



Kenmore-Town of Tonawanda Union Free School District

SPECIAL EDUCATION DISTRICT PLAN FOR THE EDUCATION OF STUDENTS WITH DISABILITIES

2015-2018

Presented to the
Ken-Ton Board of Education
December 8, 2015

KENMORE-TOWN of TONAWANDA UFSD BOARD OF EDUCATION

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Kenmore-Town of Tonawanda UFSD
District Plan for the Education of Students with Disabilities

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SPECIAL EDUCATION DEPARTMENT MISSION STATEMENT

The Kenmore-Town of Tonawanda UFSD recognizes the right of every student with special education needs to receive an appropriate education within the least restrictive environment(LRE) that is appropriate for each student. The NYS Common Core Standards apply to all students, regardless of their experiential background, capabilities, developmental learning differences, interests or ambitions. All students deserve the opportunity to meet these standards. The Kenton district is committed to the provision of a continuum of services and programming that is consistent with 2004 IDEA legislation , Part 200 of the Commissioner’s Regulations (Free Appropriate Public education (FAPE), Least Restrictive Environment (LRE)), NCLB and NYS diploma and Credential requirements. The district provides a wide variety of special education opportunities designed to meet the individual learning characteristics of our students. The district will continue to evaluate every aspect of our program and to monitor closely the progress of each of our students, with a view towards ensuring that the needs of each student are being appropriately met as defined by New York State Education Law and Regulations.

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I. Philosophy for the delivery of special education services

The Kenmore-Town of Tonawanda UFSD is committed to a safe and supportive learning environment that strives to maximize educational opportunities for all students. We educate, prepare and inspire all students to achieve their highest potential. Individual differences are recognized in the intellectual, social, emotional and physical development of each student while also needing to nurture the development of personal responsibility, creativity, personal motivation and open-mindedness to empower each student to be a successful contributor to society. The district is committed to the development and implementation of an appropriate education for district students with disabilities in accordance with the following administrative practices and procedures:

- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to their ability, including nonacademic and extracurricular programs and activities, which are available to all other students.
- To ensure that each student suspected of having a disability receives timely evaluation to determine their eligibility by the committees on Special Education (CPSE/CSE).
- To appoint and train personnel, including the members and chairpersons of the committee on special education and the committee on preschool special education.
- To implement a Continuum of Services per the Commissioner's Regulations and to provide special education services to the extent appropriate to address the needs of the student and to enable the student to participate in and progress in the general education curriculum.
- To ensure the confidentiality of personally identifiable information pertaining to a student. .
- To ensure that appropriate steps are taken to recruit, hire, train and retain highly qualified personnel for the provision of special education services.
- To ensure that adequate and appropriate classroom space is made available to meet the needs of school age students with disabilities.
- To ensure that students with special needs who reside in the district have received the protection of all applicable State and Federal laws and regulations.

Students may receive educational services in district schools with an emphasis being placed on integrating them into regular education classes and special subject areas whenever appropriate. Building Administrators, Special Education and Regular Education teachers, Teacher Assistants, Aides, Psychologists, School Counselors, Social Workers, Speech/Language Pathologists, Occupational & Physical therapists, Vision and Hearing teachers collectively constitute a collaborative support team in the district's efforts to provide appropriate services and supports for students with special education needs. Collectively, they ensure that the requirements of an individualized education program (IEP) for every student with a disability are met.

Children with more challenging and / or unique needs may be educated in classes that are operated by the Board of Cooperative Educational Services (BOCES), through private agencies, or State operated schools in Western New York as determined by the CSE.

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II. Scope of Special Education Programs and Services (as of BEDS Day 10/7/15)

A. Students with Disabilities Provided Special Education

School-age (1,591 total)

- Number of students attending district schools: 1,261
- Number of students attending BOCES special education classes: 83
- Number of students attending approved private day schools: 98
- Number of students placed residentially (1) or at home (5): 6
- Number of students who are parentally placed in non-public schools within the district: 117
- Number of students attending Charter Schools: 26

Preschool (138 total)

- Number of students provided special education as an itinerant service: 94
- Number of students provided special education in an integrated setting: 16
- Number of students provided special education in a separate setting: 28

B. Classifications of school age students with disabilities for whom the school district has Committee on Special Education (CSE) responsibility by disability as of October, 2015.

<u>Disability Category</u>	<u>TOTAL</u>
Autistic	108
Emotionally Disturbed	117
Learning Disabled	507
Intellectually Disabled	27
Deaf	3
Hearing Impairment	17
Speech Impaired	337
Visually Impaired	10
Orthopedically Impaired	1
Other Health Impaired	405
Multiply Disabled	76
Deaf-Blind	0
Traumatic Brain Injury	4
TOTAL	1,612

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III. Program Description and Least Restrictive Environment

The Kenmore-Town of Tonawanda UFSD provides a variety of options for students with disabilities. These are provided to students at no cost and in the least restrictive environment (LRE) upon the recommendation of the Kenmore-Town of Tonawanda UFSD's Committee on Special Education (CSE) and with the approval of the Kenmore-Town of Tonawanda UFSD's Board of Education.

A. CSE School-age Continuum of Services

These services are available to students with disabilities through the school year in which they turn 21 years of age, or until a high school diploma has been attained, whichever occurs first. A description of each of the Special Education options from the least to more restrictive follows.

Transitional Support Services (Declassified with Support)

Upon the recommendation of the CSE, this service may be provided to a student who is making the transition into a totally general education program. A "Declassification IEP" is developed that provides accommodations for a student who no longer requires direct special education services. The school in which the student is enrolled is encouraged to consider the development of a 504 plan if there is an identified need for continuing supports or accommodations to support the student into the future.

Related Services Only (RSO)

Related Service providers formally evaluate students to determine if therapeutic interventions are necessary for a student. These interventions may include speech / language, hearing and/or vision services, interpreting services, physical therapy, occupational therapy, counseling services, orientation and mobility services, medical services, parent training, school social work support and assistive technology services.

Consultant Teacher

Consultant teacher services are for the purpose of providing direct and/or indirect services to students or their teachers if they attend general education classes. These services may be recommended by the Committee on Special Education to meet the specific needs of a student with a disability. The student's individualized education program (IEP) indicates the general education classes in which the student receives consultant teacher services. Consultant teacher services are provided in accordance with the following provisions:

- (1) The total number of students with disabilities assigned to a consultant teacher cannot exceed 20.
- (2) 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 120 minutes each week

Consultant Teacher in combination with Resource Room

To meet the needs of a student who could benefit from both consultant teacher and resource room services, but who doesn't need 120 minutes of consultant teacher support and three hours of resource room services, a combined program of 180 minutes (minimum) may be recommended.

Integrated Co-Teaching

Integrated co-teaching is the provision of specially designed academic instruction that is provided for a group of students with disabilities and their non-disabled peers. The class is collaboratively taught by an appropriately certified regular education and a certified special education teacher. The maximum number of students with disabilities receiving integrated co-teaching services in a class cannot exceed the number of non-classified students nor be more than 12 classified students for that class's enrollment without having an approved variance by the State Education Department (SED). At no time can 50% or more of an instructional setting consist of students with an IEP. Modifications in curriculum, methodologies, assessment, assignments and the educational environment are assessed and individualized for each student,

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as specified in each student's IEP. Additional staff members may also provide supportive and/or consultative services to these students.

Resource Room

Resource room services are supplemental in nature and are designed to assist students by remediating skill deficits and in helping them to deal more effectively with assignments from their general education classes. The Resource Room Teacher participates in the completion of academic assessment and provides small group and/or individualized instruction in basic academic skills, oral and written language, study and organizational skills. Ongoing consultation with general education classroom teachers is an integral part of this service in both meeting educational needs as well as in providing encouragement and emotional support for these students as they continue to develop basic skills and competency in content areas.

The instructional group in each resource room period cannot exceed five students unless there is an approved SED variance. Students are to be grouped according to their similarity of need. Each resource room period is instructed by a special education teacher. Students spend a minimum of 180 minutes per week receiving resource room services and cannot spend more than 50 percent of their time during the day in the resource room program. The CSE may recommend that a student with a disability who also needs consultant teacher services in addition to resource room services may receive both of these services but they cannot be less than 180 minutes per week combined. The total number of students assigned to a resource room teacher will not exceed 20 at the elementary level and 25 at the secondary level. This instruction may be provided using both a pull-out and push-in model.

Self-Contained Special Class (SC) (12:1 w 1:3 / 6:1:1 / 8:1:1 / 12:1:1 / 15:1:1)

“Special Class” means a class consisting of only students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided their primary education through specially designed instruction. The chronological age range for these students who are less than 16 years of age cannot exceed 36 months without an approved SED variance. The smaller teacher / student ratio for these classes is due to cognitive limitations, need for a more structured and controlled environment or for addressing significant behavior management needs. Students may be in a special class for only part of the day (i.e. during math or reading) or for the entire school day.

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B. Number of school age students with disabilities by least restrictive environment (LRE) as of 10/7/15.

<u>Time Inside Regular Classroom</u>	<u>TOTAL</u>
80% or more	696
40% - 79%	309
Less than 40%	289
Not in an integrated setting	
Separate School	90
Residential Facility	1
Hospital (in-patient)	0
Home Placement by the CSE	5
Total	1,390

(These numbers do not include parentally placed in non-public, K-level or ESA 4, 5)

C. Types of special education options that exist within the school district by building for 2015-2016:

School:	Co-Teaching	Resource Room	Self-Contained
Edison Elem.	Grades 1 - 5	-	15:1 Grades K, 2, 4
Franklin Elem.	Grades 1 - 5	Grades 1-4	15:1
Hamilton Elem.	Grade 5	-	8:1+A
Holmes Elem.	Grades 2 - 5	Grade 3, 4	15:1
Hoover Elem.	Grades 1 - 5	Grades 1, 2, 4, 5	12:1:4
Lindbergh Elem.	Grades 1 - 5	Grades K, 2, 5	15:1
Roosevelt Elem.	Grades 4 - 5	-	-
St. Amelia's	N/A	Per IEPs	N/A
St. John's	N/A	Per IEPs	N/A
St. Andrew's	N/A	Per IEPs	N/A
Franklin MS	Grades 6 - 8	-	8:1:1 / 15:1 - Gr. - 6 - 8
Hoover MS	Grades 6 - 8	-	8:1:1 / 15:1 - Gr. - 6 - 8
Kenmore MS	Grades 6 - 8	-	15:1 - Grades - 7 - 8
Kenmore East HS	Grades 9 - 12	Grades 9 - 12	12:1 - Grades 9 - 12 15:1 - Grades 9 - 12
Kenmore West HS	Grades 9 - 12	Grades 9 - 12	15:1 - Grades 9 - 12 8:1 - Grades 9 - 12

Please note that services may be added or deleted based on student need during the school year.

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D. Preschool Continuum of Services (CPSE)

A Preschool Student with a Disability is a student who has been identified by the Committee on Preschool Special Education (CPSE) and is eligible to receive preschool special education and/or services. To be identified as having a disability, a preschool student shall exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communication, adaptive, social-emotional or motor development that adversely affects the ability to learn.

The CPSE must consider the appropriateness of services to meet the student's needs in the least restrictive environment (LRE) in the following order:

- related services only
- special education itinerant services only (special education teacher)
- related services in combination with special education itinerant services
- an integrated special education preschool program (program that serves both disabled and non-disabled students)
- a half-day preschool program (generally serves only preschoolers with disabilities)
- a full day preschool program (generally serves only preschoolers with disabilities)

The costs associated with the provision of preschool programs and services are currently the shared responsibility of New York State and the county in which the school district is located.

E. Extended School Year Programs (ESY)

Extended school year programs or services are provided to eligible students, following SED established guidelines, whose disabilities require a structured learning environment that extends beyond the normal school year to prevent substantial regression or due to significant needs. Districts are required to provide transportation for students to access these services.

The number of school age students approved for ESY services in July - August 2015

<u>ESY Program</u>	<u>Students</u>
Special Class BOCES	86
Special School	90
Related Services only	8
Home Instruction through CSE	1

IV. Special Education Guiding Principles and Evidence of Implementation for 2015-2018:

The following principles and evidence were selected as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities.

1. Students engage in self-advocacy and are involved in determining their own educational goals and plans.
This is evident when:
 - a. Students participate in individualized education program meetings.
 - b. Students create and monitor their progress towards academic and social goals.
 - c. Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.

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2. Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

This is evident when:

- a. Parents report that they understand the special education process and their due process rights and actively participate in the development of their child's IEP.
- b. Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.
- c. Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.
- d. Families are invited into and feel welcome in all school environments.
- e. Parents have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.

3. Teachers design, provide and assess the effectiveness of specially-designed instruction to provide access for students with disabilities to participate and progress in the general education curriculum.

This is evident when:

- a. All teachers are responsive to the pedagogical needs of students with disabilities.
- b. All students receive instruction in curriculum aligned with the State's Learning Standards.
- c. IEP's are developed in consideration of grade level standards.
- d. IEP's are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.
- e. Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability.
- f. Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.
- g. Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.

4. Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

This is evident when:

- a. All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs.
- b. All teachers of students are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning.
- c. Students with disabilities are taught strategies for self-regulated learning across the content areas.
- d. All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.
- e. Students' individualized needs for assistive technology devices and services are considered and accommodated.

5. Schools provide multi-tiered systems of behavioral and academic support.

This is evident when:

- a. Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.
- b. Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions.
- c. Educators collect and analyze data to identify individual students in need of additional support.
- d. Evidence-based interventions are provided in a timely manner to students needing more support.
- e. Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions.

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6. Schools provide high quality inclusive programs and activities.

This is evident when:

- a. Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.
- b. The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.
- c. District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services.
- d. Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.

7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

This is evident when:

- a. Students are provided age-appropriate transition assessments, guidance, courses of study and work-based learning opportunities to meaningfully engage in early and ongoing career planning and exploration.
- b. Students with disabilities and their families are provided early and clear information on graduation requirements.
- c. Students with disabilities receive instruction toward the Career Development and Occupational Studies Learning Standards beginning in the early grades.
- d. Students are provided instruction to develop lifelong learning skills such as self-advocacy, social-emotional skills, higher order thinking, employability skills and consumer and life skills.
- e. Students and their families actively participate in the transition planning process.
- f. Schools facilitate timely student and family connections to post-secondary supports and services through ACCES-VR and other State agency programs and services.

V. Evaluation of Program Objectives:

The methods used to evaluate the established objectives of the special education program are:

- Ongoing evaluation of student achievement using established NYS standardized assessments and annual/triennial evaluation reports;
- Self-assessments and SEQA (special Education Quality Reviews) as required;
- Self-assessment utilizing the SED Blueprint self-assessment tool;
- Annual reviews of students' progress and programs, resulting in revised comprehensive IEP's;
- Qualitative techniques such as teacher observations and conferences, anecdotal reports, and end-of-year student progress report summary;
- Annual review of each student with a disability to determine the appropriate LRE along with the review of any re-evaluations that have been completed
- Completion and submission of required State Performance Plan Indicators. (Attachment 1)
- Meet or exceed minimal state target in each of the SPP Indicators.
- Triennial review of this district plan

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VI. Space Allocation for Special Education Programs and Services

In order to continually ensure that adequate and appropriate space is available for special education programming and services provided by the District, as well as by Erie I BOCES, the Board of Education has allocated and will continue to allocate the necessary classroom space.

VII. Alternative Format for Instructional Material

District policies ensure that every student with a disability who needs instructional materials in an alternative format will receive those materials at the same time materials are available to non-disabled students. “Alternative format” is defined to mean 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. This is not limited to, Braille, large print, open and closed caption, audio, or an electronic file, that is appropriate to meet the needs of the individual student. This need is noted on the student’s IEP.

VIII. Estimated Budget

The following is the approximate special education budget for Fiscal Year 2015-2016. A significant portion of the following instructional and tuition expenses will be off-set by IDEA Grants 611/619, Medicaid and state aid.

Item Description	Estimated 2015-2016 Budget
Professional Salaries	\$ 10,255,000.00
Classroom/Personal Aide	\$ 2,287,450.00
Clerical support	\$ 206,000.00
Equipment/Supplies	\$ 161,471.00
Contractual (OT/PT/Records/Consultants)	\$ 984,121.00
Professional Staff Development	\$ 10,020.00
Tuition	\$ 3,845,000.00
BOCES Services	\$ 4,554,047.00
Total	\$ 22,303,109.00

IDEA Grant 611/619 Allocation	\$ 2,248,134.00
* 15% for Coordinated Early Intervening Services	\$ (337,220.00)
Grant amount to offset expenditures	\$ 1,910,914.00
State aide generated from 2014-2015	\$ 13,970,000.00
Estimated Medicaid (Speech, OT, PT)	\$ 201,800.00
Total	\$ 16,082,714.00

Approximate Total from general fund after all funding source are applied: \$6,220,395

* This redirection of funding is due to a district citation of disproportionality for the number of Black /African American students with disability and their current rate of suspension. Funds are utilized to support the needs of non-disabled students in an effort to avoid future classification.

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Attachment 1

**State Performance Plan
School District Schedule for Data Submission for Federal Indicators
2013-2014 Through 2018-2019 School Years**

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. Below is a schedule, which identifies the year in which Kenton will submit data on the identified indicator.

District Name	2015- 2016	2016- 2017	2017- 2018	2018- 2019
Kenmore-Town of Tonawanda UFSD	13&14	none	TBD	TBD

[Indicator 13: Secondary Transition](#)

Percent of youth aged 15 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

[Indicator 14: Post-School Outcomes](#)

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.