

OGDENSBURG CITY SCHOOL DISTRICT
OGDENSBURG, NEW YORK

SUBJECT: KENNEDY & MADILL ELEMENTARY SCHOOLS 2016-2017 END-OF-YEAR/SITE BASE TEAM ANNUAL REPORTS

DATE: August 28, 2017

REASON FOR BOARD CONSIDERATION:

To keep the Commissioners informed of the programs being presented in Elementary Schools.

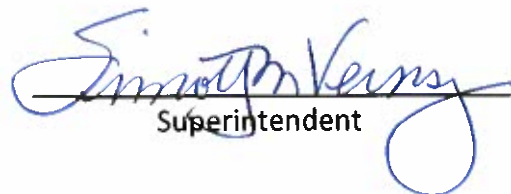
FACTS AND ANALYSIS:

Paula Scott, Madill School Principal, Jacquelyn Kelly, UPK-2 Principal, Kennedy School and Susan Jacobs, Grades 3-6 Kennedy School Principal, and are present this evening to discuss the 2016-2017 End-of-Year Reports for the Ogdensburg Elementary Schools.

RECOMMENDED ACTION:

No action necessary, information only.

APPROVED FOR PRESENTATION TO THE BOARD:


Superintendent

TMV/alf
Attachment

OGDENSBURG CITY SCHOOL DISTRICT ELEMENTARY PRINCIPAL GOALS 2017-2018 SCHOOL YEAR

Common goals for the Elementary Principals to improve instruction and student achievement:

- Support the implementation of the Reading Workshop, Kindergarten-Grade 6.
- Grade Level curriculum planning to monitor and adjust the classroom instructional calendar. Plans will include adding Reading Workshop and modifying assessments.
- Curriculum planning will include the Self-Contained Special Education Programs, Resource room staff and Academic Intervention staff.
- Support the district trauma and poverty initiative team as they embark on the implementation of teaching strategies and administrator strategies when addressing the unique needs of students raised in poverty.

Continue to support staff with previously implemented district initiatives:

- Continue the implementation of the PALS Assessments, Kindergarten-Grade 2
- With the continued support of the PBIS coaches, monitor and guide PBIS (Positive Behavioral Intervention Supports)
- Technology integration as an instructional tool, i.e. SMART Notebook14, Google Classrooms, Class DoJo, Zearn, SumDog, and MyOn.
- Rtl (Response to Intervention) as it supports AIS services for the students
- Grade level data meetings three times a year to drive instruction using multiple assessment measures
- Extra-Curricular Recognition Programs such as character education programs, parent involvement, academic recognition, community involvement, etc.....

**OGDENSBURG CITY SCHOOL DISTRICT
JOHN F. KENNEDY ELEMENTARY SCHOOL**

2016-17 End-of-Year Report
to
The Board of Education
August 28, 2017



John F. Kennedy Elementary School

OUR MISSION

John F. Kennedy Elementary school is located in a rural area on the United States border with Canada. Our mission is to provide a school environment that is safe, nurturing, and culturally enriched. All students, as individuals and members of a group, will be inspired to participate in planned educational experiences with the expectation that they will become effective communicators, complex thinkers, and productive workers.

"Excellence is a habit,
not an act. It takes pride
and perseverance."

OUR VISION

- Students, parents, school personnel, and community members will share the responsibility for our children's education.
- Individual differences will be recognized and respected.
- Positive self-esteem is always necessary for students to demonstrate respect, self-reliance, confidence, discipline and tolerance.
- School will be a place where everyone feels safe and secure at all times.
- Firm, fair, and consistently applied discipline will promote an orderly and structured learning environment.
- The learning environment will cultivate self direction, cooperation, creativity, individuality, critical thinking, and the desire for lifelong learning.
- Literacy, numeracy, thinking, and strong communication skills are essentials of academic competence.
- All students are capable of learning and will experience opportunities to achieve academic success to practice civic values and to become productive community members.

OGDENSBURG CITY SCHOOL DISTRICT

John F. Kennedy Elementary School

2016-17 End-of-Year Report
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Parent Teacher Organization Support

The John F. Kennedy PTO has enjoyed a successful year with fundraisers through student and family support. It is with pleasure that the PTO is able to provide many educational field trips, reading incentive program awards and activities for the students. In June, each class ventured in various directions for their class trip as well as enjoying the Field Day and picnic. Additionally, the PTO sponsored a staff appreciation luncheon for all members of the Kennedy faculty and staff. This is a small thank you to show gratitude for the dedicated faculty and staff at JFK. The PTO is dedicated to the students, staff and families at John F. Kennedy.

Site Based and PTO Family and Community Involvement Activities and Events

- Open House
- The Great Pumpkin Read-In Family Night
- Masquerade Bowling
- Scholastic Book Fair
- The Elks Club Dictionary Project for 3rd Graders
- Fire Safety presentations
- Food Drive for the Neighborhood Center sponsored by Student Council
- Halloween Parade led by JFK musicians
- Veterans Day Recognition Ceremony
- Parent-Teacher Conferences (including evening sessions)
- Grades 5 and 6 Madill and Kennedy Holiday program
- PJ's for Christmas pajama day sponsored by Student Council
- Sleigh Rides for families
- Grade Level Holiday Programs
- Family Spaghetti Dinner
- Valentine's Day Dance for Grades Jr. K - 2

- Odyssey of the Mind Competition; Regionals and States for a Kennedy Team
- Art to Remember student projects
- Family Bingo Night
- DARE Graduation
- Ogdensburg Command Performances for UPK-Grade 6
- Read Across America Week celebrating Dr. Seuss's birthday
- School Spirit Week sponsored by the Student Council
- Test Pep Rally and Parade
- Grades 3-6 Band and Chorus Spring Concerts
- Fall and Spring Social for Grades 3-6
- Author, Kate Messner, Visit
- PTO sponsored Field Day and School Picnic
- Grade 6 Graduation
- UPK celebrations
- Character Education and Academic Award Assemblies

Kiwanis K-Kids Club of Ogdensburg

Kiwanis K-Kids is a worldwide service organization for Elementary School students. It is not sponsored by the school district, but by a local Kiwanis Club (the Kiwanis Club of Ogdensburg) who sponsors similar organizations, such as the Ogdensburg Free Academy Key Club for High School students and the Ogdensburg Free Academy Builders Club for Middle School students.

K-Kids Pledge

As a K-Kid,
I promise to serve my
neighborhood and school;

I will show respect towards my
environment;

And I will try to make the world a
better place in which to live.

Kiwanis K-Kids Core Values

Character building: The ability to do the right thing, even when it might be the unpopular choice

Leadership: The ability to listen, communicate, serve and guide others

Inclusiveness: Accepting and welcoming differences in other people

Caring: The act of being concerned about or interested in other people or situations

Kiwanis K-Kids Advisors:

Mrs. Jacquelyn L. Kelly, Faculty Advisor
Mrs. Martha Valley, Kiwanis Advisor

Frequently Asked Questions

Q: Who can join?

A: Any John F. Kennedy Elementary School student in Grade One or Grade Two or any After School Program student (regardless of grade) at Madill. Meetings will be held monthly at both Kennedy and Madill. Middle and High School students cannot join K-Kids, but are encouraged to join either Builders Club or Key Club.

Q: How much does it cost?

A: K-Kids membership is completely free.

Q: When is the first meeting?

A: Thursday, November 3rd, from 2:50 – 3:30 p.m. at Kennedy and Friday, November 4th at Madill. Parents do not have to attend, but should arrange transportation for their child after the meeting.

K-Kids Mission

Kiwanis K-Kids is an international student-led organization providing members with opportunities to perform service, build character and develop leadership.

How will K-Kids benefit your child?

In addition to immersing the core values of K-Kids (left) into your child's daily life, it will expose them to a position of student leadership at an early age. It will also teach them the importance of helping others and becoming a dedicated member of their community.



Kiwanis K-Kids Club of Ogdensburg

Community Service Activities

2016 – 2017



November 2016

The students created posters to promote Kennedy's and Madill's food drive for the Ogdensburg Neighborhood Center and made Holiday Cards for the Troops.

December 2016

Holiday decorations were created by the K-Kids for the residents of St. Joseph's Home.

January 2017

The students created posters to promote Kennedy Elementary School's Annual Spaghetti Dinner.

February 2017

The K-Kids created posters to promote "Wacky Hat Day" to benefit Kennedy's Odyssey of the Mind Team, and they created Valentine's Day cards for residents of St. Joseph's Home.

March 2017

Posters were created by the K-Kids to advertise the Ogdensburg Education Association (OEA) Community Free Dinner. The posters were displayed around town.

April 2017

The K-Kids created posters to promote the Annual Ogdensburg Kiwanis Pancake Day. These posters were also displayed around town.

May 2017

The students made thank you cards for the local Kiwanis Club of Ogdensburg for their continued support.

John F. Kennedy Elementary School

Assessments

PALS

Universal Pre-Kindergarten – Grade 2

The Phonological Awareness Literacy Screening or PALS is administered to students in Universal Pre-Kindergarten through Grade 2. In Universal Pre-Kindergarten, Junior Kindergarten, and Kindergarten, the assessment measures a child's knowledge of several foundational literacy skills such as: rhyme awareness, beginning sound awareness, alphabet recognition, letter sound knowledge, and word awareness and identification. In Grades 1 and 2, the assessment measures word knowledge and oral reading skills.

This assessment, along with the Developmental Reading Assessment (DRA), allows teachers to match literacy instruction to individual literacy needs. It also helps to identify children who are behind in their acquisition of fundamental literacy skills.

Students' scores on specific tasks are compared to a benchmark that represents minimum expectations for fall and spring. If a student's score is below the benchmark, that student may receive small group (Academic Intervention Services) reading instruction in addition to the regular classroom literacy instruction.

DRA 2

Kindergarten – Grade 6

The Developmental Reading Assessment 2 (DRA 2) is a formative reading assessment used to determine a student's instructional reading level. The DRA is administered individually to students by classroom teachers. This assessment allows a teacher to observe, record, and evaluate a student's oral reading fluency and comprehension skills. As a result, teachers can then match their instruction to each student's needs.

IRA Grades 3 – 6

The *Independent Reading Assessment* is a whole book comprehension assessment, (fiction and non-fiction), it includes lessons to help teachers turn the formative assessment into instruction. Teachers also reference the *Reading Strategies Book* to support the independent instruction in developing skilled readers.

Students complete the assessment on their own, during independent reading. Through evaluation, teachers learn ways that will guide their ongoing teaching during conferring, small groups, guided reading, and whole class reading instruction.

John F. Kennedy Elementary School

STAR Report- 2016-17

STAR Reading

Grade Level	Average Growth Percentage
2	NA
3	67
4	46
5	39
6	38

STAR Math

Grade Level	Average Growth Percentage
2	52
3	36
4	49
5	36
6	46

- A Student Growth Percentile (SGP) compares the average student growth to that of his or her academic peers nationwide.
- A Student is considered to be making adequate growth with an SGP of 40.

**New York State Science 4 Assessment
John F. Kennedy 2016-17**

Performance Level	# of students	Percent
1	5	6
2	2	2
3	16	19
4	61	73

Total tested:84

1 student refused

**The New York State Assessment Results for ELA and Math Grades 3-6 are
not yet available.**

***When the results are available they will be presented to the Board of
Education.***

John F. Kennedy Elementary School

Goals for 2017-18:

- Provide multiple family and community involvement opportunities for Kennedy Families
- Continue character education assemblies for children in Junior K-Grade 2
- Continue marking period rewards identifying successes in all areas for students in Grades 3-6
- Continue to promote a positive approach to expected behaviors, PBIS (Positive Behavioral Interventions and Supports)
- Continue to foster the Dignity for All Students Act (DASA) through the character education program, Arts in Education, and social and emotional development provided by school counselors.

We are excited to have the ***JLine Dance Crew*** coming to the elementary schools in November to strengthen our PBIS initiatives with their character assemblies and community evening performance.

- Use the *Bucketfiller* recognition as a reward for doing it right
- Collaborate with the Snackpack Coalition to continue the weekend snack program for both elementary schools





**OGDENSBURG CITY SCHOOL DISTRICT
DR. GRANT C. MADILL ELEMENTARY
SCHOOL**

2016-17 End-of-the-Year Report

To

The Board of Education

August 28, 2017

Grant C. Madill Elementary School

OUR MISSION

Grant C. Madill Elementary school is located in a rural area on the United States border with Canada. Our mission is to provide a school environment that is safe, nurturing, and culturally enriched. All students, as individuals and members of a group, will be inspired to participate in planned educational experiences with the expectation that they will become effective communicators, complex thinkers, and productive workers.

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- Literacy, numeracy, thinking, and strong communication skills are essentials of academic competence.
- All students are capable of learning and will experience opportunities to achieve academic success to practice civic values and to become productive community members.

- Playground upgrades, in the addition of picnic tables and sports equipment for intermediate grades, were added to enhance recess time for students. While our playground provides a wonderful play area for our primary grades, it was identified that our upper grade students needed more specialized equipment to foster physical activity. Both the equipment and picnic tables have added choice and alternative learning for our students.
- Fundraisers continued to be a PTO focus, as all of our fieldtrips and monthly family nights are sponsored through the monies collected from each fundraiser. Fundraising this year included: Madill's Green Gravy Dinner, Fall/Spring Book Fairs, Yankee Candle, Bears 2 Build, Art to Remember, School Mall, and Nature's Vision Fundraiser.
- Community Service Projects are encouraged to help foster empathy in our students and instill a need to give back to the community that supports them. Projects this year included: SPCA, St. Junes Bike-A-Thon, PJ's 4 X-Mas, and the Ronald McDonald House.
- Arts in Education continues to provide our students with character building performances that help to energize and inspire our students. This year, students were treated to; "The Tardy Brothers," who addressed topics such as goal setting, bullying, and the importance of education through a mix of high energy juggling and physical comedy with inspirational stories.
- Site Based/PTO initiatives continued to be a focus, providing students and families with experiences to enhance the school year. The initiatives for this year included: providing funding to support our PBIS (Positive Behavioral Interventions and Supports), supporting our Madill Fun Day by funding the "Bouncy Houses" for students, organizing and conducting Fall and Spring Book Fairs by providing volunteers on a daily basis. Funds and assistance were provided for our Grandparent's Day, Madill's Green Gravy Dinner, our Spring Fling, and our graduation for 6th grade students. Our students were able to attend end of the year field trips, due in no small part to PTO funding for transportation for all grades. PTO also continued to sponsor our Senior Scholarships, providing two, \$200.00 scholarships. This year's senior winners were Aiden Putman and Avery Love. We greatly appreciate our PTO parent support for our school. They continuously look for ways to enhance family involvement and support the family/school connection.
- Student Council is comprised of students in grades 4-6 and has been very busy this year. In addition to assisting at our STAR Achievement Assemblies and our monthly Family Nights, Student Council has also been involved in fundraising that includes, PJ's 4 X-Mas and the SPCA. In March, our members helped set up and be runners during the OEA Community Dinner. A major initiative this year was Spirit Week, where members provided and conducted daily activities for all. Members have also been involved in supporting the primary grades during the holidays and our Madill Fun Day at the end of the year.
- UNICEF Kid Power is an initiative that began this year via a grant through Scholastic and UNICEF. Spearheaded by Mrs. Angela Weston, one of our 6th grade teachers, 75 students in grades 5 and 6 got active to save lives. Each student received a UNICEF Kid Power Band, pedometer, and accelerometer.

The band measured steps and movement, converting them to Kid Power Points that unlocked lifesaving packets of therapeutic food for malnourished children around the world. The more they moved, the more points they earned, the more lives they saved! Every child also received a UNICEF Kid Power Passport that they used to go on missions and document their travels around the world. As the northern most school in the program, we joined more than 6,500 other classrooms across the country on March 1st to get active and save lives. This was challenging with our north country weather and the ongoing rain. We put in place a morning walking program from 7:30 – 8:05 in the gym and students also walked after finishing lunch at lunchtime each day. Madill students put in so much effort that they were able to save the lives of approximately 20 malnourished children in the Sudan. That is one year’s worth of nourishing food packets for each child. In May, we celebrated Kid Power Month and when school ended, our students graduated to the UNICEF Kid Power Family app. We are very excited to report that we have received the grant again for the 2017-18 school year. Watch, while our students become healthier, learn global awareness, and get active to save lives!



- **Kiwanis K-Kids:** The service club continued this year at Madill in our After School Program under the supervision of Mrs. Jackie Kelly. Meetings were held once a month from 3:15 – 4:00. Service projects included –
 - November, 2016**
 The students created posters to promote Kennedy’s and Madill’s food drive for the Ogdensburg Neighborhood Center and made Holiday Cards for the Troops.
 - December, 2016**
 Holiday decorations were created by the K-Kids for the residents of St. Joseph’s Home.
 - February, 2017**
 The K-Kids created Valentine’s Day cards for residents of St. Joseph’s Home.
 - March, 2017**
 Posters were created by the K-Kids to advertise the Ogdensburg Education Association (OEA) Community Free Dinner. The posters were displayed around town.
 - April, 2017**
 The K-Kids created posters to promote the Annual Ogdensburg Kiwanis Pancake Day. These posters were also displayed around town.
 - May, 2017** - The students made thank you cards for the local Kiwanis Club of Ogdensburg for their continued support.

II. Parental Involvement Activities:

Back to School Night – September
Green Gravy Dinner-September
Fall Festival – September
Goodies for Grandparents - September
“It’s the Great Pumpkin” –October
“Terrific Turkeys” – November
Family Holiday Happening – December
Holiday Concert – December
Math & Movement Family Fun Night - January
Build-A-Book Night-January
Family Swim - March
DARE Graduation - April
Bears 2 Build Night - April
“Eggcellent Egg” Contest-April
Spring Concert – May
Spring Fling-May
Madill Picnic/Fun Day – June
Grade 6 Graduation-June
Monthly Site Based/PTO Meetings
STAR Assemblies (Each Marking Period)
Book Fairs (Fall/Spring)
Parent-Teacher Conferences (Fall/Spring)

III. Student Service Centered Learning Projects

JDRF Walk-a-Thon
Campbell’s Soup Labels
Box Tops for Education
Tools for Schools
St. Jude’s Bike-A-Thon
PJ’s 4 X-Mas
Ronald McDonald House
SPCA
Autism Walk

IV. Student Enrichment Activities

The Elks Club Dictionary Project for all 3rd Graders

OCP Productions – *“The Legend of Sleepy Hollow” – Grades 3-6*
 “Junie B.’s – Essential Survival Guide to School” – Grades Jr. K – 3
 “Biscuit” – Grades UPK-2
 “Four Score and Seven Years Ago” – Grades 4 -8

Operation Safe Child

Read Across America

Earth Day Recognition

Picture Day

Fire Safety Assemblies

Bicycle Safety Assembly

Field Trips

Arts in Education – “Tardy Brothers”

Star Assemblies

First in Math Awards

Reading Counts

Accelerated Reader

PBIS incentives

Snowflake Social

Rock – N - Skate

DARE

Spring Fling

PBIS Picnic

PBIS Holiday Tree

Madill Fun Day-Sponsored by PTO

OFA Jazz Rock Ensemble Program

Art-to-Remember

Spirit Week

Sum of Which Math Competition

*Grade 4
Elementary Level Science Test
Grant C. Madill 2016-2017*

Performance Level	# of students	Percent
1	0	0%
2	2	4%
3	17	37%
4	27	59%

Total tested: 46

Grant C. Madill 2016-2017

STAR Reading

Grade Level	Average Growth Percentage
2	46
3	49
4	48
5	44
6	35

STAR MATH

Grade Level	Average Growth Percentage
2	51
3	45
4	48
5	36
6	64

- A Student Growth Percentile (SGP) compares the average student growth to that of his or her academic peers nationwide.
- A Student is considered to be making adequate growth with an SGP of 40.

The New York State Assessment results for ELA and Math grades 3-6 are not yet available.

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Grant C. Madill Elementary School

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Kindergarten – Grade 6

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IRA

Grades 3 – 6

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Students complete the assessment on their own, during independent reading. Through evaluation, teachers learn ways that will guide their ongoing teaching during conferring, small groups, guided reading, and whole class reading instruction.



Goals for 2017-18:

- Continue Star Assemblies for all grades, providing students with recognition for achievements in reading, math, social studies, science, citizenship, and behavior
- Continue fundraisers in conjunction with PTO
- Foster and monitor implementation of Readers and Writer’s Workshop in grades K-6
- Continue searching and providing parental/community involvement opportunities for Madill families
- Continue PBIS (Positive Behavioral Interventions and Supports) focus to promote positive behavior for all students
- Continue focus on Student Safety by coordinating needs with Madill Safety Committee, meeting twice a year
- Continue to foster DASA (Dignity For All Students Act) by providing students with character education, Arts in Education, and monthly focus on PBIS, “THE YIPS” to promote tolerance and empathy towards others.
 - T – Thank you
 - H – Hello or Hi
 - E – Excuse me

 - Y – You’re welcome
 - I – I’m sorry
 - P – Please
 - S - Smile
- Continue to integrate Site Based and PTO Committees to form a seamless link between identifying issues/needs and fostering solutions
- Continue Bucket Filling Program, (weekly recognition) thereby encouraging positive behavior in all students by helping them to understand the effects of their actions toward others.
- Continue adding seasonal family involvement activities that can be done at home
- Continue to collaborate with the Snack Pack Coalition to foster the weekend snack program for both elementary schools



Look to the future.....Presenting OJA's Graduating Class of 2023 !!



SPECIAL
EDUCATION
PLAN

2017-2018



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< INTRODUCTION >

General Description of District and Special Education Services

The Ogdensburg City School District strives to provide a school environment that is safe, nurturing and culturally enriched. All students as individuals and members of a group will be inspired to participate in planned educational experiences with the expectation that they will, to the best of their abilities, become effective communicators, complex thinkers and productive workers.

The concept of equity of services and opportunities is prominent within the district. Each student has the option of participating in any of the available programs and extra-curricular activities.

The Ogdensburg City School District strives to provide a strong continuum of programming within the school district's boundaries. The majority of students with disabilities, including preschool students, are able to receive appropriate services without having to be transported to other school districts.

All teachers, both general education and special education, are committed to provide the best educational experiences for all students within the scope of the general education classroom. Many students are provided special education services within the general education classroom, thus allowing for greater integration.

The Ogdensburg City School District leases a significant number of classrooms to the St. Lawrence-Lewis BOCES and provides students with appropriate services when necessary.

All students attending the Ogdensburg City School District are provided with a comprehensive, free and appropriate public education.

< SPECIAL EDUCATION PROGRAMS >

The district provides a continuum of special education services as required by Part 200 of the Regulations of the Commissioner of Education. When considering an appropriate placement and program of services for a student with a disability, the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) always focus on the least restrictive environment (LRE). The CPSE retains jurisdiction over students ages 3 through 5 while the CSE retains jurisdiction over students ages 5 through 21. Our goal is to design a program of services to allow each student maximum access to the general education curriculum while deriving maximum educational benefit from this exposure. Consequently, the Ogdensburg City School District offers the following special education services:



Related Services:

A student with a disability may receive related services based on the determination of the CSE/CPSE. The district provides the following services: speech and language therapy, behavioral consultant (BCBA), counseling, adaptive physical education, occupational therapy, deaf education, skilled nursing, assistive technology and orientation and mobility training, audiology and physical therapy services. Some school age related services are contracted through local agencies. For students who require more individualized services, such as a teaching assistant/aide, the appropriate staff member and service will be assigned by the building principal in consultation with the CSE Chair.

Consultant Teacher:

Consultant Teacher service can be delivered in either direct and or indirect form for students with disabilities who are enrolled in regular education classes. Students who need extra support, alternative techniques for successfully completing a task or learning a skill, modification of the environment or an alternate delivery method can often find success with this level of service. Consultation is provided by a certified special education teacher.

The CSE determines the academic area of need and the frequency and duration of this service primarily to students who require minimal support. The districts hope in providing this service is that all students have the potential to derive educational benefit from the presence of the consultant teacher.

Resource Room:

Students attending general education classes who may require additional instruction or alternate methods of delivery receive a minimum of 3 hours per week of Resource Room service (or a combination of Resource Room and Direct Consultant Teacher) either push-in or pull-out. Resource Room service is delivered in small groups of 5 students or less. Resource Room service is available at all levels in the district.

Special Class:

Placement in a Special Class is determined by the CSE based upon the specific academic/behavioral needs of each student. Current special classes, operated by both the district and BOCES (both in and outside the district), available to students in the district include:

- (1) 15:1:1 for students with specialized instructional needs, primary instruction in reading and ELA, math and social studies is provided within the classroom with the remainder of the general education curriculum offered in general education classrooms
- (2) 12:1:1 for students whose management needs interfere with the instructional process. The curriculum is significantly modified to accommodate specific academic, social, behavioral and/or physical needs. Some students are integrated into the general education classroom for portions of their day.
- (3) 8:1:1 for students whose management needs are considered intensive. Primary instruction in all content areas is provided in the classroom by the Special Education teacher with particular focus on behavioral needs.



- (4) 6:1:1 for students whose management needs are considered highly intensive. Students receive highly differentiated instruction to meet their significant physical and behavioral needs. Additionally, the district operates a 6:1:1 ABA classroom and a 6:1:1 Hearing Impaired classroom at the primary level. BOCES operates two other specialized 6:1:1 based programs (a) the "Community Connections" program for students who require an alternative high school program that incorporates academic, emotional/social, recreation and community service components and (b) the "Crossroads" program is intended for students who require a more therapeutic environment in a highly structured, intensive, nonresidential program offering a blend of clinical intervention and special education techniques to students, as well as social and clinical support to their families.

Academic Intervention Support Services:

AIS services are provided in core academic areas using multiple measures. Frequency and duration service depend upon specific need. Although students with disabilities may take advantage of AIS services, their special education services often offer more consistent and intensive support in their individual area of need.

ACCES-VR:

Adult Career and Continuing Educational Services-Vocational Rehabilitation (formerly known as VESID) services to assist in post-graduation transition are available for all students with disabilities. ACCES-VR provides a full range of employment and independent living services. Vocational training, financial support and continued support for educational training are also available.

Residential School:

Based upon the determination of the CSE, an appropriate residential placement will be chosen from the list of state approved residential facilities. The district does not currently have a student placed in a residential program.

Early Intervention:

Home-based services are available for children ages birth to 3 years. Services are coordinated and provided through the St. Lawrence County Department of Public Health.

Preschool Services:

Home-based services and center-based class programs are available for children aged 3 to 5 years. As of July 1, 2015, the district no longer purchases coordination of all preschool services from SLL BOCES. However, evaluation scheduling will still be purchased from SLL BOCES. The OCSD will oversee service procurement and supervision. The 8:1:4 Center-based classroom operated by BOCES and housed in the Ogdensburg City School District closed August 14, 2015. The OCSD opened a 12-1-1 Integrated Classroom September 3, 2015 for 3 & 4-year-old children. The classroom consists of 6 children with disabilities and 6 children from the UPK wait list, one teacher and one teacher assistant. The district is in the process of applying to the State for another preschool classroom. If approved, the classroom will be a special class 8-1-1 for preschool students ages 3 & 4, one teacher, one teacher assistant. We have 8 students on a wait list for our 12-1-1 integrated classroom which warrants the need to apply to the state for another preschool program. Home-based services, under the direction of the St. Lawrence County



Ogdensburg City School District

Special Education Plan 2017-2018

Department of Public Health, are currently provided by SLL BOCES, North Coast Therapy, Stepping Stones and Children's Therapy Network. In June 2015, we signed a contract with the County that allows us to provide speech therapy to our pre-school students with disabilities and be reimbursed for the services.



< PUPIL DATA >

Summary of Enrollment – Table 1
2016-2017

Area of Disability		(1) Related Service Only	(2) Resource Room	(3) Consultant Teacher	(4) SEIT (Preschool)	(5) 15:1+1	(6) 12:1+1	(7) 12:1+1 Integrated Setting	(8) 8:1+1	(9) 6:1+1	(10) 6:1+2	(11) Residential	(12) Home Tutor/Instruction	Total
(a)	Autism (AU)	4	6	3	n/a	3	10	n/a	0	10	2	0	0	38
(b)	Emotional Disturbance (ED)	0	1	0	n/a	0	0	n/a	1	1	0	0	1	4
(c)	Learning Disability (LD)	0	83	8	n/a	8	12	n/a	1	1	1	0	2	116
(d)	Intellectual Disability (ID)	0	1	0	n/a	1	9	n/a	0	1	0	0	0	12
(e)	Deafness (DF)	0	1	0	n/a	0	0	n/a	0	1	0	0	0	2
(f)	Hearing Impairment (HH)	0	5	0	n/a	0	0	n/a	0	0	0	0	0	5
(g)	Speech/Language Impairment (SI)	18	31	4	n/a	4	19	n/a	0	2	0	0	0	78
(h)	Visual Impairment (VI)	0	0	0	n/a	0	1	n/a	0	0	0	0	0	1
(i)	Orthopedic Impairment (OI)	0	0	0	n/a	0	0	n/a	0	0	0	0	0	0
(j)	Other Health Impairment (HI)	0	32	9	n/a	9	14	n/a	1	7	2	0	0	74
(k)	Multiple Disabilities (MD)	0	0	0	n/a	1	3	n/a	0	2	0	0	0	6
(l)	Deaf/Blindness (DB)	0	0	0	n/a	0	0	n/a	0	0	0	0	0	0
(m)	Traumatic Brain Injury (BI)	0	0	0	n/a	0	0	n/a	0	0	0	0	0	0
(n)	Preschool Student w/a Disability	11	n/a	n/a	13	n/a	n/a	3	n/a	n/a	n/a	n/a	n/a	27
	Total School Age:	22	160	24	n/a	26	68	n/a	3	25	5	0	3	336
	Total Preschool Age:	11	n/a	n/a	13	n/a	n/a	3	n/a	n/a	n/a	n/a	n/a	27
	GRAND Total	33	160	24	13	26	68	3	3	25	5	0	3	363

Table 1 indicates the number of students enrolled in each service by area of disability for 2016-2017 from 09/06/16 to 06/30/17.



Summary of School Age Enrollment – Table 2

Level of Service		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
(a)	Related Service ONLY	36	30	36	42	44	60	32	24	33
(b)	Resource Room	188	189	175	156	132	143	163	157	160
(c)	Consultant Teacher	0	0	0	0	0	0	3	10	24
(d)	Self-Contained	71	72	67	74	79	84	91	122	130
(e)	Residential	1	1	1	1	0	0	0	1	0
(f)	District Enrollment	1823	1771	1783	1742	1715	1758	1748	1742	1735
(g)	Percent of District Enrollment classified by CSE	16.2	16.5	15.6	15.7	14.9	16.3	16.5	18.0	20.0
(h)	Number classified by CSE	296	292	279	273	255	287	289	314	347

Table 2 indicates the number of SWD in each level of service as the primary placement for the past 9 years.

< AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMAT >

In accordance with Chapter 377 of the Laws of 2001 Requiring Instructional Materials to be provided in Alternative Formats for Students with Disabilities, the Ogdensburg City School District procurement policy gives preference of instructional materials to vendors who agree to provide materials in Alternative Format. "Alternative Format" is defined as any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio or an electronic file in an approved format. Materials in Alternative Formats must be provided at the same time that such instructional materials are available to non-disabled students.

Disabled students will be provided with an accessible format to electronic files. The services of technical support staff will be provided as necessary. The district will also continue to consider each student's individual disability as media enhancing programs are made available to schools.



Building Administrators, the Committee on Special Education and Special Education Teachers are responsible for the identification of students in need of alternative format materials. The Special Education Teacher will submit a request form, explaining the student's disability and appropriate alternatively formatted materials to the building principal and CSE chairperson.

Alternative Format materials will be requested at regular requisition times or prior to the end of the school year. The student's needs should be assessed and alternative format materials requested immediately upon determination of need.

< BUDGET >

The Ogdensburg City School District provides funding for Special Education under the general ledger code 2250. Table 3, below, indicates funding amounts in the appropriate sub-categories.

Budget – Table 3

Code	Category	2016-17	Adopted 2017-2018
2250-200	Equipment	\$25,000	\$25,000
2250-400	Contractual	\$100,000	\$100,000
2250-450	Materials & Supplies	\$30,000	\$45,000
2250-470	Tuition	\$100,000	\$100,000
2250-490	BOCES Services	\$3,200,000	\$3,341,520

The Ogdensburg City School District applies for and receives, on an annual basis, federal IDEA funding under sections 611 and 619. Table 4, below, provides historical and current allocation amounts.

Federal Grants – Table 4

Special Funds and Grants Applied For		
Federal Grants	Dates	Amount
IDEA, Part B, Section 611 – Programs for the Education of Children with Disabilities (PL 94-142)	2012-13	\$480,626.00
	2013-14	\$448,716.00
	2014-15	\$482,571.00
	2015-16	\$462,832.00
	2016-17	\$472,750.00
	2017-18	\$477,997.00
IDEA, Part B, Section 619 – Programs for the Education of Preschool Children with Disabilities (PL 99)	2012-13	\$13,968.00
	2013-14	\$14,747.00
	2014-15	\$13,922.00
	2015-16	\$13,060.00
	2016-17	\$13,762.00
	2017-18	\$13,762.00



< BOARD OF EDUCATION POLICIES >

The Board of Education of the Ogdensburg City School district maintains and follows the policies:

Policy Number	TITLE
7610	Special Education: District Plan
7611	Children with Disabilities
7612	Grouping by Similarity of Needs
7613	The Role of the Board of Education in Implementing a Student's Individualized Education Program
7614	Preschool Special Education Program
7615	Least Restrictive Environment
7616	Pre-referral Intervention Strategies in General Education (Prior to referral to Special Education)
7617	Declassification of Students with Disabilities
7620	Students with Disabilities Participating in School District Programs
7621	Section 504 of the Rehabilitation Act of 1973
7622	Instructional Materials Purchase Plan for Disabled Students
7631	Appointment and Training of Committee on Special Education (CSE) and Subcommittee on Special Education Members
7632	Appointment and Training of Committee on Preschool Special Education (CPSE) Members
7640	Student Individualized Education Program (IEP): Development and Provision
7641	Transition Services
7642	Twelve Month Special Education Services and/or Programs
7650	Identification and Register of Children with Disabilities
7660	Parent Involvement
7670	Impartial Hearing/Selection of Impartial Hearing Officers
7680	Independent Educational Evaluations
7690	Special Education Mediation

Acknowledgement:

This plan is based upon one written and submitted by the Edwards-Knox Central School District in the spring of 2012.



< EVALUATION MEASURES >

The district wide special education program shall be evaluated on an on-going basis by considering:

1. The number of students with disabilities achieving levels 3 or 4 on statewide assessments in ELA, math, and science.
2. Annual review of student progress (annual review meetings) indicating the successful achievement of IEP goals
3. Number/percent of students with disabilities exiting with a high school diploma
4. Number/percent of students with disabilities who do not drop out of school
5. Number/percent of students with disabilities whose behavior is such that they are able to remain in the school environment successfully without any form of suspension
6. Progress monitoring of trends which demonstrate continued improvement in student learning
7. Annual review of this district policy.

< SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS AND SERVICES >

It is the policy and practice of the Board of Education of the Ogdensburg City School District to ensure, to the fullest extent possible, (1) that students with disabilities residing in the district shall be educated within the school district, (2) the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities and (3) that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES. Special education services shall not be denied simply because of a lack of appropriate space.

All initial building, additions, and renovations meet the required specifications. Special provisions are made when considering physical access, crisis and safety plans for those individuals with disabilities. These needs are assessed annually and addressed when required.

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Sites, Child Counts and Type of Placements

List all sites/locations where the Grantee has grant-funded prekindergarten classrooms. Include UPK, Priority Pre-K, Statewide Universal Full-Day Pre-K, Expanded Pre-K, Federal Preschool Development Grant, and Pre-K for Three Year Olds classrooms. Report Type of Provider based on who employs the teacher providing the Pre-K instruction and not the physical location of the classroom. A list of definitions of provider types is available in the Documents section of this report.

1. Sites and Locations

Site Name	Site Physical Address	City	Zip Code	Type of Provider	Licensing or Registration Agency	License or Registration # (enter N/A if not applicable)
Kennedy Elementary School	801-809 Park Street	Ogdensburg	13689	PS	N/A	N/A
Madill Elementary School	800 Jefferson Avenue	Ogdensburg	13689	PS	N/A	N/A

2. Teacher Qualifications/Certification

Site Name	# of Classrooms	Number of Teachers Certified: B-2, N-6, PreK-6	Number of Teachers Certified: Special Education	Uncertified Teachers Bachelor's degree & plan to obtain certification	Uncertified Teachers Other & Plan to obtain certification
Kennedy Elementary School	1	1	0	0	0
Madill Elementary School	1	1	0	0	0

3. Indicate below the total number of CBO sites and the number of public school sites where grant-funded prekindergarten services are provided. Include sites for the UPK program, Priority Pre-K program, Statewide Universal Full-Day Pre-K program, the Expanded Pre-K program, the Federal Preschool Development Grant, and the Pre-K for Three Year Olds program.

	Number of Sites
CBO Sites	0
Public School Sites	2

4. Indicate below the total number of half-day classes and full-day classes in which grant-funded Pre-K services are provided. Include UPK classes, Priority Pre-K classes, Statewide Universal Full-Day Pre-K classes, Expanded Pre-K classes, the Federal Preschool Development Grant, and the Pre-K for Three Year Olds classes.

	Number of Classes
Half-Day Classes	4
Full-Day Classes	0

5. Did your district or agency collect enrollment data for preschool students with disabilities?

Yes
 No

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5a. As of May 1, 2017, how many preschool children with disabilities were enrolled in your Pre-K program?

0

6. Does your school district or agency currently have a process in place for identifying Pre-K students who speak a language other than English at home?

Yes

No

6a. How many students served by your PreKindergarten programs are considered to speak a language other than English at home?

0

DOCUMENTATION OF PREKINDERGARTEN SPENDING FOR 2016-2017

What is the amount that the district or agency has expended for ALL Prekindergarten services during 2016-2017?

Where final costs are not currently known, provide a best estimate.

NOTE: Submission of this information does not eliminate the need for the Grantee to submit a final expenditure report (FS-10-F) to the Grants Finance office.

7. Please provide only the totals for each budget code.

	State (UPK, PPK, SUFDPK, EPK & 3PK)	Federal (PDG)	Local (TAX LEVY)
Code 15 - Professional Salaries	115,790	0	0
Code 16 - Support Staff Salaries	52,760	0	0
Code 40 - Purchased Services	0	0	0
Code 45 - Materials and Supplies	0	0	9,945
Code 46 - Travel Expenses	0	0	0
Code 80 - Employee Benefits	64,218	0	46,470
Code 90 - Indirect Cost	0	0	0
Code 49 - BOCES Services	0	0	0
Code 30 - Minor Remodeling	0	0	0
Code 20 - Equipment	0	0	0
Totals:	232,768	0	56,415

Prekindergarten Screening

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- 8. Indicate the tool(s) you use to screen Prekindergarten students. If the district or agency uses a listed tool, please choose the corresponding checkbox regardless of the edition. For example, choose Developmental Indicators for the Assessment of Learning (DIAL) if the district uses the DIAL-3, DIAL-4, Speed DIAL, etc.

<input type="checkbox"/> Ages and Stages (ASQ)	<input checked="" type="checkbox"/> Developmental Indicators for the Assessment of Learning (DIAL)
<input type="checkbox"/> Ages and Stages Social-Emotional Questionnaire (ASQ-SE)	<input type="checkbox"/> Early Screening Inventory-Revised (ESI-R)
<input type="checkbox"/> American Guidance Service/Peabody Early Screening Profiles	<input type="checkbox"/> Peabody Picture Vocabulary Test (PPVT)
<input type="checkbox"/> Bayley Developmental Inventory (BDI)	<input checked="" type="checkbox"/> Phonological Awareness Literacy Screening (PALS)
<input type="checkbox"/> Bayley Scales of Infant and Toddler Development	<input type="checkbox"/> None of the Above
<input type="checkbox"/> Brigance Early Childhood Screens	

- 9. Does the district or agency use another tool not listed above to screen PreKindergarten students?
 - Yes
 - No

9a. Please specify the screening tool(s) used.
 DEGA

Prekindergarten Language and Literacy Skills

- 10. Indicate the tool(s) you use to establish a developmental baseline in language and literacy skills.
 - Brigance Inventory of Early Development
 - Creative Curriculum/Teaching Strategies (GOLD)
 - Developmental Continuum
 - HighScope Guild Observation Record (COR)
 - mCLASS: CIRCLE
 - Peabody Picture Vocabulary Test (PPVT)
 - Phonological Awareness Literacy Screening (PALS)
 - STAR Early Literacy
 - Work Sampling System (WSS)
 - None of the Above

- 11. Does the district or agency use another tool to monitor children's progress in language and literacy skills?
 - Yes
 - No

- 12. Indicate the tool(s) you use to monitor children's progress in language and literacy skills. In addition, using the criteria established by the developers of the assessment that you used to measure language and literacy skills, what improvement did the majority of students show?

	Outcome Summary
Brigance Inventory of Early Development	(No Response)
Creative Curriculum/Teaching	(No Response)
Strategies GOLD Developmental Continuum	(No Response)
HighScope Child Observation Record	(No Response)
mCLASS: CIRCLE	(No Response)
Peabody Picture Vocabulary Test	(No Response)
Phonological Awareness Literacy Screening	Significant Improvement
STAR Early Literacy	(No Response)
Work Sampling System	(No Response)

13. Does the district or agency use another tool to monitor children's progress in language and literacy?

- Yes
- No

Cognitive Skills

14. Indicate the tool(s) you use to establish a developmental baseline in cognitive skills.

- Brigance Inventory of Early Development
- Creative Curriculum/Teaching Strategies (GOLD)
- Developmental Continuum
- HighScope Child Observation Record (COR)
- mCLASS: CIRCLE
- Peabody Picture Vocabulary Test (PPVT)
- Phonological Awareness Literacy Screening (PALS)
- STAR Math
- Work Sampling System (WSS)
- Battelle Developmental Inventory (BDI)
- None of the Above

15. Does the district or agency use another tool to establish a developmental baseline in cognitive skills?

- Yes
- No

15a. Please specify the tool used to establish a developmental baseline in cognitive skills.

Speed DIAL

16. Indicate the tool(s) you use to monitor children's progress in cognitive skills. In addition, using the criteria established by the developers of the assessment that you used to measure cognitive skills, what improvement did the majority of students show?

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	Outcome Summary
Brigance Inventory of Early Development	(No Response)
Creative Curriculum/Teaching	(No Response)
Strategies GOLD Developmental Continuum	(No Response)
HighScope Child Observation Record	(No Response)
mCLASS: CIRCLE	(No Response)
Peabody Picture Vocabulary Test	(No Response)
Phonological Awareness Literacy Screening	Significant Improvement
STAR Early Literacy	(No Response)
Work Sampling System	(No Response)
Battelle Developmental Inventory	(No Response)

17. Does the district or agency use another tool to monitor children's progress in cognitive skills?

- Yes
- No

17a. Please specify the "Other" tool the district or agency uses to monitor children's progress in cognitive skills.

Speed DIAL

17b. Please select the outcome summary for the "Other" tool used to monitor children's progress in cognitive skills.

- No Improvement
- Little Improvement
- Some Improvement
- Significant Improvement

Social Emotional Development

18. Indicate the tool(s) you use to establish a developmental baseline in social and emotional skills.

- Brigance Inventory of Early Development
- Creative Curriculum/Teaching Strategies (GOLD)
- Developmental Continuum
- mCLASS: CIRCLE
- Battelle Developmental Inventory (BDI)
- Devereux Early Childhood Assessment (DECA)
- HighScope Child Observation Record (GOR)
- Work Sampling System (WSS)
- None of the Above

19. Does the district or agency use another tool to establish a developmental baseline in social and emotional skills?

- Yes
- No

20. Indicate the tool(s) you use to monitor children's progress in social and emotional skills. In addition, using the criteria established by the developers of the assessment that you used to measure social and emotional skills, what improvement did the majority of students show?

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	Outcome Summary
Brigance Inventory of Early Development	(No Response)
Creative Curriculum/Teaching	(No Response)
Strategies GOLD Developmental Continuum	(No Response)
HighScope Child Observation Record	(No Response)
mCLASS: CIRCLE	(No Response)
Devereux Early Childhood Assessment	Some Improvement
Work Sampling System	(No Response)
Battelle Developmental Inventory	(No Response)

21. Does the district or agency use another tool to monitor children's progress in social and emotional skills?

- Yes
- No

PALS ASSESSMENT RESULTS
UPK
2016-2017

Emergent Literacy Fundamentals	Fall Testing	Spring Testing
Name Writing (Spring Developmental Range: 5-7)		
AM UPK (36 Students)	9 (25%)	31 (86%)
PM UPK (36 Students)	5 (14%)	23 (64%)
Upper Case Recognition (Spr. Developmental Range: 12-21)		
AM UPK (36 Students)	8 (22%)	19 (53%)
PM UPK (36 Students)	1 (3%)	13 (36%)
Lower Case Recognition (Spr. Developmental Range: 9-17)		
AM UPK (36 Students)	7 (19%)	15 (42%)
PM UPK (36 Students)	0 (0%)	13 (36%)
Letter Sounds (Spring Developmental Range: 4-8)		
AM UPK (36 Students)	2 (6%)	17 (47%)
PM UPK (36 Students)	0 (0%)	10 (28%)
Beginning Sound Awareness(Spring Developmental Range:5-8)		
AM UPK (36 Students)	8 (22%)	20 (56%)
PM UPK (36 Students)	2 (6%)	15 (42%)
Print and Word Awareness (Spring Developmental Range:7-9)		
AM UPK (36 Students)	10 (28%)	28 (78%)
PM UPK (36 Students)	1 (3%)	19 (53%)
Rhyme Awareness (Spring Developmental Range: 5-7)		
AM UPK (36 Students)	16 (44%)	31 (86%)
PM UPK (36 Students)	8 (22%)	24 (67%)
Nursery Rhyme Awareness (Spring Developmental Range:6-10)		
AM UPK (36 Students)	18 (50%)	34 (94%)
PM UPK (36 Students)	3 (8%)	30 (83%)

The PALS (Phonological Awareness Literacy Screening) is a measure of young children's knowledge of important emergent literacy fundamentals including the sections above. PALS provides a straightforward means of evaluating a child's emerging knowledge in these literacy areas and suggests proactive emergent literacy instruction that will help them learn more about the essential elements crucial for literacy success. Please Note: The state requires a year end report that includes a section on student progress. While PALS provides information concerning literacy/language, a more thorough screening tool to better measure student progress in all areas, (e.g., cognitive and social/emotional) is being researched for use next year.