2026-2027

Oriskany Central School District



Special Education District Plan

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

Special Education District Plan

Report to the Board of Education

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I. INTRODUCTION

The objectives of the Oriskany Central School Special Education Programs reflect the intent of IDEA and align 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 Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for students under the age of twenty-one who are identified as having a disability. Special education is designed to address the individual academic, social, physical, and management needs identified in a student's Individualized Education Program (IEP).

As a district, we must ensure that students with disabilities have access to high-quality instruction, the opportunity to meet the same standards as all students, and the preparation necessary to successfully transition to post-school learning, independent living, and employment. As academic rigor and expectations for all students in New York State continue to increase, policies and practices must evolve to support students with disabilities in meeting these challenges.

Students with disabilities must have access to and participate in the general education curriculum and in courses that prepare them to take and pass required examinations. As determined by the Committee on Special Education (CSE) and outlined in each student's IEP, students with disabilities must be provided with the necessary services and supports, including supplementary aids and services and appropriate accommodations, to participate in and make progress in the general education curriculum. This opportunity must be available to students regardless of their placement—whether in a public school district, BOCES, approved private school, State-operated or 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 many components and key principles are essential for students with disabilities and their families, the Blueprint focuses on seven core principles and evidence-based practices. Improving outcomes for students with disabilities requires a renewed commitment to these foundational principles.

1. Students engage in self-advocacy and are involved in determining their own educational goals and plans.
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 support 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.

https://www.nysed.gov/special-education/blueprint-improved-results-students-disabilities

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 receive specially designed instruction and supplementary services within the general education classroom. These services may include, as appropriate, related services, resource room programs, and consultant teacher supports integrated into the general education setting.

The continuum of services offers a progressive range of support to help students access the general education program alongside peers without disabilities, while still receiving necessary special education services. This full continuum is available to all students through programs offered both within the district and in out-of-district programs. Based on their unique needs, a student with a disability may require placement in a special class for daily instruction, as outlined in the student's Individualized Education Program (IEP). Special classes consist of students with disabilities who have similar individual needs.

IN DISTRICT PROGRAMS AND SERVICES

General Education Programs:
General education refers to the standard instructional program provided to all students, designed to meet the learning needs outlined by the New York State Learning Standards. Classified students receive instruction in general education programs to the greatest extent appropriate, with placement decisions guided by their IEP goals and determined based on the least restrictive environment (LRE) in which those goals can be effectively achieved.

Response to Intervention (RtI) Services:
RtI services are designed to provide targeted support and instruction to students in the areas of reading, writing, mathematics, and behavior. These services are supportive in nature, complementing the instruction that already occurs in the classroom. They are delivered based on data-driven needs and are provided in addition to regular and special education services. Additionally, students who meet the criteria for RtI interventions may receive support in the form of speech-language therapy, occupational therapy, physical therapy, and counseling, psychological, or social work services. English Language Learners (ELL/ENL) and Students with Disabilities are also eligible to receive RtI services as appropriate based on their individual needs.

Section 504:
Section 504 is a federal civil rights law under the Rehabilitation Act of 1973 that protects individuals with disabilities from discrimination. In school settings, this law ensures that students with disabilities are not excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving direct or indirect federal funding—this includes both public and private schools. The OCSD acknowledges its responsibility to prevent discrimination through its policies and practices affecting both students and staff. A student is eligible for a Section 504 Accommodation Plan if they are identified through an evaluation as having a mental or physical impairment that substantially limits one or more major life activities. To ensure equal access to education, school activities, and benefits, the student must also require accommodations beyond those provided to all students. This determination is made by a multidisciplinary team—including the student's parents—who are familiar with the student and their disability.

Related Services:
Speech-language, psychological, occupational therapy, physical therapy, hearing impairment, visual impairment, adaptive physical education, and counseling/social work services are available to students who meet the criteria for special education programs. These services may be provided in-district, through BOCES, or by outside agencies in some cases. Related service providers collaborate with classroom teachers to share their expertise, deliver direct services, and offer recommendations for strategies that support both the teacher and the student.

Consultant Teacher Services:

a. **Direct CT** services refer to specially designed instruction delivered by a certified special education teacher to an individual student with a disability or a group of students with disabilities. The purpose is to help the student(s) benefit from instruction in the general education classroom. Direct CT services may be provided alone or in combination with indirect CT services, but they must take place within the regular education setting.

b. **Indirect CT** services refer to consultation provided by a certified special education teacher to a general education teacher. The goal is to assist the general education teacher in adjusting the learning environment or modifying instructional methods to meet the individual needs of a student with a disability in the general education classroom. Indirect CT services can be combined with direct CT services.

Common planning is provided for special education teachers and general education teachers.

Resource Room Program:
A Resource Room Program is a specialized program that provides supplemental instruction to students with disabilities. The instruction is designed to supplement what is being taught in the student's general education setting. It is delivered by a certified special education teacher to small groups of five or fewer students. When structured reading instruction is required, a certified reading teacher may provide the instruction. Additionally, either the special education teacher or certified reading teacher may offer specialized reading instruction, combined with other strategies, to meet individual student needs. The specific service delivery is determined by the CSE.

Integrated Co-Teacher Service:
The Integrated Co-Teacher Service addresses the needs of students with disabilities within the general education classroom. Identified students are placed in classrooms taught by both a General Education Teacher and a Special Education Teacher. The goal is for both teachers to share responsibility for planning and delivering instruction for all students. The presence of the Special Education Teacher allows for the joint planning and delivery of specialized instruction based on students' IEPs. This includes meeting significant needs through intensive interventions, targeted instruction aligned with IEP goals, and, for some students, delivering a significantly modified curriculum.

This service is non-mandated which is the only optional service on the continuum.

Declassification Support Services:
Any student transitioning from special education services to general education services in the year they leave a special education program will receive transitional support services, as deemed appropriate by the Committee on Special Education. These services may include academic support and are specified in the student's Declassification Recommendations, which are available to all teachers in the same way as IEPs. Declassification Recommendations are provided for up to one year after the declassification date. Each declassified student will be reviewed annually by the Building MTSS-I Team, in accordance with district policy. Students with disabilities who are declassified in grade eight (8) or later may be eligible for the same safety net options as those continuing to receive special education services. The Committee on Special Education should discuss the student's need for continued eligibility for the safety net, as well as any required services, modifications, or accommodations, in the declassification recommendation. These services must be evaluated annually to determine if they should continue. If necessary, students may continue to receive accommodations and/or safety net services through school completion.

Special Class 12:1:1 (K-2):
Students in this group present with a range of developmental needs, with most demonstrating lower cognitive abilities and adaptive delays; global developmental delays are common. Academic achievement is below grade level in both literacy and mathematics, with notable gaps in foundational reading and number sense skills. Language and communication skills are below average, and some students require support such as AAC or PECS to communicate effectively. Fine and gross motor skills are below average for most students, impacting handwriting, use of manipulatives, and overall classroom participation. There are no significant concerns related to emotional regulation or behavior, though some students may demonstrate minimal externalizing or internalizing behaviors. The group benefits from structured routines and visual support, and there is a clear need for targeted instruction in daily living skills, self-care, socialization, and the development of functional independence.

Incarcerated Youth Program (IYP):
Youths aged 16-21 who are incarcerated at the Oneida County Correctional Facility become residents of the Oriskany Central School District (OCSD). Students with disabilities receive special education services as outlined in their IEPs within the Oneida County Jail Classroom, provided by OCSD teaching staff. All school-age students with disabilities in the facility are monitored and referred to the Committee on Special Education (CSE) for intake, program review, annual review, reevaluation, or initial referral as needed by Oriskany CSD faculty and staff.

OUT OF DISTRICT PROGRAMS AND SERVICES

Students are placed in out-of-district programs only when their learning, social, or physical needs cannot be met by district programs, and they require a special class. There is a full range of public and private special education programs outside the district. Program decisions are made through the Committee on Special Education (CSE) and are based on the individual needs of each student, ensuring access to the full continuum of services.

Oneida-Herkimer-Madison BOCES Programs (OHM)

8:1:2 Programs:
The 8:1:2 Program serves students with severe behavior management needs who require more support than a 12:1:1 setting can provide. With a staffing ratio of 8 students, 1 teacher, and 2 teaching assistants, the program emphasizes emotional regulation, social skills, and behavior management within a highly structured environment. Instruction may include self-contained or mainstream classes, depending on student needs. Specialized classrooms support mental health needs and Regents exam preparation. Time-out rooms are used as part of the behavior intervention model. Students receive pre-vocational training and may pursue local or Regents diploma tracks while participating in state assessments. The program operates at the Special Education Center and Waterville Central School District.

8:1:2+1 Programs:
Located at the Special Education Center, the 8:1:2+1 Program supports students with developmental disabilities, including autism, who require intensive behavioral support beyond that offered in a standard 8:1:2 setting. Each class includes up to 8 students, 1 teacher, 2 teaching assistants, and a dedicated student behavior manager to provide targeted behavior intervention. The program offers a highly structured environment with a comprehensive curriculum that addresses academic, therapeutic, social-emotional, and behavioral needs.

12:1:1 School-Based Program:
Located at Sauquoit Valley Central School District, the 12:1:1 Mild Program serves up to 12 students with 1 teacher and 1 teaching assistant. It is designed for students with mild disabilities who require support in social-emotional development, academics, and transition planning. The program integrates career and technical education, and partnerships with outside agencies to prepare students for post-school success. Students participate in New York State assessments, including alternate assessments when appropriate.

Center Based 12:1:3+1 Developmental Program:
This program is designed for students with developmental delays and/or autism who require a highly structured environment beyond what a public school setting can offer. Located at the Special Education Center, the program provides individualized instruction using structured teaching methods as its foundation. A team of specialized staff and support personnel throughout the facility ensures that each student's academic, social, emotional, and behavioral needs are met. Instruction is tailored to promote incremental learning, building on mastered skills. Services may include speech and language therapy, occupational therapy, physical therapy, vocational training, and social work, based on each student's Individualized Education Program (IEP).

School Based 12:1:3+1 Developmental Program:
Located at Ralph Perry Jr. High (Grades 6–9) and New Hartford Sr. High (Grades 9–12), this program supports students with an autism classification. Each class serves up to 12 students with 1 teacher and 1 teaching assistant for every 3 students. Staff are trained through the Tim Academy in the TEACCH model, a research-based approach from the University of North Carolina that emphasizes individualized, structured teaching tailored to the unique characteristics of each student. The functionally based curriculum incorporates academics, speech and language therapy, occupational and physical therapy, behavioral support, vocational training, and social work services, all as determined by student need. The program is housed within public schools to support inclusion opportunities, and students may pursue Regents, local, or CDOS diploma pathways.

12:1:3+1 Multiply Disabled Program
Located at the Special Education Center (Grades K–12) , this program serves students with profound and multiple disabilities. With a staffing ratio of up to 12 students, 1 teacher, and 1 teaching assistant per 3 students, the program provides intensive support in a highly individualized setting. The curriculum focuses on developing gross and fine motor skills, self-help abilities, language, and socialization. Students work toward the Skills and Achievement Commencement Credential and typically require extensive support into adulthood. All students participate in the New York State Alternate Assessment.

6:1:2 Programs:
This program is designed for students who require the most restrictive educational environment due to intensive management needs. These students need a high level of individualized attention and support. The program incorporates strong behavioral supports, including individual counseling provided by a social worker and access to Reflection Rooms as part of a behavior modification approach. The Therapeutic Crisis Intervention for Schools (TCIS) model, developed by Cornell University, is used to support emotional regulation and crisis de-escalation. Instruction focuses on addressing students' emotional needs while building academic skills aligned with New York State Learning Standards. Students work toward a high school diploma and receive instruction in small class settings with additional training in daily living and care skills, along with crisis intervention support.

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

Summer Extended School Year Program:
OHM BOCES offers summer school programs for school-age students as a continuation of the regular school year program. These programs, mandated by Part 200 of the Commissioner's Regulations, aim to prevent skill regression. The summer school program runs for six weeks during July and August.

Madison-Oneida BOCES Programs

**If a program is unavailable or not meeting a student's needs we can cross contract with MOBOCES to utilize their educational programing.*

Autism Program:
The Autism Program serves students with Autism Spectrum Disorders in a highly structured, visually supportive environment tailored to meet individual cognitive, social, and communication needs. With a staffing ratio of 6 students to 1 teacher and 1 classroom aide, the program provides meaningful instruction alongside related services and behavioral and social-emotional supports as outlined in each student's IEP. Opportunities for inclusion in general education classes promote social skill development, and students at the secondary level may also participate in Career and Technical Education and supported work placements. Family involvement is strongly encouraged. Classes are available at the elementary, middle, and high school levels.

Skills Development Program:
The Skills Development Program serves students with moderate to severe disabilities, focusing on building the academic, functional, and life skills needed for success after graduation. With a 12:1:1 staffing ratio and additional support as outlined in each student's IEP, the program offers individualized instruction, related services, and behavioral and social-emotional support. Instruction may occur in both general and special education settings, with curriculum modifications based on student needs. Secondary students participate in Career and Technical Education programs and/or supported work placements. Instructional tracks lead to either a High School Diploma with a CDOS credential or a Skills and Achievement Commencement Credential, depending on student goals and abilities. Academic subjects are taught by certified special education and content-area teachers in a departmentalized model. Parental involvement is encouraged.

Multiple Disabilities:
The new 12:1:3 classroom within our district is dedicated to serving students with severe multiple disabilities. This initiative marks a significant step forward in our ongoing efforts to provide tailored services and support to all students within our districts we support.The establishment of this classroom reflects our commitment to ensuring that every student receives the specialized attention and resources they need to thrive academically, socially, and emotionally. By offering a 12:1:3 ratio, we aim to create an environment that fosters individualized habilitation and treatment programs, tailored to the unique needs of each student.

Intense Management Program (IMN):
This program serves students with severe behavioral challenges and/or significant instructional needs, providing a structured environment with an 8:1:1 staffing ratio. Counseling services are integrated into the program, with strong collaboration between families and home school districts to support continuity of care. Students receive individualized academic instruction aligned to their IEPs, with a focus on developing social-emotional and coping skills. Opportunities for inclusion in general education settings and Career and Technical Education programs are available as appropriate. Instruction is delivered by certified special education and/or content-area teachers. The program operates in multiple locations, including the North Broad Street School in Oneida and the Vernon-Verona-Sherrill School District.

STARRS Enhanced Elementary IMN Program:
The 6:1:2 program model is designed for elementary students with Intense Behavioral and Emotional Management Needs. The 6:1:2 model focuses on students' cognitive, social, and emotional needs, and places an emphasis on engaging families throughout the educational experience. Related services (i.e., Speech Therapy, Occupational Therapy, Physical Therapy) are included. Behavioral support and clinical care coordination are provided in the classroom through collaboration with the ICAN agency. Included through the collaboration with ICAN is a school-based child psychiatry clinic with social work support to connect students to treatment and services related to overall wellness. Together, the support staff connects students and families with appropriate primary care, and behavioral and mental health services, to help promote an overall emotional and physical wellness in school, home, and community. The model provides a teacher, two teaching assistants, a behavior specialist and a clinical care coordinator for each classroom.
**Speech, OT, PT, APE, Counseling, Job Coaching, Additional Staffing and ESY are all available to meet individual student needs.*

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

Individualized Services:
Services are delivered one-on-one, either in the community or on the school campus, and are tailored to each student's Individualized Education Program (IEP) goals and post-secondary outcomes.

Foundations Program:
This half-day program runs five days a week and is located on the MVCC campuses in Utica and Rome. Designed for high school students planning to enter the workforce or pursue post-secondary education, the program offers an introduction to the college environment. It combines classroom learning with community-based instruction, focusing on vocational exploration, social skill development, and essential work/life skills.

STRIDE Services:
A weekly, one-hour class delivered at your school for a designated group of up to 12 students. This class can be scheduled during study hall, health class, or another designated period. The curriculum emphasizes work and life skills, career exploration, and vocational readiness. Available for middle and high school students ages 13–21, the program can be purchased for one semester or a full academic year.

YES/COPS Program:
The program offers half-day sessions, with both AM and PM options, five days a week, at various community work sites in the Rome and Utica areas. This structure provides students with multiple career field experiences and serves as an excellent situational assessment, emphasizing the development of appropriate work skills and behaviors. Designed for high school students ages 16-21, the program focuses on preparing them for employment.

OPTIONS High School:
Half-day AM program, five days per week, located at Westmoreland High School. Students will spend two days per week at a community work site focusing on work skills and three days per week in the classroom, where they will focus on work-life skills and learning based on their work site experiences. Work sites will rotate approximately every 10 to 12 weeks. This program is designed for high school students ages 15-21.

OPTIONS Middle School:
Half-day PM program, five days per week, offered at Westmoreland Middle School and Central Valley Academy (CVA). Four days a week will be classroom-based, focusing on independent life skills and community orientation related to independence. One day a week will consist of a community tour. This program is for middle school students ages 12-15, in grades 7, 8, and 9.

Life After High School (Utica University/Walmart):
A half-day PM program, five days per week, located at Utica University. This program focuses on adult living skills necessary for success after high school, offering a comprehensive curriculum that includes learning opportunities on a college campus, in a transitional living residence, and at local Walmart stores. The program is generally intended for high school seniors.

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:

United Cerebral Palsy (Tradewinds 6:1:3.5):
The Tradewinds Education Center is a NYSED-approved private school for students ages 5–21 with severe behavioral and developmental disabilities. It offers a structured, therapeutic environment focused on skill development for greater independence.The program includes academics, vocational training, arts, adaptive PE, and therapy services (speech, OT, PT, counseling). Students gain job readiness through community-based experiences and on-site training. Tradewinds provides both day and residential services and features modern facilities like classrooms, a gym, library, and cafeteria. Staff include specialists, therapists, and special education professionals dedicated to helping students reach their full potential.

The House of the Good Shepherd (Tilton School 6:1:1, 6:1:2):
The Tilton School offers a structured, therapeutic, and supportive educational program for K–12 students with disabilities, certified by the New York State Education Department. It provides small class sizes, individualized instruction, and meaningful learning experiences to help students reach their full potential. The school is divided into two programs: Tilton East (K–8) and Tilton West (9–12), following the NYSED curriculum and assessments, including 3–8 tests and Regents exams. Students also participate in classes like Computer Lab, Library, PE, Music, Art, Home and Careers, and Health. The school offers both day and residential services for students with intensive behavioral needs, who may be placed by schools, courts, or County DSS.

New York State School for the Deaf (Rome, NY):
The High School Program at NYSSD serves deaf students who are pursuing a New York State Regents diploma and preparing for post-secondary education. Instruction follows curricula that align with New York State Standards and learning expectations. Student progress is evaluated through the successful completion of Regents and Regents Competency Exams, along with the achievement of annual goals outlined in their IEPs. Students on the diploma track also have the opportunity to participate in Career and Technical Education programs through Madison-Oneida BOCES.

Residential Programs:
Residential programs in New York State, overseen by the New York State Education Department (NYSED), provide educational settings where students, including those with disabilities, receive both academic instruction and residential care. These programs include Approved Private Schools (853 Schools), State-Operated and State-Supported Schools, and Special Act School Districts, which offer structured environments that integrate education with daily living support. Designed to meet the needs of students requiring a more comprehensive approach, these programs focus on fostering independent living skills and social development. They are governed by regulations to ensure student safety and well-being, such as Section 200.15, which addresses the protection of day and residential students.

- **The Devereux (Red Hook, NY):**
    - Devereux New York provides a comprehensive range of educational, clinical, residential, and community-based programs for children and adolescents with emotional, behavioral, cognitive differences, and dual diagnoses. With a mission focused on helping individuals become positive, productive, and socially connected members of society, Devereux emphasizes a person-centered approach. This includes a state-approved day and residential school program for youth ages five to 22, where individualized education plans (IEPs) are developed to address academic, emotional, and behavioral needs. In addition to educational services, Devereux offers residential care and community-based opportunities, supporting nearly 100 youth with diagnoses such as intellectual disabilities, autism, and emotional challenges. The organization also promotes skill-building through pre-vocational and vocational training, while the Students Who Advocate Group (SWAG) empowers students to engage in self-advocacy, plan events, and celebrate achievements.

III. ENROLLMENT REVIEW

**October is BEDS Day*

ENROLLMENT REVIEW	Oct. 2017	Oct. 2018	Oct. 2019	Oct. 2020	Oct. 2021	Oct. 2022	Oct. 2023	Oct. 2024	Oct. 2025
K-12 Total Enrollment w/out OCJ or CPSE	582	579	569	545	554	568	554	564	548
K-12 Total SWD w/out OCJ, CPSE	51	67	71	80	67	71	65	78	81
SPED % w/out OCJ, CPSE	8.8 %	11.6%	12.5%	14.7%	12.1%	12.5%	11.7%	13.8%	14.7%
Total Disabled @ ES	20	26	29	36	38	27	17	31	33
Total Disabled @ Jr-Sr High School	31	41	37	40	32	27	25	25	24
Total Out of District (BOCES, Private, etc.)	14	14	23	25	20	23	21	22	24
Total CPSE ages 3-4	13	6	7	6	4	9	5	5	8
Total OCJ per day average	7	6	8	5	1	4	3	2	2

SCHOOL YEAR REVIEW *Number of Students* Excludes OCJ/AHS Data	16/17	17/18	18/19	19/20	20/21	21/22	22/23	24/25	*25/26 *As of 5/4/26*
Total New Referrals	11	16	22	20	17	12	13	7 CPSE	6 CPSE
								17 CSE	9 CSE
Total Referrals Initial Classifications	5	9	8	12	15	10	7	4 CPSE	6 CPSE
								8 CSE	6 CSE
Total Transfers to OCSD	19	8	16	11	1	18	3	3 CPSE	1 CPSE
								15 CSE	8 CSE
Total Declassified	2	7	6	7	2	13	7	0 CPSE	0 CPSE
								6 CSE	6 CSE

IV. 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

	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
SpEd Teachers	7.5	7.5	8.0	8.0	8.0	8.0	7.0	6.0	5.0	5.0
Speech/ Language Pathologist	1.0	1.0	1.0	1.0	1.0	1.0**	1.0**	1.0	0.4 (BOCES)	0.6 (BOCES Sept-Dec) 1.0 (Dec-June)
Teaching Assistants	4.0	5.2	5.2	6.4	7.4	7.4	0*	.5*	1.0*	1.0*
Teachers' Aides	2.0	1.0	1.0	1.0	1.0	1.0	.5	0*	0*	0*

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

*** Long Term Sub*

Note: Staff numbers are created based on the quantity of services and minutes required per day per student as per IEP.

VI. SPACE

All district buildings, programs, and student activities are accessible to students with disabilities. Space allocated to special education programs is reviewed annually and assigned based on need. Many special education services are delivered within the regular education classroom. Each building includes designated space for the delivery of related services, as outlined in students' IEPs and/or 504 Plans.

The Junior- Senior High School has three (3) classrooms designated for special education programs. Office and evaluation space is provided in the Office of Career Counseling for the school psychologist and the school social worker/counselor. Additionally, each building includes a dedicated office for the CSE Chairperson and meeting space for in-person CSE, CPSE, and 504 meetings.

The Elementary School has one (2) classroom designated for special education programs and one (2) classroom designated as a related services suite for Occupational Therapy (OT), Physical Therapy (PT), and Speech Therapy (ST). Office and evaluation space is also provided for the school psychologist and the school social worker/counselor, along with a separate office for the CSE Chairperson and meeting space for in-person CSE, CPSE, and 504 meetings.

At the Oneida County Jail or Alternative High School (AHS), there is one (1) Incarcerated Youth Classroom equipped with a divider that creates two separate instructional areas. One area may be used to provide specialized instruction for students receiving special education services, as needed. This space may also be used by the school psychologist, counselor, or social worker for evaluations. An additional office area is available for staff use as needed.

VII. SCHOOL AGE COMMITTEES

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-12th 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-12th 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
- School Psychologist
- Reading Specialist
- Regular Education Teacher(s)
- 504 Case Manager
- Related Service Provider(s) (if appropriate)
- School Physician &/or School Nurse (if
- Student (if appropriate, usually 7th-12th graders) appropriate)
- Principal (if appropriate)

VIII. PRESCHOOL SPECIAL EDUCATION

Oriskany Central School will coordinate and chair all CPSE evaluation processes and organization of providing preschool services and programs to classified students.

CPSE: Committee on Preschool Special Education

- Student's Parent(s)/Guardian(s)
- CPSE Chairperson
- Municipality Representative
- Early Intervention Representative (If parent request transition to CPSE)
- Regular Education Teacher (If child is *or may be* in general education/UPK Program)
- 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

Oriskany Central School Universal Pre-K:
The UPK program at N.A. Walbran Elementary School provides full-day instruction in a general education setting for preschool-aged children. This inclusive program may also support students identified with disabilities. With the agreement of the CPSE Chairperson, building administrator, parent, and service provider, students may schedule related services during the school day as outlined in their IEP.

Related Services: Itinerant services are delivered by Oneida County-approved providers to preschool students who require related support. Services such as speech-language therapy, occupational therapy, physical therapy, and Special Education Itinerant Teacher (SEIT) support are provided in the child's home, daycare, or preschool setting.

United Cerebral Palsy (UCP):
New Discoveries Learning Center partners with families to provide high-quality preschool education in a structured, inclusive environment. Children engage in hands-on activities that encourage thinking, problem-solving, and imagination, helping prepare them for Kindergarten. Preschoolers with and without disabilities learn side-by-side, benefiting from early social interactions. Full and half-day programs are available, and therapy services—including speech, occupational, and physical therapy—are provided on-site for students who require them.

Kelberman Center:
The Promise Program is a highly intensive special education program designed for preschool students with significant management needs. To support these needs, the program utilizes Applied Behavior Analysis (ABA) and offers a full-day classroom experience with built-in supports tailored to each child. Strong partnerships with families are key to helping every child reach their full potential. Classrooms maintain optimized ratios—6 students per class with a special education teacher, support specialist, and two teaching aides. Placement is based on individual needs, with related services such as speech, occupational, and physical therapy available.

IX. PROGRAM EVALUATIONS AND INSTRUCTIONAL MATERIALS

The district is committed to ensuring that all students with disabilities, both in-district and out-of-district, receive high-quality, evidence-based instruction and support services that enable them to achieve their individual goals. To evaluate the effectiveness of these programs and the extent to which program and service objectives have been met, the district employs a multi-tiered and collaborative approach involving ongoing data analysis and stakeholder input.

1.) Annual Review Meetings
    a.) Every student with a disability has an Annual Review meeting where a comprehensive analysis of progress toward IEP goals is conducted. These meetings involve key team members including special education teachers, related service providers, parents/guardians, and CSE Chairpersons. Student performance data, progress monitoring, and service delivery effectiveness are carefully reviewed to determine the appropriateness of the current program and to make data-informed decisions for the upcoming year.
2.) Building-Level Data and MTSS-I Meetings
    a.) Students with disabilities are included in regular building-level data meetings and MTSS-I (Multi-Tiered Systems of Support - Intervention) team discussions. These meetings allow school-based teams to analyze academic, behavioral, and attendance data for students with disabilities in the context of overall building trends. This ensures early identification of barriers to progress and facilitates timely adjustments in support and instructional strategies.
3.) Monthly CSE Advisory Committee Meetings
    a.) Each month, the region's CSE Advisory Committee—which includes all area CSE Chairpersons and representatives from BOCES administration—meets to discuss region-wide trends. This forum allows for systematic review of program effectiveness, identification of emerging needs, and strategic planning to support consistency and quality across all placements.

4.) Monthly Department Meetings
    a.) The Special Program Department meets monthly to discuss trends observed by teachers, share best practices, and raise concerns regarding student needs, program implementation, and service delivery. This regular communication loop supports responsiveness to instructional challenges and helps inform professional development and resource allocation.
5.) Superintendent's Cabinet Meetings
    a.) The Superintendent's Cabinet includes district leadership who meet regularly to review cross-departmental issues, including those that impact special education. These meetings ensure that district-level decisions are informed by current data and align with the goals and needs of students with disabilities across all settings.

By using a layered evaluation process that incorporates both individual student data and program-level trends, the district ensures a comprehensive and collaborative review of special education services. This ongoing cycle of review, reflection, and modification promotes accountability and supports continuous improvement in outcomes for students with disabilities, whether they are educated within the district or in out-of-district programs.

Instructional Materials

The district is committed to providing equitable access to instructional materials for all students, including those with disabilities. The district will ensure that all instructional materials are made available in a usable alternative format for each student with a disability, at the same time such materials are available to their nondisabled peers.

To meet this requirement, the district employs a multi-tiered approach that includes both in-district resources and partnerships with external agencies. For students with significant visual impairments, the district contracts with the Central Association for the Blind and Visually Impaired (CABVI) to provide specialized equipment and services. For students with hearing impairments, the district has a cross-contract with CiTi BOCES to access the necessary technology and support.

The district also utilized the expertise of its Technology Support Team to implement a range of in-house solutions. These include adjusting digital materials (e.g., increasing font size and spacing in reading passages), and utilizing educational tools and browser extensions such as Kami for text-to-speech functionality. The district provides headphones to support speech-to-text accommodations for students who require them.

To support these efforts, the district allocates an annual budget of approximately $3,000 specifically for special education materials and supplies used in in-district programs. While this amount may fluctuate from year to year based on identified needs, it reflects a consistent commitment to resourcing accessible education. At the Alternative High School (AHS), the district allocates approximately $500 annually, and also works collaboratively with the Correctional Facility to ensure additional resources are available as needed.

Instructional accessibility also extends beyond the classroom. Students in special education programs have the same opportunities to participate in extracurricular activities—including sports, clubs, and school transportation—as their general education peers. Flexible seating options, especially at the elementary level, have become a standard part of classroom design to support varied physical and sensory needs.

By combining thoughtful budgeting, assistive technology, inclusive practices, and external partnerships, the district ensures that instructional materials and learning opportunities are accessible and equitable for all students with disabilities.

X. DISTRICT POLICIES

Listed below are the Board of Education's policies and regulations concerning special education services.

- SPECIAL EDUCATION PROGRAMS AND SERVICES
  - Policy 8500
- PRESCHOOL SPECIAL EDUCATION
  - Policy 8504
- PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE FEDERAL REHABILITATION ACT OF 197
  - Policy 8502
- INDEPENDENT EDUCATIONAL EVALUATIONS
  - Policy 8503
  - Regulation 8503.1
- SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL
  - Policy 8409
- PREREFERRAL AND DECLASSIFICATION TEAMS
  - Policy 8501
- TRANSPORTATION
  - Policy 5401
- SELECTION, APPOINTMENT AND COMPENSATION OF IMPARTIAL HEARING OFFICERS
  - Policy 8506
- USE OF TIME OUT ROOM(S)
  - Policy 8300