



**Special Education District Plan
2016-2018**

Prepared by: Nan Woodworth, Director of Instruction & Student Services

In collaboration with: Kristine Somerville—Elementary Principal
Kai D’Alleva—High School Principal
Melissa Snow—School Psychologist
Katie Richardson—School Psychologist
Sarah Woodward—Special Education Teacher
Amy Miller—Special Education Teacher

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Statement of Assurances

The Board of Education of the Watkins Glen Central School District, as part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within District, the needs of the majority of its classified students.

These programs and services are designed:

- to afford each student with the appropriate level of support necessary to meet the New York State Common Core Standards.
- to provide each student with those special educational services necessary to enable the student to meet his/her annual goals.
- to afford each classified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District.
- to give each classified student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

By action of the Board of Education in a regularly scheduled meeting held on _____, the Board adopted its District Plan as set forth below.

Acknowledgements

This plan was developed as a result of continuous dialogue in recent years with administrators, faculty members, representatives from GST BOCES, NYS Regional Special Education Technical Assistance Support Center (RSE-TASC), and colleagues from neighboring districts. The plan was substantially shaped as a result of ongoing dialogue with special education department members and school psychologists. Thank you to all who have been part of the dialogue in providing your time and expertise.

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Regulations Governing the District Plan – 8 NYCRR 200.2

District Plans. In accordance with Part 200.2 (c) the Regulations of the Commissioner of Education, the district plan for students with disabilities is to provide the following:

1. A description of the nature and scope of special education programs and services.
2. Identification of number and age span of students to be served.
3. Methods to help the school district evaluate progress towards stated objectives.
4. A description of current and future space needs for special education programs.
5. A description of the method by which instructional materials will be made available in usable alternative format to students with disabilities.
6. Board of Education policies & practices associated with programs and space needs.
7. A budget to support the proposed delivery of special education programs.
8. Date when the plan was adopted by the Board of Education.

Description of Special Education Programs

The following description of special education services represents program options from the least restrictive environment to the most restrictive. Federal and State regulations, as well as best practice, require that students are educated in the Least Restrictive Environment (LRE) that will meet their individual needs. The LRE is determined by the Committee on Special Education. Refer to BOE Policy 1.10 and SED Least Restrictive Environment Field Advisory.

Current educational research data has shown that students who are taught in an integrated setting demonstrate better academic progress than students taught in segregated settings. While all LRE decisions are based on individual needs, the Watkins Glen Central School District is committed to including as many special education students as possible in general education classes, where they have maximum exposure to grade level curriculum and an opportunity for enhanced social development. To this end, and based upon on-going meetings with our special education staff, school psychologists, and administrators, we continue to dedicate our resources toward providing Integrated Co-teaching and Consult Teacher Services district wide.

Continuum of Services for Preschool Students with Disabilities

The following is a listing of the preschool programs and services that are available to District preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Services are provided in the UPK setting, private daycare settings, home, and, in some cases, in preschool classes for children with disabilities. **On October 7, 2015, nine (9) preschool students with disabilities received services in Early Childhood Settings, five (5) preschool students with disabilities received services in Early Childhood Special Education settings, and one (1) preschool child with disabilities received services at home.** By June 2016, the total number of preschool students with disabilities being serviced is 28.

Itinerant Services: Itinerant Services are special education or related services that focus on the nature of the child's disability. Itinerant services may be provided in the child's home or in a pre-school setting.

Related Services: Pre-school students with disabilities may have itinerant speech therapy, occupational therapy, physical therapy, or counseling depending on their individual needs. These services are provided at the convenience of the parent, in the home, day care, or pre-school setting.

Special Education Itinerant Teacher: A special education itinerant teacher (SEIT) provides instruction in pre-academic skills and/or social skills to a preschool child with a disability either in the home or in a pre-school setting.

Center Based Services :

Center based special education pre-school programs may be half-day or full-day programs. They address the overall developmental needs of the child, coupled with related services, according to each child's individual needs. The class size and staffing may vary depending on student needs.

Special Class in a Segregated Setting: Special classes in segregated settings do not include non-disabled peers in the same class as the pre-school student with a disability. This placement is generally recommended when a student has multiple or high needs for special instruction and services. There are very few pre-school classes in a segregated setting.

Special Class in an Integrated Setting: A special class program in an integrated setting includes both disabled and non-disabled students in the same classroom. This placement is generally recommended when a student has fewer needs or less severe delays, and also when it is felt they would benefit from the modeling of non-disabled peers for social skills and language development.

Preschool Students by Program: May 2016

Nature of Services	Number of Students	Ages
Related Services Only	18	3-4
SEIT Only		
SEIT & Related Services	5	4
Special Class	5	3-4

Continuum of Services Available to School-aged Students with Disabilities

The following is a listing of the Watkins Glen Central School District's programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities. **On October 7, 2015, 141 students with disabilities were being serviced through the Committee on Special Education; 138 students were serviced in regular school-based programs in buildings attended by disabled and non-disabled students, and 3 students were serviced in separate schools.**

Related Services: This is the lowest level of special education services on the least restrictive environment continuum. Related services are developmental, corrective, and other supportive services that are required to assist the student with a disability. There follows a summary of available related services:

- The related service of speech/language therapy is available to both students with and without disabilities.
- The related services of occupational and physical therapies are available to students with disabilities as prescribed by medical personnel and recommended by the CSE/CPSE or Section 504 committees. In a limited number of cases, it is recommended for non-disabled students. The occupational therapist is a district employee, and the physical therapist is contracted through Schuyler Hospital.
- The related service of counseling is available to students, as recommended by the CSE/CPSE or 504 Committee.
- Additional related services such as teacher of the hearing impaired (THI), teacher of the visually impaired (TVI), and orientation and mobility services (O&M) are contracted through GST BOCES for delivery to students in district who are identified by the CSE or Section 504 Committees.

Related Services by Grade: May 2016

Grade	Speech	OT	PT	Counseling	Aide	Parent Training	Adaptive P.E.
K	7	6	6	4		1	3
1	8	10	8	4	THI/Interpr.	1	2
2	7	5	2	7	2	2	3
3	11	7	5	10	1	1	3
4	11	7		5			
5	5	3	1	6			1
6	4	6	2	8	TVI/2 Aides		2
7	3	3	1	7			1
8	5	3		9	2	1	
9		1		2			
10	1	1		5			1
11				10			
12/UNG	3	3	2	1			3

Consultant Teacher Services: The District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classrooms K-12. Special education consultant teachers collaborate with general education teachers to plan instructional accommodations and modifications for all students in general education settings. Instructional accommodations are changes in how a student accesses information and demonstrates learning and do not substantially change the instructional level, content, or performance criteria. Accommodations may include changes in presentation or format of instruction and/or response format and procedures, instructional strategies and time/scheduling, environmental considerations, equipment and physical setting.

Modifications are changes in what a student is expected to learn to provide opportunities to participate meaningfully and productively with other students in classroom and school learning experiences. Modifications may include changes in instructional level, content and performance criteria.

One way in which consultant teachers and general education teachers collaborate is through flexible grouping. Teachers meet weekly to discuss plans and to group students.

Integrated Co-Teaching: This program provides a special education teacher to co-teach with the general education teacher. At Watkins Glen, the Integrated Co-Teaching model is in place at both schools, depending on the current student need. A variety of models include supportive teaching, parallel teaching, complementary teaching and team teaching. The co-teaching model pairs a content specialist (the general education teacher) and an access specialist (the special education teacher) to ensure that students with disabilities can be successful in the general education classroom. Though our current services indicate a greater number receiving Consultant Teacher services, this is transitioning to Integrated Co-teaching, as student needs increase.

- There may be no more than 13 students with IEP's in any general education co-taught classroom or greater than 50% of the total class enrolled. Upon request, the State Education Department may grant a variance for one additional student for a total of 14 students.

Resource Room Program: This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math or reading. Specially designed curriculum in the Resource Room is deemed to be more significant and specialized than the supplemental instruction provided in the Academic Intervention Labs available for all students.

- No more than five students may be placed in a resource room at any one time.
- Students are assigned to a resource room program for not less than three hours per week and not more than 50% of the school day. The minimum time is if this is the only special education service the student receives.
- A teacher assigned to teach resource full time might have a caseload of 20 students. If the teacher assigned to provide resource support and other special education classes, the caseload is prorated based on time in each assignment area.
- Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs.
- A resource program supports general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching new concepts, and supplementing reading or math instruction. It is not intended as a setting to support homework completion.

Support Study Hall: Though this is not a special education service, the special education teachers are scheduled with the majority of their caseload to provide a support study hall. This enables them to assist in organization of homework and provide structured review sessions for exams.

Special Class Programs: The district provides special class programs taught by a special education teacher outside of the general education setting. The chronological age range within special education classes for students less than 16 years of age may not exceed 36 months. If circumstances arise which would result in an age range greater than 36 months, the district would need to apply for a variance to Part 200.6 (g)(5). The district provides the following types of special class programs:

Special Class -- 12:1:1 ratio

- The district operates 12:1:1 special class programs in both buildings. A 12:1:1 class consists of 12 students, a certified special education teacher and a teaching assistant.
- At the elementary school, needs currently warrant three classrooms, grades K-2, 3-4, and 5-6. At the high school, there are two classrooms, grades 7-8 and 9-12.

- Students in 12:1:1 special classes are in need of an alternate learning environment, in which they can receive small group instruction in Reading, Math, Social Studies and Science. These students generally have severe discrepancy between their academic skill levels and actual grade level that would prevent them from benefiting from instruction in the general education setting, even with supplementary aides and services.
- Students may spend all or part of their day in the 12:1:1 class, depending on the nature and severity of their academic and management needs. The majority of these students participate in general education classes for Music, Art, P.E., Technology, Home & Careers, and Health. Students in high school special classes may also participate in general education elective courses.
- The curriculum in 12:1:1 special classes parallels that of the general education program and includes extensive modification to methodology that could not be accomplished satisfactorily in a general education setting.
- Students in the high school 12:1:1 special class earn units of credit toward a Regents or Local diploma.
- Students may also receive the Career Development and Occupational Studies (CDOS) credential in addition to a local diploma or in lieu of the diploma. The CDOS learning standards are a progression of standards for career development, integrated learning and universal foundation skills. The NYS CDOS Commencement Credential requires documentation that the student has demonstrated knowledge and skills at the commencement level of the CDOS learning standards.

Special Class – 12:1:4 ratio

- The District operates one 12:1:4 class in the High School. Students in the 12:1:4 class may have severe developmental or multiple disabilities and require a functional academic curriculum and pre-vocational skills training. Due to their cognitive and adaptive behavior delays, they cannot be accommodated satisfactorily in a general education setting even with supplementary aides and services.
- In addition to the teacher, there shall be one staff person to every three students. The additional staff may be teachers, supplementary school personnel and/or related service providers.
- There is no chronological age range limitation for groups of students placed in the 12:1:4 class.
- The students in the 12:1:4 class are provided with the NYS alternate assessment.
- The students in the 12:1:4 class earn credit toward the Skills and Achievement Commencement Credential, a commencement certificate accompanied by documentation of the student's skills, strengths and levels of independence in academic

work, career development, and foundation skills needed for post-school living, learning and working.

Greater Southern Tier (GST) BOCES

If we can't meet a student's need(s) via one of our district programs, GST BOCES programs are sought for meeting that student's needs with an appropriate program. By combining student populations across multiple school districts, BOCES provides our district with the capacity to provide students with a program more closely tailored to the student's physical, educational, social and management needs. The district typically utilizes BOCES classes only for students with significant emotional and behavioral needs. Programs are supervised by GST BOCES administrators and monitored by our district's CSE office.

Career Technology Education and Career Services Education classes are available through GST BOCES for all students, including those with disabilities.

Privately Operated Programs

A student is placed in such a program when no public program is appropriate or available to meet that student's particular need(s). The program is supervised by the administration of that facility and is monitored by our district's CSE.

State Operated Schools

Such schools are administered by the State Education Department to meet the needs of severely impaired youngsters, through a variety of programs. A student gains entrance to such a school either through recommendation of the CSE or through a Commissioner's appointment following an independent parent/guardian application.

Program by Grade: May 2016

Grade	Resource Program	Consultant Teacher (CT)	Integrated Co-Teacher (ICT)	Special Class (SC) 12:1:1	Special Class (SC) 12:1:4	Special Class (SC) BOCES 6:1:1
K		4		5		
1	1	4		3		1
2		6		3		
3	1	8		5		2
4	3	13		1		
5	3	8		4		1
6	2	13		3		
7		7		5	1	
8		16		2		
9		9	3	6		
10		9	2		1	
11		5	1	3		
12		5		2		
UNG					3	

Program by Disability: May 2016

	Aut.	ED	LD	ID	MD	OHI	SLI	HI	VI	TBI
Resource			7			1	1	1		
CT	10	7	55	1		29	18	1	1	1
ICT	1		3			1		1		
SC 12:1:1	11	4	3	3	3	6	7			
SC 12:1:4	1				2					
SC 6:1:1		4								

Aut. – Autism, **ED** – Emotional Disturbance, **LD** – Learning Disability, **ID** – Intellectual Disability, **MD** – Multiple Disability, **OHI** – Other Health Impairment, **SLI** – Speech/Language Impairment, **HI** – Hearing Impairment, **VI** – Visual Impairment, **TBI** – Traumatic Brain Injury

Methods to Evaluate Progress

Watkins Glen utilizes student performance on Statewide ELA and Math examinations, STAR Enterprise and early literacy testing, report cards, and Regents Exams to measure student progress toward graduation. New York State Special Education Performance Plan Indicator data also assists in providing feedback regarding student achievement and graduation rates.

Curriculum based measures are also used to measure a student's progress toward meeting their goals. Data is also collected on each student's Response to Intervention. For some students, the New York State Alternate Assessment provides a portfolio of skills and progress toward meeting their individual educational goals. Additionally, data collection for the new Skills and Achievement Commencement Credential and the Career Development and Occupational Studies (CDOS) credential will provide information regarding student progress.

Allocation of Space for Special Education Programs and Services

The Board of Education recognizes its responsibility to allocate adequate and appropriate space for special education classes, programs and services that are provided by the District or by BOCES. The Board affirms a commitment to serve students with disabilities in settings with non-disabled peers.

Therefore, school administrators will monitor the number of students with disabilities and the services required for those students and will anticipate future needs in order to identify current and future space needs. Planning for special education programs and services will maximize physical integration of regular and special education programs.

The Superintendent will consider special education space needs as part of the annual budget cycle and during all long range facilities planning,

Alternative Format Procedures

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students

- Alternative format is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that are 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 electronic file.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will collaborate with school counselors to obtain alternative format materials, including state assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.
- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.

Special Education Budget

A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs. The budget will include the funding necessary to support in-house programs, as well as GST BOCES special education programs and private placements. An additional sum of money is added to the special education budget each year in anticipation of new special education students moving into the district as well as an amount for unexpected additional needs of current students that might arise. The budget is prepared annually and reviewed by the Director of Student Services, Business Office, Superintendent and the Board of Education.

Special Education Staffing

Special Education assignments are adjusted each year after the CSE annual review process. The Director of Student Services confers with building principals to determine appropriate scheduling and staffing, with input from teachers and related service providers.

Board of Education Policies

The Board of Education policies referring to Special Education can be found in the Policy Manual. Numbers and titles are listed here:

#1:10	Special Education Programs and Related Services
#1:11	Disabled Students Participating in School District Programs
#1:12	Pre-referral Intervention Strategies
#1:13	Appointment and Training of Appropriate Special Education Personnel
#1.14	Alternative Format of Instructional Materials
#1.15	Disabled Student Records Policies & Procedures
#1.16	Significant Disproportionate Services Policy
#1.17	Committee on Preschool Special Education
#1.18	Declassification of Disabled Students
#1.19	Impartial Hearing Officer
#1.20	Distribution of IEPs
#1.21	District-wide Assessment Policy
#2.16	Census and Register of Students with Disabling Conditions & Census Form
#2.17	Hearing Officer Expense Reimbursement
#2.18	Hearing Officer Hourly Rate and Travel Reimbursement Policy
#2.19	Independent Educational Evaluation

Appendices

- #1 Special Education School District Data Profile – 2011-12

- #2 NYSED Blueprint for Improved Results for Students with Disabilities – 11/2015

- #3 Special Education Least Restrictive Environment (LRE) Data – 2014-15

- #4 NYSED Field Advisory on Least Restrictive Environment – 12/2015

- #5 U.S. Department of Education Least Restrictive Environment (LRE) Memo – 11/2015

