



Carmel Central School District

Pupil Personnel Services 2024 -2025 Budget Proposal

March 12, 2024



Mission and Vision

Mission:

The Carmel Central School District educates the whole student through partnerships to become lifelong learners in an ever-changing world.

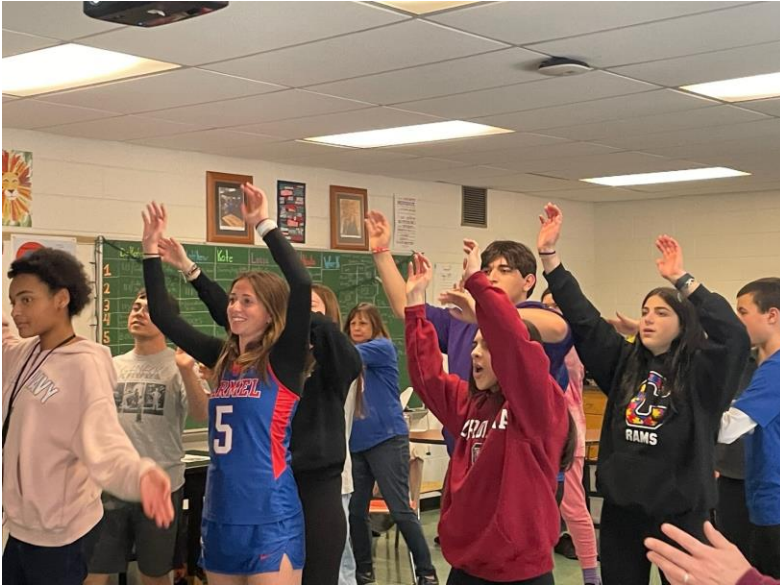
Vision:

We embrace individuality, provide opportunities for students to discover and pursue their passions and ignite a desire to learn.

Cultivating Opportunities



Our Wonderful Students!





PPS Department Annual Goals

2023-2024

- Support best practices through general education, Multi-Tiered Systems of Support (MTSS), and the continuum of special education services district-wide.
- Monitor the effectiveness, and support the successful allocation of, District resources to support the best interests of students.
- Support student growth and independence by establishing criteria for declassification through the CSE process.





PPS Focus Areas

*Ensuring equitable opportunities for **all students** through:*

- Compliance with the NYS Part 200 Regulations & the federal Individuals with Disabilities Education Act (IDEA)
- Inclusive Programming in the Least Restrictive Environment (LRE)
- Committee on Special Education (CSE) & Committee on Preschool Special Education (CPSE)
- Individualized Education Programs (IEPs)
- 504 Accommodation Plans
- Related Services
- English as a New Language (ENL) Programs and Compliance with the NYS Part 154 Regulations
- Dignity for All Students Act (DASA)
- Hospital Home Instruction
- School Nursing
- Foster Care & McKinney-Vento Homeless Assistance Act



Learning Knows No Bounds





Legal Obligations

Individuals with Disabilities Education Act (IDEA):

Federal law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

NYS Part 200 Regulations: New York State

regulations related to special education programs and services for students with disabilities.





Legal Obligations (continued)

Section 504: A **federal law** designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"



NYS Commissioner's Regulations Part 154: **New York State regulations** that hold all school districts accountable for identifying and serving English Language Learners (ELLs).

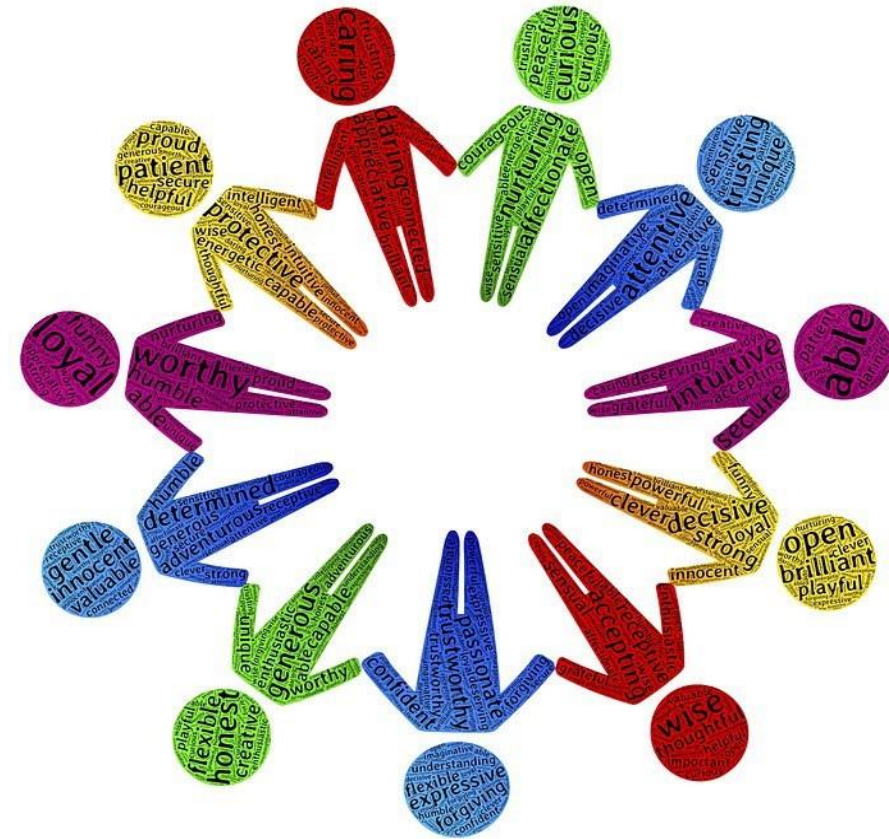


Demographics

- Total District Student Population: 3,719
- Preschool students receiving services through the **CPSE: 94**
- School-age students with IEPs, receiving services through the **CSE: 722**
- Students with **504 Accommodation Plans: 276**
- Students receiving **ENL instruction: 364**

All of the above #s current as of 2/29/24

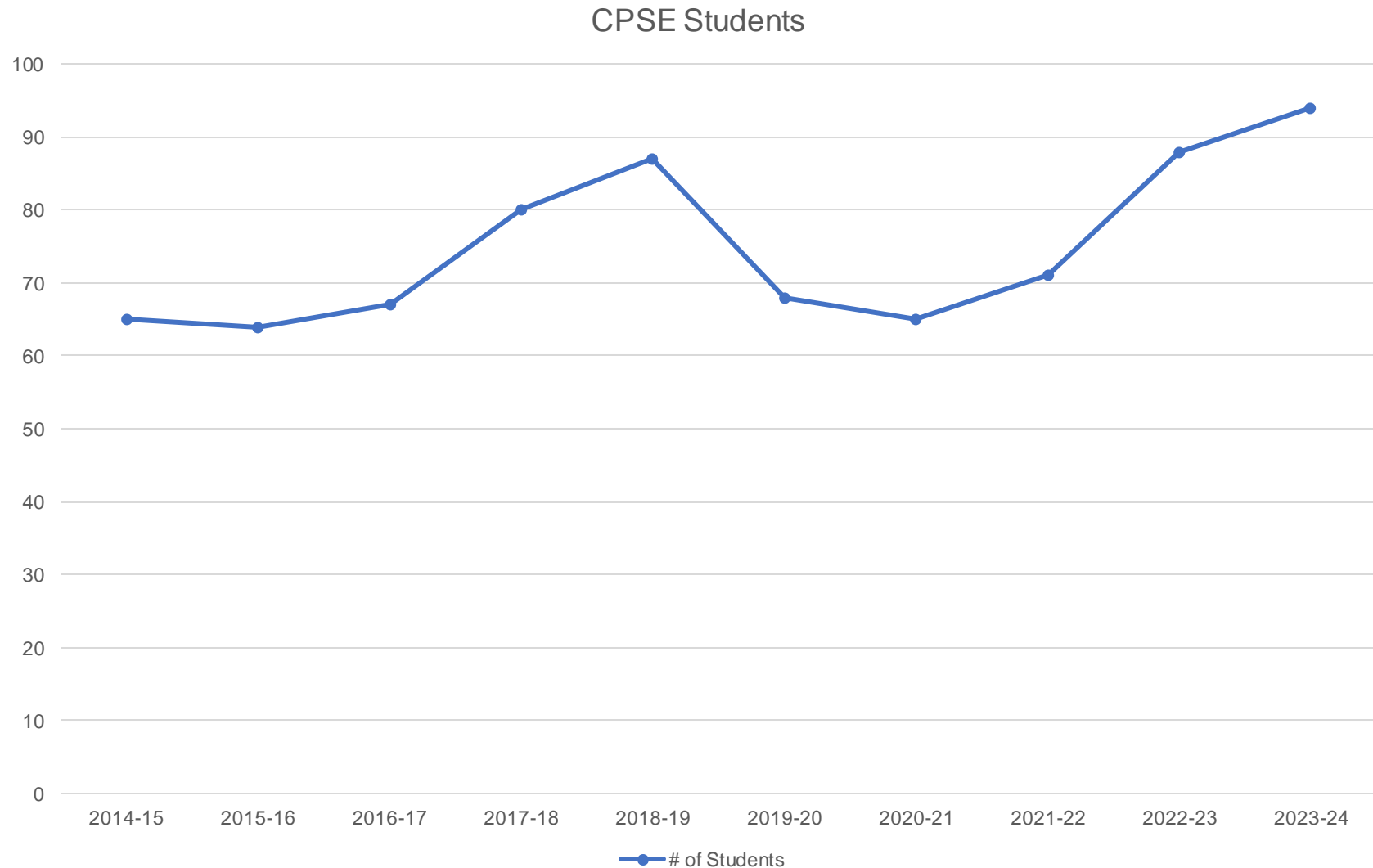
(as of 3/11/24)





Carmel CPSE Student Data – Increase Over Time

School Year	Total # CPSE students
2014-15	65
2015-16	64
2016-17	67
2017-18	80
2018-19	87
2019-20	68
2020-21	65
2021-22	71
2022-23	88
2023-24	94



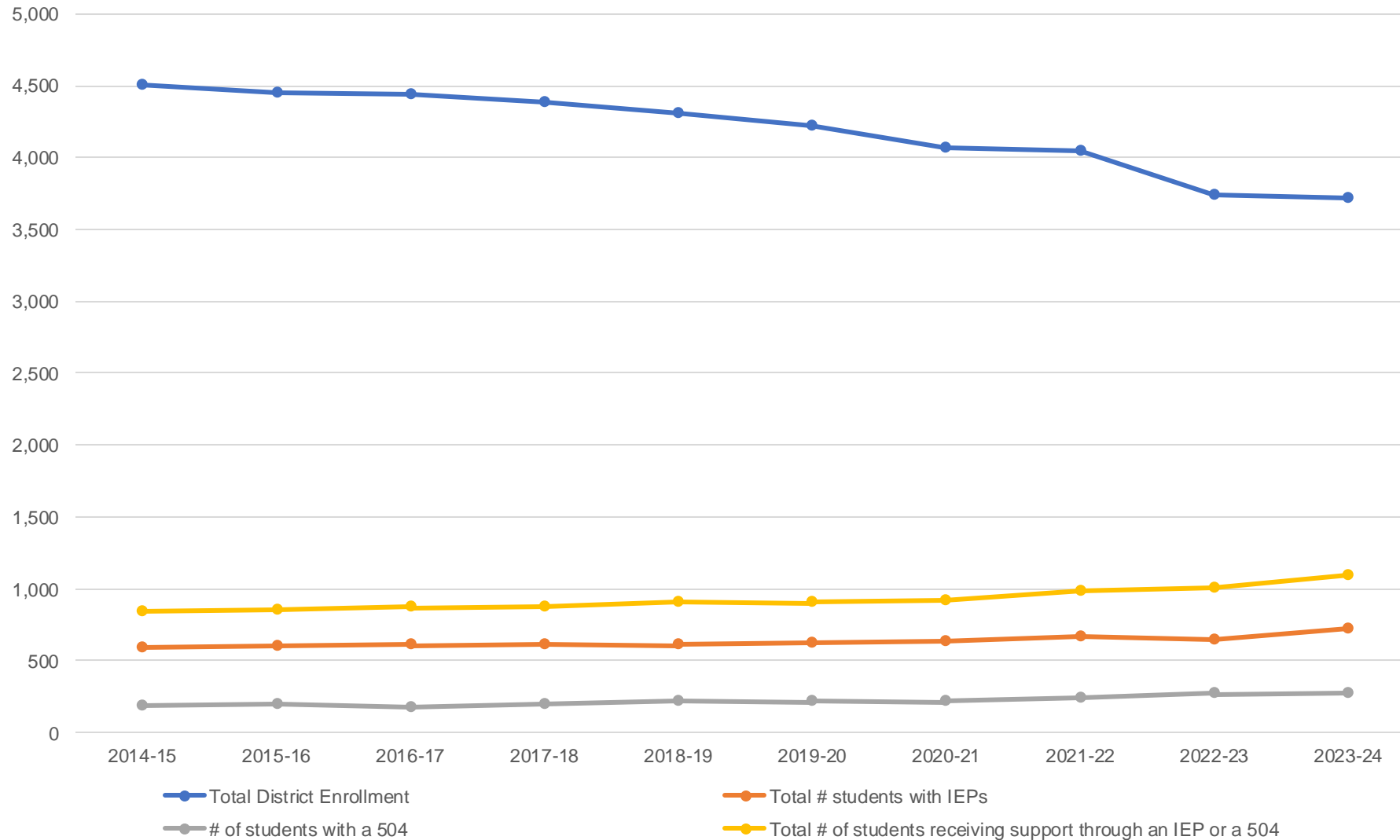


Carmel CSD Total Enrollment, CSE, & 504 Student Data Over Time

School Year	Total District Enrollment	Total # students with IEPs	% of students with IEPs	# of students with a 504	% of students with a 504	Total # of students receiving support through an IEP or a 504	Total % of students receiving support through an IEP or a 504
2014-15	4,511	591	13.1%	188	4%	841	17.1%
2015-16	4,452	597	13.4%	194	4%	853	17.4%
2016-17	4,438	615	13.9%	179	4%	875	17.9%
2017-18	4,390	616	14%	196	4%	876	18%
2018-19	4,314	612	14.2%	225	5%	910	19.2%
2019-20	4,217	621	14.7%	222	5%	905	19.7%
2020-21	4,069	640	15.7%	220	5%	915	20.7%
2021-22	4,041	669	16.6%	245	6%	981	22.6%
2022-23	3,740	649	17%	270	7%	1,007	24%
2023-24	3,719	722	19%	276	7%	1,092	26%

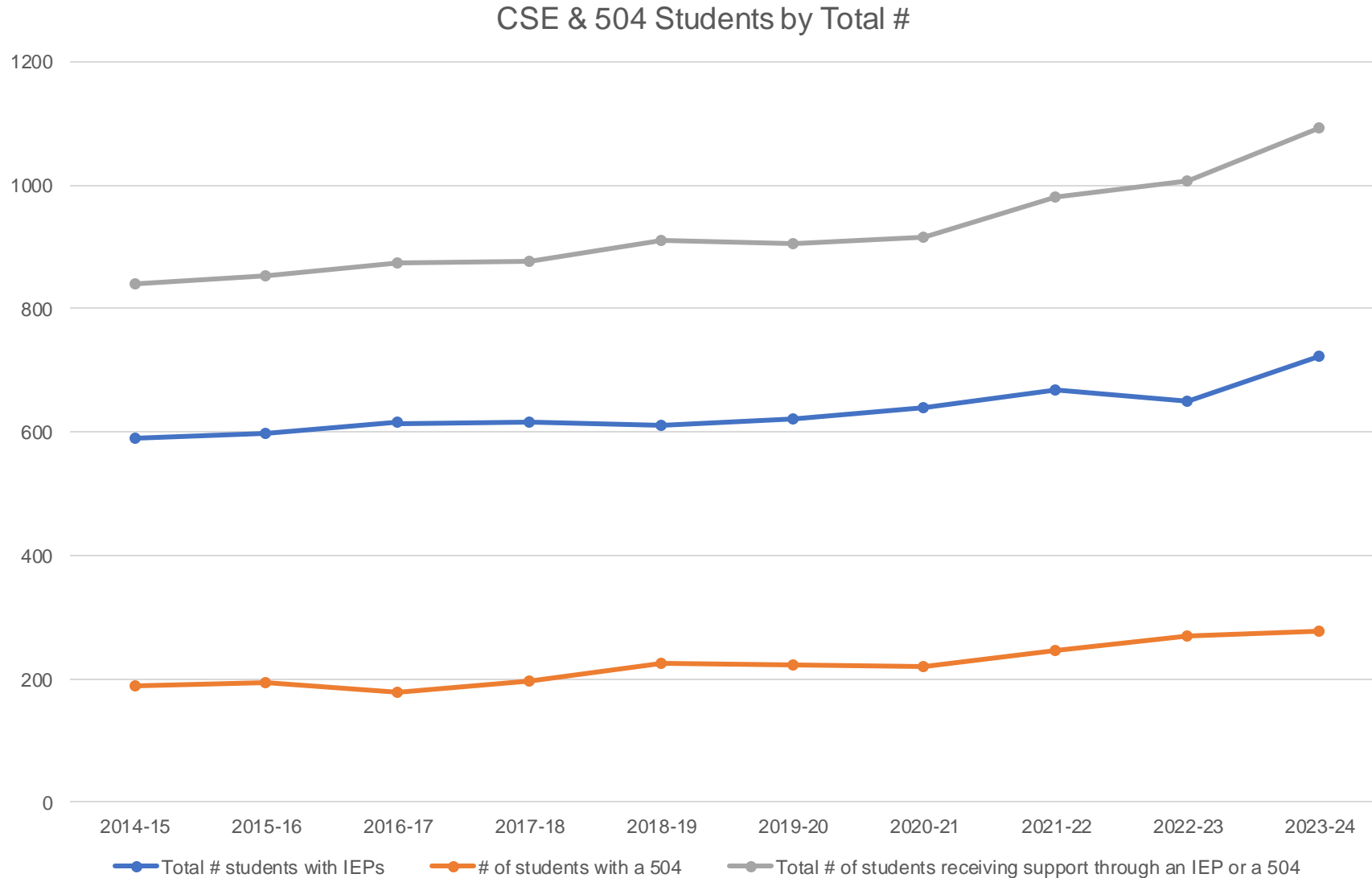


Carmel CSD Total Student Enrollment, CSE, & 504 Data Trends Over Time





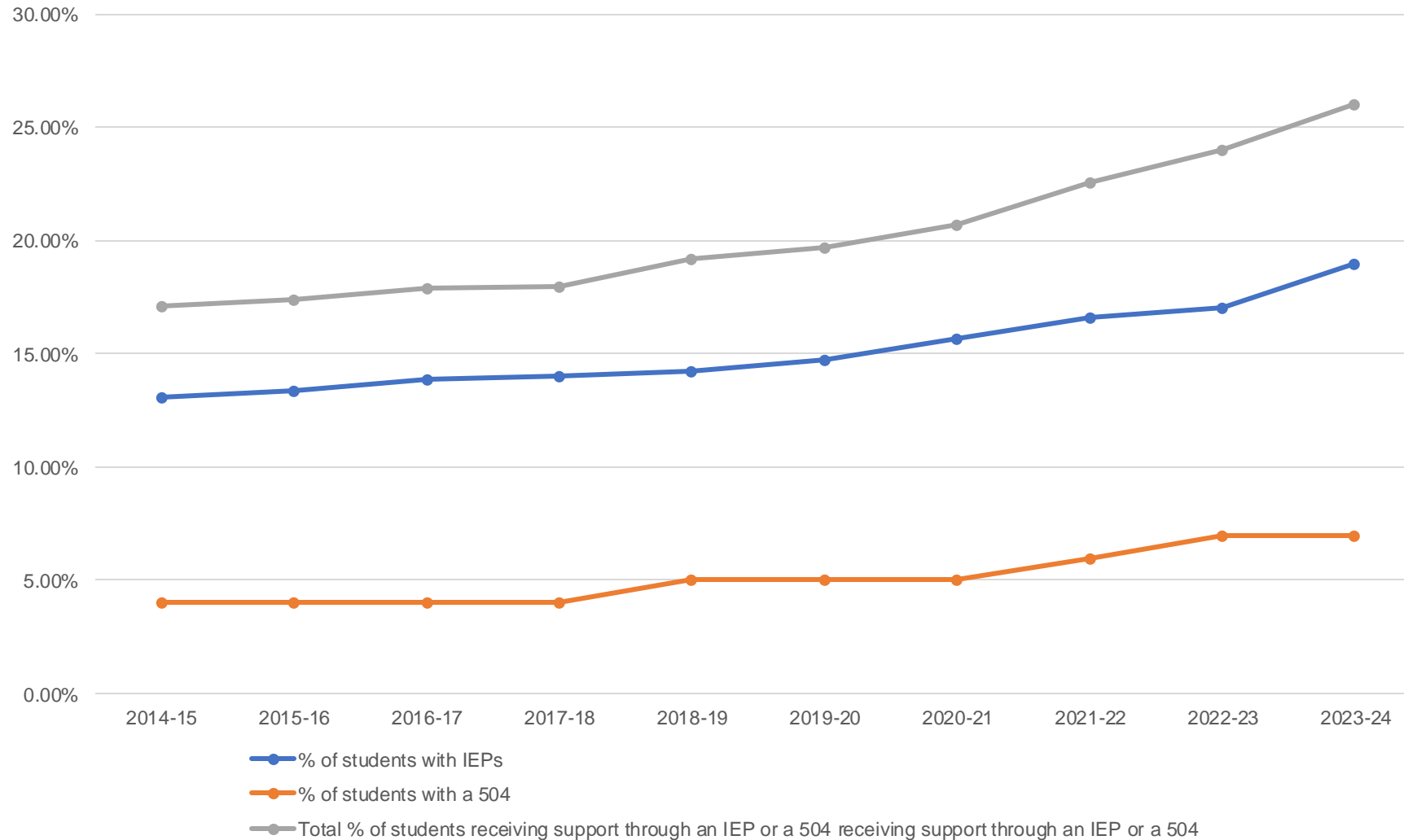
Carmel CSE & 504 Student Data - Increase Over Time by





Carmel CSE & 504 Student Data - Increase Over Time by %

CSE & 504 Student by % of Total District Population





National Data

Nationwide: Since the IDEA was passed in 1975, the number and percentage of students receiving special education services has steadily increased over time.

- *"The total number of students in special education went from 3.6 million in the 1976-77 school year, to almost 7.3 million in 2021-22. These students now make up 15 percent of the K-12 student population across the country, nearly double what it was in the late 1970s."*
- **Approximately 2% increase from 2011-12 to 2021-22:** The percentage of students receiving special education in schools increased from about 13 percent of the total student population in 2011-12, to almost 15 percent in 2021-22.

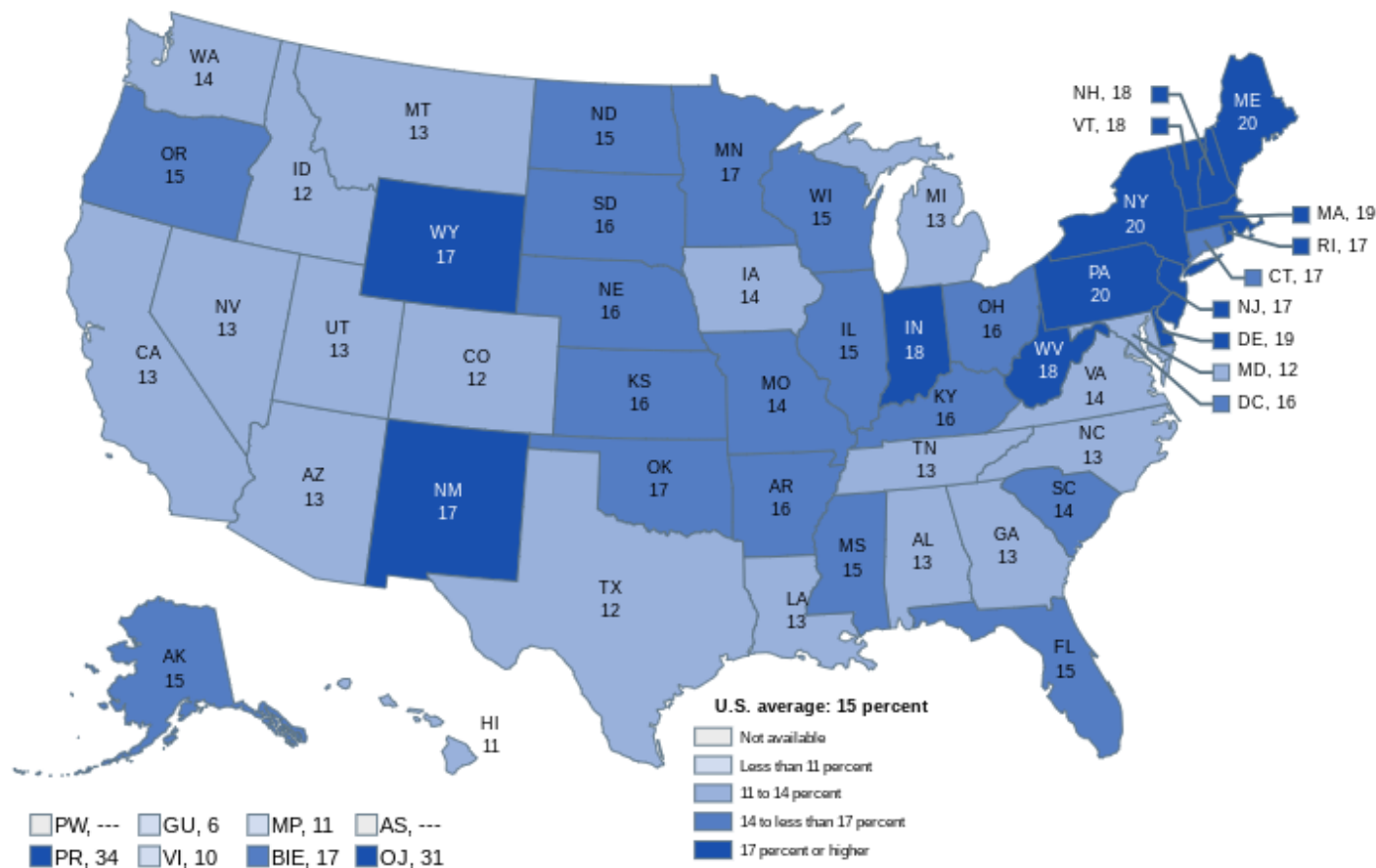
[\(EdWeek, 2023: The Number of Students in Special Education has Doubled in the past 45 Years\)](#)



Figure 1. Students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), as a percentage of public school enrollment, by state and jurisdiction: School year 2021–22

In school year 2021-22, across the 50 states and the District of Columbia, the percentage of students served under IDEA ranged from 11 to 20 percent of total public school enrollment. The number of students receiving IDEA services was equivalent to

- **20 percent of total public school enrollment in New York**, Pennsylvania, and Maine; and
- less than 12 percent of total public school enrollment in Idaho, Texas, and Hawaii.



15 percent of all U.S. public school students received services under the IDEA in the 2021-22 school year.

New York's neighboring states	Students served under IDEA in 2021-22
CT	17%
NJ	17%
PA	20%
MA	19%
VT	18%

—Not available.

NOTE: The U.S. average is for the 50 states and the District of Columbia. Percentages are calculated and categorized using unrounded data. For Louisiana, data on 3- to 5-year-olds served under IDEA are for 2020–21 instead of 2021–22 because 2021–22 data for this age group were not available for this state.

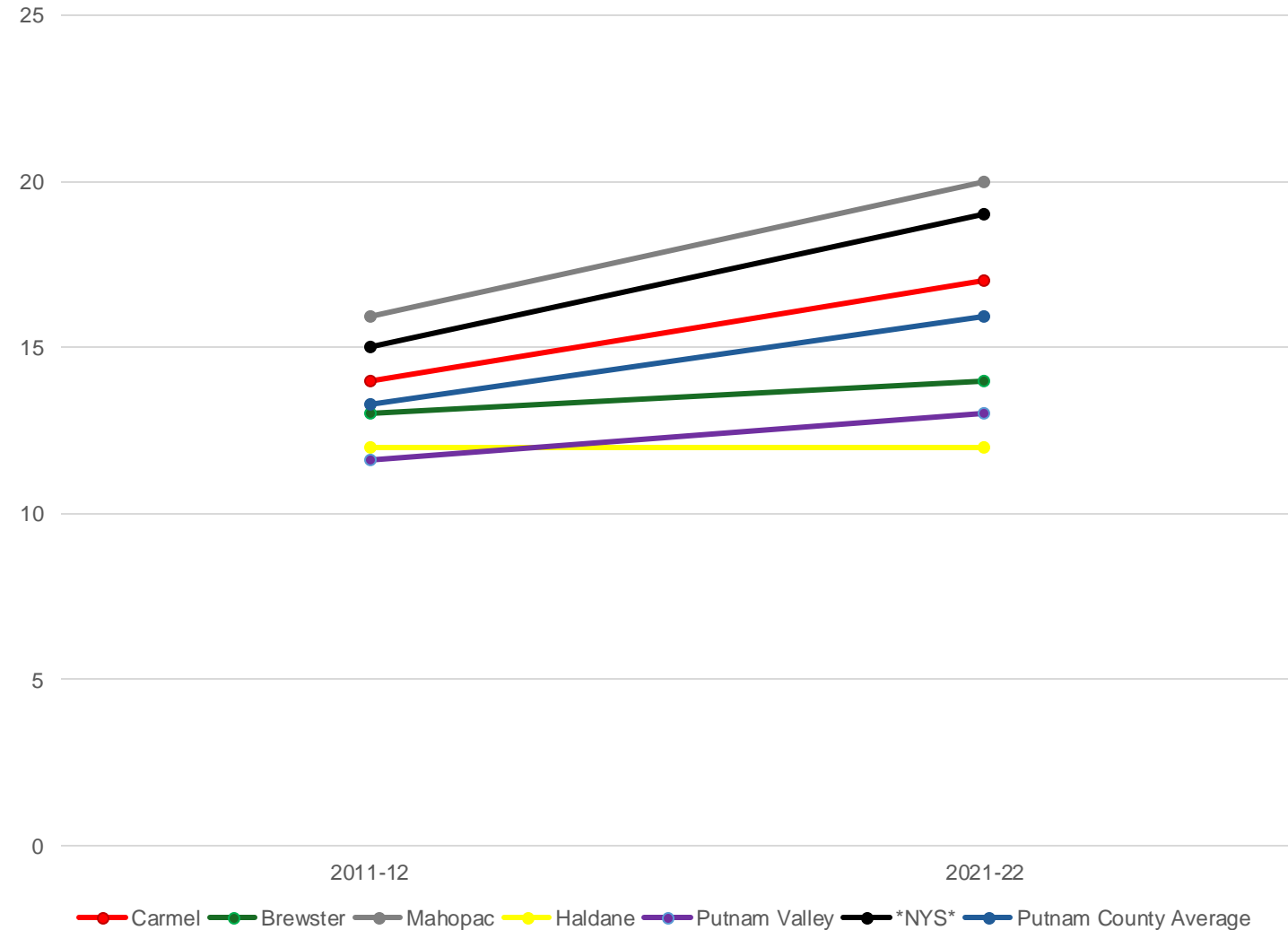
SOURCE: U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act (IDEA) database, retrieved February 23, 2023, from <https://data.ed.gov/dataset/idea-section-618-data-products>. National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2021-22. See *Digest of Education Statistics 2022*, table 204.70



Carmel, Local School District, Putnam County, and NYS 10-year Data: % of School-age Students with IEPs

Growth in % Students with IEPs from 2011-12 through 2021-22

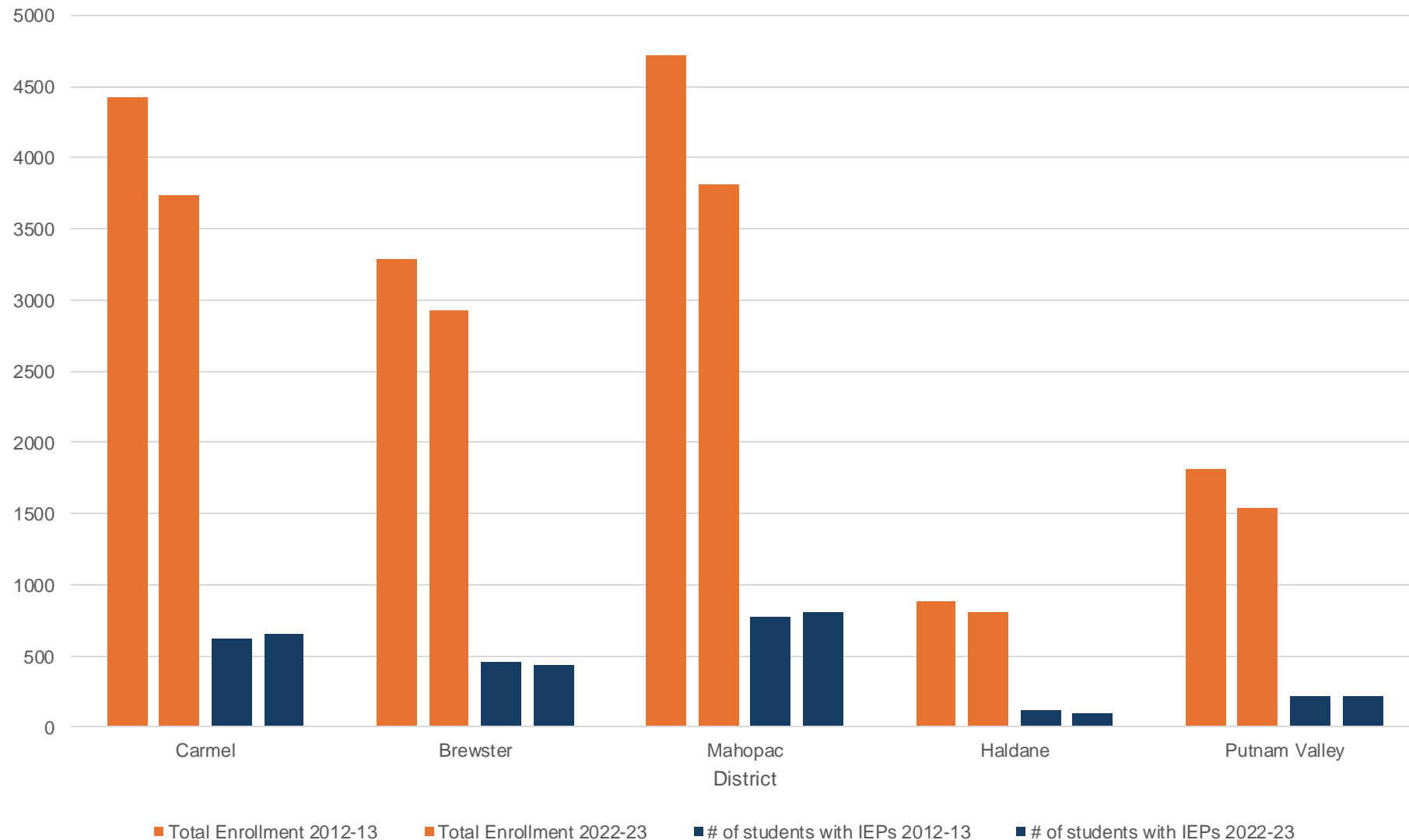
	School Year 2011-12	School Year 2021-22	Difference
Carmel	14%	17%	+ 3%
Brewster	13%	14%	+ 1%
Mahopac	15.9%	20%	+ 4.1%
Haldane	12%	12%	0
Putnam Valley	11.6%	13%	+1.4%
Putnam County Average	13.3%	15.9%	+2.6%
NYS	15%	19%	+ 4%





Putnam County Schools Enrollment & IEP Data: 2012-13 vs. 2022-23

Putnam County Schools - Enrollment & IEP Data





Key Considerations

Special Education Continues to Evolve Over Time



Disability Categories per the IDEA

Specific Learning Disability	Visual Impairment
Other Health Impairment	Deafness
Autism Spectrum Disorder	Hearing Impairment
Emotional Disability	Deaf-Blindness
Speech or Language Impairment	Orthopedic Impairment
Multiple Disabilities	Intellectual Disability
Traumatic Brain Injury	

Students with disabilities have a fundamental right to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities.

[School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment](#)

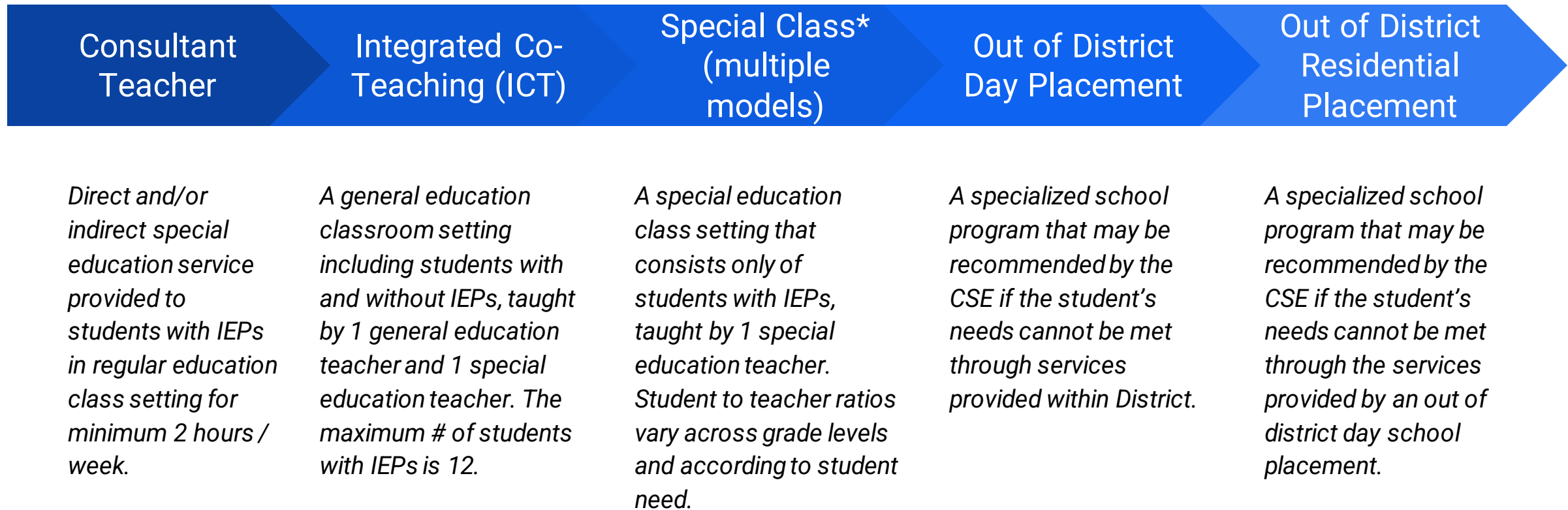


Least Restrictive Environment

Least Restrictive Environment (LRE) means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

- Our continuum of services in the Carmel CSD allows us to effectively plan a student's program and placement in the least restrictive environment, according to the student's needs and goals as outlined on their IEP.
- At times when within district programs cannot adequately meet a student's individual needs, the CSE will consider a referral to an out of district program. As of 2/29/24 there are 48 CCSD students enrolled in out of district placements per the CSE.
- CCSD receives 7 students from other districts on a tuition basis.

Carmel CSD Continuum of Services



Across all levels of the continuum, a student may also receive program modifications, testing accommodations, and/or related services to support placement and progress in the LRE. All students with IEPs also have specific goals for instruction that are continuously monitored throughout each year.

The effective delivery of our Carmel CSD programs is a comprehensive team effort!



PPS Staffing

- Administration: 3
 - Assistant Superintendent: 1
 - CSE Chairpersons: 2
- Clerical Office Staff: 5.5
- Special Education Teachers: 60
- Related Service Providers
 - Speech Therapists: 8
 - Occupational Therapists: 4
 - Physical Therapists: 2
 - School Psychologists: 7
 - School Social Workers: 6
 - Teacher of Hearing: 1





PPS Staffing (continued)

- Teaching Assistants (TAs): 104
- Special Education Student Aides (SESAs): 96
- English as a New Language (ENL)
 - Coordinator: 1
 - Teachers: 9
- Bilingual Community Outreach Specialist: 1
- School Nurses: 10 (including 1 assigned to St. James)



PROPOSED PUPIL PERSONNEL SERVICES BUDGET 2024-2025

DESCRIPTION	PROPOSED	CURRENT
Tuition Private Schools	\$2,695,664	\$2,500,881
Tuition Public Schools	\$403,729	\$309,514
ESY Tuition Private Schools	\$530,998	\$332,290
ESY Tuition Public Schools	\$24,721	\$8,481
Contingency Fund	\$270,000	\$210,000
Summer CSE (Meeting) Costs	\$37,800	\$36,000
Salaries ESY	\$311,100	\$305,000
BOCES Tuition/Services (+ Pending)	\$4,401,382	\$3,332,455
BOCES ESY	\$368,093	\$104,751
Contractual PT/OT etc	\$92,400	\$ 87,551
Supplies & Materials (PPS)	\$1,785	\$1,700
Supplies & Materials PPS CHS	\$898	\$855
Supplies & Materials PPS GFMS	\$698	\$665
Supplies & Materials PPS KES	\$998	\$950
Supplies & Materials PPS KPS	\$315	\$300
Supplies & Materials MPES	\$598	\$570

DESCRIPTION	PROPOSED	CURRENT
Travel Conference	\$3000	\$3000
Medical Services Physicals	\$30,000	\$30,000
Health Services Non Public	\$100,000	\$100,000
CHS Nurse Supplies	\$1200	\$1200
GFMS Nurse Supplies	\$1500	\$1500
KES Nurse Supplies	\$700	\$700
KPS Nurse Supplies	\$700	\$700
MPES Nurse Supplies	\$700	\$700
Home Instruction CHS	\$104,000	\$104,000
Home Instruction GFMS	\$ 60,000	\$60,000
Home Instruction KES	\$300	\$300
Home Instruction KPS	\$300	\$300
Home Instruction MPES	\$300	\$300
Hospital Tutoring CHS Gen Ed	\$3150	\$3000
Hospital Tutoring GFMS Gen Ed	\$3150	\$3000
Hospital Tutoring KES Gen Ed	\$700	\$700



ENL

Regulations Concerning ELLs and MLs | New York State Education Department (nysed.gov): In the landmark 1974 decision, *Lau v. Nichols*, the United States Supreme Court established the right of English Language Learner (ELL) students to have “a meaningful opportunity to participate in the educational program.” That same year, an agreement between the New York City Board of Education and ASPIRA of New York assured that ELL students would be provided Bilingual Education. **As such, ELLs must be provided with equal access to all school programs and services offered to non-ELL students, including access to programs required for graduation. Education Law §3204 and Part 154 contain standards for educational services provided to ELL students in New York State.**



Description of English Language Proficiency Levels

Level	Description of English Language Proficiency Level
Entering (Beginning)	A student at the Entering level has great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Emerging (Low Intermediate)	A student at the Emerging level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Transitioning (Intermediate)	A student at the Transitioning level shows some independence in advancing academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Expanding (Advanced)	A student at the Expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).
Commanding (Proficient)	A student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). A student at this level is no longer considered an ELL student, but is entitled to receive two years of Former ELL services.

Units of Study & Staffing Requirements: Grades K - 8

CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.*

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015

1 Unit of Study = 180 minutes per week

Units of Study & Staffing Requirements: Grades 9 - 12

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

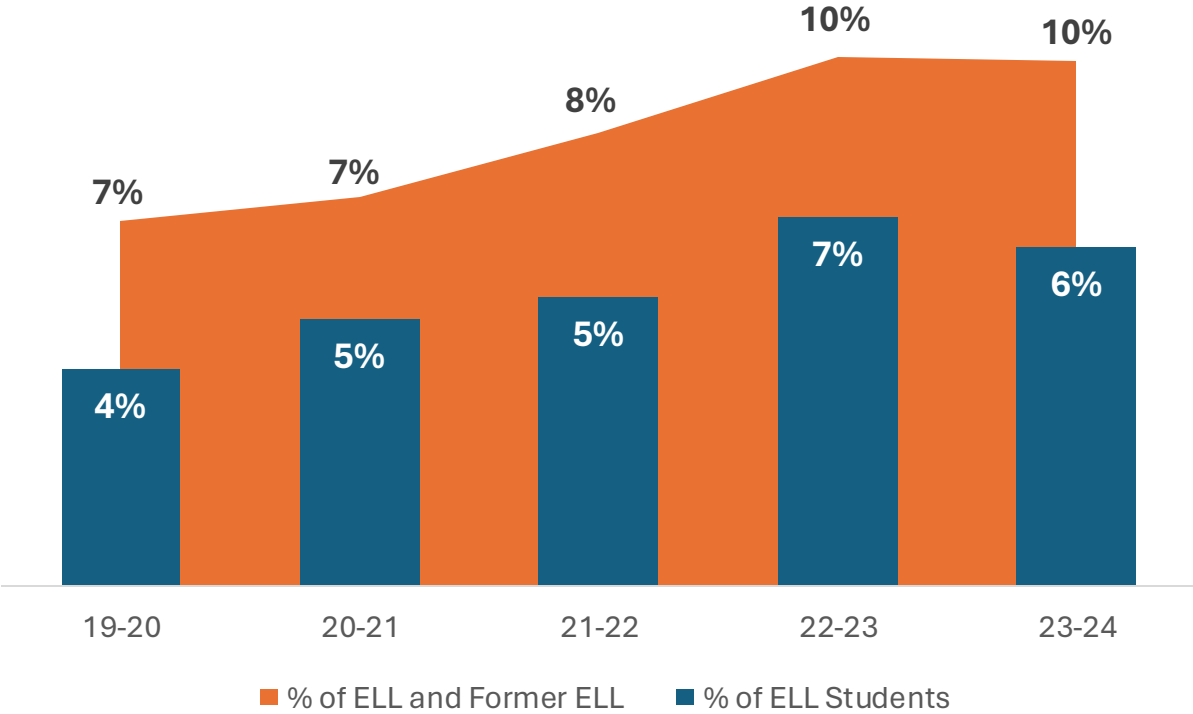
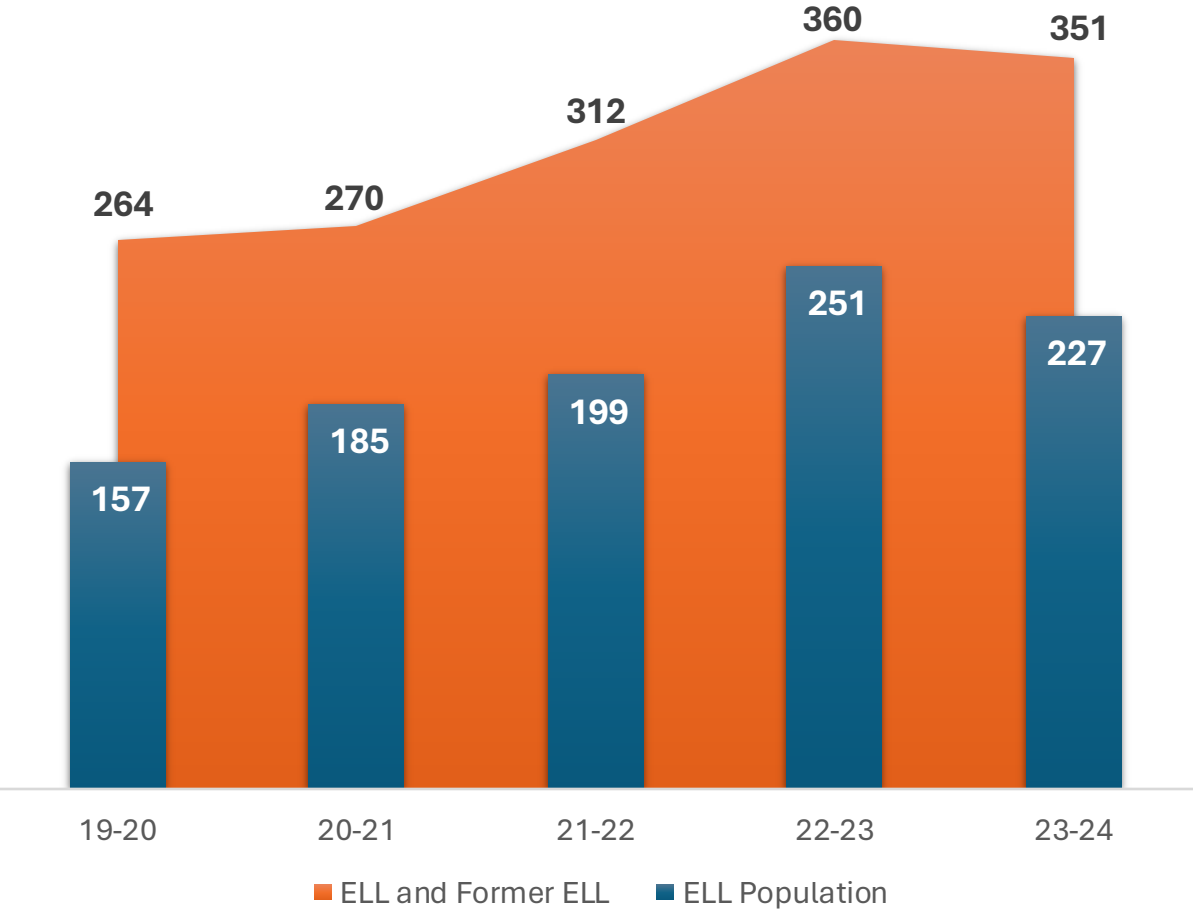
ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Core Content Area (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.
Core Content Area shall mean ELA, Math, Science, and Social Studies.*

Updated May 6, 2015

1 Unit of Study = 180 Minutes Per Week

Carmel CSD English Language Learner Population 5-year Trend





New ELLs Registering Since September 1

School	New entrants
KPS	10
MPES	9
GFMS	11
CHS	29
Total	59

*As of 3/6/2024

*There are at least 5 other new potential ELLs who have begun the registration process as of this date as well.



Breakdown of ELLs by Proficiency Level

School	Entering	Emerging
KPS	14	14
KES	1	1
MPES	10	8
GFMS	6	11
CHS	15	9

*89 (39%) of the 227 ELLs in the district are either entering or emerging which means they require more service than transitioning, expanding or commanding students.



MLS Screener

In September of 2016, the Office of Bilingual Education and World Languages released the Multilingual Literacy Screener (MLS) as part of the valuable resources designed to support districts and schools in the identification of Students with Inconsistent/Interrupted Formal Education (SIFE).

The MLS is a state-wide diagnostic tool that was created to determine SIFEs' literacy levels in their home language in order to provide or to design appropriate instruction for these students. New York is one of the first states to propose the use of a diagnostic tool for this population of students. We believe that meeting the needs of SIFE is a considerable challenge, but it is one that must be met in order to provide real opportunities to these students.

[Multilingual Literacy Screener | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/multilingual-literacy-screener)



MLS Data

2022-2023 School Year

10 Students were administered the MLS with 3 being officially determined as SIFE.

Average reading level: 5th grade

Average math literacy level: 4th grade

2023-2024 School Year (as of 3/6/2024)

19 students have been Administered the MLS with 3 officially being determined as SIFE

Average reading level: between 4th and 5th grade

Average math literacy level: between 3rd and 4th grade

*This is only administered to students who come to CHS from another country and does not include ELLs who transfer from other districts or states.



PPS Priorities 2024-2025: Maintain Current Staffing & Add ENL Support

Maintain Current Staffing Levels in order to:

- **Ensure full compliance with state and federal mandates** for students with **IEPs, 504s**, as well as students receiving **ENL** services (particularly those who are entitled to both special ed and ENL services)
- Maintain current continuum of services that provides options for student placement in the **Least Restrictive Environment** within district and reduces the number of out of district referrals
- **Effectively address the evolving learning and social-emotional needs** of students

+ 1.0 ENL Teacher at Secondary Level *(active posting currently in progress due to present and anticipated needs)*

- **ELL population increased 62% since 2021.** This does not include 26 Former English Language Learners (FELLS) actively enrolled at GFMS who are entitled to support.
- 40% of ELLs are entering/emerging students who require 2x service at GFMS
- **Need additional service for ELLs with IEPs/504s and integrated support service for ELLS and FELLs** to increase student achievement on state and local assessments
- There are 40 new entrants across GFMS and CHS since September 1, 2024.



Considerations

- **Universal Pre-Kindergarten (UPK) Programming:** The District is actively exploring possibilities for developing and implementing UPK programming starting this fall through collaboration with Putnam County Office of Early Intervention and Preschool Programs and local community based organizations. As part of this effort, the District submitted a grant application for NYS Statewide Universal Full-Day Prekindergarten (SUFDPK) in January. We are currently awaiting the determination.

“Research suggests that participation in a high-quality early childhood education program can enhance children’s development, reduce achievement gaps at kindergarten entry, and even have long-term benefits for children’s school trajectories” ([How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?](#))

Through the addition of a high quality UPK program, the District will be better equipped to improve outcomes for students of all backgrounds, including *but not limited to* those who receive services through the Committee on Preschool Special Education (CPSE).

- **Continue to receive tuition students** from other districts when space allows and it is determined that our program(s) can appropriate meet the needs



Questions?



¿Preguntas?



**Thank you to our Board of Education
Trustees and to our community for your
partnership and support!**

