

Special Education Annual Report

2022-2023



BOQUET VALLEY
CENTRAL SCHOOL DISTRICT

2020-2021 Data

Focused
Intervention
District

SPP-5

Indicator 5: School-age Least Restrictive Environment (LRE)

Total Students with Disabilities ages 5 in kindergarten to 21: 78

STUDENTS WITH 80% OR MORE OF THE DAY IN A GENERAL EDUCATION PROGRAM

44.9%

State Target

Greater than or equal to 60%

Target Met

No, did not meet state target

STUDENTS WITH 40 TO 79% OF THE DAY IN A GENERAL EDUCATION PROGRAM

28.2%

State Target

No State Target

Target Met

Not Applicable

STUDENTS WITH LESS THAN 40% OF THE DAY IN A GENERAL EDUCATION PROGRAM

25.6%

State Target

Less than or equal to 18%

Target Met

No, did not meet state target

STUDENTS WITH DISABILITIES IN SEPARATE SETTINGS

1.3%

State Target

Less than or equal to 5%

Target Met

Yes, met state target

STUDENTS WITH DISABILITIES IN OTHER SETTINGS

0%

State Target

No State Target

Target Met

Not Applicable

Special Education is a **service** – *Not a place*

Focused Intervention District

SPP: 5

Simply put:

NYSED expects:

****More than 60%* of our SWD to be in Gen Ed 80% or more of the day.**

*They also want SWD who spend less than 40% of their day in General Ed to ***be less than 18%***.

Because our data from last year indicates we are not meeting these targets BVCS is a "***Focused Intervention***" district

Continuum of Services



Our Goal:

To enable students with disabilities to be educated with **nondisabled students to the maximum extent appropriate**

How:

- specially designed instruction
- supplementary aides and services may be provided in the regular class
- providing related services (OT, PT, Speech) & resource room programs and special class programs *within the general education classroom.*

Every Student Succeeds Act (ESSA) requires schools to ensure students with disabilities **have access to and make progress in the general education curriculum.**

Now what?

- LRE Targeted Skill Group with NYS Regional Partnership
- PD and Monthly meetings with this at the forefront
- Preliminary Recommendations
- Half day PD Meeting with Staff to develop our “Continuum Options” with LRE at the forefront
- Increased scrutiny to draft IEPs related to TORC

NYSED Reporting

SPP Indicator 13 -Transition

SPP 13 is a **focused self-review** of the content of the school district's IEPs with respect to transition planning and services.

The review focuses on requirements in the following areas:

- Participation of the student in transition planning
- Post-secondary goals
- Present levels of performance and transition needs
- Annual goals
- Transition activities
- Statement of responsibilities of the school district and participating agencies

This **federally required** measure focuses attention on how a student's education program can be planned to ***assist the student in making a successful transition to his or her postsecondary goals for living, further education, and employment*** and to help reduce the number of students with disabilities who drop out of school.

Professional Development

- Transition Training in preparation for Indicator 13
- De-escalation Training for ALL Staff
- Therapeutic Crisis Intervention Refresher
- Monthly Special Ed Staff Meetings:
 - Improving progress reporting to parents
 - Continuum of Service
 - Test Accommodation preparation for Computer Based Testing (CBT)
 - Quality Indicators of IEP development

Questions?

