

# ONTEORA CENTRAL SCHOOL DISTRICT



## **SPECIAL EDUCATION SERVICES PLAN 2021-2023**

Submitted by:

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## **STATEMENT OF ASSURANCES**

The Board of Education of the Onteora Central School District, as part of a longstanding commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities offered in the least restrictive appropriate placement under the auspices of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE).

In support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education (Section 200.2), the Board has reviewed this District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting on \_\_\_\_\_, the Board has adopted the Special Education Plan.

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**Board of Education Policies -Related to Special Education**

The Board of Education policies referring to Special Education can be found in the Policy Manual (<https://www.onteorak12.ny.us/board-of-education/policies>). Numbers and titles are listed here:

<b>Date</b>	<b>Number</b>	<b>Title</b>
2013	5410	Purchasing
2018	5670	School District Records Management
2002	7210	Student Evaluation
2002	7211	Provision of Interpreter Services to Parents who are Hearing Impaired
2018	7222	Diploma and Credential Options for Students with Disabilities
2014	7240	Student Records: Access and Challenge
2009	7313	Suspension of Students
2014	7610	Special Education: District Plan
2009	7611	Children with Disabilities
2008	7612	Grouping by Similarity of needs
2014	7613	Role of the BOE in Implementing a Student's Individualized Education Program
2008	7614	Preschool Special Education Program
2002	7615	Least Restrictive Environment
2014	7616	Prereferral Intervention Strategies in General Education (Prior to a Referral for Special Education)

2008	7617	Declassification of Students with Disabilities
2014	7618	Response to Intervention (RTI) Process
2015	7619	Use of Time Out Rooms
2008	7620	Students with Disabilities Participating in School District Programs
2008	7621	Section 504 of the Rehabilitation Act of 1973
2008	7631	Appointment and Training of Committee on Special Education (CSE)/Subcommittee on Special Education Members
2014	7632	Appointment and Training of Committee on Preschool Special Education (CPSE) Members
2010	7640	Student Individualized Education Program
2008	7641	Transition Services
2008	7642	Extended School Year Services and/or Programs
2008	7643	Transfer Students with Disabilities
2015	7644	Responding Strategies: Emergency Interventions
2008	7650	Identification and Register of Children with Disabilities (Child Find)
2008	7660	Parent Involvement for Children with Disabilities
2014	7670	Impartial Due Process Hearings/Selection of Impartial Hearing Officers
2008	7680	Independent Educational Evaluations
2008	7690	Special Education Mediation
2016	7691	Reimbursement of Parental Expenses Incurred During In-state/Out-of-state Visits in Residential Placement Programs as Required by the IEP

2002	8110	Curriculum Development, Resources and Evaluation
2002	8120	Request for Part 100 Variance or Part 200 Innovative Program Waiver from Commissioner's Regulations
2012	8130	Equal Educational Opportunities
2002	8310	Purpose of Instructional Materials
2016	8450	Homebound Instruction

## **Special Education District Plan**

Part 200.2(c) of the Regulations of the New York State Commissioner of Education require that each school district board of education shall prepare biennial special education plans. Each such plan shall include, but need not be limited to, the following:

- a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
- the method to be used to evaluate the extent to which the objectives of the program have been achieved;
- a description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
- a description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
- a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are available to nondisabled students;
- the estimated budget to support such plan;
- the date on which such plan was adopted by the board of education.

In addition, Ontario School Board Policy #7610 (2014) indicates that the plan will also include:

- a description of how the District plan is consistent with the special education space requirements plan for the region as developed by the Board of Cooperative Education Services (BOCES)

The district plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner of Education.

## **Description of Special Education Programs and Services**

The Onteora Central School District is committed to providing all students with an appropriate education that is both challenging and rewarding. The Individuals with Disabilities Education Act (IDEA 2004) requires that students with disabilities have access to and the opportunity to make progress in the general education curriculum. Students with educational disabilities range in ability levels from those with minimal need for support and services to those with severe disabilities requiring more intensive programming. The District's commitment to provide excellence in education is directed toward students with disabilities to the same degree as non-disabled students. Opportunities are provided to students with disabilities in order for them to succeed in accordance with their own unique needs and abilities.

Our goal is to equip all students with the skills for academic, physical and social/emotional success in post-secondary opportunities with these assurances:

- A student with a disability shall be provided with appropriate special education.
- Students with disabilities shall be provided special education in the least restrictive environment.
- A student with a disability shall be provided the special education specified on the student's IEP to be necessary to meet the student's unique needs.
- Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs.

## **Least Restrictive Environment**

Students with disabilities have a fundamental right to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities. Under federal law, the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

At the preschool, elementary, and secondary levels, there is a strong District commitment to the concept that students with disabilities should be placed, to the maximum extent possible, with their non-disabled peers. This is a federal mandate called "The Least Restrictive Environment" (LRE). LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature



or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

The individualized education programs (IEPs) of students with disabilities must be developed in conformity with the LRE requirements as follows:

- provide the special education needed by the student;
- provide for the education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- placement must be based on the student's IEP and determined at least annually;
- placement must be as close as possible to the student's home, and
- 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;
- consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs;
- a student with a disability must not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Each student's placement must be determined by the Committee on Preschool Special Education (CPSE) or the Committee on Special Education (CSE). The placement recommendation should be the last recommendation made at the meeting based on the student's needs, goals, and recommended services and in consideration of the Least Restrictive Environment factors identified above.

In the Ontario Central School District, the implementation of curricula with differentiation of instructional strategies is facilitated in kindergarten through grade twelve and in specialized programs for students through the age of 21. Consistent with New York State regulations, only students with severe disabilities are eligible for and provided the New York State Alternate Assessments.

Students with disabilities are entitled to appropriate classroom modifications and testing accommodations and services in the least restrictive environment to benefit from the general education classroom experience and educational program to the greatest extent possible. This opportunity is essential in preparation of students with disabilities for the rigors of secondary and post-secondary education, and to live and work successfully in a challenging adult world.

## Current Special Education Programming and Services Ages 3-21

The District provides a continuum of special education services as per Part 200 of the New York State Commissioner's Regulations. The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) emphasize the least restrictive environment in considering appropriate support for students with disabilities. These include the following:

### **Continuum of Services for Preschool Students with Disabilities:**

The District is administratively in charge of the CPSE meetings, although the provision of services is provided through collaboration with Ulster County. The County and State share in the financial responsibility of providing these services. These preschool services are provided for children as young as 2-and-a-half years old and can continue up until the end of June or the end of August before kindergarten for students who require an extended school year program. Preschool students may receive services for either 10-months annually or 12-months depending on need.

If the committee determines that the preschool child has a disability, the committee shall recommend approved appropriate services and/or special programs and the frequency, duration, location and intensity of such services including, but not limited to, the appropriateness of single services or half-day programs based on the individual needs of the preschool child. The committee shall first consider the appropriateness of providing:

- related services only; or
- special education itinerant services only; or
- related services in combination with special education itinerant services; or
- a half-day preschool program; or
- a full-day preschool program

#### 1. Related services:

Related services are developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other

appropriate support services and includes the early identification and assessment of disabling conditions in students.

Related services shall be provided by an approved provider or, as authorized by section 4410 of the Education Law, such services shall be provided at a site including but not limited to an approved or licensed prekindergarten or head start program; the work site of the provider; the student's home; a hospital; a state facility; or a child care location as defined in section 4410 of the Education Law. If medical or special needs of the preschool student indicate that the student should not be transported to another site the student shall be entitled to receive related services in the preschool student's home;

## 2. Special Education Itinerant Services (SEIS):

SEIS are services provided by a certified special education teacher of an approved program on an itinerant basis at a site including but not limited to an approved or licensed prekindergarten or head start program; the student's home; a hospital; a State facility; a child care location as defined in section 4410 of the Education Law or the students home if the medical or special needs of the preschool student indicate that the student should not be transported to another site.

The purpose of SEIS is to provide specialized individual or group instruction and/or indirect services to preschool students with disabilities in a regular preschool program or day care program approved or licensed by a governmental agency in which a child under the age of five attends.

- Indirect services mean consultation provided by a certified special education teacher to assist the child's teacher in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program.
- the level of this service should not be less than two hours per week;
- the total number of students with disabilities assigned to the special education teacher should not exceed 20;
- related services shall be provided in addition to special education itinerant services, in accordance with the student's IEP

3. Special Class Integrated Setting:

Special Class Integrated Setting are programs employing a special education teacher and one or more supplementary school personnel in a classroom made up of no more than twelve preschool students with and without disabilities, or a classroom that is made up of no more than twelve preschool students with disabilities staffed by a special education teacher and one or more supplementary school personnel that is housed in the same physical space as a preschool class of students without disabilities taught by a general education teacher.

4. Special class:

Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

At the Preschool level, special class setting shall be provided on a half-day or full-day basis and shall assure that:

- the chronological age range within special classes serving preschool students with disabilities shall not exceed 36 months,
- the maximum class size shall not exceed 12 preschool students with at least one teacher and one or more supplementary school personnel assigned to each class
- such services shall be provided for not less than two and one half hours per day, two days per week; and
- the special class shall include instructional services and related services, as specified in the student's individualized education program.

5. In-state residential special education programs and services:

In-state residential special education programs and services shall be provided to each preschool student with a disability for whom such services have been recommended for a minimum of five hours per day, five days per week. Placement in such residential programs shall be approved by the commissioner in accordance with section 200.6(j) of the NY Regulations of the Commissioner of Education.

6. 12-month special services and/or programs:

Twelve-month special services and/or programs shall be provided to eligible preschool students with disabilities consistent with their individual needs, as specified in their individualized education programs. Preschool students with disabilities may be considered for such special services and/or programs in accordance with their need to prevent substantial regression if they are:

- preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or
- preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or
- preschool students whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment in the home; or
- preschool students whose needs are so severe that they can be met only in a seven-day residential program; or
- preschool students who are not described above whose disabilities are severe enough to exhibit the need for a structured learning environment of 12-month duration to prevent substantial regression as determined by the preschool committee on special education.

<b>Number CPSE students for the 2020-21 School year</b>		
<b>**Accurate as of 5/15/21</b>		
	<u>3-year olds</u>	<u>4-year olds</u>
Related Services Only	4	4
Special Education Itinerant Services	0	0
Related Services and SEIT	1	2
Special Class Integrated ½ Day	0	0
Special Class Integrated Full Day	2	4
Special Class	0	0

**Continuum of Services for School-aged Students with Disabilities:**

1. Related Services (Grades K-12):

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

Students may receive related services regardless of where they are along the continuum of services. Students may receive related services as part of their specialized program according to their IEP or may receive related services only.

<p align="center"><b>Number of students receiving related services as part of their specialized programs or as related services only in District</b></p> <p align="center">**Accurate as of 5/15/2021</p> <p align="center">Note: Students receiving related services through Section 504 are not included here</p>					
<b>Related Service</b>	<b>Phoenicia</b>	<b>Woodstock</b>	<b>Bennett</b>	<b>Middle</b>	<b>High</b>
<b>Speech</b>	23	18	31	10	15
<b>Occupational Therapy</b>	19	15	18	0	0
<b>Physical Therapy</b>	12	3	3	0	0
<b>Counseling</b>	25	20	41	35	42
<b>Hearing</b>	2	0	1	1	1
<b>Vision</b>	0	1	0	0	0
<b>Parent Counseling</b>	3	5	1	0	0

Note: 3:1 Service Delivery Model was initiated 2018-2019 school year. This model is:

- Used in the delivery of services of speech, occupational therapy and physical therapy:
- Direct services are provided for three (3) consecutive weeks of the month followed by a fourth week of indirect services such as assessments, consultation, meetings, make-up sessions and teaming opportunities with classroom teachers;
- Services are documented on the students IEP as a yearly number of minutes or monthly if the IEP was developed or modified after the school year has started.

## 2. Integrated Co-Teaching Services:

Integrated Co-Teaching Services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

- The maximum number of students with disabilities receiving integrated co-teaching services in a class shall not exceed 12 students.
- The number of nondisabled students should be more than or equal to the number of students with disabilities in the class.
- School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

A school district may include integrated co-teaching services in its continuum of services but is not required to do so.

## 3. Consultant Teacher Services:

Consultant teacher services means direct and/or indirect services, as defined are services provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.

- Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such students to benefit from the student's regular education classes. Indirect consultant teacher services means consultation provided by a certified special education teacher to assist teachers in adjusting the learning environment and/or modifying their instructional methods to meet the individual

needs of a student with a disability who attends their classes.

In District Integrated Co-Teaching Service Descriptions:

- Integrated Co-Teaching (Grades K-6):
  - In this model, both a general education teacher and a special education teacher co-teach a heterogeneous group of general education and special education students for a designated minimum amount of time as per student individualized education programs typically ranging from 40 minutes to up to two hours per day;
  - A teaching assistant is also assigned as a team member to the classroom for up to 3 hours a day or as needed to provide student support when the special education teacher is not present.
  - The special education teacher and the teaching assistant alternate their time in order to support students throughout the instructional school day in collaboration with the general education teacher.
  - The special education teachers and teaching assistants typically support students with disabilities across two separate general education classrooms.
- Integrated Co-Teaching (Grades 7-12):
  - In this model, both a general education teacher and a special education teacher co-teach a heterogeneous group of general education and special education students for the entire academic period.
  - At the middle and high school levels, co-teaching occurs in individual core academic class sections on a period-by-period basis.



<b>Integrated Co-Teaching Services – Elementary</b> **Accurate as of 5/15/2021		
<b>School</b>	<b>Grade</b>	<b># Students</b>
Phoenicia Elementary School	K	2
	1	1
	2	4
	3	8
Woodstock Elementary School	K	2
	1	2
	2	3
	3	6
Bennett Elementary School	4	9
	5	12
	6	15

<b>Integrated Co-Teaching Services - Middle School/High School Students Accessing English, Math, Science and/or Social Studies in a Co-Taught Classroom</b> **Accurate as of 5/15/2021						
	7th	8th	9th	10th	11th	12th
ICT - English, Math, Science or Social Studies	14	14	8	9	5	8

4. Resource Room 5:1:

Resource room program means a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. No more than five students shall be enrolled in a resource room (RR) class. *COVID-19 restrictions have prevented us from utilizing RR at the elementary level in the 2020-2021 and 2021-2022 school years. Once in person school mandates for separating students by cohorts have been lifted, RR will be considered.*

Resource Room Services in District			
Building	Grade(s)	# Students	Disabilities
Phoenicia			
Woodstock			

5. Special Class:

Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. Special class instruction is provided by a special education teacher.

Special Class - Number of Students Placed in a Special Class Setting in District **Accurate as of 5/15/2021					
Special Class Ratio (teacher:student:teaching assistant)	Phoenicia K-3	Woodstock K-3	Bennett 4-6	Middle 7-8	High 9-12
1:12:1	16	X	17	X	X
1:8:2 (MAPS)	X	10	7	X	X
1:15:1 - Math	X	X	X	26	22
1:15:1 - English	X	X	X	25	33
1:15:1 - Science	X	X	X	20	18

1:15:1 - Social Studies	X	X	X	26	36
1:15:1 - Academic Reinforcement	X	X	X	0	41
Resource Room	X	X	X	3	4

## In District Special Class Setting Descriptions:

- Special Class 1:12:1 (Grades K-6):
  - These are full day self-contained classes taught by a special education teacher with the support of a teaching assistant to provide specially designed instruction at a level, rate, and pace appropriate to the students' individual needs and based upon the Common Core Learning Standards (CCLS).
  - Students in self-contained classes are typically two or more years below achievement levels in English Language Arts and/or Mathematics. They may have difficulty in focus and control for a class period and need significant supports to successfully complete instructional objectives.
  - These classes provide instruction in the core academics: English, math, science, and social studies. Students from the integrated co-teaching setting may attend the special class setting for an individual subject or more as per their individualized education program.
  - Instruction is structured within individualized, small and whole group instruction.
  - Students typically mainstream for specials (e.g., music, art, etc.), lunch and recess daily based on their individual needs.
- Management Attention Program Special Classes (MAPS) 1:8:2 (Grades K-6):
  - The Management Attention Program Special class is an intensive 1:8:2 program operating with the support of a psychologist and/or school social worker and staff trained in Therapeutic Crisis Intervention (TCI).
  - The children in the program receive intensive social skills training, counseling, and crisis intervention support. Students in this program typically receive a Functional Behavior Assessment (FBA) evaluation which may result in a Behavior Intervention Plan (BIP), as indicated on their IEP.

- This intensive support is required to address acute social, emotional, behavioral difficulties, poor attention to task, and/or low frustration tolerance, which interfere with their ability to learn.
  - The curricula are modified as needed, but remain within the demands of the CCLS leading to a Regents diploma.
  - Instruction is structured within individualized, small and whole group instruction.
  - Assistance is provided as necessary to manage off-task behavior and academic, social, and emotional frustrations.
  - Mainstreaming from this class occurs with the support of a teaching assistant for specials, lunch, and recess, and provides opportunities for social interactions with typically developing peers.
  - Students in the MAPS classes also mainstream for content area instruction in the LRE whenever this is appropriate to meet their academic needs (e.g., if the student can successfully manage regular math instruction, the student may be pulled out of the special class MAPS program and placed in general education math instruction).
- Special Class 1:15:1 Core Academic Areas (Grades 7-12):
    - These are self-contained classes taught by a special education teacher with the support of a teaching assistant to provide specially designed instruction at a level, rate, and pace appropriate to the students' individual needs leading to a Regents or local diploma.
    - Students at the secondary level in self-contained classes may be functioning significantly below expected achievement levels in English Language Arts and/or mathematics due to their area of disability. They may have difficulty in focus and control for a class period and need significant supports to successfully complete instructional objectives.
    - These classes are offered in the core academics: English, math, science, and social studies.
    - All students currently, regardless of placement, “mainstream” for specials such as lunch, physical education, and all electives.

- Special Class Academic Reinforcement) 1:15:1 (Grades 7-12):
  - Students in special class and/or co-taught classes at the secondary level are scheduled for an academic support class taught by a special education teacher with the support of a teaching assistant as needed.
  - This program provides explicit instruction in skill areas deemed necessary for academic success and offers students individualized support in each content area curriculum.
  - Special education teachers utilize current instructional materials as the content for skills instruction. This is a means for reinforcing skills and assuring that students are keeping up with long and short-term assignments.
  - Students are provided a specific study skills curriculum to support learning strategies that are generalized to core academic classes.
  - This is considered a local service that is not required by the New York State Education Department's (NYSED) continuum of special education services. It is recommended for students who will take full advantage of this level of support at the secondary level.

6. BOCES and Out-of-District (OOD) Day or Residential Programs:

Students who can receive instruction in a classroom setting but require services more intensive than what can be provided in-District may be referred to BOCES and OOD day, and if necessary, residential programs.

7. Home and Hospital Instruction:

Students with disabilities that cannot otherwise be managed in a classroom setting and require supports and services that can only be provided in a home or hospital situation shall be provided instruction and appropriate related services as determined by the committee on special education in consideration of the student's unique needs. Home and hospital instruction is considered the most restrictive placement along the continuum of services, and shall only be recommended if a student cannot benefit from instruction in any classroom setting.

Home/hospital instruction will be provided to eligible students:

- a minimum of five hours per week at the elementary level, preferably one hour daily; or
- a minimum of 10 hours per week at the secondary level, preferably two hours daily.

8. Twelve-month special service and/or program:

Students shall be considered for 12-month special services and/or programs in accordance with their need to prevent substantial regression, if they are:

- students whose management needs are highly intensive and require a high degree of individualized attention and intervention who are placed in special classes with no more than six students;
- students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- students whose needs are so severe that they can be met only in a seven- day residential program; or
- students who are not in programs as described above during the period from September through June and who, because of their disabilities, exhibit the need for a 12-month special service and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression as determined by the committee on special education based on the outlined criteria.

Both quantitative and qualitative information is reviewed by the CSE to substantiate the need for providing such services and programs. A student is eligible for a twelve-month service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year.

The typical period of review or re-teaching ranges between 20 and 40 school days. As a guideline for determining eligibility for an extended school year program, a review period of eight weeks or more would indicate that substantial regression has occurred.

9. Transition Support Services:

Transition support services are temporary services, specified in a student's individualized education program, provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a regular program or to a program or service in a less restrictive environment.

10. Declassification Support Services:

Declassification support services means those services provided by persons appropriately certified or licensed in the appropriate area of service, to a student or such student's teacher(s) to aid in a student's transition from special education to full-time regular education, including:

- for the student, psychological services, social work services, speech and language services, counseling (other than career counseling), and other appropriate support services; and
- for the student's teacher(s), the assistance of supplementary school personnel, and consultation with appropriate personnel.

<b>Current District Classifications and Special Education Placement Locations</b>				
<b>**Accurate as of 5/15/2021</b>				
<b>Disability</b>	<b>In-District</b>	<b>BOCES Program</b>	<b>Special Program</b>	<b>Total</b>
Autism	11	11	9	31
Deafness	0	0	0	0
Deaf-Blindness	0	0	0	0
Emotional Disability	21	8	1	30
Hearing Impairment	3	0	0	3
Learning Disability	80	2	1	83
Intellectual Disability	0	0	0	0
Multiple Disabilities	0	1	1	2



Orthopedic Impairment	0	0	0	0
Other Health Impairment	60	4	0	64
Speech/Language Impaired	40	0	1	41
Traumatic Brain Injury	0	0	0	0
Visual Impairment	1	0	0	1

### **Methods to Evaluate Progress**

The Ontario Central School District evaluates the quality of the special education programs by examining the following indicators:

- Student performance on New York State Assessments
- Student graduation rates, student post-secondary plans, and student dropout rates
- Performance on New York State Special Education Performance Indicators

In addition, student progress is monitored at the building level utilizing district chosen assessments consistent with Response to Intervention Guidance for New York State School Districts (NYSESED, October 2010). Universal screenings of all K-6 students are conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

The Ontario Central School has chosen screening instruments considered valid and reliable and aligned with grade-level curriculum based on the NYS learning standards. These include: NWEA Measures of Academic Progress, NY State 3-8 ELA and Math Assessments administered annually, and K-6 Fountas and Pinnell and Teachers College Running Records and Reading Inventories.

Additional methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests and other teacher made assessments;
- Annual review data presented of students' progress and programs, resulting in revised comprehensive IEPs;
- Qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summaries;
- Reevaluations of each student with a disability which take place for a period no longer than every three years as required under State regulations (see, 8 NYCRR 200.4(f)(4)).

### **Allocation of Space**

The Ontario Central School District provides appropriate space for special education programs and services. All of our special education teachers and related service providers will have adequate classroom space considering the type of services they provide to students. The Board of Education ensures the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities as well as resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services.

Any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.

### **Special Education Budget**

A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs. The budget will include the funding necessary to support in-house programs, as well as BOCES special education programs and private placements. The budget is prepared annually and reviewed by the Director of Pupil Personnel Services, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Business, Superintendent and the Board of Education, and subject to voter approval.

A copy of the school district budget can be found on the District's website at <https://www.ontora.k12.ny.us/fs/resource-manager/view/9d7486ea-b009-4b39-885d-7494374144b3>.

2019-2020 Special Education Actual Expenditures	\$ 9,258,580.00
2020-2021 Estimated Spending for Special Education	\$ 9,367,427.00

**\*\*Accurate as of 5/15/2021**

Special Education Staffing

Special Education assignments are adjusted each year after the CSE annual review process is completed. The Director of Pupil Personnel Services confers with the Ontario administrative cabinet members including building principals to determine appropriate scheduling and staffing.

<b>Projected Special Education Staffing for the 2020-2021 School Year</b>				
<b>**Accurate as of 5/15/21</b>				
<b>Building Name</b>	<b># Special Education Teachers</b>	<b># Related Service Providers</b>	<b># Teaching Assistants</b>	<b># 1:1 Aides</b>
High School	7	2-Psychologists 2-Social Workers	7	0
Middle School	4	(one shared with PH) 1-Speech (shared with Bennett)	3	0
Bennett Elem	8	1-Psychologist 1-Social Worker 2-Speech (one shared with MS)	9	1
Phoenicia Elem	4.5	1-Social Worker (shared with MS/HS) 1-Speech 1-Psychologist (shared with WD)	6	1
Woodstock Elem	4.5	1-Psychologist (shared with PH) 1-Social Worker 1-Speech	9	1

Note: Occupational Therapy (2.0 FTE), Hearing services (1.0 FTE) and physical therapy (1.0 FTE) providers deliver services in each building per student IEPs.

**2020-2021 Comparability Report – Student : Staff Ratios**  
(Includes both general education and special education staff and students)  
**\*\*Accurate as of 5/15/21**

<b>Building Name</b>	<b>Grade Span</b>	<b># students</b>	<b># FTE Staff</b>	<b>Ratio</b>
High School	9-12	414	61.9	6.69:1
Middle School	7-8	228	28.3	8.06:1
Phoenicia Elem	K-3	164	29.5	5.56:1
Woodstock Elem	K-3	152	32	4.75:1
Bennett Elem	4-6	240	44.9	5.35:1

**Alternative Formats for Instructional Materials**

As required, the district must show how it intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are available to nondisabled students.

To meet this requirement, the Board of Education has adopted Policy 5410 (2013) for Purchasing, specifically outlined under “Alternative Formats for Instructional Materials” on page 5 of 6.

The Policy States:

- Alternative Formats for Instructional Materials Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in alternative formats (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for a disabled student with a disability). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio or an electronic file in an approved format.

- As required by federal law and New York State Regulations, the Ontario Central School District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. Each school district has the option of participating in the National Instructional Materials Access Center (NIMAC). Whether a district does or does not participate in NIMAC, the district will be responsible to ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards. The New York State Education Department (NYSED) recommends that school districts choose to participate in NIMAC, because this national effort to centralize the distribution of instructional materials in alternate formats will help guarantee timely provision of such materials to students.
- For school districts, Boards of Cooperative Educational Services (BOCES), State-operated schools, State-supported schools and approved private schools that choose to participate in NIMAC, contracts with publishers executed on and after December 3, 2006 for textbooks and other printed core materials must include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC (this will not add any cost to the contract).
- For more information regarding NIMAC including model contract language, Steps for Coordinating with NIMAC and an IDEA Part B Assurances Application, see website: <http://www.vesid.nysed.gov/specialed/publications/persprep/NIMAS.pdf>