



SPECIAL
EDUCATION
PLAN

2022-2023



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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 or BOCES programs.

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 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 >

Preschool children may be identified as having a disability when they display significant delays in one or more functional areas related to cognition, language and communication, social emotional development, sensory and/or motor delays and adaptive skills that adversely affects a child's ability to learn. The CPSE is required to consider all evaluations and compare them with the child's performance to accepted developmental milestones. The criteria for eligibility are:

- 12 month delay in one or more functional areas
- 33% delay in one functional area, or a 25% delay in two functional areas
- 2.0 standard deviation below the mean in one functional area, or a 1.5 standard deviation below the mean in two functional areas

To meet the criteria as a **school age student** with a disability, the Committee on Special Education must draw upon information from a variety of sources, including aptitude and achievement tests, parent input,



and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all these sources is documented and carefully considered. A student with a "disability" means a student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in the definition are: Autism, Deafness, Deaf-blindness, Emotional Disturbance, Hearing Impairment, Learning Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Disorder, Traumatic Brain Injury, Visual Impairment.

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.

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 in reading and ELA, math or social studies. Instruction can be provided within the 15:1 classroom with the remainder of the general education curriculum offered in general education classrooms
- (2) 12:1:1 for students with specialized instructional needs in all academic areas, life skills instruction, and adaptive skills. The curriculum is significantly modified to accommodate specific academic, social, behavioral and/or physical needs. Students are integrated into the general education classrooms as recommended.
- (3) 8:1:1 for students whose behavior 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. Inclusion into general education settings are built based on the recommendations of the CSE Team.
- (4) 6:1:1 for students whose management needs are considered highly intensive. Students receive highly differentiated instruction to meet their significant academic, physical and behavioral needs. Programming may include Applied Behavior Analysis for some students.
- (5) 6:1:2 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. AIS is recommended based on a three-tiered Response to Intervention Model (RTI). The goal of RTI is to provide the targeted instruction that a student needs in order to be academically successful.

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. If no appropriate placement is available within the state, students are recommended for an out of state residential facility.



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. The OCSD will oversee service procurement and supervision. Services are available to meet the needs of the students, but could include special education, speech, OT, and PT.



< PUPIL DATA >
Summary of Enrollment – Table 1
2022-2023

Area of Disability		(1) Related Service Only	(2) Resource Room	(3) Consultant Teacher	(4) Integrated Co-Teaching	(5) SEIT (Preschool)	(6) 15:1+1	(7) 12:1+1	(8) 12:1+1 Integrated Setting	(9) 8:1+1, 8:1:2 & 8:1:4 (Preschool)	(10) 6:1+1	(11) 6:1+2	(12) Residential
(a)	Autism (AU)	0	5	5	1	0	10	9	0	0	21	0	1
(b)	Emotional Disability (ED)	0	2	1	0	0	2	0	0	1	0	1	0
(c)	Learning Disability (LD)	0	83	34	23	0	24	1	0	0	0	0	0
(d)	Intellectual Disability (ID)	0	0	0	0	0	7	7	0	1	1	0	0
(e)	Deafness (DF)	0	0	0	0	0	0	0	0	0	0	0	0
(f)	Hearing Impairment (HH)	0	3	0	1	0	0	0	0	0	0	0	0
(g)	Speech/Language Impairment (SI)	30	25	24	6	0	23	1	0	0	4	0	0
(h)	Visual Impairment (VI)	1	0	0	0	0	1	0	0	0	0	0	0
(i)	Orthopedic Impairment (OI)	0	0	2	0	0	1	0	0	0	0	0	0
(j)	Other Health Impairment (HI)	2	42	20	16	0	16	5	0	4	3	0	0
(k)	Multiple Disabilities (MD)	0	0	0	0	0	0	3	0	0	1	0	0
(l)	Deaf/Blindness (DB)	0	0	0	0	0	0	0	0	0	0	0	0
(m)	Traumatic Brain Injury (BI)	0	0	0	0	0	0	0	0	0	0	0	0
(n)	Preschool Student w/a Disability	4	n/a	n/a	n/a	17	n/a	n/a	4	0	n/a	n/a	n/a
	Total School Age:	33	160	86	47	n/a	84	26	0	6	30	1	1
	Total Preschool Age:	4	n/a	n/a	n/a	17	n/a	n/a	4	0	n/a	n/a	n/a
	GRAND Total	37	160	86	47	17	84	26	4	6	30	1	1

Table 1 indicates the number of students enrolled in each service by area of disability for 2022-2023 from 09/01/22 to 06/30/23.



Summary of School Age Enrollment – Table 2

Level of Service	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
Related Service Only	32	24	33	28	22	No DATA (COVID-19)	No DATA (COVID-19)	40	33
Resource Room	163	157	160	143	146			179	158
Consultant Teacher	3	10	24	20	30			82	86
Self-Contained	91	122	130	152	168			145	147
Residential	0	1	0	3	4			2	1
District Enrollment	1748	1742	1735	1690	1655			1578	1485
% of Total Enrollment Classified by CSE	16.5	18.0	20.0	20.0	22.4			23.0	24.2
Totals Not including Home Tutor/Instruction	289	314	347	346	370			364	360

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, or as needed during 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	Actual 2022-23 Expenses	Adopted Budget 2022-23
2250-200	Equipment	\$2,346.43	\$25,000.00
2250-400	Contractual	\$552,539.85	\$600,000.00
2250-450	Materials & Supplies	\$24,229.31	\$45,000.00
2250-470	Tuition	\$150,149.24	\$150,000.00
2250-490	BOCES Services	\$2,947,822.83	\$2,900,000.00

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)	2014-15	\$482,571.00
	2015-16	\$462,832.00
	2016-17	\$472,750.00
	2017-18	\$477, 997.00
	2018-19	\$481,707.00
	2019-20	\$480,513.00
	2020-21	\$487,353.00
	2021-22	\$485,309.00
	2022-23	\$481,661.00
	2023-24	\$500,450.00
IDEA, Part B, Section 619 – Programs for the Education of Preschool Children with Disabilities (PL 99)	2014-15	\$13,922.00
	2015-16	\$13,060.00
	2016-17	\$13,762.00
	2017-18	\$13,762.00
	2018-19	\$14,223.00
	2019-20	\$14,550.00
	2020-21	\$14,627.00
	2021-22	\$14,715.00
	2022-23	\$15,260.00
	2023-24	\$15,564.00



◀ 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



◀ 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.