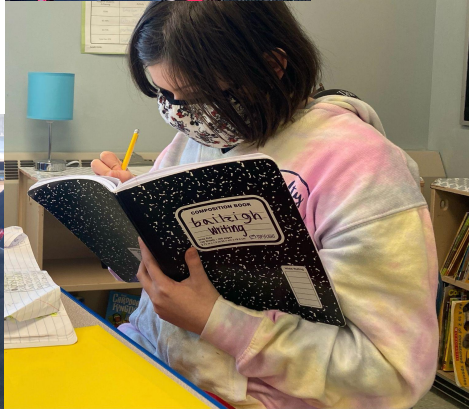
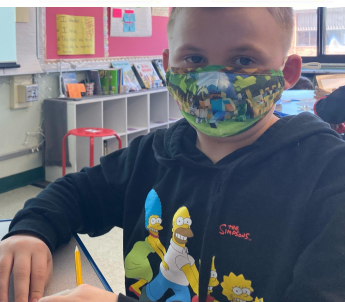
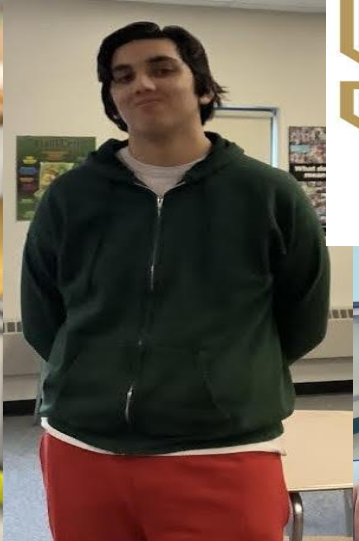
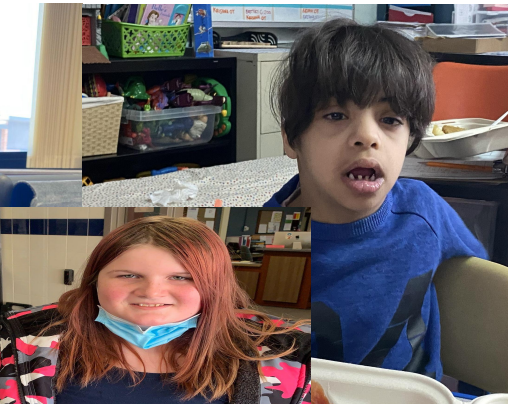
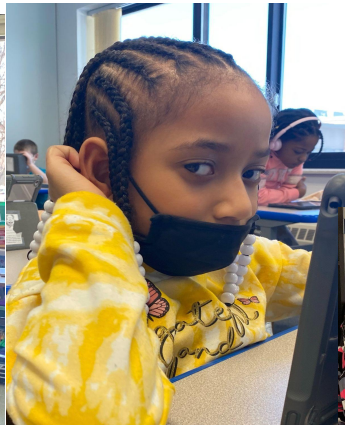
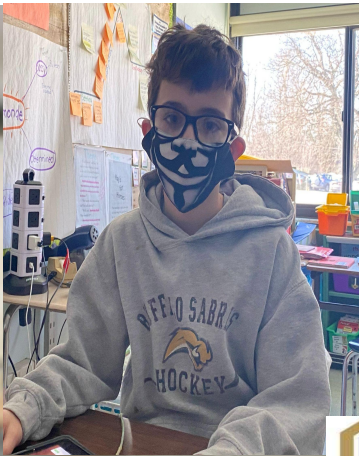
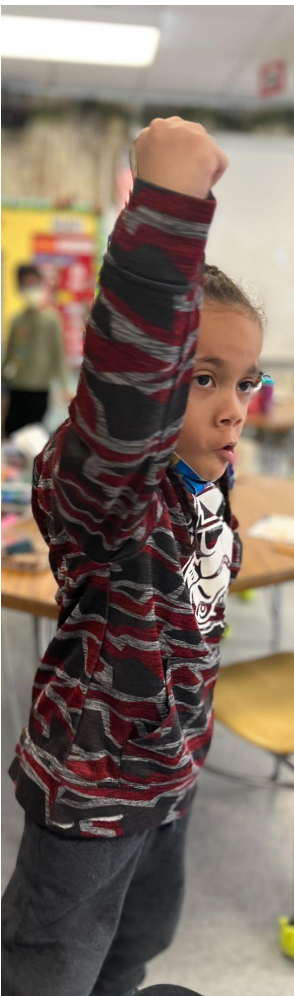


Office of Special Programs Overview



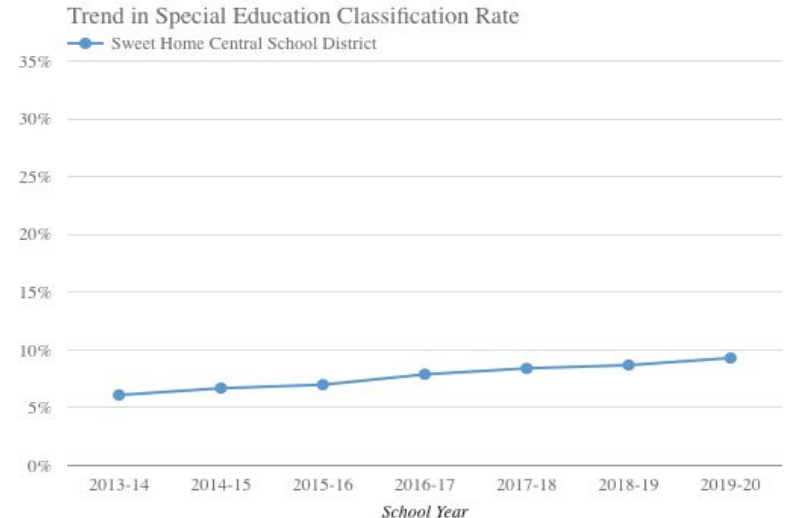
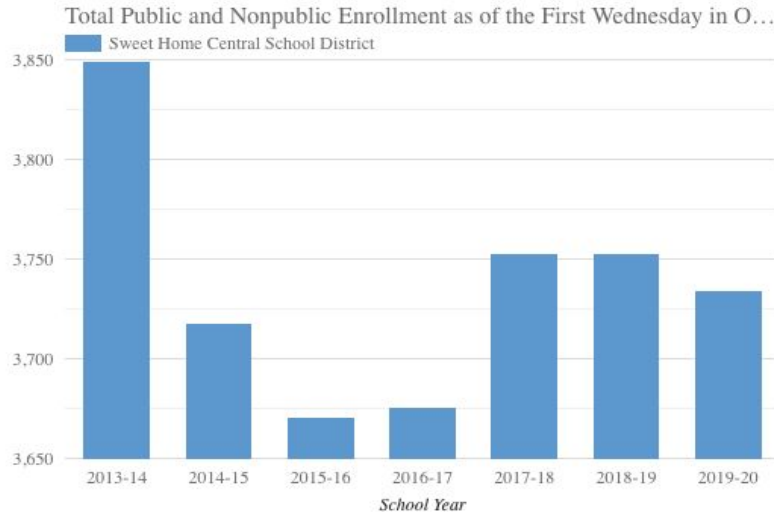
March 8, 2022



Sweet Home CSD

Sweet Home Central School District 2019-20

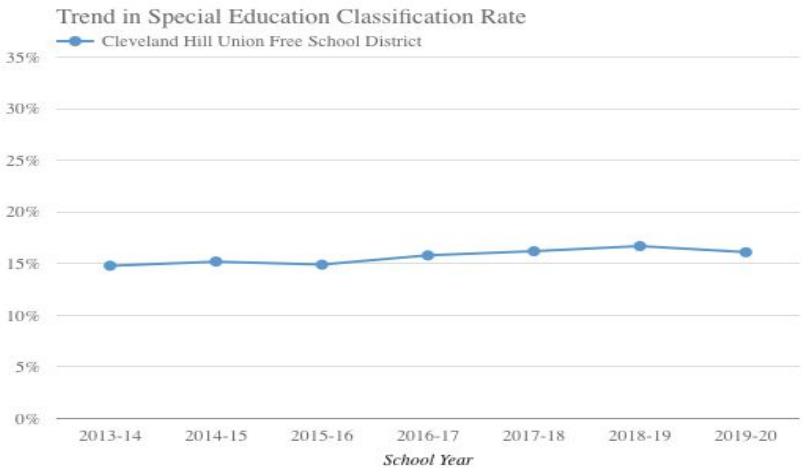
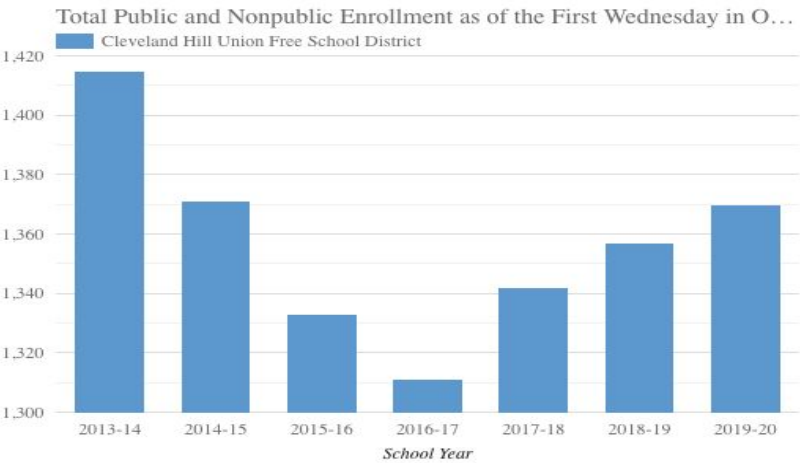
Enrollment and Classification Rate



Cleveland Hill UFSD

Cleveland Hill Union Free School District 2019-20

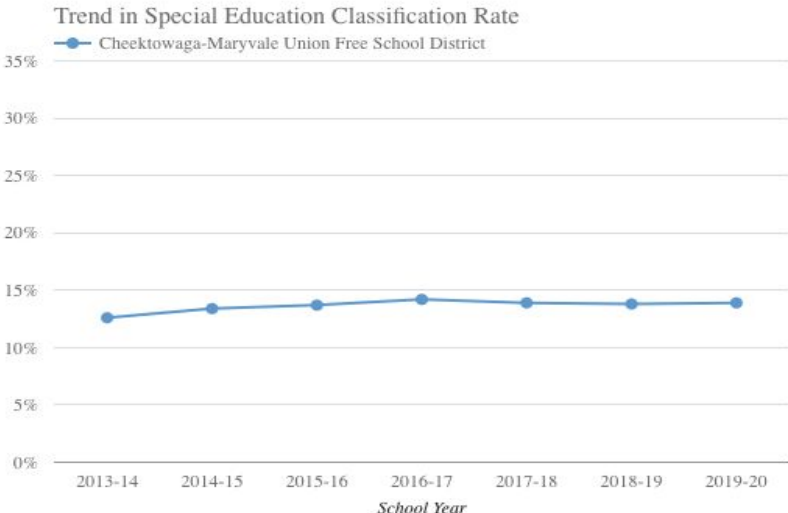
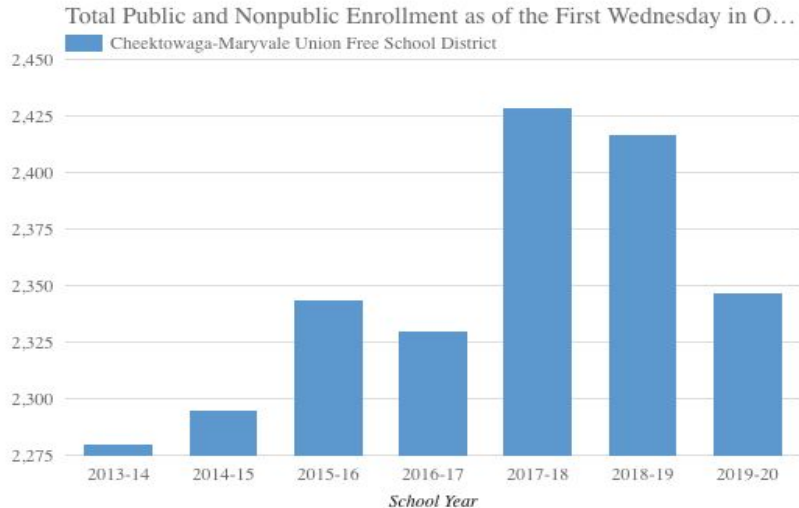
Enrollment and Classification Rate



Cheektowaga-Maryvale UFSD

Cheektowaga-Maryvale Union Free School District 2019-20

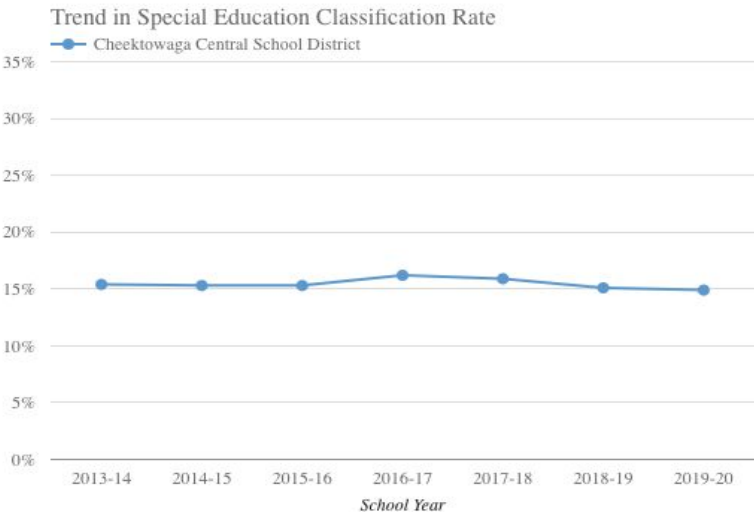
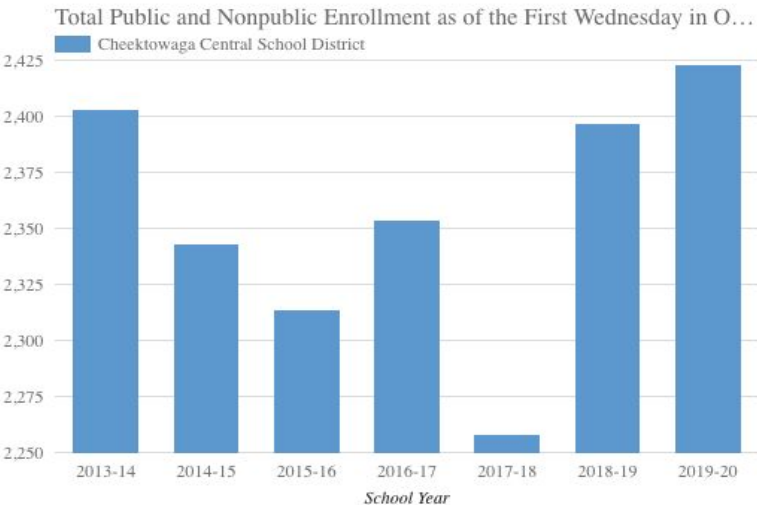
Enrollment and Classification Rate



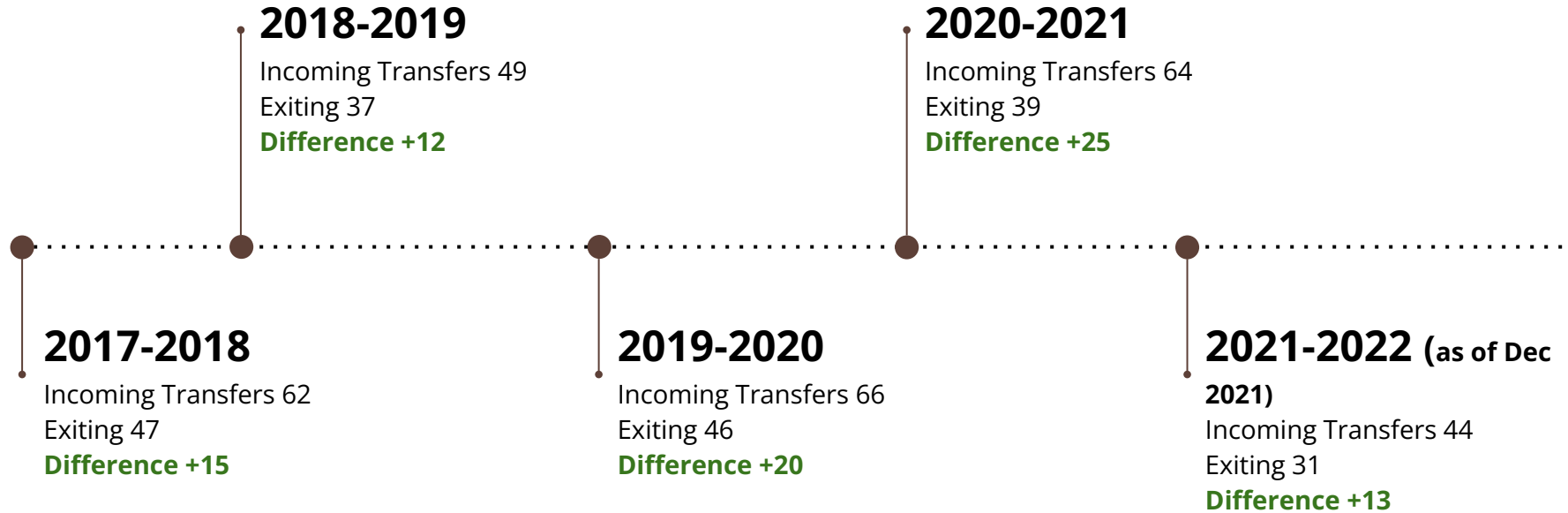
Cheektowaga CSD

Cheektowaga Central School District 2019-20

Enrollment and Classification Rate



Transfers of Students with Disabilities (School Age)



Transfers of SWD (by location) July 2020-Dec 2021

Elementary

Glendale 8

Heritage Heights 5

Maplemere 11

Willow Ridge 4

Secondary

Middle School 16

High School 18

Out of District

BOCES 5

Charter Schools 3

Cross Contract 1

Homebound 2

Out of District 11

St. Chris 1

Initial Classification of SWD July 2020-December 2021

Elementary

Glendale 7

Heritage Heights 6

Maplemere 16

Willow Ridge 5

Secondary

Middle School 4

High School 3

Out of District

BOCES 1

Charter Schools 1

Cross Contract 0

Homebound 0

Out of District 2

St. Chris 2

Steps in the Special Education Process

Step 1: Initial Referral for Special Education Services

Students suspected of having a disability are referred to a multidisciplinary team called the Committee on Special Education or the Committee on Preschool Special Education.

Step 2: Individual Evaluation Process

The Committee arranges for an evaluation of the student's abilities and needs.

Step 3: Determining Eligibility for Special Education Services

Based on evaluation results, the Committee decides if the student is eligible to receive special education services and programs.

Step 4: Individualized Education Program (IEP)

If the child is eligible to receive special education services, the Committee develops and implements an appropriate IEP, based on evaluation results, to meet the needs of the student. Based on the IEP, the Committee must determine the student's placement, ensuring that services are provided in the least restrictive environment (LRE). Unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled.

Step 5: Annual Review/Reevaluation

The IEP is reviewed and, if needed, modified or revised by the Committee at least once a year. The student has a reevaluation at least once every three years, to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Current Trends Related to the COVID-19 Pandemic

**Previously identified SWD
with increased
needs/regression**

**Students returning with
increased trauma
(social/emotional) needs**

**Challenges providing
intervention services**

Additional Points for Consideration

**Preschool Students with
Disabilities**

**Challenges in Providing
Improvement Services**

**Increased Need for
Contracted Services**

**Shifts in Social/Emotional
Stress Levels of Staff**

**New Classification of 'Long
COVID'**

We are Sweet Home!

