





Hastings-on-Hudson

Advancing SPED for Hastings Students

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Bill McKersie, Ph.D., Superintendent of Schools
Maureen Caraballo, Business Official
Laura Sullivan, Director of Special Education
Tesfa Stewart, Assistant Director of Special Education



Presentation Outline

- I. District Budget
 - A. Overview
 - B. Drivers
- II. Advancing Special Education for Hastings Students
- III. Administration & Staff Modifications for 2022-23
- IV. Strategic Step – Program Review
- V. SPED Historical Budget – Seven Years
- VI. SPED Budget Drivers FY 23

District Budget

I-A. Budget Overview Updated-April 4, 2022

APPROPRIATIONS	ADOPTED BUDGET 2021/22	ESTIMATED END OF YEAR 2021/22	PRELIMINARY BUDGET 2022/23	BUDGET CHANGE	
General Support	\$4,820,931	\$4,957,400	\$5,106,256	\$285,325	5.92%
Instruction	\$32,853,290	\$31,961,850	\$34,291,674	\$1,438,384	4.38%
Pupil Transportation	\$1,372,700	\$1,450,500	\$1,499,505	\$126,805	9.24%
Undistributed	\$13,776,990	\$13,442,610	\$14,924,283	\$1,147,293	8.33%
TOTAL	\$52,823,911	\$51,812,360	\$55,821,718	\$2,997,807	
% BUDGET CHANGE					5.68%
REVENUES	ADOPTED BUDGET 2021/22	ESTIMATED END OF YEAR 2021/22	PRELIMINARY BUDGET 2022/23	BUDGET CHANGE	
State Aid	\$5,708,311	\$5,825,000	\$6,403,146	\$694,835	12.17%
Misc. Receipts	\$1,275,000	\$2,350,000	\$1,675,000	\$400,000	31.37%
Appropriated Balance	\$534,843	\$534,843	\$854,843	\$320,000	59.83%
Retirement Reserve	\$650,000	\$650,000	\$850,000	\$200,000	30.77%
Reserve for Tax Certiorari	\$100,000	\$100,000	\$100,000	\$0	0.00%
Property Taxes	\$44,555,757	\$43,857,084	\$45,938,729	\$1,382,972	3.10%
Total Receipts	\$52,823,911	\$53,316,927	\$55,821,718	\$2,997,807	5.68%
% TAX LEVY CHANGE					3.10%
Assessed Valuation	\$2,051,718,310		\$2,154,060,446 *	\$102,342,136	
Tax Rate	\$21.71		\$21.33	-\$0.38	
Tax Rate Change				-1.75%	

*Assessed valuation is subject to change.

I-B. Budget Drivers

Total Budget Increase for 2022-23 School Year of \$2.9 Million Dollars 5.68% increase

Approximately 75% Driven by:

- Salary Costs/Contractual Increases –
 - \$860k / 29%
- First debt installment of new bond will be approximately –
 - \$870k / 29%
- Special Education OOD costs and contractual services –
 - \$504k / 17%

I-B. Budget Drivers

Total Budget Increase for 2022-23 School Year of \$2.9 Million Dollars

Remaining 25% Driven by:

- Bussing service increase – \$126k
- Increase in contribution for the Teachers Retirement System – \$200k
- Overall inflation that is running at 4-5% for contractual services and other increases – \$200k
- Contractual expenses for Professional Learning, Strategic Planning and Architectural Services – \$150k
- Increase of 25% to District utility bills. – \$90k
- Increase in technology expenses for software and services – \$50k



Special Education

II. Advancing SPED for Students & Professionals

Our Commitment –

- Moral, ethical and legal obligation to educate all students to the full extent of their interests and talents.
- Dedicated to inclusive learning models to support the needs of all students.
- Continuous improvement so professionals and families collaborate for the benefit of students.

Immediate Steps to Foster Commitment –

- Propose 2023 Budget that meets students needs and optimizes district resources (staffing, time and finances).
- Modify administration and direct service to better meet student and family needs.

Strategic Steps to Foster Commitment –

- Launch an inclusive and efficient Program Review. First focus will be on the “program reviews” by Katzman and Inclusive Schooling.
- Deliver an Action Plan for BOE and community review by early Fall 2022.

III. Administration and Staff Modifications for FY23

1. Appoint a second Assistant Director for SPED
2. Establish inclusion management as a priority of administration
 - a. Return the Teacher Inclusion Facilitator role to the classroom
3. Continue SPED Coordinators (Schedule B)
4. Discontinue SPED Department Chair (Schedule B)
5. Modify Teacher Assistant and Teacher Aide Levels
 - a. Proposed budget shows a reduction in teacher assistants due to reduction in sections, students that will be leaving the district and plans to deploy staff to support students more efficiently.

Appoint a Second Assistant Director for SPED

Rationale – Part I

In June 2017, Urban Collaborative submitted a Review of Special Education to the Hastings-on-Hudson School District. This review included areas of strength and areas of improvement. As per Dr. Lauren Katzman, *“In the Central Office collaborative structures are evident; however, collaborative practices are informal, creating a disconnect between special education and general education.”*

Specific recommendations to this statement included the following:

Appoint a Second Assistant Director for SPED

Rationale – Part I

- Recommendation 1b: Structure the Special Education Department to promote more effective and efficient support to schools.
- Recommendation 2a: Develop a human capital strategy to provide appropriate staffing where needed, training, and professional development district-wide.
- Recommendation 5a: Develop high-quality and inclusive instruction within a multi-tiered system of supports (MTSS).
- Recommendation 5b: Focus special education services on reducing the gap between students with and without disabilities in Hastings School District.

Appoint a Second Assistant Director for SPED

Rationale – Part II

Increase district-wide planning, management and student support:

- Assistant Director in the Farragut Complex and at Hillside.
- Strategic Planning & Implementation – Second Assistant Director would increase capacity for working with professionals and families to refine special education best practices across the district.
- Management of Essential Family, Student and Staff Processes – In addition to overseeing individual programs for over 300 students, currently chair over 200 meetings per year: initial CPSE/CSE meetings, reevaluation CSE meetings, 80% of parentally-placed CSE meetings, program reviews, and annual reviews.
- Staff Supervision & Coaching – Provide staff increased support to address student and family needs.
- Communication – Part of the job description would be to meet regularly with teachers in each building and facilitate opportunities for district-wide collaboration
- COVID-19 Impact Response – Increase in student needs due to academic, emotional and psychological impact of COVID-19. Supporting families with these concerns.

Appoint a Second Assistant Director for SPED

Rationale - Part III: Responsibilities - Shared & Distinct

- CSE Chairperson
- CPSE Liaison and Chairperson
- CSE and CPSE Site Visits
- Collaboratively design, implement and supervise District-wide Continuum of Services
- Engage in follow up support provided to schools in implementation of behavior and academic interventions
- Ensures a system of student progress monitoring is current and recorded with fidelity
- Work with the district Data Coordinator to analyze performance of students with learning needs and revise goals, if needed.

Appoint a Second Assistant Director for SPED

Rationale - Part III: Responsibilities – Shared & Distinct

- Review, approve and write IEP amendments
- Meet with building level teams on a regular basis to ensure implementation of IEP's
- District Wide Inclusion management
- Supervise Teaching Assistants and Teacher Aides
- Conduct Teacher Observations
- Transition Coordination
- 504 Compliance Officer
- McKinney Vento Liaison
- Liaison for Out of District Placements and Parental Placements
- Assistive Technology Evaluator
- CPI Certified Instructor

Appoint a Second Assistant Director for SPED

Rationale - Part III: Responsibilities – Shared & Distinct

- Monitor state reporting and assigned Indicators
- Liaison for MTSS and Special Education
- Work with Building Administrators to strengthen their Building's MTSS Teams and implementation of interventions
- Identify needs for additional training/support and Provide Professional Learning opportunities
- Work collaboratively with Director of Equity and Inclusion
- Collaborate with families and community
- Publish "Special Education Today" newsletter
- Support the development of the district's annual special education budget
- Other duties, as assigned.

Assistant Director for SPED – Budget Impact FY23

Financial Model – Reduction in Cost to Annual Budget

1. Return the Teacher Inclusion Facilitator role to the classroom.
 - a. Turnover in classroom SPED teachers is providing an open FTE line.
2. Discontinue SPED Department Chair (Schedule B)
3. Federal Grant Funds of \$65,000 for 2022-23.

This model equates to a decrease of \$30,000 in the current budget proposal.

SPED Staffing Adjustments

Teacher Assistants (TAs) in ICT Classrooms in grades 2-5.

- ICT will still exist. It is highly valued as an educational approach in Hastings. The number of ICT sections will not be reduced unless student numbers warrant it.
- Every ICT class will still have a 1.0 general education teacher and 1.0 special education teacher.
- In grades 2-5, ICT classes will have 0.5 instead of a 1.0 Teaching Assistant. The grades will work collaboratively to split the time to best meet students' needs.
- The change provides for necessary financial efficiency. The total savings will be \$375,000.
- Nobody is losing a job – directly affected staff will have the opportunity to remain in the district due to retirements or resignations.

SPED Staffing Adjustments – Continued

Developmental Rationale:

- We must foster more independence as students move through the school system. We want to provide a gradual release of responsibility.
- With the modification in the number of professionals ICT classes (grades 2-5), we would increase independence as students become older, since starting in 6th grade there are no teaching assistants.
- For K-1, we are keeping the TAs full-time. We will re-evaluate the TA role in K-1 during 2022-23 as to the developmental pros and cons for our youngest students.

SPED Staffing Adjustments – Continued

Deployment of Staff Resources Rationale:

- We need to optimize the staff roles and responsibilities. We are confident that we can redeploy staff to more effectively cover essential responsibilities.
- Currently, our teaching assistants are being used for other staffing purposes, such as general supervision, which is a common practice regionally when there are challenges with staffing. TAs have also been covering teacher absences.
- Focusing teaching assistants as instructional resources is essential. Consistency will be maximized: the TAs will most likely not be pulled from classroom duties, allowing more predictable instructional support for students.
- During the pandemic, we increased the monitors, providing greater staffing flexibility. It is a better approach to use the monitors for general supervision.

Even with the proposed adjustments our staffing ratio in our ICT classrooms exceeds our regional neighbors.

IV. Strategic Step – Program Review

Purpose and Philosophy

The Office of Special Education is dedicated to building appropriate inclusive learning models to support the needs of all of our students. We are committed to continuous improvement to help support all parties that are working within our community. To this end, we will take a deep dive into our past to help guide our future. During this and next school year, we will establish a planning committee to finalize a program review process, analyze data and design individual best practices for our school district.

IV. Strategic Step – Program Review

Developing a Strategic Plan for Improvement

Guiding Priorities:

- Commitment to continual improvement
- Enhance coherence
- Strengthen program and approaches
- Embracing inclusive practices
- Maximize continuum of services

IV. Strategic Step – Program Review

Process and Key Action Steps

- Establish a committee representative of diverse stakeholders
- Determine monthly after school meeting dates and summer work
 - Budget has been earmarked through special education (\$10,000)
- Finalize the review process and plan
- Review of Katzman and Inclusive Schooling Reports
 - Focus on major recommendations of both Urban Collaborative and Inclusive Schooling reports
- Analyze data and previous improvement efforts
- Conduct gap analysis related to each recommendation and ongoing improvement efforts
- Investigate opportunities for further growth

IV. Strategic Step – Program Review

Intended Outcomes

- Prioritize recommendations and areas for further investigation and improvement.
- Develop an action plan, including timeline for deliverables and measures of progress.

Timeline

- Program Review – Spring 2022 - December 2022
- Report to BOE and Community – January 2023
- Implementation and Ongoing Review & Modifications – January 2023 Onward

V. SPED Budget Details – Historical & Current

- A. SPED Historical Budget – Seven Years

- B. SPED Budget Drivers FY 23

Special Education Budget History - Part 1

School Year	Actual Expenses Special Education & Psychology	Change in budget	School Age Students	Enrollment percentage change	Classification Rate	CPSE
2015-16	6,401,591.69	10.81%	180	1.69%	10.3	
2016-17	6,591,973.09	2.97%	206	14.44%	11.6	
2017-18	7,384,551.55	12.02%	224	8.74%	12.6	
2018-19	7,783,944.93	5.41%	240	7.14%	14	
2019-20	7,983,692.31	2.57%	243	1.25%	14	32
2020-21	8,485,285.71	6.28%	256	5.35%	16.1	32
2021-22*	9,072,398.83	6.92%	251	-1.95%	15.5	0
2022-23	9,681,569.00	6.71%	250	-0.40%	15.2	0

*Estimated End of Year

Special Education Budget History (Percentage within the Total Budget) – Part 2

School Year	Total General Fund Expenses	Actual Expenses Special Education & Psychology	Total Transportation Special Education	Total Benefits Special Education & Psychology	Total Special Education & Psychology Expenses	Percent of Total General Fund Expenses
2016-17	44,871,909.14	6,591,973.09	619,502.12	1,652,350.32	8,863,825.53	19.75%
2017-18	47,234,569.80	7,384,551.55	691,909.21	1,607,067.52	9,683,528.28	20.50%
2018-19	49,084,461.22	7,783,944.93	735,347.60	1,657,649.84	10,176,942.37	20.73%
2019-20	50,037,090.67	7,983,692.31	503,847.83	1,585,611.11	10,073,151.25	20.13%
2020-21	50,489,094.34	8,485,285.71	503,534.54	1,619,395.72	10,608,215.97	21.01%
2021-22*	50,726,248.07	9,072,398.83	727,035.37	1,942,842.34	11,742,276.54	23.15%
2022-23	55,821,718.00	9,681,569.00	761,550.00	1,956,936.45	12,400,055.45	22.21%

*Estimated End of Year

SPED Budget Overview FY 23



FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PRELIMINARY BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL EDUCATION</u>					
2250.150	Instructional Salaries	\$4,243,390	\$4,100,000	\$4,323,330	\$79,940	1.88%
2250.150	Instructional Salary- Teaching Assistants	\$657,178	\$775,000	\$557,906	(\$99,272)	(15.11%)
2250.160	Non-Instructional Salary	\$729,135	\$800,000	\$800,724	\$71,589	9.82%
2250.200	Equipment	\$15,000	\$5,000	\$30,000	\$15,000	100.00%
2250.400	Contract Services District (includes District based related services)	\$662,796	\$615,000	\$1,043,862	\$381,066	57.49%
		\$662,796	\$615,000	\$1,043,862	\$381,066	57.49%
2250.450	Supplies Special Education	\$28,050	\$18,500	\$32,400	\$4,350	15.51%
		\$28,050	\$18,500	\$32,400	\$4,350	15.51%
2250.470	Tuition and Related Services	\$1,558,000	\$1,300,000	\$1,415,360	(\$142,640)	(9.16%)
	County Maintenance				\$0	0.00%
	Homebound Tutoring	\$15,000	\$5,000	\$15,000	\$0	0.00%
	Settlements	\$350,000	\$350,000	\$250,000	(\$100,000)	(28.57%)
		\$1,923,000	\$1,655,000	\$1,680,360	(\$242,640)	(12.62%)
2250.480	Textbooks	\$0	\$5,000	\$0	\$0	0.00%
		\$0	\$5,000	\$0	\$0	#N/A
2250.490	BOCES					
	Tuition & Related Services	\$120,000	\$85,000	\$380,000	\$260,000	216.67%
	Career Technical	\$80,000	\$80,000	\$114,000	\$34,000	42.50%
		\$200,000	\$165,000	\$494,000	\$294,000	147.00%
	TOTAL SPECIAL EDUCATION	\$8,458,549	\$8,138,500	\$8,962,582	\$504,033	5.96%

SPED Budget Drivers FY23

The current year-over-year increase in the Special Education budget is \$504,033 (5.96%) increase. The major drivers of this increase include:

1. A total of \$125,000 is for services that the District is mandated to provide to students attending the Hudson Lab school. Although we do bill for these expenditures back to the home districts, the expense needs to be recognized in our budget.
2. Out-of-district tuition costs total approximately \$120,000.
3. Contract for a behavioral specialist and other contractual increases (OT) that work in the District, totaling \$200,000.
4. The remainder of the increase is for contractual increases.

Discussion