

Silver Creek Central School District

Special Education Plan 2022-2024

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The mission of Silver Creek Central School is to build bridges with students linking today's learning to tomorrow's possibilities. In order to ensure that all students meet our school's mission, New York State assessments, IRLA, IXL, and i-Ready data are monitored and analyzed by district personnel. As data is analyzed and students are found to be at risk of not meeting our mission and New York State standards, their individual and instructional needs are met under the umbrella of the District's *Response to Intervention Plan*. As school-aged students work through the three tiers of the *Response to Intervention Plan* and they are still not successful, they are then referred to the Committee on Special Education.

After students are initially classified by the Committee on Special Education, an Individualized Education Program (IEP) is developed and the student becomes eligible to access the full continuum of special education services including related service (e.g., speech, OT, PT, counseling). After this initial placement, the Committee on Special Education meets annually to review each student's present levels of performance in five areas of need. These areas include academic/educational achievement and learning characteristics, functional needs of the student, physical development, management needs and social development. Based on the information from each of these areas, the Committee decides if the student continues to qualify as a student with a disability. A student meeting the criteria for one of the thirteen (13) disability categories (autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury and visual impairment including blindness) is classified as a "student with a disability."

Process of Classification

All referrals to the Committee on Special Education (CSE) must be made to the Director of Special Education and follow established district procedures. Upon receipt of the referral, a "Consent to Evaluate" form and a copy of the Procedural Safeguards are sent to the parent/guardian. The "Consent to Evaluate" form needs to be signed and returned to the Office of Special Education. When it is received, it is date stamped and the evaluation process begins. The entire process can take up to sixty (60) calendar days from the date the district receives the signed "Consent to Evaluate" form.

Evaluations consist of a social history interview, an educational psychological, classroom observation and medical evaluations. As the evaluators begin to learn about the child, other evaluations may be recommended. These include, but are not limited to: Speech and Language, Occupational Therapy, Physical Therapy, Audiological, Assistive Technology, etc. The evaluations required are matched to the child's needs.

Once the evaluation is completed the Office of Special Education schedules a Committee on Special Education meeting to review the findings of the clinicians, speak with the parents/guardians, determine if the child is eligible to be classified and, if so, the services to be provided. As stated in the Commissioner's Regulations, the participants/members of each Committee on Special Education include, but are not limited to, the parents or persons in parental relationship to the student; at least one regular education teacher of the student whenever the student is or may be participating in the regular education environment; one special education teacher of the student, or, if appropriate, a special education provider of the student; a school psychologist; and a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of resources of the school district. Other members may include a physician, an additional parent member of a student with a disability residing in the school district, provided that such parent is not a required member if the parents of the student request that the additional parent member not participate in the meeting, and an advocate. If a person cannot physically be present at a CSE meeting, arrangements may be made for a telephone or video conference.

At the conclusion of the CSE Meeting the committee makes a determination if the child meets the criteria to be classified as a student with a disability with one of the thirteen (13) classifications as stated in the

Regulations of the Commissioner Part 200 and an Individualized Education Plan (IEP) is developed. The recommendation is then presented to the Board of Education for approval.

The Disability Classifications are as Follows:

(1) ***Autism*** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

As of September 1, 2022, Silver Creek Central School District has 13 students classified with autism.

(2) ***Deafness*** means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

As of September 1, 2022, Silver Creek Central School District has 0 students classified with deafness.

(3) ***Deaf blindness*** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

As of September 1, 2022, Silver Creek Central School District has 0 students classified with deaf blindness.

(4) ***Emotional disability*** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- (i) an inability to learn that cannot be explained by intellectual, sensory or health factors;
- (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (iii) inappropriate types of behavior or feelings under normal circumstances;
- (iv) a generally pervasive mood of unhappiness or depression; and/or
- (v) a tendency to develop physical symptoms or fears associated with personal or school problems.

At the end of the 2022-2023 school year the Emotional Disturbance classification will be replaced with Emotional Disability.

As of September 1, 2022, Silver Creek Central School District has 11 students classified with emotional disability.

(5) ***Hearing impairment*** means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

As of September 1, 2022, Silver Creek Central School District has 2 students classified with hearing impairment.

(6) ***Learning disability*** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. A student who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.

As of September 1, 2022, Silver Creek Central School District has 56 students classified with learning disability.

(7) ***Intellectual Disability*** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

As of September 1, 2022, Silver Creek Central School District has 4 students classified with intellectual disability.

(8) ***Multiple disabilities*** means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf blindness.

As of September 1, 2022, Silver Creek Central School District has 23 students classified with multiple disabilities.

(9) ***Orthopedic impairment*** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns which cause contractures).

As of September 1, 2022, Silver Creek Central School District has 1 student classified with orthopedic impairment.

(10) ***Other health impairment*** means having limited strength, vitality or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette Syndrome which adversely affects a student's educational performance.

As of September 1, 2022, Silver Creek Central School District has 50 students classified with other health impairment.

(11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.

As of September 1, 2022, Silver Creek Central School District has 27 students classified with speech and language impairment.

(12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.

As of September 1, 2022, Silver Creek Central School District has 0 students classified with traumatic brain injury.

(13) *Visual impairment including blindness* means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

As of September 1, 2022, Silver Creek Central School District has 0 students classified with visual impairment including blindness.

The **Individualized Education Plan (IEP)** is a legal document. All educators who work with the child must adhere to the IEP. The Individualized Education Plan includes demographic information; attendees at meetings; the student's strengths, weaknesses and needs; services; goals and objectives; program modifications; testing accommodations; standardized test scores; participation in general education, etc. As the IEP is written, every effort is made to ensure that all placements are made so the students receive their education in the least restrictive environment. A student's Individualized Educational Plan (IEP) is reviewed at least once each year and by federal and state law mandates each classified student is to be re-evaluated every three (3) years. During the annual review the Committee on Special Education (CSE) is convened to review and discuss the student's progress for the past year and to make plans for the coming year. A child's parents, teachers and service providers are invited to the meeting.

Silver Creek CSD schedules annual reviews based on the student's anniversary date of classification or entry to Silver Creek CSD.

Description of Special Education Programs Available to Pupils Residing in the District

The placements or related services offered as part of Silver Creek Central School's special education program include special classes, consultant teacher, integrated co-teaching, resource rooms and related services (speech, OT, PT and counseling). In addition to services or placements provided at Silver Creek, students receive out-of-district placements and services at the Randolph Academy, Stanley Falk School, Autism Services Inc, and Erie2 BOCES: North Collins, LoGuidice Education Center, and Holland.

The following standards shall be used in the provision of special education classes for pupils with disabilities:

- a. A pupil with a disability shall be placed in a special education class for instruction on a daily basis to the extent indicated in the pupil's Individual Education Program.
- b. In all cases, the size and composition of a class shall be based on the similarity of the individual needs of the pupils according to:
 - i. Levels of academic or educational achievement and learning rates.
 - ii. Levels of social development.
 - iii. Levels of physical management.
 - iv. The management needs of the pupils in the classroom.
- c. A special class shall be comprised of pupils with same disabilities or of pupils with differing disabilities, but with similar individual needs.
- d. When included on a student's Individual Education Program, such services will be provided by appropriately licensed or certified individuals.

Continuum of Services

- General Education Class with Related Service(s) Only
 - Resource Room
 - Occupational Therapy
 - Physical Therapy
 - Speech Language Therapy
 - Psychological Counseling
- Consultant Teacher Service(s) – Direct and Indirect
- Integrated Co-Teaching Service(s)
- Special Class Service(s)
 - 15:1
 - 12:1:1
 - 8:1:1
 - 6:1:1

The **resource room** is put into place for the purpose of supplementing the general education classroom instruction of students with disabilities. These students receive at least 180 minutes of instruction per week in a ratio not to exceed five students to one special education teacher. Special education teachers work on specific goals and objectives from the students' Individualized Education Plans (IEPs). The special education teacher may pre-teach or re-teach concepts and offer students strategies to help them increase their success in the general education setting. The Committee on Special Education may recommend that a student with a disability who also needs consultant teacher services in addition to the resource room may receive a combination of such services consistent with the student's IEP for not less than three hours each week.

A **consultant teacher** is a special education teacher who delivers primary instruction in a general education setting. The primary instruction is related to the students' individualized goals and objectives. The consultant teacher assists general education teachers with primary instruction and planning. The consultant teacher follows students with disabilities to some or all of their four core academic classes. They attend classes to provide extra environmental and academic support to students as it relates to the goals and objectives on the students; IEPs. The consultant teacher service must be provided for a minimum of 120 minutes per week, except that the Committee on Special Education may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours each week.

The **integrated co-teaching model** is used to provide specially designed instruction in a general education classroom. Specially designed instruction means adapting, as appropriate, the content, methodology or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general education curriculum so that he/she can meet the educational standards that apply to all students. The responsibility for planning, delivering and evaluating instruction is shared by the general and special education teacher. The maximum number of students with disabilities for this model cannot exceed twelve (12) students.

A 15:1 classroom is a special education class that has a maximum of fifteen (15) students, with one certified special education teacher. A student who requires a 15:1 class would need a more restrictive setting than a general education setting.

As of September 1, 2022, Silver Creek has 15:1 classes available in

- **5th and 6th grades for English Language Arts (ELA) and Math**
- **7th and 8th grades for ELA, Math, Science, and Social Studies**
- **9th grade has a 15:1 Algebra class that ran in the 21-22 school year**

A 12:1:1 classroom is a special education class that has a maximum of twelve (12) students, with one certified special education teacher and a minimum of one teaching assistant or aide. A student who requires a 12:1:1 class would need a more restrictive setting.

As of September 1, 2022, Silver Creek has four 12:1:1 classrooms. Two are at the elementary school, one at the Middle School and one at the High School.

The Middle School and High School classrooms are for students in grades 5-12 who are on a graduation track for a Skills and Achievement Certificate. These two classrooms focus on developing applicable life skills for our students.

An 8:1:1 classroom is a special education classroom that has a maximum of eight (8) students, with one certified special education teacher, and a minimum of one teaching assistant or aide.

As of September 1, 2022, Silver Creek has two 8:1:1 classes at this time, both in the Elementary School.

A 6:1:1 classroom is a special education classroom that has a maximum of six (6) students, with one certified special education teacher and a minimum of one teaching assistant or aide.

As of September 1, 2022, Silver Creek has no 6:1:1 classes.

Description of Special Education Programs for Students with Disabilities Outside of the District

Special education students with severe disabilities may be determined to require placements outside of the district. In addition to services or placements provided at Silver Creek, currently students receive out-of-district placements and services at the Randolph Academy, Stanley Falk School, Autism Services Inc, and Erie2 BOCES: North Collins, LoGuidice, Maple Ave, and Holland in the 2022-2023 school year.

Public Settings: Erie 2 BOCES, Erie 1 BOCES, Cattaraugus/Alleghany BOCES, Neighboring School Districts

The Committee on Special Education recommends BOCES programs for students whose needs could not be met by programs in the district. BOCES provides services to a range of students with disabilities (Special Class 12:1:1, 8:1:1, 6:1:1, 6:1:3, etc). Students with severe emotional (dangerous) or medical needs are, at times, assigned a personal aide. A Committee of Special Education recommendation for a BOCES placement is based on the unique needs of each student and only after District programming options are explored.

As of September 1, 2022, Silver Creek has 14 students to public out-of-district programs.

Private Day School Placements: Randolph Academy (Hamburg and Randolph Campuses), Falk School, Autism Services Inc, St. Mary School of the Deaf, Buffalo Hearing and Speech, Baker Victory Services

Private Day School programs refer to out of district placements that are self-contained special classes. Class sizes are self-contained and ratios are at the 6:1:1, 6:1:2, 8:1:1, 8:1:2, 12:1:2, or other more restrictive environments. Students who attend these programs have severe emotional or behavioral difficulties.

As of September 1, 2022, Silver Creek has 5 students to private day school placements out-of-district.

Home/Hospitalization Instruction

Home/Hospitalization Instruction for students with disabilities is only provided in unusual circumstances only when all least restrictive environments has been determined inappropriate. Students at this level could be awaiting placement in a more restrictive environment, are hospitalized, or have been unsuccessful in less restrictive placements. The Committee on Special Education provides instruction and appropriate related services as determined by the committee in consideration of the student's individual needs. Instruction must total a minimum of five hours per week for elementary level students and a minimum of ten hours per week for secondary level students.

As of September 1, 2022, Silver Creek has 0 students on Home/Hospitalization Instruction.

Residential Placement

As of September 1, 2022, Silver Creek has 0 students in Residential Placement.

Section 504 Plans

Some students have a disability that impacts their ability to learn, but it is not severe enough to warrant special education services, so they have a Section 504 plan. These students are typically diagnosed with attention deficit hyperactivity disorder (ADHD), a mild learning disability, an auditory processing disorder or a health-related issue (i.e., cancer, diabetes, mental illness) and receive classroom accommodations (copy of notes, verbal cues to stay on task, reduced classroom assignments) or test accommodations (extended time, test in location with few distractions, simplify directions). These accommodations are recorded on a Section 504 Accommodation Plan. A Section 504 Accommodation Plan, like the IEP, is a legal document.

As of September 1, 2022, Silver Creek has 81 students with Section 504 Plans.

Preschool Students

The Committee on Preschool Special Education (CPSE) initiates evaluations at the request of a parent or physician or preschoolers transitioning from early intervention for a child who is 3 or 4 years old. Once an evaluation has been completed, a meeting is held to determine if the child qualifies as a preschool student with a disability. The Committee then recommends special education-related services or programs required to meet the child's individual needs. Preschool students with severe disabilities may attend full day or half day special education settings or inclusion classes (mix of special education and general education students). They may also receive their special education-related services in this setting. Preschool students with a disability may receive related services only. Recommended related services may include speech, occupational therapy, physical therapy, teacher of the deaf or visually impaired, or a special education itinerant teacher (SEIT). These services may be provided at the child's home, an approved or licensed pre-kindergarten or program or the work site of the therapist.

As of September 1, 2022, Silver Creek has 27 preschool students classified.

Funding

Beyond the general fund budget in the District, the Special Education department utilizes Federal IDEA 611 and 619 Grant Funding.

Section 611 A portion of this grant is used to pay full time salary for three teachers, purchase new Occupational Therapy and classroom regulation supplies, and the bill of services purchased to from Children's Educational Services, Buffalo Hearing and Speech, Children's Educational Services, and The Children's League for UPK Special Education Services, and Special Education Assessment protocols.

Section 619 A portion of this grant is used to pay half of a full-time salary of one teacher aide in a self-contained elementary classroom, purchase new Occupational and Physical Therapy supplies, and the bill of services purchased to from Children's Educational Services, Buffalo Hearing and Speech, Children's Educational Services, and The Children's League for UPK Special Education Services, and Special Education Assessment protocols.