

**Special Education
Annual Report 2016-2017
to
the Board of Education**

**Jamesville-DeWitt
Central School District**

May 21, 2018

Special Education

Special education is service provided to a student who meets eligibility based on formal evaluations. Special education is the provision of specially designed instruction to meet a student's unique needs. In accordance with IDEA, the most basic responsibility school districts have regarding the education of children with disabilities is to provide all those eligible, a free and appropriate public education (FAPE) in the least restrictive environment to meet their individual needs. In accordance with their Individualized Education Program, students are eligible until they obtain a local high school or regents diploma, or until the end of the school year in which the child turns 21.

Continuum of Services

- Related Services as a support to the regular education program
- Consultant Teacher Services (Direct and Indirect) as a support to the regular education program
- Resource Room Program as a support to provide supplemental skill instruction
- Special Class Services; 15:1 Supplanted Reading or Math
- Special Class Services; 12:1:1 (1 Elementary, 2 Middle School, 2 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

(BEDS Day October 4 2016)

Disability Category	2014-15	2015-16	2016-17
Autism	53	53	60
Emotional Disturbance	8	6	5
Learning Disability	163	156	148
Intellectual Disability	5	6	7
Deafness	0	0	0
Hearing Impairment	1	1	2
Speech/Language Impairment	56	51	57
Visual Impairment	3	3	1
Orthopedic Impairment	2	3	3
Other Health Impaired	106	97	99
Multiple Disabilities	6	4	2
Deaf-Blind	0	0	0
Traumatic Brain Injury	0	0	1
Total	403	380	385

* COMMITTEE ON SPECIAL EDUCATION MEETINGS

	2014-15	2015-16	2016-17
CPSE (preschool)	82	108	112
CSE meetings in district	529	492	522
CSE meetings in nonpublic	89	77	78
Total	700	677	712

* Preschoolers Identified

	14-15	15-16	16-17
Age 3	20	12	37
Age 4	22	24	21
Total	42	36	58

* Based on BEDS day data

SERVICES PROVIDED FOR NON-PUBLIC STUDENTS

	2014-15	2015-16	2016-17
JD Residents	13 (1 decline)	11 (3 decline)	12 (3 decline)
Residents of other districts	72 (9 decline)	37 (10 decline)	35 (9 decline)
Total # of students	85 (10 decline)	48 (13 decline)	47 (12 decline)
New Evaluations of non-public students	19 (5 eligible)	20 (8 eligible)	19 (6 eligible)

UTILIZATION OF BOCES PROGRAMS

Program Type	14-15	15-16	16-17
Students with Multiple Disabilities	6	7	7
Intense Emotional/ Behavioral Needs	16	16	21
Functional HS/GED	3	1	2
Total	25	26	30

Residential Placements

Residential Settings are considered the most restrictive setting on the continuum.

When a student's educational or behavioral needs exceed the district's and BOCES's capacity, a residential placement is considered.

The CSE must exhaust all other options which include working with outside agencies (i.e. OMH, OPWDD) .

Thank you

