

EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT

Special Education Department

**DISTRICT PLAN
FOR
STUDENTS
WITH
DISABILITIES
2023 - 2025**



**EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT
DISTRICT PLAN FOR CHILDREN WITH DISABILITIES**

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I. RATIONALE

Each Board of Education that receives an apportionment for eligible students (pursuant to § 3602(19) of the Education Law) or preschool students with disabilities (pursuant to § 4410 of the Education Law) shall use such apportionments for special education programs and services which are in accordance with the provisions of Part 200 of the Regulations of the Commissioner of Education. Each Board of Education, which receives such apportionment, shall prepare satisfactory plans at intervals required by Education Law, currently every two years. The district plan (with personally identifiable student information deleted) shall be filed and available for public inspection and shall include but need not be limited to the following (8 NYCRR 200.2(c) (2)):

1. A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
2. Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
3. The method to be used to evaluate the extent to which the objectives of the program have been achieved;
4. A description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
5. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards of Cooperative Educational Services (BOCES)
6. The estimated budget to support such plan; and
7. The date on which such plan was adopted by the Board of Education.

Any change to the allocation of space for special education programs which is not consistent with the district plan developed pursuant to this subdivision (8 NYCRR 200.2(c)), or the special education space requirements plan developed pursuant to subdivision (g) of this section [8 NYCRR 200.2(g)], shall be made pursuant to the provisions of paragraph (g) (5) of this section.

II. DESCRIPTION OF SPECIAL EDUCATION PROGRAMS AND SERVICES

A. Least Restrictive Environment Policy

The Board fully supports the concept and practice that preschool and school-aged students with disabilities will receive the special education needed by the student, will be educated in age-appropriate settings, as close to the student's home as possible, and to the maximum extent appropriate with students who are not disabled; and placement of students with disabilities in special classes, separate schooling or other removal from the general 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 achieved satisfactorily.

This is a reflection of the least restrictive environment ("LRE") policy established by the Board of Regents in May of 1994 and last updated May 1998 in response to changes in Federal special education law. In order to implement this requirement, the Committee on (Preschool) Special Education ("CPSE" and "CSE"), in consultation with general and special education staff, must insure that the child's individualized education program ("IEP") is complete and accurate relative to the student's unique need areas.

As stated within this May 1998 LRE Implementation Policy Paper authored by Commissioner Richard Mills, students with and without disabilities need to learn to interact and develop interdependent relationships so that, as adults, they can successfully participate in a society that values full participation in the economic, political, social, cultural and educational mainstream of American society. The following principles and assumptions are associated with an educational structure that can respond more effectively to the diverse needs of students and their families:

- A. Services and programs will be made available to students based on their individual needs, without regard to classification.
- B. A continuum of alternative placements will be available to meet the needs of students with disabilities.
- C. All students with disabilities will have equal access to a high quality program based on their individual needs and abilities and designed to enable them to achieve desired learning results established for all students. Educational placement decisions for students will be determined by a process, which first considers a general education environment in the school the student would attend if he/she did not have a disability.
- D. The removal of a student with a disability from the general educational environment occurs only when the needs of the student are such that, even with the use of supplementary aids and services, his/her needs cannot be met. However, consideration must be given to the impact of a student with a disability on the education of other students in the general or special education class when making placement decisions.
- E. Efforts will be made to access and coordinate with other available services within a local school district, BOCES or agency program before a student fails in his or her current educational placement.
- F. The responsibility for all students is shared among all staff of the school. Parents and guardians will have an opportunity for meaningful participation in the development of the Individualized Education Program (IEP) as equal partners with school personnel.
- G. Students with disabilities will be full participants in all aspects of the school program, including extra-curricular activities, to the maximum extent appropriate to their needs.
- H. Students with disabilities in segregated placements will transition to general education, when appropriate.

The starting point is the "rebuttable assumption" that placement in the general education environment is appropriate. Therefore, the Committee on Special Education (or Committee on Preschool Special

Education) must first consider placement in general education with appropriate support for the student and the student's teacher(s). Supplemental aids and services may be used for the student to realize an educational benefit (achievement of IEP goals) from the general education placement. The CSE (or CPSE) must also consider unique benefits, academic or otherwise, which the child may receive by remaining in the general education environment with other students who do not have disabilities. Any student with an IEP may also receive additional remedial services such as Academic Intervention Support (AIS) in addition to the articulated services on his/her IEP if and when appropriate.

It is also recognized that general education is not appropriate for every student with a disability, and individual circumstances may require placement in other (more restrictive) settings. A student's ability to benefit from general education, as well as significant harmful effects on the other students in the classroom must also be weighed. The behavior of the student may be disruptive to other students or may unreasonably require the teacher's direct attention, to the detriment of other students. In weighing this factor, the school district must keep in mind its obligation to consider supplementary aids and services to accommodate the student's need for additional support prior to the removal of the student.

Where a CSE or CPSE concludes the student needs to be removed from the general education program, opportunities for participation in a general class (including physical education, art or music) must be considered even if for only part of the student's school day. Extracurricular and nonacademic services offered by the school must be provided to students with disabilities to the maximum extent appropriate to their needs. Students with disabilities will be full participants in all aspects of the school program. Generally, the burden of proof to establish that the proposed placement of the child is in the least restrictive environment lies with the district.

New York State (Commissioner Mills, 1998) has identified eight major goals to insure that each student with a disability in the State receives a free appropriate public education. Six of these goals are directly relevant to achieving a free, appropriate public education for students with a disability at ESM and achieving the Board of Education goals for all students, including those with a disability:

- ✎ Strengthening and Expanding General Education Services - Prevention and support services must be enhanced to maintain students who are experiencing learning difficulties in general education. This will help eliminate unnecessary referrals to special education and help students reach higher standards.
- ✎ Supporting a Continuum of Alternative Placements - The State will ensure and support the provision of a continuum of alternative placements (instruction in general classes, special classes, special schools, home instruction and instruction in hospitals and institutions) in all regions of the State to meet the diverse needs of students with disabilities. Inclusion is an option within the continuum of alternative placements for students with disabilities.
- ✎ Increasing General Education Opportunities - Full implementation of the existing continuum of alternative placements will be achieved by increasing options for placement of students with disabilities in general education. The Department has continued to identify and disseminate promising practices in this area. Local school districts, Boards of Cooperative Educational Services (BOCES) and other educational agencies will ensure that supplementary aids and services required by students and included in their IEPs will be provided to support the student and the student's teacher(s). The Committee on Special Education/Committee on Preschool Special Education (CSE/CPSE) must document that the benefits of educating the student in a specialized

program clearly outweigh the benefits of placement within the general education program with appropriate support for the student and the student's teacher(s).

↪ Strengthening the Role of Parents and Guardians - Parents must be invited to participate in all meetings to determine eligibility for special education and to develop, review and revise the IEP. In addition, IDEA requires that the parent of the student with the disability be an equal participant with school personnel in the decision-making process. The State Education Department will support parents and guardians in assuming this role.

↪ Focusing on Results - Students with disabilities will have equal access to high-quality programs, based on their individual needs and abilities, in order to achieve desired learning goals established for all students. The expected benefits to the student in the placement option selected will be indicated according to the full range of the student's needs and abilities (academic, social, physical and management needs). General goals, such as preparation for employment or postsecondary education and independent living, should be pursued for all students with disabilities. Measurable annual goals will be included on the IEP.

↪ Transitioning Students Back to General Education - When appropriate, students with disabilities in separate special education placements will be transitioned back to the maximum extent appropriate, into a supportive general education environment.

Blueprint for Improved Results for Students with Disabilities

In November 2015, NYSED released its Blueprint for Improved Results for Students with Disabilities after consultation with various stakeholders to align its policies and practices to allow for students with disabilities to meet increasing educational rigor and expectations. The Blueprint focuses on seven core principles and practices:

1. Students engage in self-advocacy and are involved in determining their own educational goals and plan.
2. Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
3. Teachers design, provide and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
4. Teachers provide research based instructional teaching and learning strategies and supports for students with disabilities.
5. Schools provide multi-tiered systems of behavioral and academic support.
6. Schools provide high quality inclusive programs and activities
7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Targeted Teams and Positive Behavioral Interventions

The East Syracuse Minoa school district subscribes to a Positive Behavioral Intervention and Support program model. This universal model serves to provide a proactive approach to working with children and their families. It builds on the strengths and abilities that children possess. Programs and interventions are constructed around the forty developmental assets that the Search Institute has identified as key indicators of adult success. Use of this model is expected to help reduce our classification rate, provide for the delivery of services in less restrictive placements, and allow for greater student achievement on local and state assessments.

Each of our buildings has also developed and implemented a “target team” which identifies and develops plans for individual students who are struggling. These teams examine academic, social and emotional concerns and develop intervention plans that include the teacher, parent and any other individual who is working with the child. These teams are part of the general education continuum but include many different disciplines including special education.

In addition, the secondary schools are also developing a “pyramid of intervention” which will be in place to systematically address those students or groups of students who need additional support but are not at the point where an individual plan is necessary. All of these collaborative efforts are designed to help us reach our Board-approved District goals by improving instructional outcomes, enhancing capacity and engaging parental involvement.

B. Response to Intervention (RtI)

As stated in the April 2008 SED Policy Memo (Implementation of Response to Intervention), authored by James DeLorenzo and Jean Stevens, RtI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

The NYS Education Department (NYSED) has established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification and use of RtI in the identification of students with learning disabilities. The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognizes it as one of the research-based Contracts for Excellence allowable programs.

The Regents policy framework for RtI:

1. Defines RtI to minimally include:
 - o **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
 - o **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
 - o **Instruction matched to student needs with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
 - o **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards. The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
 - o **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:

- amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student’s rate of learning; and
 - parents’ right to request an evaluation for special education programs and/or services. *[8 NYCRR section 100.2(ii)]*
2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student’s performance prior to referral for special education, which may include the RtI process as part of a district’s school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
- o criteria for determining the levels of intervention to be provided to students,
 - o types of interventions,
 - o amount and nature of student performance data to be collected, and
 - o manner and frequency for progress monitoring.
- [8 NYCRR section 100.2(ii)]*
3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model.
- [8 NYCRR section 100.2(ii)]*
4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD) and requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*
- [8 NYCRR section 200.4(j)]*

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now require a review of the students’ instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student’s reading and mathematic abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student’s individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student’s rate of learning; and the parents’ right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student’s progress toward meeting the State’s standards. The implementation of well-developed and high quality RtI programs takes time, planning and professional development. School districts should be taking steps now to develop such programs in order to position themselves to improve results for students and to meet the learning disability (LD) determination criteria by 2012.

C. General Descriptions

The ability of a school district to provide individual students with appropriate programs and services rests with the availability of a continuum of such programs and services and number of alternative placement options. The ESM Central School special education department is guided by the philosophy of presuming competence of all students. Therefore, in making programming decisions for all identified students there is a consistent expectation that all students will be included in a rigorous curriculum with the necessary modifications and accommodations for success. Following are descriptions of each alternative within the full continuum of program and service alternatives that may be required to meet the individual needs of disabled children.

THE CONTINUUM OF SERVICES

Type of Program/Expanded Descriptions:

General Education:

In this setting, the student receives services that are available to all students. Consultation and/or training and/or supplemental aids and services may be provided to the general classroom teachers from instructional specialists, special education staff (via indirect consultation), the building administrator(s), or other members of the total school staff.

Students with disabilities must be assured access to all general education programs offered by the school district. It is imperative that all students are regarded as general education students first with special education services provided as necessary. The amount of daily participation in general class programs will depend on the extent to which the student's academic, social, physical, and management needs are similar to those of the non-disabled peers. While placed in this setting, the student may require related services and/or supplementary resource room instruction (and/or direct consultant teacher services) to successfully achieve the goals of the general education curriculum. The student placed in the general class program may also be enrolled in a special class setting for a portion of the day to receive instruction in a specially designed curriculum.

Transitional Support Services:

When specified in a student's IEP, this temporary service may be provided to a general or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a general program or service in a less restrictive environment.

Consultant Teacher Services:

Students with disabilities who attend general education classes on a full-time basis may receive direct and/or indirect consultant teacher services to benefit from general education classes. Consultant teacher services, shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend general education classes, including career and technical education classes, and/or to such students' general education teachers. Such services shall be recommended by the committee on special education to meet specific needs of such students and the student's individualized education program (IEP) shall indicate the general education classes in which the student will receive consultant teacher services. A special education teacher may provide indirect consultant teacher services to a general education teacher to assist that teacher in adjusting the environment or modifying instructional methods in a subject area for a student with a disability.

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 of 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 each week.

Specially Designed Reading Instruction:

When specially designed reading instruction is included in the individualized education program, such instruction may be provided by individuals qualified to provide specially designed reading instruction, such as a certified Reading teacher providing Resource Room Services. Specially designed reading instruction shall mean specially designed individualized or group instruction or special services or programs, as defined in the area of reading and which is provided to a student with a disability who has significant reading difficulties that cannot be met through general reading programs.

Related Service:

Students with disabilities may receive a number of periods a week of related or other support services, including provided by appropriate specialists. The extent of these services may range from general daily sessions to less frequent contacts depending upon the student's individual needs. Related services are those services required to assist a student in benefiting from instruction provided in the general, resource or special class program. Typically, related services, such as physical or occupational therapy, speech therapy, or counseling, are provided to individuals or small groups of students, "push-in" or "pull-out." When students receive this instruction in small groups, the number of students in that group must not exceed five students per teacher or specialist.

Resource Room Program:

Resource Room services are provided to a student(s) with a disability receiving primary instruction in either a general education or special class setting who require additional specialized supplementary instruction in an individual or small group setting which is based on their IEP goals. Appropriate related services may also be provided. Resource room programs in which students are placed must meet the following standards:

1. Instructional groups that include students with a disability may not exceed five students per special education resource room teacher, unless a variance is requested.
2. The composition of instructional groups that include students with disabilities must be based upon the similarity of the individual needs of such students according to:
 - a. Level of academic achievement and learning rates;
 - b. Level of social development;
 - c. Level of physical development; and
 - d. The management needs of the students in the classroom.
3. The total number of students with disabilities assigned solely to a resource room teacher may not exceed twenty in grades Kindergarten through 6 and twenty-five in grades 7 through 12.

Integrated Co-teaching Support:

Integrated Co-teaching Programs are designed for students with a disability who may be successfully co-taught in a general education classroom with other students not identified with a disability.

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students:

1. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.
2. Additional personnel, including supplementary school personnel, assigned to such classes by the district, may not serve as the special education teacher pursuant to paragraph (2) of this

subdivision.

3. The number of students with IEPs in the class is determined based on the total enrollment and student needs.

Special Class:

These programs are designed for students whose special education needs require specialized instruction on a daily basis in a (partially or totally) self-contained setting with other students who also have disabilities. In all cases, the class size and composition of a special class must be based upon the similarity of educational needs for the enrolled students according to:

- a. Level of academic achievement and learning rates;
- b. Level of social development;
- c. Level of physical development; and
- d. The management needs of the students in the classroom.

Students may be grouped together based upon similar levels of need with others having the same disability or with students having different disabilities. In either case, the students must have similar educational needs.

- **15:1**

A special class of no more than 15 secondary students (12 at the elementary level and Pine Grove) whose instructional and behavior management needs may be met by the assigned teacher with no additional, professional or paraprofessional assistance required.

- **12:1+1**

A special class of no more than 12 students, some or all of whose management needs interfere with the instructional process to the extent that an additional adult is needed within the classroom during each period of instruction to assist with the management needs of such students.

- **6:1+1 & 8:1+1**

A special class of no more than 6 or 8 students whose management needs in educational, social, and/or physical areas are similar and highly intensive. These needs could not, even with related services, be met in a special class of more than 6 or 8 students. They require a high degree of individualized attention and intervention with at least one paraprofessional to assist the classroom teacher during each period of instruction.

- **12:1+(3:1)**

A special class of no more than 12 students who have severe multiple disabilities and whose instruction is primarily oriented toward habilitation and treatment programs due to the severity of their disability. In addition to the teacher, such classroom groups require the presence of one professional or paraprofessional staff person for each sub-group of three students in the classroom at any given time.

The chronological age range for special classes containing students who are less than 16 years of age may not exceed 36 months. There are no chronological age range limits within special classes of students with disabilities placed in special classes for those students with severe disabilities or those 16 years of age or older.

The various program and service options just described are not mutually exclusive; any one or combination of such services may be appropriate to meet the needs of a particular student as determined by the individualized education program approved by the Board of Education and consented to by the student's parents. However, additional paraprofessionals are employed to serve students who require additional assistance or supervision in less restrictive settings.

Approved Out of District Programs:

The school district's special education system is not confined to the school district's boundaries. Its special programs and services may be provided by a variety of educational agencies that are approved to serve students in need of special education. Below is a listing of the various kinds of agencies that the school district may have to employ to provide a full continuum of programs and services:

- A neighboring school district
- The Board of Cooperative Educational Services (BOCES) agency
- State-operated or State-supported Schools (appointment by the Commissioner of Education)
- Approved day or residential private schools within or outside the State (approved by the Commissioner of Education)
- The home or hospital for students so confined

Preschool Special Education:

The Committee on Preschool Special Education (CPSE) arranges for various programming options using providers or programs approved by the New York State Education Dept. and/or the Onondaga County Health Dept.:

- Itinerant ("related services") staff
- Special education itinerant teachers
- Half- or full-day integrated special classes
- Segregated special classes in integrated or segregated buildings
- Students are served at their home, in NYSED-approved program sites, at approved day-care settings and/or the ESM Park Hill Pre-K program.
- The Elmcrest/SPICE program, established in January 2016, provides, through a collaboration with ESM Schools, an integrated SED-approved preschool program at Park Hill School serving ESM and non-district students.

Parochial and Non-public Schools:

Due to recent changes in Federal law, effective July 1, 2007, the East-Syracuse-Minoa School district, as the "district of location" is required to find, identify, evaluate and serve (or facilitate the service delivery for) all school-age IDEA-students with a disability who are parentally placed at private or parochial schools located within the district's boundaries: Bishop Grimes Junior/Senior High School, Living Word Academy and Abundant Life Academy. Non-public schools outside of ESM will receive these same services from their "District of Location."

D. Specific Description of Program and Services

East Syracuse Minoa Central Schools

Special Education teachers provide special education programming for students with disabilities. The number of special education teachers required at East Syracuse Elementary is consistent with the services necessary for the students with disabilities enrolled. Related service providers in speech, occupational therapy, physical therapy, and Adapted Physical Education, deliver services to students with disabilities in accordance with the recommended services and programs on their IEPs. Itinerant teachers (of the hearing or visually impaired contracted through BOCES) may also provide instructional support to teachers or students on-site.

Push-in Support: When there is a student in an academic class who requires additional adult support as articulated on their IEP, “push-in” support is currently provided by a certified Teaching Assistant (TA) or Teacher Aide, determined by the needs of the student articulated in the IEP.

Consultant Teacher Model: Special Education Teachers support students in K through 12 to maximize student involvement and successful participation in general education class. A special education teacher pushes into the classroom during the instruction of reading, writing, and/or mathematics as needed in accordance with service levels recommended on the IEP for each individual student. Indirect consultant teacher services would be provided by the special education teacher to the general education teachers regarding accommodations and modifications for the classroom and curriculum for identified students.

Resource Room programming: (5:1) is available for Kindergarten through Grade 12 for identified students who are deemed by the CSE to need specialized supplementary instruction. Resource room support is typically provided in a separate location and students from different classrooms can be grouped together.

Special Class:

- 15:1 is a Self-contained academic special education program taught by a certified special education teacher. This self contained special education curriculum mirrors the general education grade level curriculum conceptually, The curriculum design in the 15:1 classroom is prioritized and differentiated to meet students at their instructional levels.
- (12:1+1) is available for Grades K through 12, for students who receive special education instruction occurring in a special education classroom in any or all subject areas as delineated on their IEP. The maximum ratio of students to teacher are 12:1+1 during any given instructional period. Part-time special class instruction (12:1+1 ratio) is available for grades K through 12 in reading, math and/or written language. Although the curriculum in the 12:1+1 for some or 1 classroom mirrors the general education grade level curriculum conceptually, the design is significantly modified and differentiated to meet students at their instructional levels. At the High School, The 12:1+1 special class is a transition between students needing a functional, community-based life skills program and basic fundamental instruction in core academic areas. While typical academic subjects are addressed within the curriculum, the focus is on the practical application of these skills. These classes are credit bearing allowing students to progress to earn a diploma. The students in this model are also pursuing their Career Development and Occupational Studies (CDOS) Credential.
- 12:1+(3:1) programs are designed for students with severe to profound learning problems (including developmental disabilities) who are likely to graduate with the Skills and Achievement Credential. Many of these students are non-verbal or non-ambulatory, or present with severe learning problems (including developmental disabilities) and require a community-based program that supports them with the transition to adulthood. In addition to functional academics, a

foundation is provided for survival as independent adults in society. The majority of these students in grades 7 through 12 are assessed by the NYSAA (New York State Alternative Assessment).

12:1+(3:1) Courses at Pine Grove and Central High School include

- Science Humanities
 - Adaptive PE
 - Social Studies in Our World
 - Science in our Lives
 - English Fundamentals
 - Math Fundamentals
 - Career Builder
-
- For students in the 12:1+(3:1) program, the academic curriculum is consistent with individual student skill development and needs. In addition to functional academics, daily living skills, home and career skills are incorporated into the program. Community-based instruction and work-study opportunities are offered when appropriate as a prevocational opportunity consistent with the transition planning and programming required by the Individuals with Disabilities Education Improvement Act (“IDEA”). The major emphasis is on the acquisition of functional skills. In addition to functional academics, a foundation is provided for survival as independent adults in society. The program’s emphasis is on independent living skills, interpersonal communication and employability preparation. At the Central High School, The 12:1+(3:1) students have a “job site” component that is a crucial aspect of the program and involves either vocational training or actual work experience. Upon completion of the entire program, students are expected to live and work in our community as successfully and as independently as possible. If adult assistance is required for employment or within their future residence, linkages are established with adult agencies to provide these supports. Assistive technology is commonly used to foster independence in school and in the community.
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- 8:1+1 is currently available in-district at the Central High School and is designed to meet the management needs that interfere with a student's ability to access instruction in general education or consultant teacher courses. These students do not need a prioritized or modified curriculum, but may need a higher level of teacher support due to a variety of factors that may include but are not limited to mental health diagnoses, emotional disabilities and Autism. Students have one period of Academic Support scheduled in the 8:1+1 classroom each day, but have access to the space as needed during the course of the school day.
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- New Heights at Le Moyne College: The New Heights program was developed and designed to meet the needs of our student’s in the 12:1+1 model and 12:1+(3:1) model as they reached the 18-21 year range and are transitioning from High School. The partnership forged with LeMoyne has enabled us to offer a 12:1:1 level class which is focused on continuing education in all subject areas and providing students with authentic workplace experiences in an environment with peers of the same age.

2023 - 2025 Special Education Program Locations

	Consultant Teacher	Resource Room	15:1	12:1+1	8:1+1	12:1+ (3:1)
ESE	✓	✓		Grades 3-5		
Fremont	✓	✓				
Minoa	✓	✓		Grades 3 - 5		Grades K-2
Woodland	✓	✓		Grades K-2		
Pine Grove	✓	✓	✓	Grades 6 - 8		✓
CHS	✓	✓	✓	✓	✓	✓

The building location of the 12:1:1 elementary classroom will rotate through East Syracuse Elementary, Woodland Elementary and Minoa Elementary. This rotation is intentional to provide students with a consistent building of attendance in grades K-5. In addition as the program phases out of one building moving to the other, there is a redistribution of the special education students and related service needs so that no one building is beyond capacity for services.

III. IDENTIFICATION OF students [SPECIAL ED. DATA COLLECTION/REPORTING]

The following data reports are collected annually by SED (every October) through the Student Information Repository System (SIRS):

- VR 1: Preschool Child Count Report by Race/Ethnicity
- VR 2: School Age Child Count by Age and Disability
- VR 3: School Age Students by Disability and Race/Ethnicity
- VR 4: Preschool LRE Setting Report
- VR 5: School Age LRE Setting Report
- VR 6: District Report of Preschool Students by Primary Service Provider
- VR 7: Provider Report of Preschool Students
- VR 8: District Report of School Age Students by Building Where Enrolled
- VR 9: Provider Report of School Age Students
- VR 10: District Report of School Age Students Exiting Special Education
- VR 11: Notification to School District of Compliance Rate on SPP #11
- VR 12: Notification to School District of Compliance Rate on SPP #12
- VR 13: Preschool Children Provided Programs and Services during 2011-2012 School Year
- VR 14: District Report of Parentally Placed Students in Nonpublic School Who Were Evaluated
- VR 15: Preschool Outcomes Report – Indicator 7
- VR 16: Students Receiving Coordinated Early Intervening Services

The only data that can be reported directly into the PD Data System are the PD 6 (Personnel Form) and PD 8 (Suspension Data):

- PD-6: Report of Personnel Employed or Contracted to Provide Special Education and Related

Services to Students with Disabilities.

- PD-8: Report of Students with Disabilities Subject to Disciplinary Removal.

These data are entered directly into the PD Data System under Self Review Checklists:

- Indicator 4A: Suspension Rate for Students with Disabilities
- Indicator 4B: Suspension Rate for Students with Disabilities by Race and Ethnicity
- Indication 9: Disproportionate Identification of Racial and Ethnic Groups for Special Education and Related Services
- Indicator 10A: Disproportionate Representation of Students with Disabilities by Classification
- Indicator 10B: Disproportionate Representation of Students with Disabilities by Placement
- Indicator 13: Secondary Transition IEP Review for Students with Disabilities

III. IDENTIFICATION OF students (Cont.)

The following reports are submitted periodically to SED according to the State Performance Plan (SPP) schedule; New York State will collect data for Federal indicators from a different group of one sixth (1/6) of the school districts on each indicator each year (except New York City). Over a six-year period all school districts that provide educational services to students with disabilities in grades K-12 will report data to the State on all of these indicators. Summaries of these documents are available at the District Office. The reader is referred to the “School Report Card” or similar public records to learn more about how our students with disabilities scored on the statewide assessments:

- Enrollment & Classification Rate
- Indicator 1: Graduation Rate
- Indicator 2: Drop-Out Rate
- Indicator 3: State Assessments
- Indicator 4: Suspensions/Expulsions
- Indicator 5: School-Age Least Restrictive Environment (LRE)
- Indicator 6: Preschool Least Restrictive Environment (LRE)
- Indicator 7: Preschool Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionality—Identification for Special Education
- Indicator 10A: Disproportionality in Specific Disability Categories
- Indicator 10B: Disproportionality in Special Education Placements
- Indicator 11: Timely Evaluations (Child Find)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes

IV. EVALUATION OF PROGRAM OBJECTIVES

- A. Individual and group testing in English-Language Arts and Mathematics.
- B. Evaluation by teaching staff using progress notes relative to each student’s Individualized Education Program (IEP) goals.
- C. At least one annual review of each student’s IEP.
- D. Comprehensive re-evaluation of each student at least once every three years, when appropriate.
- E. Yearly federal project evaluation.

- F. State program compliance audits.
- G. District-wide Kindergarten screening (school readiness) and new entrant screening pursuant to 8 NYCRR 117.
- H. Curriculum-based measurements in all academic areas.
- I. Consistent with the NYSED Quality Assurance Process and the New York State IDEA Part B State Performance Plan, key performance indicators will be monitored and reported:
 - New York State assessments (participation and outcomes)
 - New York State Alternate Assessment (participation and outcomes)
 - Regents' exams and Regents Competency Tests (RCTs) (attempted and passed)
 - Numbers and types of diplomas awarded
 - Dropout incidence
 - Classification rate
 - Integration in general education classrooms
 - Placement in separate settings
 - Post-school outcomes
 - Preschool outcomes
 - Parent involvement
 - Child-find timely evaluations and eligibility
 - Secondary transition

V. ALLOCATION OF SPACE WITHIN THE DISTRICT (INCLUDING BOCES)

The Board of Education and administration of the East Syracuse Minoa Central School District recognize the importance of ample and appropriate space so that students with disabilities can receive a quality education consistent with that provided to their non-disabled peers. Therefore, it is affirmed that the use of physical space within the district shall be planned and utilized according to the following guidelines:

- 1) Students with disabilities will be served in settings of ample size, safety and comfort, in all programs or services offered by the District, within general education or special education;
- 2) Furthermore, these programs must, consistent with applicable laws and regulations, be accessible for the physically challenged and integrated with programs for non-disabled peers;
- 3) Resource room support [for supplemental instruction] will be available throughout the district;
- 4) Special class instruction (12:1:(3+1) or 8:1:3) shall be located throughout the district, unless declining student numbers do not warrant this level of programming. Every reasonable effort shall be made to place a child in his or her "home school."
- 5) Any additional "unused" space(s) within any school shall be made available to BOCES for reasonable monetary consideration for use by their special education program(s); In September of 2012, the BOCES SKATE HS class was housed at the ESM Central High School. They occupy one classroom and utilize some shared therapy space in the building. This has been a successful collaboration to meet the needs of students on the Autism Spectrum. In September 2016, two more BOCES SKATE classrooms joined the ESM district. A class for students in Grades 6 through 8 is housed at the Pine Grove Middle School and a class for students in Grades Kindergarten through 2 is housed at the Fremont Elementary School. In 2017 a BOCES SKATE classroom for students in Grades 3 through 5 was added at East Syracuse Elementary so the students in the BOCES SKATE model would have a consistent educational experience in one school district.
The current (2023) configuration is as follows:
SKATE (K-2) East Syracuse Elementary

SKATE (3-5) Woodland Elementary
 SKATE (6-8) Pine Grove Middle School
 SKATE (9-12) Central High School

- 6) Spaces used by students with disabilities (whether BOCES placements or District programs) must receive the same degree of “stability” [e.g., freedom from relocation] as is afforded the general class students;
- 7) Administrative staff must periodically review and report to the Board the adequacy of existing space for students with disabilities;
- 8) Any new spaces to be created (via building expansion, renovation and/or construction) must be planned and utilized according to the requirements of Section 200.2 (c) of the Regulations of the Commissioner and existing building codes so that special education students and programs receive fair and equal consideration.

VI. BOCES SPACE PLAN

[see above, section V(5) + (6)]

VII. BUDGET AND STAFF LOCATION

- A. Budget (2022-23) approved by the Board of Education and voters of the community to support the special education program and plan:

Item Type(s)	Budget Code(s)	Amount
Special Ed. Administration, Teacher & Teaching Assistant Salaries	A 2250-150-00 A 2250-151-00	\$6,874,048.73
Clerical (Teacher Aide) Salaries	A 2250-160-00	\$317,495.21
PT and OT Salaries (Not including BOCES)	A 2250-160-01	\$529,299.33
Tuition	A 2250-470-00	\$384,000.00
Attorney; Maintenance & Service Agreements	A 2250-441-00 A 2250-476-00	\$94,000.00
Travel, Supplies; Professional & Reference Books; Misc. Expenses	A 2250-479-00 A 2250-500-00	\$46,613.00
BOCES (Special Ed.) Service Agreements	A 2250-490-00	\$4,530,737.68
TOTAL (Special Ed.)	A 2250-xxx-xx	\$12,776,193.95

B. GENERAL TIMELINE FOR THE INTEGRATION OF THE SPECIAL EDUCATION INSTRUCTIONAL MATRIX, THE DISTRICT PLAN AND THE ANNUAL REVIEW PROCESS

<u>DATE(S)</u>	<u>OUTCOMES ACHIEVED</u>
November-February	Building principals consult with staff and create a projected instructional matrix for the following school year
December-February	Principals and the Superintendent's Executive Cabinet create staffing/budget projections for the following school year
January-May	Budget is reviewed and approved by the Superintendent, Board of Education and voters
January-June	Annual reviews conducted by CSE/CPSE (for the following school year)
July-August	Instructional matrices and building schedules are finalized by the building principals (in consultation with other staff)
July-August	Existing district special education plan is reviewed by the Superintendent and the Executive Cabinet and is amended as necessary
Biennially	Final plan is reviewed by Board of Education, amended as necessary and approved
September	Programs and schedules in the final instructional matrix are implemented as planned and budgeted
September-October	Student IEPs and schedules are double-checked for accuracy
September-October	Any staffing or instructional issues are reported to the Executive Cabinet by the building principals or special education administrators.

VII. DATE OF ADOPTION BY BOARD OF EDUCATION

Sixth Revision	1/12/2015
Seventh Revision	1/9/2017
Eighth Revision	2/11/2019
Ninth Revision (Current Adoption)	2/8/2021
Tenth Revision	3/13/2023