIFE PROGRAM

- This program is designed to meet the needs of students working towards an IEP diploma
- The goals of the program are to enhance functional academic, social, and vocational skills
- A full academic program is provided in the context of life skills and independent functioning



CONTINUUM OF SECONDARY SPECIAL EDUCATION PROGRAMS

continued

HIGH SCHOOL

SUBJECT SPECIFIC SPECIAL EDUCATION CLASS

- ❑ This program is designed to support the academic and social needs of students in order to meet the demands of the high school curriculum
- ❑ The program is taught by a special education teacher who modifies the curriculum and paces instruction in a manner that will meet the individual needs of the student with moderate to severe academic weaknesses
- ❑ A support class will be provided to assist the students in developing social and organizational skills and provide assistance with integration to the high school environment

LIFE SKILLS PROGRAM

- This program is designed to meet the needs of students working towards an IEP diploma
- The goals of the program are to enhance functional academic, social, and vocational skills
- A full academic program is provided in the context of life skills and independent functioning
- At the high school there is an emphasis on vocational activities, that include a work-study program



GOALS AND INITIATIVES

Develop a continuum of special education services

- ❑ Create opportunities for all students K-12
- ❑ RTI- Response to Intervention
- ❑ Specialized programs in middle and high school
- ❑ Coordination of out of district placements

Assistive Technology (“Low Tech”)

- ❑ Providing alternatives to promote self reliance and independence

Revenue

- ❑ 2006-2007-Five out-of-district students attending Roslyn programs. (\$398,810.00)
- ❑ Monitor Medicaid and STAC tuition reimbursement



BUDGET

	2006-2007	2007-2008
EQUIPMENT	\$8,000.00	\$10,100.00
FURNITURE	\$3,500.00	\$3,300.00
TEXTBOOK	\$4,700.00	\$6,200.00
SUPPLIES	\$22,068.00	\$22,000.00



OTHER CONTRACTED SERVICES

(Nursing Services, Occupational Therapy, Physical Therapy,
ABA, Consultation and other related services)

2005-2006	\$2,052,001.00	(2250-400-03-0000-000)	
2006-2007	\$2,475,170.00	(2250-400-03-0000-000)	
Difference	\$423,169.00		
Percent Change:	+20.6%		
2006-2007	\$2,475,170.00	(2250-400-03-0000-000)	
2007-2008	\$1,454,374.00	(2250-430-03-9000-307)	contracted services
	\$200,000.00	(2250-471-03-9000-307)	non-BOCES Public
	\$922,940.00	(2250-472-03-9000-307)	non-BOCES Private
TOTAL:	\$2,577,314.00		
Difference:	\$101,144.00		
Percent Change:	+4.1%		



BOCES

2005-2006	\$1,378,988.00	(2250-490-03-0000-00)
2006-2007	\$1,408,835.50	(2250-490-03-0000-00)
Difference:	\$29,847.50	
Percent Change:	+2.1	

2006-2007	\$1,408.835.50	(2250-490-03-0000-00)
2007-2008	\$1,408.835.50	(2250-490-03-9000-307)
Difference:	\$0.00	
Percent Change:	0.0	