



2022 -23

# ***Oriskany Central School District***

*2022 - 2023 Special Education District Plan*

Annual Report to the Board of Education

*The mission of the Oriskany Central School District is to **educate, engage, and empower** students to excel in an ever-changing world. We are committed to our tradition of personal attention, positive relationships, and an innovative climate for learning.*

**Oriskany Central School District**

*2022-2023 Special Education District Plan*

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- I. Introduction
- II. Continuum of Services
- III. Outside District Placements
- IV. Enrollment Review
- V. Census
- VI. Special Education Staff
- VII. Space Plan
- VIII. School-Age Committees for Evaluation & Review
- IX. Preschool Special Education

## I. INTRODUCTION

The objectives of the Oriskany Central School Special Education Programs are reflective of the intent of IDEA, and are aligned with the regulations of the Commissioner of Education as set forth in Articles 81 and 89 of the New York State Education Law. The purpose of special education is to provide a free and appropriate education (FAPE) in the least restrictive environment (LRE) for students under the age of twenty-one identified as having a disability. Special Education is intended to address individual academic, social, physical, and management needs as identified by a student's Individualized Education Program (IEP).

As a district, we need to ensure that students with disabilities have opportunities to benefit from high quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and employment. As rigor and expectations for all students in New York State have increased, policy and practices must be adjusted to support students with disabilities to meet these challenges.

Students with disabilities must have access to and participate in general education curriculum and in courses that will prepare them to take and pass the required examinations. As determined by the CSE and indicated in the student's IEP, students with disabilities must be provided the necessary services and supports, supplementary aids and services, and accommodations to participate and make progress in the general education curriculum. This opportunity must be available to students regardless of their placement (public school district, BOCES, approved private school, State-operated and State-supported school or Special Act School District).

The New York State Education Department (NYSED) has released its Blueprint for Improved Results for Students with Disabilities. While there are many components or key principles that are important for students with disabilities and their families, this Blueprint focuses on seven core principles and practices supported by research for all students with disabilities. Improving results for students with disabilities requires a renewed focus on these core principles.

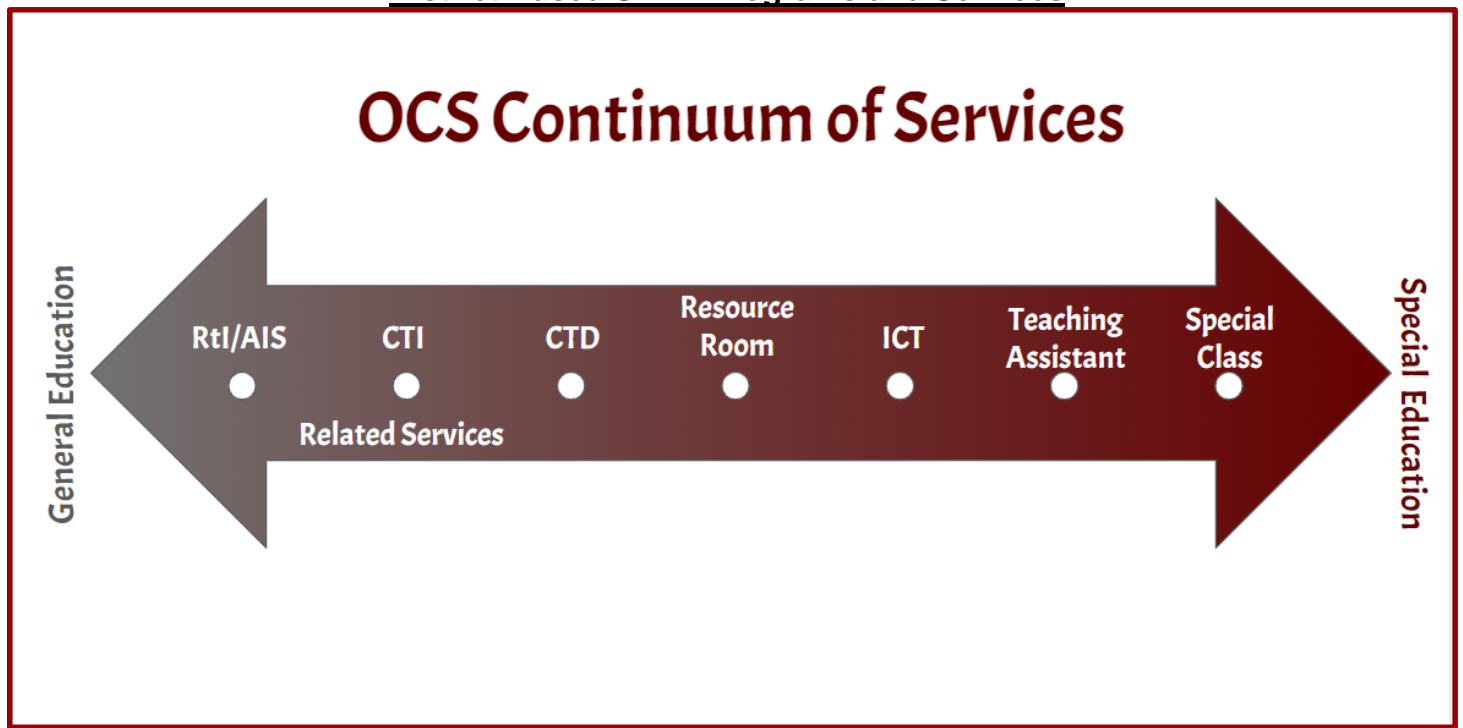
1. Students engage in self-advocacy and are involved in determining their own educational goals and plan.
2. Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
3. Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
4. Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
5. Schools provide multi-tiered systems of behavioral and academic support.
6. Schools provide high quality inclusive programs and activities.
7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

## II. CONTINUUM OF SERVICES

The district's special education programs coexist with our general education programs. All students are general education students first. Students with disabilities may also be provided with specially designed instruction and supplementary services in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom.

The continuum of services provides a progressive level of services for students to access the general education program with peers without disabilities while being provided special education services. The full continuum of services is available to all students through the programs offered both in district and in out of district placements. Based on unique needs, a student with a disability may need to be placed in a special class for instruction on a daily basis to the extent indicated in the student's individualized education program. Special classes are composed of students with disabilities with similar individual needs. In addition, we do offer access to both ten (10) and twelve (12)-month programs based on an individual student's needs.

### District Based SPED Programs and Services



- A. General Education Programs:** Special education students participate in varying degrees in general curricular programs. Placement of classified students in general education programs is determined by IEP goals that can be attained in this least restrictive setting (LRE).
- B. Response to Intervention (RtI) Services:** RtI services are services designed to offer support and instruction to students in the areas of reading, writing, mathematics, and behavior. The instruction is supportive in nature, in that it compliments instruction that already takes place in the classroom. It is provided based on need in addition to regular and special education services. In addition, speech-language therapy, occupational therapy, physical therapy, English language learner services (ELL/ENL), and counseling/psychological/social work services are available to students who meet the criteria to receive RtI interventions in these areas.

- C. Section 504:** Section 504 is federal civil rights law under the Rehabilitation Act of 1973. It provides protection against discrimination for individuals with disabilities. Students in school settings fall under the civil rights protection of Section 504. The law and regulations prohibits discrimination on the basis of disability from all school programs and activities in both public and private schools receiving direct or indirect federal funding. The Oriskany Central School recognizes the obligation to avoid discrimination in policies and practices regarding personnel and students. A student is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities and the student requires accommodations beyond those made available to all students in order to have equal access to education and/or school activities and benefits. This determination is made by a multidisciplinary team of knowledgeable individuals, including the parents, who are familiar with the student and his/her disability.
- D. Related Services:** Speech/Language, psychological, occupational therapy, physical therapy, hearing impaired, visually impaired, adaptive physical education, English Language Learner, and counseling/psychological/social work services are available to students who meet the criteria to receive special education programs. Working with the classroom teacher, related service providers have an opportunity to share expertise, provide direct service and make recommendations for strategies for the teacher and the student.
- E. Consultant Teacher Services:** Consultant teacher services are specifically designed individual or group instruction provided by a special education teacher to a student with a disability within the general or special education classroom. These services are provided directly to the student, or indirectly by providing consultation to the general education classroom teachers. The consultant teacher assists the general education teacher by assisting with and modifying the classroom or the instruction for the student with special needs.
- F. Resource Room Program/Specialized Reading:** A resource room program is a program of specialized supplemental instruction for students with disabilities. The instruction is to be supplemental to that which is occurring in the student's primary instructional setting. This instruction is provided by a certified special education teacher in groups of five or less students. When structured reading instruction is needed within the Resource Room Program a specialized reading teacher can provide the instruction to the student. A special education teacher may also provide specialized reading instruction in combination with additional strategies to meet individual student needs. This service delivery is determined by the CSE.
- G. Integrated Co-Teacher Service:** The Integrated Co-Teacher Service provided at OCSD addresses disabled students' ELA and Math needs within the general education classroom. Identified students are placed in a classroom taught by a General Education Teacher and a Special Education Teacher for ELA and/or Math. The goal of this service is for both teachers to share in the planning and delivery of instruction of all students; however, the presence of a Special Education Teacher in the classroom also allows for both teachers to plan and deliver specialized instruction based on student's IEPs to meet significant needs with intensive interventions, targeted instruction based on IEP goals, and for some students, the delivery of a significantly modified curriculum. This is the sole optional service on the continuum.
- H. Declassification Support Services:** Any student needing services as a transition from special education services to general education services in the year he/she leaves a special education

program has transitional support services as deemed appropriate by the Committee on Special Education. These services may include academic support services and are specified in the students' Declassification Recommendations which are available to all teachers in the same manner as all IEPs. Declassification Recommendations are provided for up to one year after the declassification date. Each declassified student will be reviewed by the Building Instructional Support Team annually as per district policy. Students with disabilities requiring special education who are declassified in grade eight or thereafter may be eligible for the same safety net options as if they were continuing as a student with a disability. The committee on special education should discuss the student's need for continuing eligibility for the safety net in their declassification recommendation, as well as any needed services, modifications or accommodations. These all must be evaluated annually to be determined for the need to be continued. If needed, students may continue to receive accommodations and/or safety net through school completion.

- I. **Incarcerated Youth Program (IYP):** Youths of 17-21 years of age that are incarcerated at the Oneida County Correctional Facility become residents of the Oriskany Central School District. Students with disabilities are provided special education services as identified in their IEP within the Oneida County Jail Classroom by Oriskany Central School District Special Educators. All school-age students with disabilities in the facility are monitored and referred to the CSE for intake, program review, annual review, reevaluation or initial referral as needed by Oriskany CSD faculty and staff.

### III. **OUTSIDE DISTRICT SPECIAL EDUCATION PLACEMENTS**

Students are placed in out of district programs only when their learning, social, or physical needs cannot be met by the district programs and they are in need of a special class. There is a full range of public and private special education placements outside of the district. Placements are determined through the CSE and are based on individual student needs through access to the full continuum.

#### **Oneida-Herkimer-Madison BOCES Special Education Classes**

##### A. **8:1:2 Program**

*Up to 8 students with 1 teacher and 2 teaching assistants*

Location: Special Education Center: Grades: K-12

Location: Waterville Central School District: Grades: K-12

The 8:1:2 Program is designed for students with severe behavior management needs who cannot be maintained in a 12:1:1 setting. Center-based classrooms include 8:1:2 Mental Health, and 8:1:2 Regents Preparation. Emphasis is on developing a student's emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Students in the 8:1:2 school-based setting have the opportunity to participate in mainstream subjects when possible and receive self-contained content instruction when necessary. Time-out rooms are used as an integral part of the program. Pre-vocational and career and technical education training is conducted throughout the program. Diploma tracks include Regents / local. Students participate fully in the New York state assessments.

**B. 12:1:1 Adjustment Program**

*Up to 12 students with 1 teacher and 1 teaching assistant*

Location: Waterville\* Central School: Grades: 6-12 (\*New location for 2018-2019)

The 12:1:1 program is designed for students with behavior management needs who cannot be maintained in a regular education classroom and who require a placement more restrictive than 15:1. IEP related services must include a minimum counseling service of 1x30. Students participate in mainstream subjects when appropriate and receive self-contained instruction when necessary. Emphasis is on developing a student's emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Time-out rooms are used as an integral part of the behavior program component. All staff are trained in therapeutic crisis intervention techniques. Pre-vocational and career and technical education training is conducted throughout the program. Diploma tracks include Regents/local and IEP diploma programs. Students participate fully in the state testing program.

**C. 12:1:1 School-based Program - Mild Disabilities Program**

*Up to 12 students with 1 teacher and 1 teaching assistant*

Location: Sauquoit Valley Central School District: Grades: K-12

The 12:1:1 Mild Program meets the diversified needs of students with mild disabilities. Students require specialized instruction in the areas of social-emotional skills, academic development, and career and technical education. The program utilizes career and technical programs, Career and Community Connections Program (CCC), and other outside agency programs to provide transition support services. Students participate in the NYS assessments and the alternate assessment.

**D. 12:1:1 School-based Program - Moderate Disabilities Program**

*Up to 12 students with 1 teacher and 1 teaching assistant*

Location: Special Education Center: Grades: 9-12

The 12:1:1 Moderate Program meets the diversified needs of students with mild and moderate disabilities. Students require specialized instruction in all areas, including social-emotional skills, physical skills, intellectual skills, and adaptive living skills. The emphasis of the program is to assist the student in achieving their maximum potential in self-sufficiency skills. The program utilizes support services and transition services with Career and Community Connections Program (CCC), community agencies, and the Career and Technical Education Center. Annual yearly progress is measured by the scales of independent behavior (SIB-R). Students participate in New York State Alternate Assessment and work towards Skills and Achievement Commencement Credential.

**E. 12:1:3 Developmental Program**

*Up to 12 students with 1 teacher and 1 teaching assistant per 3 students*

Location: Waterville Elementary: Grades K-5

Location: Ralph Perry Jr. High: Grades: 6-9

Location: New Hartford Sr. High: Grades: 9-12

This program is designed for students with a classification of autism. The program consists of staff that is trained in structured teaching provided by the "Tim Academy." The core of the curriculum is based in TEACCH, developed at the University of North Carolina, Chapel Hill. This is a research model for structured teaching that encourages professionals to understand and assess the characteristics of autism for each child and then develop instructional curriculum based on that assessment. The instructional curriculum is functionally based. It has academic, speech, language, occupational therapy, behaviorist, physical therapy, vocational and social work services available based on individual needs. The program is located in the public-school setting to accommodate integration into the general education classes when appropriate. Diploma tracks include Regents, local and IEP diplomas.

F. **12:1:3 Multiply Disabled Program**

*Up to 12 students with 1 teacher and 1 teaching assistant per 3 students*

Location: Westmoreland Elementary School: Grades: K-6

Location: Westmoreland Middle School: Grades: 7-12+

This program is designed to meet the needs of children with profound and multiple disabilities. Essential elements of the curriculum include: gross and fine motor skills, self-help skills, language development and socialization skills. Students who participate in this program are working towards skills and achievement commencement credential. They will likely require extensive supportive services throughout their adult lives. The class includes up to 12 students with one teacher and one teaching assistant for every three students. Students participate in the New York State Alternate Assessment.

Related services including speech therapy, physical therapy, occupational therapy, visually impaired therapy and hearing-impaired therapy are charged separately.

G. **Career & Community Connections**

Location: Special Education Center: Grades: 9-12

This program is designed for high school students enrolled in the 12:1:1 Mild and Moderate Programs and the 12:1:3 Autism Program as a half-day offering that allows students career exploration to develop social skills, job readiness skills and to learn how to participate appropriately within the community. The primary goal of the program is to provide students a smooth transition into post-secondary programs and/or employment. Students' individual IEP transition goals are addressed through a combination of classroom instruction and community work experiences throughout the school year.

H. **Summer School Program**

Oneida BOCES provides summer school programs for school-age and preschool students. Summer school programs are a continuation of the school year program for eligible students and are mandated by Part 200 of the Commissioner's Regulations. This extension is intended to prevent regression of skills. The summer school program is six weeks during the months of July and August.



## Madison-Oneida BOCES Special Education Classes

- A. 6:1:1 Autism Program:** The Autism Program is designed for students with Autism Spectrum Disorders in grades K-8 who need a more restrictive setting than the 12:1:3 Autism Program offered by OHM BOCES. This program is composed of up to 12 students with 1 teacher and 1 teaching assistant. The program is designed to meet the individual cognitive, social and communication needs of students through research-based models. The Autism classrooms are housed at McAllister Elementary and VVS Middle School. PROGRAM FEATURES: • Student to teacher ratio is 6:1:1 • Other IEP related services (OT, PT, Speech, APE, Counseling) are available • Core curriculum based in TEACCH model (UNC Chapel Hill) • All students are monitored through use of The Assessment of Basic Language and Learning Skills (ABBLs) • Assistive Technology utilized greatly (Ipad, PECS, Dynavox.) • Social Skills and Social Stories incorporated into curriculum • Sensory Needs determined for each student • Opportunity for inclusion in mainstreamed classes as indicated on IEP • Home-school-district communication is necessary for success • Consultation services provided by Kelberman Center as needed.
- B. 12:1:1 Skills Development Program:** The program serves K-12 and Post-secondary students with moderate to severe disabilities. The program is composed of students of varying academic and social levels which are below to well below the standard achievement levels of typical students of the same age and grade. The goal of this program is to assist the student in gaining the maximum self-sufficiency skills as possible and for some high schoolers the opportunity to meet requirements for a Local or Regents diploma. The Skills Development/Community Based classrooms are presently housed at JD George Elementary School and the VVS Middle and High School. PROGRAM FEATURES: • Student to teacher ratio is 12:1:1 • Other IEP related services (OT, PT, Speech, APE, Counseling) are available • For Community-Based students, Unique Learning System is utilized. This is a standards based curriculum designed specifically for special learners, while providing differentiated instruction for each unit. Students take NYSAA • Skills Development students receive standards based content material and take NYS assessments and Regents; also offer Skills and Achievement Credential • Life Skills Course offered for high school students who do not qualify for NYSAA and may struggle to receive Local diploma • Mainstreaming opportunities available when appropriate • Home-school-district communication pivotal to success • Transition planning, involving outside agencies, for graduating students • CBOE, Career Ex, VTP, and CTE available as stated on IEP for high school students.
- C. 8:1:1 Intense Management Program:** The Intense Management Program is designed for students in grades K-12 who show severe behavioral difficulties and/or intense instructional needs and it is composed of up to 8 students with 1 teacher and 1 teaching assistant. Often, students unable to find success in the OHM BOCES 8:1:2 Severe Management Programs can find success in the Intense Management Program (sometimes with additional staffing added to their IEP). Counseling services are provided within the program. Close contact with parents, school districts, and community agencies is maintained to encourage the home-school connection. Staff is trained in crisis intervention strategies to support students' needs. Opportunities for general education experiences are available. A variety of related services are provided as indicated on the IEP. Students take New York State Assessments and work toward a Regents Diploma, Local Diploma and/or a Career and Occupational Studies Credential.

## **Advocacy and Services for People with Disabilities (ARC) School to Work Programs**

### **A. Individualized services**

Individualized services based upon outcomes/goals on the IEP. To be provided one-on-one in the community or on the school campus.

### **B. Foundations Program**

Half day program which consists of 40 weeks of campus based and community based instruction with the focus on career exploration and employability skills training. Students are bussed by their home school district to MVCC Campus.

### **C. STRIDE Services**

15-30 week series of classroom instruction held at a school for up to 10 students one hour per week. Curriculum focuses on work/life skills and vocational preparation.

### **D. YES/COPS Program**

Half day program of community based work experience at one of four locations: Sitrin Home, Progress Industries, Price Chopper and MVCC. The program is an ideal situational assessment opportunity with a focus on appropriate work skills. COPS is available only to Proctor High School students at this time.

### **E. OPTIONS Program**

Half day program for 13-15 year old individuals with a focus on developing independent life skills and orientation to community activities as they relate to employment. Targeted toward middle school students. Students are bussed by their home school district to the program site.

### **F. ACCES-VR Fast Tracking**

The Arc, Oneida-Lewis Chapter can provide linkage to New York State Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR).

## **Special School, Residential, and Hospital Programs**

There are many private and state operated schools with specialized programs available to students with severe learning, physical or management needs that cannot be met in one of the above-mentioned programs. These schools and programs offer the most restrictive settings on the continuum. The following are schools and programs that are often considered for students in need of this intensive placement type:

- A. United Cerebral Palsy (Tradewinds 6:1:2):** This program provides for day and residential services designed for students who have high management and intensive academic needs. The students are provided with a highly structured behavioral program.
- B. The House of the Good Shepherd (Tilton School 6:1:1, 6:1:2):** These programs provide educational day and residential services to students with highly intensive behavioral needs. These students may be school or court placed, or placed by the County DSS.
- C. New York State School for the Deaf, Rome, NY**  
The High School Program at NYSSD is designed for deaf students working toward a New York State Regents diploma and planning to continue in post-secondary education. The curriculums used by instructors in this program are aligned with the New York State Curriculums and New York State Standards. Progress is measured by the completion of Regents and Regents Competency exams, as well as annual goals in the students' IEPs. Students working toward a diploma may also enroll in the Career and Technical Education programs offered at Madison-Oneida BOCES.



#### IV. ENROLLMENT REVIEW

All projected 2022 data as of June 20, 2022\*

<b>ENROLLMENT REVIEW</b>	<b>Oct 1, 2015</b>	<b>Oct 1, 2016</b>	<b>Oct 1, 2017</b>	<b>Oct 1, 2018</b>	<b>Oct 1, 2019</b>	<b>Oct 1, 2020</b>	<b>Oct 1, 2021</b>	<b>Projected *Oct 1, 2022</b>
K-12 Total Enrollment w/out OCJ or CPSE	620	586	582	579	569	545	554	505
K-12 Total Disabled w/out OCJ, CPSE	57	50	51	67	71	80	67	70
SPED % w/out OCJ, CPSE	9.19%	8.53%	8.8 %	11.6%	12.5%	14.7%	12.1%	13.9%
Total Disabled @ ES	20	15	20	26	29	36	38	22
Total Disabled @ Jr-Sr High School	21	23	31	41	37	40	32	28
Total Out of District (BOCES, Private, etc.)	16	12	14	14	23	25	20	20
Total CPSE ages 3-4	3	4	13	6	7	6	4	6
Total OCJ per day average	6	6	7	6	8	5	1	3

<b>SCHOOL YEAR REVIEW</b> <i>Number of Students</i> Excludes OCJ/AHS Data	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020 - 2021</b>	<b>2021 - 2022</b>
Total New Referrals	6	4	5	11	16	22	20	17	12
Total Referrals □ Initial Classifications	3	2	1	5	9	8	12	15	10
Total Transfers to OCSD	7	16	3	19	8	16	11	1	18
Total Declassified	9	7	6	2	7	6	7	2	13

## V. CENSUS

The District maintains a census for students with special needs. The following information is on file and is updated after each CSE meeting.

1. Student Identification Number
2. Student Name
3. Classification
4. Address and Phone Number
5. Parent/Guardian
6. Date of Birth
7. Date of Referral
8. Date of Evaluation
9. Date of CSE Recommendation
10. Date of BOE Approval
11. Date of Placement
12. Student program services and location
13. Language spoken
14. ENL supports

## V. SPECIAL EDUCATION STAFF

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
<b>SPED Teachers</b>	6.2	6.2	6.5	6.5	7.5	7.5	8.0	8.0	8.0	8.0	7.0
<b>Teaching Assistants</b>	3.0	3.5	5.5	5.5	4.0	5.2	5.2	6.4	7.4	7.4	0*
<b>Teachers' Aides</b>	3.0	3.0	3.0	3.0	2.0	1.0	1.0	1.0	1.0	1.0	.5

\*Requirement of justification data to continue building student independence & RtI plan has decreased IEP needs. Teaching Assistants are implementing Tier II & III RtI Interventions.

Please note: These staff numbers are created based on the quantity of services and minutes required per day per student as per IEP.

## VII. SPACE

All district buildings, programs, and student activities are accessible to students with disabilities. Space allocated to special education programs is reviewed annually and space is allocated as dictated by need. Many of the special education services are delivered in the regular education classroom. Space is allocated in each building for related services that need to be delivered as written on the IEP and/or 504.

The Jr.-Sr. High School has three (3) classrooms allocated to special education programs. The high school has allocated office and evaluation space in the Office of Career Counseling for the psychologist and the social worker/counselor, as well as a separate dedicated office space for the CSE Chairperson in each of the buildings with meeting space for in-person CSE/CPSE/504 meetings.

The Elementary Building has three (3) classrooms allocated to special education programs. There is an allocated office and evaluation space for the psychologist and the social worker/counselor, , as well as a separate dedicated office space for the CSE Chairperson in each of the buildings with meeting space for in-person CSE/CPSE/504 meetings.

At the Oneida County Jail or Alternative High School (AHS) there is one (1) Incarcerated Youth Classroom that has a divider which provides two separate areas for instruction. One of those areas may be utilized for specialized instruction for special education students if needed. It can also be used by the school psychologist, school counselor, and/or social worker for evaluation purposes. Two office areas are also available for the staff to utilize as needed.

## **VIII. SCHOOL AGE COMMITTEES for EVALUATION & REVIEW**

### **CSE Committee on Special Education**

The CSE is a multidisciplinary team of school professionals and parents/guardians whose membership is appointed by the Board of Education. The CSE is responsible for the identification and recommendation of appropriate programs for all students, ages 5-21, who qualify for special education services.

- Student's Parent(s)/Guardian(s)
- Student (if appropriate, usually 7th-12<sup>th</sup> graders)
- CSE Chairperson
- School Psychologist
- Regular Education Teacher (If child is *or may be* in general education)
- Special Education Teacher
- Related Service Provider(s) (if appropriate)
- Parent Member (If parent requests in writing 72 hours in advance)
- School Physician (If parent requests in writing 72 hours in advance)
- School Nurse (if appropriate)
- Principal (if appropriate)

### **CSE Subcommittee on Special Education**

The CSE subcommittee may perform the functions of the committee on special education except when a student is considered for initial placement, a special class; or a special class outside of the student's school of attendance; or a school primarily serving students with disabilities or a school outside of the student's district.

- Student's Parent(s)/Guardian(s)
- Student (if appropriate, usually 7th-12<sup>th</sup> graders)
- CSE Chairperson
- School Psychologist (If a new psychological evaluation is completed or a change in program with more intensive staff/student ratio)
- Regular Education Teacher (If child is *or may be* in general education)
- Special Education Teacher
- Related Service Provider(s) (if appropriate)

- School Nurse (if appropriate)
- Principal (if appropriate)

### **504 Multi-Disciplinary Team**

Section 504 requires the use of a multidisciplinary team that includes persons knowledgeable about the student, the meaning of the data and the suspected disability. The team composition may vary according to the needs of the student. The 504 Coordinator will arrange for the team members from the following examples of appropriate personnel based on the individual student:

Student's Parent(s)/Guardian(s)  
504 Coordinator  
Regular Education Teacher(s)  
Related Service Provider(s)  
Principal

Student (if appropriate, usually 7th-12<sup>th</sup> graders)  
School Psychologist  
504 Case Manager  
School Physician and/or School Nurse  
Reading Specialist

## **IX. PRESCHOOL SPECIAL EDUCATION**

Oriskany Central School utilizes a BOCES CPSE Coordinator to assist the CPSE Chairperson in the evaluation process and organization of providing preschool services and programs to classified students.

### **CPSE Committee on Special Education**

- Student's Parent(s)/Guardian(s)
- CPSE Chairperson
- BOCES CPSE Coordinator
- Municipality Representative
- Early Intervention Representative (If parent request transition to CPSE)
- Regular Education Teacher (If child is *or may be* in general education)
- Special Education Teacher or Provider (if appropriate)
- Related Service Provider(s) (if appropriate)
- Parent Member (If parent requests in writing 72 hours in advance)

### **Preschool Programs & Services**

**A. Oriskany Central School Universal Pre-K:** This is a Universal Pre-K setting provided at N.A. Walbran Elementary School. Students are provided with full-day programming for preschool students in a general education setting that may include students identified as a preschool student with a disability.

**B. United Cerebral Palsy:**

- a. New Discoveries Learning Center: This is an integrated preschool setting which provides full and half-day programs for students requiring special education services.
- b. Promise Program (6:1:3): This is a highly intensive special education program for preschool students who have highly intensive management needs. To address these needs, they utilize Applied Behavior Analysis.

**C. Related Services:** Itinerant Services are provided by Oneida County to preschool students who require related services. Speech/Language, occupational therapy, physical therapy, and special education services are provided in the home, daycare or preschool setting.