



**2018-19 Special Education Update
&
District Plan for Special Education 2019-20**

**Committee on Preschool Special Education
Committee on Special Education K-12**

Submitted to the Board of Education
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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

The Blueprint for Improved Results for Students with Disabilities serves as the guiding compass that informs CSE decisions for ALL of our Hudson Falls Special Education Students.

Blueprint for Improved Results for Students with Disabilities

- Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- Schools provide multi-tiered systems of behavioral and academic support.
- Schools provide high-quality inclusive programs and activities.
- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

[Blueprint Link](#)

See Blueprint Handout for more details

Quick Stats

The Special Education Department at Hudson Falls Central School District is committed to providing appropriate special education services in the least restrictive setting for our students with disabilities. For students who require a more intensive educational setting outside of the district to meet their educational needs, the goal of the Committee on Special Education is to return those students back to a district program as soon as possible.

Declassification

The CSE declassified 10 students so far this year and are projected to declassify 2 more. The year prior we declassified 18 students. Declassification occurs when a CSE student has made enough progress through special education support and/or the student is no longer eligible for classification. This area is tracked by state aid.

Exiting Students

Exiting Student June 2019 Projections	
Advanced Regents Diploma	1
Regents Diploma	12
Local Diploma	5
CDOS	4
SAAC	2
TASC (GED)	2
TOTAL	26

CSE Student Placements 2018-19 (#s 2017-18 in parentheses)

In District Placement	CSE #	504 #	Out of District Placement	CSE #	504#
KC	24	1	BOCES	28	
PS	92	11	Prospect	5	
IS	73	8	Northeast	1	
MS	112	18	Wildwood	3	
HS	129	33	LaSalle	1	
			Oak Hill	1	
			St. Colman's	1	
Total	430 (422)	71 (52)	Total	40 (37)	

TOTAL COORDINATED PLANS BY CSE OFFICE: 541 (511)

Since July 1, 2018

- 62 students have transferred in to HFCSD. 11 of those students were placed outside of the district
- 51 students have transferred out to HFCSD. 6 of those students were placed outside of the district

- 13 out of 23 initial CSE student referrals have been classified

Projected Meeting Counts for 2018-19

Breakdown by Chairperson:

Justine Miles: (130+)CSE K-12/504

Victoria Peterson: (600+) CSE K-12

Melissa Whitman: (110) CPSE meetings

Arielle Rubin: (65) 504 meetings

Total Number of Projected Meetings: 905+

Pathways to Local Diploma

Board of Regents Expands Safety Net Option for Students with Disabilities to Earn Local Diploma:

Eligibility Conditions:

- A. The parent/guardian submitted a written request that their child be considered for a Superintendent Determination;
- B. The student has a current individualized education program (IEP) and is receiving special education services;
- C. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option;
- D. The student has earned the required course credits and has passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English language arts (ELA), mathematics, social studies and science);
- E. The student:
 - earned a minimum score of 55 on the ELA and Mathematics Regents examinations; and/or
 - successfully appealed a score between 52 and 54 on ELA and Mathematics Regents examinations; and/or
 - was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the ELA and/or Mathematics Regents examinations, but he/she completed the requirements for the New York State Career Development and Occupational Studies (CDOS) Commencement Credential.
- F. The student has participated in all Regents examinations required for graduation, but has not passed one or more of these examinations; and
- G. The student has otherwise demonstrated competency in the subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examination.

- **At the present time, 2 students are projected to utilize this option**

College, Career, and Civic Readiness - Exiting Diploma and Credential

Readiness Measure	Weighting
<ul style="list-style-type: none"> • Regents Diploma with Advanced Designation • Regents or Local Diploma with CTE Technical Endorsement • Regents Diploma with Seal of Biliteracy • Regents Diploma and score of 3 or higher on an AP exam • Regents Diploma and score of 4 or higher on IB exam • Regents or Local Diploma and receipt of an industry-recognized credential or the passage of nationally certified CTE examination • Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science 	2
<ul style="list-style-type: none"> • Regents Diploma and high school credit earned through participation in an AP IB, or dual enrollment course • Regents Diploma with CDOS endorsement • Skills and Achievement Commencement Credential with an average score of 3 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science 	1.5
<ul style="list-style-type: none"> • Regents or Local Diploma • Skills and Achievement Commencement Credential with an average score of 2 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics, and science 	1
<ul style="list-style-type: none"> • High School Equivalency Diploma • CDOS Credential 	.5
<ul style="list-style-type: none"> • No High School or High School Equivalency Diploma 	0

Communication in the Special Education Department

In an effort to ensure all Special Education Teachers and Related Service Providers are informed of the most current information, district initiatives, protocols/guidelines, and best teaching practices the Special Education Department has its own Google Classroom and Team Drive. Each month the Director of Special Education posts a 'Director's Memo' in the Classroom. The Classroom is a quick and easy way to access information, ask questions, and communicate with colleagues.

Special Education District Plan

New York State Commissioner of Education Regulations Part 200.1(c)(2) requires the District Plan to include the following components:

1. A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district. Including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
2. Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
3. The method to be used to evaluate the extent to which the objectives of the program have been achieved;
4. A description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
5. A description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
6. A description of how the district intends to insure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, as such term is defined in paragraph (10) of subdivision (b) of this section, for each student with a disability at the same time as such instructional materials are available to non-disabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (10) of subdivision (b) of this section.
7. The estimated budget to support such plan; and
8. The date on which such plan was adopted by the board of education.

Special Education Department Goals

GOAL 1A: All self-contained K-12 classrooms will be designed to promote student reading growth utilizing the Reading Workshop Model. (System)

Correlates to HF Target 2: Increase percentage of students reading at or above grade level.

GOAL 1B: 80% of self-contained readers will show growth in reading. (Accountability)

Correlates to HF Target 2: Increase percentage of students reading at or above grade level.

GOAL 2: Conduct 5 minute learning walks for each K-12 special education teacher 10 times yearly to identify instructional practices and trends and provide targeted teacher feedback.

Correlates to HF Target 1: Increase June graduation rate by 3%.

Correlates to HF Target 4: Increase quarterly passing rates each marking period by 10% as compared to 5 week progress reports.

GOAL 3: Conduct monthly team meetings to identify, monitor, and support 12th grade special education students in danger of not graduating. Primary Team: Director of Sp. Ed., Principal, CSE Chairperson, & School Counselors (Case Managers, Social Workers, etc. will be invited as needed)

Correlates to HF Target 1: Increase June graduation rate by 3%.

GOAL 4: Examine how aides are currently utilized on a daily basis to determine staff efficiency.

**Doesn't directly correlate to the HF Targets*

Project 2018-19: All self-contained classrooms K-12 will have a report card by the end of the 2018-19 school year.

Correlates to HF Target 4: Increase quarterly passing rates each marking period by 10% as compared to 5 week progress reports.

Continuum & Programming for School Aged Students

2019-20

K-12 Special Education Continuum of Services				
KC	PS	IS	MS	HS
Grade K	Grade 1-3	Grade 4-5	Grade 6-8	Grade 9-12
				ICT 9, Eng/Math/Sci/SS
ICT, Half Day	ICT, Half Gr. 1 - 3	ICT, Half Gr. 4 & 5	ICT ELA/Math Gr.6-8	ICT 10, Eng/Math/Sci/SS
				ConT Eng/US His Gr. 11
	Indirect ConT	Indirect ConT	Indirect ConT	Indirect ConT
	RR Gr. 1, 2, & 3	RR Gr. 4 & 5	RR Gr. 6-8	RR Gr. 9-12
	Special. Rdg. Gr. 3	Special. Rdg. Gr. 4 & 5	Special. Rdg. Gr. 6-8	Special. Rdg. (Individual Need)
				15:1 Learning Lab (9th-12th)
SUCCESS (12:1+1) K-1	SUCCESS (12:1+1) 2/3	SUCCESS (12:1)	SUCCESS (15:1+1)	SUCCESS (15:1+1)
	SOAR (8:1+1)	SOAR (8:1+1)	SOAR (8:1+1)	SOAR (8:1+1)
	STRIVE (8:1+1)	STRIVE (8:1+1)	STRIVE (8:1+1)	
				TASC (6:1+1)

What has changed?

K-5

- ❑ **K-1 half day co-teach**
 - Large #s projected for K
 - 1st going to half day opens up special education teacher for reading
 - Consistent K-8 ICT continuum
- ❑ **Kindergarten SUCCESS changes to K-1**
 - Large #s in PS if it remains 1-3 (18 students)
 - KC grades K-1 (12 students) and PS grades 2-3 (12 students)
- ❑ **Additional specialized reading at PS due to half day co-teach**
 - Need to identify students
 - 1-3 graders
- ❑ **Remove Specialized Reading Teacher at IS**
 - Utilizing at HS
- ❑ **Adding SOAR classroom at IS**
 - Increasing student numbers

6-8

- ❑ **3 sections of Co-teach needed in grades 6 & 7**
- ❑ **Remove 6th grade RR Teacher assisting from IS**
 - Needed at IS for specialized reading
- ❑ **Some students from MS SUCCESS are projected to be included in co-teach classes**
 - Large #s (17)
 - 2 or 3 students will be pushed out

9-12

- ❑ **Consultant Teacher Model**
 - Remove co-teach at High School
 - Not all teachers plan together (multiple co-teach sections with different teachers and scheduling conflicts)
- ❑ **Consultant Teachers Attend 1 Class out of a 4 Day Cycle → Allows for Learning Lab**
 - Still allows in class contact time
 - Provides time for reteaching, preteaching, homework, test prep, etc.
- ❑ **Sp. Ed. Teachers Follow Students Instead of Content**
 - Stronger case management
 - Streamlined progress monitoring
- ❑ **Remove 15:1 US History for 9th Graders**
 - New Global Regents; beneficial to keep students together
- ❑ **New Hire (Specialized Reading Teacher not being replaced at IS)**
 - Wherever the need (RR, Consultant Teacher, SUCCESS...)
- ❑ **Remove 15:1 Classes → .Consultant teacher for all academic classes**
 - Students still struggle to pass Regents
 - LRE
- ❑ **Creation of TASC 6:1+1 Program**
 - 3 students currently at BOCES for TASC
 - 3+ students projected for TASC in 2019-20

Programs for School Aged Students Operated by Hudson Falls Central School District

1. Related Services

- Related services of speech/language therapy are available to both disabled and non-disabled students. The district employs 1 full time speech therapist and 3 speech pathologists.
- Related services of occupational and physical therapy are available to disabled students as identified by the CSE/CPSE or building level Section 504 Committees. We also provide OT and PT improvement to general education students, where schedules allow. The district employs 1 full time OT and contracts for full time C OTA with Access Therapy. The COTA provides OT improvement for students in grades kindergarten and 1st. We currently have 1 full time PT.
- We contract with BOCES for the following related services: Teacher of Deaf and Hard of Hearing, Audiology, and Teacher of Visually Impaired.
- Related Services of Assistive Technology are available to our disabled students. The district contracts with Access Therapy for 1 full time AT and utilizes a Technology staff member to provide the remainder of needed services.
- Counseling is available to both disabled and non-disabled students. Currently, the District employs 3 full time school psychologists. We employ 6 full time social worker and 1 full time guidance counselor to provide counseling.
- A full time Behavior Specialist is employed by the district who works with students and teachers to help diminish behavior problems and increase academic success. Completing functional behavior

assessments (FBA) and behavior intervention plans (BIP) are a crucial component for determining student programming.

2. Integrated Co-teaching Services

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

- Co-teach classes may have a maximum of 12 special education students
- School personnel assigned to each class shall minimally include a special education teacher and a general education teacher

3. Resource Room

Resource room programs shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs.

- No more than 5 students may be placed in a resource room at any one time.
- Students are assigned to resource room programs for not less than three hours per week and not more than 50% of the school day.
- Students are assigned to resource room groups based on the similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development and management needs.
- A teacher assigned to teach resource room full time may have a maximum caseload of 20 students. If the teacher is assigned to teach resource room and other special education classes, the caseload is prorated based on time in each assignment area.
- The resource room program supports general education through small group review and reinforcement of skills, remediation of learning deficits and pre-teaching of new concepts.

4. Specialized Reading

This class is taught by a special education teacher or reading teacher outside of the general education setting. Students are assigned to this class based on comprehensive, reading diagnostics completed by our classroom and reading teachers.

5. Special Class Programs

Special class programs are taught by a special education teacher outside of the general education setting. The chronological age range within special classes for students less than 16 years of age may not exceed 36 months. If circumstances arise which would result in an age range greater than 36 months, the district would apply the commissioner for a variance to Part 200.6(g)(5). Hudson Falls currently tuition 7 students from Fort Ann, Glens Falls, and Fort Edward.

Our district provides the following special class programs:

2018-19	2019-20
15:1 - HS only SUCCESS 12:1+1 - KC, PS, & IS SUCCESS 15:1+1 - MS & HS STRIVE 8:1+1 - PS, IS, & MS SOAR 8:1+1 - PS, MS, & HS	15:1 - No longer exists TASC 6:1+1 SUCCESS 12:1+1 - KC, PS, & IS SUCCESS 15:1+1 - MS & HS STRIVE 8:1+1 - PS, IS, & MS SOAR 8:1+1 - PS, IS, MS, & HS

Programs for Preschool Students with Disabilities

The Hudson Falls Central School District operates special education preschool programs at the Kindergarten Center. In addition to our in district programs, a continuum of special education and related services are made available to district preschool students with disabilities in programs located in private school settings, typical preschool programs or at home. Preschool special education programs and related services available to district students are described as follows:

1. Related Services. Related services for preschool students with disabilities may be provided in a variety of settings including home, typical preschool/nursery school programs, Head Start or a hospital and include:

- Speech Language Therapy
- Physical Therapy
- Occupational Therapy
- Counseling
- Music Therapy

2. Special Class in a Segregated Setting. Special class programs in segregated settings do not include non-disabled students. Special classes in segregated settings are available to preschool children with disabilities from 2.5 to 5 hours per day.

3. Special Class in an Integrated Setting. This is a special class program that is located within a classroom setting that also provides programs for non-disabled students. These programs are co-taught by a special education teacher and general education preschool teacher and may last from 2.5 to 5 hours per day.

4. Special Education Itinerant Teacher. This is a special education service in which the special education teacher provides support to the preschool child with a disability in the setting the child would be in if he/she did not have a disability such as home or nursery school.

We currently have 71 students receiving support as a CPSE student – with 21 pending referrals.

Scope of Special Education Programs/Summary of Placements

The following tables identify the number and age span of students to be served by type of disability, and recommended setting:

Classifications are abbreviated as follows:

ED - Emotional Disturbance	ID - Intellectual Disability	LD - Learning Disability
OHI - Other Health Impaired	SI - Speech or language Impairment	MD - Multiple Disabilities
OI - Orthopedic Impairment	HI - Hearing Impairment	AU - Autism
VI - Visual Impairment	DE - Deafness	DB - Deaf-Blindness
TBI - Traumatic Brain Injury		

Support Staff

Teaching Assistants -35	Teacher Aides - 32
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District Classification Rates

School Year	Hudson Falls			Washington County			New York State		
	Total Enrollment	SWD	%	Total Enrollment	SWD	%	Total Enrollment	SWD	%
2012-13	2,289	375	16	8,747	1,364	16	2,656,967	400,064	15
2013-14	2,304	361	16	8,587	1,345	16	2,652,283	428,063	16
2014-15	2,240	361	16	8,459	1,371	16	2,649,039	440,443	17
2015-16	2,260	428	19	8,393	1,452	17	2,640,250	456,388	17
2016-17	2,202	415	19	8,311	1,453	17	2,629,970	454,844	17
2017-18	2,249	438	19	8,235	1,450	18	2,622,879	462,163	18
2018-19*	2,252	413	18	--	--	--	--	--	--
2018-19***	2,292	453	20	--	--	--	--	--	--

*Data as of 3/29/2019

**Data retrieved from: <https://data.nysed.gov/>

***NYSED does not include students placed outside of the district; this line includes all students

Method(s) to be used to Evaluate the Extent to which the Objectives of the Program have been Achieved

The objectives of the overall special education program are described State Performance Plan indicators assigned by Regional Special Education – Technical Assistance Centers (RES-TACs) each year. Additional methods of evaluation include student based assessment of the progress of each student with a disability in the spring using individual measures of academic achievement such as standardized tests, curriculum based assessments and state testing.

In the 2016-17 school year we will be responsible for Indicators 13 and 14. Indicator 13 is High School Transition where IEPs are evaluated for the appropriateness of the transition plans. Indicator 14 is High School Outcomes which measures what our students with disabilities are doing one year after exiting high school.

In the 2017-18 school year we will not be evaluated on any of the State Performance Plan indicators.

In the 2018-19 school year we will be evaluated on Indicator 7 – Preschool Transition. When a child with disabilities is enrolled in preschool services and again when he ends preschool services his parents and service providers are asked to rate the child in three areas:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/communication and early literacy; and

- Use of appropriate behaviors to meet their needs

The goal is to see growth for children in each of these areas.

Space Allocation for Special Education

The Hudson Falls Central School District ensures that adequate and appropriate space is available for special education according to New York Commissioner of Education Regulations NYCRR 200.2(c)(iv) and (v) in the following ways:

- Adequate and appropriate space to meet the needs of special education programs and students is assessed each April when the Superintendent requests waivers of Board of Education policy if needed, from building principals;
- The Director of Special Education monitors out of district facilities to ensure appropriate conditions for instruction of students with disabilities through site visitations;
- **Allocation of Space for Special Education Programs and Services** is a recommended BOE policy.

Availability of Instructional Materials in Alternate Formats

Pursuant to New York Commissioner of Education Regulations NYCRR 200.2(b)(10), the Hudson Falls Central School District will use the following procedures to ensure that all instructional materials to be used in the schools of the District are available in a useable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students:

- When purchasing instructional materials, the District will give preference to vendors who agree to provide such instructional materials in alternative formats;
- When an electronic file is provided, the format will be accessed by students, or converted to an accessible format, using District technology and equipment available in the school building or through the Library/Media Specialist or Technology Coordinator;
- The needs, or anticipated needs, of students with disabilities for instructional materials in an alternative format will be reported to the building principal by the Director of Special Education yearly, or as soon as those needs are known, to provide sufficient time for planning and budgeting;
- When considering the purchase of instructional materials, building principals will consult with the Director of Special Education to identify the needs of students with disabilities residing in the District to ensure that alternative format materials are ordered and available at the same time as regular format materials are available;
- When a student with a disability who requires materials in an alternative format moves into the District during the school year, the Director of Special Education will immediately notify the building principal of that student's needs and assess whether appropriate materials are currently available. If appropriate materials are not available in the District's inventory, such materials will be acquired as soon as possible and without undue delay.