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SPECIAL EDUCATION QUALITY ASSURANCE

Evaluation / Reevaluation Module

Final Report

Cover Sheet

District Name: Charlotte Valley Central School District

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Date Range of Review: September 2020-May 2021

Review Team Member: Tracy G. Davidson, Regional Associate

Attachments:

- Final Report Narrative
- Compliance Summary List

Evaluation / Reevaluation Module

Final Report Narrative

The New York State Education Department's (NYSED) Office of Special Education completed a Coordinated Intervention District Review of the Charlotte Valley Central School District (District). This final report identifies the District's compliance with specifically identified federal and State laws and regulations affecting outcomes for students with disabilities. The review was conducted by the Special Education Quality Assurance (SEQA) Eastern Regional Office.

In the 2020-21 school year, the District was identified as being a District in Needs Assistance under the Individuals with Disabilities Education Act (IDEA). This designation was due to performance outcomes for the subgroup of students with disabilities.

The Regional Associate gathered information to identify areas of concern that were potentially having a negative impact on outcomes for students with disabilities. The Regional Associate reviewed the District's data, spoke with District staff and NYSED Networks to determine the area to target. After gathering the information, the Regional Associate chose the area of evaluations and reevaluations in which to provide technical assistance.

Provision of Technical Assistance and Professional Development

Over a period of several months, the Regional Associate provided technical assistance to District staff and supported systemic changes that were deemed necessary. Specifically, the Regional Associate identified the target area of evaluations and reevaluations. Technical assistance provided by the Regional Associate included, but was not limited to:

- Review of regulatory requirements related to evaluations and reevaluations with District staff; and
- Review of state documents related to evaluations and reevaluations.

In addition to the on-going technical assistance from the Regional Associate, the District also benefitted from professional development provided by the Educational Partnership. The Partnership provided professional development around evaluations and tiered behavioral supports.

After technical assistance was provided, the Regional Associate used a variety of activities to determine if the District was in compliance with specific federal and State laws and regulations for the targeted area as a result of the technical assistance provided.

Activities Used in the Determination of Compliance

Description of Student Sample

The representative student sample included ten students with disabilities in grades kindergarten to twelve whose special education program and services were provided in the District. These students were selected to represent the targeted area.

Review of Student Records

The student record review provided the Regional Associate with information regarding the representative sample of individual students with disabilities. The record review was used to determine compliance regarding specific laws and regulations in the targeted area.

CSE Observations

To understand the CSE process within the District, the Regional Associate selected a sample of CSE meetings to observe. This activity provided information regarding CSE procedures, including the process by which considerations and recommendations were made. It also afforded the Regional Associate the opportunity to observe how parents and District staff participate in the meetings.

Summary of Review Outcomes

The team reviewed all information from the review activities and did not identify any areas of noncompliance. Therefore, no further action by the District is required at this time regarding the regulatory citations reviewed during this process.

SEQA Regional Associate:



Signature

May 20, 2021

Date

**Compliance Summary List for Charlotte Valley Central School District
Evaluation / Reevaluation Module 2020-21**

Institution Name: Charlotte Valley Central School District

School Year: 2020-21

Determination of Compliance	Regulatory Citation	Regulatory Language
Compliant	200.4(b)(6)(vii)	the student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status and motor abilities;
Compliant	200.4(b)(6)(v)	no single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability or for determining an appropriate educational program for a student;
Compliant	200.4(b)(6)(ii)	if an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report;
Compliant	200.4(b)(6)(i)	assessments and other evaluation materials used to assess a student under this section:
Compliant	200.4(b)(5)	Determination of needed evaluation data.
Compliant	200.5(b)(1)	The school district must make reasonable efforts to obtain written informed consent of the parent, as such term is defined in section 200.1(l) of this Part, and must have a detailed record of its attempts, and the results of those attempts. Written consent of the parent is required:
Compliant	200.5(a)(6)(i)	If the committee on special education and other qualified professionals, as appropriate, determine in accordance with section 200.4(b)(5) of this Part that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the school district must notify the parents of that determination and the reasons for the determination and the right of such parents to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's education needs.
Compliant	200.4(a)(2)(i)	A written request that the school district or agency refer the student for an initial evaluation pursuant to paragraph (1) of this subdivision may be made by:
Compliant	200.4(a)(1)	Referral for an initial evaluation. A referral may be made by:

Regulatory Language	
Determination of Compliance	Regulatory Citation
Compliant	200.4(b)(1)
Compliant	200.4(b)(4)

Unless a referral for an evaluation submitted by a parent or a school district is withdrawn pursuant to paragraph (a)(7) or (9) of this section, after parental consent has been obtained or a parental refusal to consent is overridden, an individual evaluation of the referred student shall be initiated by a committee on special education. The initial individual evaluation shall be completed within 60 days of receipt of consent unless extended by mutual agreement of the student's parents and the CSE pursuant to subparagraph (7)(i) and paragraph (j)(1) of this subdivision. The individual evaluation shall include a variety of assessment tools and strategies, including information provided by the parent, to gather relevant functional, developmental and academic information about the student that may assist in determining whether the student is a student with a disability and the content of the student's individualized education program, including information related to enabling the student to participate and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities). The individual evaluation must be at no cost to the parent, and the initial evaluation must include at least:

A committee on special education shall arrange for an appropriate reevaluation of each student with a disability if the school district determines that the educational or related services needs, including improved academic achievement and functional performance of the student, warrant a reevaluation or if the student's parent or teacher requests a reevaluation, but not more frequently than once a year unless the parent and representatives of the school district appointed to the committee on special education agree otherwise; and at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary. The reevaluation shall be conducted by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. In accordance with paragraph (5) of this subdivision, the reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be addressed by the committee on special education in a meeting to review and, as appropriate, revise the student's IEP. To the extent possible, the school district shall encourage the consolidation of reevaluation meetings for the student and other committee on special education meetings for the student.

Determination of Compliance	Regulatory Citation	Regulatory Language
Compliant	200.4(b)(6)(xii)	the results of the evaluation are provided to the parents in their native language or mode of communication unless it is clearly not feasible to do so;