

West Seneca Central Schools Special Education District Plan for the Education of Students with Disabilities

2019-2021



**Presented to the Board of Education
December 3, 2019**

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Board of Education**

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**West Seneca Central School District
District Plan for the Education of Students with Disabilities**

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Special Education Department Mission Statement

WSCSD continually evaluates our high quality, individualized, inclusive programming while monitoring student progress.

We strive to provide equal educational access in the least restrictive environment to develop the potential of all students.

Special Education Department Vision Statement

The WSCSD recognizes that every student has unique and individualized needs.

As a collaborative community we strive to maximize the experience of all learners, from birth through the age of twenty-one years old.

We are committed to:

- Delivering professional development through effective inservice training for staff to keep current on strategies for students with special needs.
- Creating a venue for the Special Education team to consistently share information vertically from various buildings, levels and programs
- Providing information to support families regarding special education programming opportunities, etc.
- Continuing to evaluate, monitor, and adjust programs and resources to ensure a quality education for ALL students

**New York State Education Department
Office of Special Education
Blueprint for Improved Results for Students with Disabilities
Guiding Principles**

STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.

This is evident when:

- *Students participate in individualized education program (IEP) meetings.*
- *Students create and monitor their progress towards academic and social goals.*
- *Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.*

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:

- *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.*
- *Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.*
- *Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.*
- *Families are invited into and feel welcome in all school environments.*
- *Parents have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.*

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:

- *All teachers are responsive to the pedagogical needs of students with disabilities.*
- *All students receive instruction in curriculum aligned with the State's Learning Standards.*
- *IEPs are developed in consideration of grade level standards.*
- *IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.*
- *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.*
- *Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.*
- *Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.*

TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES.

This is evident when:

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

SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.

This is evident when:

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

SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.

This is evident when:

- *Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.*
- *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.*
- *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.*
- *Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.*

SCHOOLS PROVIDE APPROPRIATE INSTRUCTION FOR STUDENTS WITH DISABILITIES IN CAREER DEVELOPMENT AND OPPORTUNITIES TO PARTICIPATE IN WORK-BASED LEARNING.

This is evident when:

- *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.*
- *Students with disabilities and their families are provided early and clear information on graduation requirements.*
- *Students with disabilities receive instruction toward the Career Development and Occupational Studies Learning Standards beginning in the early grades.*
- *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.*
- *Students and their families actively participate in the transition planning process.*
- *Schools facilitate timely student and family connections to post-secondary supports and services through ACCES-VR and other State agency programs and services.*

West Seneca Central School District
Philosophy for the Delivery of Special Education

The West Seneca Central School district is steadfast in its mission to provide a diversified educational program, which will produce literate, caring, ethical, responsible, and productive citizens who are capable of adapting to change.

As such, our focus is to create a safe and supportive environment that nurtures varied opportunities for all students to grow: cognitively, socially, physically, and emotionally, and to enter our society as well-equipped, young citizens.

We value the role that each student has and we encourage self-advocacy in being leaders of their own learning and the setting of goals.

We value collaborative parental and familial partnerships in which we work to develop the blueprint that sets the foundation upon which students will grow and succeed.

We are committed to providing a continuum of services that is all encompassing, appropriate, and accessible to all students based upon individual need.

We hold these guiding principles as the pillars of our work as we strive to meet the needs of all learners.

IV. Scope of Special Education Programs and Services

A. School-Wide Approaches and Pre-Referral Interventions

West Seneca Central School District has established pre-referral interventions to assist a student's educational process before consideration of referral to the Committee on Special Education (CSE). The building based Response to Intervention Team (RTI) will investigate and implement general education support services for those students who are presenting an academic, social, or emotional need, i.e. Reading Intervention (AIS), Math Intervention (AIS), and Social or Emotional Support programs.

Classification Process for Referral to Special Education

West Seneca Central School District adheres to the New York State Education Department Part 200 Regulations pertaining to the procedures for referral, evaluation, individualized education program (IEP) development, placement, and review.

[http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-oct-2016.pdf#page=\[39\]](http://www.p12.nysed.gov/specialed/lawsregs/documents/regulations-part-200-oct-2016.pdf#page=[39])

B. Continuum of Services

Groupings are based upon similarity of student needs and no more than a three-year age-span guideline. Staff-to-student ratios are in accordance with current State regulations.

General Education Classrooms

- Declassification Support Services
- Provides accommodations for a student who no longer requires direct special education services.

Related Services Only (RSO)

- Interventions may include speech / language, hearing and/or vision services, interpreting services, physical therapy (PT), occupational therapy (OT), counseling services, orientation and mobility services, medical services, parent training, school social work support, and assistive technology.

Consultant Teacher (CT)

- Provides direct or indirect services to students or their teachers in general education classes.

Integrated Co-Teaching (ICT)

·Specially designed academic instruction that is provided for students with disabilities and their peers. The class is collaboratively taught by a general education and a special education teacher.

Non-Integrated Classrooms:

15:1 Classes (Regents assessments)

·For students whose special education needs consist primarily of the need for specialized instruction, which can best be accomplished with a smaller student-teacher ratio. (See program implementation plan)

12:1+1 Classes (NYSAA)

·For students whose special education needs consist primarily of the need for specialized instruction, which can best be accomplished with a smaller student-teacher ratio. (See program implementation plan)

12:1 + (3+1) Classes (NYSAA)

·For students whose special education needs consist primarily of the need for specialized instruction, which can best be accomplished with a smaller student-teacher ratio.
·Extended Age range with a focus on functional academics and worked-based learning. (See program implementation plan)

8:1+1 Classes (Regents assessments)

·Class setting with a smaller student-teacher ratio containing students whose management needs are determined to be intensive, and requiring a significant degree of individualized attention and intervention. (See program implementation plan)

6:1+1 Classes (NYSAA)

·Class setting with a smaller student-teacher ratio containing students whose management needs are determined to be highly intensive, and requiring a high degree of individualized attention and intervention.
·A focus on functional academics, acquisition of life-based skills, and worked-based learning. (See program implementation plan)

5:1 – Resource Room

·Program that is supplemental in nature by providing small group and individualized instruction in basic academic skills, oral and written language, and study and organizational skills. (See program implementation plan)

III. Areas of Special Education Classification

- Autism
- Deafness
- Deaf-blindness
- Emotional disturbance
- Hearing impairment
- Learning disability
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health-impairment
- Speech or language impairment
- Traumatic brain injury
- Visual impairment

For detailed descriptions of these special education classifications, see Glossary or click [HERE](#)

District-Wide Program Implementation Plan by Building

2019 - 2020 School:	Consultant Teacher	Integrated Co-Teaching	Resource Room	Non-Integrated
Allendale	Gr. K-5	X	X	Special Class 15:1 (Gr. 3-4) (REGENTS)
Winchester	Gr. K-5	X	Gr. K-5	X
West Elementary	Gr. K-5	X	Gr. K-5	Special Classes 8:1+1 (REGENTS)
Clinton St.	Gr. K-4	X	X	Special Classes 6:1+1 (NYSAA) Special Class 12:1+1 (NYSAA)
Northwood	Gr. K-4	X	Gr. K-4	X
East Middle School	Gr. 5-8	Gr. 6-8	X	Special Classes 15:1 (Gr. 7-8) (REGENTS) Academic Support (Gr. 5-8) Special Classes 6:1+1 (NYSAA) Special Classes 12:1+1
West Middle School	Gr. 6-8	Gr. 6-8	X	Special Class 15:1 (Gr. 7-8) (REGENTS) Academic Support (Gr. 6-8) Special Classes 8:1+1 (REGENTS)
East Senior High	ALP Program	Gr. 9-12	Gr. 10-12	Special Class 15:1 (Gr. 9-11) (REGENTS) Academic Support (Gr. 9) Special Classes 6:1+1, 12:1+1 (NYSAA)
West Senior High	X	Gr. 9-11	Gr. 10-12	Special Class 15:1 (Gr. 9-11) (REGENTS) Academic Support (Gr. 9) Special Classes 8-1+1 (REGENTS) Special Class 12:1 (+3:1) (NYSAA)

V. Roles of Staff Supporting Special Education Personnel

- a. Board of Education
- b. Superintendent
- c. Director of Special Education
- d. Assistant Director of Special Education
- e. Building Administrators (i.e. Principals, Assistant Principals)
- f. Special Education Teacher
- g. Consultant Teachers
- h. Special Education Providers (related and personnel service)
- i. Bus Driver/ Bus Attendants
- j. Clerical
- k. Custodial Staff
- l. Food Service Staff
- m. Nursing Staff

As defined by the Part 200s of the Commissioner of Education Regulations...

Special education teacher means a person, including an itinerant teacher, certified or licensed to teach students with disabilities who is providing special education to the student. For a student who is being considered for initial placement in special education, a teacher qualified to provide special education in the type of program in which the student may be placed may serve as the student's special education teacher.

Consultant teacher services means direct and/or indirect services provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.

Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such student to benefit from the student's regular education classes.

Indirect consultant teacher services means consultation provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

Special education provider means an individual who is providing related services to the student. If the student is not receiving related services, an individual qualified to provide related services needed by the student may serve as the related service provider of the student. Special education provider means an individual who is providing related services to the student. If the student is not receiving related services, an individual qualified to provide related services needed by the student may serve as the related service provider of the student.

Related Service Providers

- i. Speech Therapist
- ii. Occupational Therapist (O.T.)
- iii. Physical Therapist (P.T.)
- iv. Vision Therapists

Personnel Service Providers

- i. School Psychologist
- ii. School Social Worker
- iii. School Counselors
- iv. Nursing Staff

Supplementary School Personnel (i.e. Teacher Aides, Teacher Assistants)

- i. Teacher Assistant

A teaching assistant is appointed by a board of education to provide, under the general supervision of a licensed or certified teacher, direct instructional service to students.

Duties: (a) Teaching assistants assist teachers by performing duties such as: (1) working with individual pupils or groups of pupils on special instructional projects; (2) providing the teacher with information about pupils that will assist the teacher in the development of appropriate learning experiences; (3) assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials; (4) utilizing their own special skills and abilities by assisting in instructional programs in such areas as: foreign languages, arts, crafts, music and similar subjects; and (5) assisting in related instructional work as required.

- ii. Teacher Aide (1:1 Aide, 5:1 Aide, Program Aide)

A teacher aide may be assigned by the board of education to assist teachers in such non-teaching duties as: (1) managing records, materials and equipment; (2) attending to the physical needs of children; and (3) supervising students and performing such other services as support teaching duties when such services are determined and supervised by the teacher.

VI. Resources for Students, Parents, and Staff

A. CPSE

Committee on Preschool Education (CPSE):

The New York State Education Department (SED), Office of Special Education oversees a statewide preschool special education program with school districts, municipalities, approved providers and parents. Evaluations and specially planned individual or group instructional services or programs are provided to eligible children who have a disability that affects their learning. For more information, please refer to:

<http://www.p12.nysed.gov/specialed/publications/preschool/brochure.htm>

B. Extended School Year

Extended School Year (ESY):

Students who receive special education services may be eligible for extended school year services. The Committee on Special Education (CSE) must determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. For more information, please refer to:

<http://www.p12.nysed.gov/specialed/finance/2011QA.htm>

C. Parochial and Private Schools Residing within the West Seneca Central School District

Special Education provided to Non-Public Schools:

West Seneca Central School District is responsible to provide special education services per the student's Individualized Education Program in non-public schools that reside within the District's boundaries. For more information, please refer to:

<http://www.p12.nysed.gov/specialed/publications/policy/nonpublic907.htm>

D. Parent Resources

Parents' Guide to Special Education

<http://p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Procedural Safeguards

<http://www.p12.nysed.gov/specialed/publications/psgn1211.htm>

Parent Network of Western New York

<https://parentnetworkwny.org/>

Parent Guide to the New York State Alternate Assessment (NYSAA)

<http://www.p12.nysed.gov/assessment/nysaa/2019-20/5-parentguidew-19.pdf>

E. Glossary of Terms

ACCES/VR- (Adult Career and Continuing Education Services-Vocational Rehabilitation)- part of the New York State Education Department and assists individuals with disabilities to achieve and maintain employment and support independent living through training, education rehabilitation and career development. A referral through the Front Door enables services to be implemented upon reaching age 21 or graduating from high school, enabling students a seamless transition to the workplace and to live independent, self-directed lives.

Academic Intervention Services (AIS)- Remedial instruction within the areas of reading, written expression, and/or math delivered to disabled and non-disabled students.

Adapted physical education- a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Aging Out - The closure and transitioning out of preschool special education students who will be turning 5 years of age by December 1st or students who will be 21 years of age by the end of the academic year and leaving secondary level education programs.

Annual review- an evaluation, conducted at least annually by the committee on special education, of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

Assistive technology device- any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive technology service- any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- (1) the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment;
- (2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
- (3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- (4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and
- (6) training or other technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student.

Behavioral Intervention Plan- a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Career Development and Occupational Studies (CDOS)- students with disabilities can earn a NYS Career Development and Occupational Studies Credential (CDOS). This credential recognizes each student's preparation and skills for post-school employment.

Case Management - facilitating communication and service provision among multiple service providers for students with special needs.

Change in program (Review of Program- ROP)- a change in any one of the components of the individualized education program of a student as described in section 200.4(d)(2) of this Part.

Class size- the maximum number of students who can receive instruction together in a special class or resource room program and the number of teachers and supplementary school personnel assigned to the class.

Co-Teaching in an Integrated Setting (ICT) - this service offers a learning environment that includes a general education teacher working collaboratively with a special education teacher to deliver the curriculum in the general education setting in a team-teaching situation.

Committee on preschool special education (CPSE)- a multidisciplinary team established in accordance with the provisions of section 4410 of the Education Law.

Committee on special education (CSE)- a multidisciplinary team established in accordance with the provisions of section 4402 of the Education Law.

Compliance - acting in accordance with state/federal regulations and law.

Consultant teacher services- direct and/or indirect services, as defined in this subdivision, provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.

(1) Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher pursuant to subdivision (yy) of this section, to a student with a disability to aid such student to benefit from the student's regular education classes.

(2) Indirect consultant teacher services means consultation provided by a certified special education teacher pursuant to subdivision (yy) of this section to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

Continuum of Services - an array of settings and services that may be used individually or in combination from least restrictive to most restrictive. Refer to Part 200 Regulations of the Commissioner of Education (200.6).

Declassification support services- those services provided by persons appropriately certified or licensed pursuant to Part 80 of this Title in the appropriate area of service, to a student or such student's teacher(s) to aid in such student's transition from special education to full-time regular education, including:

(1) for the student, psychological services, social work services, speech and language services, counseling (other than career counseling), and other appropriate support services; and

(2) for the student's teacher(s), the assistance of supplementary school personnel, and consultation with appropriate personnel.

Due Process - procedures to ensure parent/student rights. Refer to Part 200 Regulations of the Commissioner of Education (200.5).

Front Door - person-centered approach to planning supports for people with developmental disabilities. The Front Door will guide people through the steps involved in finding out if they are eligible for services with the OPWDD.

Functional behavioral assessment (FBA)- the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The functional behavioral assessment shall be developed consistent with the requirements in section 200.22(a) of this Part and shall include, but is not limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Goals - desired results towards which instruction is directed as indicated on Individualized Educational Plan (IEP). 27

Home and hospital instruction- special education provided on an individual basis for a student with a disability confined to the home, hospital or other institution because of a disability.

Inclusion - Inclusion refers to a special needs student placed within age appropriate general education program primarily for social/emotional exposure and whose disability as stated on the IEP requires significant modification and/or adaptation of his/her general class curriculum as it relates to their cognitive, social/emotional, physical and management needs.

Individualized education program (IEP)- a written statement, developed, reviewed and revised in accordance with section 200.4 of this Part, which includes the components specified in section 200.4(d)(2) of this Part to be provided to meet the unique educational needs of a student with a disability.

Individual psychological evaluation- a process by which a New York State certified school psychologist or licensed psychologist uses, to the extent deemed necessary for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's native language, to study and describe a student's developmental, learning, behavioral and other personality characteristics.

Least restrictive environment (LRE)- placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

- (1) provide the special education needed by the student;
- (2) provide for education of the student to the maximum extent appropriate to meet the needs of the student with other students who do not have disabilities;
and
- (3) be as close as possible to the student's home.

Manifestation Determination/Nexus - term Nexus has been replaced by Manifestation Determination. It is a process that determines the relationship between a student's behavior and his or her disability subject to disciplinary action. It considers whether the IEP is appropriate and has been implemented, the student's ability to understand consequences, and the student's ability to control behavior.

Modification - adaptation made to the learning environment, instructional delivery and/or performance expectations which allow students with disabilities opportunities to demonstrate acquisition of information/skills.

Native language means:

(1) if used with reference to an individual of limited English proficiency, the language normally used by that individual, or, in the case of a student, the language normally used by the parents of the student, except that, in all direct contact with a student (including evaluation of the student), native language means the language normally used by the student in the home or learning environment; and

(2) for an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or =[oral communication).

New York State Alternate Assessment (NYSAA)-See parent resources for more information

Objective - a specific, observable, measurable demonstration of acquired skills toward which instruction is directed as indicated on Individualized Educational Plan (IEP).

Occupational therapy- the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.

Office for People with Developmental Disabilities- (OPWDD) – A New York State agency responsible for coordinating supports and services for people with developmental disabilities, including Intellectual Disabilities, Cerebral Palsy, Down Syndrome, Autism Spectrum Disorders, and other Neurological 28 Impairments. The agency will determine if the person has a developmental disability that is eligible for OPWDD funded services.

Preschool student with a disability- is a preschool child as defined in section 4410(1)(i) of Education Law who is eligible to receive preschool programs and services, is not entitled to attend the public schools of the school district of residence 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 can receive appropriate educational opportunities from special programs and services approved by the department. Eligibility as a preschool student with a disability shall be based on the results of an individual evaluation which is provided in the student's native language, not dependent on a single procedure, and administered by a multidisciplinary team in accordance with all other requirements as described in section 200.4 (b) (1) through (5) of this Part.

(1) Commencing July 1, 1993, to be identified as having a disability a preschool student shall either:

(i) exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, socioemotional or motor development which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes but is not limited to information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate:

(a) a 12-month delay in one or more functional area(s); or

(b) a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas; or

(c) if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas;
or

(ii) meet the criteria set forth in paragraphs (1), (2), (3), (5), (9), (10), (12) or (13) of subdivision (zz) of this section.

(2) Commencing July 1, 1991, in the calendar year in which such preschool student becomes three years of age, a student shall be first eligible for preschool programs and services on January 2nd of such calendar year, if the student's birthday falls before July 1st, otherwise a student shall be first eligible on July 1st of the calendar year; except that a student who, as of his or her third birthday, is already receiving services pursuant to section 236 of the Family Court Act or its successor, or section 4204-a of the Education Law, may, if the parent so chooses, continue to receive such services through August 31st of the calendar year in which the student first becomes eligible to receive services pursuant to section 4410 of the Education Law. A student shall be deemed to be a preschool student with a disability through the month of August of the school year in which the student first becomes eligible to attend school pursuant to section 3202 of the Education Law.

Physical Therapy - service which addresses a student's identified needs in one or more of the following areas: range of motion, strength, muscle tone, posture, gait, balance, reflex integration, gross motor coordination as they affect his/her educational performance.

Pull Out (non-integrated) - educational service provided to the student outside of the classroom on an individual or small group basis.

Push In (integrated) - educational service provided to the student within the classroom.

Reevaluation -A reevaluation is the opportunity to thoroughly assess the student's individual needs and the continued appropriateness of the special education services that have been provided to the student. Therefore, a reevaluation of a student (formerly called a "triennial evaluation") must be conducted if conditions warrant a reevaluation, or if the student's parent or teacher requests a reevaluation, but at least once every three years. (Unless the parent agrees in writing that testing does not need to occur.)

Regents Competency Test (RCT) -battery of tests in Reading, Writing, Global History, United States History, Mathematics and science available as a safety net for students who have difficulty earning a 55 or better on the summative Regents Examinations. Students who rely on this safety net are eligible for a local high school diploma.

Regular education teacher means:

(1) for a school-age student, a teacher qualified to serve nondisabled students who is providing regular education instruction to the student. If the student is not receiving instruction from one or more regular education teachers, a teacher qualified to provide regular education in the type of program in which the student may be placed may serve as the student's regular education teacher;

(2) for a preschool child, a regular education teacher qualified to provide regular education services to nondisabled preschool or elementary-level students who is providing regular education instruction to the student. If the student is not receiving instruction from one or more regular education teachers, a teacher qualified to provide regular education in the type of program in which the student may be placed may serve as the preschool student's regular education teacher.

Related services- developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

(1) Services that apply to children with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (such as mapping), maintenance of that device, or the replacement of that device, provided that nothing in this paragraph:

(i) limits the right of a student with a surgically implanted device to receive related services that are determined by the CSE or CPSE to be necessary for the student to receive a free appropriate public education; or

(ii) limits the responsibility of a school district to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or

(iii) prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

Resource room program- a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

Response to Intervention (RTI) - a general education initiative that supports a systematic approach to instruction and intervention, guided by research-based methods and continuous progress monitoring of students' needs.

Section 504 (Rehabilitation Act of 1973) - no individual with a disability shall, on the basis of disability, be excluded from participation in, be denied of, or otherwise be subjected to discrimination under any program or activity which receives benefits from federal financial assistance.

Section 504 Plan - An identified need of a general education student who is not eligible to receive special education services through an IEP, but may be afforded modifications and accommodations.

Skills Achievement Commencement Credential (SACC) - for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA) upon completion of at least twelve years of school.

Social Work Services - a process that a NYS certified school social worker uses, for purposes of educational planning, interventions to remove barriers to a student's learning from familial, environmental or interpersonal problems; mobilization of school and community resources to enable the student to benefit from his/her educational program. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.

Special Class (non-integrated) - this service is provided on a daily basis to students with disabilities who are grouped based on similar educational needs for the purpose of being provided a special educational program. These classes vary according to the number of students being serviced in each and by the number of service providers supporting their program. Class sizes could vary from as many as 15 students with one teacher, to as few as six students with a teacher and an aide, to support educational needs.

Special education- specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

(1) Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.

(2) Such instruction includes specially designed instruction in physical education, including adapted physical education.

(3) For the purposes of this definition:

(i) The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student.

The areas to be considered shall include:

(a) academic achievement, functional performance and learning characteristics which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;

(b) social development which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;

(c) physical development which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and

(d) management needs which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.

(ii) Group instruction means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.

Speech Therapy - a service that identifies, evaluates and treats communication disorders such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects the student's educational performance

Student with a disability- a student with a disability as defined in section 4401(1) of the 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 this definition are defined 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. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

(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.

(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.

(4) Emotional disturbance 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; or

(v) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(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.

(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, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

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

(8) Multiple disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-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.

(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).

(10) Other health-impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

(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.

(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, judgement, 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.

(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.

Substantial regression- a student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.

Supplemental Aids and Services - aides, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment.

Transition Services- a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the student's strengths, preferences and interests, and shall include needed activities in the following areas:

(1) instruction;

(2) related services;

(3) community experiences;

(4) the development of employment and other post-school adult living objectives; and

(5) when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

VII. District Long-Range Goals

A. Parent and Community Education Development

Goal #1:

To provide parents with opportunities on a quarterly basis throughout the 2019-2020 school year with various resources to enhance knowledge and understanding of their child's educational needs.

Action Steps:

What	When	Where	Why
Parent Network Workshop	Wednesday November 6 th , 2019 6:00-8:00p	West Middle School 395 Center Road	To equip families with techniques for dealing with challenging behaviors at home and in the community.
The Summit Center	Wednesday, January 22, 2020 6:00-8:00	East Senior 4760 Seneca Street	To familiarize families with considerations and strategies for reducing challenging behaviors.
Parent Network Workshop	Wednesday March 18 th , 2020 6:00-8:00p	East Middle School 1445 Center Road	To explore graduation options for children with disabilities.
Parent Network Workshop	Wednesday April 22 nd , 2020 6:00-8:00p	West Middle School 395 Center Road	To enhance parents skills and understanding on how to advocate and navigate through the CSE process.

Goal #2:

To increase engagement with our families and community throughout the 2019-2020 school year regarding relevant topics relating to special education.

Action Steps:

What	When	Where	Why
Heighten awareness of the various opportunities for parent and community learning	Throughout the school year as dictated by each individual opportunity	Use the current District Communication tools i.e. District Newsletter, Social Media, District Webpage, Email blasts	To communicate widely and often about opportunities for parent and community learning to a variety of audiences

Goal #3:

To solicit our parent community for specific areas of focus regarding future educational development opportunities.

Action Steps:

What	When	Where	Why
Parent Survey	Spring of 2020	Survey link emailed	To solicit our parent community for specific areas of focus regarding future educational development opportunities.

B. Professional Development for District Staff

Goal #1

To equip every special education teacher with the tools to write three SMART Goals for utilization in the 2020-21 school year Individualized Education Plans (IEPs) or to modify the goals from the goal bank for SMART Goal formatting.

What	When	Where	Why
Examples of SMART and non-SMART goals for learning opportunities	November 5, 2019 Superintendent's Conference Day	District building	To aid staff in recognizing the components of an effectively written SMART goal
Guidelines to explain components and appropriate verbiage for SMART Goals	November 5, 2019 Superintendent's Conference Day	District building	To help staff create goals that are specific, measurable, attainable, relevant, and timely

Goal #2:

To increase staff knowledge and teaching strategies within consultant and co-teaching environments by planning at least two lessons using one of the co-teaching models for the 2020-21 school year.

What	When	Where	Why
Increase knowledge of consultant and co-teaching strategies using provided hand-outs, examples, videos, etc.	Throughout the 2019-20 school year and on March 20, 2020 Superintendent's Conference Day	District buildings	To develop effective consultant teacher partnerships and co-teaching teams