

**SPECIAL EDUCATION  
ANNUAL REPORT  
2017-2018**

**JAMESVILLE-DEWITT  
CENTRAL SCHOOL DISTRICT**

**JUNE 3, 2019**

# Our Goals

- ▶ *To provide every student who meets eligibility for special education services and supports meaningful access to the general education curriculum, in the least restrictive environment*
- ▶ *To provide staff professional development opportunities and education to best meet the needs of all learners*
- ▶ *To improve our department and services for students district wide*
- ▶ *To foster collaborative opportunities with families and the community*

# JD CONTINUUM OF SERVICES

- ▶ Related Services
- ▶ Consultant Teacher Services (Direct and Indirect) as a support to students and their general education program
- ▶ Resource Room Program to provide supplemental skill instruction
- ▶ Special Class Services; 15:1
- ▶ Special Class Programs; 12:1:1 and 12:1:4 (1 Elementary, 2 Middle School, 1 High School)
- ▶ Out of district placement (BOCES)
- ▶ Home/Hospital Instruction
- ▶ Residential Placement

# OVERVIEW OF JAMESVILLE-DEWITT SPECIAL EDUCATION CSE RESPONSIBILITY

- ▶ In-district programs for school aged students
- ▶ Non-public school aged students
- ▶ Preschoolers
- ▶ OCM BOCES Programs
- ▶ Charter Schools
- ▶ Residential placements
- ▶ Incarcerated Youth
- ▶ Parentally placed students in a public school

# SCHOOL AGED STUDENTS

Disability Category	2015-16	2016-17	2017-18
Autism	53	60	58
Emotional Disturbance	6	5	8
Learning Disability	156	148	149
Intellectual Disability	6	7	4
Deafness	0	0	0
Hearing Impairment	1	2	2
Speech/Language Impairment	51	57	68
Visual Impairment	3	1	1
Orthopedic Impairment	3	3	2
Other Health Impaired	97	99	104
Multiple Disabilities	4	2	3
Deaf-Blind	0	0	0
Traumatic Brain Injury	0	1	2
Total	380	385	401

# CSE & CPSE MEMBERSHIP

Member Title	CSE	Subcommittee	CPSE
Parents of the student	✓	✓	✓
Not <1 general education teacher (if child is or may be in general education)	✓	✓	✓
Not < 1 Special Ed. Teacher/provider	✓	✓	✓
School Psychologist	✓	For new psych eval. or change to more intensive staff ratio	
District Rep (Chairperson)	✓	✓	✓
Others with knowledge/expertise	✓	✓	✓
Individual To Interpret Evaluations (may serve dual role with any of the professional members listed above, but not the parent)	✓	✓	✓
School Physician	If requested (72 hrs.)		
Parent Member	If requested (72 hrs.)		If requested(72 hrs.)
Agency Representative (for transition planning or when considering residential or more restrictive placement)	With parent consent	With parent consent	
Student if appropriate	✓	✓	
Representative from Municipality			Invited
Representative from Early Intervention			By parent request for transition to CPSE

# COMMITTEE ON SPECIAL EDUCATION MEETINGS

	2015-16	2016-17	2017-18
CPSE (preschool)	108	112	102
CSE meetings in district	492	522	568
CSE meetings (BOCES)	28	27	28
CSE meetings in nonpublic	77	78	60
Total	705	732	758

# PRESCHOOLERS

	2015-16	2016-17	2017-18
Age 3	12	37	23
Age 4	24	21	16
Total	36	58	39
* Based on BEDS day data			



# SERVICES PROVIDED FOR NON- PUBLIC STUDENTS

	2015-16	2016-17	2017-18
JD Residents	11 (3 decline)	12 (3 decline)	10 (4 decline)
Residents of other districts	37 (10 decline)	35 (9 decline)	35 (11 decline)
Total # of students	48 (13 decline)	47 (12 decline)	45 (15 decline)
New Evaluations of non-public students	20 (8 eligible)	19 (6 eligible)	12 (4 eligible)

# UTILIZATION OF BOCES PROGRAMS

Program Type	2015-16	2016-17	2017-18
Students with Multiple Disabilities	7	7	6
Intense Emotional/ Behavioral Needs	16	21	17
Functional HS/GED	1	2	1
Total	26	30	24

# IDENTIFIED STUDENTS BY RACE/ETHNICITY

Ethnicity/Race	Student Representation	2017-18 % of total SWD
Hispanic or Latino	103 represents 4% of the JD student Population	9 = 2.5 %
American Indian or Alaska Native	8 represents <1% of the JD student population	2 = >.5 %
Asian/Native Hawaiian or Pacific Islander	238 represents 8% of the JD student Population	16 = 4.4 %
Black or African American	211 represents 7.5%of the JD student population	52 = 14.3 %
White	2,106 represents 75% of the JD student population	265= 73 %
Multi-racial	145 represents 5% of the JD student population	19 = 5.2%



**Looking to the Future**

# WHY, HOW, WHAT

- ▶ A priority of the PPS department is to prepare our students for a life beyond the walls of JD. This belief has been the driving force behind the initiatives implemented since 2017-2018.
- ▶ How we are addressing this goal is through a set of activities. These include but are not limited to; PD, site visits, collaboration with SEQA and RSE-TASC partners, district and building leader discussions, researched based practices, partnership development between general and special education staff, listening to feedback from parents and community members, as well as other activities.
- ▶ What does this mean for students? A positive impact on student learning, creating a stronger sense of community and belonging for all students. Established partnerships and collaboration between general and special education teachers where staff can learn from each other. We will see a significant decrease in Time Out of Regular Class (TORC) data. We also expect to see improvement of IEP goal attainment, assessment data, as well as qualitative information shared by staff and families.

# LOOKING TO THE FUTURE

- ▶ Prior to February 2018
  - ▶ Two years of data review, CSE meetings, classroom observations, listening and speaking with stakeholders while studying the JD Continuum of Special Education Services
- ▶ July 2018
  - ▶ Summer work on the JD Continuum of Special Education Services
  - ▶ Follow up with Dr. Kendrick and Dr. Smith to plan phase 2 (response to summer work)
  - ▶ Identify target areas of Professional Development (PD) for the purpose of expanding our Consultant Teacher Direct Model
  - ▶ Creation of a CTD Biology, CTD Global and 2-year Applied Biology Class (High School), closed 12:1:1 SC and pulled students back into the general education setting
- ▶ September/October 2018
  - ▶ PD on Special Designed Instruction (SDI) (56 staff trained on SDI)

# LOOKING TO THE FUTURE

(CONTINUED)

- ▶ November 2018-January 2019
  - ▶ Data collection on all students
  - ▶ Collaborated with Special Education teachers and School Psychologists, Worked with Building Leadership
  - ▶ Reviewed changes with NYSED Regional Associate and RSE-TASC Trainer
  - ▶ Shared plans with Middle School Department Chairs and gathered feedback
  - ▶ Presented to Middle School, Jamesville, and Moses DeWitt teams to introduce expanded continuum of services
  - ▶ Work with the High School (general and special education teachers) on Prioritized Curriculum
  - ▶ Building leaders/staff continued work on the CTD model and SDI

# WHAT DOES THIS MEAN FOR STUDENTS

**2017-2018 Teacher Services TORC Data**

<i>School</i>	<i>RR</i>	<i>SC-ELA</i>	<i>SC-Math</i>	<i>R TORC per day</i>	<i>SC TORC per day</i>	<i>Total TORC per day</i>
JES	16	17	18	480	2,100	2,580
Moses DeWitt	20	9	6	600	900	1,500
Tecumseh	18	7	8	540	900	1,440
JD Middle School	89	41	16	3,560	3,920	7,480
JD High School	88	5	12	3,652	706	4,359
				<b>8,832</b>	<b>8,526</b>	<b>17,359</b>



# WHAT DOES THIS MEAN FOR STUDENTS

- ▶ At Moses DeWitt Elementary and Jamesville Elementary we have increased our Consultant Teacher Direct Classrooms for ELA and Math K-4 by 16 classrooms, creating more inclusive opportunities for students with disabilities.
- ▶ At the middle school level 5-8 we have created 18 CTD classrooms, an increase of 14 CTD sections
  - ▶ 5<sup>th</sup> grade- 4 CTD ELA and 2 CTD Math
  - ▶ 6<sup>th</sup> grade -2 CTD ELA and 2 CTD Math
  - ▶ 7<sup>th</sup> grade- 2 CTD ELA and 2 CTD Math
  - ▶ 8<sup>th</sup> grade -2 CTD ELA and 2 CTD Math

# WHAT DOES THIS MEAN FOR STUDENTS

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## 2019-2020 Projected Teacher Services TORC Data

<i>School</i>	<i>RR</i>	<i>SC-ELA</i>	<i>SC-Math</i>	<i>R TORC per day</i>	<i>SC TORC per day</i>	<i>Total TORC per day</i>
JES	6	0	0	180	0	180
Moses DeWitt	7	0	0	210	0	210
Tecumseh	8	7	6	240	720	960
JD Middle School	21	8	8	840	960	1,800
JD High School	82	13	13	3,403	1079	4,482
				<b>4,873</b>	<b>1,384</b>	<b>7,632</b>

# LOOKING TO THE FUTURE

(CONTINUED)

- ▶ On-going work
  - ▶ Principals working with staff on planning, learning and developing their CTD classrooms
  - ▶ Ongoing communication w/ District Superintendent
  - ▶ Communication with families at CSE meetings to inform them of the expanded continuum and the inclusive programming options for their children
  - ▶ Coordinated site visits for teams of teachers to observe CTD classrooms in 4 local districts
  - ▶ Planned PD for summer (2019) for teams to coordinate classroom partnerships and identify CTD practices
  - ▶ Coaching Teams, assessing progress and adjusting practices
  - ▶ Replicating the CTD models in Tecumseh Elementary and JDHS

# PROFESSIONAL DEVELOPMENT

- ▶ Continuum Alignment (Summer 2018)
- ▶ Specially Designed Instruction (Fall 2018)
- ▶ Resource Room Training
- ▶ Department Meeting Trainings
  - IEP Development
  - Processes and Procedures for IEPs and CSEs
  - Google Chrome Extensions for Improved Access
  - Understanding Learning Profiles through Evaluations
  - Prioritized Curriculum
  - Consultant Teacher Direct



JD Home ::  
Board of Education ::  
Student Registration ::

## Pupil Personnel Services

### CONTACT

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**Director Pupil Personnel Services**

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**Assistant Director of Pupil Personnel**

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**Administrative Support/CPSE**



Quarterly Newsletter

### ABOUT

The Department of Pupil Personnel Services (PPS) for the Jamesville-DeWitt Central School District works throughout the year to meet the needs of students identified with an educational disability and supported by an Individualized Educational Plan (IEP). We make every effort to educate our students in the least restrictive environment as possible, although at times, that may require an alternate setting. Ultimately, it is our goal to assure that all students exit our programs with the ability to (as independently as possible) be an integral and productive member of their community.

Supports are provided for eligible students beginning at age three through high school commencement or the year in which the student turns age 21. We work with the Onondaga County Department of Health to provide programs and services for children ages 3-5, who qualify under the Committee on Pre-School Special Education. A continuum of services is provided for the vast majority of our students, K-12, within district programs. A small percentage of our students require more intensive support than can be provided within our district. Therefore, we work collaboratively with the Onondaga-Cortland-Madison BOCES to identify the most appropriate program to meet the student's needs, and utilize the BOCES programs that are available to us.

It is the goal of the Jamesville-DeWitt CSD to ensure that each student attains the knowledge, skills and attitudes necessary, not only for life long learning, but also for becoming a cooperative, self-directed, productive, independent, caring citizen through outcome based programs utilizing a variety of effective teaching strategies and methods in a safe, supportive environment.

Please review the links of resources to assist you with your questions. If you have additional questions/concerns about your child ages 3-21 regarding their development of academic, social, emotional or physical skills please contact the Pupil Personnel Services office.

Sincerely,

Tracey Menapace, Director of Pupil Personnel Services

Jamesville-DeWitt CSD