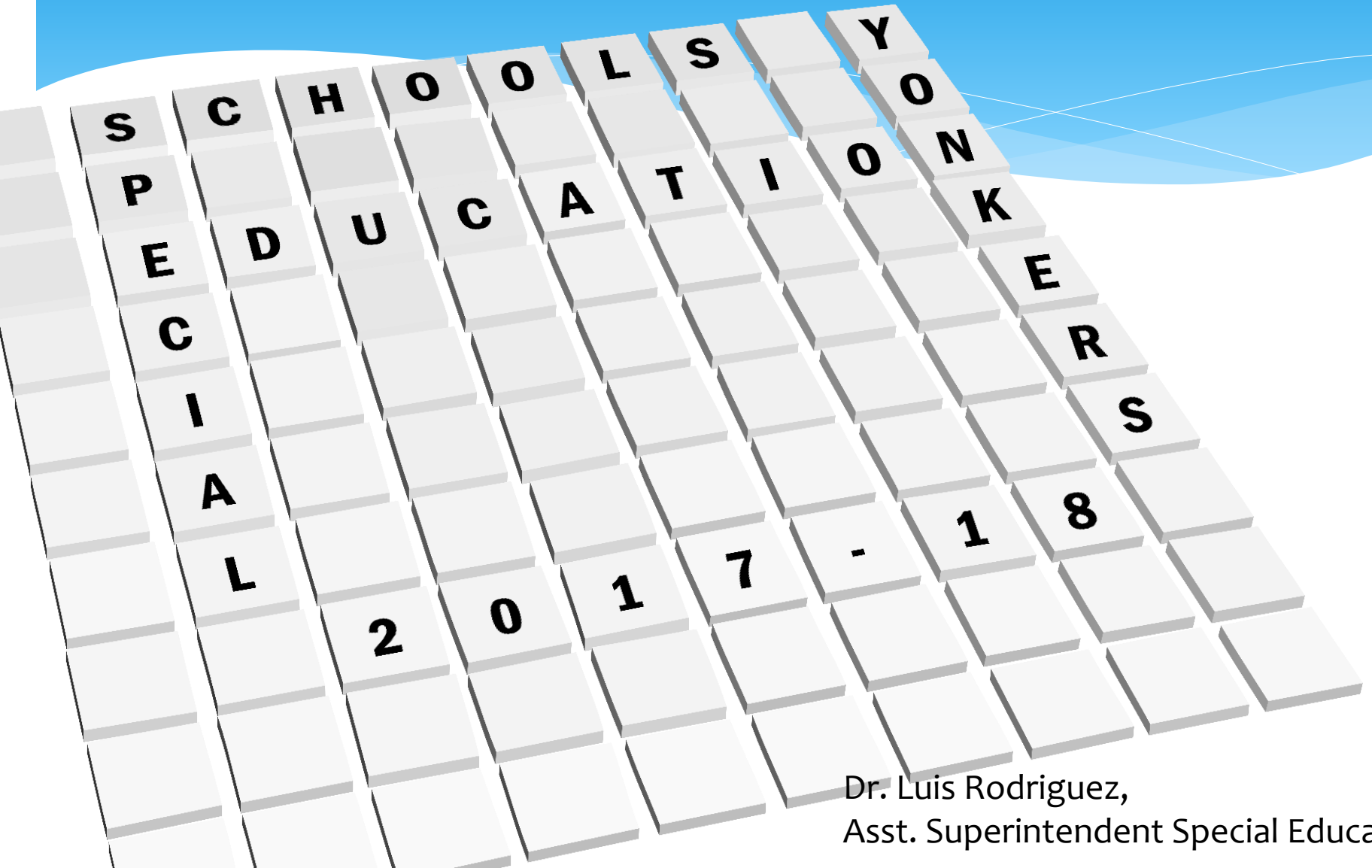


PROGRAMMATIC UPDATE



Dr. Luis Rodriguez,
Asst. Superintendent Special Education

Yonkers Public Schools Special Education & Pupil Support Services Department

Statistics

* Number of In-District school age SWDs:	4,954
* Number of pre-school SWDs:	673
* Sub-Total	5,627^①
Section 504 Plans	173
* Expedited Psychiatric Evaluations	225/Yr. Est.
* Child Abuse/Neglect Reports	420/Yr. Est.
* Suicide Prevention Interventions	120/Yr. Est.
* School Nursing Visits Completed	292,000/Yr. Est.

① Includes Out of District: 470

Yonkers Public Schools

Special Education Selected Disabilities

Classification	Ages 4-11		Ages 12-21		Totals a/o 3/14/18		Totals 2016/17	Totals 2015/16
	No.	%	No.	%	No.	%	No.	No.
Learning Disabled	340	12%	1,319	46%	1,659	29%	1,635	1,716
Speech and Language	969	35%	437	15%	1,406	25%	1,219	1,716
Other Health Impairment	472	17%	450	16%	922	16%	845	819
Emotional Disability	82	3%	259	9%	341	6%	323	336
Autism Spectrum	158	6%	176	6%	334	6%	303	269
Multiple Disabilities	43	2%	95	3%	138	2%	131	131
Intellectual Disability	23	1%	70	2%	93	2%	91	81

Special Education & Pupil Support Services Department

VARIANCES

- * Reduction of variances filed with the NYSED to exceed regulatory class size limits has been prioritized
- * Significant progress has been achieved, as table reflects
- * September through the end of January, summarizes success in reducing exceptions over the last few years

School Year	Variances
2015 - 16	176
2016 - 17	151
2017 - 18	68

Special Education & Pupil Support Services

INDICATOR 8 RESULTS – GOVERNOR’S SPP

Governor’s State Performance Plan, special education programs periodically reviewed based on indicators

- * Indicator 8 involves a parent survey developed and scored by Potsdam Institute for Applied Research
- * For YPS, 1,500 survey instruments mailed to parents of SWDs
- * Minimal required YPS parent response level for survey: 88
- * YPS actual response level: 119

NYS Performance Target:

94%

Changes with each
administration of survey

District	Positive Response
Buffalo	79.4%
Yonkers	82.9%
NYC	83.9%
Utica	84.5%
Rochester	84.7%
Syracuse	96.8%

Special Education & Pupil Support Services Department

SWD's GRADUATION RATE

- * For the 2013 Cohort, students with disabilities experienced a graduation rate of 58%
- * Rate favorably aligns with NYS average for this student population
- * YPS high schools implemented Early Warning System, monitored by administrators and counselors, throughout four year term
- * Transcripts periodically reviewed, and course work aligned, for on-time graduation

Special Education & Pupil Support Services Department

SWD's DROP-OUT RATE

- * 2013 Cohort Students with Disabilities Drop-out Rate decreased four percentage points from last year
- * Drop-out Rate five percentage points lower than NYS average
- * Various initiatives focused on keeping students in school and providing additional supports (e.g., credit recovery, extended learning opportunities after school, on Saturdays and holidays, etc.)

Special Education & Pupil Support Services Department

SPECIAL EDUCATION PROGRAM EXPANSION

- * During 2017-18, thirteen additional special education classes, spanning the elementary, intermediate and secondary levels and impacting ten schools have opened
- * Two 15:1:1; six 15:1; three 8:1:2; one 12:1:2 and one ICT programs were added
- * Throughout last three school years (2015/16 – 2017/18), thirty eight programs have been added across District schools
- * During same period, Speech, Occupational Therapy and Physical Therapy services have been increased by approximately \$2,000,000

Special Education & Pupil Support Services Department

PRINCIPAL BRIEFINGS & REFORM PLAN DEVELOPMENT

- * NYSED Regional Associates, and Department administration, briefed District Principals concerning YPS citations and District's plan for addressing same
- * Unlike other Big Four, YPS only cited for compliance, not performance
- * YPS Special Education Strategic Plan termed “shining star” by NYSED for comprehensiveness and thoughtfulness, approved without revision
- * YPS only one of Big Five to submit Special Education Strategic Plan within required timeframe

Special Education & Pupil Support Services Department

EXPEDITED RESPONSE TEAM

- * Additional measures instituted to facilitate access to special education services
- * Expedited Response Team (ERT) established
- * Members assist in covering absences of providers assigned to school buildings
- * Primary focus of ERT is reducing the back-log of cases awaiting either initial evaluation or program review
- * Additional psychologists (3 FTE), speech pathologists (2 FTE) and Special Education Facilitators (2 FTE) will supplement our staff for this purpose

Special Education & Pupil Support Services Department

CRISIS STABILIZATION PROGRAM

- *Westchester County's Crisis Prevention and Response Team calls regarding Yonkers children (31%), than regarding children living in the rest of the county (19%)
- *Grant: Westchester County Department of Community Mental Health, a clinical team (Crisis Stabilization Therapist, Family Support Specialist and Respite Crisis Specialist) assigned to provide targeted mental health support to YPS
- *Five District schools (Scholastic Academy, School 9, School 23, Boyce Thompson and YMHS) piloted

Special Education & Pupil Support Services Department

* WONDERS OF WELLNESS PROGRAM

- * Collaboration among the Montefiore Health System, Student Assistance Services and YPS, a full-time Wellness Coach position funded to support two secondary schools (Roosevelt Early College High School and Gorton High School)
- * A bi-lingual doctoral level educator, with health education specialist certification, has been recruited for position
- * Students Coached in - formulating healthy lifestyle choices concerning: nutrition, exercise, sexuality, rest, relationships, smoking and substance use, among other areas
- * Cohort I - ADHD medications, struggling with substance abuse issues and chronic pulmonary function challenges, e.g., Asthma
- * Cohort II - Absences greater than 10%, received a least one long term suspension, failed two or more content areas, referred for either psychiatric or initial special education evaluation

Special Education & Pupil Support Services Department

PARTIAL HOSPITAL PROGRAM

- * Collaboration with St. Joseph's Medical Center and Family Services of Westchester, Inc. a proposal submitted to the Westchester Community Foundation for a Partial Hospital Program at a community-based Hospital site
- * Intermediate care program aimed at students and families who have sustained complex trauma
- * Cautiously optimistic that this important resource will be funded in time for next school year

Special Education & Pupil Support Services Department

PUPIL SUPPORT TEAMS TRAINED IN FBA/BIP

- * Two full days of District-wide three day training series conducted regarding Functional Behavioral Assessments, Developing Behavior Intervention Plans and Progress Monitoring
- * 95% participants evaluated training as having relevance to their work with students
- * 100% participants indicated training provided significant (93%) or substantial (7%) skills and knowledge to improve teaching
- * 100% participants stated training could be used to significantly improve (98%) or moderately improve (2%) student performance

Special Education & Pupil Support Services Department

FBA/BIP MANUAL COMPILED

- * Committee of stakeholders (teachers, administrators, psychologists and social workers) completed Functional Behavioral Assessment and Behavior Intervention Plan Manual
- * Summarizes the processes, contains tools to facilitate its implementation and provides guidance for progress monitoring
- * Systematizes manner in which conducted throughout District

Special Education & Pupil Support Services Department

PRINCIPAL TRAINING:

- * Department developed workshop for Principals on Functional Behavioral Assessments and Behavior Intervention Plans
- * Content for workshop reviewed and approved by both RSE-TASC and NYSED
- * Better equipping Principals with understanding of process and tools should lead to better supervision at the local level
- * Facilitate addressing compliance concerns in these procedural areas

Special Education & Pupil Support Services Department

JOINT REVIEW OF MDR PROCEDURES & FORMS

- * In conjunction with Special Education Quality Assurance (SEQA) Unit of NYSED, the Department completed review of Manifestation of Disability Review process and tools
- * Resultant updated resources will inform on-going professional development efforts for affected teaching and building leadership staff
- * PD to be jointly conducted by the Special Education Department and SEQA

Special Education & Pupil Support Services Department

CHILD FIND DATABASE

- * Compiled database of incoming referrals for CSE & CPSE
- * Database includes both in-District and out-of-District sources
- * Computes number of elapsed days from the date of parental consent, for cases for which there has been an intervention, as well as for those for which there has not
- * Resulting report provides important insights into referral process
- * Reviewed on a monthly basis to help determine continuing improvement needs

Special Education & Pupil Support Services Department

TIERED INCENTIVE STIPEND FRAMEWORK

- * Settled long-standing grievance with teachers' union concerning time spent by speech, occupational and physical therapists in entering information required for Medicaid billing operations
- * YFT accepted framework that incentivizes teachers for engaging in activities that facilitate revenue capture
- * Directly correlated to practice improvement
- * Once tested and confirmed, potential exists for expanding approach to other areas

Special Education & Pupil Support Services Department

CASE MANAGER POSITION, PSYCHOLOGY, SPEECH DISTRICT EVALUATORS

- * Second Case Manager position created making scheduling of assessments and IEP meetings more efficient
- * District Evaluator ranks increased: psychologist (3 FTE) and speech (3 FTE)
- * Each District Evaluator assigned a panel of thirteen schools
- * Responsible for all initial evaluations, re-evaluations, compensatory services, back-up coverage and IEP meeting attendance, as appropriate, for their panels
- * Building-assigned providers not re-deployed for these purposes
- * Avoid creating service deficiencies, resulting in potential litigation

Special Education & Pupil Support Services Department

STUDENT OUTCOMES CONFERENCE

- * Regional Special Education Technical Assistance Center (RSE-TASC) hosting a *Student Outcomes Conference – 2018* for Putnam BOCES
- * Special Education School Improvement Specialists (SEIS), in the associated school districts, asked to showcase a school illustrating aspirational and/or achieved students with disabilities outcome goals
- * SEIS personnel, identified Boyce Thompson as the school they wish to highlight for this important recognition

EDUCATIONAL IATROGENESIS

K. Ullucci & T. Howard (2015)

- * By applying the diagnosis of poor, teachers often further wound the patient, rather than provide for a meaningful remedy.
- * Labeling our students ‘poor’ can provide an excuse for holding low expectations, lead to “blaming” them for their living circumstances, and contribute to a self-defeating prophecy for ourselves in terms of our ability to teach them.

MORE TO PONDER:

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each human gift will find a fitting place.

-Margaret Mead
Cultural Anthropologist