

**ORCHARD PARK CENTRAL SCHOOL DISTRICT
LONG-RANGE EDUCATIONAL PLAN
FOR
CHILDREN WITH DISABILITIES**

TWO YEAR PLAN



Special Education Department
January 2020

A Note Regarding This Edition of the OPCSD Special Education Long Range Plan

The District's Special Education Long Range Plan is to be readopted and updated every two years, with December of 2020 being the readoption date for the plan. This practice is established within District Policy 7610.

This edition of our Long Range Plan has had all applicable areas updated, but a full review and evaluation of our entire program, along with changes to our goals, program, continuum, etc... was not completed due to Covid-19. This was a cognizant decision by District leadership due to the fact that as we return to a new normal after the pandemic, we know that we will face new challenges and be presented with new needs, as well as potential regulatory mandates per NYSED. Also, during the pandemic, we are providing education in three very different formats (face to face, hybrid, and fully remote learning). NYSED has acknowledged that special education offerings and IEP implementation will need to look different in each setting as districts meet the needs of all students. Further, as a District, we have made the decision to pause District committees during the pandemic to ensure we are practicing proper social distancing and focus our efforts on the most important work we have in front of us; having our students face to face with our teachers and educators as much as possible. Our Special Education Leadership Council is the primary committee that is responsible for reviewing and establishing the foundation for our goals and objectives for our Special Education students and program. With this group not meeting in a traditional manner this year, this important work would not be accomplished in a highly effective manner. Administrators and Instructional Leaders were offered an opportunity to review this plan and to offer feedback on the necessary changes found within this document.

In conclusion, we feel it is in the best interest of our Special Education students and the District to extend the majority of the 2018- 20 plan as we work this year to adapt and pivot to the new challenges that will arise during the pandemic. The District will go through a full review of the long range plan as a clearer picture of our needs and potential regulatory changes become more evident as we transition out of the pandemic.

Dave Lilleck, Assistant Superintendent for Personnel & Pupil Services

Lynn Czemerynski, Director of Special Education

Covid19 Focus and Impact on the Special Education Long Range Plan

A key document that compliments this version of the OPCSD Special Education Long Range plan is the reopening plan established by OPCSD for the challenges presented due to Covid-19. This plan was based on New York State Department of Health, NYSED, and CDC guidelines and regulations.

Specific details regarding Special Education services and implementation within OPCSD during the pandemic can be found within the District's reopening plan. The full reopening plan can be reviewed at the following web-site link:

<https://www.opschools.org/Page/10498>

During our reopening planning, our focus has been on having as many students in face to face settings, prioritizing our youngest students and students with special needs. In the reopening plan implemented to start the 2020-21 school year, the following considerations were made to plan for specially designed instruction for our special education students:

- All special education students , grades K - 3, were provided the opportunity to attend face to face school daily.
- All 1:12:1 students, K - 12, were provided the opportunity to attend face to face school daily.
- All other special education students, grades 4 - 12, were provided a hybrid model of instruction, where they attend school every other day. with asynchronous learning on their non face to face attendance days.
- A fully remote option was offered to all students and families. We currently have sixty-five (65) special education students in the remote learning environment. Here, students receive their special education services in a remote manner.

**LONG-RANGE PLANNING COMMITTEE
MEMBERSHIP
(2020)**

Plan was edited and reviewed by administrators and Instructional Leaders.

(2017-18 committee membership)

ADMINISTRATION

David Lilleck	Assistant Superintendent for Personnel and Pupil Resources
Lynn Czemerynski	Director of Special Education
Missy Szczesniak	High School House 1 Principal
Aaron Grupka	Middle School Principal
Paul Pietrantone	Ellicott Elementary

SPECIAL EDUCATION

Michelle Busch	Eggert Elementary
Lauren Stegemann	Ellicott Elementary
Lisa Josker	High School
Suzanne DelPrince	Middle School
Nancy Krone	Windom Elementary
Amy Novak	Windom Elementary
Tina Tundo	South Davis Elementary
Jennifer Chavanne	High School
Linda Beyer	Eggert Elementary
Joy Michener	Related Services
Sherri Thomson	Middle School

GENERAL EDUCATION

Al Jafarjian	Middle School
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PUPIL SERVICE PROVIDERS

Debra Radziwon	Eggert Elementary
Katie Connelly	Ellicott Elementary
Jennifer Stahl	High School

Table of Contents

Long-Range Planning Committee Membership

Introduction

Goal Areas

- A. Identification of Special Needs Students
- B. Regulatory Compliance
- C. Evaluation of Program and Student Performance
- D. Implementation of Least Restrictive Environment
- E. Transition Planning
- F. Curriculum Implementation and Development
- G. Parental Involvement
- H. Personnel Development

Appendices

- 1.1 Nature and Scope of programs
- 1.2 Enrollment Projections
- 1.3 Budget
- 1.4 Alternative Format
- 1.5 Future Trends
- 1.6 Evaluation of Long Range Plan

Glossary of Terms

SPECIAL EDUCATION LONG-RANGE PLAN

INTRODUCTION

INTRODUCTION

The Orchard Park Central School District recognizes that all students are individuals who learn at different paces, with differing styles, through a variety of methods and tools. We believe in early intervention to promote student learning in their Least Restrictive Environment (LRE).

Mission Statement

We are committed to promoting education, reviewing department policy and procedure, developing the potential of all children and improving the understanding of individuals with special needs.

Vision Statement

- Enhance the learning experience for students with special needs.
- Provide staff development through effective in-service training for teachers to keep current on strategies for students with special needs.
- Provide information for parents regarding special education services.
- Create a venue for teachers to share information from various buildings and levels.
- Respond to the needs of our students, as ALL students are general education students first!

Our philosophy of Special Education embraces a multi-disciplinary approach in which the student's cognitive, social/emotional, physical and management needs are addressed through parent-professional partnerships. We initiate ongoing, collaborative communication between family and the educational community to ensure students are provided with appropriate programming to meet their needs in the Least Restrictive Environment (LRE).

The district's multi-disciplinary teams consist of: Committees on Special Education (CSE), Instructional Support Team (IST), Special Education Leadership Council, and include administrators, teachers, health professionals, related service providers and parents as appropriate. Through the multidisciplinary approach, an individualized education plan (IEP) is written based on a student's needs. A program based on the IEP is developed, implemented and supported collaboratively.

This current plan covers two school years (2020- 22) and is based on the following goal areas for the district's special education programs:

- A. Identification of Special Needs Students
- B. Regulatory Compliance
- C. Evaluation of Programs and Student Performance
- D. Implementation of Least Restrictive Environment Philosophy
- E. Transition Planning/Aging Out
- F. Curriculum Development and Implementation
- G. Parent Involvement
- H. Evaluation of Long Range Plan

The plan is organized into three (3) major sections:

1. Eight (8) goals, objectives, strategies, and evaluative procedures
2. Six (6) Appendices
 - a. Nature and Scope of Services
 - b. Enrollment/Projections
 - c. Budget/Projections
 - d. Alternative Format for Students with Disabilities Chapter 377
 - e. Future Trends and Challenges
3. Glossary of Terms

The Board of Education will receive a revised Long Range plan every two (2) years after December 1, 2020. Thus the plan will be reviewed, updated and projected for the two (2) years beyond the current plan. The revisions of this plan should reflect the needed changes in district programs, changes in education law and regulations, and changes as the result of the on-going evaluation of progress in meeting the special education goals. Of equal importance, the revision of the plan will reflect the process of communication among the stakeholders who have assisted in the preparation of this plan.

GOAL AREAS:

A. IDENTIFICATION OF SPECIAL NEEDS STUDENTS – Principle #5

- Goal: The Orchard Park Central School District will conduct appropriate evaluations of students, ages 3 - 21, suspected of having a disability(ies).
- Objective: Students suspected of having a disability will be referred to Instructional Support Team (IST), District Committee on Special Education (DCSE), or Committee on Special Education (CPSE), for individual evaluation(s) as deemed appropriate.
- Strategy: The IST and Committees on Special Education will evaluate referred students based upon data derived from:
- | | |
|--|--------------------------------|
| Kindergarten Screening | Parental Referrals |
| New Student Screening | Staff Observations/Referral |
| Review of Records/Portfolios | Agency Referral |
| Individual Student Evaluation | Standardized Assessment |
| Behavioral Intervention Plan (BIP) | Universal Screening |
| Functional Behavioral Assessment (FBA) | Response to Intervention (RTI) |
| Academic Intervention Services (AIS) | |
| Documentation of Classroom Performance | |
- Evaluation: Assistant Superintendent for Personnel and Pupil Resources, Director of Special Education, Building Administrators and Psychologists will ensure compliance with referral procedures.

B. REGULATORY COMPLIANCE

- Goal: The Orchard Park Central School District will comply with all federal and state mandates governing the education of students identified as having a disability(ies).
- Objectives:
1. Identified students will be evaluated and programs updated annually, but may be reviewed more frequently if deemed necessary.
 2. State and Federal mandates will be observed regarding procedures and timelines for referral, evaluations, and due process.
- Strategy:
1. Monthly CSE meetings will be scheduled and annual review meetings at the building and District levels will be conducted.
 2. Each CSE will follow the appropriate procedures outlined in our Special Education Handbook, Part 200 of the New York State Commissioner's Regulations, Federal and State Education law and regulations.
 3. Annually review plans to maintain compliance in the area of Triennial Evaluations and inclusion of transitional planning into the IEP.
- Evaluation:
1. Service Providers will be accountable to the Assistant Superintendent for Personnel and Pupil Resources and the Director of Special Education to ensure that all students' Individual Education Plans (IEP) have been appropriately developed, implemented and reviewed annually.
 2. Service Providers will be accountable to the Director of Special Education,

and Building Administrators to ensure that all programs and services included in the IEP are being implemented and/or amended as appropriate.

C. EVALUATION OF PROGRAMS and STUDENT PERFORMANCE Principle #3

- Goal: The Orchard Park Central School District will provide continuous evaluation of programs, services and student performance for all special needs students. In accordance with the CDEP Plan increase the performance of Students with a Disability to meet or exceed AMO.
- Objective:
1. Establish effective service delivery models in order to increase the number of Students with Disabilities meeting NYS standards.
 2. Programs and services will take into consideration compliance with the Individual Education Plan (IEP) and the appropriateness of current programs and services in meeting the identified needs of the student.
 3. Student performance takes into consideration academic, social-emotional, physical and management needs.
- Strategy:
1. Research other schools and/or districts to learn about effective models for delivery of special education services.
 2. A student's progress in these areas will be noted through reporting systems, IEP's, quarterly progress monitoring/reports, portfolio assessment, parent conferences, standardized testing, teacher and/or service provider observations, student self-evaluations, data from a Behavioral Intervention Plan (if appropriate) and achievement of the stated IEP goals and objectives.
 3. Review current programming to ensure access to the Continuum of Services.
 4. Continued professional development for faculty and staff regarding academic, social- emotional, physical and management needs.
- Evaluation:
1. Service Providers will be accountable to the Assistant Superintendent for Personnel and Pupil Resources and the Director of Special Education to ensure that all students' performance and progress in meeting their Individual Education Plans have been assessed at least annually.
 2. Service Providers will be accountable to the Assistant Superintendent for Personnel and Pupil Resources, the Director of Special Education, and Building Administrators to ensure that all programs and services included in the IEP are being implemented and/or amended as deemed appropriate.

D. IMPLEMENTATION OF LEAST RESTRICTIVE ENVIRONMENT PHILOSOPHY – Principle #5

- Goal: The Orchard Park Central School District will provide services and programs to identified students in the Least Restrictive Environment (LRE) based on academic, social/emotional, physical, and management needs where the goals and objectives of their IEP can be achieved satisfactorily.
- Objective: Opportunities will be provided for supplemental aids/services within the general education classroom including, but not limited to, assistive technology, adult support, program modifications, etc.

- Strategy: 1. Facilitate opportunities for identified students to participate with general education students in a variety of settings to aid them in maximizing their potential for success.
2. Annually review out-of-district placements and the viability of returning students back to the district students from BOCES and/or Agencies.
- Evaluation: The CSE(s) will ensure that the options along the continuum of services have been considered for all students based upon professional observations, assessments, progress monitoring, along with student and parent input.

E. TRANSITION PLANNING

- Goal: The Orchard Park Central School District will provide plans for all identified students (Age 3-21) to ensure a smooth transition through the continuum of educational settings.
- Objective: Ensure the smooth transition among grade levels, district buildings, programs, and environments from preschool through post-secondary school life.
- Strategy: Encourage discourse and understanding among educational partners using, but not limited to, the following:
- Parent orientation to new programs/buildings
 - Staff communication and collaboration
 - Site visitations and meetings by student, parents and staff
 - Instructional Guidance at secondary level
 - Staff visitation and meetings between programs and levels
 - Student to student exchange (shadowing)
 - Post-secondary transition planning with agencies, colleges, etc.
 - Entry level transition planning/goal setting
 - Further, during the 2020-21 school year, middle and high school teachers received extensive training regarding transition planning and IEP writing.
- Evaluation: Evaluation will be based on feedback from parents, students, and sending and receiving staff/agencies, colleges, etc.

F. CURRICULUM IMPLEMENTATION AND DEVELOPMENT

- Goal: The Orchard Park Central School District will provide a comprehensive academic experience in keeping with theory and research with federal mandates Every Student Succeeds Act and founded in the belief that every child can learn. Staff and students will be empowered to solve problems through critical thinking, risk taking, creative thought and aesthetic awareness.
- Objective: 1. Recognize that all students can learn, but may do so at different paces, with differing styles.
2. Develop curriculum to include a variety of tools, strategies, methodologies and techniques to meet the needs of all students as reflected in the IEP goals and objectives.
3. Implement curriculum to develop skills in communication, problem-solving and team building.
4. Utilize evidenced-based instructional strategies that meet the needs of all students in a consistent manner that allows for a measurable rate of progress.

5. Work with Building Administration to provide professional development around the Co-Teaching in an Integrated Setting and Consultant Teacher models of service delivery and establish pilot teams.
6. Continue to develop and implement a special class program at the secondary (7-12) level that includes the development of job skills, real life skills, and vocational exploration.
7. Continue to train faculty and staff in research-based interventions and progress monitoring.

Strategy: Using a variety of tools, methodologies, techniques and assessments, presentation of curricula should be modified to incorporate individual students' learning characteristics. Provide opportunities for general and special education professionals to develop skills that differentiate classroom instruction and incorporate universal design elements into instructional delivery.

Evaluation: Solicit feedback from pilot teams of general and special education teachers on the efficacy of co-teaching, consultant teaching, evidenced-based interventions and progress monitoring.

G. PARENTAL INVOLVEMENT

Goal: The Orchard Park Central School District will promote parents as partners in the education of our children.

Objective:

1. Encourage parental participation at conferences, open houses, in-services, meetings, etc.
2. Enhance communication between and among district staff and parents to promote a better understanding of their roles and their child's needs.
3. Solicit parent member participation in SELC meetings annually and through the Orchard Park Special Education Parent Teacher Student Association (OPSEPTSA).

Strategy:

1. Send home A Welcome Letter in September of each year to all families who's children are receiving services regarding Special Education programming in OPCSD .
2. Offer Parent Information Meetings a minimum of twice a year to discuss the role of Special Education within OPCSD. During the pandemic, these may be paused or offered virtually, depending on the circumstances.
3. Include two (2) parent representatives on our Special Education Leadership Council. During the pandemic, this committee has been temporarily paused, along with all other District committees.
4. Seek opportunities to share information with parents about referral processes for student academic and behavioral interventions, as well as transitional opportunities.
 - A brochure is currently in draft format to help share information with families regarding out of district placements.

Evaluation: Evaluation will be based on input and feedback from staff and parents.

H. PERSONNEL DEVELOPMENT

- Goal: The Orchard Park Central School District will provide opportunities for professional development and growth for both general and special education.
- Objective: 1. Encourage collaborative and multi-disciplinary approaches so that the nature and needs of all students are better understood and addressed.
2. Share curricular and educational trends, regulatory changes, and state and federal mandates to insure all faculty has the opportunity to keep abreast and respond to the changing face of education.
- Strategy: 1. Create opportunities for vertical and horizontal discussions about the role of special education within the general education environment.
2. Collaborate with BOCES to offer state approved course in Autism to all special education as well as general education faculty and staff.
3. Offer in-service opportunities on the development of Individualized Education Plans, Functional Behavioral Assessments and Behavioral Intervention Plans, Autism Spectrum, and transition planning per Indicator 13.
4. Offer training in RTI methodology and data collection to faculty and staff.
- Evaluation: Evaluation will be based on input and feedback from faculty and staff.

APPENDIX 1.1

NATURE AND SCOPE OF PROGRAMS

Multi-disciplinary teams may recommend a student to a Committee on Special Education for any placement option listed below. However, these placements may or may not provide services in isolation. Based on the individual student's academic, physical, social-emotional and management needs, services may coalesce to provide the appropriate placement in accordance with a least restrictive environment policy. The Orchard Park Central School District ensures that adequate and appropriate staff and space are continually allocated within the District for special education programs that meet the needs of resident students with disabilities and houses BOCES programs.

Continuum of Services

Groupings are based upon similarity of student needs and no more than a three year age-span guideline. Staff-to-student ratios are in accordance with current State regulations. During the Covid-19 pandemic, services, continuum, and implementation may look different due to the constraints and guidelines presented by the CDC, NYSDOH, and NYSED.

1. Regular Classroom
 - a. with Supplemental Aids and Services
 - b. with Consultant Teacher Services, Resource Room and/or Related Services
 - c. with Integrated Co-Teaching
2. Special Education Self-Contained Classroom
 - a. Special Class (15:1)
 - b. Special Class (12:1:1)
3. Out-of-District Public, Private and Agency Program

- a. Special Class (12:1:1) BOCES
- b. Special Class (8:1:1) BOCES
- c. Special Class (6:1:1) BOCES
- d. Special Class (12:1:4) BOCES
- e. Aspire
- f. Autistic Services
- g. Baker Victory Services
- h. Cantalician Center for Learning
- i. Center for Handicapped Children
- j. Gateway/Longview Youth & Family Services
- k. Heritage Education Program
- l. St. Mary's School for the Deaf
- m. Springville League for the Handicapped
- n. Stanley G. Falk School
- o. Buffalo City School District – School 84
- p. Summit Educational Resources
- q. New York School for the Blind - Batavia

4. Residential (24 Hour Care)

5. Home/Hospital Instruction

- a. 1 hour/day, 5 hours week – Elementary Level
- b. 2 hours/day, 10 hours week – Secondary Level

Personnel/Services

The Orchard Park Central School district employs a variety of appropriately licensed, certified, and qualified individuals to address the needs of our students. They include:

District and Building Administrators
 General Education Teachers (K-12)
 Special Education Teachers (K-12)
 Teacher Assistants (K-12)
 Related Service Providers (Occupational Therapists, Physical Therapists, Speech Therapists, Social Workers, School Psychologists and School Counselors)
 Service Related Personnel (Classroom Aides, Clerical Staffs, Nurses, Bus Drivers, Bus Attendants, Custodians, Cleaners).

However, the specific needs of some individual students require services beyond the scope of our current staff. Therefore, Orchard Park Central School District contracts with out-of-district service providers for the following types of services:

- 1. Pre-School Evaluation
- 2. Pre-School Placement/Services
- 3. Audiological Evaluation/Services
- 4. Assistive Technology Assessments
- 5. Vision Services
- 6. Itinerant Hearing Services
- 7. Neuropsychological/Neurological Services

8. Behavioral Specialist Services
9. Outside Academic Evaluations
10. Day Treatment/Psychological Services
11. Residential Placement
12. Specialized Agency Services

Mode of Delivery

The following modes of special education service delivery are currently in use within the Orchard Park Central School District:

Monitoring	Individual	Group
Pull-Out	Push-in	Inclusion
Collaborative	Integration	Integrated Co-Teaching
Consultant Teacher	Resource Room	Special Class
Remote/virtual during Covid-19		

APPENDIX 1.2

ENROLLMENT PROJECTIONS 10-2-2019 Verification Report 4

Preschool Least Restrictive Environment Setting Report by Age, Gender, and Race/Ethnicity October 2, 2019 Snapshot

Educational Environment		A	B	C	D
		Age 3	Age 4	Total # of Students Ages 3-4 (October 2, 2019)	Total # of Students Ages 3-4 (October 3, 2018)
Attending a regular early childhood program for 10 or more hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	8	8	16	
	and receiving the majority of hours of special education and related services in some other location.	15	19	34	
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	1	0	1	
	and receiving the majority of hours of special education and related services in some other location	7	9	16	
Separate Class		0	0	0	0
Separate School		0	0	0	0
Residential Facility		0	0	0	0

Home	<u>3</u>	<u>3</u>	<u>6</u>	6
Service Providers Location	<u>0</u>	<u>0</u>	<u>0</u>	0
(3.0) Total	<u>34</u>	<u>39</u>	<u>73</u>	65

Verification Report 9

Provider Report of School Age Students Receiving Special Education as of October 2, 2019

Line Number	Educational Environment for School Aged Students Ages 4-21	Age Range	
		Ages 4-5	Ages 6-21
1	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in the regular classroom.	0	
2	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in some other location.	2	
3	Parentally placed in a nonpublic elementary school and NOT receiving publicly funded special education and related services	0	
4	Attending a kindergarten, 1st grade or other regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in the regular early childhood program.	0	
5	Attending a kindergarten, 1st grade or other regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location.	37	
6	Attending a kindergarten, 1st grade or other regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related in the regular early childhood program.	0	
7	Attending a kindergarten, 1st grade or other regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related services in some other location	5	
8	Separate Class	0	
9	Separate School	0	
10	Residential Facility	0	
11	Home	0	

12	Service Provider Location or some other location that is not in any other code	0	
13	Inside Regular Classrooms for 80% or More of the School Day		382
14	Inside Regular Classroom for 40 to 79% of the School Day		154
15	Inside Regular Classroom for Less than 40% of the School Day		90
16	Separate School		1
17	Residential Facility		0
18	Hospital (In-Patient)		0
19	Home (Placement by the CSE)		2
20	Incarcerated in the County Correctional Facilities		6
21	Home Schooled by Parental Choice		0
22	Parentally Placed in Nonpublic School-Receiving Special Education		0
23	Parentally Placed in Nonpublic School-Not Receiving Publicly Funded Special Education Services		0

Table 3: Report of All Students with Disabilities as of October 2, 2019 by Race/Ethnicity Category

Line Number	Disability	A	B	C	D	E	F	G	H
		Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total
01	Autism	2	1	0	1	0	45	1	50
02	Emotional Disturbance	0	1	0	1	0	11	1	14
03	Learning Disability	12	0	2	4	0	343	7	368

04	Intellectual Disability ¹	0	0	0	1	0	11	0	12
05	Deafness	0	0	0	0	0	0	0	0
06	Hearing Impairment	0	0	0	0	0	3	0	3
07	Speech or Language Impairment	11	0	1	3	1	106	10	132
08	Visual Impairment (Includes Blindness)	0	0	0	0	0	2	0	2
09	Orthopedic Impairment	0	0	0	0	0	1	0	1
10	Other Health Impairment	9	0	5	4	0	141	4	163
11	Multiple Disabilities	0	0	1	0	0	40	1	42
12	Deaf-Blindness	0	0	0	1	0	0	0	1
13	Traumatic Brain Injury	0	0	0	0	0	4	0	4
14	<i>Total (Lines 1-13)</i>	34	2	9	15	1	707	24	792

¹ Mental Retardation has been changed to Intellectual Disability in the 2010-11 school year.

BUDGET

	Budget 2019-2020	Projected Budget 2020-2021
PROGRAM FOR DISABLED STUDENTS	-----	
Teachers Salaries	\$ 5,049,750	\$ 5,166,000
Psychological Service	364,200	418,200
Social Work Services	474,850	529,8503
Aides Salaries	2,565,500	2,444,800
New Equipment	0	0
Other Expense	5,000	5,000
Contractual Expense	600,000	671,000
Tuition-Public School Districts	460,000	500,000
Tuition-Private School Districts	1,880,300	1,800,000
BOCES Expense	5,120,000	4,800,000
Supplies and Materials	32,100	32,100
OPCSD Programs for Disabled Students	\$16,551,400	\$16,366,950
Federal IDEA Grants (611 & 619)	- 1,148,424	- 1,186,113
	<u>\$15,402,976</u>	<u>\$15,180,837</u>

APPENDIX 1.4
Alternative Format for Students with Disabilities
Chapter 377

Targeted Population:

- 03 Identification of the needs of students residing in the district or attending BOCES
- 04 For students with IEPs

For students with IEPs, the Special Education Teacher will collect the necessary information regarding alternate format needs (e.g., type of format, specifications of the format such as font size for large print, etc.) and convey it to Lynn Czemerynski, Director of Special Education, by June 30, in anticipation of the upcoming school year.

For students with Section 504 accommodation plans, Building 504 Officer will collect the necessary information regarding alternate format needs (e.g., type of format, specifications of the format such as font size for large print, etc.) and convey it to Lynn Czemerynski, Director of Special Education, by June 30, in anticipation of the upcoming school year

Access To and Conversion of Electronic Files

Students will access electronic files for screen and/or text readers and alternative display (e.g. computers, printers, scanners, closed circuit televisions, alternative keyboards, Braille note-takers, tape recorders, etc.) and software (e.g. screen readers, speaking browsers, screen magnification devices, scan and read, Braille translation, etc.) as indicated in their IEP or 504 plan.

The CSE/CPSE or district designated contact person will work collaboratively with the Assistive Technology Team and the Technology Department to ensure articulation between the instructional materials needed by the student and the tools to access them, by the designated deadlines.

Electronic files will be converted to Braille, large print, audio, or alternative displays when needed by the Special Education Teacher prior to its being assigned/used in the classroom.

Ordering Timelines:

In order to ensure that all identified students will have access to appropriate Alternative Formats for the State Assessments; those Assessments will be ordered per State Education Guidelines.

The Special Education Teacher will follow SED guidelines to seek permission to reproduce or reformat state assessment test booklets.

Braille and large print conversions will be requested from the NYS Resource Center located in Batavia (716-343-8100) at the NYS School for the Blind (NYSSB) at least three month prior to the date needed. Request for Braille or large print conversion made to vendors will be made at the same time regular materials are ordered.

Requests for conversion of Braille and large print made to an in-district employee will be made at least 30 days prior of the date needed.

Procurement of the Alternate Instructional Materials will follow the same timeline as for the textbooks and instructional materials for non-disabled students (consistent with district purchasing policy/guidelines/timelines, etc.).

Selection and Procurement of Instructional Materials:

Each district will annually inform all stakeholders about Chapter 377 and its implications for instruction and the procedure for district policy. Each staff member shall be informed of student specific needs for Alternative Instructional Materials at the same time they are informed of other classroom/testing accommodations, strengths, and the teacher's responsibilities to meet the IEP as per IDEA and Part 200 Regulation.

Materials Selection Process:

Materials and textbooks will be adopted through the Office of Curriculum. The Director of Special Education will ensure that Special Education Teachers are on the team reviewing possible new materials and curriculum.

As a part of the materials review criteria the Alternate Format information will be collected and considered in the decision making process.

Preference will be given to vendors who agree to provide materials in a usable Alternative Format.

Procedures for New Entrant Students During the School Year:

Alternate Format of Instructional materials and Related Technologies will be identified at the child's initial CSE/CPSE meeting. The CSE/CPSE will convey this information to all stakeholders (e.g. classroom teacher, curriculum coordinator, testing coordinator, principal, purchasing, special education teacher, etc.) within 14 days of the meeting.

For procurement of necessary materials:

The CSE/CPSE will contact the previous school district to determine if the materials are available for loan (or purchase) until appropriate materials can be procured (purchased or developed) by the district.

APPENDIX 1.5

FUTURE TRENDS AND CHALLENGES

In an effort to meet the needs of students, we continuously strive to address the issues created by the differences among family expectations, community attitudes, professional judgment and district resources.

Education in general is confronted with the changing nature and scope of society. Because of legislative mandates, court decisions, impartial hearing officer decisions and due process, Special Education is under pressure to respond to these challenges in a timely manner. The following non-exhaustive list of trends, influences, and responsibilities promise to challenge our district into the foreseeable future:

Changing Needs of the Student	Demographics of Our Population
Social Issues	Regulatory Changes
Financial Resources	Reauthorization of IDEA
Parental Involvement	Americans with Disabilities Act
Expanding Service Offerings	Section 504 of the Rehabilitation Act
Expanding Array of Providers	of 1973
Roles of Personnel	Assistive Technology
Instructional Innovations	Court Decisions
Eligibility Criteria	Litigiousness of Society
Special Education Handbook	Technological Advances
Due Process	Updating Assessment Processes
Cultural Diversity	Acceptance of Individuals with Disabilities
New York State Standards	Response to Intervention (RtI)
Advocates	Role of outside agencies
Diploma Expectations	Every Student Succeeds Act (ESSA)

APPENDIX 1.6

EVALUATION OF LONG RANGE PLAN

The District Long Range Planning Committee, through the Special Education Leadership Council, will meet annually for the purpose of addressing the implementation of the Long Range Plan and reviewing the level of goal acquisition contained herein. During Covid-19, a full review, as explained at the introduction of this plan, was not conducted.

The District will evaluate and/or amend the plan to make it a working document that is constantly evolving to note changes reflecting sound educational practice. To accomplish this the district will seek input from staff, Parents, and students regarding the effectiveness of the Long Range Plan.

Goals will be reviewed to determine the extent to which each objective has been met. Review strategies to ascertain the appropriateness of methodology.

GLOSSARY OF TERMS

ACCES/VR - (Adult Career and Continuing Education Services-Vocational Rehabilitation) - (formerly VESID) – Is a part of the New York State Education Department and assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education rehabilitation and career development. A referral through the **Front Door** enables services to be implemented upon reaching age 21 or graduating from high school, enabling students a seamless transition to the workplace and to live independent, self-directed lives.

Academic Instructional Support (AIS) - Remedial instruction within the areas of reading, written expression, and/or math delivered to disabled and non-disabled students.

Accommodation Plan - A recommended plan determined for a student which ensures eligibility to district programs based upon defined learning challenges, evaluations, and projected documentation as stated by the 504 Rehabilitation Act of 1973.

Aging Out - The closure and transitioning out of preschool special education students who will be turning 5 years of age by December 1st or students who will be 21 years of age by the end of the academic year and leaving secondary level education programs.

Annual Review - A formal conducted at least once a year (within 365 days) by the CSE (Committee on Special Education) regarding the status of each student with a disability for the purpose of recommending, modifying or terminating special education services.

Adaptive Physical Education (APE) - A specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Assistive Technology Service - Means any service that directly assists a student with a disability with the selection, acquisition or use of an assistive technology device. The term includes evaluation, leasing/purchasing, selecting, coordinating and training for the professionals and paraprofessionals working with that student.

Assistive Technology Device - Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the mobility, communications and the range and effectiveness of educational experiences of children with disabilities.

Behavioral Intervention Plan - A plan that is based on results of the functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address behavior.

CDOS (Career Development and Occupational Studies) – Students with disabilities can earn a NYS Career Development and Occupational Studies Credential (CDOS). This credential recognizes each student's preparation and skills for post-school employment.

Case Management - Facilitating communication and service provision among multiple service providers for students with special needs.

Co-Teaching in an Integrated Setting (ICT) - This service offers a learning environment that includes a general education teacher working collaboratively with a special education teacher to deliver the curriculum in the general education setting in a team-teaching situation.

Collaboration - Working jointly toward a common goal.

Compliance - Acting in accordance with state/federal regulations and law.

Consultant Teacher Services - These services are provided to a student with a disability who attends a regular education program on a full-time basis. Such services may be provided either directly to the student, through individual or group instruction within the general education classroom, to permit the student to benefit from the regular education program; or indirectly through the provision of consultant to the regular education teacher(s) to assist in adjusting the learning environment and/or modifying instructional methods to meet student's needs.

Continuum of Services - An array of settings and services that may be used individually or in combination from least restrictive to most restrictive. Refer to Part 200 Regulations of the Commissioner of Education (200.6).

Committee on Preschool Special Education - CPSE

Committee on Special Education - CSE

District Committee on Special Education - DCSE

Disability - An inability to successfully participate in general educational/instructional activities without modification, adaptation, staff, equipment or physical support.

Due Process - Procedures to ensure parent/student rights. Refer to Part 200 Regulations of the Commissioner of Education (200.5).

Family Educational Rights and Privacy Acts - FERPA

Free and Appropriate Public Education – FAPE

Front Door – A person-centered approach to planning supports for people with developmental disabilities. The Front Door will guide people through the steps involved in finding out if they are eligible for services with the OPWDD.

Functional Behavioral Assessment (FBA) - A process that determines why a student engages in a behavior and how the behavior relates to the environment. A hypothesis is formed as a basis for a Behavioral Intervention Plan. A Behavior Intervention Plan is based on a FBA and must include a description of the problem behavior, global and specific hypotheses as to why problem behavior occurs and specifies interventions.

Goals - Desired results towards which instruction is directed as indicated on Individualized Educational Plan (IEP).

Inclusion - Inclusion refers to a special needs student placed within age appropriate general education program primarily for social/emotional exposure and whose disability as stated on the IEP requires significant modification and/or adaptation of his/her general class curriculum as it relates to their cognitive, social/emotional, physical and management needs.

Individual Disability Education Improvement Act (IDEIA) - Under the Individuals with Disability Education Improvement Act (IDEIA, 2004) children with disabilities include children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairment, or specific learning disabilities; and who by reason thereof need special education and related services. Under Article 89 of the Education Law, children with disabilities include those who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education (Educ. Law 4401 (1)).

Individualized Educational Plan (IEP) - A written plan developed, reviewed and revised, which describes the strengths and weaknesses of the student and specifies the special education program and services to be provided to meet the unique educational need(s) of a student with a disability.

Instructional Support Team (IST) - Multidisciplinary team that reviews student's academic, social/emotional, physical and management needs with planned follow up.

Least Restrictive Environment (LRE) - The placement of students with disabilities in special classes, separate school or other removal from the general educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Manifestation Determination/Nexus - Term Nexus has been replaced by Manifestation Determination. It is a process that determines the relationship between a student's behavior and his or her disability subject to disciplinary action. It considers whether the IEP is appropriate and has been implemented, the student's ability to understand consequences, and the student's ability to control behavior.

Mediation - An opportunity to resolve issues on conflicts in a non-adversarial manner. Mediation is voluntary and does not deny or delay a parent's right to an impartial hearing. Refer to Part 200 Regulations of the Commissioner of Education (200.5H).

Modification - Adaptation made to the learning environment, instructional delivery and/or performance expectations which allow students with disabilities opportunities to demonstrate acquisition of information/skills.

Objective - A specific, observable, measurable demonstration of acquired skills toward which instruction is directed as indicated on Individualized Educational Plan (IEP).

Occupational Therapy - Means the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.

Office for People with Developmental Disabilities- (OPWDD) – A New York State agency responsible for coordinating supports and services for people with developmental disabilities, including Intellectual Disabilities, Cerebral Palsy, Down Syndrome, Autism Spectrum Disorders, and other Neurological

Impairments. The agency will determine if the person has a developmental disability that is eligible for OPWDD funded services.

Parent - Natural parents, court-appointed guardians, foster parents or other individuals serving in a parental capacity.

Physical Therapy - Service which addresses a student's identified needs in one or more of the following areas: range of motion, strength, muscle tone, posture, gait, balance, reflex integration, gross motor coordination as they affect his/her educational performance.

Psychological Evaluation Services - A process by which a New York State certified school psychologist or licensed psychologist uses, for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's dominant language, to study and describe a student's developmental, learning, behavioral and other personality characteristics. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.

Pull Out - Educational service provided to the student outside of the classroom on an individual or small group basis.

Push In - Educational service provided to the student within the classroom.

Regents Competency Test (RCT) -Battery of tests in Reading, Writing, Global History, United States History, Mathematics and science available as a safety net for students who have difficulty earning a 55 or better on the summative Regents Examinations. Students who rely on this safety net are eligible for a local high school diploma.

Related Services -Speech pathology, audiology, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and/or training, school health services, school social work services and/or other appropriate developmental or corrective support services designed to support and enhance the child's performance within the educational environment. The frequency and duration of such service(s) will vary and will be indicated on the Individualized Educational Plan (IEP).

Resource Room - This service is supplemental to the regular or special class instruction provided to students with disabilities. Such services must be provided for not less than the equivalent of 180 minutes per week to instructional groups of five or less students with disabilities who have similar educational needs.

Response to Intervention (RTI) -A general education initiative that supports a systematic approach to instruction and intervention, guided by research-based methods and continuous progress monitoring of students' needs.

Section 504 (Rehabilitation Act of 1973) - No individual with a disability shall, on the basis of disability, be excluded from participation in, be denied of, or otherwise be subjected to discrimination under any program or activity which receives benefits from federal financial assistance.

Service Providers - Appropriate certified, licensed and/or qualified staff who assist children in achieving the goals/objectives outlined in his/her IEP.

Significant Regression - A student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.

Social History - A report of information gathered and prepared by qualified school district personnel pertaining to the interpersonal, familial and environmental variables which influence a student's general adaptation to school, including but not limited to: data on family composition, family history, and developmental history of the student, health of the student, family interaction and school adjustment of the student.

Social Work Services - A process that a NYS certified school social worker uses, for purposes of educational planning, interventions to remove barriers to a student's learning from familial, environmental or interpersonal problems; mobilization of school and community resources to enable the student to benefit from his/her educational program. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.

Special Class - This service is provided on a daily basis to students with disabilities who are grouped based on similar educational needs for the purpose of being provided a special educational program. These classes vary according to the number of students being serviced in each and by the number of service providers supporting their program. Class sizes could vary from as many as 15 students with one teacher, to as few as six students with a teacher and an aide, to support educational needs.

Special Education Service - A service designed to employ a variety of techniques, methodologies and/or approaches in the instruction of students with special needs.

Speech Therapy - A service that identifies, evaluates and treats communication disorders such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects the student's educational performance

Supplemental Aids and Services - Means aides, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment.

Transitional Support Services - Temporary services provided to a general or special education teacher to aid in the provision of appropriate services to a student with disabilities transferring to a program or service in a less restrictive environment/setting.

Transition Planning - The provision of plans for all identified special education students (ages 3 - 21) to ensure smooth transitions through the continuum of educational settings and post-secondary pursuits.