

Frewsburg Central School District

District Special Education Plan

2021-2025

Prepared and submitted by:
Tami L. McKotch
Director of Special Education
September 1, 2021

COMMISSIONER'S REGULATIONS REQUIRING A SPECIAL EDUCATION PLAN

According to the Commissioner's Regulations, Part 200.2(c), each Board of Education which receives an apportionment for eligible students with disabilities, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services which are in accordance with the provisions of this Part. Each board of education which receives such apportionment shall keep on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of the Education Law. Each plan shall include, but need not be limited to, the following:

1. 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.
2. Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting.
3. The method to be used to evaluate the extent to which the objectives of the program have been achieved.
4. 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.
5. 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 (BOCES).
6. 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 200.2 26 available in a usable alternative format, as such term is defined in paragraph (b)(10) of this section, for each student with a disability at the same time as such instructional materials are available to nondisabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b)(10) of this section.
7. The estimated budget to support such a plan.
8. The date on which such plan was adopted by the board of education.

The identified needs of students with disabilities (SWD) create a need to maintain and develop appropriate programs and services to ensure compliance with providing a free, appropriate education to all students. We have analyzed data of students receiving special education services in the Frewsburg Central School District. This analysis is the basis for the information presented in this plan, which includes current status and projected needs.

Nature and Scope of Special Education Programs and Services

The Frewsburg Central School District is committed to the task of providing all students with an education that is challenging and rewarding. Students with educational disabilities range in ability levels, including those with minimal need for support and services to those students with severe disabilities. 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 achieve in accordance with their own abilities. The ultimate goal is to equip all students with the skills necessary for personal, academic and social success necessary for post secondary opportunities.

At both the elementary and secondary levels, there is a strong commitment to the concept that students with disabilities be placed, to the maximum extent possible, in classes with non-disabled peers. The coordination of curriculum, modification of strategies and instructional techniques are facilitated on all academic levels.

Students with disabilities need to be able to demonstrate competency on all New York State assessments. For students with severe disabilities, an alternate assessment known as NYSAA (New York State Alternate Assessment) is required. These assessments are given based on the student's date of birth and only given to students who meet the NYSED requirements for an ungraded classification. Students with disabilities are entitled to appropriate aids and services in the least restrictive environment (LRE) so that students benefit from the general classroom experience, to the extent possible, based on the nature and severity of the educational disability. This opportunity is essential to the development of self-worth and self-respect as well as the preparation of students with disabilities to live and work successfully in a challenging adult world.

Description of Special Education Programs and Services

The district provides a continuum of special education services per the Part 200 regulations. The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) both emphasize the importance of LRE (least restrictive environment) when considering appropriate support for students with disabilities. These include the following:

- **Related Services** - related services are provided to students with a disability, determined by the CSE for educational purposes. Related Services include, but are not limited to: speech language, audiology services, psychology services, physical therapy, occupational therapy, assistive technology services, school health services, interpreting services, health and safety aide, counseling services, orientation and mobility services, medical services, parent counseling and training, school social work, and school nurse services.
- **Consultant Teacher Services** - consultant teacher services are provided to students with disabilities by a certified special education teacher while enrolled in general education classes, including career and technology courses. These services can be provided on a direct (in the classroom) or indirect basis. Indirect services assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the needs of the individual student that received the service. Each student receiving a consultant teacher is

provided with a minimum of 2 hours per week in any combination of direct/indirect services. This educational service is typically for the students who need a minimal level of support in order to be successful in regular education. Students receiving this level of support often have IEPs that allow flexibility (indirect/direct) in order to maximize what works best for them. Consultant teacher services may be provided by a certified reading teacher for students grouped and in a Resource Room for reading needs. The maximum number of students with disabilities that can be assigned to a consultant teacher is 20.

- **Resource Room** - The purpose of the resource room is to provide specialized supplemental assistance to SWDs who attend regular education classes. Resource rooms may be used in conjunction with a consultant teacher or as a stand alone service. Students requiring this service receive a minimum of 3 hours per week of instruction. When used in conjunction with a consultant teacher, the combined total of resource room and consultant teacher time must be at least 3 hours. An instructional group for resource room includes students with a similarity of need and may not exceed 5 students per teacher.
- **Special Class** - There are several levels of special class that can be provided to students with disabilities. Students with disabilities are grouped with peers with similar educational needs and classes are separate from the general education classroom . The maximum size of special classes varies depending upon the needs of the individual student.
 - **Special Class/Departmentalized Program (15:1)** - These classes are planned to have no more than 15 students in the classroom. Specialized instruction and programming is provided for ELA, Math, Science and Social Studies. This program provides the same curriculum based on the NYS Standards as the general education classes but uses modified texts, specific learning strategies and varied vocabulary generally at the students' instructional level. These classes are taught by a special education teacher who is considered highly qualified in one or more of the core content areas.
 - **Special Class/Self-Contained** - offers a variety of class/size ratios depending upon the needs of the students. Self-contained special classes are designed to provide primary instruction that is especially designed to meet the similar needs of a group of students separate from their non-disabled peers. Available class sizes/ratios are: 12:1 +1 (no more than 12 students, 1 teacher and 1 paraprofessional), 8:1 +1 (generally intensive management needs), 6:1 +1 (highly intensive management needs), and 12:1 +3 (severe, multiple disabilities). Students receive these types of support in classes that are either in our district (12:1 +1) or out of district (BOCES or Consortium for 8:1+1, 6:1+1, 12:1+3). Those students who are in self-contained classes are sometimes 3 or more years below achievement levels in ELA/reading/Math or have behavioral, focus and control issues that require a higher level of management support to successfully complete instructional periods.
- **Integrated Co-Teaching** - This is the only continuum option that is not mandatory for a school district to provide as an option for students with disabilities. An integrated co-teach classroom has both a general education teacher and a special education teacher in the classroom who share the responsibility for planning, delivering and evaluating instruction for all students in the class. The maximum number of SWD in the classroom is 12 and while there is no limit on the number of non-disabled students in this setting, it is recommended that the number of non-disabled students be greater than or equal to the number of students with disabilities.

Special Education Data

The tables and graphs in this section reflect data on school age and preschool age students with disabilities as of September 7, 2021. The information reflects the number and age span of students by type of disability and by recommended setting.

Identification of Students with Disabilities by Age Range and Specific Disability

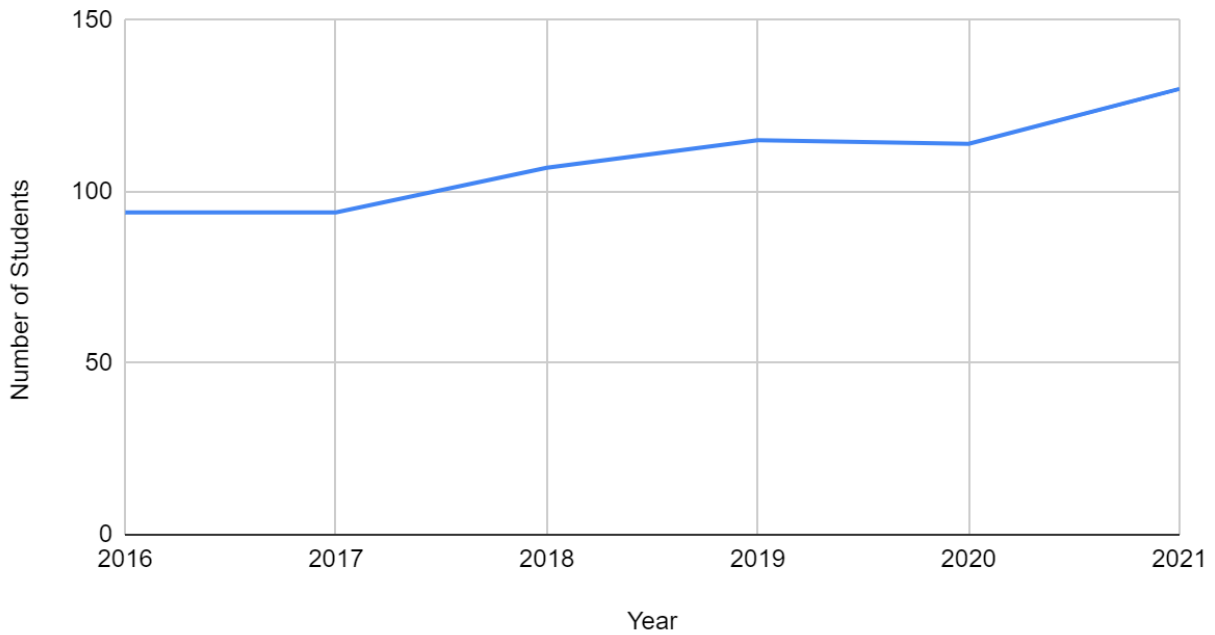
Disability	Age 4-5	Age 6-11	Age 12-13	Age 14-17	Age 18-21	Total
Autism	1	6	1	3	0	11
Emotional Disturbance	0	4	3	4	0	11
Learning Disability	0	12	13	21	0	46
Intellectual Disability	0	0	0	3	0	3
Deafness	0	0	0	0	0	0
Deaf Blindness	0	0	0	0	0	0
Hearing Impairment	0	0	0	0	0	0
Speech or Language Impairment	6	8	2	1	0	17
Visually Impaired	0	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	0	0
Other Health Impaired	0	14	8	10	0	32
Multiple Disabilities	0	1	1	2	2	6
Traumatic Brain Injury	0	0	0	0	0	0
Totals	7	45	28	44	2	126

**Identification of Students with Disabilities by Age Range and Recommended Setting
September 7, 2021**

Location of Service	Ages 3-4	Ages 4-21	Total
Special Education within the district	0	105	105
Special Education within the consortium	0	4	4
Special Education provided by Erie 2 BOCES	0	12	12
Special Education provided in an approved private/special act school	0	5	5
Preschool Special Education provided by outside agency	3	0	3
Preschool Special Education provided in district	1	0	1

The graph below shows the total count of school age and preschool age students with disabilities from 2016 to 2020.

Preschool and School Age Students with Disabilities



Evaluations

Every special education student in the district has his/her progress reviewed each year as part of the annual review process. Information in the form of standardized tests, work samples, report cards, teacher and parent reports is presented to the Committee on Special Education to document the progress that the student has made towards his/her goals.

The evaluation of programs and services is ongoing and will continue; since the needs of students with disabilities change from year to year so programming must adjust so that our students' needs are met appropriately commensurate with the regulations. Data is gathered through building and district personnel, including teachers, related service providers and administrators.

The results of the required NYS assessments are analyzed each year to determine the success rate of our students with disabilities in meeting the graduation requirements set forth by NYS.

Board of Education Policies to Support Special Education

The following policies have been adopted by the Frewsburg Central School District Board of Education to support students with disabilities:

7611	7615	7630	7643	7680
7612	7616	7640	7650	7690
7613	7617	7641	7660	
7614	7620	7642	7670	

Space Allocation for Special Education Programs and Services

To ensure that adequate and appropriate space is made available for special education classes provided by the district, as well as in programs provided by Erie 2 BOCES, the Board of Education allocates an appropriate amount of space in district facilities to meet the needs of students in such programs. The allocation will be part of the bi-annual district plan for the provision of special education programs and services as mandated by the Commissioner of Education. Annually, the need for additional programs and space is reviewed by the administration to determine what changes, if any, need to be made to meet the requirements of our students with disabilities.

Instructional Materials

The district ensures that all instructional materials used in both the Elementary and Middle School/High Schools are available in a usable alternative format for each student with a print disability at the same time as such instructional materials are available to nondisabled students. The district utilizes one to one devices with assistive software as well as Learning Ally, a web-based audio library to enhance both instruction and therapy.

Budget to Support Special Education

	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
Professional Salaries Handicap.	728,415	710,830	806,243	899,042	885,375	808,592
Non Instructional Salaries Handicap.	145,982	139,150	116,784	117,784	161,525	166,814
Equipment	1,000	1,000	1,000	1,000	1,000	1,000
Contractual (OT, PT, etc.)	26,446	156,346	159,696	183,010	184,010	184,010
Materials & Supplies (Both buildings)	4,000	4,000	4,000	4,000	4,000	4,000
Tuition - Public Schools	139,621	182,894	169,413	61,718	36,781	37,296
Tuition - Private Schools	79,890	120,840	120,840	127,839	213,065	221,052
BOCES	672,192	739,680	703,605	683,009	804,920	1,226,158
Health Insurance	286,363	283,846	298,863	297,565	294,626	300,519
Employee Benefits	147,577	129,869	152,461	154,905	156,977	145,627
Textbooks	2,000	2,000	4,000	2,000	2,000	-
Total Budget	2,233,486	2,469,455	2,531,905	2,531,935	2,744,279	3,095,068

Social Security	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%
TRS	11.72%	9.80%	10.62%	8.86%	9.53%	9.80%
ERS	18.10%	15.80%	18.50%	15.80%	16.00%	18.00%
W.C	0.89%	0.82%	0.64%	0.72%	0.55%	0.56%
Teachers	20.26%	18.27%	18.91%	17.23%	17.73%	18.01%
Non Teachers	26.64%	24.27%	26.79%	24.17%	24.20%	26.21%

Future Goals and Considerations

- Increase the number of students with disabilities who earn a Regents diploma
- Decrease the number of students with disabilities who drop out of high school
- Increase the number of students with disabilities who score a 3 or 4 on the Grades 3-8 NYS Assessments in ELA and Math
- Decrease the number of students with disabilities in self-contained classrooms (i.e. 12:1:1, 15:1) by placing them in classrooms with their general education peers and additional academic support such as a consultant teacher.
- Increase the number of parents/guardians actively participating in the CSE process including attendance at CSE meetings
- Support all teachers with learning strategies and support to reinforce the belief that all teachers are responsible for the education of students with disabilities
- Maximize resources through the budgetary process
- Ensure that materials are provided for students with disabilities and staff in order for students to reach their full potential.