

JERICHO UFSD

SPECIAL EDUCATION DISTRICT PLAN

2022-2024

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JERICHO UFSD DISTRICT PLAN FOR SPECIAL EDUCATION

The Jericho School District has a long-standing commitment to excellence in education for all students and supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education. The district provides a full continuum of services, as specified by law, to meet the unique educational needs of students with disabilities in the least restrictive environment. The continuum represents programs which are available within the district, by contract with neighboring districts, by BOCES or private educational agencies, and by State-supported or State-operated schools. The District Plan for Special Education includes, as required by law, the following:

- a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- identification of the number and age span of students and preschool students to be served by type of disability and recommended setting;
- the method(s) to be used to evaluate the extent to which the objectives of the program have been achieved;
- 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 students and preschool students with disabilities;
- 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 students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
- 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, for each student with a disability at the same time as such instructional materials are available to nondisabled students;
- the estimated budget to support the plan;
- the date on which the plan was adopted by the Board of Education; and,

Furthermore, any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.

Nature and Scope of School Age Special Education Programs and Services

A full continuum of services is available for students with disabilities throughout the district. The nature and scope of the special education programs and services is described below, ranging from the least restrictive environment to the most restrictive environment.

General Education with Declassification Support Services

Students who have been declassified fully participate in the general education program. Test accommodations, eligibility for the safety net, LOTE exemption, and direct or indirect related services may be provided to the student, consistent with the students' needs. In addition, transitional support services may be provided to the general education teacher(s) on a temporary basis to aid in the provision of an appropriate educational program or in a change to a less restrictive program. The services are provided by an appropriate professional who understands the specific needs of the student with a disability.

General Education with Supplementary Aids and Services

Students with disabilities fully participate in the general education program. Supplementary aids and services, such as test and program accommodations and/or assistive technology, are provided consistent with the students' disabilities and needs.

Consultant Services (Direct and Indirect)

Consultant teacher services are provided directly or indirectly to students with disabilities enrolled in general education classes to meet the specific needs of the students. Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week, except that the CSE may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services may receive a combination of such services consistent with the student's IEP for not less than three hours each week.

Related Services

Related services means developmental, corrective and other supportive services as are required to assist a student with a disability and include counseling, speech therapy, occupational therapy, physical therapy, adaptive physical education, parent counseling and parent training, behavioral consultant services, school health services, individual and shared aides, sign language interpreters, music therapy, visually impaired and hearing impaired services. Services are designated on a student's individualized education program (IEP) to be provided for specified periods of times and frequencies and can be provided individually or in small groups.

"Push-in" services are provided where possible, to avoid excessive loss of classroom time and to make these services more educationally relevant in the classroom setting. The extent of these services may range from daily sessions to less frequent contacts, depending on the individual needs of the student, as determined by the Committee on Special Education.

Resource Room Program

Resource room classes are available in each of the district's five schools. The resource room program is designed to supplement the general education program and to provide direct instruction for students with disabilities. The extent of resource room services is based upon individual needs, but at least three hours per week and not in excess of 50% of the school day, in accordance with regulations. Every attempt is made to avoid conflict with mainstream programs.

The district also recognizes that, as students transition from resource room to a less restrictive program, or declassification, they may still need some resource room support. In these instances, and outside of their mandated IEP services, students may be provided with resource room on a every other day basis.

Resource Room Program and/or Specialized Reading Instruction

The CSE may recommend that a student with a disability needs a combination of resource room services and specialized reading instruction. A student may receive a combination of these services for not less than three hours per week.

Integrated Co-Teaching Services

Integrated co-teaching (ICT) services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and in the general education classroom with non-disabled students. These services afford students with disabilities the opportunity to be educated in the least restrictive environment with their non-disabled peers.

Integrated co-teaching services are available at all schools, depending on population needs. At the elementary level, integrated co-teaching services are generally provided for 4.5 hours. One special education teacher aide will be assigned to the classroom to work closely with both the special education teacher and the general education teacher, for 4.5 hours each day.

Integrated Co-Teaching services are offered at Jericho Middle School and Jericho High School in core classes (ELA, math, science, social studies), for grades 6-11. The program involves mutual planning by the general and special education teachers to provide an optimal learning environment for all students. The program is departmentalized, therefore enabling students to participate in the general education setting in subjects consonant with their abilities and needs. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall not exceed 12 students, unless the district applies for a variance by notification to add one additional student. Additionally, the district may apply for a variance by Commissioner Approval for a second additional student. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

At the secondary level, the Jericho School District also provides supports for students who receive ICT services, *outside of the mandates of their IEPs*. Guided study classes for students in grades 6-11 are offered during the school day.

Special Classes 12:1:2 and 8:1:2 (Elementary)

A student with a disability may be placed in a special class for instruction on a daily basis to the extent indicated in the student's IEP. Students in special classes are placed according to similarities in levels of achievement, social development, physical development and management needs, although classifications may vary. Classes are staffed by one special education teacher and special education aides. Special classes are provided when students have not been able to progress in the curriculum in a less restrictive setting.

For the 2022-2024 school years, there are several special classes at the elementary level at Jackson and Cantiague. There are also 8:1:2 elementary special classes which are designed to service students with more intensive needs within the district, as opposed to going to BOCES programs or private schools. The students in the 8:1:2 classes may be engaged in a Life Skills curriculum, which focuses on their functional academic skills, activities of daily living, and self-determination skills, as well as the NYSAA.

Mainstreaming continues to be an important component of the special class program. It is designed to give students ample opportunities to socialize with their non-disabled peers and to participate in all aspects of the mainstream instructional program to the greatest extent possible. The majority of students are mainstreamed for special area subjects, including physical education, art, music, library, lunch and recess.

Special Classes 15:1 and 12:1:2 (Secondary)

At the secondary level, departmentalized 15:1 special classes are provided in specified subject areas (English, social studies, science, and math). Classes are taught by special education teachers who parallel the mainstream academic curriculum while providing direct instruction consonant with students' individual needs and ability levels. For the 12:1:2 special classes, students may be engaged in an alternate life skills curriculum, which focuses on their functional academic skills, activities of daily living, and self-determination skills, as well as the NYSAA.

The special education teachers meet the state's criteria for being highly qualified in the subject area in which they are teaching, in addition to holding special education certification. Departmentalized special classes with a ratio of 15:1 are offered from grades 6-12. There is also one ungraded 12:1:2 departmentalized special class program at Jericho Middle School and one ungraded 12:1:2 departmentalized special class programs at Jericho High School for the 2022-2024 school year.

BOCES programs

When the nature and severity of a disability is such that education within the school district is not appropriate and a placement is not available in a neighboring district, students are placed in various BOCES programs. BOCES district-based programs are considered first, to offer mainstreaming opportunities for the students into academic and non-academic activities with their non-disabled peers. BOCES also offers a variety of center-based comprehensive and specific programs designed to provide an appropriate education to students who have intensive academic, physical, social, and/or management needs.

Home and Hospital Instruction

When the nature and severity of a disability is such that a student is hospitalized or homebound due to physical, emotional, social or management needs, students are sometimes recommended for homebound or hospital instruction. Placement is only recommended if it is the least restrictive environment. Home instruction is provided at a minimum of five hours per week at the elementary level and ten hours per week at the secondary level, in accordance with regulations. Related services may also be provided at home as per the IEP.

In-state and Out-of-state Private Schools and State Supported or Operated Schools

When the nature and severity of a disability, or a combination of disabilities, is such that appropriate public facilities for instruction are not available, students may be placed in private schools or state-supported or state-operated schools. Every effort is made to place students in public facilities and to enable students to benefit from instruction in the less restrictive settings.

Twelve-month Special Service and/or Program

Students with disabilities shall be considered for 12-month special services and/or programs in accordance with their need to *prevent substantial regression*, if they are:

- students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention who are placed in special classes not exceeding 12 students; or
- students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes not exceeding 8 students; or
- students who are recommended for home or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment; or
- students whose needs are so severe that they can be met only in a seven-day residential program; or
- students who are not described as meeting any of the above criteria but who, because of the their disabilities, exhibit the need for a 12-month special service and/or program in a structured learning environment of up to 12 months duration in order to prevent substantial regression, as determined by the Committee on Special Education.

Students Parentally Placed in Private Schools

The Jericho School District recognizes its responsibility to provide special education services to students with disabilities who are enrolled in nonpublic elementary or secondary schools by their parents. The public school district where the nonpublic school is located has responsibility for child find and individual evaluations, Committee on Special Education responsibilities (including the development of an Individualized Education Services Program or IESP), provision of special education services to NYS residents and out-of-state residents, consultation with nonpublic schools and parent representatives, due process responsibilities, data collection and reporting, and use of a proportionate

share of federal IDEA funds. Currently, Long Island Lutheran Middle & High School is located within the Jericho borders.

Nature and Scope of Preschool Special Education Programs and Services

The Committee on Preschool Special Education (CPSE) oversees special education services for preschool students (ages 3-5) with disabilities in the district. A full continuum of services is available to preschool students with disabilities to meet their unique educational needs in the least restrictive environment through local preschool programs and agencies. Every effort is made to place students in settings where age-appropriate peers without disabilities are typically found.

Related Services

Related services means developmental, corrective and other supportive services as are required to assist a student with a disability and include counseling, speech therapy, occupational therapy, physical therapy, behavioral consultation services, parent counseling and parent training, school health services, individual and shared aides, sign language interpreters, visually impaired and hearing impaired services. Services are designated on a student's Individualized Education Program to be provided for specified periods of times and frequencies, and can be provided individually or in small groups, not to exceed five students. Related services shall be provided at a site determined by the CPSE, including but not limited to an approved or licensed pre-kindergarten or head start program, the work site of the provider, the student's home, a hospital, a state facility, or a child care location. If it is determined that documented medical or special needs of the preschool student indicate that the student should not be transported to another site the student shall be entitled to receive related services in the preschool student's home.

Special Education Itinerant Services

Special education itinerant services are services provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by the CPSE but not limited to an approved or licensed pre-kindergarten or Head Start program, the work site of the provider, the student's home, a hospital, a state facility, or a child care location. Such services shall be for the purpose of providing direct specialized individual or group instruction and/or indirect services to preschool students with disabilities. Indirect services means consultation provided by a certified special education teacher to assist the child's teacher in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program. The level of service should not be less than two hours per week.

Related Services and SEIS

Related services shall be provided in addition to special education itinerant services, as deemed necessary by the CPSE.

Special Class

Special classes shall be provided on a half-day or full-day basis, with the chronological age of the students not exceeding 36 months. The maximum class size shall not exceed 12 preschool students with disabilities with at least one teacher and one or more supplementary school personnel assigned to each class. Special classes may be provided in integrated or non-integrated settings and shall be provided for not less than two and one half hours per day, two days per week. The least restrictive environment for special class services is as follows:

- Half-day Integrated Special Class

- Half-day Special Class
- Full-day Integrated Special Class
- Full-day Special Class

In-State Residential

In-state residential special education programs and services shall be provided to each preschool student with a disability for whom such services have been recommended for a minimum of five hours per day, five days per week.

Twelve-month Special Service and/or Program

Twelve-month special services and/or programs shall be provided to eligible preschool students with disabilities consistent with their individual needs, as specified in their individualized education programs. Preschool students with disabilities may be considered for such special services and/or programs in accordance with their need to *prevent substantial regression*, if they are:

- preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or
- preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or
- preschool students whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment in the home; or
- preschool students whose needs are so severe that they can be met only in a seven-day residential program; or
- preschool students who are not described as meeting any of the above criteria but whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration in order to prevent substantial regression, as determined by the Committee Preschool Special Education.

Identification of the Number and Age Span of Students with Disabilities

Below, please find identification of the number and age span of preschool and school age students to be served by type of disability and recommended setting (primary placement), as of October 2021 (BEDS day). Please note that the numbers generally increase as the school year progresses.

Classification	#	Grade/Age*	Primary Placement
Autism	44	K-12	Resource Room Integrated Co-Teaching Special Class 15:1 Special Class 12:1:2 Special Class 8:1:2
Deafness	1	2	Integrated Co-Teaching
Deaf-Blindness	0		
Emotional Disturbance	10	3, 5, 8, 10	Resource Room Integrated Co-Teaching Special Class 15:1
Hearing Impairment	2	5, 11	Resource Room Integrated Co-Teaching Special Class 15:1
Intellectual Disability	2	Ungraded	Special Class 12:1:2
Learning Disability	61	1-12	Resource Room Integrated Co-Teaching Special Class 15:1
Multiple Disabilities	8	Ungraded	Special Class 12:1:2
Other Health Impairment	78	1-12	Resource Room Integrated Co-Teaching Special Class 15:1
Orthopedic Impairment	1	7	Integrated Co-Teaching
Speech or Language Impairment	39	K-11	Resource Room Integrated Co-Teaching Special Class 15:1
Traumatic Brain Injury	0		
Visual Impairment	0		
Preschooler with a Disability	31	Ages 3-5*	Special Education Itinerant Services Special Class 12:1:1 Special Class 8:1:1

***DISTRICT TOTAL FOR SCHOOL AGE STUDENTS WITH DISABILITIES: 246 (8%)**

***DISTRICT TOTAL FOR PRESCHOOL STUDENTS WITH DISABILITIES: 31**

***SECTION 504 ACCOMMODATION PLANS: 119**

Methods Used to Evaluate the Objectives of the Special Education Program

The objective of the district's programs for students with disabilities is to provide each student with a disability with an individualized instruction plan designed to help each student compensate for his or her disability in order to more fully reach his or her own potential. The district will utilize a variety of direct and indirect methods to evaluate the extent to which the objectives of the district's programs and services for students with disabilities will be achieved.

Direct Evaluation

Each student is reviewed at least annually by the CSE or CPSE, at which time progress toward goals and progress in the curriculum are measured. For both preschool and school age students, individualized standardized tests may be administered in the areas for which they receive special education services. Functional performance in the classroom, as well as guided reading, NWEA and reading scores are also included in the annual review process. In addition, students receive a three-year reevaluation which includes a battery of individualized standardized tests in a variety of areas. Each student with a disability also receives a quarterly progress report which indicates progress toward IEP goals.

Students with disabilities also participate fully in all school-wide and state assessments in grades K-12, unless they participate in the New York State Alternate Assessments. Data from NWEA, Grades 3-8 testing, Regents exams, and graduation status for students with disabilities is continually reviewed by the members of the Committee on Special Education, as well as by teachers and administrators.

Indirect Evaluation

A variety of indirect evaluations assist in the overall program evaluations for students with disabilities, including the plethora of state reports, such as the Special Education Snapshot, the State Performance Plan for Special Education, and State Report Cards.

Qualitative techniques such as teacher observations and conferences, classroom observations, walk-throughs, anecdotal reports, quarterly IEP progress reports and quarterly report cards are used in the process of evaluating the district's objectives.

The Jericho School District also disaggregates and analyzes all data from state testing and uses it to evaluate the objectives and needs of Special Education Programs. In addition, all data pertaining to students with disabilities is scrutinized to identify areas of need for staff development during the process of developing the district's Professional Development Plan.

Space Allocation for Special Education Programs

In-District

It is the policy and practice of the Board of Education of the Jericho 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.

The Jericho School District will consider organizing new or additional special education classes whenever three to five (3-5) eligible students with similar educational needs and within a three-year age span who are not already placed in such a program (based upon CSE identification, classification and recommendation) are located in the district. When a present class exceeds the legal limit of either eight (8), twelve (12), or fifteen (15) students permitted by education law, a variance from the New York State Department of Education will be obtained or a new class will be formed.

BOCES

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 staff member from the Pupil Personnel Services 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.

Special Education Space Requirements Plan

The Jericho School District will continue to provide space, to the extent available, for school age students from other districts who need special classes not available in their home school districts, consistent with the regional special education space requirements plan.

Instructional Materials in Usable Alternative Formats

The district ensures that all instructional materials to be used in the schools of the district are made available in a usable alternative format for students with special instructional needs, which meets the National Instructional Materials Accessibility Standard (NIMAC). Alternative format is defined as any medium or format for the presentation of instructional materials, other than a traditional print text book, that is needed as an accommodation for a student with a disability, including but not limited to Braille, large print/enlarged font, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to the needs of the individual student. At CSE, CPSE, and 504 Committee meetings, students individualized needs are assessed and provisions are made on students' IEPs and 504 plans to provide alternative instructional materials, including but not limited to alternate assessments, testing and program accommodations, supplemental aides and materials, and assistive technology. Alternative instructional and test materials may include Braille and/or enlarged print/font for visually impaired students, audio books for visually impaired and severely learning-disabled students, word processors, adaptive equipment, computers, computer software, and other technology.

Information Regarding the Committee on Special Education

The goal of the Department of Pupil Personnel Services (PPS) is to provide support to students ages 3–21 who may be experiencing cognitive, physical, and/or socio-emotional difficulties that have a substantial impact on learning or some other major life activity. Each of the five schools within the district maintains a multi-disciplinary team of professionals under the supervision of the Director and Curriculum Associates for Pupil Personnel Services. These teams work collaboratively with faculty, staff, administrators, and families to address the academic, social and emotional needs of their students and to support their progress, leading them to college and career readiness. In order to meet these

goals, the Department of Pupil Personnel Services offers the following resources, programs, and services.

CPSE Procedures

The Committee on Preschool Special Education (CPSE) is responsible for arranging for evaluation of any child who is suspected of having a disability, who meets the age eligibility requirements specified in the Regulations, and is a resident of the school district. The evaluation process begins when a written request for referral for an initial evaluation is made to the chairperson of the district's CPSE by either:

- the student's parent;
- a designee of the school district in which the child resides, or the public school district the student legally attends or is eligible to attend;
- the commissioner or designee of a public agency with responsibility for the education of the student; and or
- a designee of an education program affiliated with a child care institution with committee on special education responsibility pursuant to Education Law Section 4402(3)

The referral can be made at any time during the school year. It should include information about prior participation in preschool programs or programs serving infants and toddlers and should include documentation of required immunizations. When the CPSE receives a referral, the parents will receive a letter describing the evaluation procedures and requesting parental consent for the evaluation. A list of county approved evaluation sites will be included. Translations will be provided as needed. In the event that consent is not provided, the Committee shall implement the district's practices for ensuring that the parents have received and understood the request for consent.

Evaluation and Recommendation

The evaluation will include the following, at no cost to the parent:

- a physical examination;
- an individual psychological examination, except when the school psychologist determines after an assessment that further evaluation is unnecessary;
- an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty;
- a social history; and
- other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others) as necessary to ascertain the physical, mental, behavioral, and emotional factors which contribute to the suspected disabilities.

The summary report shall include a detailed statement of the preschool child's individual needs, if any, and shall not include a recommendation as to the general type, frequency, location and duration of special education services and programs that should be provided, shall not address the manner in which the preschool student can be provided with instruction or related services in the least restrictive environment, and shall not make reference to any specific provider of special education services or programs. When completed, the initial evaluation reports will be submitted to the CPSE. The CPSE shall meet to review the results of the initial evaluation and develop a recommendation within sixty (60) calendar days of the date of the receipt of the consent to evaluate. The CPSE shall provide the parent with a copy of the summary report prior to the CPSE meeting. Reasonable measures will be made to ensure the parent attends the meeting. This means:

- A written notice is sent to the parent at least five days prior advising them of the meeting.
- At least one additional attempt is made to notify the parents. This may mean additional written notice or a telephone call.

If the CPSE is considering placing the child in an approved program of the agency that conducted the initial evaluation, the Committee may, at its discretion, obtain a second evaluation from another approved evaluator.

The CPSE shall submit a written report of the recommendation, including the results of the evaluation, to the Board of Education, the parent of the preschool student and to the municipality in which the preschool student resides, consistent with Regulation 200.16(e)(6). If the Committee determines the child is ineligible for special education, written notification is sent to the parent, indicating the reasons for the finding. If the Committee determines that a child has a disability, an IEP (Individualized Education Program) is prepared which specifies the nature of the disabling condition, the child's current levels of functioning, the type of special education program and/or services recommended, and annual goals and short-term instructional objectives. The CPSE will seek, in every case, to recommend placement in the least restrictive environment consistent with the needs of the child. If, for any reasons, the recommendation of the Committee differs from the preference of the parent, the report shall include the reasons for the Committee's recommendation.

Committee on Special Education (CSE)

The District CSE consists of the following members appointed by the Board of Education at the yearly reorganization meeting:

- The child's parent or person in parental relationship to the student;
- not less than one general education teacher of the student whenever the student is, or may be, participating in the general education environment;
- not less than one special education teacher or special education service provider;
- the Chairperson of the CSE who is a representative of the District qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum

and about the availability of the resources of the school district. An individual who meets these qualifications may also be the same individual appointed as the special education teacher, the special education provider of the student or the school psychologist;

- a school psychologist;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the general education teacher, special education teacher or provider, the school psychologist, or district representative described above;
- an additional parent member of a student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student, the student or by a member of the CSE at least 72 hours prior to the meeting;
- at the request of the District or the parent, other individuals having knowledge or special expertise about the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party who invited the individual;
- the school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting; and
- if appropriate, the student.

Parents of the child being reviewed and other knowledgeable persons are encouraged to share information, outside evaluations, and reports with the Committee. Written notice of meetings is provided to the parents at least five days in advance of the meeting date.

Membership of the Sub-Committee on Special Education

Sub-committees are utilized for building-level program reviews, reevaluation reviews, and during annual reviews. The sub-committee may not meet to consider initial placement in a special class, a special class outside of the student's school of attendance, or a school primarily serving students with disabilities or a school outside of the District. The sub-committee consists of the following members appointed by the Board of Education:

- the parents or person in parental relation to the student;
- not less than one general education teacher of the student whenever the student is, or may be, participating in the general education environment;
- not less than one special education teacher, or where appropriate, not less than one special education service provider of the student;

- the sub-CSE chairperson who is a representative of the district who is qualified to provide, administer, or supervise special education, is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the school district. An individual who meets these qualifications may also be the same individual appointed as the special education teacher, the special education provider, or the school psychologist;
- a school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, is considered;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the committee or the parent shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the Sub-CSE; and
- the student, if appropriate.

CSE Member Attendance

A member of the CSE or sub-CSE is not required to attend a meeting, in whole or in part, if the parent and District agree in writing, that the member's attendance is not necessary because the member's area of the curriculum or related service is not being modified or discussed at the meeting. Effective August 21, 2008, a member of the CSE, other than the student's parent, may be excused from attending a meeting, in whole or in part.

Interpreter

Notice is a written statement provided to you in the language you speak or other kind of communication that you understand unless it is clearly not possible to do so. If the language you speak at home (your native language) or other kind of communication you understand is not a written language, the district must take steps to make sure that the notice is translated orally or by other means (such as sign language) so that you understand the notice. You have the right to ask for an interpreter, translator, or reader for the meetings. The school district must keep written records that these steps have been taken.

Use of Recording Devices at CSE and CPSE Meetings

If a parent/guardian or other non-District CSE or CPSE meeting attendee (including, but not limited to, a parent/guardian's attorney, advocate, consultant, friend or health care provider) intends on making an audio recording or utilizing a voice to text or other similar audio transcription program or device of a CSE or CPSE meeting, he or she must notify the CSE Chairperson, CPSE Chairperson or Director of Pupil Personnel Services in writing at least one school day (a minimum of 24 hours) before the scheduled start time of the CSE meeting. A parent or other non-District CSE or CPSE meeting attendee is not permitted to record photo/video of an in-person or remote CSE or CPSE meeting. If a parent or other non-District CSE or CPSE meeting attendee makes the above-required notification with respect to making an audio recording or utilizing a voice to text or other similar audio transcription program or device of a CSE or CPSE meeting, the school district will record the meeting as well.

Information on Independent Educational Evaluations

An independent educational evaluation (IEE) of your child means a procedure, test or assessment done by a qualified examiner who does not work for the school district or other public agency responsible for the child’s education. You may get an IEE at district expense if you disagree with the evaluation arranged for by the school district. "At district expense" means that the school district pays for the full cost of the test. A request for an IEE should be made in writing to the Director of Pupil Personnel Services and the reason why you are not in agreement with the district’s evaluation. The district will pay no more than the costs listed below for these evaluations;

- Psychoeducational Evaluation \$2,000.00
- Neurological Evaluation \$1,000.00
- Educational Evaluation \$550.00
- Occupational Therapy Evaluation \$400.00
- Physical Therapy Evaluation \$400.00
- Psychiatric Evaluation \$2,000.00
- Neuropsychological Evaluation \$4,500.00
- Audiological Evaluation \$800.00
- Auditory Processing Evaluation \$2,000.00
- Assistive Technology Evaluation \$2,200.00
- Comprehensive Evaluation—Autism \$4,000.00

Estimated Budget to Support the District Plan for Special Education

The approved budget to support the district plan for the 2022-2023 school year is \$20,888,784.00. The estimated budget for the 2023-2024 school year is \$22,977,662.40

Availability of Copies of the District Plan for Special Education

The two-year District Plan for Special Education for 2022-2024 is on file in the Office of the Superintendent of Schools and the Office of Pupil Personnel Services for public inspection and review by the commissioner. Requests for copies should be made to the Director of Pupil Personnel Services.