
White Plains City School District

Special Education District Plan 2021-2024

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STATEMENT OF ASSURANCES

The Board of Education of the White Plains City School District (the District) as a part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within District, the needs of the majority of its identified students.

These programs and services are designed:

To afford each student with the appropriate level of support necessary to meet the Common Core Learning Standards.

To provide each student with those special educational services necessary to enable the student to meet his/her annual goals.

To afford each student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District.

To give each student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

By action of the Board of Education in a regularly scheduled meeting. The Board adopted its District Plan set forth below.

Date

President, Board of Education

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Regulations Governing The District Plan – 8 NYCRR 200.2

District Plans. Each Board of Education, which receives an apportionment for students with disabilities, pursuant to subdivision 19 of section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall keep on file and make available for public inspection and review by the Commissioner an acceptable plan as required by subdivision 8(b) of Section 3602 of Education Law. The District Plan shall include, but need not be limited to, the following:

- i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;
- ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;
- iii. The method used to evaluate the extent to which the objectives of the program have been achieved;
- iv. A description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for special education programs that meet the needs of school-age and preschool students with disabilities;
- v. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident school-age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;
- vi. A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format, as such term is defined in Part 200.2(b)(10) of the Regulations of the Commissioner of Education, for each student with a disability at the same time as such instructional materials are available to non- disabled students;
- vii. The estimated budget to support such plan; and
- viii. The date on which such plan was adopted by the Board of Education.

Introduction

In accordance with Part 200.2 of the Rules and Regulations of the Commissioner of Education, the Board of Education adopts its District Plan. This plan outlines the continuum of programs and services available to preschool and school age students in District who are identified with disabilities under state and federal law, the students placements, the numbers, age range and disabilities of the students currently receiving services in each program offered, the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for our students, including students who receive programs through our Board of Cooperative Educational Services, the manner in which the District ensures that all instructional materials used in the District are available in a usable alternative format to students with disabilities at the same time as such materials are available to non-disabled students and the estimated budget to support the plan. This plan was adopted by the Board of Education at its regular meeting.

The Continuum of Services Available to Preschool Students Identified with Disabilities

Preschool Programs and Services

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education settings are settings designed primarily for children with disabilities. **On October 7, 2020 the District serviced 154 preschool students with disabilities. One hundred and fourteen (114) students received services in Early Childhood Settings or home and forty 40 preschool students with disabilities received services in Early Childhood Special Education Settings.** We anticipate serving approximately 200 preschool students with disabilities by the end of the 2021-2022 school year.

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age eligible for kindergarten and who reside in the District have available to them the following special educational services:

1. Related Services Only

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services and/or social work services. These services are made available in a variety of settings including a child's home, day care center, nursery school or provider's office.

2. Special Education Itinerant Teacher Services

Special education itinerant teacher (SEIT) services provide direct instruction by a certified special education teacher affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, day care program and home. These services are offered on individual and group basis as needed to meet their goals.

3. Integrated Settings

Special classes in integrated settings provide for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher and a teaching assistant/aide.

4. Special Class

Special classes are currently available in approved private preschools. Classes range from six to twelve identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aides.

PRESCHOOL STUDENTS BY PROGRAM

Nature of Services	Number of Students	Ages
Related Services	87	3-5
SEIT Only	7	3-5
SEIT and Related Services	20	3-5
Special Class	40	3-5

School-age Programs and Services

District School-age Programs and Services

The following is a listing of White Plains City School District programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities. **On October 7, 2020, 1164 students were being serviced through the Committee on Special Education; 1026 students were serviced in regular school-based programs in buildings attended by disabled and non-disabled students and 54 students in separate schools.** We anticipate serving approximately 1200 students during the 2021-2022 school year.

Overall Profile of White Plains Students with Disabilities

Disability	Number of Students	% of Classified Students	Number of students who spend 80% of the day or more in General Education	40- 79% of the day in General Education	Less than 40%	Separate school	Residential	Parent Placed	Home School
Autism	106	9%	35	23	31	10	1	2	1
Emotional Disturbance	58	5%	27	11	4	13	1	2	0
Learning Disability	395	34%	230	137	6	3	0	18	0
Intellectual Disability	35	3%	0	24	8	3	0	0	0
Deafness	4	< 1%	1	1	1	1	0	0	0
Hearing Impairment	5	<1%	2	2	1	0	0	0	0
Speech or Language	277	24%	196	25	30	0	0	11	0
Visual Impairment	5	<1%	3	1	0	1	0	0	0
Orthopedic Impairment	2	<1%	0	1		0	0	0	0
Other Health Impairment	252	22%	167	30	19	8	1	26	0
Multiple Disabilities	24	2%	0	4	5	15	0	0	0
Traumatic Brain Injury	1	<1%	0	1	0	0	0	0	0
TOTAL	1164		661	260	105	54	3	59	1

In-District Programs and Services

The District provides a continuum of programs and services as follows and the numbers of students are based on services recommended during 2021-2022 annual reviews:

1. Related Services Only

The District provides related services only for identified students with disabilities in kindergarten through twelfth grade. Related services include speech and language, occupational therapy, physical therapy, counseling, specially designed reading and hearing and vision services. Related services can be provided in conjunction with other related services or program services. Below is a breakdown of the related services provided in conjunction with other district programs.

RELATED SERVICES BY GRADE

Grade	Speech	OT	PT	Counseling	Parent Training	Reading Instruction	Vision Services	Hearing Services
K	16	6	1	2	1	0	0	0
1	57	35	8	15	14	5	0	1
2	52	31	10	17	9	25	0	1
3	57	42	9	20	10	40	0	2
4	50	29	4	17	8	34	0	2
5	52	25	1	17	2	43	1	0
6	51	28	0	24	19	31	0	2
7	37	11	2	22	7	12	0	0
8	26	5	1	31	7	4	1	0
9	18	3	0	36	11	6	0	0
10	12	5	1	50	5	4	4	1
11	6	5	3	38	4	1	0	0
12	7	2	1	48	8	0	0	2
UNG	7	5	2	1	3	0	1	0

2. Resource Room

The District provides resource room services for students with disabilities in grades 9 through 12. Resource room provides specialized instruction in a small setting for a minimum of three (3) hours per week. Resource room may be provided in conjunction with consultant teacher services for a minimum of three (3) hours per week, combined. In addition, the District provides

Strategies for Success in grades 9-12 and Support for Academic Learning (SAL) in grades 6-8. Both provide academic and organizational support in a smaller setting.

3. Consultant Teacher Services

Based on the recommendation of the Committee on Special Education, consultant teacher services are provided to students with disabilities grades K-8 and at the Rochambeau Campus of White Plains High School. The availability of consultant teacher varies with the needs of the students. Services can be provided directly to a small group of classified students within the classroom or indirectly to the general education teacher to help support the students. Consultant teacher services are provided in English Language Arts and Mathematics.

4. Integrated Co-Teaching

Integrated co-teaching (ICT) classes are available for grades K-12. In the integrated co-teaching classroom, a general education and special education teacher share responsibility for all the students in the classroom. Curriculum is modified, as needed, and accommodations provided to meet the individual needs of all of the students. According to regulation, there can be no more than 12 students with Individualized Education Programs (IEP's) in the integrated co-teaching classroom. At the elementary level, integrated co-teaching is offered at George Washington, Mamaroneck Avenue and Ridgeway Schools. At Eastview and Highlands, the district offers integrated co-teaching in each of the core content areas: English, math, social studies, and science. At White Plains High School, the district offers integrated co-teaching in the subjects in which students need to pass a NYS Regents Examination to obtain a Regents Diploma: English 9, 10 and 11, Global 1 and 2, United States History, Earth Science, Living Environment and Algebra.

5. Self-Contained Classes

The District offers self-contained classes in grades K-12.

At the elementary level there are classes that support students with communication, academic, speech and language, social emotional, and overall developmental delays. The classes are separated by age ranges (ex. Grades K-2) and by student to teacher ratio (ex. 8:1:2 is eight students, 1 teacher and 2 teaching assistants).

Below is a chart of our continuum of special class services:

Listing of Special Class by Building and Area of Need

SCHOOL	Communication Disabilities	Social Emotional Disabilities	Intellectual Disabilities	Speech and Language and Academic Delays	Content Area Classes
Church Street	K-2, 8:1:2 3-5, 8:1:2				
GW				K-2, 12:1:2 3-5, 12:1:1	
MAS			K-2, 12:1:2 3-5, 12:1:2		
Post Rd		K-2, 8:1:2 3-5, 8:1:2			
Ridgeway	K-2, 8:1:3 K-2, 8:1:2 3-5, 8:1:2				
White Plains Middle and High Schools	12:1:2	Integrated supports throughout the day ISP program			English Math Social Studies and Science 15:1

At the White Plains Middle School self-contained classroom are departmentalized and supplant instruction in English Language Arts, math, social studies and science. Those classes have a 15:1 ratio, 15 students to one teacher. Students can be placed in any or all of the special classes depending on their needs. In addition, for students who require a higher level of support, the district has two self-contained classrooms that are not departmentalized. Students spend the day with the same teacher. Both Eastview and Highlands have a class that service students grades 6-8, with a ratio of 12:1:2, 12 students, 1 teacher and 2 teaching assistants.

In addition to the specialized academic supports, White Plains Middle School has an Integrated Support Program or ISP. The students have a common period where they receive both academic and social emotional support. Staff is available throughout the day to support the students as they move through their academic schedule.

At White Plains High School there is also a self-contained, departmentalized program. Students who require a smaller learning environment with a lower student to teacher ratio (15:1) and access to Regents level curriculum, may be recommended by the CSE for classes in English, Algebra, Global, United States History, Living Environment, Earth Science, Economics and Government and math and science electives. In addition, for students who require higher level

of support, the district has three self-contained, 12:1:2, classrooms. The curriculum targets functional academics, life skills and vocational training.

In addition to the specialized academic supports, White Plains High School has an Integrated Support Program or ISP. The students have a common period where they receive both academic and social emotional support. Staff is available throughout the day to support the students as they move through their academic schedule. This program has a high level of social emotional support with a school psychologist, a social worker and a special education teacher supporting the students.

NUMBER OF STUDENTS BY PROGRAM BY GRADE *

Grade	Resource Room	Consultant Teacher	Integrated Co-Teaching	Special Class	Special Class Subject Areas
K		11	15	8	
1		18	20	11	
2		25	15	15	
3		36	21	17	
4		35	19	12	
5		34	18	22	
6		37	24	23	12
7		30	24	19	9
8	1	51	15	29	25
9	7	4	63	28	24
10	17	8	43	39	37
11	16	5	43	41	34
112	12	9	0	38	29
UNG				8	

* One student may have multiple services, i.e. resource room and integrated co-teaching

Number of Students in Programs by Disability

	Autism	Emotional Disability	Learning Disability	Multiple Disabilities	Other Health Impaired	Speech and Language	Hearing Impaired	Visually Impaired	Intellectual Disability
Resource Room	3	12	23	0	12	0	1	0	2

Consultant Teacher	9	12	99	0	73	100	2	0	1
Integrated Co-Teaching	27	10	135	0	75	71	0	0	1
Special Class-Including Content Area Classes	67	3	122	7	35	43	4	0	27

Out-of-District Programs and Services

The White Plains City School District offers a full continuum of special education programs and services in District schools. The Committee on Special Education is responsible for placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with an Individualized Education Plan. The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student’s disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and services, within the general education classroom. In a small number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program. The following is a description of programs in which the District CSE has recommended placement of a student with a disability in an out-of-district program. During the 2021-2022 school year 49 students were placed by the Committee on Special Education, in out of district programs and schools.

1. Other Public School Programs

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. The District currently has three students classified with autism, and intellectual disabilities, in special education programs in Eastchester. The classes range in size from 8-12 students with one teacher and one or two teacher aides. Currently 3 students attend other public school programs.

2. Board of Cooperative Educational Services Programs

The White Plains City School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts.

The District utilizes Southern Westchester BOCES, Putnam/Northern Westchester BOCES and Rockland BOCES programs and services for students with more intensive educational, emotional or management needs that cannot be appropriately met in an in-district program. The

District currently has students with disabilities in the following BOCES special education programs:

Therapeutic Support The Southern Westchester, Putnam/Northern and Rockland BOCES Therapeutic Support program provides a structured, supportive and individualized academic program for students with more intensive emotional and behavioral needs. These small classes are usually in a public school setting and include individual and group counseling services. Students are taught how to accept responsibility for their behavior, progress academically, and have a successful school experience. Staffing ratio is 8:1:1 or 12:1:1. Currently 9 students attend a TSP program.

Pinesbridge The Putnam/Northern BOCES Pinesbridge program provides educational services for multiply disabled students. The focus is on the development of adaptive and vocational skills in a small setting with a low student to adult ratio: 12:1:4. Related services are provided in the areas of speech, occupational therapy and physical therapy. Currently 3 students attend Pinesbridge.

Autism and Multiply Disabled The Southern Westchester, Putnam/Northern and Rockland BOCES Multiply Disabled program provides a structured, supportive and individualized academic program for students with more intensive academic and/or physical needs. Students are provided intensive academic support along with a range of related services. The emphasis is on functional academics and pre vocational skills. Currently 14 students attend a program that supports students with Autism and other developmental disabilities

3. Approved Private Day Schools

When the needs of a student with a disability cannot be met in program operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive approved private day placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intense supervision and structure. The White Plains City School District is currently utilizing the following programs:

Clearview School The Clearview School services students with emotional disabilities. The school provides instruction in a small therapeutic environment, with a low student to teacher ratio 12:1:1. Psychiatric and counseling services are available to both students and parents as are 24 hour a day crisis intervention services. Currently we have 1 student who attend the Clearview School.

Green Chimneys/Clearpool This program services students with both learning and emotional disabilities. The day program provides individualized and small group instruction, 12:1:1, and behavioral intervention. Additional services include speech therapy, occupational therapy, physical therapy and counseling. Currently 3 students attend Green Chimneys/Clearpool.

Hawthorne Country Day School This school supports students with Autism and other developmental delays. The school offers individualized and small group instruction, utilizing research based methods that support students with Autism. There is a broad range of ratios such as 6:1:2, 8:1:2 and 12:1:2 and students can receive related services. Currently we have 3 students who attend Hawthorne Country Day School.

John A Colman School This school services students who have medical, physical, academic and or social emotional needs. Coleman school can service students pre K-

1st grade in both self-contained and inclusive classrooms. Currently we have 1 student at the John A Colman School.

State Supported Schools State supported schools, support students who have hearing or vision disabilities. Students receive small group grade level instruction in combination with skills such as sign language or Braille. Currently we have 1 student attending state supported schools.

Summit School at Nyack- The Summit School services students with emotional disabilities. Regents' curriculum is provided in a small therapeutic environment, with a low student to teacher ratio, 12:1:1. Based on the needs of the student, counseling is provided in both group and individual settings.

:4. Special Act Schools Special Act Schools were created by the state to support students for whom other day and residential programs are no longer appropriate. Students may be placed in Special Act Schools by the Committee on Special Education and receive both academic and social emotional supports. Currently we have 7 students placed at Special Act Schools.

5. Approved Residential Schools Approved residential schools support students with learning differences who are unsuccessful in a private school. Residential schools provide a smaller learning environment with significant behavioral supports. We currently have a student placed at Center for Discovery

6. Home/Hospital Instruction

Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. The CSE recommends how many hours of home instruction are appropriate to meet the student's needs. We currently have 3 students on Home/Hospital Instruction.

EVALUATION OF PROGRAM OBJECTIVES

In evaluating the extent to which program objectives have been achieved, the Office of Special Education Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to White Plains City School District students with disabilities. Among the information to be analyzed are the following;

- Special education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Facts templates)
- Special education data reports (PD 6, PD 8, PD 10)
- Special education data collected in connection with the State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of White Plains City School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- White Plains City School District school report cards
- White Plains universal screeners and other districtwide assessment data
- Individual student performance data from annual reviews and reevaluations
- Progress toward mastery of IEP goals and benchmarks
- Reports and comments from stakeholders

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the White Plains City School District to ensure, to the fullest extent possible, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District will continue to provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools.

The District will also consult and collaborate, upon request, with Southern Westchester BOCES in determining the adequacy and appropriateness of facilities' space housing special education programs and develop a special education space requirements plan in accordance with Education Law, section 1950 (17). This plan, completed every five years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with non-disabled peers.

ALTERNATIVE FORMAT PROCEDURES

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students. "Alternative format" is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that is needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file.

Alternative Format Procedures:

- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.
- When students with disabilities move into the District during the school year, such case manager appointed by the CSE or Section 504 Team shall initiate the process to obtain needed materials in alternative formats immediately and undertake whatever expedited processes are available to ensure such materials are made available to the student without delay.

Electronic Files:

Electronic files must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student. If an electronic file is provided to the District, and must be utilized by a student with a disability, the District will either:

- Wherever necessary or cost effective, require that the Vendor convert those instructional materials into an accessible format for those students with disabilities who require an alternative format;
- Where practicable, the District shall, at its discretion, convert electronic files into accessible formats for those students whose disabilities would otherwise preclude their having access to such files.

BUDGET

Each year the Office of Special Education Services prepares a budget to support the needs of the student's with disabilities. The budget includes materials, supplies, equipment, contractual expenses, tuition, preschool apportionment and special education settlements. The budget is reviewed and approved as part of the District's budget process.

The following table is a summary of special education program costs for District accounts from the 2021-2022 budget.

ACCOUNT NAME	BUDGET
SPECIAL ED-TEACHER SALARY	11,400,730
SPECIAL ED-NON-INSTRUCTIONAL	147,240
SPEC ED-EQUIPMENT	6,000
SPEC ED/PPS-CONTRACTUAL EXPENDITURE	1,246,017
SPEC ED/PPS-MATERIALS AND SUPPLIES	259,235
SPEC ED-TUITION	2,742,948
SPECIAL ED COUNTY MAINTENANCE	50,000
CONTINGENCY	500,000
SPECIAL ED – TEXTBOOKS	19,050
BOCES TUITION and RELATED SERVICES	4,635,966
PUPIL SERVICES/PSYCHOLOGIST and GUIDANCE	8,725,604
	29,732,790