



CHURCHVILLE-CHILI
CENTRAL SCHOOL DISTRICT

Where learning leads to a lifetime of opportunities...

Special Education District Plan
2022-2023

Adopted by the Board of Education: July 12, 2022



Board of Education Members

Ms. Kathy Dillon, *President*
Ms. Kristen Brumbaugh, *Vice President*
Mr. Thomas Albano
Mr. Steve Hogan
Mr. Michael Iacucci
Mr. Johnathan Payne
Dr. Cheryl Repass
Ms. Alycia Nagle
Ms. Amy Wilson

Central Office Administration

Dr. Loretta J. Orologio
Superintendent of Schools

Mr. Franklin C. Nardone, CPA
Assistant Superintendent for Business Services

Mr. Giulio Bosco
Assistant Superintendent for Curriculum and Instruction

Mr. Lawrence M. Vito
Assistant Superintendent for Human Resources

Mrs. Nicole Livingston-Neal
Assistant Superintendent of Student Services

Mrs. Brandy Schill
Coordinator of Secondary Special Education

TBD
Coordinator of Elementary Special Education

Statement of Assurances

The Board of Education of the Churchville-Chili Central School District, as 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 continuum of services in the district that will meet the needs of the majority of its classified students.

These programs and services are designed:

- To afford each student with the appropriate level of support necessary to meet standards set forth by New York State in the least restrictive environment possible.
- To provide each student with the special education programming and related services necessary to enable each student to meet his/her annual goals.
- To afford each classified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the district.
- To give each classified student genuine opportunities to develop skills necessary to meet post-secondary goals.

Table of Contents

Mission Statement/ District Goals, Core Beliefs & Learner-Centered Principles.....
4

Program
Description/Purpose.....
..... 7

CSE/CPSE Responsibilities, Membership & Training
..... 8

CPSE
Process.....
..... 10

CSE Process
.....
..... 14

Continuum of Services
.....19

School Age Student Data
(LRE/Disability).....23

Guidelines for Participation of Students with Disabilities in Assessments
.....25

Space
 Allocations.....
26

Budget
 Development.....
26

Churchville-Chili Mission Statement

The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.

District Goals

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students will strive to:

- Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, national assessments, graduation, and the transfer and application of learning into their lives.
- Develop civic-minded, responsible, well-rounded, goal-oriented graduates who strive to be life-long learners.
- Foster social, emotional, and physical well-being in our school community.
- Communicate effectively with stakeholders, emphasizing quality and service
- Promote cost effectiveness; develop and manage a budget that provides a quality education in a fiscally responsible manner.
- Provide access and inclusivity for all to achieve equity
- Provide quality facilities that are well maintained.
- Sustain a safe and secure school environment
- Integrate and utilize technological resources to enhance and improve learning, communication, and efficiency.

District Core Beliefs

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students believe:

- In treating each other with mutual respect, dignity and honesty.
- In respecting and preserving all of our school resources.
- That respecting diversity affirms individual worth and benefits the community.
- That everyone deserves a welcoming and nurturing environment that fosters positive relationships.
- Everyone learns best when they are engaged in meaningful, active work.
- Everyone needs to take ownership for advancing the learning of themselves and others.
- In promoting and modeling local, national and global citizenship for the greater good.

District Learner-Centered Principles

- Learners working collaboratively in a respectful and meaningful manner
- Learners using effective communication to create, share, and build upon ideas
- Learners taking responsibility for their own learning by setting goals and monitoring progress
- Learners making relevant connections between what they are learning and their own lives
- Learners using critical thinking skills to develop and refine their understandings
- Learners having some autonomy and choice
- Learners reflecting on their work and the work of others
- Learners using technology as a tool for learning and communicating
- Learners developing their own questions to guide their learning
- Learners producing meaningful work that demonstrates learning
- Learners persevering and using a variety of strategies to effectively solve problems
- Learners energized by engaging learning experiences

Churchville-Chili Special Education Program

All eligible students with disabilities who reside in the Churchville-Chili Central School District shall be provided with an appropriate Individualized Education Program (IEP) that meets the student's unique educational needs as determined and recommended by the Committee on Special Education (CSE) and arranged for by the Board of Education. An IEP shall be designed to enable involvement and foster progress in general education, to the extent appropriate, to meet the needs of the student. In designing the IEP, the CSE will consider the present levels of performance and the expected learning outcomes of the student. The student's academic levels, social development, physical development and management needs will be the basis for annual measurable goals.

For all students, the CSE will consider general education at each initial meeting, program review or annual review for the student, as well as the appropriate support or related services needed for the student to make academic progress within this environment. Progress or educational benefit shall be indicated by successful academic progress, including improvement in skills, achievement on state and local examinations, ability to perform activities of daily living and an increase in adaptive behavior. Progress will also be considered in the social areas, including relationships with peers and adults, feelings about one's self and the adjustment to school and community environments. Physical development areas such as the student's improvement in motor or sensory areas, health, vitality and physical skills and the decrease of management needs that require environmental modifications or human resources shall also be considered as progress.

The District will ensure equal access to a diploma for all students with disabilities. Appropriate academic intervention services shall also be considered and determined by the building team to assist students with disabilities in meeting their academic goals. These services shall be in addition to the special education services deemed appropriate by the CSE. No student, by virtue of designation as a student with a disability, shall be precluded from receiving equivalent instruction

unless the CSE has determined that the student requires a Skills and Achievement Commencement Credential. If the student has the potential to achieve a high school diploma but requires a restrictive environment outside the District, the CSE will seek placement in a program that provides equivalent instruction.

The District will also ensure equal access for students with disabilities to after school activities such as clubs, sports or evening activities and will provide, as recommended by the CSE, appropriate services to enable this participation. Students who are receiving their education in out-of-district facilities as recommended by the CSE, shall also have an equal opportunity to participate in these activities as deemed appropriate to meet their individual needs.

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

Purpose:

The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) are multidisciplinary teams appointed by the Board of Education, which convene to determine eligibility of students between the ages of 3 and 21.

If a student is determined to be eligible, the CPSE/CSE will:

1. Make recommendations on classification, educational programs and services for students who require special education. To make these recommendations, the CSE will 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/CPSE must assess present levels of performance in the areas of:
 - a. Academic/Educational Achievement & Learning Characteristics
 - b. Social Development
 - c. Physical Development
 - d. Management Needs
2. Ensure the IEP of each student addresses the unique needs of the student relative to his or her disability in order for the student to progress in the general education curriculum.
3. Ensure the IEP is clearly written regarding the programming, services and accommodations that are necessary for the student to:

- a. Advance appropriately toward attaining the annual goals and objectives
 - b. Be given access to the general education curriculum, and participate in extracurricular activities and non-academic activities.
 - c. Be educated and participate in activities with other students with and without disabilities.
4. Ensure that student and parent(s) voices are included in the IEP.

Responsibilities:

The Committee on Special Education and the Committee on Preschool Special Education assume responsibility for the following:

- New Referrals
- Initial Placement into a Special Education Program
- Placements External to the Building or External to the District
- Annual Reviews
- Program Reviews
- Reevaluations

The Committees have the responsibility to ensure that all necessary procedures for these types of meetings (identification, classification, placement) are carried out in accordance with federal and state regulations. In addition to reviewing eligibility and recommending placement, the Churchville-Chili Central School District CSE/CPSE acts as an advisory group for all ongoing procedures regarding special education within the district.

CSE & CPSE Membership:

In accordance with Part 200 of the Updated Regulations of the Commission of Education (October 2016), it is the responsibility of the Board of Education to Appoint members of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE).

When appointing CSE/CPSE members, consideration is given to the expertise needed by the CSE/CPSE to carry out its responsibilities, this includes:

1. Experience in working with children with disabilities in the classroom, at home, in the community, in counseling, rehabilitation and/or other medical situations.
2. Experience in working with individuals with a variety of disabilities

3. Experience in working with parents of children with disabilities
4. Knowledge and skill in analyzing and interpreting diagnostic test data relative to instructional implications of evaluation results.
5. Knowledge and skill in assessing the educational needs of children with disabilities.
6. Knowledge of general education programs/RtI services and extracurricular activities within district schools.
7. Skill in evaluating educational programs.
8. Knowledge of community resources available to persons with disabilities.

The Board of Education shall appoint committees on special education in accordance with the provisions of Education Law, section 4402, as necessary to ensure timely evaluation and placement of students. The membership of each committee shall include, but not be limited to:

1. The parents or persons in parental relationship to the student
2. Not less than one regular education teacher of the student whenever the student is or may be participating in the regular education environment.
3. Not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student.
4. A school psychologist
5. A representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the chairperson of the committee.
6. A person who can interpret the instructional implications of the evaluation results.
7. A 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).
8. An additional parent member of a student with a disability residing in the school district or a neighboring school district, if specifically requested in writing by the parent of the student, the student or by a member of the committee at least 72 hours prior to the meeting.
9. Other persons having knowledge or special expertise regarding the student, including related service personnel as appropriate, as the school district or the parent(s) shall designate.
10. The student, if appropriate.
11. **CPSE only - a representative of the municipality of the preschool child's residence

Training CSE/CPSE Members:

The District is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to ensure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents, to carry out the provisions of Part 200 include:

1. Arranging for attendance at meetings regarding CSE/CPSE issues
2. Conducting training on a regular basis regarding procedures and any amendments to the Regulations of the Commissioner
3. Providing copies of written guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability
4. Inviting committee member(s) to periodic site visits of out-of-district special education placements to familiarize them with placement options available to resident special education students
5. Utilizing BOCES as a training resource
6. Utilizing the District attorney as a resource person, if needed, to interpret specific information for the committee members.

Committee on Preschool Special Education Process:

Eligibility:

Preschool students may be identified as having a disability if they exhibit a significant delay in one or more functional areas related to cognitive, language and communicative, adaptive, social emotional or motor development which adversely affects the student's ability to learn. The CPSE considers all evaluations and compares the child's performance to accepted milestones for child development. The criteria for eligibility are:

- a 12 month delay in one or more functional area(s);
- OR
- a 33% delay in one functional area, or a 25% delay in each of two functional areas;
- OR
- If appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or score of 1.5 standard deviations below the mean in each of two functional areas;
- OR
- Meet the criteria for a disability as described in the terms for school aged students

Referral:

A preschool student suspected of having a disability will be referred, in writing, to the CPSE chairperson. A referral may be made by the student's parent/legal guardian, a professional staff member of the school district, or the Commissioner or designee of a public education agency. If a child is receiving early intervention services (ages 0-2), an early intervention official may notify the school district with parent consent. A transition conference may be convened by the early intervention official, service coordinator, and/or CPSE chairperson. A request for referral may also be made by a physician or a judicial officer.

Evaluation:

Upon the consent of the parent/legal guardian, and the parent's selection of an approved evaluator, a multidisciplinary evaluation will be conducted. The resulting report will include a detailed description of the student's needs.

Recommendations:

If the CPSE determines that the student has a disability, the Committee will recommend a program for the student. The committee is required to consider a continuum of services starting from the least restrictive to the most restrictive services. The Committee must first consider related services only or a placement in a part-time or half-time program in an integrated setting with age-appropriate peers without disabilities. More restrictive placements may only be considered if education in a less restrictive placement would not succeed even with the use of supplementary aids and services. If the parent consents to program recommendations, they are then forwarded to the Board of Education. The CPSE must develop an Individualized Education Program for the child.

If a student is found to be ineligible for services, the recommendations shall indicate the reasons for ineligibility.

IEP Implementation:

Services for a student identified as having a disability must be implemented no later than 30 school days from the CPSE recommendation. The IEP is developed and distributed to all appropriate staff.

Annual Review:

The IEP of a preschool student must be reviewed annually by the CPSE. The committee may meet sooner if necessary, based upon the student's performance or request by the parent/legal guardian or staff member. After a student's annual review, prior written notice of recommendation and copy of revised IEP must be provided to the parent/legal guardian.

Description of Preschool-Aged Settings:

Preschool student data represents the environments in which preschool students with disabilities attend and receive educational services. Program options are listed below:

- **Itinerant Services:** Itinerant Services are special education or related services that focus on the nature of the child's disability. Itinerant services may be provided in the child's home or in a preschool setting.
- **Related Services:** Preschool students with disabilities may have related services depending on their individual needs. These services are provided at the convenience of the parent, in the home, day care or preschool setting. Related services include, but are not limited to:
 - Speech therapy
 - Occupational therapy
 - Physical therapy
 - Counseling

- Vision services
- Teacher of the deaf services
- Assistive technology

The frequency, duration, location, and site are outlined on the IEP, based upon the individual's need for the service. Service can be provided individually or in a group not to exceed five students.

A student with a disability may be provided with more than one related service in accordance with the needs of the student. When two or more related services are the only services recommended on the IEP, the CPSE may designate one of the providers as the service coordinator.

- **Special Education Itinerant Teacher:** Special education itinerant services are direct/indirect services provided to preschool students with disabilities by a certified special education teacher. The IEP must indicate the site at which the student will receive special education itinerant teacher services. The site determined by the CPSE can be, but is not limited to, a preschool program, the student's home, or a childcare facility.

Special education itinerant services are for the purpose of providing specialized individual or group instruction and/or indirect services to preschool students with disabilities. Direct special education itinerant teacher services are provided to the child by a certified special education teacher. Indirect special education itinerant services is the consultation provided by a certified special education teacher to assist the child's teacher and/or parent in adjusting the learning environment and/or differentiating the instructional methods to meet the individual needs of a preschool student with a disability who attends an early education program.

Special education itinerant services are provided as consistent with the student's IEP for a minimum of two hours each week. Related services can be provided in addition to special education itinerant services, in accordance with the student's IEP. Preschool students who are in a special class or special class integrated setting may also receive special education itinerant Teacher (SEIT) service, depending on the need.

- **Center Based Services/Separate School:** Center based special education preschool programs may be half-day or full-day programs. They address the overall developmental needs of the child, coupled with related services, according to each child's individual needs. The class size and staffing may vary depending on student needs.
- **Special Class in a Segregated Setting:** Special classes in segregated settings do not include non-disabled peers in the same class as the pre-school student with a disability. This placement is generally recommended when a student has multiple or high needs for special instruction and services. There are very few preschool classes in a segregated setting.

- Special Class in an Integrated Setting:** A special class program in an integrated setting includes both disabled and non-disabled students in the same classroom. This placement is generally recommended when a student has fewer needs or less severe delays and also when it is felt they would benefit from the modeling of non-disabled peers for social skills and language development.

Preschool Least Restrictive Environment

October 6, 2021 - Snapshot Data

| Educational Environment | Total # 3 Year Olds | Total # 4 Year Olds | Total # of Students |
|--|---------------------|---------------------|---------------------|
| Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in the regular early childhood program | 5 | 2 | 7 |
| Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location. | 0 | 0 | 0 |
| Attending a regular early childhood program for less than 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program | 3 | 0 | 3 |
| Attending a regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some other location. | 0 | 0 | 0 |
| Separate Class | 7 | 3 | 10 |
| Separate School | 1 | 1 | 2 |

| | | | |
|----------------------------------|-----------|-----------|-----------|
| Residential Facility | 2 | 0 | 0 |
| Home | 19 | 8 | 27 |
| Service Provider Location | 1 | 1 | 2 |
| Totals | 16 | 15 | 51 |

Committee on Special Education Process

Pre-referral interventions:

Generally, when a student is experiencing academic or social difficulties in school, the child's teacher will refer the student to the Response to Intervention (RtI) team within their building. They will be provided with intervention supports within the classroom or outside of the classroom. These interventions are aimed at increasing student growth and achievement or to improve behavioral difficulties.

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the district must develop a policy and implement a plan to establish pre-referral interventions to assist a student's educational progress before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the schools' principal and building level teams to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include Response to Intervention (Tier 2) Reading or Math services. These services must be afforded to all students who do not meet the minimum designated standards on State assessments, and to students who are English Language Learners (ELL) who do not achieve the annual performance standards. All school-wide approaches to provide remediation activities for students who are at risk of not meeting State standards or in danger of not meeting graduation requirements will be considered prior to making referrals to the CSE.

Pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services but shall be used to assess the ability of the student to benefit from general education services.

Referral:

A student suspected of having a disability will be referred, in writing, to the CSE chairperson or the school principal. A referral may be made by the student's parent/legal guardian, a building principal, the Commissioner, a physician, judicial officer, a professional staff member of a public

agency with responsibility for welfare, health or education of children, or a student who is 18 years of age or older, or an emancipated minor.

The referral should indicate the reasons the student is suspected of having a disability; the intervention services, programs or methodologies used to remediate the student's performance prior to referral; or the reasons why no such attempts were made, and description of the extent of prior parent contact.

Upon receiving a request for referral, within 10 days, the following must occur:

- Request parent consent to initiate evaluation; OR
- Provide the parent with a copy of the request for referral; AND
- Inform the parent of his/her right to refer the child for an initial evaluation; AND
- Offer the parent the opportunity to meet to discuss the request for referral and, as appropriate, the availability of appropriate general education support services.

Referral Withdrawal: *The principal may request a meeting with the parent/legal guardian, student if appropriate, and referring staff member to determine whether the student would benefit from additional education support services as an alternative to special education. This meeting must occur within 10 school days upon receipt of the referral. If it is agreed upon that alternative interventions need to be provided, with data collection and progress review, then a withdrawal of the referral may be requested in writing.*

Evaluation: An individual evaluation will be conducted by the CSE. The evaluation must include:

- A social history, which is a report of information about the student, the student's family and environment that may be influencing performance in school.
- A psychological evaluation, which assesses such areas as development, organization, memory, learning and other personality characteristics.
- A functional behavior assessment will be included if a student displays behaviors that are interfering with the learning process.
- An educational assessment of the student's academic achievement.
- A physical examination to assess any physical or medical factors that may be influencing performance in school or you may submit an exam from your family physician.
- An observation of the student in the student's learning environment, or if out of school, an age-appropriate environment.
- If needed, a speech and language evaluation to assess the student's ability to understand and use language.
- If needed, an assessment of motor abilities that may be influencing performance in school.

Recommendations: The CSE makes the recommendation on whether or not the student has a disability that impedes their academic progress after reviewing the evaluations, prior interventions, teacher reports, and parental statements. Students between the ages of 5 and 21, qualify for special

education services if they meet the criteria for one or more of the 13 areas of disability as defined in Part 200.1 of the Regulations of the Commissioner of Education:

1. **Autism:** A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before the age of three, that adversely affects a student's educational performance. Other characteristics often associated with Autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if the student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age three could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
2. **Deafness:** A student with a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
3. **Deaf-Blindness:** A student with a concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for students with deafness or students with blindness.
4. **Emotional Disturbance:** 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 generally pervasive mood of unhappiness or depression
 - 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 Impaired:** Impairments in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance, but that is not included under the definition of deafness.
6. **Learning Disability:** A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which manifests itself as an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. 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, intellectual disabilities, emotional disturbance, or of environmental, cultural, or economic disadvantage.

7. **Intellectually Disabled:** Significant subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance.
8. **Multiple Disabilities:** Concomitant impairments (such as intellectual disability - blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
9. **Orthopedic Impairment:** 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, amputation, fractures or burns which cause contractures, etc.).
10. **Other Health Impairment:** Having limited strength, vitality or alertness, including a heightened awareness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic and acute health problems including, but not limited to, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder, or Tourette Syndrome, which adversely affects a student's educational performance.
11. **Speech or Language Impairment:** A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student's educational performance.
12. **Traumatic Brain Injury:** An acquired injury caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, memory, language, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.
13. **Visual impairment:** Impairments in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

IEP Development: Prior to developing a recommendation to the Board of Education for special education services, the CSE must ensure that the student is receiving general education services

including intervention services as appropriate. A student having an IEP does not negate the right of this student to receive intervention services. The CSE must develop an IEP for each student with a disability.

The IEP must list the student's academic achievement, physical and social development, management needs, and present levels of performance (PLPs) for each major goal area.

The IEP must have the following components:

- the classification of the disability and a statement of how the child's disability affects his or her involvement and progress in the general curriculum;
- evaluation results;
- current levels of functioning including strengths in management, academic, physical, and social areas;
- measurable annual goals;
- special education program(s) or service (s) and modifications, including the projected date for the beginning, anticipated duration, location and frequency, ratio;
- an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
- explanation of exemption from a language other than English if appropriate;
- supplementary aides and services the student needs;
- program modifications or supports for school personnel;
- assistive technology devices needed;
- identification of whether the student will participate in the New York State regular or alternate assessments, and test accommodations that will be used;
- a functional behavior assessment and behavior intervention plan for any child whose behaviors impede the learning of the student or others;
- a transition plan for students age 15 and older, which includes outcome statements and activities in the areas of post-secondary education/training, employment, and community living, as well as specific interagency responsibilities and linkages.

IEP Implementation: It is the responsibility of the district to implement the IEP within 60 days of the date that the parent signed consent for CSE evaluation of the student, if the student qualifies as a student with a disability. The student's parent and teacher(s) must be provided access to the IEP (electronically or in hard copy) and consent is required by the parent/guardian for initial provision of services to begin.

Annual Review/Reevaluations: The CSE must review the IEP of each student with a disability annually and make recommendations to accurately update the IEP. The review will include consideration of the progress the student has made and the IEP will be revised to address any lack of progress to meet the student's needs. Test and instructional accommodations will be reviewed and adjusted as needed. After the annual review, Prior Written Notice of the recommendations and a copy of the new IEP are provided to the parent.

Students will be re-evaluated at least every three years to determine if the student continues to be eligible for special education services. A re-evaluation requires parental consent, unless the district can document it has made reasonable attempts to get consent and the parent has not responded. Parents must receive Prior Written Notice before the student is evaluated. Additional information can also be requested in addition to standardized assessment materials (report cards, student work, attendance records, teacher recommendations, etc.). If the student continues to qualify for special education services, the IEP will be updated as needed. If a student is no longer eligible to be classified as a student needing special education services, the student may be declassified with no further services or he/she can receive a year of declassification support when appropriate and discussed at the CSE meeting.

Mediation and Impartial Hearing: If a parent/legal guardian disagrees with the recommendations of the CSE, they can request to have a follow up meeting with the special education department or mediation through an impartial hearing to resolve their differences. If an impartial hearing is requested, an impartial hearing officer will be appointed and the decision of the hearing officer is final unless it is appealed to the State Review Officer.

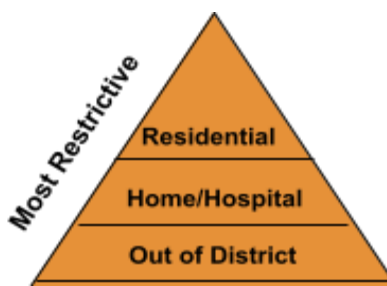
Continuum of Services - School-Aged Students (Ages 5-21)

The Churchville-Chili Central School District is committed to providing a continuum of services for all students, including those with disabilities. Education law indicates that districts must develop a continuum of programs and services available for students within the district or arrange for the services in an out of district program.

In accordance with Part 200 Regulations, the Churchville-Chili Central School District provides a full continuum of special education programs and services to meet the differing needs of resident students with disabilities, and equal opportunity for instruction in the least restrictive environment (LRE). New York State defines LRE as the placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment must occur only when the nature or severity of the disability is such that even with the use of supplementary aids and services, educational goals cannot be satisfactorily achieved within the general education environment. The impact of a student with a disability on the education of 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 services needed by the student
- Provide the education of the student to the maximum extent appropriate to meet the needs of the student, with other students who do not have disabilities
- Be as close as possible to the student's home

Definitions of special education programs and services in the continuum are outlined below:



Related Services: Related services are recommended by the CSE to meet the individual needs of a student with a disability as set forth in the individualized education program (IEP). Related services may be provided in conjunction with a general education program or with other special education services.

Related services include, but are not limited to:

- Speech therapy
- Occupational therapy
- Physical therapy
- Counseling
- Vision services
- Orientation and mobility services
- Audiology services
- Teacher of the Deaf services
- Transition Services

A student with a disability may be provided with more than one related service in accordance with the needs of the student. The frequency, duration, and location of services are outlined on the IEP, based upon the individual's need for the service. Service can be provided individually, or in a group as determined by the CSE.

Related services are available to Churchville-Chili students with disabilities both in district schools as well as in out-of-district programs.

Consultant Teacher Services: Consultant teacher services are direct and/or indirect services provided to students with disabilities in the student's general education classes and/or with the student's general education teachers. The IEP must indicate the general education classes in which the student will receive consultant teacher services.

Direct consultant teacher services means specially designed individual or group instruction by a certified special education teacher to students in general education classes. *Indirect consultant teacher services* means the consultation provided by a certified special education teacher to general education teachers to assist them in adjusting the learning environment and/or differentiating the

instructional methods to meet the individual needs of a student with a disability in the general education classes.

The total number of students with disabilities assigned to a consultant teacher cannot exceed 20. Each student 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.

Churchville-Chili's Consultant teacher services are provided within the district in the regular classroom to students with disabilities as outlined on the IEP.

Integrated Co-Teaching Services: Integrated co-teaching is the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The total number of students with disabilities in integrated co-teaching cannot exceed twelve. A general education teacher and special education teacher are assigned to each integrated co-teaching class based on the frequency and duration in the IEP.

Churchville-Chili's Integrated Co-Teaching services are provided in the four core courses (English, Math, Social Studies, and Science) in grades 7 through 12 in accordance with the student's IEP.

Resource Room Support: Resource room service is provided for the purpose of supplementing the classroom instruction to students with disabilities who are in need of such supplemental service. This support is aimed to improve student's organizational skills, planning abilities and executive functioning skills.

Each student requiring resource room services shall receive services consistent with the student's IEP. Instructional groups for resource room are not to exceed five students with one teacher during instructional time. Students cannot spend more than 50 percent of their time during the day in resource room services.

The total number of students assigned to a resource room teacher cannot exceed 20 at the elementary level and 25 at the secondary level.

This program option is available within district for students grades 7 - 12. It is provided in accordance with individual student needs and IEPs.

Special Class Service: A student with a disability is provided with special class instruction to the extent indicated on the student's IEP. The size and composition of the class is based upon the similarity of individual needs of the students according to: the levels of academic or educational achievement and learning characteristics, levels of social development, levels of physical development, and the management needs of the students in the classroom.

The special class size for students with disabilities is determined based upon the degree of individualized attention and intervention. The maximum class size for students whose special education needs consist primarily of the need for specialized instruction is 15 students. The chronological age range within special classes of students with disabilities is not to exceed 36 months, except for special classes of students with disabilities who are 16 years of age and older.

In accordance with the Regulations of the Commissioner there are five class size options. Recommendations for these classes are based upon management needs and degree of intensity of student need for specialized instruction in a special class setting. Options are as follows:

- 15:1 - 15 students with 1 teacher
- 12:1:1 - 12 students with 1 teacher and 1 supplementary school personnel
- 8:1:1 - 8 students with 1 teacher and 1 supplementary school personnel
- 6:1:1 - 6 students with 1 teacher and 1 supplementary school personnel
- 12:1:4 - 12 students with 1 teacher and 1 supplementary school personnel for every 3 students. The additional staff may be teachers, teaching assistants, and/or related service providers.

Special class services are offered within Churchville-Chili Central School District schools (Grades K - 6) as well as through BOCES 1, and BOCES 2.

Special Schools/Out of District Programs: Out of district programs include those contracted with other public school districts, BOCES, and State Education Department approved private day schools and residential schools. Out of district programs are designed for students with intense or unique special education needs that cannot be met within the district.

Examples of these programs include:

- BOCES operated programs
- BOCES operated classes in other school districts
- Mary Cariola Children's Center
- School of the Holy Childhood
- Hillside Family of Agencies - Crestwood Children's Center and Werner Halpern Educational Center
- Villa of Hope - The Avalon School
- Rochester School for the Deaf
- NYS School for the Blind
- Easter Seals of New York - The Kessler Center

Home and/or Hospital Placement: Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student's unique needs. Home and hospital instruction shall only be recommended if such placement is the least restrictive environment. Service must be recommended for a minimum of five hours per week at the

elementary level, preferably one hour daily; or a minimum of ten hours per week at the secondary level, preferably two hours daily.

Residential Facility: Refers to education programs in public or privately operated residential schools or medical facilities on an inpatient basis.

Extended School Year (special education summer school): Students who are classified under CSE may be eligible for extended school year services if they meet the criteria and have demonstrated an inability to maintain developmental levels due to a loss of skill or knowledge during the summer months of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. The CSE must determine substantial regression for a student to participate or receive related services only during an extended school year program.

Programs for School Age Students with Disabilities As of BEDS day (October 6, 2021)

| Placement | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|--|-------|-------|-------|-------|-------|
| In District Inside Regular Classrooms 80% or more of the School Day | 297 | 283 | 283 | 292 | 299 |
| In District Inside Regular Classrooms 40 - 79% of the School Day | 105 | 81 | 79 | 61 | 48 |
| In District - Inside Regular Classrooms Less than 40% of the School Day | 32 | 41 | 43 | 52 | 51 |
| BOCES | 31 | 38 | 38 | 45 | 49 |
| Other Public Schools | 1 | 1 | 2 | 1 | 0 |
| Charter School/Parentally Placed Private | 1 | 3 | 2 | 2 | 2 |
| SED Approved Private Schools or SED Operated Schools | 32 | 32 | 30 | 24 | 23 |
| Home | 1 | 3 | 0 | 0 | 1 |
| Residential | 0 | 0 | 0 | 0 | 0 |

Programs for School Age Students with Disabilities by Race/Ethnicity As of BEDS Day (October 6, 2021)

| Placement | Hispanic | American | Asian or | Black | Native | Two or | White | Total |
|-----------|----------|----------|----------|-------|--------|--------|-------|-------|
|-----------|----------|----------|----------|-------|--------|--------|-------|-------|

| | /Latino | Indian or Alaska Native | Pacific Islander | or African | Hawaiian or Other Pacific Islander | More Races | | |
|--|---------|-------------------------------|---------------------|---------------|---|---------------|-----|-----|
| In District Inside Regular Classrooms 80% or more of the School Day | 29 | 0 | 8 | 38 | 0 | 24 | 200 | 299 |
| In District Inside Regular Classrooms 40 - 79% of the School Day | 8 | 0 | 1 | 4 | 0 | 2 | 33 | 48 |
| In District - Inside Regular Classrooms Less than 40% of the School Day | 9 | 0 | 1 | 8 | 0 | 3 | 30 | 51 |
| Separate School | 2 | 0 | 0 | 1 | 0 | 0 | 20 | 23 |
| Residential Facility | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hospital (In-Patient) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Home | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |

**Breakdown of School Age Students by Classification
(Areas of Disability)
As of BEDS Day (October 6, 2021)**

| Area of Disability | 17-18 | 18-19 | 19-20 | 20-21 | 16 - 17 |
|-----------------------------------|--------------|--------------|--------------|--------------|----------------|
| Autism | 60 | 49 | 51 | 57 | 63 |
| Emotional Disturbance | 12 | 17 | 14 | 11 | 12 |
| Learning Disability | 197 | 176 | 173 | 150 | 139 |
| Intellectual Disability | 13 | 15 | 15 | 14 | 13 |
| Deafness | 2 | 2 | 1 | 1 | 2 |
| Hearing Impairment | 1 | 2 | 2 | 1 | 1 |
| Speech/Language Impairment | 55 | 58 | 58 | 61 | 67 |

| | | | | | |
|--------------------------------|------------|------------|------------|------------|------------|
| Visual Impairment | 1 | 2 | 2 | 1 | 1 |
| Orthopedic Impairment | 3 | 2 | 2 | 2 | 3 |
| Other Health Impairment | 109 | 103 | 112 | 114 | 108 |
| Multiple Disabilities | 28 | 26 | 22 | 15 | 13 |
| Deaf-Blindness | 0 | 0 | 0 | 0 | 0 |
| Traumatic Brain Injury | 5 | 7 | 7 | 5 | 6 |
| Total Classified | 486 | 459 | 459 | 433 | 428 |

Guidelines for Participation of Students with Disabilities in State and District-wide Assessments

The Churchville-Chili Central School District believes that students with disabilities should have access to all testing accommodations necessary to participate in state and district-wide assessments in order to ensure that the student's academic achievement and functional performance is fairly and accurately measured. Testing accommodations provide students with disabilities the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by their disability. The following guidelines ensure that all state and district-wide assessments are administered using appropriate accommodations:

- Test accommodations must be provided on a consistent and uniform basis, as provided by each student's IEP, and should not be excessive.
- Test accommodations are neither intended nor permitted to:
 - Alter the construct of the test being measured or invalidate the results
 - Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions
 - Substitute for knowledge or abilities the student has not attained.
- The following students may be eligible to receive testing accommodations:
 - Students classified by the CSE as having a disability
 - Students identified as having a disability pursuant to Section 504 of the Rehabilitation Act
 - Students who incur disabilities for 30 days or less before administration of a district-wide test and who are authorized by the principal to receive test accommodations
 - Students previously declassified by the CSE who are provided with declassification accommodations.
- All appropriate testing accommodations will be designated in a student's IEP or 504 Accommodation Plan and will be reviewed at least annually by the CSE/CPSE or 504 Team
- Steps shall be taken to ensure teachers and service providers are aware of testing accommodations for students and how they are to be implemented.

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. The need for alternative format materials will be determined by the CSE and specified on the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan. 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.

Allocation of Space within District for Programs and Services

The Churchville-Chili Central School District recognizes its responsibility to allocate adequate and appropriate space for special education classes, programs and services that are provided by the District. The district affirms a commitment to serve students with disabilities in settings with non-disabled peers.

School administrators will monitor the number of students with disabilities and the services required for those students and will anticipate future needs in order to identify current and future space needs. Planning for special education programs and services will maximize physical integration of regular and special education programs.

Special classes, resource rooms, and rooms in which related services are delivered are provided space, light and ventilation in accordance with standards applied to general education programs. Classes are appropriately located within each school building to ensure the integration of students with disabilities into the general education program of the school.

The district provides BOCES with appropriate classroom space, when possible, in order to ensure that resident students participating in BOCES programs receive an appropriate education in the least restrictive environment. The district attempts to provide its fair share of classes for students placed in BOCES programs.

Budget to Support Students with Disabilities

A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs. The budget will include the funding necessary to support in-district programs, as well as BOCES programs and private placements. The district plans in advance for circumstances that may arise throughout the

upcoming school year including new special education students who may be moving into the district as well as for unexpected additional needs that students who are currently enrolled may have. The budget is prepared annually and reviewed by the Assistant Superintendent of Student Services, the Assistant Superintendent of Business Services, the Superintendent and the Board of Education. Updates are given regularly to the Board of Education throughout the year to ensure appropriate programs and services are delivered and funded.