

Special Education End of Year Annual Report



Review of the 2020-2021 School Year

*Respectfully submitted to the Board of Education
by Jennifer Bull, Director of Student Support Services and Curriculum & Instruction
August 2021*

Identification Process

Preschool

Students are referred by a parent or by Early Intervention.

If a child receives special education services from EI and they continue to need services beyond the age of three, the County representative will refer the child to the CPSE.

Our school is responsible for the CPSE committee and the decisions from these committee meetings.

The County contracts with providers to conduct the evaluations and to provide the services.

Identification Process

School-Age

RTI- Response to Intervention-problem solving process includes:

1. **Data gathering** – gather information from teachers, parents, standardized test results and classroom/school observations.
2. **Interventions** – implement and try a variety of strategies and interventions to support the student and document their effectiveness.
3. **Recommendations** – team makes a recommendation for:
 - a. Further strategies or interventions
 - b. Special education evaluation
 - c. Section 504 eligibility determination

Special Education Referral Process

- Parents and/or teachers suspect a disability which requires special education. Typically an RTI process occurs first.
- Parent/guardian provides information and signs a consent form for evaluations to be performed.
- Evaluations, observations, information gathering are completed.
- The CSE committee makes a recommendation for special education eligibility based on the information gathered and meeting the required eligibility criteria.

Disabilities

Thirteen (13) classifications in NYS:

- learning disability
- other health impairment
- speech or language impairment
 - autism
- emotional disturbance
- intellectual disability
- multiple disabilities
 - deafness
 - deaf-blindness
- hearing impairment
- orthopedic impairment
- traumatic brain injury
- visual impairment

Special Education Eligibility

-Eligible students must meet disability eligibility criteria and require special education programs/services.

-If eligible, IEP team determines student's level of functioning/performance, areas of need based on data, develop goals for student in areas of need, and decide on the programs/services required for student to meet their goals.

-IEP team meetings (annual reviews) for eligible students are held at least once per calendar year.

Referrals

*The following represents the students who were referred to the Committee on Special Education for psycho-educational testing during the 2020-2021 school year.

	Number of Referrals	Eligible for IEP	Eligible for 504	Ineligible	Withdrawn
School-Age IEP/504	22	11	7	2	2
Preschool	11	10	N/A	0	1

Continuum of Programs and Services



Program Modifications

Consultant Teacher

Special Classes

Outside Placements

Testing Accommodations

Teaching Assistant

Resource Room

Related Services

Teacher Aide Support

Modified Curriculum/Modified Grading

Accommodations and Modifications

Accommodation “Levels the playing field” Instructional or test adaptation that allows a student to demonstrate what he or she knows without fundamentally changing the target skill or content that is to be learned. Does not reduce learning or performance expectations Changes the manner or setting in which information is presented or the manner in which students respond, but does not change the targeted skill or content. Provides access to the general education curriculum for students with a disability.

Modification “Changes the playing field” Changes in the curriculum which may include elimination of content or skill. Change in general education curriculum that substantially alters the class, course, or subject area content and/or requirements. Fundamentally alters or lowers the standard or expectation of the course or curriculum. An example includes completing work on part of a standard/content expectation or a standard/content expectation at a lower grade level.

Class Descriptions

Consultant Teacher (CTS): ELA, Reading, Math, Science, Social Studies, Writing

Provides accommodations or modifications to the general education curriculum within the general ed classroom.

Resource Room: 5:1- to provide students more practice/reinforcement/reteaching of skills they need to complete general education/grade level curriculum- this is not to complete homework!

Special Class: Modified curriculum at the skill level of students to build content knowledge/skills.

Special Class-Self-Contained: More intense class typically placed in there all day.

12:1:2- two classes: K-3 and 4-6; 6:1:1- two classes: one elementary class, one Jr/Sr HS class.

Outside placements: BOCES: (8:1:2, 6:1:1, 12:1:4), private placements- Langan School (Center for Disability Services), R&E May School (St. Catherine's Center for Children), Northern Rivers: The School at Northeast, Parsons

Extended School Year (ESY)

- The need for extended school year (ESY) services must be considered for every student with a disability. ESY services must be provided if the CSE determines that such services are necessary for the provision of a free appropriate public education (FAPE) to the student. The need for ESY must be determined individually and may not be provided or denied based upon category of disability or program assignment.

Count of Students

	K-6	7-12	St. Mary's	Total
IEP	83	74	6	163
504	14	29	N/A	43
Preschool	N/A	N/A	N/A	11

Incoming Kdg students already classified = 3 students

Classified or 504 students who exited in June 2021 = 11 students

Staffing

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Building	Number of SpEd Teachers	Number of TA/Aides
Elementary	7	10
Jr/Sr High	5	6
St. Mary's	1	0

Classification Rate

School Year	Waterford-Halfmoon	NYS
2019-2020	13.8%	TBD
2018-2019	12.3%	15.6%
2017-2018	12.0%	15.3%
2016-2017	11.5%	14.9%
2015-2016	12.0%	14.7%

Goals

Continue to focus on increasing students' academic and social goals:

- Providing relevant Professional Development & Curriculum Development hours
 - Analysis of test data and benchmarking to inform instruction
 - Incorporate Next Gen standards into current curriculum
 - Encourage teachers to attend BOCES sponsored PD
 - Provide relevant PD on Superintendent Conference Days

- Continue to evaluate students needs and identify students who can be transferred back to district and supported here within our building.

Resources

[New York State Education Department- http://www.nysed.gov/](http://www.nysed.gov/)

<https://data.nysed.gov/specialed/?year=2020&instid=800000038501>

<https://www.engageny.org/next-generation-learning-standards>

Questions?