



AKRON CENTRAL SCHOOL DISTRICT

STUDENTS WITH DISABILITIES (SWD) DISTRICT PLAN

**FOR THE
2026-2027
AND
2027-2028
SCHOOL YEAR**

MISSION STATEMENT

The mission of the Akron Central School District, a learning-centered community dedicated to the dreams of our students, is to ensure that each student realizes his or her unique human potential and contributes positively to society, through a system characterized by:

- *Valuing the unique gifts and dreams of each person*
 - *Developing all dimensions of each human being*
- *Advancing the knowledge, skills, and wisdom of each student*
- *Nurturing and respecting the dignity of each human being*
- *Cooperatively working to continuously create new realities*

In accordance with Akron Central School District Policy #7610, the New York Code of Rules and Regulations Part 155, and Section 200.2(c) of the Regulations of the Commissioner of Education, this plan has been developed and will be updated every two (2) years describing the Special Education program in the Akron Central School District. The district plan shall include the following:

- a) 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;
- b) identification of the number and age span of students and preschool to be served by type of disability, and recommended setting;
- c) the method to be used to evaluate the extent to which the objectives of the program have been achieved;
- d) a description of the policies and practices of the board of education to ensure the allocation of appropriate space within the district for special education programs that meet the needs of students and preschool children with disabilities.
- e) 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;
- f) 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, as such term is defined in paragraph (b)(10) of Part 200 Regulations, for each student with a disability at the same time as such 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 Part 200 Regulations;
- g) The estimated budget to support such plan.
- h) The date on which such plan was adopted by the Board of Education.

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

A. **NATURE AND SCOPE:** Students who are identified receive special education services through the Akron Central School District on a continuum of services that ranges:

	RELATED SERVICES	CONSULTANT TEACHER - INDIRECT	RESOURCE ROOM PROGRAMS	INTEGRATED CO-TEACHING	SPECIAL CLASSES	HOME &/OR HOSPITAL INSTRUCTION
PURPOSE	Therapies: Speech/Language Occupational; Physical Services: Counseling Vision Deaf/Hearing Orientation & Mobility	Indirect CT services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect CT can be combined with direct CT services and resource room.	To provide specialized supplementary small group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction.	Integrated Co-Teaching services means students are intentionally grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class. In this model, a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students.	To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers. <i>15:1 Specialized Instruction</i> <i>12:1:1 Management needs interfere with instructional process</i> <i>8:1:1 Intensive management needs</i> <i>6:1:1 Highly intensive management needs</i> <i>12:1+(3:1) Severe, multiple disabilities</i>	Shall only be recommended if such placement is the least restrictive environment
FREQUENCY/DURATION	Individually specified: Example 2 times per week, 30 min, group	Minimum: 120 minutes per week Example: 4 times / week 30 min	Minimum-three hours per week	All or part of the school day depending when the class meets. Example: 5 times / week 40 min, ELA	Example: 5 times / week	Elementary – Minimum of ten hours per week, preferably two hours per day Secondary – Minimum 15 hours per week, preferably three hours per day
LOCATION		The general education class taught by the teacher receiving the consultation	Resource Room Programs can be provided in a general education or special education setting.	General education class(s) where integrated co-teaching will be provided	Special Class Not in the general education classroom	Home or Hospital
GROUPING	IEPs reflect all services listed in a group to be 5:1 ratios.		IEPs reflect all services listed in a Resource Room group to be 5:1 ratios.	Students grouped based on similarity of needs	Grouped based on similarity of needs SWDs <16 years of age range shall not exceed 36 months	

N G					SWDs age 16+ no age range limitations	
C L A S S I Z E			No more than five students may be served in a Resource Room setting at any one time.	No more than 12 SWDs are permitted in an Integrated Co-Teaching class. No more than 50% special education. The 12 students include any SWD in that class regardless whether all 12 are recommended for co-teaching.	Must include class size ratio on the IEP. Options are: 15:1 8:1:1 12:1+1 6:1:1	Shall only be recommended if such placement is the least restrictive environment
C A S E L O A D		20 Students	Grades 1-6, 20 students Grades 7-12, 25 students			
P R O V I D E D B Y	Certified and/or Licensed Professional	Certified Special Education Teacher	Certified Special Education Teacher; Certified Reading Teacher	Certified Gen Ed Teacher & Certified Special Ed Teacher One of the teachers must be highly qualified in the core academic area.	Certified Special Education Teacher	

RELATED SERVICES: Offered for Speech/Language Therapy, Physical Therapy, Occupational Therapy, Deaf and Hearing Services, Counseling Services, Orientation and Mobility Services and Vision Services.

CONSULTANT TEACHER INDIRECT/DIRECT is offered to students needing such service.

RESOURCE ROOM is offered in a maximum 5:1 ratio for small group instruction on skill building, re-teaching of materials, organization, and executive functioning skills.

INTEGRATED CO-TEACHING (ICT) is offered K-5 and 6-12 programming.

SPECIAL CLASS is offered at every level in the Akron Central School District. Currently the district provides six special class programs. Three of these classes are listed on the continuum of services to have class size ratios of 12:1:1 two of which are located in the elementary school and one at the middle school level. These are designed to serve students with academic, social and/or cognitive deficits. The district provides one middle school and high school level special class with a ratio of 15:1 to serve students with academic deficits in content areas. The district cooperates with Erie 1 BOCES, Orleans/Niagara BOCES, Genesee Valley BOCES, neighboring districts and a variety of privately run programs to provide special class programs for students with needs that cannot be met in district-run programs.

HOME &/OR HOSPITAL INSTRUCTION is offered K-12 for students with severe medical conditions as well as those awaiting appropriate programming in out-of-district placements.

- B. **IDENTIFICATION**: School Age (5-22) and Preschool (3-5) (These figures fluctuate throughout the year with transfers, declassifications and newly identified students and is based on BEDS day reports.)

DISABILITY Information	2024-2025 # of Students	2025-2026 # of Students
Autism	17	17
Deafness	0	0
Deaf-Blindness	0	0
Emotional Disability	8	7
Hearing Impairment	1	1
Learning Disability	74	70
Intellectual Disability	3	4
Multiple Disabilities	6	6
Orthopedic Impairment	1	1
Other Health Impairment	40	44
Speech Language Impairment	46	51
Traumatic Brain Injury	0	0
Visual Impairment	0	0
TOTAL	199	201
Preschooler With a Disability	19	19
*Based on BEDS day reporting		

PROVIDER Information	2024-2025 # of Students	2025-2026 # of Students
Akron CSD	187	193
BOCES	15	15
AGENCY	24	22
CHARTER SCHOOL		
OTHER PUBLIC SCHOOL	12	17
*Based on EOY reporting		

OTHER Information	2024-2025 # of Students	2025-2026 # of Students
GRADUATES/ EXITS	18	13
DECLASSIFIED	15	12

- C. **EVALUATION METHODS**: The objectives of each program are linked directly to the individual student's IEP goals, objectives and alignment to New York state standards. Therefore to evaluate the programs, mastery of goals and academic/social progress of each student are analyzed. Several diagnostic tools along with screening measures are utilized to gather valid data.

The data is then used to drive instruction within the programs. These tools include but are not limited to the following:

- Developmental Test of Visual-Motor Integration-6th Edition (includes Visual Motor Integration, Visual Perceptual, and Motor coordination subtests) – VMI-6
- Wide Range Assessment of Visual Motor Abilities (WRAVMA)
- Bruinicks-Oseretsky Test of Motor Proficiency, 3rd Edition (BOT-3)
- Peabody Developmental Motor Scales, 3rd Edition (PDMS-3)
- Sensory Profile (Caregiver and school companion)
- Jordan Left-Right Reversal Test- 3rd edition
- Motor-Free Visual Perceptual Test- (MVPT-4) 4th Edition
- Structured Observations of Sensory Integration-Motor (SOSI-M)
- Test of Visual Perceptual Skills-4 (TVPS-4)
- Developmental Test of Visual Perception -2 (DTVP-2)
- CELF-5 (Clinical Evaluation of Language Fundamentals)
- TAPS-4 (Test of Auditory Processing Skills, Fourth Edition)
- Arizona 4 (Arizona Articulation Proficiency Scale, 4th edition)
- TOLD I-4 (Test of Language Development Intermediate-4th edition)
- TOLD P-4 (Test of Language Development Primary-4th edition)
- TOPL 2 (Test of Pragmatic Language 2nd edition)
- OWLS II (Oral and Written Language Scales)
- Expressive One Word Vocabulary Test (4th edition)
- CELF Preschool 3
- GFTA-3
- PPVT-5
- EVT-3
- Test of Non-Verbal Intelligence-4 (TONI-4)
- Wechsler Abbreviated Scale of Intelligence-II (WASI-II)
- Wechsler Adult Intelligence Scale IV
- Wechsler Preschool & Primary Scales of Intelligence, Fourth Edition (WPPSI-IV)
- Wechsler Individual Achievement Test, 4th Edition (WIAT-4)
- Wechsler Intelligence Scale for Children V (WISC-V)
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
- Woodcock Johnson Tests of Achievement, Fifth Edition (WJ Ach V)
- Behavior Assessment System for Children, 4th Edition (BASC-4)
- Comprehensive Test of Phonological Processing-2 (CTOPP-2)
- Gray Oral Reading Test-5 (GORT-5)
- Naglieri Nonverbal Ability Test (NNAT)
- Developmental Indicators for the Assessment of Learning-4
- Vineland-3
- Adaptive Behavior Assessment System, Third Edition (ABAS-3)
- Stanford Binet Intelligence Scales-5 (SB-V)
- FastBridge
- STAR Reading/Math
- Tests of Dyslexia (ToD)
- Behavior Rating Inventory of Executive Functioning, 2nd Edition (BRIEF-2)
- Conners Rating Scale- 4th Edition
- Kaufman Brief Intelligence Test, 2nd Edition Revised (KBIT-2)

- D. **ALLOCATION OF APPROPRIATE SPACE:** The powers and duties of the Board and its officers under Policy #7611 indicates that the provision of good physical facilities and equipment for carrying on the educational program for all District students is a responsibility of the Board. The Akron Board of Education continually addresses the allocation of appropriate space for disabled and non-disabled students through discussions with the superintendent, business official, building level administrators and the director of special education.
- E. **APPROPRIATE SPACE FOR BOCES PROGRAMS:** The district maintains ongoing dialogue with Erie I BOCES in an effort to offer the district's availability to host classrooms for identified students.

- F. **ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS:** Policy # 5412 addresses alternative formats for instructional materials as defined in Commissioner's regulations. Alternative format is defined as any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in the Regulations of the Commissioner. The District ensures that all instructional materials used in the schools of the District are available in a usable alternative format for each student with a disability in accordance with the students' educational needs and course selection.
- G. **ESTIMATED BUDGET TO SUPPORT THE PLAN** for the 2026-2027 school year: \$3,961,239.85
- H. **DATE PLAN ADOPTED BY BOARD OF EDUCATION:** September 16, 2026