

OGDENSBURG CITY SCHOOL DISTRICT
OGDENSBURG, NEW YORK

SUBJECT: REVIEW AND ADOPTION OF THE DISTRICT PLAN FOR SPECIAL
EDUCATION FOR 2017-2018

DATE: August 28, 2017

REASON FOR BOARD CONSIDERATION:

The Board of Education must approve all service plans for students of the Ogdensburg City School District.

FACTS AND ANALYSIS:

As required by New York State Code of Rules and Regulations, and Board of Education Policy #7610, the Ogdensburg City School District must develop and update the Special Education Program Plan every year. Debora Hannan, Director of Special Education, is present this evening to present the 2017-2018 plan to the Commissioners and to answer any questions the Commissioners may have regarding the plan.

RECOMMENDED ACTION:

Moved by _____ and supported by _____
resolved, that having the approval of the Superintendent of Schools, the Board of Education of the Ogdensburg City School District does hereby adopt the 2017-2018 District Plan for Special Education this 28th day of August, 2017.

APPROVED FOR PRESENTATION TO THE BOARD:


Superintendent

DMH/alf
Attachment



SPECIAL EDUCATION PLAN

2017-2018



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< INTRODUCTION >

General Description of District and Special Education Services

The Ogdensburg City School District strives to provide a school environment that is safe, nurturing and culturally enriched. All students as individuals and members of a group will be inspired to participate in planned educational experiences with the expectation that they will, to the best of their abilities, become effective communicators, complex thinkers and productive workers.

The concept of equity of services and opportunities is prominent within the district. Each student has the option of participating in any of the available programs and extra-curricular activities.

The Ogdensburg City School District strives to provide a strong continuum of programming within the school district's boundaries. The majority of students with disabilities, including preschool students, are able to receive appropriate services without having to be transported to other school districts.

All teachers, both general education and special education, are committed to provide the best educational experiences for all students within the scope of the general education classroom. Many students are provided special education services within the general education classroom, thus allowing for greater integration.

The Ogdensburg City School District leases a significant number of classrooms to the St. Lawrence-Lewis BOCES and provides students with appropriate services when necessary.

All students attending the Ogdensburg City School District are provided with a comprehensive, free and appropriate public education.

< SPECIAL EDUCATION PROGRAMS >

The district provides a continuum of special education services as required by Part 200 of the Regulations of the Commissioner of Education. When considering an appropriate placement and program of services for a student with a disability, the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) always focus on the least restrictive environment (LRE). The CPSE retains jurisdiction over students ages 3 through 5 while the CSE retains jurisdiction over students ages 5 through 21. Our goal is to design a program of services to allow each student maximum access to the general education curriculum while deriving maximum educational benefit from this exposure. Consequently, the Ogdensburg City School District offers the following special education services:



Related Services:

A student with a disability may receive related services based on the determination of the CSE/CPSE. The district provides the following services: speech and language therapy, behavioral consultant (BCBA), counseling, adaptive physical education, occupational therapy, deaf education, skilled nursing, assistive technology and orientation and mobility training, audiology and physical therapy services. Some school age related services are contracted through local agencies. For students who require more individualized services, such as a teaching assistant/aide, the appropriate staff member and service will be assigned by the building principal in consultation with the CSE Chair.

Consultant Teacher:

Consultant Teacher service can be delivered in either direct and or indirect form for students with disabilities who are enrolled in regular education classes. Students who need extra support, alternative techniques for successfully completing a task or learning a skill, modification of the environment or an alternate delivery method can often find success with this level of service. Consultation is provided by a certified special education teacher.

The CSE determines the academic area of need and the frequency and duration of this service primarily to students who require minimal support. The districts hope in providing this service is that all students have the potential to derive educational benefit from the presence of the consultant teacher.

Resource Room:

Students attending general education classes who may require additional instruction or alternate methods of delivery receive a minimum of 3 hours per week of Resource Room service (or a combination of Resource Room and Direct Consultant Teacher) either push-in or pull-out. Resource Room service is delivered in small groups of 5 students or less. Resource Room service is available at all levels in the district.

Special Class:

Placement in a Special Class is determined by the CSE based upon the specific academic/behavioral needs of each student. Current special classes, operated by both the district and BOCES (both in and outside the district), available to students in the district include:

- (1) 15:1:1 for students with specialized instructional needs, primary instruction in reading and ELA, math and social studies is provided within the classroom with the remainder of the general education curriculum offered in general education classrooms
- (2) 12:1:1 for students whose management needs interfere with the instructional process. The curriculum is significantly modified to accommodate specific academic, social, behavioral and/or physical needs. Some students are integrated into the general education classroom for portions of their day.
- (3) 8:1:1 for students whose management needs are considered intensive. Primary instruction in all content areas is provided in the classroom by the Special Education teacher with particular focus on behavioral needs.



- (4) 6:1:1 for students whose management needs are considered highly intensive. Students receive highly differentiated instruction to meet their significant physical and behavioral needs. Additionally, the district operates a 6:1:1 ABA classroom and a 6:1:1 Hearing Impaired classroom at the primary level. BOCES operates two other specialized 6:1:1 based programs (a) the "Community Connections" program for students who require an alternative high school program that incorporates academic, emotional/social, recreation and community service components and (b) the "Crossroads" program is intended for students who require a more therapeutic environment in a highly structured, intensive, nonresidential program offering a blend of clinical intervention and special education techniques to students, as well as social and clinical support to their families.

Academic Intervention Support Services:

AIS services are provided in core academic areas using multiple measures. Frequency and duration service depend upon specific need. Although students with disabilities may take advantage of AIS services, their special education services often offer more consistent and intensive support in their individual area of need.

ACCES-VR:

Adult Career and Continuing Educational Services-Vocational Rehabilitation (formerly known as VESID) services to assist in post-graduation transition are available for all students with disabilities. ACCES-VR provides a full range of employment and independent living services. Vocational training, financial support and continued support for educational training are also available.

Residential School:

Based upon the determination of the CSE, an appropriate residential placement will be chosen from the list of state approved residential facilities. The district does not currently have a student placed in a residential program.

Early Intervention:

Home-based services are available for children ages birth to 3 years. Services are coordinated and provided through the St. Lawrence County Department of Public Health.

Preschool Services:

Home-based services and center-based class programs are available for children aged 3 to 5 years. As of July 1, 2015, the district no longer purchases coordination of all preschool services from SLL BOCES. However, evaluation scheduling will still be purchased from SLL BOCES. The OCSD will oversee service procurement and supervision. The 8:1:4 Center-based classroom operated by BOCES and housed in the Ogdensburg City School District closed August 14, 2015. The OCSD opened a 12-1-1 Integrated Classroom September 3, 2015 for 3 & 4-year-old children. The classroom consists of 6 children with disabilities and 6 children from the UPK wait list, one teacher and one teacher assistant. The district is in the process of applying to the State for another preschool classroom. If approved, the classroom will be a special class 8-1-1 for preschool students ages 3 & 4, one teacher, one teacher assistant. We have 8 students on a wait list for our 12-1-1 integrated classroom which warrants the need to apply to the state for another preschool program. Home-based services, under the direction of the St. Lawrence County



Ogdensburg City School District

Special Education Plan 2017-2018

Department of Public Health, are currently provided by SLL BOCES, North Coast Therapy, Stepping Stones and Children's Therapy Network. In June 2015, we signed a contract with the County that allows us to provide speech therapy to our pre-school students with disabilities and be reimbursed for the services.



< PUPIL DATA >

Summary of Enrollment – Table 1
2016-2017

Area of Disability		(1) Related Service Only	(2) Resource Room	(3) Consultant Teacher	(4) SEIT (Preschool)	(5) 15:1+1	(6) 12:1+1	(7) 12:1+1 Integrated Setting	(8) 8:1+1	(9) 6:1+1	(10) 6:1+2	(11) Residential	(12) Home Tutor/Instruction	Total
(a)	Autism (AU)	4	6	3	n/a	3	10	n/a	0	10	2	0	0	38
(b)	Emotional Disturbance (ED)	0	1	0	n/a	0	0	n/a	1	1	0	0	1	4
(c)	Learning Disability (LD)	0	83	8	n/a	8	12	n/a	1	1	1	0	2	116
(d)	Intellectual Disability (ID)	0	1	0	n/a	1	9	n/a	0	1	0	0	0	12
(e)	Deafness (DF)	0	1	0	n/a	0	0	n/a	0	1	0	0	0	2
(f)	Hearing Impairment (HH)	0	5	0	n/a	0	0	n/a	0	0	0	0	0	5
(g)	Speech/Language Impairment (SI)	18	31	4	n/a	4	19	n/a	0	2	0	0	0	78
(h)	Visual Impairment (VI)	0	0	0	n/a	0	1	n/a	0	0	0	0	0	1
(i)	Orthopedic Impairment (OI)	0	0	0	n/a	0	0	n/a	0	0	0	0	0	0
(j)	Other Health Impairment (HI)	0	32	9	n/a	9	14	n/a	1	7	2	0	0	74
(k)	Multiple Disabilities (MD)	0	0	0	n/a	1	3	n/a	0	2	0	0	0	6
(l)	Deaf/Blindness (DB)	0	0	0	n/a	0	0	n/a	0	0	0	0	0	0
(m)	Traumatic Brain Injury (BI)	0	0	0	n/a	0	0	n/a	0	0	0	0	0	0
(n)	Preschool Student w/a Disability	11	n/a	n/a	13	n/a	n/a	3	n/a	n/a	n/a	n/a	n/a	27
	Total School Age:	22	160	24	n/a	26	68	n/a	3	25	5	0	3	336
	Total Preschool Age:	11	n/a	n/a	13	n/a	n/a	3	n/a	n/a	n/a	n/a	n/a	27
	GRAND Total	33	160	24	13	26	68	3	3	25	5	0	3	363

Table 1 indicates the number of students enrolled in each service by area of disability for 2016-2017 from 09/06/16 to 06/30/17.



Summary of School Age Enrollment – Table 2

Level of Service		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
(a)	Related Service ONLY	36	30	36	42	44	60	32	24	33
(b)	Resource Room	188	189	175	156	132	143	163	157	160
(c)	Consultant Teacher	0	0	0	0	0	0	3	10	24
(d)	Self-Contained	71	72	67	74	79	84	91	122	130
(e)	Residential	1	1	1	1	0	0	0	1	0
(f)	District Enrollment	1823	1771	1783	1742	1715	1758	1748	1742	1735
(g)	Percent of District Enrollment classified by CSE	16.2	16.5	15.6	15.7	14.9	16.3	16.5	18.0	20.0
(h)	Number classified by CSE	296	292	279	273	255	287	289	314	347

Table 2 indicates the number of SWD in each level of service as the primary placement for the past 9 years.

◀ AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMAT ▶

In accordance with Chapter 377 of the Laws of 2001 Requiring Instructional Materials to be provided in Alternative Formats for Students with Disabilities, the Ogdensburg City School District procurement policy gives preference of instructional materials to vendors who agree to provide materials in Alternative Format. "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. Materials in Alternative Formats must be provided at the same time that such instructional materials are available to non-disabled students.

Disabled students will be provided with an accessible format to electronic files. The services of technical support staff will be provided as necessary. The district will also continue to consider each student's individual disability as media enhancing programs are made available to schools.



Building Administrators, the Committee on Special Education and Special Education Teachers are responsible for the identification of students in need of alternative format materials. The Special Education Teacher will submit a request form, explaining the student's disability and appropriate alternatively formatted materials to the building principal and CSE chairperson.

Alternative Format materials will be requested at regular requisition times or prior to the end of the school year. The student's needs should be assessed and alternative format materials requested immediately upon determination of need.

< BUDGET >

The Ogdensburg City School District provides funding for Special Education under the general ledger code 2250. Table 3, below, indicates funding amounts in the appropriate sub-categories.

Budget – Table 3

Code	Category	2016-17	Adopted 2017-2018
2250-200	Equipment	\$25,000	\$25,000
2250-400	Contractual	\$100,000	\$100,000
2250-450	Materials & Supplies	\$30,000	\$45,000
2250-470	Tuition	\$100,000	\$100,000
2250-490	BOCES Services	\$3,200,000	\$3,341,520

The Ogdensburg City School District applies for and receives, on an annual basis, federal IDEA funding under sections 611 and 619. Table 4, below, provides historical and current allocation amounts.

Federal Grants – Table 4

Special Funds and Grants Applied For		
Federal Grants	Dates	Amount
IDEA, Part B, Section 611 – Programs for the Education of Children with Disabilities (PL 94-142)	2012-13	\$480,626.00
	2013-14	\$448,716.00
	2014-15	\$482,571.00
	2015-16	\$462,832.00
	2016-17	\$472,750.00
	2017-18	\$477,997.00
IDEA, Part B, Section 619 – Programs for the Education of Preschool Children with Disabilities (PL 99)	2012-13	\$13,968.00
	2013-14	\$14,747.00
	2014-15	\$13,922.00
	2015-16	\$13,060.00
	2016-17	\$13,762.00
	2017-18	\$13,762.00



◀ BOARD OF EDUCATION POLICIES ▶

The Board of Education of the Ogdensburg City School district maintains and follows the policies:

Policy Number	TITLE
7610	Special Education: District Plan
7611	Children with Disabilities
7612	Grouping by Similarity of Needs
7613	The Role of the Board of Education in Implementing a Student's Individualized Education Program
7614	Preschool Special Education Program
7615	Least Restrictive Environment
7616	Pre-referral Intervention Strategies in General Education (Prior to referral to Special Education)
7617	Declassification of Students with Disabilities
7620	Students with Disabilities Participating in School District Programs
7621	Section 504 of the Rehabilitation Act of 1973
7622	Instructional Materials Purchase Plan for Disabled Students
7631	Appointment and Training of Committee on Special Education (CSE) and Subcommittee on Special Education Members
7632	Appointment and Training of Committee on Preschool Special Education (CPSE) Members
7640	Student Individualized Education Program (IEP): Development and Provision
7641	Transition Services
7642	Twelve Month Special Education Services and/or Programs
7650	Identification and Register of Children with Disabilities
7660	Parent Involvement
7670	Impartial Hearing/Selection of Impartial Hearing Officers
7680	Independent Educational Evaluations
7690	Special Education Mediation

Acknowledgement:

This plan is based upon one written and submitted by the Edwards-Knox Central School District in the spring of 2012.



< EVALUATION MEASURES >

The district wide special education program shall be evaluated on an on-going basis by considering:

1. The number of students with disabilities achieving levels 3 or 4 on statewide assessments in ELA, math, and science.
2. Annual review of student progress (annual review meetings) indicating the successful achievement of IEP goals
3. Number/percent of students with disabilities exiting with a high school diploma
4. Number/percent of students with disabilities who do not drop out of school
5. Number/percent of students with disabilities whose behavior is such that they are able to remain in the school environment successfully without any form of suspension
6. Progress monitoring of trends which demonstrate continued improvement in student learning
7. Annual review of this district policy.

< SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS AND SERVICES >

It is the policy and practice of the Board of Education of the Ogdensburg City School District to ensure, to the fullest extent possible, (1) that students with disabilities residing in the district shall be educated within the school district, (2) the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities and (3) that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES. Special education services shall not be denied simply because of a lack of appropriate space.

All initial building, additions, and renovations meet the required specifications. Special provisions are made when considering physical access, crisis and safety plans for those individuals with disabilities. These needs are assessed annually and addressed when required.