

Edwards-Knox Central School
Special Education District Plan
2016-2017

I. Introduction

General Description of District and Special Education Services

The Edwards-Knox Central School district is dedicated to providing an educational experience to each student that prepares them to be a successful community member who is college or career ready upon graduation. Our students come to our school with a variety of skills, talents and abilities. We are a district with a high poverty level and also classified as high academic needs.

Edwards-Knox strives to provide our students with disabilities an individualized program of special education that is in the least restrictive environment. Despite the small size of our district we provide a continuum of special education services within the district. For those students with more specialized needs we partner with the St. Lawrence-Lewis BOCES and three neighboring districts which include: Harrisville, Clifton-Fine and Hermon DeKalb Central Schools. Our desire is to provide the best possible programming for every individual. Our ultimate goal is to equip all students with the personal, academic and social skills necessary for post-secondary opportunities and success.

At both the elementary and secondary levels there is a strong commitment to place students with disabilities in classes with non-disabled peers, to the maximum extent possible. Due to our coordination of curriculum, implementation of strategies and instructional techniques we are able to differentiate instruction at all academic levels. All students are highly encouraged to participate in extracurricular activities and are not discriminated against based on race, sex or disabilities.

All students need to demonstrate competency on all NYS assessments. For those students who require test accommodations due to their disability, an individual plan is written and applied to the extent allowable on each exam. New York State Alternate Assessments, in the format of a data folio for Science and Social Studies and computer based for ELA and Math, are provided for students with severe disabilities to measure the progress of these students in achieving the learning standards through alternate grade level indicators. Our special education staff is highly trained to administer these alternate assessments for those students that qualify.

II. Description of Special Education Programs at Edwards-Knox

The district provides a continuum of special education services as per Part 200 regulations. The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) emphasize the least restrictive environment (LRE) when considering an appropriate placement and services for students with disabilities. Students ages three up to five are serviced by the CPSE, while all other students ages 5-21 are overseen by the CSE. Our goal is to provide each student with the services he or she needs to access the general education curriculum the maximum amount possible. As a result, the following special education services are offered:

A. Related Services:

A student with disabilities may receive related services based on the determination of the CSE/CPSE for educational purposes to the extent of time, frequency and duration. Our district provides the following services: speech and language therapy, counseling, adapted physical

education, occupational therapy, health and safety aides, skilled nursing, interpreting services and assistive technology. Audiology and physical therapy services are contracted through local agencies. For students who require more individualized services such as a note taker, interpreter or 1:1 assistant, the appropriate staff member will be assigned by the CSE chairperson in consultation with the administration.

B. Consultant Teacher:

This service can be direct and or indirect for students with disabilities who are enrolled in regular education classes. By providing extra support, alternative techniques for successfully completing a task or learning a skill, and/or modifying the environment or method of delivery, an individual's specific needs can be met within the regular education classroom. Consultation is provided by a certified special education teacher working with the student's regular education teachers.

Edwards-Knox provides Consultant Teacher services throughout all grade levels. The amount of time and frequency of this service varies depending on the need of each individual student.

C. Resource Room:

The purpose of this level of support is to provide supplemental assistance to pupils who attend regular education classes. Students requiring resource room programs receive an average of 3 hours of instruction per week. An instructional group cannot exceed 5 students per teacher. This option of service is sometimes used in conjunction with the services of consultant teachers. The Edwards-Knox district has Resource Rooms available at all levels with teaching assistants present in the environment.

D. Special Class (15:1): (Maximum of 15 students to one special education teacher)

Depending on the need of the students each year a 15:1 class may be available. Their basic reading/language arts and math skills are taught within this classroom in small groups or individual setting. For the remainder of the day these students are fully integrated into age appropriate activities both socially and academically.

E. Special Class (12:1+1): (Maximum of 12 students to one special education teacher and one teaching assistant)

Students with disabilities placed in these special classes have significant academic, social, behavioral and/or physical delays and need a curriculum significantly modified for their age/grade levels. A special education teacher provides the primary instruction in the special class setting. The age range within these special classes cannot exceed 36 months without a variance from NYSED for students less than 16 years of age and students are grouped according to similarity of need. Some of the students in the class may be integrated into regular classes for a portion of their school day. Additional support may be provided to the student in the general education classroom by a teaching assistant if necessary.

For the 2016-2017 school year, there are four 12:1+1 classes within our building to accommodate a variety of age levels and student needs. The amount of adults per student varies based on the needs and support required.

F. Academic Intervention Support:

These classes are provided in academic core areas based on individual scores on the NYS Assessments. Times will vary from 1x/wk. up to daily support. Students with disabilities are not discriminated against and have equal opportunity for AIS services.

G. After school extended day program:

All students grades 4-8 are eligible to participate in this program. It is offered Tuesday through Thursday from 2:45 until 4:15. The schedule includes daily snack and time to work on homework independently or in small groups with staff assistance. Each day includes : snack, 30 minutes of academic support, recreational component including: cooking, scrap booking, Wii, group games, open gym, arts & crafts, sewing, photography, Cooperative Extension activities and Drug and Alcohol Awareness Training. This is a grant sponsored program open to all students.

H. ACCES-VR:

Adult Career and Continuing Educational Services-Vocational Rehabilitation (Formally VESID) services are available for individuals with disabilities in their last year of school. Students with disabilities have access to this service to help with post-graduation transition plans. ACCES-VR offers access to a full range of employment and independent living services that may be needed by persons with disabilities. Students may receive vocational training, financial support or continued support for educational training.

I. Out of District Special Education Classes:

Students who require more intensive special education instruction are often placed in classes offered by the St. Lawrence-Lewis BOCES and Harrisville Central School. The district has enrolled students in 8:1+1 classes (maximum of 8 students to one special education teacher and one teaching assistant) housed in Potsdam, Heuvelton, Ogdensburg, Harrisville and Lisbon. Students enrolled in these classes are students whose behavior management needs are determined to be intensive and require a significant amount of individualized attention and intervention.

For students who require a more therapeutic environment, the St. Lawrence Psychiatric Center, in collaboration with BOCES, offers a Collaborative Day Treatment Program. This 6:1+1 class (maximum of 6 students to one special education teacher and one teaching assistant) is a highly structured, intensive, nonresidential program which offers a blend of clinical intervention and special education techniques to children, as well as social and clinical support to their families. The district has also enrolled students in the BOCES Community Connections program. This is a 6:1+1 class for students age 14 and older who need an alternative from typical public school programs. The program incorporates four areas: academic, emotional/social, recreation and community service. It is located at the SLL BOCES Educational Services Center located in the ESC building in Canton. In addition, we have students placed in a BOCES 6:1+1 Specialized Alternative Program which is designed to aid students in acquiring self-management and academic skills to function more effectively in their home, school and community. We have also enrolled students in a BOCES 6:1+1 class located in Potsdam that uses an Applied Behavior Analysis (ABA) technique for students with autism and related disorders.

We have also enrolled students in a 12:1+4 Life Skills class at Harrisville Central School that provides academic instruction, as well as instruction in those daily living and social skills needed to enhance independence.

J. Residential School:

If a residential placement is determined necessary by the CSE for a student with specific needs the district will choose one of the approved residential facilities. In past years, the district has

transported students to the New York State School for the Deaf in Rome, NY.

K. Early Intervention:

Children ages 3-5 yrs. old are eligible to receive special education services either in a home-based program or a center-based class program. This recommendation is made by the Committee on Preschool Education. The county is responsible for transportation for these students. Some students are bused to Gouverneur to participate in a daily half day program. Any necessary related services are provided to these students at the center. Other students may receive Speech, PT, OT or Special Education Itinerant Services (SEIT) services in their home or at school while attending the Pre-K program.

III. Data Breakdown

Chart 1: Placement for Students with disabilities

	Ages 2-3	Ages 4-5	Ages 6-21
Pupils provided Special Education services w/in district	NA	3	120
Pupils provided related services only	2	1	9
Out-of-District Special Education programs	0	1	6
Residential school (NYSSD)	0	0	0

Chart 2: School age students by age and classification

Disability Category	Age 4-5	Age 6-11	Age 12-13	Age 14-17	Age 18-21	Total
Autism	0	1	0	0	0	0
Emotional Disturbance	0	2	0	1	0	3
Learning Disability	0	15	13	25	2	55
Intellectual Disability	0	7	3	7	1	18
Deafness	0	0	0	0	0	0
Hearing Impairment	0	0	0	3	0	3
Speech or Language Impairment	7	13	5	3	0	28
Visual Impairment	0	0	0	0	0	0
Orthopedic Impairment	1	0	0	0	0	1
Other Health Impairment	0	5	5	5	0	15

Multiple Disabilities	0	0	0	1	1	2
Deaf-Blindness	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	1	0	1

Chart 3: Pupil Data

Year	School Population	Student w/. Disability	% of SWD
2015-16	593	122	20.57%
2014-15	577	131	22.70%
2013-14	605	130	21.49%
2012-13	608	138	22.70%
2011-12	571	131	22.94%
2010-11	602	138	22.92%
2009-10	623	131	21.03%

Chart 4: Program Data

	Grades PrK-6 # of students	Grades 7-12 # of students
Consultant Teacher	10	5
Resource Room	11	46
15:1 Special Class	11	0
12:1+1 Special Class	23	16
8:1+1 Special Class	0	0
6:1+1 Special Class	1	2
Residential School	0	0

Chart 5: Related Service Data

	Grades PrK-6 # of students	Grades 7-12 # of students
Speech	25	2
Occupational Therapy	17	2
Physical Therapy	7	0
Counseling	1	4
LPN	0	0
1:1 TA	2	1
Interpreter	0	0

IV. Availability of Alternative Format Instructional Materials:

The district adheres to Part 200 regulations in accordance of the availability of Alternative Format Material. (Alternative format is defined to mean any medium or format for the presentation of

instructional materials, other than traditional print textbooks, that is needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.)

A. Identification of the Needs of Students Residing in the District

Advance planning in the selection and ordering of books will ensure that students with disabilities receive their instructional materials at the same time as the other students in the class. If the CSE determines that a student needs his/her instructional materials in an alternative format, the IEP will specify the accommodation for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternative format materials. If the student needs instructional and assessment materials in alternative formats, the CSE should review the following considerations:

- What alternative format is needed?
- What instruction is needed for the student to effectively use the alternative format materials?
- What assistive technology devices or services are needed for the student to access the alternative format materials?
- What supports for school personnel may be needed related to the alternative format(s) recommended?
- What assistance do the parents need to help them acquire skills necessary to support the child's use of the instructional materials and/or related assistive technology devices?
- What test accommodations might a student need related to the alternative formats?

B. Access to and Conversion of Electronic Files:

Instructional materials provided in electronic files can offer many flexible options for a student with a disability to access the general education curriculum when the files are used with a variety of technology and tools such as computer screens using highlighted and enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to access instructional materials in an alternative format. This would include, but not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, tape recorders, screen readers, speaking browsers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversion of materials into Braille format.

C. Ordering Time-lines:

Braille and large-type booklets will be obtained from the State Education Department for the Elementary State assessments. The Braille and large-type test booklets requested will be included in the regular shipment to the school.

These tests will be ordered at the same time that tests are ordered for nondisabled students. If reproduction and/or reformatting of test booklets are required, written advance permission of the State Education Department will be obtained in sufficient time as to administer the test at the same time as administered to non-disabled students. If Braille or large-print conversions are requested, the district will request this conversion at least three months in advance of the exam. The district will inquire of publisher sales representatives about available formats. If the instructional materials needed by the student cannot be purchased in alternative formats, the district will make reasonable efforts to adapt or convert the materials or provide substantially equivalent materials to the

student in a format he or she can access. Consideration will be given as to sufficient time to convert these materials so that the student will be able to participate and progress in the general education curriculum.

D. Selection and Procurement of Instructional Materials:

The district utilizes a textbook selection committee when considering the purchase of new textbooks or materials. The committee will be informed of the need to give preference to those vendors who agree to provide materials in alternative formats. When the district selects any new instructional materials for a course, consideration will be given, as one factor, if such materials are available from the vendor in the alternative format needed by the student. Where different textbooks meet the district’s criteria for a particular subject matter, the district will give preference to the vendor that agrees to provide materials in alternative formats. If competitive bidding is required for the purchase of instructional material, bid specifications will be drafted to allow the district to select the bidder who can provide materials in alternative formats in a timely fashion by making alternative format availability a specification of the bid.

V. Budget:

The Edwards-Knox Central School District uses the code designation of (2250) for the special education department. The following chart indicates the amounts of the budget.

Code	Category	2015-16
2250-200-00-0000	Equipment	0.00
2250-450-00-0000	Supplies and materials	6100.00
2250-480-00-0000	Textbooks	0.00
2250-402-00-0000	Conferences	0.00
2250-400-10-0000	Contractual Expenses	120,000.00
2250-490-00-0000	BOCES Special Ed. Programs	283,285.00

Edwards-Knox regularly applies for the use of special education federal grant money. These include:

611 Financial assistance to supplement a free, appropriate public education for children with disabilities.

619 Services and or equipment for 3-5 yr. olds

VI. Board of Education Policies:

Edwards-Knox School Policy manual contains the following policies that are directly related to students with disabilities.

Policy Number Policy Title

7610 District Plan

7611 Children with Disabilities

7612 Grouping by Similarity of Needs

7613 The Role of the Board 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 a Referral for Special Education)
- 7617 Declassification of Students with Disabilities
- 7619 Use of Time Out Rooms
- 7620 Students with Disabilities Participating in School District Programs
- 7621 Section 504 of the Rehabilitation Act of 1973
- 7631 Appointment of Training of CSE and CPSE Members
- 7632 Appointment of Training of Committee on Preschool Special Education (CPSE) Members
- 7640 Student Individualized Education Program (IEP): Development and Provision
- 7641 Transition Services
- 7642 Extended School Year (July/August) Services and/or Programs
- 7643 Transfer Students with Disabilities
- 7650 Identification and Register of Children with Disabilities (Child Find)
- 7660 Parent Involvement for Children with Disabilities
- 7670 Impartial Due Process Hearings/Selection of Impartial Hearing Officers
- 7680 Independent Educational Evaluations
- 7690 Special Education Mediation

VII. Evaluations:

- 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 (IEP 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 remain in school (without dropping out)
- 5.Number/percent of students with disabilities whose behavior is such that they are able to remain in the school environment successfully without necessitating in-school or out of school suspensions
- 6.Progress monitoring data analysis trends which demonstrate continued improvement in student learning.

VIII. Space Allocation for Special Education Programs and Services:

The District's Board of Education has been committed to the provision of appropriate classroom space for all of our special education programs. 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. The school is equipped with elevators, ramps, firewalls, and evacu-chairs both in the building and on the bus as needed. These needs are assessed annually and changed if required.

It is the mission of the Edwards-Knox Central School District to assure that all children ages 3-21 who have disabilities and who fall under the jurisdiction of the district will be located, screened, evaluated, identified and provided adequate educational and related services as an on-going process.

Board of Education Approval Date:

Committee on Special Education Chairperson

Superintendent of Schools