



State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities
Education Act (IDEA)



IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



Indicator 7: Preschool Outcomes



Agenda Slide for Preschool Outcome Presentation



- Frequently Used Terms for Preschool Outcomes (Indicator 7)
- Indicator 7 How the Measurement Works
- Indicator 7 Data in New York State (Trends and Comparisons)
- Indicator 7 Improvement Activities
- Indicator 7 Proposed Targets
- Next Steps and Closing



Frequently Used Terms in the Presentation



Term	Description
State Performance Plan or SPP	Evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation
Federal Fiscal Year or FFY	Federal Government Fiscal Year (October 1 – September 30)
Annual Performance Report (APR) Reported Data	Data reported to the United States Department of Education Office of Special Education Programs (OSEP) against the state's targets
Indicator 7	SPP Indicator 7 measures Preschool Outcomes
Indicator 7A	Indicator 7A measures positive social-emotional skills
Indicator 7B	Indicator 7B measures acquisition and use of knowledge and skills
Indicator 7C	Indicator 7C measures use of appropriate behaviors to meet needs
Baseline	Data starting point to measure improvement over time
Targets	Performance objectives set for SPP measurements
CSE	Committee on Special Education (CSE) responsible for ensuring timely evaluations for school-aged students suspected of having a disability and completing the Child Outcome Rating.
CPSE	Committee on Preschool Special Education (CPSE) responsible for ensuring timely evaluations for preschool aged students suspected of having a disability and completing the Child Outcome Rating.



Indicator 7: Preschool Outcomes Measurement

Percent of preschool children aged 3 through 5 with individualized education programs (IEPs) who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

For each outcome, Indicator 7 measures both progress and functioning within age expectations:

- Progress: of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- Functioning within age expectations: the percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.



Indicator 7: Five Progress Categories

a) Children who did not improve functioning.

b) Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.

c) Children who improved functioning to a level nearer to same aged peers but did not reach it.

d) Children who improved functioning to reach a level comparable to same aged peers.

e) Children who maintained functioning at a level comparable to same aged peers.



Indicator 7 Progress Categories

Functioning within Age Expectations ($d+e/a+b+c+d+e$)

a) Children who did not improve functioning.

b) Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.

c) Children who improved functioning to a level nearer to same aged peers but did not reach it.

d) Children who improved functioning to reach a level comparable to same aged peers.

e) Children who maintained functioning at a level comparable to same aged peers.



Indicator 7 Progress Categories

Substantially Increased Rate of Growth ($c+d/a+b+c+d$)

a) Children who did not improve functioning.

b) Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.

c) Children who improved functioning to a level nearer to same aged peers but did not reach it.

d) Children who improved functioning to reach a level comparable to same aged peers.



Data Sampling Methodology for Indicator 7

- In New York State, data for Indicator 7 is collected on a sample schedule basis:
 - NYS has distributed all school districts among six statewide representative samples for the purposes of data reporting for Indicator 7: **Preschool Outcomes**; the NYC School District is included in the sample each year.
 - Most school districts submit data on behalf of all eligible preschool students during the sampling period.
 - Large school districts may choose to use the total random sampling methodology to report on a sample of preschool students.

Table 5: Summary Statements of Progress of Preschool Children with Disabilities

Preschool Outcome Area	Summary Statements					
	Summary Statement #1: Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program. Formula using letters from Table 4: $(C+D)/(A+B+C+D)*100$			Summary Statement #2: The percent of preschool children who were functioning within age expectations by the time they exited the program. Formula using letters from Table 4: $(D+E)/(A+B+C+D+E)*100$		
	C+D	A+B+C+D	Percent	D+E	A+B+C+D+E	Percent
1. Positive social emotional skills						
2. Acquisition of knowledge and skills						
3. Use of appropriate behaviors to meet their needs						

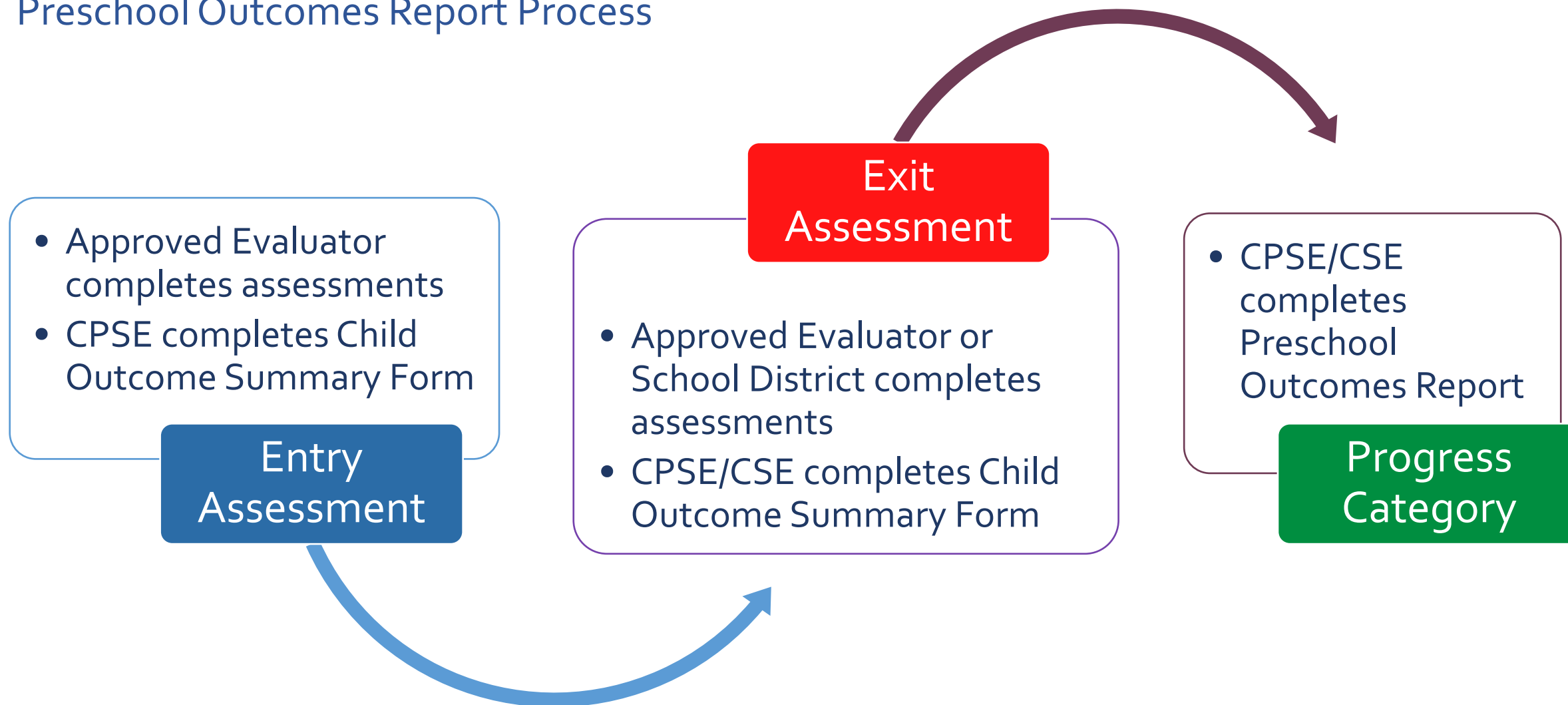
[VR15](#): Preschool Outcomes Report



State Performance Plan Indicator 7

How Data is Collected to make Progress Category Determination

Preschool Outcomes Report Process



**Assessments Most Frequently Used in New York State
with Preschool Children with Disabilities**



Entry and Exit Assessments

New York State does not currently prescribe the assessments that must be used for Indicator 7. A list of “Assessments Most Frequently Used in New York State with Preschool Children with Disabilities” is published on the Office of Special Education webpage (see example).

The evaluator must identify:

- the source of information (name of assessment and edition),
- date the assessment was given, and
- a summary of relevant results in each of the three outcome areas.

The evaluator must provide an assurance that their evaluation has sufficient detailed information to identify on a scale of 1-7 the child’s typical functioning in the three outcome areas and, upon exit, information that will determine if the child learned any new skill or behavior since entry into preschool special education.



Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Takes Actions to Meet Needs
Adaptive Behavior Assessment System (Ages 0-5)			X
Arizona Articulation Proficiency Scale – Western Psychological Service		X	
Battelle Developmental Inventory (BDI)	X	X	X
Bayley Scales of Infant Development (BSID)	X	X	
Behavior Assessment System for Children (BASC)	X		X
Brigance Inventory of Early Development	X	X	X
Carolina Curriculum for Preschoolers with Special Needs	X	X	X
Child Behavior Checklist (CBCL) 1 ½-5	X		
Clinical Evaluation of Language Fundamentals-Preschool (CELF), (Spanish version)		X	
Conners’ Parent & Teacher Rating Scale (CRS)	X		
Developmental Assessment of Young Children (DAYC)	X	X	X
Differential Ability Scales (DAS)		X	
Goldman-Fristoe Test of Articulation, American Guidance Service, Inc.		X	
Hawaii Early Learning Profile (HELP)	X	X	X
Learning Accomplishment Profile–D	X	X	
Mullen Scales of Early Learning		X	
Peabody Developmental Motor Scales			X

Definitions for Child Outcome Ratings



Category	Rating	Definition
Completely Means:	7	<p>Child shows behaviors and skills expected for his or her age in all or almost all everyday situations that are part of the child's life.</p> <ul style="list-style-type: none"> Behavior and skills are considered typical for his or her age.
	6	Between Completely and Somewhat
Somewhat Means:	5	<p>Child shows behavior and skills expected for his or her age some of the time across situations</p> <ul style="list-style-type: none"> Behavior and skills are a mix of age appropriate and not appropriate. Behavior and skills might be described as more like those of a slightly younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	4	Between Somewhat and Emerging
Emerging Means:	3	<p>Child does not yet show behaviors and skills expected of a child of his or her age in any situation. Child's behaviors and skills include immediate foundation skills upon which to build age expected skills.</p> <ul style="list-style-type: none"> Behaviors and skills might be described as more like those of a younger child. Some behaviors or conditions might be interfering with the child's capability to achieve age-expected behavior and skills.
	2	Between Emerging and Not Yet
Not yet Means:	1	<p>Child does not yet show behaviors and skills expected of a child his or her age in any situation. Child's skills and behaviors also do not yet include any immediate foundation skills upon which to build age-expected skills.</p> <ul style="list-style-type: none"> Child's ways of forming and maintaining social relationships might be described as more like those of a much younger child. Some behaviors or conditions might be seriously interfering with the child's capability to achieve age-expected behaviors and skills.



Preschool Outcomes Report



- The Child Outcomes Summary results (Performance on Rating Scale) are compared for entry and exit.
- The CPSE/CSE must also identify whether the child learned at least one new skill between entry and exit from preschool special education.
- These results are then used to determine the progress category for each component:
 - Positive Social Emotional Skills
 - Acquisition of Knowledge and Skills
 - Appropriate Behaviors

Table 1: Positive Social Emotional Skills

	Performance on Rating Scale	What was the Child's Functional Rating on Child Outcomes Summary Form at Exit from Preschool Special Education?						
		1	2	3	4	5	6	7
What was the Child's Functional Rating on Child Outcomes Summary Form at Entry into Preschool Special Education?	1	A (no)	C	C	C	C	D	D
		B (yes)						
	2	A (no)	B	C	C	C	D	D
		B (yes)						
	3	A (no)	A (no)	B	C	C	D	D
		B (yes)	B (yes)					
	4	A (no)	A (no)	A (no)	B	C	D	D
		B (yes)	B (yes)	B (yes)				
	5	A (no)	A (no)	A (no)	A (no)	B	D	D
		B (yes)	B (yes)	B (yes)	B (yes)			
	6	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		
	7	A (no)	A (no)	A (no)	A (no)	A (no)	E	E
		B (yes)	B (yes)	B (yes)	B (yes)	B (yes)		





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Virtual Meeting Question

Facilitator check for understanding on the SPP measurement or how the data is used to measure results or outcomes.





State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities Education Act (IDEA)



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Explanation Indicator 7 FFY Data in the Annual Performance Report (APR)

Data years presented will reflect the data NYSED submits to the federal Office of Special Education Programs (OSEP) in the APR which covers the federal fiscal year (FFY) period

The Indicator 7 data sample is collected on a school year basis

The FFY 2020 APR is submitted to OSEP



The 2020-21 School Year Data is included in the FFY 2020 APR



NYS APR FFY 2019 Indicator 7 Reported Outcomes



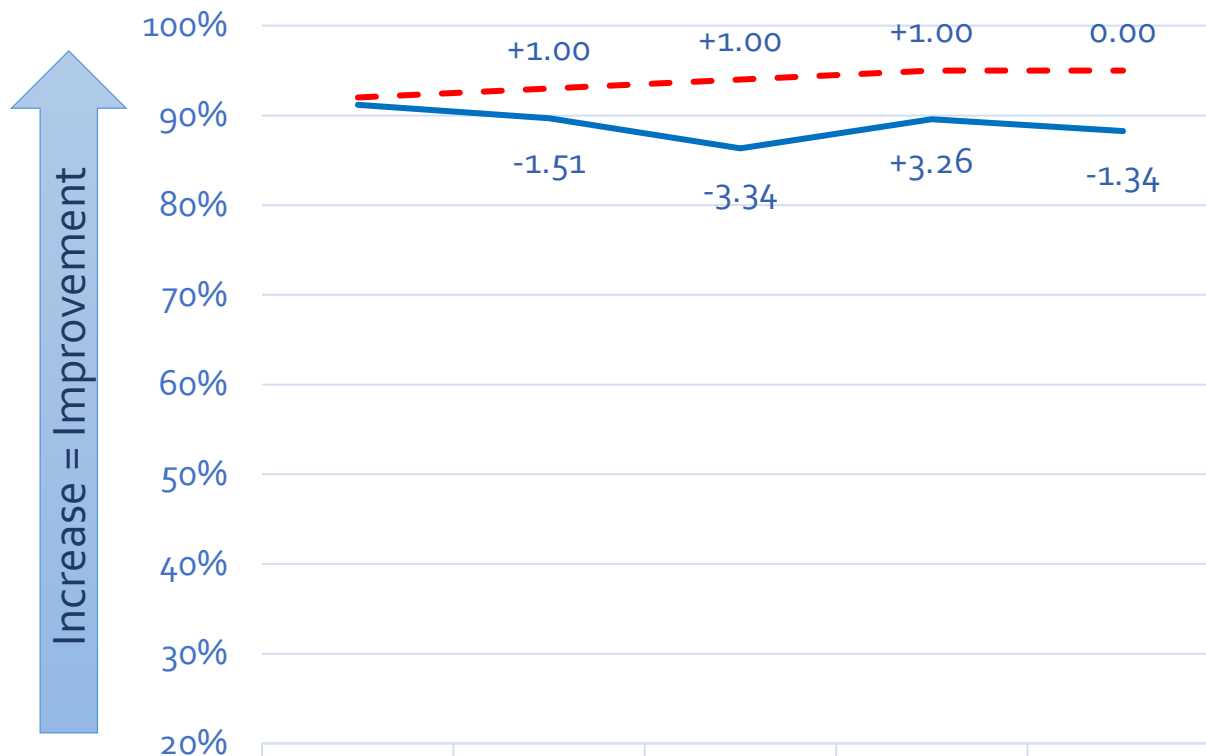
Indicator 7 Outcomes	A: Positive Social-Emotional Skills		B: Acquisition and Use of Knowledge and Skills		C: Use of Appropriate Behaviors	
	Number of Children	Percentage of Children	Number of Children	Percentage of Children	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	30	0.55%	22	0.41%	36	0.66%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	551	10.15%	507	9.34%	540	9.95%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,724	50.17%	2,727	50.23%	2,554	47.04%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,638	30.17%	1,756	32.34%	1,634	30.10%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	486	8.95%	417	7.68%	665	12.25%



NYS 7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved **positive social-emotional skills**:



7A1 Substantially Increased Rate of Growth



	2015	2016	2017	2018	2019
7A1: NYS Target	92.00%	93.00%	94.00%	95.00%	95.00%
7A1: NYS Result	91.18%	89.67%	86.33%	89.59%	88.25%

--- 7A1: NYS Target — 7A1: NYS Result

7A2 Functioning within Age Expectations



	2015	2016	2017	2018	2019
7A2: NYS Target	48.00%	50.00%	52.00%	56.00%	56.00%
7A2: NYS Result	47.79%	45.79%	43.58%	43.33%	39.12%

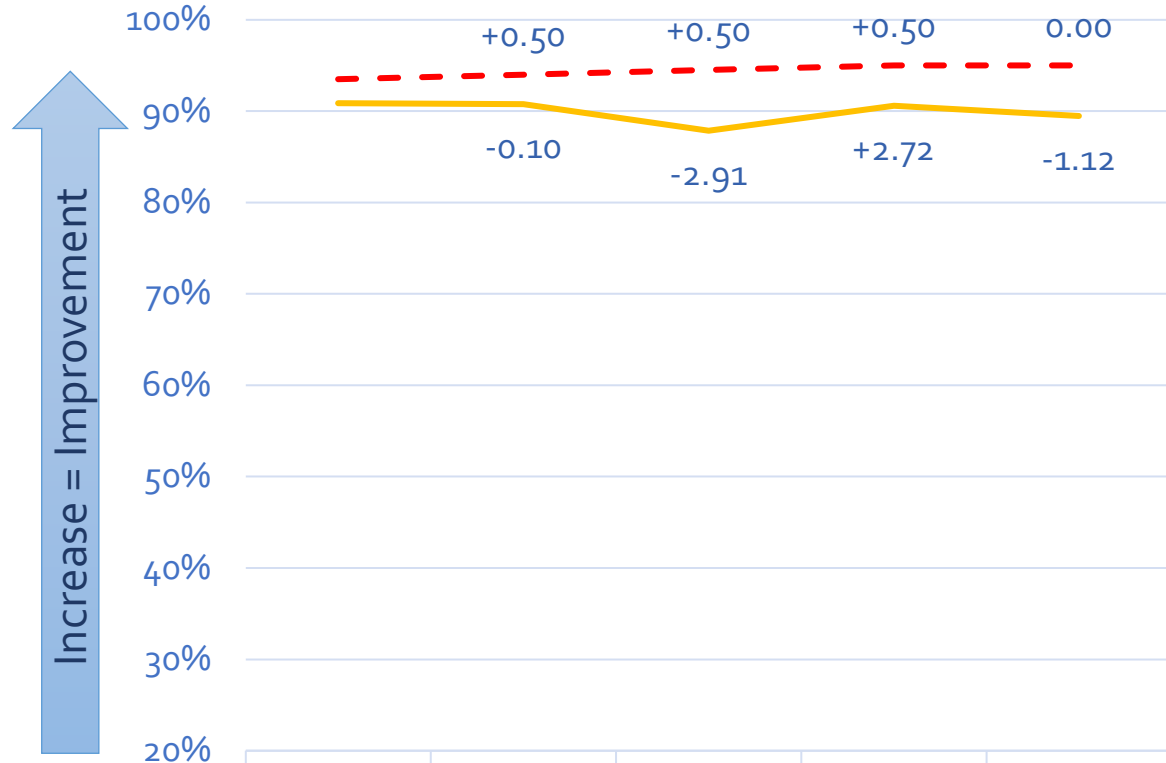
--- 7A2: NYS Target — 7A2: NYS Result



NYS 7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills:



7B1 Substantially Increased Rate of Growth



	2015	2016	2017	2018	2019
7B1: NYS Target	93.50%	94.00%	94.50%	95.00%	95.00%
7B1: NYS Result	90.86%	90.76%	87.85%	90.57%	89.45%

-- 7B1: NYS Target — 7B1: NYS Result

7B2 Functioning within Age Expectations



	2015	2016	2017	2018	2019
7B2: NYS Target	48.00%	50.00%	52.00%	56.00%	56.00%
7B2: NYS Result	48.22%	44.53%	43.65%	42.99%	40.03%

-- 7B2: NYS Target — 7B2: NYS Result



NYS 7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors:

7C1 Substantially Increased Rate of Growth



	2015	2016	2017	2018	2019
7C1: NYS Target	92.00%	92.00%	92.50%	93.00%	93.00%
7C1: NYS Result	90.15%	88.81%	85.80%	89.14%	87.91%

--- 7C1: NYS Target — 7C1: NYS Result

7C2 Functioning within Age Expectations



	2015	2016	2017	2018	2019
7C2: NYS Target	52.00%	55.00%	60.00%	64.00%	64.00%
7C2: NYS Result	53.01%	51.25%	49.44%	48.09%	42.35%

--- 7C2: NYS Target — 7C2: NYS Result

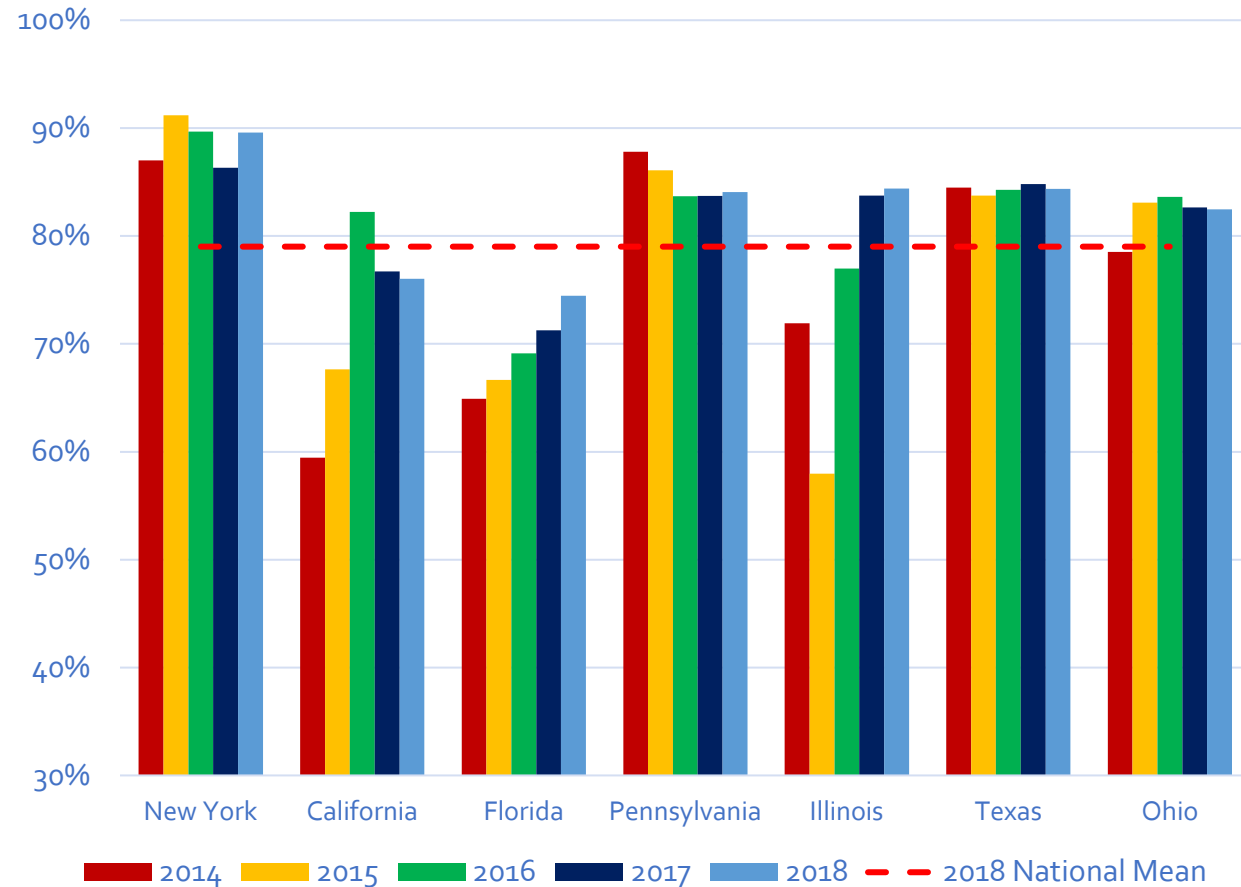


State/National Comparisons: APR Results

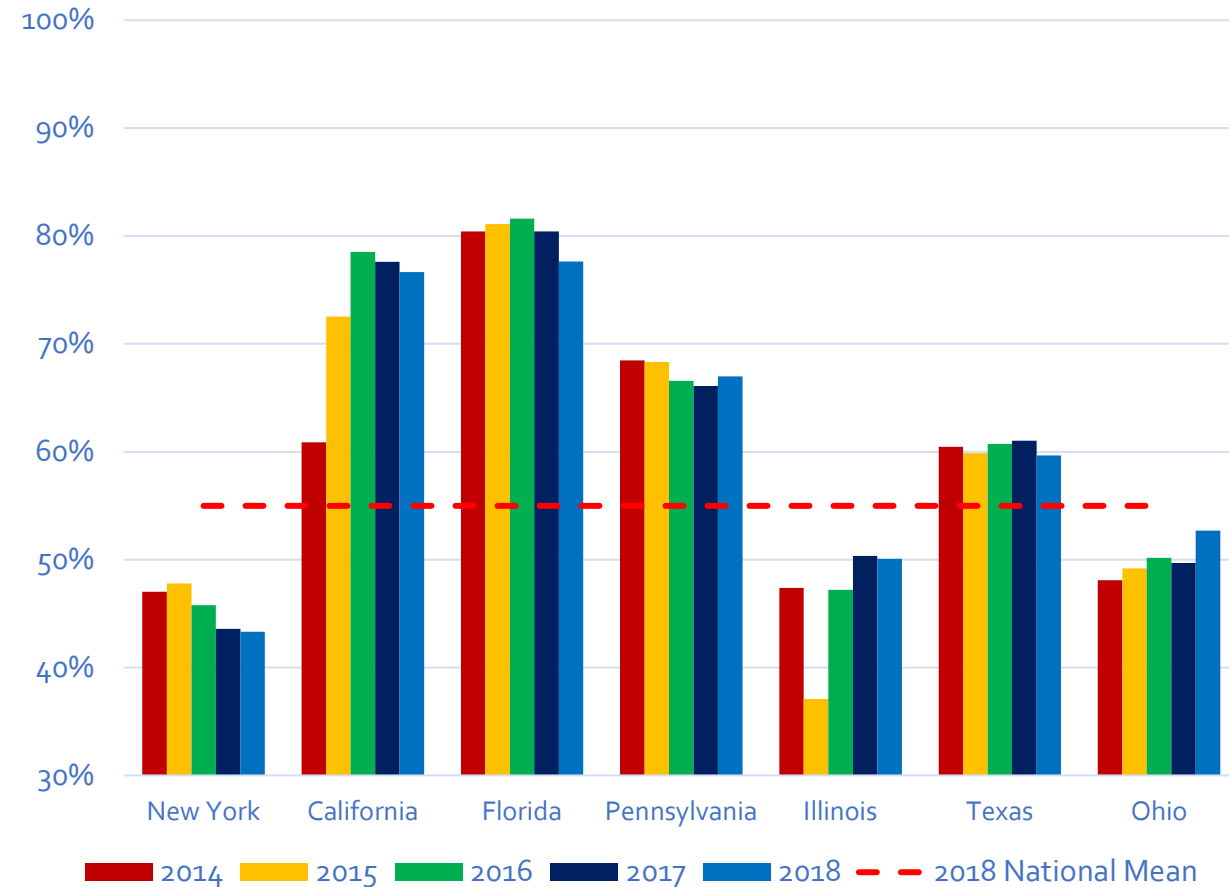
7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved **positive social-emotional skills**



7A1 Substantially Increased Rate of Growth



7A2 Functioning within Age Expectations

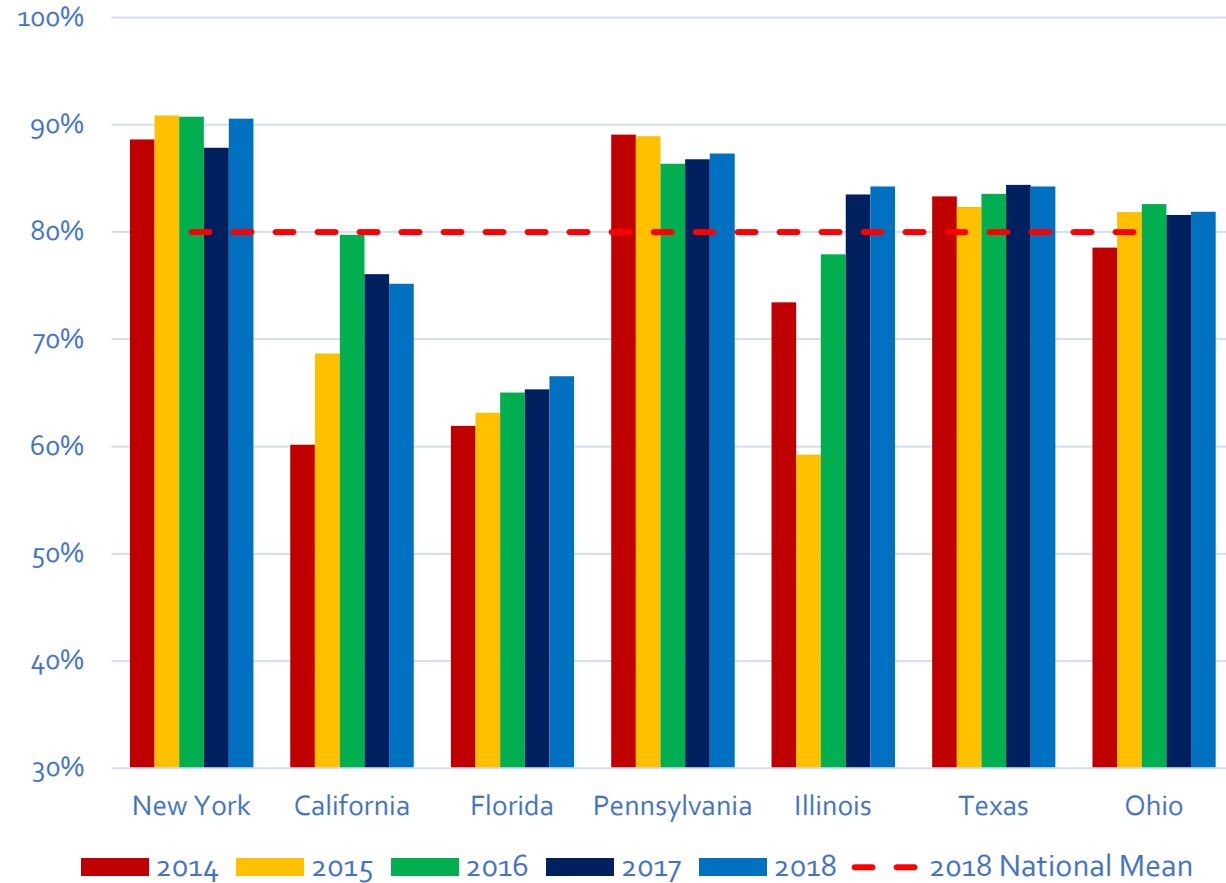


State/National Comparisons: APR Results

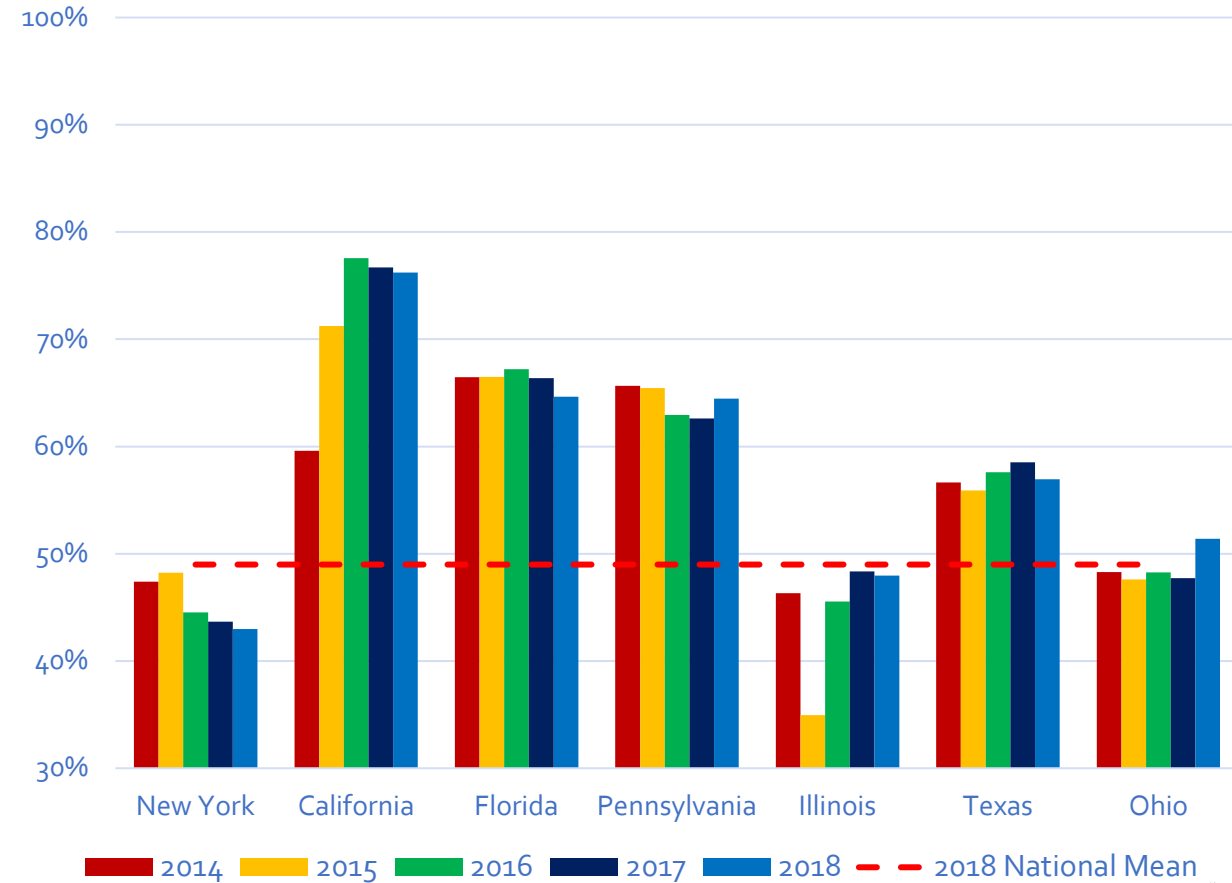
7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills



7B1 Substantially Increased Rate of Growth



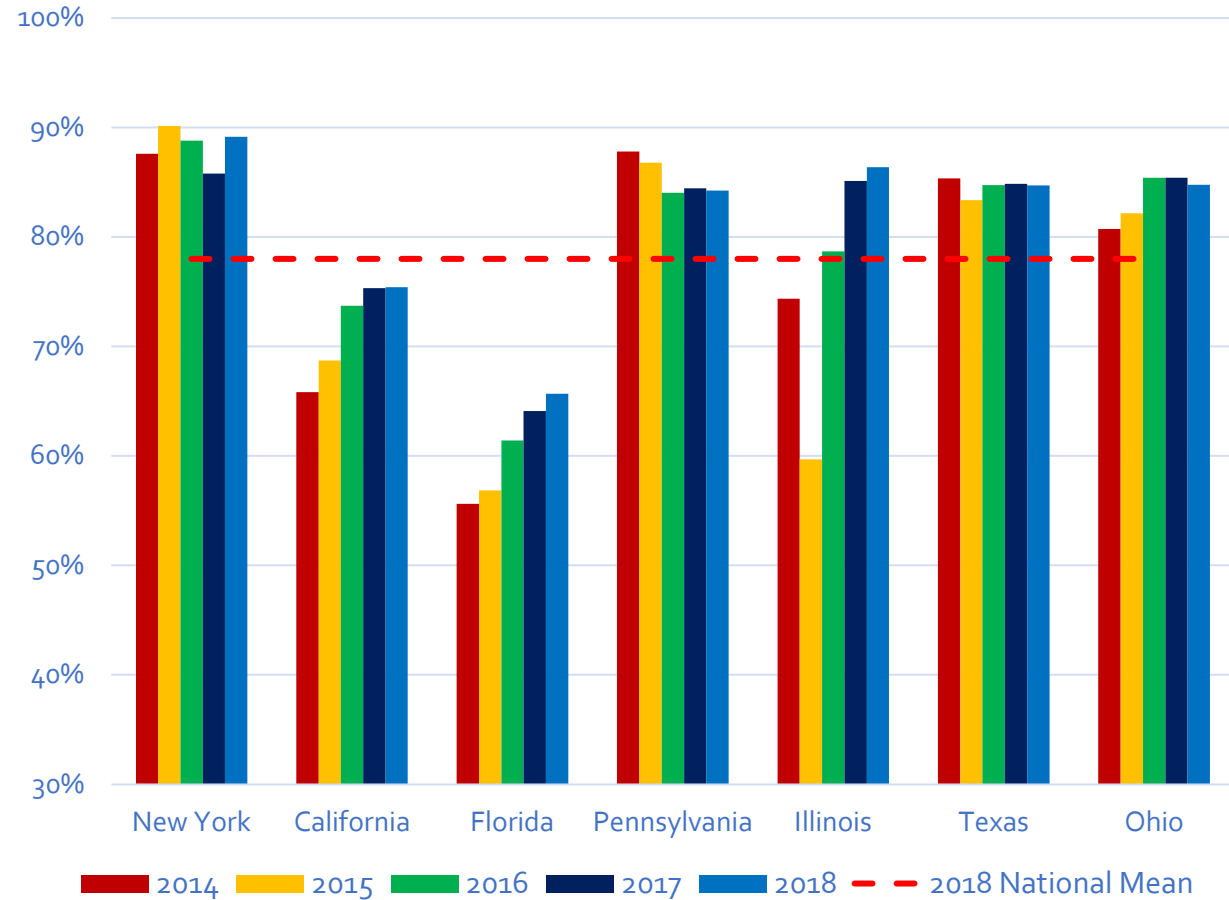
7B2 Functioning within Age Expectations



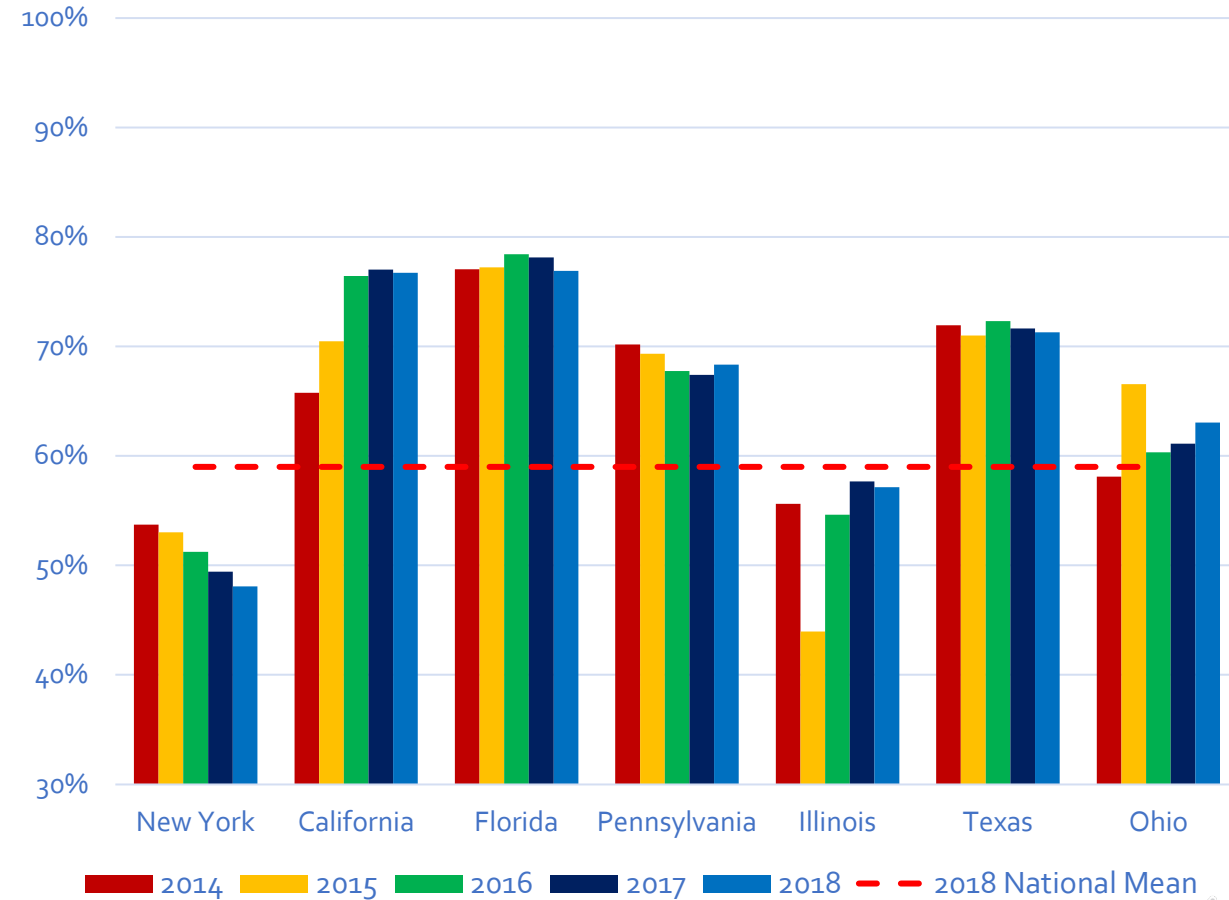
State/National Comparisons: APR Results

7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs

7C1 Substantially Increased Rate of Growth



7C2 Functioning within Age Expectations





Virtual Meeting Question

- 1) What did the SPP data tell us?
- 2) How should we use the data to inform our target-setting and improvement activities?



**Stakeholder
Discussion**





State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

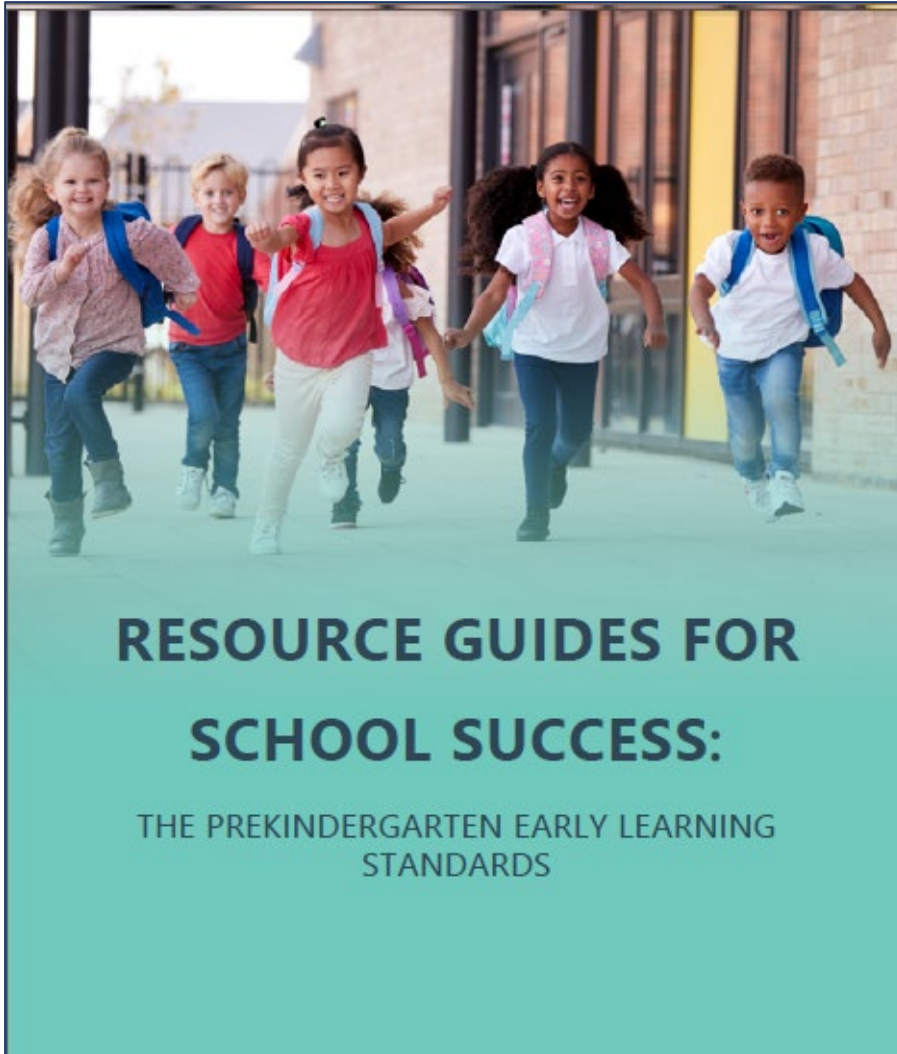
Individuals with Disabilities Education Act (IDEA)



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Prekindergarten Early Learning Standards

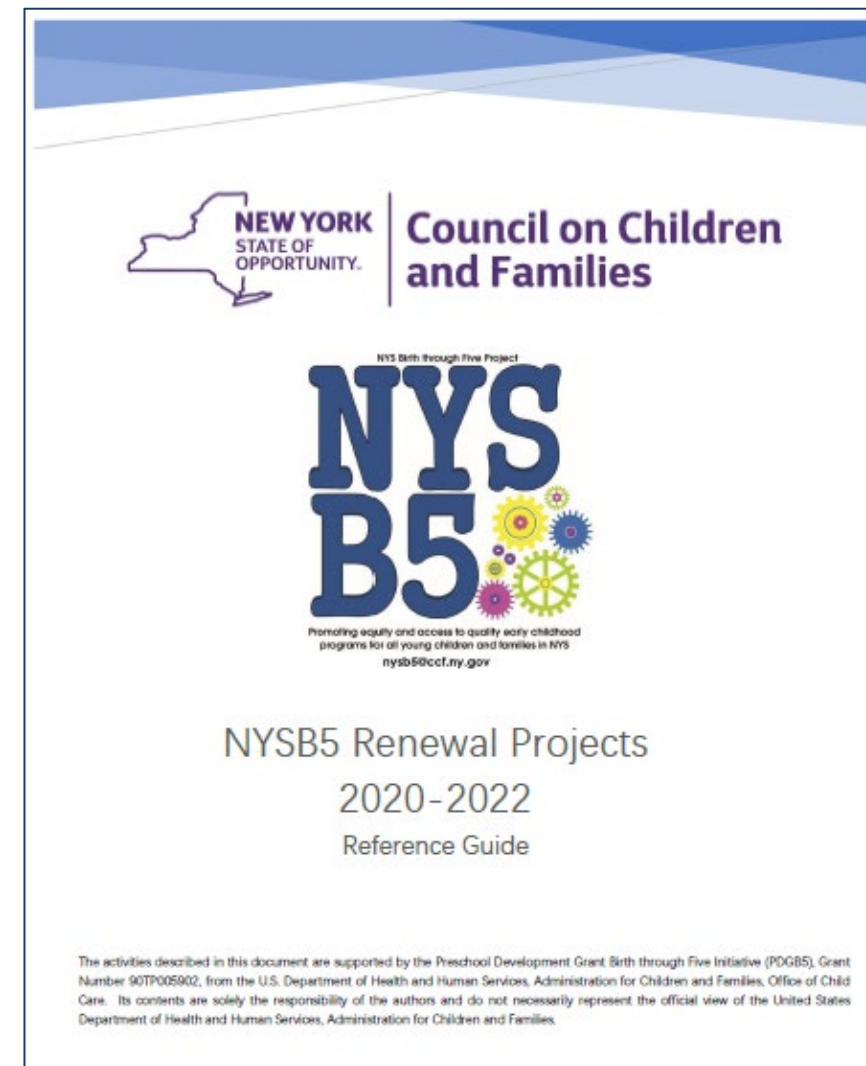


- In 2019, the New York State Education Department updated the Prekindergarten Early Learning Standards.
- Approved preschool programs are required to adopt and implement curricula aligned with the New York State Prekindergarten Learning Standards, which ensures continuity with instruction in the early elementary grades; and provides early literacy and emergent reading programs based on developmentally appropriate, effective and evidence-based instructional practices.



Preschool Development Birth Through Five Renewal (NYSB5-R) Grant

- The New York State Education Department Office of Special Education and Office of Early Learning have partnered with the New York State Council on Children and Families on the [Preschool Development Birth Through Five Renewal \(NYSB5-R\) grant](#) from the U.S. Department of Health and Human Services Administration of Children and Families to enhance coordination and more efficiently provide access to high quality, equitable and comprehensive early care and learning environments and services essential for healthy development.





Family Guide to NYS Early Childhood Services - Prenatal through Age 5

A resource guide for families to connect and link children to early childhood services throughout New York State



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Home Visiting (age prenatal – 5)

Home visitors offer support to pregnant women and families with children birth to age 5 to promote healthy child development. Home visiting is provided at no cost to your family. To find a home visiting program near you: www.health.ny.gov/ParentingSupport

Home Visiting Programs connect families to community resources:

- Medical, Dental & Mental Health Services
- Child Care and Head Start
- Early Intervention Services
- Food, Housing and Employment



Child Care (age 6 weeks – 5+)

NYS Office of Children and Family Services provides information on:

- finding care
- paying for care

The website includes helpful videos and handouts and local child care resource and referral agency contacts. www.ocfs.ny.gov

QUALITYstarsNY (QSNY)

QSNY is the NYS quality rating and improvement system to ensure that young children in early care programs have access to excellence and their families can trust the quality of the programs they choose. www.qualitystarsny.org/families

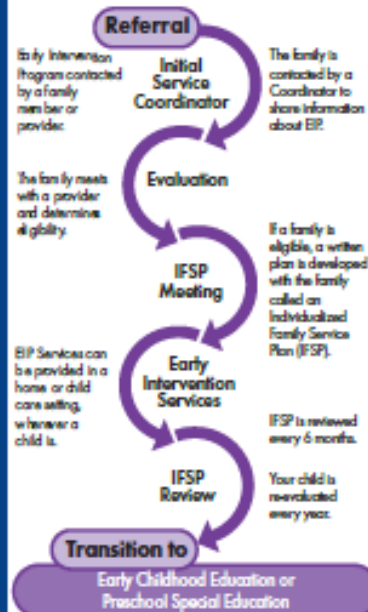
Steps for seeking child care

- 1 Start Early**
Finding the right child care for your family can take some time. It's good to look even when you're pregnant.
- 2 Call Your Local CCR&R**
Contact your local Child Care Resource and Referral Agency for information about programs in your area.
- 3 Visit and Ask Questions**
Visiting is the best way to decide the best fit for your child and family. Make a list of what is important to you.
- 4 Get Involved**
Involvement can help you build a trusted connection with your child's provider.



Early Intervention (age 0 – 3)

Every county has an Early Intervention Program (EIP) to support infants and toddlers ages birth to 3 years with disabilities or developmental delays. Services are provided at no cost to eligible families. Find your county provider at: www.health.ny.gov



Examples of Early Intervention Services include:

- Speech therapy
- Physical therapy
- Home visits
- Family counseling

Head Start (age 0 – 5)

Head Start/Early Head Start offer services and supports to help families reach their goals. Programs offer full-day, half-day and home visiting options at no cost to eligible families.

To find a program near you go to: edlkc.ohs.acf.hhs.gov

Head Start Supports
Early Learning • Health • Family Well-Being



State-Funded PreKindergarten (age 3 – 4)

Prekindergarten helps prepare children for school. Programs are offered through your local school district or community based organizations at no cost to your family. Check with your local district to see if a program is available in your community. www.p12.nysed.gov/earlylearning

Preschool Special Education (age 3 – 5)

Preschool Special Education provides services to meet the needs of identified preschool students with disabilities. Services are provided through your local school district at no cost to your family.

www.p12.nysed.gov/specialed



Preschool Special Education includes:

- 1 IEP**
An Individualized Education Program (IEP) developed to meet your child's needs and goals.
- 2 Annual Review**
A meeting each year to review your child's progress and determine next year's goals.

Supporting Families and promoting Parent Voice are key areas of the NYSB5 Grant Project





Office of Special Education Educational Partnership Tiered Support & Professional Development



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12 Regional
Partnership Centers

14 School-Age Family
and Community
Engagement Centers

14 Early Childhood
Family and Community
Engagement Centers

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1 Regional Learning

2 Targeted Skills/Support Groups

3 Support Plans





Educational Partnership Resources

Targeted Professional Development Improvement Strategies



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Committee on Preschool Special Education/Committee Special Education Chairperson Training

Positive Solutions for Families: Pyramid Model

Positive Behavior Interventions and Supports Tier 1 Team Training

Positive Behavior Interventions and Supports Tier 2 Team Training

Function Based Thinking in Preschool

Best Practices in Academic Progress Monitoring

Classroom Management in a Virtual/Hybrid Setting

Classroom Management Training

Early Intervention to Committee on Preschool Special Education for Professionals

Functional Behavior Assessment/Behavior Intervention Plan Toolkit

Using the Functional Behavior Assessment/Behavior Intervention Process to Support Students Needing Intensive Interventions

Specially Designed Instruction Series





Potential Additional Improvement Activities for Consideration

Federal technical assistance is available designed to prepare early childhood special education staff to use the Child Outcomes Summary (COS) process and could be a required activity for districts with lower outcome ratings.



1	Require	Tests/assessments normed for 3 and 5 year olds to ensure greater comparison for children evaluated by CPSE for entry and CSE for exit
2	Require	Same test/assessment be used at entrance and exit
3	Report	For the year the school district is to report, report all children and not just a sample of children
4	Offer	Enhanced training on the Preschool Outcome Report Process



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What activities could be considered, maintained, or strengthened to address improvements in Preschool Outcomes?

Stakeholder Discussion





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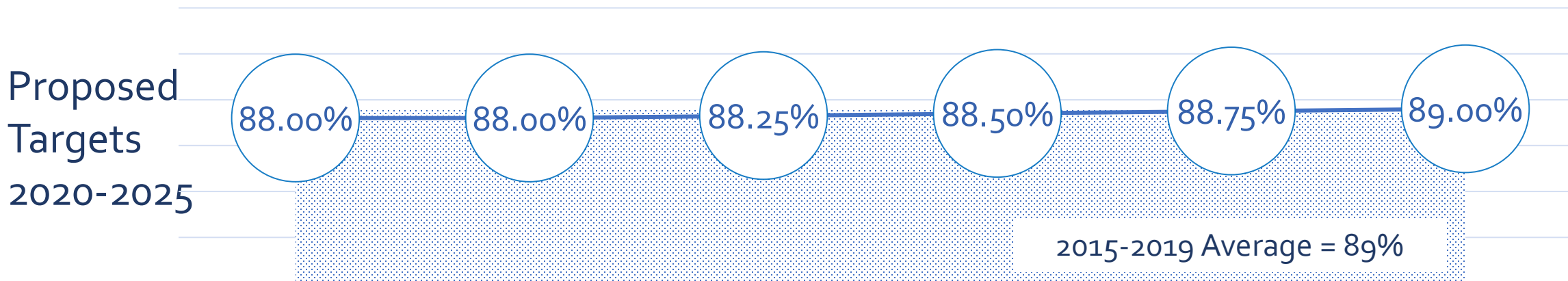


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Proposed Targets: Indicator 7A1

Of those children who entered the program below age expectations in **positive social-emotional skills**, the percent who will substantially increase their rate of growth by the time they turn six years of age or exit the program



Baseline (2008)	2020	2021	2022	2023	2024	2025
A1 83.80%	-0.25%	+0%	+0.25%	+0.25%	+0.25%	+0.25%

change over prior year

Target Setting Methodology



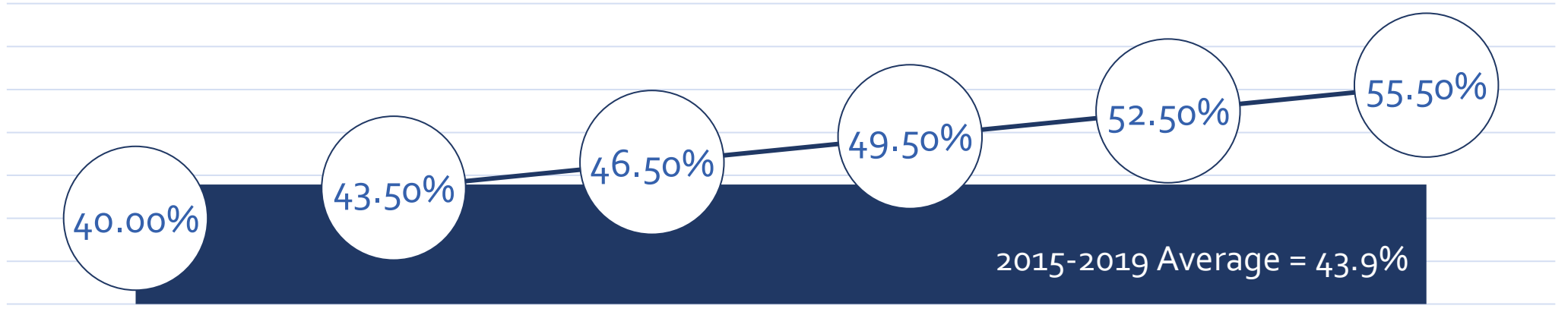
Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?



Proposed Targets: Indicator 7A2

The percent of preschool children who were functioning within age expectations in **positive social-emotional skills** by the time they turned 6 years of age or exited the program

Proposed Targets 2020-2025



Baseline (2008)	2020	2021	2022	2023	2024	2025
A2 55.40%	+0.88%	+3.50%	+3.00%	+3.00%	+3.00%	+3.00%

change over prior year

Target Setting Methodology

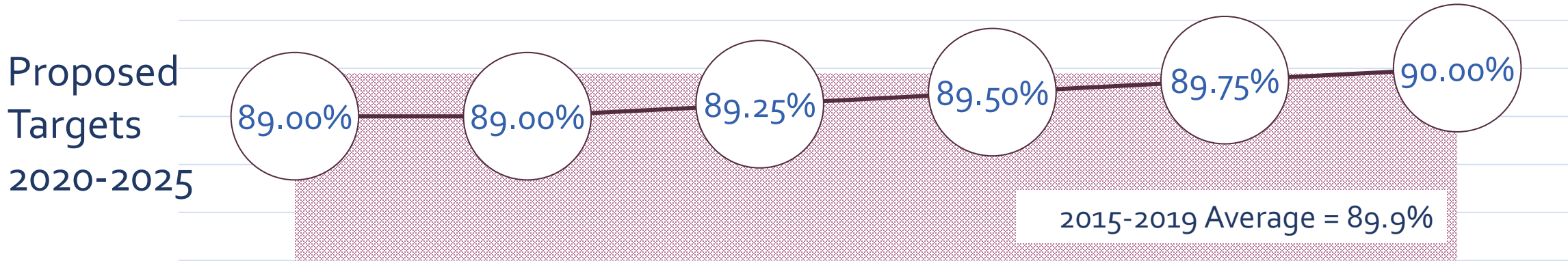


Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?



Proposed Targets: Indicator 7B1

Of those children who entered the program below age expectations in **acquisition and use of knowledge and skills**, the percent who will substantially increase their rate of growth by the time they turn six years of age or exit the program



Baseline (2008)	2020	2021	2022	2023	2024	2025
B1 85.30%	-0.45%	0.00%	+0.25%	+0.25%	+0.25%	+0.25%

change over prior year

Target Setting Methodology

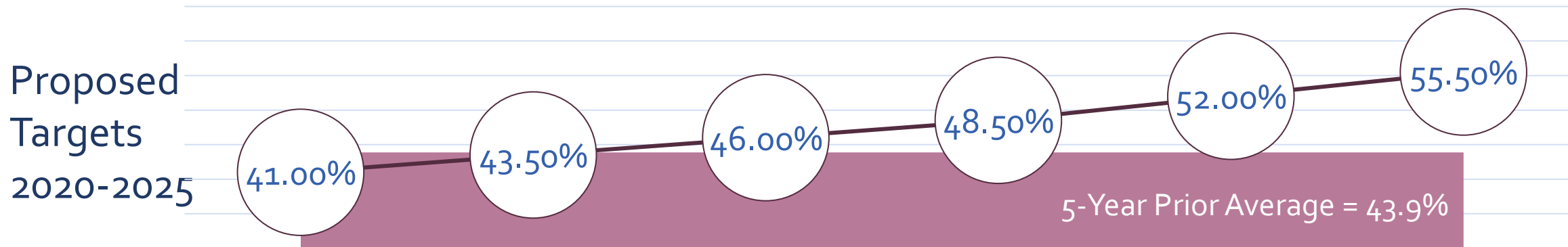


Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?



Proposed Targets: Indicator 7B2

The percent of preschool children who were functioning within age expectations in **acquisition and use of knowledge and skills** by the time they turned 6 years of age or exited the program.



Baseline (2008)	2020	2021	2022	2023	2024	2025
B2 55.30%	+0.97%	+2.50%	+2.50%	+2.50%	+3.50%	+3.50%

change over prior year

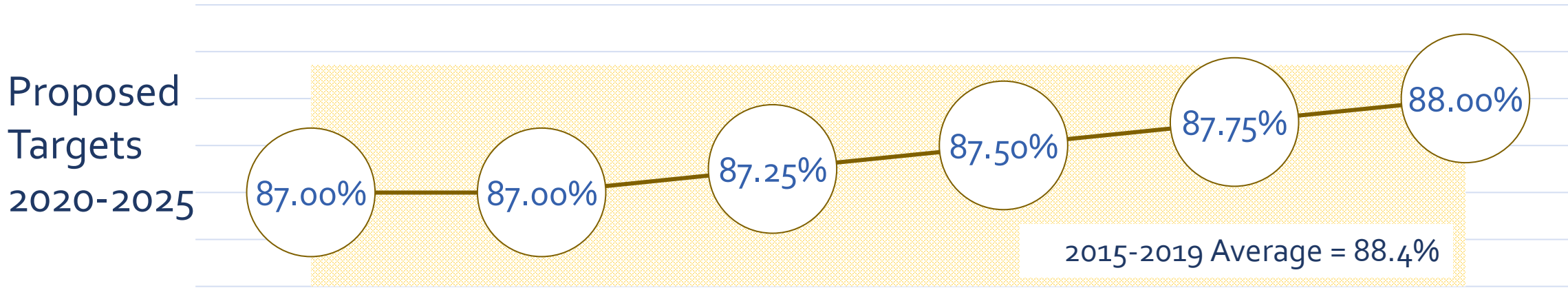


Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?



Proposed Targets: Indicator 7C1

Of those children who entered the program below age expectations in **use of appropriate behaviors**, the percent who will substantially increase their rate of growth by the time they turn six years of age or exit the program



Baseline (2008)	2020	2021	2022	2023	2024	2025
C1 82.80%	-0.91%	0.00%	+0.25%	+0.25%	+0.25%	+0.25%

change over prior year

Target Setting Methodology



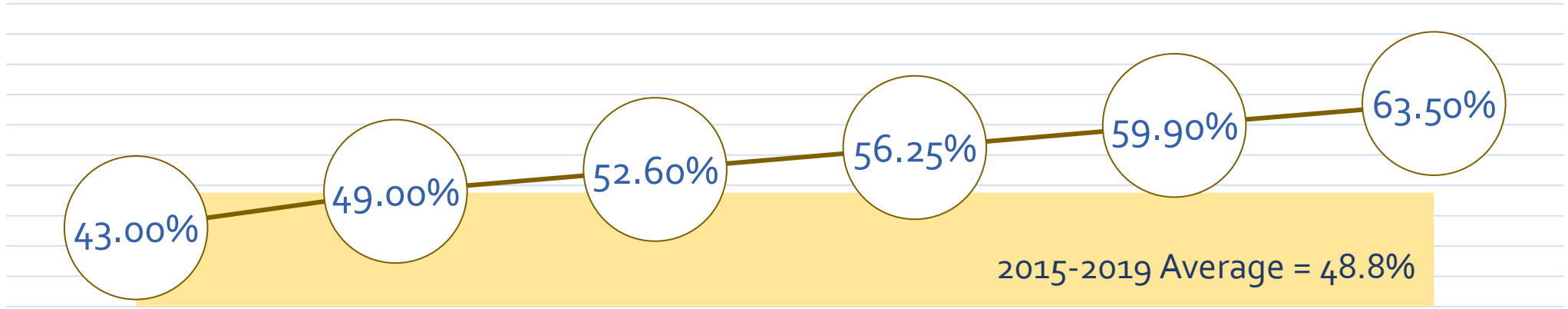
Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?



Proposed Targets: Indicator 7C2

The percent of preschool children who were functioning within age expectations in **use of appropriate behaviors** by the time they turned 6 years of age or exited the program.

Proposed Targets 2020-2025



Baseline (2008)	2020	2021	2022	2023	2024	2025
C2 63.20%	+0.65%	+6.00%	+3.60%	+3.65%	+3.65%	+3.60%

change over prior year

Target Setting Methodology

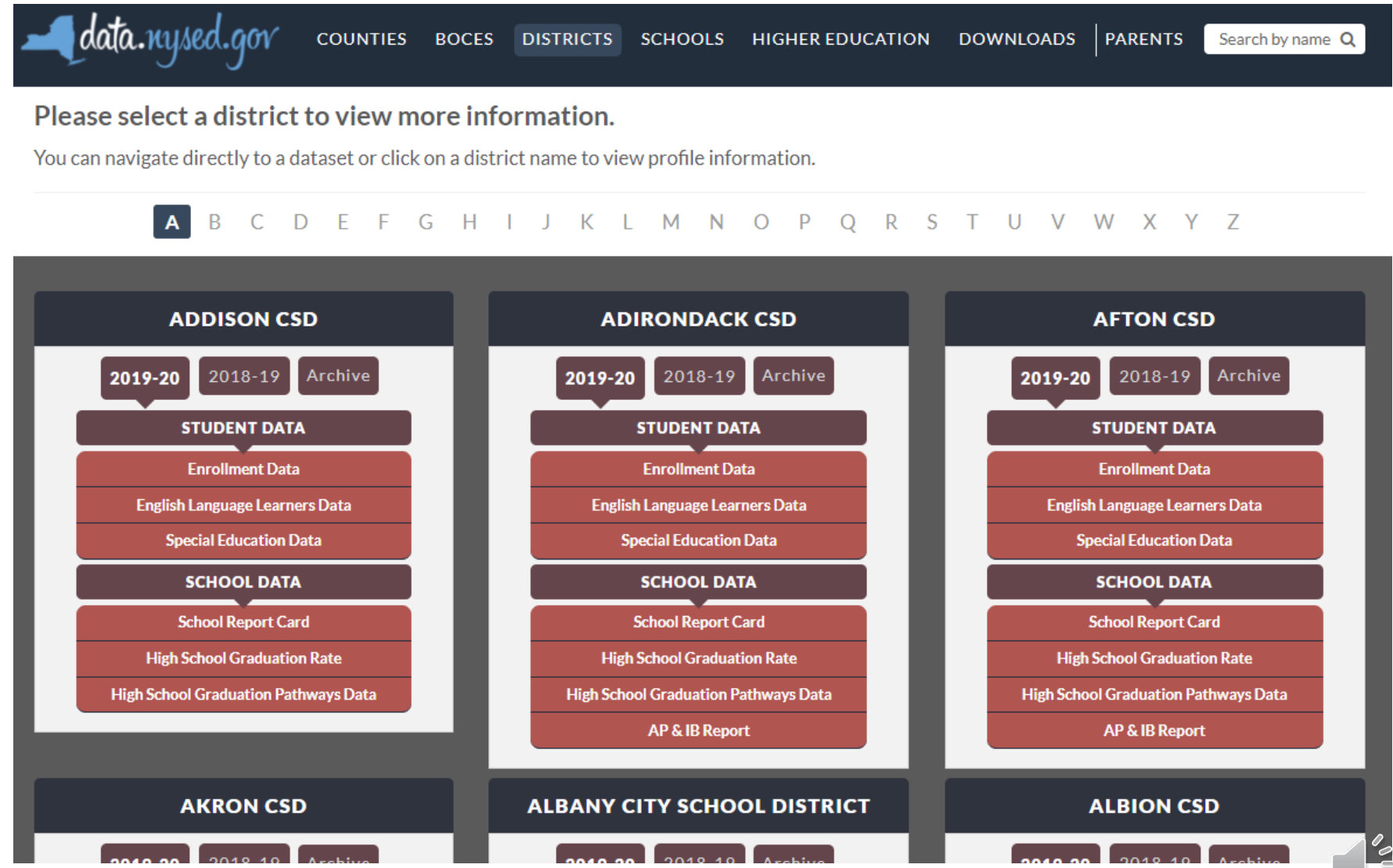


Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?



New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at data.nysed.gov



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ADDISON CSD
2019-20 2018-19 Archive
STUDENT DATA
Enrollment Data
English Language Learners Data
Special Education Data
SCHOOL DATA
School Report Card
High School Graduation Rate
High School Graduation Pathways Data

ADIRONDACK CSD
2019-20 2018-19 Archive
STUDENT DATA
Enrollment Data
English Language Learners Data
Special Education Data
SCHOOL DATA
School Report Card
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AP & IB Report

AFTON CSD
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AP & IB Report

AKRON CSD
2019-20 2018-19 Archive

ALBANY CITY SCHOOL DISTRICT
2019-20 2018-19 Archive

ALBION CSD
2019-20 2018-19 Archive



Share Your Voice in our Online Survey



Each SPP Indicator has an online survey to collect input on NYS's target-setting and/or improvement activities

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings

Please visit the [SPP/APR webpage](http://www.nysed.gov/spp/apr) to submit your survey



THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to
New York State's Efforts to
Improve Outcomes for our
Students with Disabilities

