

Berne-Knox-Westerlo Central School District



District Plan for Special Education 2020-21 School Year

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INTRODUCTION

Special education services are available to any student with a mental, physical or emotional impairment that affects his or her educational performance. For school-age children, this may include autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, or visual impairment (including blindness).

The Individual with Disabilities Education Act (IDEA) establishes a prominent and active role for parents and teachers in planning and implementing educational programming for students with disabilities. Parents work hand-in-hand with their child's teachers and other district staff to formulate their child's Individual Education Plan (IEP).

The Berne-Knox-Westerlo Central School District acknowledges its responsibility to educate all of our children with disabilities in the least restrictive environment, consistent with New York State Education Department (NYSED) regulations. This means that a student with disabilities is provided with support and services based on their need. The purpose of special education programming is to allow all students the opportunity to have the same educational experience as others with minimal modifications and/or program changes. Programs are designed so students may receive the highest quality of services within the general education setting, among age appropriate peers, to the greatest degree possible. At times the appropriate delivery model for a student may be placement outside of the student's home school. If a student's needs necessitate placement in a program the District is unable to provide within its own school buildings, we provide alternative placement according to the student need. Ultimately, the goal of the Committee on Special Education is to return the child to an appropriate placement within District as soon as possible.

Berne-Knox-Westerlo Central School District Plan for Special Education

The Berne-Knox-Westerlo Central School District is committed to providing a quality education for all students. The Special Education Department offers a continuum of services that afford students access to the general education curriculum in accordance with their own individual capabilities. Programs are designed so students may receive the highest quality of services within the general education setting, among age appropriate peers, to the greatest degree possible.

Guiding Principals

As a School District, we have:

- ❖ An obligation to provide the Least Restrictive Environment (LRE)
- ❖ By considering all available programs/services within general and special education before making a recommendation through the Committee of Special Education (CSE).
- ❖ A need to offer a consistent continuum of services and instructional approaches, K-12, so that an appropriate level of support can be provided to each individual student.
- ❖ A commitment to fostering independent learners through a gradual release of responsibility.
- ❖ A regular review of both the program and services to assess overall effectiveness is preformed throughout a given school year making sure that the programs and services in place are appropriated.
- ❖ An Obligation to develop, within special education students, essential skills and competencies for students to be college and career ready in order to be successful in post-secondary experiences.

PRESCHOOL CHILDREN with DISABILITIES

The Berne-Knox-Westerlo Central School District Committee on Preschool Special Education (CPSE) coordinates referrals and evaluations for children between the ages of three and five years old. Children may be referred if there are concerns regarding development in any of the following areas:

- **Cognitive Development:** How a child learns, retains information and generalizes skills to new learning situations.
- **Language Development:** (Communication) How a child uses or understands language.
- **Physical Development:** how a child demonstrates use of fine and gross motor skills in daily activities.
- **Social-Emotional Development:** How a child relates to peers and adults and perceives him/herself.
- **Adaptive Development:** How a child is able to complete daily living activities such as dressing, grooming, eating, toileting etc.

Committee membership for CPSE includes the chairperson, general education teacher, child's parent or person in parental relation, county representative, agency evaluators

and/or special education service providers and a parent member, when regulations require.

If a child demonstrates a significant weakness in any one or more of the areas, he/she may be eligible to received intervention to improve skills in the developmental area.

COMMITTEE on SPECIAL EDUCATION

The Berne-Knox-Westerlo Central School District provides a wide range of preventative services for the purpose of utilizing all general education supports prior to initiating a referral to the Committee on Special Education. At the building level, Response to Intervention and Instructional Support Teams consisting of various school personnel, typically the principal, school psychologist, general education teachers, special education teach and school counselor, meet on a regular basis to assess, plan and monitor the needs of identified at-risk students. Related service providers are also invited to attend the Response to Intervention Support Team Meetings to provide input into planned intervention strategies. In this way, all available and appropriate services can be provided in order to address the specific needs of students within the general education setting to the greatest degree possible. Implementation of “Response To Intervention” mandates are required as of July, 2012. When provided with appropriate instruction, if the student does not adequately achieve grade level standards in reading and math and is not making sufficient progress toward meeting those standards when provided with appropriate instruction through the district’s Response to Intervention Program, referral to special education is submitted.

CSE MEMBERSHIP

The Committee of Special Education is comprised of the student’s parent or person in parental relation, chairperson, general education teacher, special education teacher, school psychologist, related service providers and parent member, when requested by the student’s parent. Together, the Committee determines eligibility and the types of supports and services the student will receive if he/she is identifies as having a disability. When identifies, and Individualized Education Program (IEP) is developed in accordance with part 200 of the Regulations of the Commissioner of Education. The IEP/ student program and services are reviewed on an annual basis.

CSE REFERRAL PROCESS

A referral to the Committee on Special Education (CSE) is initiated after all the available general education supports and services have been exhausted and/or when a student is not responding, as expected, to an increase in frequency and duration of instructional interventions. A referral may be made by a student’s parent or person in parental

relationship, a student who is over eighteen years of age, and designated members of the school district. Staff, outside agencies and physicians may direct a request for referral to a district designee for consideration. Once a referral is made to the CSE, formal evaluations and assessments are conducted to obtain a student profile for the purpose of ascertaining the extent to which special education services may be necessary. All Response to Intervention data is collected.

If the CSE determines that a student qualifies for special education services, an Individualized Education Program (IEP) is developed in accordance with part 200 of the Regulations of the Commissioner of Education and includes the following components:

- Classification of the disability
- Present levels of performance and individual needs
- Least restrictive environment
- How the disability affects student's progress in the general education setting
- Special education program and related services
- Extent of participation in the general education setting
- Annual goals and related objectives (where appropriate)
- Specialized equipment and adaptive devices
- Alternative testing procedures
- Transition goals, if appropriate

SCHOOL AGE STUDENTS WITH DISABILITIES CONTINUUM OF SERVICES-IN DISTRICT

Berne-Knox-Westerlo Central School District offers a continuum of programs and services to school-age and preschool students with disabilities ranging from related services only to highly specialized programs in segregated settings. A description of the nature of special education programs and services currently available includes:

RELATED SERVICES

Certified providers offer a range of services to students with disabilities. Such services include, but are not limited to the following:

- Occupational Therapy
- Physical Therapy
- Speech/language Services
- Counseling/social Work Services
- Medical/Nursing Services
- Hearing Impaired Services

The district employs the following Special education staffing to provide the above listed services

Special Education Teachers Elementary	7
Special Education Teachers Secondary	6
Speech/Language Therapist	3
Occupational Therapist	1
Physical Therapist	.2
Social Worker	1
School Psychologist	2
School Counselor	3

Counseling staff provides services to both special education and general education population.

SPECIAL EDUCATION TEACHER SERVICES

Integrated Co-Teaching Classes

Integrated co-teaching services means the provision of specially designed, academic instruction provided to a group of students with disabilities and non-disable students. It is a means through which students with IEPs receive some or all of their specialized instruction and related services in the context of the general education classroom.

In this model, two professionals with teaching certification are co-teachers, one who is a general education teacher and one who is a special education teacher. Both professionals participate fully, although differently, in the instructional process. General educators maintain primary responsibility for the content of the learning instruction; special educators hold primary responsibility for facilitating the learning process. Co-teaching is one mechanism for facilitating effective inclusion.

Direct Consultant Teacher Services

Direct Consultant teacher services means direct and/or indirect services provided to a student with a disability within the regular education classroom. Consultant teacher services must be provided by a certified special education teacher. A Teacher of the Deaf, although specialized in Deaf Education, also assumes a consultant role.

- The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.

- Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum for two hours each week, except that the committee on special education may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours per week.

Resource Room programs shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs and are taught by special education teachers.

- Each student with a disability requiring a resource room program shall receive not less than three hours of instruction per week in such program, except that the committee on special education may recommend that a student with a disability who also needs consultant teacher services in addition to resource room services, may receive a combination of such services consistent with the student's IEP for not less than three hours per week.
- Students shall not spend more than 50 percent of their time during the day in the resource room program.
- An instructional group which includes students with disabilities in a resource room program shall not exceed five students per teacher.
- The composition of instructional group in a resource room program shall be based on the similarity of the individual needs of the student according to; levels of social development; levels of physical development; and the management needs of the students in the classroom.
- The total number of students with a disability assigned to a resource room teacher at our elementary school shall not exceed 20 students.
- The total number of students with a disability assigned to a resource room teacher who serves students enrolled in grades seven through twelve or a multi-level middle school program operating on a period basis shall not exceed 25 students.

Special Class

A student with a disability shall be placed in a special class for instruction on a daily basis to the extent indicated in the student's individualized education program. This can be done by period in the middle and high school, or by content area in the elementary school. A special class shall be composed of students with disabilities with similar individual needs. The maximum class size for those students whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting shall not exceed 15 students, 12 students, or 8 students, depending on the approved class ratio.

Out of District Placement Services

Contracted services are provided through the following placements for students whose needs dictate programs and/or services that are currently not available in district. Programs may focus on behaviors management needs, students with multiple serve deficits such as cerebral palsy, or significant intellectual disabilities.

Students are placed in the following programs:

State Approved Private Placement

- Langan School (Center of Disabilities Services)
- Parsons
- St. Catherine's Center For Children
- Vanderheyden
- Wildwood School

State Approved Public Placement

- Greenville CSD
- Schalmont CSD

BOCES Programs

- Developmental Skills
- Pathways to Learning
- Ready to Learn
- Social/Emotional

Parentally Placed Private/Parochial School Students with Disabilities

Students who require services under the CSE and have been parentally placed in a private or parochial school will receive special education services from the school district of the private school's location. The school district of the student's residence continues to be responsible for transportation and ultimately will be required to fund the special education services provided by the district of location.

Methods of Evaluations

- The Evaluation of the progress of students with disabilities as well as the evaluation of special education programs and services includes but is not limited to the following information:
- Individual Education Program (IEP) goals and objectives.

- Results of standardized tests and other assessment instruments as indicated on the IEP.
- Reports submitted by special education teachers, general education teachers, the school psychologist and/or related service providers.
- Information obtained from Pupil Data (PD) Reports.
- Information obtained from the New York State School Report Card.
- Percentage of students with disabilities who participate in occupational education programs and workforce preparation programs.
- Dropout rates of students with disabilities.
- Percentage of students with disabilities who graduate with Certificates, Local or Regents Diplomas.
- Feedback from staff, parents and administration.

SPACE ALLOCATION FOR SPECIAL EDUCATION

Policies and Practices to Insure Appropriate Space Will be Continually Available

The Berne-Knox-Westerlo Central School District ensures that adequate and appropriate space is available for special education according to New York Commissioner of Education Regulations NYCRR 200.2 (c) (iv) and (v) in the following way:

- Adequate and appropriate space to meet the needs of special education programs and students is assessed by April of each year by building principals and the PPS director.

TECHNOLOGY AND SPECIAL EDUCATION

Berne-Knox-Westerlo routinely purchases updated technology within the special education budget for use by students with disabilities. Currently, students have access to desktop and laptop computer, chromebooks, ipads and ipod touch devices. In addition to hardware, staff utilize a large variety of software with students as well as supervised access to internet available applications for instructional purpose. Berne-Knox-Westerlo also maintains an organizational membership with Bookshare. This membership supports our efforts to provide text to speech opportunities for our students with print disabilities.

SPECIAL EDUCATION BUDGET FOR THE 2020-21 SCHOOL YEAR

<p>2020-2021 Appropriated Budget</p>

\$3,602,264

SPECIAL EDUCATION ENROLLMENT 2021-2021 (as of October 7)

Grade	In District	Out of District	Total
*PK			9
K	5	1	6
1	7	1	8
2	4	2	6
3	10	0	10
4	5	1	6
5	5	1	6
6	6	2	8
7	9	1	10
8	7	0	7
9	13	1	14
10	8	1	9
11	9	3	12
12	8	4	12
GED	0	0	0
UG	1	1	2
Parentally Placed	0	1	1
	97	20	117

*The district is not fiscally responsible for Pre-K special education students.

**Not included in the enrollment report.

Important Special Education Concepts

What is Special Education?

Special education is specially designed individualized or group instruction or special services or programs provided to a student with a disability (SWD) as determined by the Committee on Special Education (CSE).

Individualized education program (IEP) means a written statement, developed, reviewed and revised in accordance with section 200.4 of the Regulations of the Commissioner,

For purposes of meeting the unique educational needs of a student with a disability.

Least restrictive environment (LRE) means that placement of students with disabilities in special classes, separate schools or other removal from the regular education 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. The placement of an individual student with a disability in the least restrictive environment shall:

1. Provide the special education needed by the student;
2. Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
3. Be close as possible to the student's home.

Student with a disability means a student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The thirteen categories of eligibility are:

1. *Autism*
2. *Deafness*
3. *Deaf-blindness*
4. *Emotional disturbance*
5. *Hearing impairment*
6. *Learning disability*
7. *Intellectual Disability*
8. *Multiple disability*
9. *Orthopedic impairment*
10. *Other health-impairment*
11. *Speech or language impairment*
12. *Traumatic brain injury*
13. *Visual impairment including blindness*

Classifications for Students with Disabilities are abbreviated as follows:

ED	Emotional Disturbed	ID	Intellectual Disability
LD	Learning Disabled	OHI	Other Health Impaired
SI	Speech Impaired	MD	Multiply Disabled

OI Orthopedically Impaired
AU Autistic
DE Deafness
TBI Traumatic Brain Injury

HI Hearing Impaired
VI Visually Impaired
DB Deaf-Blind

Continuum of Services Students with disabilities shall be provided special education in the least restrictive environment, as defined in section 200.1 (cc) of the commissioner's regulations. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, consultant teacher services and other group or individual supplemental or direct special education instruction.

Free and Appropriate Public Education (FAPE)

The term "free appropriate public education" means special education and related services that-

- A. have been provided at public expense, under public supervision and direction, and without charge;
- B. meet the standards of the State education agency;
- C. include an appropriate preschool, elementary, or secondary school education in the State involved; and
- D. are provided in conformity with the individualized education program.

Individuals with Disability Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is the federal law that secures special education services for children with disabilities from birth until high school graduation (up to age 21).

Part 200 Regulations can be located on the internet at the following web address:

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Part B-Procedural Safeguards can be located on the internet at the following web address:

<http://www.p12.nysed.gov/specialed/formnotices/documents/NYSEDProceduralSafeguardsNoticeJuly2017v2.pdf>