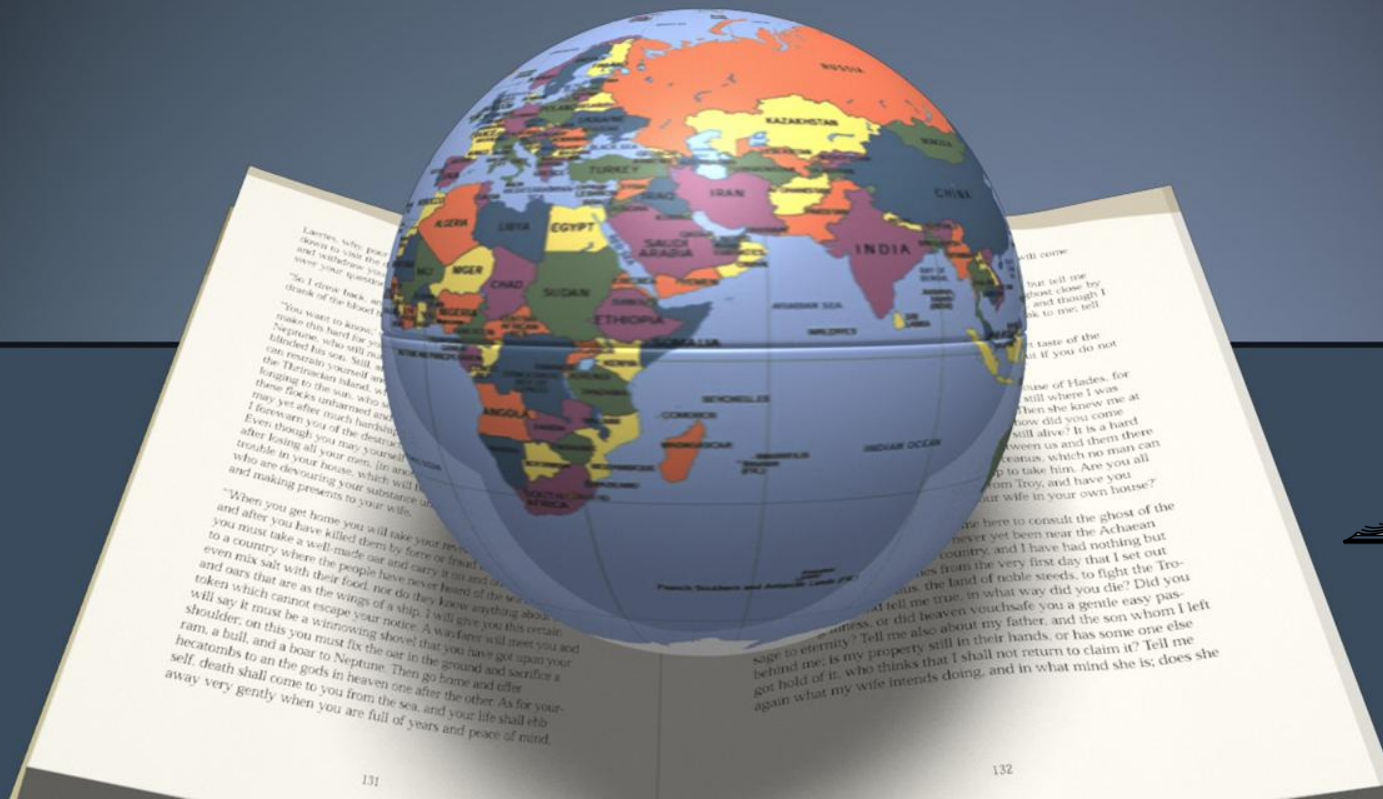
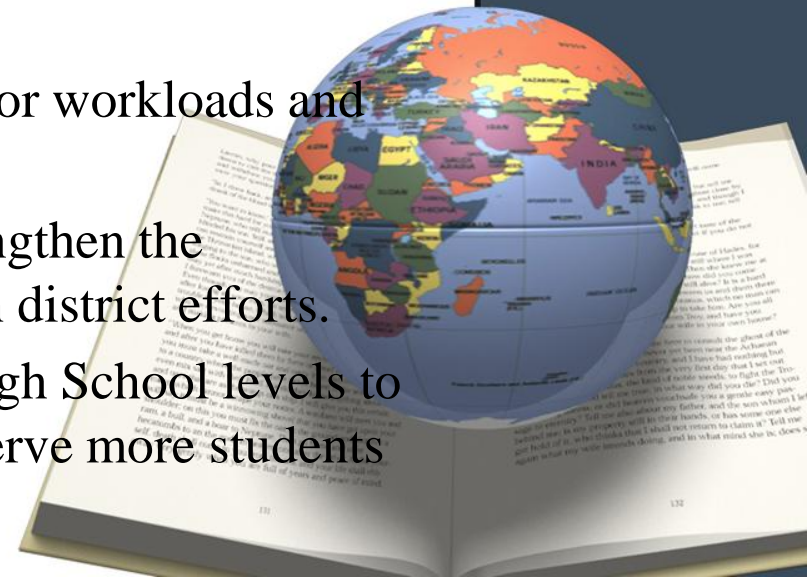


2011-2012 Special Education and Pupil Personnel Budget (pages 88-98)



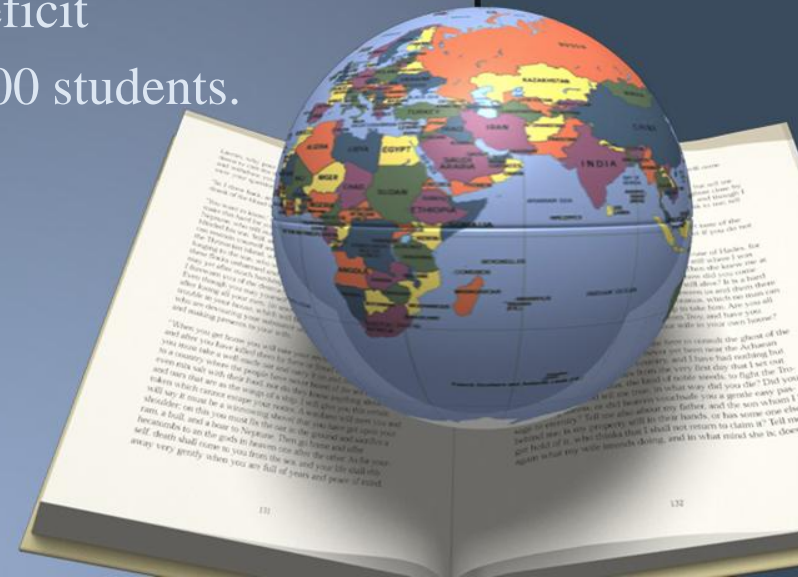
District and Community Partners Opportunities Review

1. Continue to develop district wide model for remediation and intervention which blurs the line between special and regular education (RTI/SRBI) (unfunded mandate)
2. Align the role and schedule of paraprofessionals in support of the district wide theory of action for remediation and intervention.
3. Review and rethink the use of non-therapeutic contracted services.
4. Create staffing criteria and guidelines for workloads and caseloads including related services.
5. Allocate district wide resources to strengthen the interactions with parents and support in district efforts.
6. Expand programs at the Middle and High School levels to reduce out of district placements and serve more students in the community.



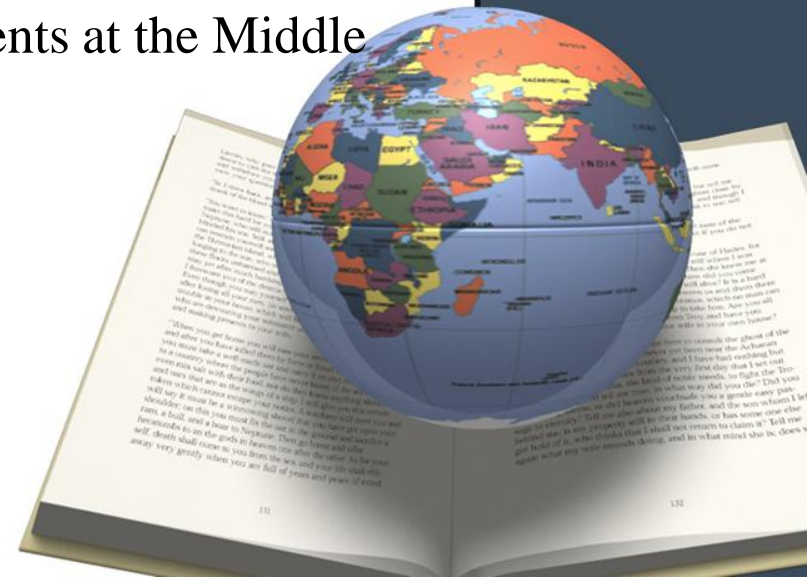
Current Special Education/504/Intervention Students

- Special Education Students: 245
 - More significant Disabilities – 63 – 25.7%
 - Learning Disabilities-85
 - Speech and Language -41
 - Attention Deficit – 29
 - Other Health Impaired- 27 Total-182 -74.3%
- 504 Students- 112 - Primarily Attention Deficit
- Intervention Students- approximately 80 -100 students.



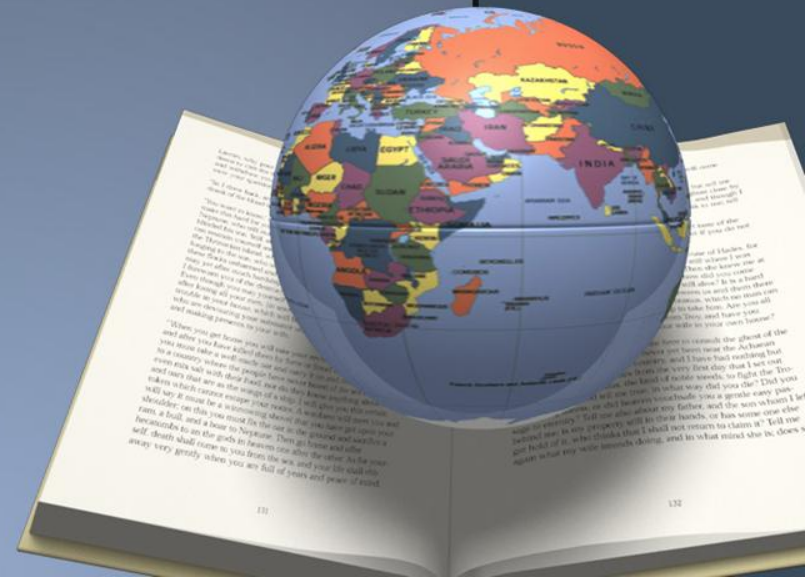
Restructuring Needs

- Building based support for struggling student needs in the areas of intervention and special education at the elementary level.
- Further development of the “Life Skills” programs to provide a district wide curriculum model.
- Provide for accurate data collection and monitoring at the building, district and state level.
- Addressing the needs of struggling students at the Middle and High School level.



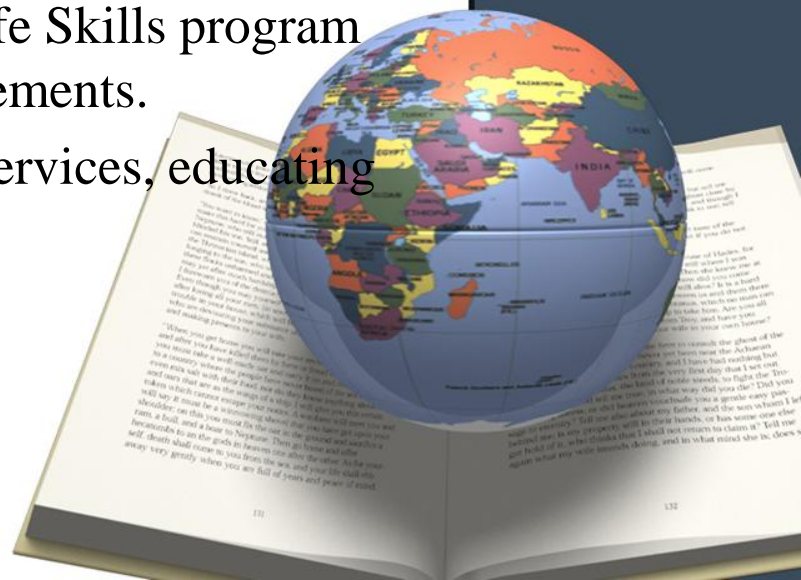
Special Education Fiscal Implications

- SPED/SRBI Specialist at the elementary level. (DCP funding, decrease in Para-position, decrease in subs)
- District Life Skills Specialist. (Eliminate ed. evaluator , combine with Transition Coordinator)
- Decrease in equipment needs.



Special Education Future Planning

- Addressing the role of the Para-Professional in the district to provide more effective services.
- Developing a district “Speech Center” to provide autistic students after hour services. Utilizing this center for parent training. Decreases the need for contracted speech services and home service hours.
- Expand High School program options to address the needs of struggling students and expand the Life Skills program to further decrease the need for out-placements.
- Developing specific criteria for related services, educating parents on the parameters of services.



Pupil Personnel Services Budget Implications

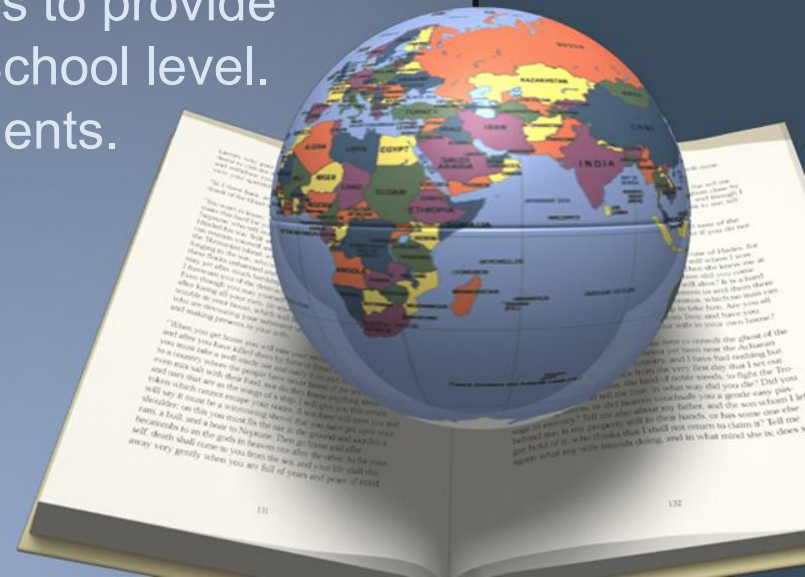
- Re-structure CASE program at the High School to begin laying the foundation for alternative programming.
- Physical Therapy Services to be delivered by district staff.
- Transfer of funding for School Social Worker position from one time grant to operating budget.
- Decreased printing and summer stipend needs.

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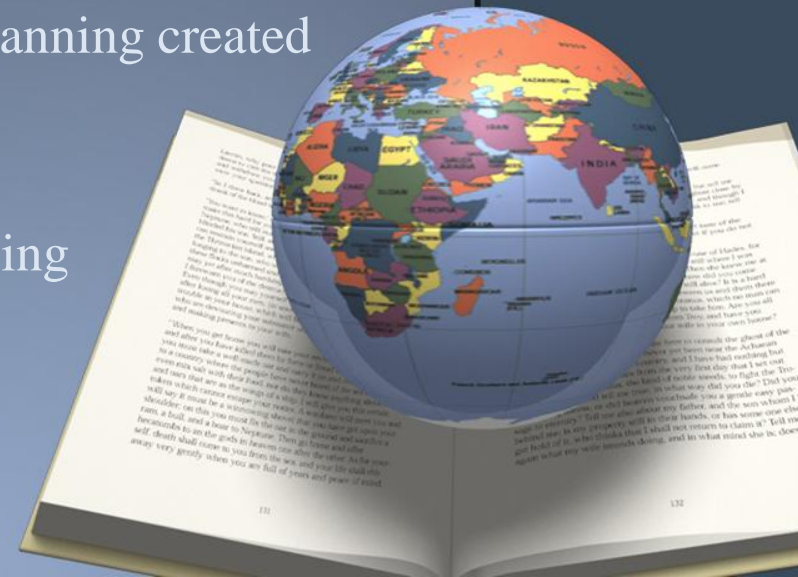
PPS Future Cost Containment

- Eliminate part time OT position at WIS and additional contracted services needed at WIS and HES and hire one full time OT.
- Decrease CCCD services by hiring a full time BCBA to service grades 3-12.
- Train School Psychologists/Counselors on more specific behavior intervention.
- Increase capacity of Para-Professionals to provide job coaching for students at the High School level. Increase job placements for these students.



Commendations

- The staff have a passion and commitment to ensure that students with special needs achieve academically, socially, and emotionally at high levels.
- The district leadership and staff are thoughtful, reflective, open minded and embrace continuous improvement.
- Achievement of students with special needs has increased in recent years.
- Savvy transportation negotiations and planning created significant cost savings.
- Bold proactive leadership, vision, and drive from the administration for improving outcomes for all students.





Questions?