

# York Central School District programs for students with the disabilities



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## Areas of Disability

Students between the ages of 5 and 21 qualify for special education services if they meet one or more of the thirteen areas of disability as determined by the Committee on Special Education (CSE).

1.) **Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which 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 has an emotional disturbance as defined in section 4 (see below). 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:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression; or
- (e) 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 a child's educational performance but that is not included under the definition of deafness (see section 2, above).

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(c)(6) 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 mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

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

8.) **Multiple Disabilities** means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes 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 a 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, amputations, and fractures or burns that 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, attention deficit hyperactivity disorder, or Tourette's 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 child'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 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 brain 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 child's educational performance. The term includes both partial sight and blindness.

All students between the ages of 3 and 5 who are determined to be eligible for special education services by the Committee on Preschool Special Education (CPSE) are considered to be a "Preschool Student with a Disability." The thirteen categories as outlined above do not apply to preschoolers.

### **Program Evaluation Procedures**

Systematic program evaluations provide information for making decisions regarding the impact of special education programs and services provided for students with disabilities. Program evaluation procedures provide for the following practices:

- Systematic and routine evaluations of special education and related services for the student with disabilities
- Routine evaluation of program effectiveness indicators, including: identification and referral processes, evaluation, IEP development, service delivery, staff behaviors and attitudes, school climate, student progress, and compliance with state and federal regulations governing the education of students with disabilities
- Review of reevaluation results to determine whether programs are meeting the needs of the students
- Review of the special education statistical results as provided by the State Education Department

Student progress monitoring procedures include using information about student progress and performance for the improvement of instruction.

The evaluation of programs and services for students with disabilities is primarily the responsibility of the Committee on Special Education (CSE). Parents are included as decision-makers in any CSE meeting making evaluation, program, and placement recommendations for their child. The CSE recommends and monitors annual goals and instructional objectives for each student through the Individualized Education Program (IEP) development and review process. The CSE reviews the appropriateness of each student's program, and, if appropriate, revises the IEP periodically, but not less than annually. The CSE annual review of each student with a disability considers the educational progress and achievement of this student with a disability. The CSE review process assures consideration of appropriate special education services, related services, and supplementary aids and services that will enable the students to be involved in and progress in the general curriculum and in extracurricular activities and non academic activities.

The IEP specifies annual goals for each student. Teachers, in collaboration with other staff members including school counselors, are responsible at the building-level for monitoring the progress of students toward meeting these goals. Parents are encouraged to be partners in the program monitoring process; to meet periodically with teachers to review their child's progress toward annual goals. Parents are invited, at least annually, to meet with the CSE to review their child's progress. Parents are part of the CSE decision-making processes, especially in the development of their child's IEP.

Evaluation of program appropriateness for a given student also occurs through the reevaluation process. Students receiving special education services are reevaluated every three years. In accordance with Part 200 Regulations, a reevaluation refers to the need to evaluate each student with a disability at least every three years by a team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievements, the student's ability to participate in instructional programs in regular education, and the student's continuing eligibility for special education.

Students with disabilities participate in State and District assessments. If the CSE determines that a student will not participate in State or District assessments, the IEP must contain a statement of why that assessment is not appropriate for the student and what alternative assessments will be used.

The State Education Department annually provides statistical data related to the results of students with disabilities on state tests, diplomas received, and the percentage of pupils with disabilities enrolled in out-of-district programs. In addition, data is available for every district in the state regarding the percentages of pupils who are classified. Such data is reviewed carefully by the CSE and its subcommittee.

**Committee on Special Education (CSE)  
Committee on Preschool Special Education (CPSE)**

Purpose and Organization

The primary purpose of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) is to determine whether or not a student between the ages of 3 and 21 meet the criteria to be classified as having a disability. If he/she is determined to be eligible, the CSE/CPSE will have:

- 1.) To make recommendations on classification, evaluation, and educational programs and services for students who require special education:
  - A.) Determine the present levels of performance relative to how the student's disability affects his or her involvement and progress in the general education curriculum. The CSE must assess present levels of performance and individual needs in the following areas:
    - \* Academic/Educational Achievement and Learning Characteristics
    - \* Social Development
    - \* Physical Development
    - \* Management Needs
  - B.) Recommend a program placement and/or services based on the student's identified educational needs.
- 2.) To ensure that the IEP of each student addresses the unique needs of the student relative to his/her disability in order for the student to progress in the general education curriculum.
- 3.) To assure that the focus of the IEP is designed to be clear about recommendations, adjustments and services that may be necessary for the students to:
  - \* Advance appropriately towards attaining the

- annual goals and objectives; and
- \* Be involved in and progress in the general education curriculum and to participate in extra curricular and other nonacademic activities; and
- \* Be educated and participate in activities with other students with disabilities and students without disabilities.

4.) To make recommendations on the frequency and nature of appropriate reevaluations for eligible students.

In addition, the CSE and CPSE are also responsible for the following:

- 1.) To insure that the adequacy of the existing special education programs are evaluated. The committees prepare annual reports and long range predictions for the State Education Department.
- 2.) To inform the Board of Education about the adequacy of existing special education services and programs and to advise them about the needs of students with disabilities in the district.
- 3.) To report annually to the Board of Education the status of each student with a disability and each resident student thought to require special education.
- 4.) To maintain annually the census of all resident students with disabilities.

York Central School District has one CPSE, which is responsible for students between the age of 3 and 5. The district also has one district-wide CSE that is responsible for students between the ages of 5 and 21. The district-wide CSE assumes responsibility for the following:

- New referrals
- Initial placement into a special class program
- Placements external to the building
- Placements external to the district
- Students referred to the district-wide CSE by a subcommittee or parent of a student under review

The current York Central School District CSE organization includes the utilization of the subcommittee, which assists the CSE in the completion of interim/annual/triennial reviews for students with IEPs enrolled within the district schools.

The CSE/CPSE monitors all special education programs and assures that procedures regarding referrals, screening, and evaluation of the students are implemented in a uniform manner.

## **CSE and CPSE Membership**

In accordance with Part 200 of the Updated Regulations of the Commissioner, it is the responsibility of the Board of Education to appoint members of the Committee on Special Education (CSE) and Committee on Preschool Education (CPSE).

In appointing CSE/CPSE members, considerations are given to the types of expertise needed by the CSE/CPSE to carry out its responsibilities:

- Experience in working with children with disabilities in the classroom, at home, in the community, in counseling, rehabilitation, and/or medical situations
- Experience in working with individuals with a variety of disabilities
- Experience in working with parents of children with disabilities
- Knowledge and skill in analyzing and interpreting diagnostic test data relative to instructional implications and evaluation results
- Knowledge and skill in assessing the educational needs of children with disabilities
- Knowledge of general education programs, support services, and extracurricular activities within the district school
- Skills related to the group process
- Skill/experience in evaluating educational programs
- Knowledge of community resources available to persons with disabilities

New and existing members are offered training and in-service opportunities via regional offerings.

## **Continuum of Services**

The York Central School District is committed to providing a full continuum of services for all students, including those with disabilities. Educational law defines the continuum of programs and services that districts must make available for its students with disabilities. Districts may provide such programs and services within the district or make arrangements for the provisions of such services through programs in other districts or private placements. Currently 93% of all resident students with disabilities attend programs within the district.

In accordance with Part 200 regulations, the York Central School District assures the provision of a full continuum of special education programs and services in order to meet the individual needs of resident students with disabilities and equal opportunity for instruction in the least restrictive environment (LRE). New York State's definition of LRE means that placement of students with disabilities in



special classes, separate school, 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 supplemental aides and services, education cannot be satisfactorily achieved within the general education environment. The impact of a student with a disability on the education of the other students in the general or special education class must be considered by the CSE when making placement recommendations. The placement of an individual student with a disability in the LRE shall:

- Provide the special education needed by the student
- Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- Be as close as possible to the student's home

The Part 200 Regulations require that the following range of programs and services be available for students with disabilities:

- Regular Education Programs and Services
- Consultant Teacher Services
- Related Services
- Transitional Support Services
- Resource Room Services
- Special Class Programs
- Special School
- Home and Hospital Instruction

Definitions of the special education programs and services in the continuum required by the part 200 regulations are outlined below, along with descriptors of local initiatives designed to meet identified students' needs within the least restrictive environment.

### **Consultant teacher services**

Consultant teacher services means direct or indirect (specially designed individualized or group instruction) and/or indirect (consultation) services provided for a minimum of two hours each week by a special education teacher to students with disabilities enrolled full-time in a regular education program. Such services are collaborative in nature and are available in district settings in accordance with individual student needs and Individualized Education Plans (IEPs).

The consultant teacher is:

- Responsible for assisting the classroom teacher in modifying and adapting classroom instruction to meet the needs of students with a disability;
- Responsible for planning and providing specially designed instruction to be delivered within the general education classroom in collaboration with the general education teacher to aid students in benefiting from the general education class;
- Responsible for identifying instructional strategies, accommodations, and modifications that may need to be implemented in the classroom setting to meet the needs of the student with a disability; and
- To work collaboratively to routinely incorporate the contents of the IEP into everyday classroom instruction.

Currently we provide the following consultant teacher service models at York:

- For students in grades K-2, indirect and direct consultant teacher services are provided for all students as per their IEP.
- For students in grades 3-5, direct consultant services are co-taught in a general education setting; indirect services are also provided through consultation with the general education teachers.
- For students in grades 6-12, special education teachers provide direct instruction in general education classrooms and/or provide indirect support through consultation with the general education teachers.

### **Related Services**

Related services include speech/language therapy, audiology, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, school health services, school social worker, and other appropriate support services and medical services as defined in the updated Commissioner's Regulations, Part 200. Related services are provided in conjunction with academic classes to assist students with disabilities to benefit from their educational program. Appropriate specialists provide related services in district settings based upon individual student needs and Individualized Education Plans (IEPs).

### **Autism Consultant Services**

The Autism Consultant is a trainer, staff consultant, and evaluator who supports staff working with students labeled as having Autism Spectrum Disorders (ASD), including Autism, Asperger's Syndrome, and PDD. Training is provided specific to the characteristics of students with ASD leading to the design and implementation of individualized structured teaching instructional modifications. Transition support, assistance with IEP development, and training/dissemination of information to parents/community can also be provided.

### **Transitional Support Services**

Transitional support services means those temporary services specified in a student's IEP or Declassification Plan provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a regular program or to a program or service in a less restrictive environment. Such services are available in all district settings in accordance with individual student needs, Individualized Education Plans (IEPs), and Declassification Plans.

### **Resource Room Program**

Resource Room means a special education program for a student with a disability in a regular or special education program that is in need of specialized supplementary instruction. The Resource Room program supplements regular or special class instruction up to fifty percent of the school day, but consists of no less than three hours of instruction per week. Instructional groups for students with disabilities in a Resource Room program cannot be greater than five students. The composition of instructional groups in a Resource Room shall be based on the similarity of individual needs of the students. This program option exists within the district in accordance with individual student needs and Individualized Education Plans (IEPs). Our current student needs have allowed us to create a Learning Center in order to provide instruction supplemental to the content area and taught by a consultant teacher. This creates more appropriate student supports and allows for schedule flexibility.

### **Special Class Program**

Special class instruction is provided on a daily basis. A special class may consist of students with the same disability or of students with differing disabilities not with similar education needs. A student is placed in a special class for instruction on a daily basis to the extent indicated on the IEP. Such placement occurs only when the nature or severity of the disability is such that even with the use of supplemental aids and services, education cannot be satisfactorily

achieved within the general education environment, taking into consideration the impact of the students with a disability on the education of the other students in the general or special education class. Students with disabilities placed together for purposes of special education instruction are grouped by similarity of individual needs relative to learning characteristics, levels of achievement, social development, physical development, and management needs. The following are class size options in accordance with the Commissioner's Regulations, Part 200:

15:1	15 students with 1 teacher
12:1:1	12 students with 1 teacher and 1 paraprofessional
8:1:1	8 students with 1 teacher and 1 paraprofessional
6:1:1	6 students with 1 teacher and 1 paraprofessional
12:1:4	12 students with 1 teacher and an additional adult for every 3 students

The criteria specified on the updated Commissioner's Regulations are based upon management needs and the intensity of each student's need for specialized instruction in a self-contained setting.

Currently, the following special education class options are available within the district:

15:1 Special class instruction in a self-contained setting at the primary elementary school level, grades K-2.

15:1 Special class instruction in a self-contained setting at the intermediate elementary school level, grades 3-5.

15:1 Special class instruction in a self-contained setting at the middle school level, grades 6-8

15:1 Special class instruction in a self-contained setting at the high school level, grades 9-11

These classes are designed to support those students who are working toward a local or Regents diploma that may experience some social, emotional, management, or academic need within the school environment and require a smaller setting. The placement of the student is based on his/her individual needs. The class ratio is based on the need of the student.

## **Special Schools/Out-Of-District Programs**

Out-of-district programs include those contracted for with other public school districts, BOCES, State Education Department approved private day schools, and residential schools.

Generally, out-of-district programs are designed for students with intense or unique special education needs. Examples of such programs include but are not limited to the following:

- Genesee Valley BOCES placements
- School of Holy Childhood
- Rochester School for the Deaf
- Crestwood Children's Center

## **Home and/or Hospitalization Instruction**

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall receive individualized instruction for a minimum of five (5) hours per week at the elementary level, preferably (1) hour per day; or a minimum of ten (10) hours per week at the secondary level, preferably two (2) hours daily.

## **Programs for Pre-Schoolers with Disabilities**

Special Education Programs are available to preschoolers through the CPSE process. Other services offered by the district include:

- Related Services
- SEIT- Special Education Itinerant Teachers
- Center based integrated classrooms- 18:1:2
- Self-contained classrooms: 12:1:2 and 6:2:1

\*\*All students, district-wide, who are grouped for instruction will be aged within a 36 month range.\*\*