

SARATOGA SPRINGS CITY SCHOOL DISTRICT
Saratoga Springs, New York

**EDUCATION OF
STUDENTS WITH DISABILITIES**

**ADDENDUM
to
2006-2008
DISTRICT PLAN**

Submitted to the Board of Education
August 30, 2007

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ADDENDUM to 2006-2008 DISTRICT PLAN**

The following changes are made to the District's two - year Special Education Plan submitted to the Board of Education on August 24, 2006. Page numbers in parentheses indicate the location of that item in the original Plan:

Elementary School Special Classes (p. 7)

For 2007-2008, the age/grade configuration was changed in 4 of the 5 district special classes and the location of one class was changed to a different building. The district office reconfigured the ages to reduce the number of instructional levels and to facilitate the inclusion of these students with disabilities (SWDs) in regular education.

A maximum of twelve students are assigned per special education teacher and aide. The district office may allocate an additional 1 - 3 aides to meet the intensive needs of these students as mandated by their IEPs. Changes from 2006-2007 are indicated:

<i>Geyser</i>	(12:1: 1) + (1-3) (12:1:2)	Grades <u>1-3</u> (academic skills) Grades K-2 (behavior management)
<u><i>Caroline</i></u>	(12:1:1) + (1-3)	Grade <u>K</u> (academic skills)
Division	(12:1:1) + (1)	Grades <u>3 and 4</u> (academic skills)
Greenfield	(12:1:1) + (1)	Grades <u>3 and 5</u> (behavior management)

Middle School Special Classes (p. 7)

Based on enrollment, the grade 7-8 special class was eliminated for 2007-2008. There remains one 12:1:1 academic skills special class at grade 6, one at grade 7, one at grade 8 and a 12:1:2 class for students in grades 6-8 with intensive learning needs. There is one 8:1:2 class designed for students with behavior, emotional and social disabilities; the second 8:1:2 class was eliminated due to projected enrollment.

High School Special Classes (P. 8)

Two 12:1:2 classes that focused on behavior, social and emotional issues affecting the academic performance and inclusion of SWDs in regular education were eliminated. SWDs are otherwise included in credit-bearing consultant teacher, 15:1, 15:1:1 classes or non-diploma 12:1:1 classes. SWDs who require a highly structured, intensive program to address their behavioral needs may be enrolled in BOCES or an external private placement.

Residential Schools (p. 10)

Summit School and Mountain Lake have also been approved residential placements for district students.

Special Education Budget (p. 19)

3 elementary, 1 middle school and 2 high school special education teaching positions were converted to reading or regular education positions. Two aides were added at the elementary level to meet intensive student needs.

Department Goals (p. 21)

Activities that address the Department's goals for 2007-2008 are described in the District's 2006-2007 Annual Report. Focus areas include:

- Student achievement
- Management of special needs
- IEP development and the CSE process
- Parent involvement and satisfaction
- Departmental connection to district initiatives
- Dual enrollment for parentally placed students with disabilities
- District approved external placements
- English as second language SWDs

2007-2008 SPECIAL EDUCATION CONTINUUM of SERVICE

The 2007-2008 District Continuum of Service was presented to the Board of Education in the Pupil Services Budget Presentation on March 27, 2006. The Continuum reflects changes made since 3/27/06 due to projected enrollment and outcomes from the 2006-2007 annual review process. The Continuum:

- Is consistent with 2004 IDEA legislation, Part 200 of the Commissioner's Regulations (Free Appropriate Public Education, Least Restrictive Environment), NCLB, and NYS diploma requirements
- Is designed to meet the IEP indicated needs of district enrolled students with disabilities and is to enhance program continuity across divisions.
- May include other specialized programs and services to meet a student's unique programming needs.

The considerations for CSE enrolling students with disabilities (gr. K-12) in special classes include:

(a) Part 200 Regulations: "Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction...i.e. adapting, as appropriate to the needs of the eligible student...the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the education standards that apply to all students."

(b) Guidelines for special class enrollment

Students have a severe disability according to Section 100.1 of The Regulations of the Commissioner of Education: "Students with severe disabilities" refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices."

(c) New York State Alternate Assessment (NYSAA) (About 1% of a district's total student enrollment)

- "the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior and
- the student requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments (home, school, community, and/or workplace); and
- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention."

Unless NYSAA eligible, no student has "IEP diploma" indicated on their IEP before grade 10.

Except for administratively placed transfer students, students cannot be enrolled in a special class before the CSE approves the placement.

CSE decisions are made by consensus, not approval of the majority of members whether mandated or total attending. In the absence of unanimous agreement, the chair can determine the meeting outcome.

ELEMENTARY DIVISION

1. Consultant Teacher

- Minimum of 2 hours per week
- The nature of service, either direct or indirect, need not be specified on IEP
- Service Delivery Model time is not counted as consultant teacher time

2. Special Classes

- The number of special classes are determined by the number of CSE approved enrollments
- District allocates 1-3 aides to meet IEP needs per (a), (b) (c) above
- Similarity of student profiles and needs (skill development or behavior management)
- Up to a 3 grade span in a class
- Students within a 36 month age span

3. Related services

MIDDLE SCHOOL

1. Consultant Teacher
 - Minimum of 2 hours per week
 - The nature of service, either direct or indirect, need not be specified on IEP
2. Resource
 - Minimum of 3 hours per week
 - Not to exceed 5 SWDs in a group
 - Pre-teaching, reteaching and reinforcement, not primary instruction
 - Student's only special education service with general education
 - Student may also receive related services
3. Special Classes
 - Number of special classes determined by CSE approved enrollments
 - Per (a), (b) and (c) above, District allocates +1-3 aides to meet IEPs
 - a. 12:1:1 (gr. 6, 7 and 8)
 - b. 12:1:1 (gr. 6 - 8/skills)
 - c. 8:1:1 (gr. 6-8/behavior)
4. Related services

ELEMENTARY AND MIDDLE SCHOOL

District Extended School Year Program

- For students determined eligible by the CSE who are entering grades 1-8 in 2007-2008
 - a. Half day 12:1:1 special class with consultant OT &/or Speech
 - b. Direct OT &/or Speech

HIGH SCHOOL

1. Consultant Teacher
 - 2/4 (twice in a 4 day cycle) x 80 minutes
 - Frequency & duration of CT service delivered in a core subject
 - Location is the core class in which the CT service is delivered
2. Resource
 - Minimum 3 hours/week
 - Not to exceed 5 SWDs in a group
 - Pre-teaching, reteaching and reinforcement, not primary instruction
 - Student's only special education service with general education
 - Student may also receive related services

- 3. Special classes
 - 15:1 core classes (credit-bearing)
 - 12:1:1 (academic)

- 4. Related Services

Grade 9

Unless NYSAA designated (c), all grade 9 students with disabilities entering the high school in 2007-2008 will participate in credit bearing courses aligned with NYS standards and curriculum.

- Consultant Teacher
- Resource + general education
- 15:1:1 (core courses)
- 12:1:1 (NYSAA designated students)

Grade 10

Emphasis on Regents diploma and access to NYS standards and curriculum

- Consultant Teacher
- Resource + general education
- Consultant Teacher (with resource for 2007-2008)
- 15:1 (+1) credit bearing core courses
- 12:1:1 (NYSAA designated students)

Grades 11 and 12

Emphasis on determining post-secondary activities in grade 11 and completing the transition, diploma status and special education program options in grade 12

- Regents or local diploma
- Special classes
 1. CSE will determine FAPE and LRE
 2. Student will access modified curricula aligned with NYS Standards
 3. 12:1:1 high school program with special education or regular education half-day vocational options
- Job Coaching
Intensive special education vocational training as determined by the CSE

Grade 12

- Special education GED (12:1:1)
 1. Access to GED program within graduation cohort/age criteria
 2. Reasonably calculate instructional time with a minimum of 80 hours of seat time
- Transition Coordination

Students who graduate from the high school with an IEP can reenroll in the district (or district approved program as determined by the CSE) to continue a course of study leading to a diploma or GED until they are 21 years of age. This course of study need not include a vocational component.

EXTERNAL PROGRAMS Grades K-12

- BOCES and private placements that are approved by NYSED
 1. 12:1:2; 12:1:4; 8:1:2; 6:1:1 day programs with related services
 2. Residential placements with related services
- Extended School Year
 1. BOCES and NYSED approved private placements
 2. Full day and related services or related services only