

Caledonia - Mumford Central School



SPECIAL EDUCATION DISTRICT PLAN

2024-2026

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DISTRICT INFORMATION

Board of Education

Chris Richter, *President*
Elizabeth Doll, *Vice President*
John Bickford,
Arnie Rychlicki
Jamie Fitch
Michael Balonek
Elizabeth Dietrich

Administrative Team

Robert Molisani, *Superintendent*
Rebekah Chenaille, *Middle/High School Principal*
Tim McArdle, *Middle/High School Assistant Principal*
Michele Meyer, *Elementary Principal*
Peter Greene, *Elementary Assistant Principal*
Megan Rogers, *Director of Pupil Services*

Contact Information

Megan Rogers, *Director of Pupil Services*
Michelle Carson, *Administrative Assistant*
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District Mission

The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.

District Vision

The Caledonia-Mumford School District will provide a high-quality and well-rounded educational experience.

District Beliefs & Core Values

The School District will:

- Create a learning environment that reflects the high expectations of our society.
- Create a school culture that has the emotional, intellectual and financial support of our community.
- Collaborate with the community to provide a safe, supportive and challenging educational environment.
- Foster students who are respectful, caring and eager to learn.
- Value transparent, frequent and candid communication.
- Provide instruction, equipment, facilities and materials so that students will become self-directed learners prepared for the experiences of the world.
- Expect that our faculty and staff will utilize ongoing professional development to ensure our students will receive the best instruction possible.
- Expect high levels of dedication to improvement and excellence from all students and persistence through challenging tasks.
- Expect appropriate, caring and healthy behavior from all members of the school community.
- Continually seek to innovate, implement and solve problems to provide the best educational experiences possible for our students.
- Communicate with the community at large so there is an understanding of the mission, vision, beliefs and values and the steps needed to monitor, adjust and achieve for all.
- Celebrate individual and group accomplishments with the highest level of pride.

Caledonia-Mumford Students will:

- Be independent, critical, and creative self-directed thinkers who are able to effectively communicate.
- Be innovators, implementers and collaborative problem solvers with the ability to produce and compete in an ever-changing world.
- Have multiple opportunities to explore and participate in meaningful co-curricular and extracurricular activities.
- Understand and appreciate personal differences and diversity.

SPECIAL EDUCATION DEPARTMENT

Department Mission Statement

The Caledonia-Mumford Special Education Department cultivates opportunities for all learners to achieve high standards by facilitating progress toward individualized goals in order to maximize each student's unique potential.

Department Beliefs & Core Values

The Special Education Department at Caledonia-Mumford CSD believes:

- that all students can achieve
- that by deeply understanding students' unique needs and valuing each student as an individual, we can provide each student with the necessary tools and supports for them to achieve their goals
- in offering flexibility in programming in the least restrictive environment
- in providing professional development opportunities that promote an inclusive learning environment
- in growing self-advocacy skills in all students
- in supporting individualized transitions from high school to post-secondary plans
- in a collaborative approach among general education, special education teachers, related service providers, outside agencies, students and families, in order to help learners reach their goals

Overview of Plan

Purpose of the Plan

- a. Pursuant to current regulations, a District plan shall be developed describing the Special Education program in the Caledonia-Mumford Central School District.

Role of the BOE in Relation to Implementation

- b. See Board Policy numbers: 7613, 7614

Allocation of Space within District for Programs and Services/BOCES

- c. The Caledonia-Mumford 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.
- d. 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.
- e. 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.
- f. Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES).

Estimated Budget

- g. 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 CSE Chairperson, 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.

Date of BOE Adoption

- h. Adopted by the Caledonia-Mumford Central School Board of Education on June 11, 2024.

Nature and Scope of Special Education

Preschool Age Students (3-5) / CPSE

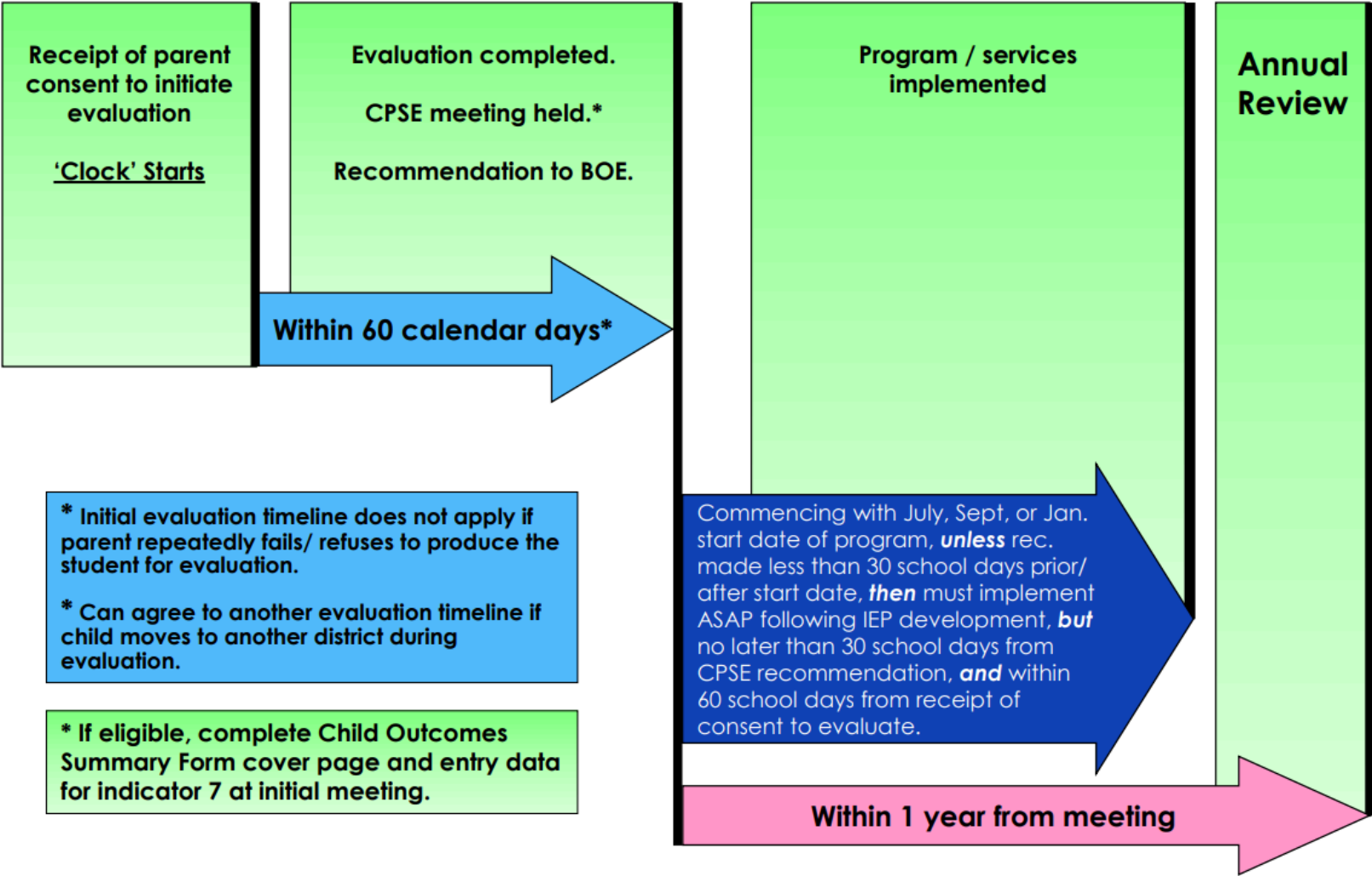
MAKING A REFERRAL TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

Upon receipt of a referral or request for referral, the CPSE will establish contact with the child's parent to verify residency and identify the responsible municipality (Livingston, Monroe or Genesee County), validate the child's age eligibility, determine the native language or mode of communication of the child and parent(s), obtain information regarding the child's development and concerns of the parent, explain the CPSE process, and encourage parent participation.

EVALUATION PROCESS WITHIN THE CPSE

Following parent's written consent for the evaluation and their selection of an approved evaluator, the CPSE notifies the approved evaluating agency who initiates the evaluation process. The evaluator is provided with information by the CPSE regarding the specific evaluations requested to assess the needs of the preschool child and a date to discuss the results is scheduled by the CPSE. The evaluation will include a record of the child's most recent physical exam, a psychological evaluation, a social history, an observation of the child in a natural environment (child care site, or during playtime at the evaluation site), as well as any other appropriate assessments related to the presenting concerns (speech/language evaluation, evaluation of fine/gross motor skills, functional behavioral assessment, etc.). The parents will be provided with a full evaluation report prior to their child's scheduled CPSE meeting.

CPSE Process Timeline



CPSE Process Timeline

Referral	Evaluation, Eligibility, & Recommendation	IEP Implementation	Annual review	Reevaluation
<p>Date of referral = date written referral is received by CPSE chairperson or other district staff member, whichever is earlier.</p> <p>If received by professional staff member of the district, referral immediately forwarded to CPSE chairperson.</p> <p>CPSE chairperson immediately provides prior written notice to parent and seeks consent to evaluate. Notice includes list of evaluators, process for choosing evaluator, and right of parent to deny consent.</p> <p>Parent chooses evaluator from list provided by CPSE.</p> <p>If parent denies consent, CPSE chairperson ensures they have understood the request for consent to evaluate. If the parent continues to withhold consent, the process ends.</p>	<p>Chosen evaluator conducts evaluation.</p> <p>Evaluation <u>and</u> initial CPSE meeting must be completed within 60 calendar days of receipt of consent.</p> <p>Copies of report and summary provided to CPSE & county representative.</p> <p>Copy of evaluation summary to parent before meeting.</p> <p>Meeting notice given to parent at least 5 calendar days before meeting.</p> <p>Hold CPSE meeting to determine eligibility and recommendations.</p> <p>At meeting, complete Child Outcomes Summary Form cover page and entry data.</p> <p>Forward recommendation to BOE and municipality.</p> <p>Parent sent written notice of recommendation and request for consent for services.</p> <p><u>If found to be ineligible</u>, the recommendation must indicate the reasons for ineligibility. A copy of the recommendation and evaluation reports is provided to the parent.</p>	<p>BOE must arrange for services per the IEP commencing with July, Sept, or Jan. start date of program, unless recommendation is made less than 30 school days prior/after such start date, in which case implement ASAP following IEP development, but no later than 30 school days from CPSE recommendation, and within 60 school days from receipt of consent to evaluate.</p> <p>Parent, county, and providers notified of BOE approval. Parent asked for consent for initial provision of services.</p> <p>CPSE sends request for approval of reimbursement (STAC-5) to the municipality and evaluator within 30 days of meeting.</p> <p>Parent provided copy of IEP. Teachers and service providers are provided a paper or electronic copy of IEP, and the Chairperson designates an employee with knowledge of the student to inform the service providers of their responsibilities for implementing the IEP.</p>	<p>The CPSE must meet at least annually to review and, if appropriate, revise the student's IEP, or more often if necessary, when requested by a parent or staff member.</p> <p>Meeting notice given to parent at least 5 calendar days before meeting.</p> <p>After annual review, provide prior written notice of recommendation and copy of new IEP to parent.</p> <p>An IEP must be in place at the start of each school year.</p> <p>After the annual review, the IEP may be amended without a meeting by mutual agreement between parent and district. Amendment must be documented and provided to parent and staff responsible for implementing the IEP. Upon request, parent given revised copy of entire IEP.</p> <p>Amending the IEP by written agreement without meeting during the course of the year does <u>not</u> eliminate the requirement for an annual review.</p>	<p>The student must be reevaluated at least once every 3 years, but not more than once per year, unless agreed to by parent and district.</p> <p>Reevaluation requires parental consent, unless the district can document it has attempted to get consent and the parent did not respond.</p> <p>Only approved evaluators may conduct CPSE reevaluations and written authorization of the CPSE is required.</p> <p>Notify municipality at least 5 business days prior to date of reevaluation.</p> <p>Submit STAC-5.</p> <p>Consider need for additional evaluative information at time of transition to CSE. <ul style="list-style-type: none"> • An evaluation done for transition to CSE is a reevaluation since child was already classified. </p> <p>For child exiting CPSE to CSE or declassification, if it is your district's assigned year to report on State Performance Plan indicator # 7, complete the Child Outcomes Summary Form exit data.</p> <p>The CPSE must complete and consider a reevaluation prior to declassifying a student.</p>

PROGRAMS AND SERVICES

Preschool Special Education	
Program/Service	Description
Related Services	<ul style="list-style-type: none"> - Provided by individuals with appropriate license or certification in each area of related service, at site determined by the BOE (approved or licensed preK program or Head Start, work site of provider, child’s home, hospital, state facility, child care location as defined in section 4410) - May be individual or group (may not exceed 5 students; specified on IEP if group size less than 5 is recommended)
Special Education Itinerant Services	<ul style="list-style-type: none"> - Provided by a certified special education teacher of an approved program on an itinerant basis, at a site determined by the BOE - Direct specialized individual or group instruction - Indirect services: consultation to assist child’s teacher in adjusting the learning environment or modifying instructional methods - May be provided in addition to related services
Special Class	<ul style="list-style-type: none"> - Maximum class size shall not exceed 12 preschool students with at least one teacher and one or more supplementary school personnel to each class.
Integrated Special Class	<ul style="list-style-type: none"> - Special education teacher and one or more supplementary school personnel in a classroom made up of no more than 12 preschool students with and without disabilities.
12 month special services and/or programs	<ul style="list-style-type: none"> - Considered for preschool students in accordance with their need to prevent substantial regression if: (a) management needs are highly intensive and require a high degree of individualized attention and intervention; or (b) severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or (c) include (a) and (b) and require treatment in the home; or (d) needs are so severe that they can be met only in a seven-day residential program; or (e) preschool students not described in (a)- (d) whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration to prevent substantial regression.

School Age Students (5-21) / CSE

MAKING A REFERRAL TO THE COMMITTEE ON SPECIAL EDUCATION

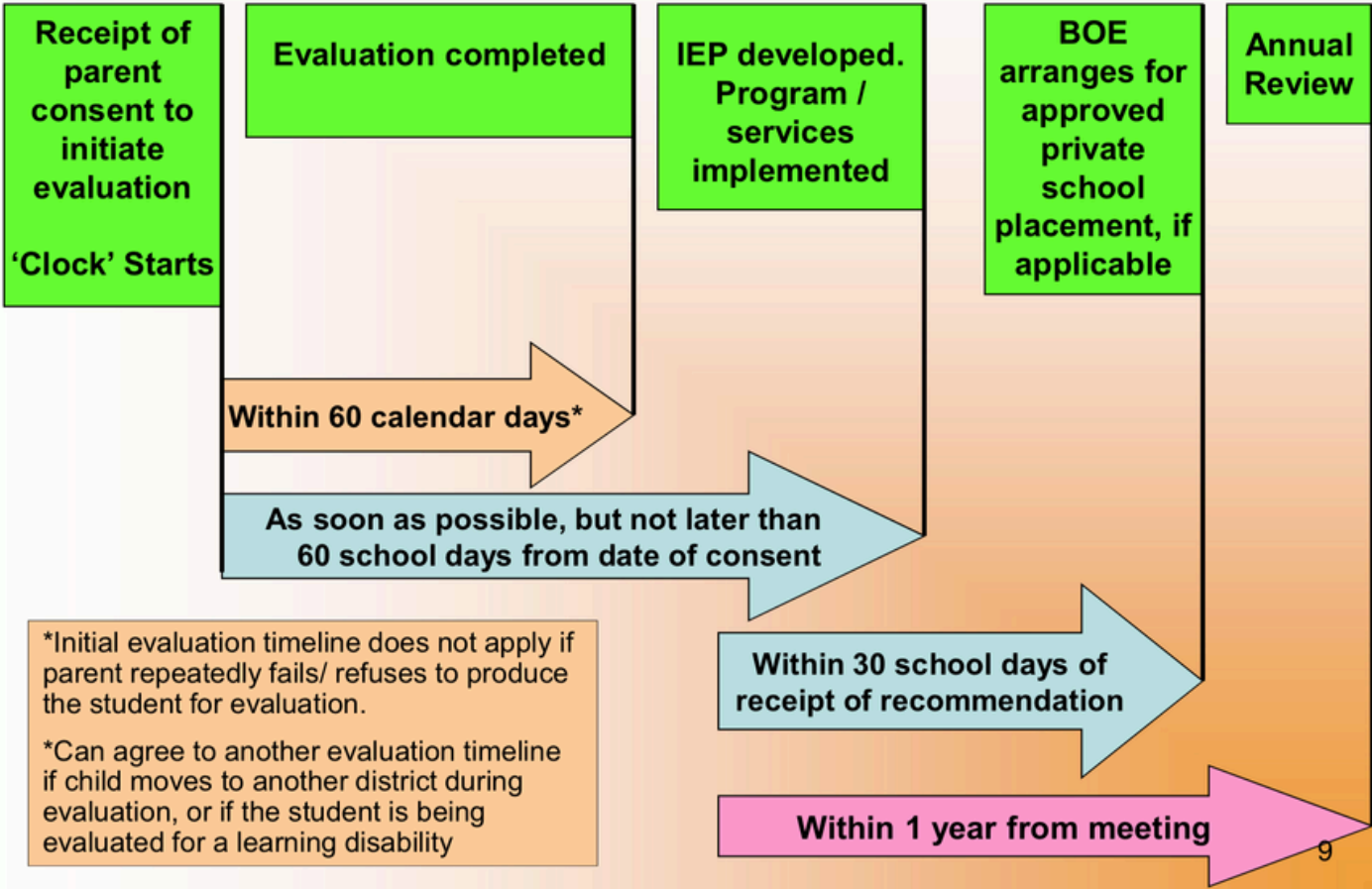
Special Education Referral and Response to Intervention

Per state regulations and the district’s Response to Intervention Plan, effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade 4 has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student’s academic underachievement is not due to the lack of appropriate instruction in reading.

Intervention services are additional general education instructional and/or support services that assist students in meeting state learning standards. A Response to Intervention Framework is provided in addition to, and must not supplant, special education services. Because intervention services are general education services, they are not indicated on the district form used in development of the student’s individualized education program.

Special education is specially designed instruction, special services or programs designed to meet the student's unique needs that result from his/her disability and enable the student to participate and progress in the context of the Least Restrictive Environment in the general education curriculum. The CSE, with parental involvement, makes recommendations for special education and related services to be indicated on the child's IEP. Examples of special education services include consultant teacher services, resource room or related services. The CSE cannot recommend that a student with a disability receive AIS. Rather, the district is required to consider the need for AIS to students prior to referral to the CSE.

CSE Process Timeline



CSE Process Timeline

<u>Referral</u>	<u>Evaluation, Eligibility & Recommendation</u>	<u>IEP Implementation</u>	<u>Annual Review</u>	<u>Reevaluation</u>
<p>Date of referral = date written referral is received by CSE chairperson or the building administrator, whichever is earliest.</p> <p>If received by administrator, they immediately notify CSE chairperson.</p> <p>If received by CSE, they notify building administrator within 5 school days.</p> <p>CSE chairperson immediately notifies parent, requests consent to evaluate, and gives prior written notice.</p> <p>Building administrator may request a meeting with parent to consider other interventions. Meeting must happen within 10 days. They may agree to withdraw the referral. Document agreement, including follow-up meeting date.</p> <p>If no consent after 30 days, chairperson shall document attempts to obtain consent and shall notify BOE that they may request an impartial hearing to seek permission to evaluate without consent.</p>	<p>Begin evaluation process upon receipt of consent. Prior written notice was given to parent with request for consent to evaluate.</p> <p>Evaluation must be completed within 60 calendar days of receipt of consent. The 60 days does not apply if the child transfers districts during the evaluation, or if the parent repeatedly fails to make the child available for the evaluation. The timeline may be extended by agreement between parent and district for a child suspected of having a learning disability.</p> <p>Meeting notice given to parent at least 5 calendar days before CSE meeting.</p> <p>Hold CSE meeting to determine eligibility and recommendations.</p> <p>Forward the recommendation to BOE.</p> <p>Send prior notice to parent of CSE recommendation and evaluation report.</p> <p><u>If found to be ineligible</u>, the recommendation shall indicate the reasons for ineligibility. A copy of the recommendation and appropriate evaluation information are provided to the building administrator who determines if support services are appropriate. A copy of the recommendation and the evaluation report is provided to the parent.</p>	<p>Within 60 school days of consent to evaluate, the BOE must arrange for services per the IEP.</p> <p>If recommending an approved private school, BOE must arrange for services within 30 school days of receipt of the recommendation.</p> <p>If BOE disagrees with recommendation, it may ask CSE to reconvene, or may establish a second committee, but must still implement a program within the applicable timeline.</p> <p>Parent notified of BOE approval and asked for consent for initial provision of services.</p> <p>Parent provided copy of IEP.</p> <p>Teachers and service providers are provided a paper or electronic copy of IEP, and the Chairperson designates an employee with knowledge of the student to inform them of their responsibilities for implementing the IEP.</p>	<p>The CSE must meet at least annually, but more often if necessary, based upon the student's performance or request by parent or staff member.</p> <p>Meeting notice given to parent 5 calendar days before the meeting.</p> <p>After annual review, provide prior written notice of recommendation and copy of new IEP to parent.</p> <p>An IEP must be in place at the start of each school year.</p> <p>After the annual review, the IEP may be amended without a meeting by mutual agreement between parent and district. Amendment must be documented and provided to parent and district staff responsible for implementing the IEP.</p> <p>Amending the IEP by written agreement without meeting during the course of the year does <u>not</u> eliminate the requirement for an annual review.</p>	<p>The student must be reevaluated at least once every 3 years, but more often if necessary, based on student's performance.</p> <p>Not more than once per year, unless agreed to by parent and district.</p> <p>Reevaluation requires parental consent, unless the district can document it has attempted to get consent and the parent didn't respond.</p> <p>Parent and CSE may agree in writing that the reevaluation is not needed. Document agreement and establish date for next reevaluation.</p> <p>District must complete and consider a reevaluation prior to declassifying a student.</p> <p>Committee must meet to discuss the reevaluation results. This meeting may be consolidated with other committee meetings. If consolidating meetings, the meeting notice must indicate the dual purpose of the meeting.</p>

Referral vs. Request for Referral

Referral 200.4(a)(1)		Request for Referral 200.4(a)(2)	
By Whom	Process	By Whom	Process
<ul style="list-style-type: none"> •Parent of the child •District designee •Commissioner or designee of a public education agency with responsibility for educating the student (e.g., Office of Mental Health for a child attending a State operated psychiatric Center Education Program) •A designee of an education program affiliated with a child care institution with CSE responsibilities (e.g., Article 81 residential programs with a school component) 	<p>If received by chairperson, they must notify principal within 5 school days</p> <p>If received by a principal, immediately notifies the Chairperson</p> <p>"Date of receipt" = the date received by the committee chairperson or principal, whichever is earliest</p> <p>Chairperson immediately notifies parent of referral, provides Procedural Safeguards Notice, the Parent Guide to Special Education, prior written notice to conduct an initial evaluation, and requests consent to evaluate</p>	<ul style="list-style-type: none"> •Professional staff member of the school district •Licensed physician •Judicial officer •Professional staff member of a public agency with responsibility for welfare, health or education of children •Student who is 18 years of age or older, or an emancipated minor 	<p>Requests for referral submitted by persons other than the student or judicial officer must include:</p> <ul style="list-style-type: none"> •Reasons for the referral and test results, records, or reports •Intervention services, programs or methodologies used to remediate the student's performance prior to referral, or state reasons why no such attempts were made •Describe the extent of prior parent contact <p>Upon receiving a request for referral, a school district must within 10 school days, either:</p> <ul style="list-style-type: none"> •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 gen. ed. support services.

Withdrawal of Referral

Principal may request a meeting with the parent, student if appropriate, and referring staff member to determine whether the student would benefit from additional general education support services as an alternative to special education.

Meeting must occur within 10 school days of receipt of referral.

If they agree to withdraw the referral, this must be documented in writing, including alternative interventions to be tried, data to be collected, the duration of the intervention, and a time to review progress.

A copy of the agreement goes to the parent, referring individual, and cumulative education file

PROGRAMS AND SERVICES

Program/Service	Description
Related Services	<p>Related services are recommended by the CSE to meet the individual needs of a student with a disability as indicated in the Individualized Education Program (IEP). Related services may be provided in conjunction with a general education program or with other special education services.</p> <p>Related services include, but are not limited to:</p> <ul style="list-style-type: none"> ● Speech therapy ● Occupational therapy ● Physical therapy ● Counseling ● Vision services ● Orientation and mobility services ● Audiology services ● Teacher of the Deaf services ● Transition Services <p>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 <i>Caledonia-Mumford students with disabilities both in district schools as well as in out-of-district programs.</i></p>
Consultant Teaching	<p>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.</p> <ul style="list-style-type: none"> ● 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. <p>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. <i>Caledonia-Mumford students requiring consultant teaching services receive this programming within the general education classes in the district.</i></p>
Integrated Co-Teaching	<p>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.</p>
Resource Room Program	<p>Resource Room 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</p>

	<p>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.</p> <p><i>This program option is available within the district for students grades 6 - 12. It is provided in accordance with individual student needs and IEPs.</i></p>
<p>Special Class Programs</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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. <p>The additional staff may be teachers, teaching assistants, and/or related service providers.</p> <p><i>Special class services are offered through Caledonia-Mumford CSD, Genesee Valley BOCES, Monroe BOCES 1, and Monroe BOCES 2.</i></p>
<p>Special Schools/Out of District Programs</p>	<p>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.</p> <p>Examples of these programs include:</p> <ul style="list-style-type: none"> ● BOCES operated programs ● BOCES operated classes in other school districts ● Mary Cariola Children's Center ● School of the Holy Childhood ● Hillside Family of Agencies ● Villa of Hope ● Rochester School for the Deaf ● Easter Seals of New York - The Kessler Center
<p>Home and/or Hospital Placement</p>	<p>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</p>

	recommended for a minimum of 10 hours per week at the elementary level, preferably two hours daily; or a minimum of fifteen hours per week at the secondary level, preferably three 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 AND SERVICES *by building availability*

School-Age Special Education		
Building	Grade Levels Served	Programs Available
Caledonia-Mumford Elementary	K-1	Self-Contained (8:1:1 for primary age students) Integrated Co-Teaching Indirect Consultant Teaching Related Services
	2-5	Self-Contained (8:1:1 for primary age students) Integrated Co-Teaching Indirect Consultant Teaching Resource Room Program Related Services
Caledonia-Mumford Middle/High School	6-8; 9-12	Direct Consultant Teaching Indirect Consultant Teaching Resource Room Program Related Services

INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS

The District will provide materials in alternative formats to students with disabilities who have been determined by the CSE for such need. “Alternative format” is defined in Section 200.2 of the Commissioner’s Regulations, as any medium or format for the presentation of instructional materials other than a traditional print textbook that is needed as an accommodation for a student with a disability who is enrolled in the school district. It includes, but is not limited to, Braille, large print, open and closed captions, audio, or an electronic file that is appropriate to meet the needs of the individual student.

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities and the District participates in the National Instructional Materials Access Center (NIMAC). This national effort to centralize the distribution of instructional materials in alternate formats helps to guarantee timely provision of such materials to students. In purchasing instructional materials, the District gives preference to vendors who agree to provide materials in a usable

alternative format. In addition, all purchase orders for textbooks or other related materials include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC.

When a student requires instructional materials to be provided in an alternative format, per their IEP, the assigned Special Education Teacher notifies the CSE Chairperson who arranges for the materials to be provided, at no cost to the family or student, in a timely manner, via the appropriate source.

Program Objectives

Departmental Goal(s) for 2024-2026
<p>(1) The Special Education Department will increase student participation in their individualized education programs by including student input on the creation of strengths and needs statements, annual goals, and postsecondary goals.</p> <p style="padding-left: 40px;">(a) 90% of students in grades 6-12 will actively participate in their program planning, including being present at annual review meetings and being prepared to contribute meaningfully to the CSE discussion.</p> <p>(2) The Special Education Department will increase family engagement with the CSE process by focusing on a collaborative, student-centered approach that promotes transparency, parent understanding of the process, and active involvement in the setting of annual and postsecondary goals.</p> <p style="padding-left: 40px;">(a) The Pupil Services Department will distribute a Needs Assessment to all families currently involved in either the Committee on Preschool Special Education or Committee on Special Education to gauge current understanding of the processes of each committee and barriers to their participation in each.</p> <p>(3) The Special Education Department will utilize multiple data points when creating students' measurable annual goals with a defined, data-driven method for determining progress toward that goal.</p> <p style="padding-left: 40px;">(a) Special Education Teachers will continue to use the Annotated IEP and IEP Self-Audit System documents to regularly review IEPs to ensure they meet district standards for data-driven annual goals.</p>

Method for Evaluating Program Objectives
<p>The Caledonia-Mumford Special Education Department utilizes the <i>NYS Education Department Blueprint for Improved Results for Students with Disabilities</i> (below), and an <u>IEP Self-Audit System</u> for setting and monitoring program goals and objectives.</p>

NYS Blueprint for Improved Results
<p>1. STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.</p>
<p>This is evident when:</p> <ul style="list-style-type: none"> • Students participate in individualized education program (IEP) meetings. • Students create and monitor their progress towards academic and social goals. • Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.
<p>2. SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.</p>
<p>This is evident when:</p> <ul style="list-style-type: none"> • Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.

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

3. PARENTS, AND OTHER FAMILY MEMBERS, ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD.

This is evident when:

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

4. SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.

This is evident when:

- Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.
- The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.
- District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services.
- Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.

5. TEACHERS DESIGN, PROVIDE AND ASSESS THE EFFECTIVENESS OF SPECIALLY- DESIGNED INSTRUCTION TO PROVIDE ACCESS FOR STUDENTS WITH DISABILITIES TO PARTICIPATE AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.

This is evident when:

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

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

This is evident when:

- Students are provided age-appropriate transition assessments, guidance, courses of study and work-based learning opportunities to meaningfully engage in early and ongoing career planning and exploration.
- Students with disabilities and their families are provided early and clear information on graduation requirements.
- Students with disabilities receive instruction toward the Career Development and Occupational Studies Learning Standards beginning in the early grades.
- Students are provided instruction to develop lifelong learning skills such as self-advocacy, social-emotional skills, higher order thinking, employability skills and consumer and life skills.
- Students and their families actively participate in the transition planning process.
- Schools facilitate timely student and family connections to post-secondary supports and services through NYSED's Adult Career and Continuing Educational Services-Vocational Rehabilitation and other State agency programs and services.

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

This is evident when:

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

Availability of the District Plan

The Special Education District Plan is filed with the CSE Chairperson and is available for public inspection and review by the Commissioner.

APPENDIX 1
Preschool and School-age Data
October 2023

Number and Age Span of Students Served (Preschool)

by disability category & recommended placement

	Age Range		
Disability	3	4	5
Preschool Student with a Disability	6	13	5
Recommended Setting	3	4	5
Preschool Itinerant Services Only	4	9	2
Approved Preschool Special Education Program	2	4	3

Number and Age Span of Students Served (School-Age)

by disability category & recommended placement

	Age Range			
Disability	5-11	12-13	14-17	18-21
Autism	7	0	1	1
Speech Language Impairment	19	1	1	0
Other Health Impairment	10	9	10	0
Learning Disability	19	3	14	0
Hearing Impairment	1	1	1	0
Multiple Disabilities	1	1	1	0
Intellectual Disability	0	0	0	2
Emotional Disability	0	0	1	0
Traumatic Brain Injury	0	0	0	0
Orthopedic Impairment	0	0	0	0
Deaf	0	0	1	0
Blind or Visual Impairment	0	0	0	0
Deaf-Blindness	0	0	0	0
Recommended Setting	5-11	12-13	14-17	18-21
Home Public School	52	13	27	0
Other Public School District	1	0	0	0
BOCES Class in a Public School	2	0	3	1
State Supported School	1	0	0	0
Approved Private School-Day	1	1	0	0

Approved Private School-Residential	0	0	2	0
Home/Hospital Instruction	0	0	0	1

APPENDIX 2
Resources for Parents, Students, Staff

Helpful Links for Parents

Parents' Guide to Special Education	http://p12.nysed.gov/specialed/publications/policy/parentguide.htm
Special Education in Plain Language	https://p8cdn4static.sharpschool.com/UserFiles/Servers/Server_228510/File/DISTRICT/Student%20Services/specialedinplainlanguage.pdf
Procedural Safeguards	Updated May 2024: https://www.nysed.gov/sites/default/files/programs/special-education/part-b-procedural-safeguards-notice-english_0.pdf
Parent Network of Western New York	https://parentnetworkwny.org/
Parent Guide to the New York State Alternate Assessment (NYSAA)	http://www.p12.nysed.gov/assessment/nysaa/2019-20/5-parentguidew-19.pdf

Guide and Tips for Parents Upon Initial Referral for Special Education

Before the Meeting
<ul style="list-style-type: none"> ● You will receive written verification of the meeting time, date and location, as well as a copy of the Procedural Safeguards Notice at least five (5) days before the meeting. ● You may wish to meet with or speak to the people related to your child’s referral: the building principal, school counselor, teacher, nurse, psychologist, social worker or other support personnel. At least one week prior to your child’s meeting, you will receive all materials related to your child’s referral, including test results and other evaluations which have been done. ● Provide support for your child and yourself. Consider supports such as your pediatrician or another outside person working with your child. They may provide written documentation or attend the CSE meeting. <i>Please contact the CSE prior to the meeting to inform them if you are inviting guests.</i> ● Consider whether your child should attend the meeting. Many students in the middle and high school are encouraged to attend the meeting after being thoroughly prepared by teachers, counselors and <i>you</i>. It is a means of involving them in the decision-making and seeking their valuable input and feelings. ● Ask questions of your child’s team, such as: <ul style="list-style-type: none"> ○ Why is a change being recommended? ○ What approaches have been tried within the general education program? <ul style="list-style-type: none"> ° What were the results of these approaches? ° What other supports are available?

- How will this program provide for my child?
- Are there other options that may be considered?

- Ask to observe any placements being considered.
- Coming prepared allows the Committee to ensure their efforts are directed towards arriving at recommendations to culminate the meeting. Gaining as much clarification as possible prior to the actual CSE meeting can be very beneficial, allowing you to be an active participant in the CSE process.

During the Meeting

- The CSE Chairperson introduces parents/guardians to the committee and explains the committee's function.
- The listing of material and data that is being used by the committee for identification/placement of the child is reviewed.
- The parents/guardians/students are then asked for their input for committee consideration. This portion of the meeting is the central focus for parental input. You should be prepared to present your information. We highly value your input!!
- The committee will review the evaluation results. Based on that information, and information that you provide, the Committee decides if your child is eligible or ineligible to receive special education programs and/or services.
- If you, with the Committee, decide that your child does not require special education services or programs, the Committee must provide you with written notice indicating why your child is ineligible. They will also refer you back to the child's building to determine what supports are available through general education to help your child.
- If you and the other members of the Committee decide your child is eligible for special education services, the Committee will create an Individualized Education Program.
 1. Committee discusses the classification of your child and picks one of thirteen classifications.
 2. Committee discusses your child's strengths and weaknesses in four areas and considers other special factors related to learning.
 3. Committee agrees on measurable annual goals to address your child's weaknesses.
 4. Committee discusses special education supports, services and modifications your child needs to meet his or her annual goals.
 5. Committee discusses the location and placement of the special education services in the *least restrictive environment*.

After the Meeting

- You will receive a copy of the IEP in the mail and will be asked to sign and return an acceptance.
- Program, supports and accommodations as discussed at the meeting will be put in place in accordance with the timeline discussed at the meeting.
- You will be asked to attend an Annual Review yearly to review progress and prepare IEP for the upcoming year.
- You should communicate regularly throughout the year with your child's special education teacher and/or related service provider(s) to discuss your child's progress. (Notebooks, phone calls, e-mails, meetings and conferences)
- Remember you may meet with your child's teacher and support team whenever you have concerns. The IEP is a working document and you and the team can choose to go back to CSE and make necessary changes to support your child at any time.

APPENDIX 3 Glossary of Terms

A	
Academic Intervention Services (AIS)	Remedial instruction within the areas of reading, written expression, and/or math delivered to disabled and non-disabled students
Accommodations	Tools and procedures that give students with disabilities equal access to instruction and assessment. They are designed to level the playing field for students with disabilities, and are generally grouped into the following categories: <ul style="list-style-type: none"> ● Presentation ● Response ● Timing/Scheduling ● Setting
Accessible Educational Materials (AEM)	These are textbooks and instructional materials that have been converted into a format that is accessible to a student who is unable to use standard printed materials. These formats include: <ul style="list-style-type: none"> ● Braille ● Large print ● Audio ● Digital text
Adapted Physical Education (APE)	A specialized physical education program of: <ul style="list-style-type: none"> ● Developmental activities ● Games ● Sports ● Rhythms <p>The IEP team will recommend APE if your child cannot safely or successfully participate in the regular physical education program. APE teachers will adapt and modify a physical activity so that it is appropriate for the individual student.</p>
Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES/VR)	Part of the New York State Education Department and assists individuals with disabilities to achieve and maintain employment and support independent living through training, education rehabilitation and career development. A referral through the Front Door enables services to be implemented upon reaching age 21 or graduating from high school, enabling students a seamless transition to the workplace and to live independent, self-directed lives.
Aging Out	The closure and transitioning out of preschool special education students who will be turning 5 years of age by December 1st or students who will be 21 years of age by the end of the academic year and leaving secondary level education programs.
Alternate Assessment	Used to evaluate the performance and progress of students with severe cognitive disabilities who are unable to take part in standard assessments, even with testing accommodations. NY State Alternate Assessment (NYSAA) is part of the annual NY State testing process for all eligible students in grades 3-8 and in high school. If your child's IEP specifies that s/he is eligible for alternate assessment, NYSAA will be used for State assessments in grades 3 through 12.
Annual Goals	Specific, measurable goals written on the IEP that describe what the student is expected to achieve in the disability-related area(s) over a one-year period.

Annual Review	<p>After your child has received special education services, an IEP meeting is held at least once each year to review your child’s progress. This is called an "Annual Review". During the annual review the team will:</p> <ul style="list-style-type: none"> ● Discuss your child's progress toward his or her goals ● Review the special education services provided ● Determine services and goals for the following year
Assistive Technology (AT) Devices and Services	<p>An Assistive Technology Device is any piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. Such term does not include a medical device that is surgically implanted, or the replacement of such a device. Examples include:</p> <ul style="list-style-type: none"> ● A communication device ● FM unit ● Computer access <p>An AT Service is any service that helps a child with a disability select, acquire, or use an AT device. Any AT devices or services your child requires will be specified on the IEP. The term includes:</p> <ol style="list-style-type: none"> (1) the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment; (2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities; (3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and (6) training or other technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student.
B	
Behavioral Intervention Plan (BIP)	<p>A plan that is based on the results of a Functional Behavioral Assessment (FBA) to address problem behavior. It includes:</p> <ul style="list-style-type: none"> ● The target behavior(s) and goal(s) ● Positive behavioral interventions and strategies ● Accommodations or modifications ● How the plan will be monitored and updated if needed
C	
Career Development and Occupational Studies (CDOS) Commencement Credential	<ul style="list-style-type: none"> ● Recognizes a student's mastery of the CDOS learning standards and the completion of a career preparation program. It is designed to provide students with IEPs an opportunity to develop the skills to succeed in work after high school. ● Available to students with IEPs who participate in standard assessment. ● May be awarded as an endorsement to a Regents diploma or local diploma, or as the student's sole exiting credential from high school. <p>Schools must provide students who earn only a CDOS written confirmation that they are eligible to return and earn a diploma until they reach age 21.</p>

Case Management	Facilitating communication and service provision among multiple service providers for students with special needs.
Child Find	New York State public schools have an obligation to identify, locate, and evaluate each child attending a New York State public school who has a disability or is suspected of being a child with a disability, regardless of the severity of the disability. This is called the “Child Find” obligation. Child Find extends to all children with disabilities – including children who are homeless, wards of the state, not attending a New York State public school, etc. – whether or not the NYSED is providing services to the child.
Class size	The maximum number of students who can receive instruction together in a special class or resource room program and the number of teachers and supplementary school personnel assigned to the class.
Classroom Observation	An observation of a student in his/her primary educational setting to see how the student learns and what behaviors they exhibit.
Commissioner’s Regulations	State Education Department regulations based on Federal and State education laws that specify the steps school districts must follow in the special education referral, evaluation, and placement process.
Committee on Preschool Special Education (CPSE)	A multidisciplinary team established in accordance with the provisions of section 4410 of the Education Law. The CPSE is responsible for coordinating the special education process for children ages 3 to 5. CPSEs serve families in the district where a family resides, regardless of where children receive preschool services.
Committee on Special Education (CSE)	A multidisciplinary team established in accordance with the provisions of section 4402 of the Education Law. The CSE refers to the committee that manages the special education process for school-age students. The CSE is a group of members who share information and work together to determine whether your child has a disability and requires special education services, and if so, what services are appropriate. You are an important member of the CSE. If the CSE, based upon the evaluation(s), determines that your child has a disability and that special education services are necessary, an IEP will be developed at the meeting. CSE members may include, but are not limited to: <ul style="list-style-type: none"> ● a general education teacher; ● special education teacher; ● school psychologist; ● social worker; ● district representative; ● you, the parent; and ● your child
Compliance	Acting in accordance with state/federal regulations and law.
Confidentiality	The obligation of the DOE to maintain the student’s special education records in a manner that ensures that only appropriate staff has access.
Consent	There are instances when you will be asked to provide your consent during the special education referral, evaluation, and placement process. Providing consent means that you: <ul style="list-style-type: none"> ● Have been fully informed about the action for which you are giving consent ● Understand and agree in writing to that action.

	Consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not undo an action that has occurred after you gave your consent and before you withdrew it.
Consultant Teacher Services	<p>Direct and/or indirect services, as defined in this subdivision, provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.</p> <p>(1) Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher pursuant to subdivision (yy) of this section, to a student with a disability to aid such student to benefit from the student's regular education classes.</p> <p>(2) Indirect consultant teacher services means consultation provided by a certified special education teacher pursuant to subdivision (yy) of this section to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.</p>
Continuum	The range of education programs and services that may be used individually or in combination to support educating children with disabilities from least restrictive to most restrictive. Refer to Part 200 Regulations of the Commissioner of Education (200.6).
Co-Teaching in an Integrated Setting (ICT)	This service offers a learning environment that includes a general education teacher working collaboratively with a special education teacher to deliver the curriculum in the general education setting in a team-teaching situation.
D	
Declassification	Students who no longer need special education services are declassified by the CSE/CPSE after a reevaluation.
Declassification Support Services	<p>Students who no longer need special education services are declassified after a reevaluation. Students who have been declassified will not have an IEP, but may receive the following services to support the transition to general education:</p> <ul style="list-style-type: none"> ● Instructional support ● Instructional modifications ● Related services <p>These services may continue for up to one year after the student has been declassified. In addition, the declassification IEP may list testing accommodations that must be provided to the student after s/he has been declassified. Students who are declassified in grades 8-12 may be eligible for Safety Net graduation options if his or her last IEP notes this.</p>
Disability Classification	Disability Classification refers to the type of disability that most affects a student's educational performance. The CSE will determine the appropriate classification, and it will be memorialized on the student's IEP.
Due Process	Procedures that, by law, are used to ensure your child's rights to a Free Appropriate Public Education (FAPE) and your rights to be involved and have a full understanding of that process.
Due Process Complaint	Also called a Request for an Impartial Hearing, this is a written complaint filed by a parent or a school district involving any matter relating to the identification, evaluation, educational placement or provision of a Free Appropriate Public Education to a student with a disability. This may result in an Impartial Hearing.
Due Process Hearing (Impartial Hearing)	A legal proceeding before an Impartial Hearing Officer who is not an employee of the DOE. Both the parents and the school district present arguments, witnesses, if any, and evidence.

E	
Early Intervention (EI)	The EI Program, under the New York State Department of Health, supports families with children ages birth to 3 who have a disability or developmental delays
Evaluation	The process of collecting information about a student’s strengths and weaknesses to improve his or her educational program. The information collected through assessments, observations, and interviews will assist the team in determining the child’s present levels of functioning and educational needs.
Exit Summary	When a student with an IEP will no longer be eligible for special education — either because s/he will (a) graduate with a local or Regents endorsed diploma or (b) no longer be age-eligible — an "Exit Summary" will be provided. The Exit Summary will summarize the student's academic achievement and functional performance and will include recommendations on how to assist the student in meeting his or her postsecondary goals.
Extended School Year Services (ESY)	<p>Extended school year services are special education programs and services provided during July and August. They may be recommended for students with disabilities who require special education over the summer to prevent substantial regression.</p> <p>Children with an IEP recommendation for ESY may either:</p> <ul style="list-style-type: none"> ● Receive the same program and services in July - August as in September – June; or ● Receive less intense services in July – August. <p>If ESY services are recommended, the IEP will specify the program and services that will be provided in July and August.</p>
F	
Free Appropriate Public Education (FAPE)	Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent.
Front Door	A person-centered approach to planning supports for people with developmental disabilities. The Front Door will guide people through the steps involved in finding out if they are eligible for services with the OPWDD.
Functional Behavioral Assessment (FBA)	<p>When a student engages in problem behaviors that may interfere with his or her learning or the learning of others, or that place the student or others at risk of harm or injury, a Functional Behavioral Assessment may be conducted. A Functional Behavioral Assessment is a process that is used to identify:</p> <ul style="list-style-type: none"> ● The reasons for a behavior ● The possible interventions to address it
G	
General Education Curriculum	The body of knowledge and range of skills that all students, including students with disabilities, are expected to master.
General Education Teacher	<p>(1) for a school-age student, a teacher qualified to serve nondisabled students who is providing general education instruction to the student. If the student is not receiving instruction from one or more general education teachers, a teacher qualified to provide general education in the type of program in which the student may be placed may serve as the student’s general education teacher;</p> <p>(2) for a preschool child, a general education teacher qualified to provide general education services to nondisabled preschool or elementary-level students who is providing general education instruction to the student. If the student is not receiving instruction from one or more general</p>

	education teachers, a teacher qualified to provide general education in the type of program in which the student may be placed may serve as the preschool student's general education teacher.
H	
Home Instruction	Home instruction is an educational service that is provided to students with disabilities who are unable to attend school due to a medical or psychological condition
Hospital Instruction	Hospital instruction is an educational service provided on a temporary basis to students who are hospitalized for medical conditions that prevent them from attending school.
I	
Independent Evaluation	A parent may request an independent assessment at the district's expense if s/he disagrees with an assessment conducted by the district. The request must be made in writing to the student's school or CSE. The district will either agree to pay for the independent evaluation or will file a due process complaint to demonstrate that the assessment conducted by the district was appropriate. A parent may also procure an evaluation through a third party at their own expense. If provided in advance of the CSE meeting, this evaluation can be considered by the CSE.
Individual psychological evaluation	A process by which a New York State certified school psychologist or licensed psychologist uses, to the extent deemed necessary for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's native language, to study and describe a student's developmental, learning, behavioral and other personality characteristics.
Individualized Education Program (IEP)	The Individualized Education Program (IEP) documents a child's eligibility for special education services and formalizes the plan to provide special education programs and services that are appropriate for the child's unique needs. It contains specific information about a child and the education program designed to meet these needs, including: <ul style="list-style-type: none"> • A child's current development and/or performance in school, and goals that can be reasonably accomplished in a school year; • Special education and related services (including counseling and speech, occupational, or physical therapy), paraprofessional support, assistive technology, behavior intervention, and modifications; • Participation with nondisabled children; • Date services will begin, how often they will be provided, where they will be provided, and for how long; and • Means of measuring a child's progress
Individualized Education Services Program (IESP)	If your child is or will attend a private or religious school, or your child is or will participate in a homeschool program, and the CSE finds your child eligible for special education, the CSE will develop an Individualized Education Services Program (IESP) instead of an IEP. The IESP will describe the special education services and/or related services to be provided while your child attends the private or religious school, or homeschool program.
Individuals with Disabilities Education Act (IDEA)	The IDEA is a Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.
Initial Referral	The initial referral is a request that begins the special education evaluation process to determine whether the student has a disability and requires special education services. The initial referral can be made by the student's parent, the principal of the student's school, or the chairperson of the

	student's CSE. To make an initial referral, the parent should submit a written request for evaluation to the student's school or CSE.
Interpreter/Translator	A person who speaks the parent's preferred language/mode of communication or the child's language and interprets meetings for the parent and/or assessments for the student.
J	
K	
L	
Least Restrictive Environment (LRE)	The CSE will recommend special education services that provide a student with a disability with a Free Appropriate Public Education in his or her least restrictive environment. This means that your child will be educated alongside his or her non-disabled peers to the maximum extent appropriate. Placement of students with disabilities in special classes, separate schools, or other removal from the general educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The least restrictive environment is therefore different for each child.
Limited Mobility	A student with limited mobility is one who utilizes a mobility device— such as a wheelchair, walker, crutches, or cane—to negotiate the environment, or any student who negotiates the school environment with difficulty and/or at a slower pace than his or her peers, whether it is due to muscle weakness, lack of endurance, or any other reason. Students with specific mobility impairments, whether physical or sensory, for whom the design of building may pose barriers, must be offered access to programs to the extent required by law.
M	
Management Needs	The IEP will indicate a student's management needs, which include the type and amount of environmental modifications, human resources, or material resources that are required to enable a student to benefit from instruction.
Manifestation Determination Review (MDR)	<p>A Manifestation Determination Review (MDR) is a meeting between the parent and members of the school community. It is held when a student with a disability is subject to a disciplinary change of placement. A disciplinary change of placement occurs if a student is removed from his/her current educational program due to a superintendent's suspension, principal's suspension, and/or teacher removal:</p> <ul style="list-style-type: none"> ● For more than 10 consecutive school days; or ● For more than 10 cumulative school days in a school year as a result of a pattern of removals. <p>The MDR will include a discussion of the student's disability, the behavior that led to the removal, and whether the behavior was related to his/her disability or related to a failure to implement your student's IEP.</p>
Mediation	Mediation is a confidential, voluntary process that allows parties to resolve disputes without a formal due process hearing. An impartial mediator helps the parties to express their views and positions and to understand the other's views and positions. The mediator's role is to facilitate discussion and help parties reach an agreement, not to recommend solutions or take positions or sides. If parties reach agreement, that agreement is binding and may not be appealed
Modifications	Modifications change the content and/or the instructional level of the curriculum. While accommodations are changes in formats or procedures, modifications change the difficulty level and/or quantity of the content being taught. Modifications are made for students with disabilities

	who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his or her ability to understand the content in the general education class in which they are included.
N	
Native Language	(1) if used with reference to an individual of limited English proficiency, the language normally used by that individual, or, in the case of a student, the language normally used by the parents of the student, except that, in all direct contact with a student (including evaluation of the student), native language means the language normally used by the student in the home or learning environment; and (2) for an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).
New York State Approved Non-Public School	These are privately operated schools that provide special education placements, which are New York State approved.
O	
Occupational Therapy	Occupational Therapy is a related service designed to help a child maintain, improve, or restore adaptive and functional skills, including fine motor skills and sensory integration in all educational activities.
Office for People with Developmental Disabilities (OPWDD)	A New York State agency responsible for coordinating supports and services for people with developmental disabilities, including Intellectual Disabilities, Cerebral Palsy, Down Syndrome, Autism Spectrum Disorders, and other Neurological Impairments. The agency will determine if the person has a developmental disability that is eligible for OPWDD funded services.
N	
O	
P	
Paraprofessional	A paraprofessional is an aide who provides assistance to students, either to an entire class or to an individual student. Your child's IEP may recommend the support of a paraprofessional in: <ul style="list-style-type: none"> ● Behavior support ● Health ● Transportation ● Orientation and Mobility ● Toileting
Parent Member	A parent member is a parent of a child with a disability in the school district who participates in IEP meetings and assists a parent of a child with a known or suspected disability in making educational decisions for his or her child. Parents have the right to request participation of the Parent Member at an IEP meeting, with 72 hours notice.
Pendency	When a parent or the district requests an Impartial Hearing, the child is entitled to remain in his or her "last agreed upon placement" until the Impartial Hearing Process (including all appeals) is complete. This placement is called pendency.
Preferred Language	This is the language that a parent feels most comfortable speaking. This may or may not be the language regularly spoken at home

Prior Written Notice	This is a notification sent by the CSE to the parent(s). This notification will inform the parent(s) that the CSE is proposing to initiate or change the identification, evaluation, and/or educational placement of their child.
Preschool Student with a Disability	<p>A preschool child as defined in section 4410(1)(i) of Education Law who is eligible to receive preschool programs and services, is not entitled to attend the public schools of the school district of residence pursuant to section 3202 of the Education Law and who, because of mental, physical, or emotional reasons, has been identified as having a disability and can receive appropriate educational opportunities from special programs and services approved by the department. Eligibility as a preschool student with a disability shall be based on the results of an individual evaluation which is provided in the student's native language, not dependent on a single procedure, and administered by a multidisciplinary team in accordance with all other requirements as described in section 200.4 (b) (1) through (5) of this Part.</p> <p>(1) Commencing July 1, 1993, to be identified as having a disability a preschool student shall either:</p> <p>(i) exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, socioemotional or motor development which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes but is not limited to information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate:</p> <p>(a) a 12-month delay in one or more functional area(s); or</p> <p>(b) a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas; or</p> <p>(c) if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or</p> <p>(ii) meet the criteria set forth in paragraphs (1), (2), (3), (5), (9), (10), (12) or (13) of subdivision (zz) of this section.</p> <p>(2) Commencing July 1, 1991, in the calendar year in which such preschool student becomes three years of age, a student shall be first eligible for preschool programs and services on January 2nd of such calendar year, if the student's birthday falls before July 1st, otherwise a student shall be first eligible on July 1st of the calendar year; except that a student who, as of his or her third birthday, is already receiving services pursuant to section 236 of the Family Court Act or its successor, or section 4204-a of the Education Law, may, if the parent so chooses, continue to receive such services through August 31st of the calendar year in which the student first becomes eligible to receive services pursuant to section 4410 of the Education Law. A student shall be deemed to be a preschool student with a disability through the month of August of the school year in which the student first becomes eligible to attend school pursuant to section 3202 of the Education Law.</p>
Pull Out (non-integrated)	Educational service provided to the student outside of the classroom on an individual or small group basis.
Push In (integrated)	Educational service provided to the student within the classroom.
Q	

R	
Reevaluation	An evaluation conducted for a student with a disability who already receives special education services. A reevaluation will be conducted at least once every three years and upon request. A request for a reevaluation can be made by the student's parents, teacher, or school district. A reevaluation will not be conducted more than once a year unless the school and the parent agree otherwise
Related services	<p>Developmental, corrective, and other supportive services as are required to assist a student with a disability to receive meaningful educational benefit and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.</p> <p>(1) Services that apply to children with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (such as mapping), maintenance of that device, or the replacement of that device, provided that nothing in this paragraph:</p> <p>(i) limits the right of a student with a surgically implanted device to receive related services that are determined by the CSE or CPSE to be necessary for the student to receive a free appropriate public education; or</p> <p>(ii) limits the responsibility of a school district to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or</p> <p>(iii) prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.</p>
Requested Review	Upon request of the parent, the CSE may review the child's IEP to determine if it continues to meet his or her needs.
Response to Intervention (RTI)	A systematic approach to instruction and intervention guided by research-based methods and continuous progress monitoring of students' needs, to ensure that all students have equal access to high-quality instruction that is matched to their needs.
Resource Room Program	A special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.
S	
Section 504 (Rehabilitation Act of 1973)	No individual with a disability shall, on the basis of disability, be excluded from participation in, be denied of, or otherwise be subjected to discrimination under any program or activity which receives benefits from federal financial assistance.
Section 504 Plan	An identified need of a general education student who is not eligible to receive special education services through an IEP, but may be afforded modifications and accommodations.

Short-Term Objectives or Benchmarks	Short-term objectives are the intermediate steps that must be learned in order to reach an annual goal. Benchmarks are major milestones that the student will demonstrate that lead to an annual goal. Short-term objectives or benchmarks will be written and memorialized on the IEP for any school-age student who participates in alternate assessment, or on the IEP for any preschool student with a disability.
Skills and Achievement Commencement (SAC) Credential	This non-diploma commencement credential is available to students with IEPs who participate in alternate assessment and have attended school for at least 12 years, excluding kindergarten. It must be accompanied by documentation of the student’s skills, strengths, and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working. A student who earns a SAC Credential as the sole exiting credential is eligible to remain in school until they receive a Regents or local diploma or through the end of the school year in which they turn 21 years of age.
Social History	An interview with parents concerning a student’s health, family, and school background, including social relationships that is used as part of a student’s evaluation.
Social Work Services	A process that a NYS certified school social worker uses, for purposes of educational planning, interventions to remove barriers to a student’s learning from familial, environmental or interpersonal problems; mobilization of school and community resources to enable the student to benefit from his/her educational program. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.
Special Class (non-integrated)	This service is provided on a daily basis to students with disabilities who are grouped based on similar educational needs for the purpose of being provided a special educational program, due to unique needs that cannot be met in a general education classroom. These classes vary according to the number of students being serviced in each and by the number of service providers supporting their program. Class sizes could vary from as many as 15 students with one teacher, to as few as six students with a teacher and an aide, to support educational needs. Special classes are taught by special education teachers, providing specialized instruction.
Special Education	<p>Specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.</p> <p>(1) Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.</p> <p>(2) Such instruction includes specially designed instruction in physical education, including adapted physical education.</p> <p>(3) For the purposes of this definition:</p> <p>(i) The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student.</p> <p>The areas to be considered shall include:</p> <p>(a) academic achievement, functional performance and learning characteristics which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily</p>

	<p>living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;</p> <p>(b) social development which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;</p> <p>(c) physical development which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and</p> <p>(d) management needs which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.</p> <p>(ii) Group instruction means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.</p>
Specially Designed Instruction	<p>Specially designed instruction consists of adaptations to the content, methodology (pedagogical approaches to instruction), or the delivery of instruction to address the unique needs that result from the child's disability. The purpose of specially designed instruction is to ensure the student has access to the general curriculum and is able to meet the educational standards of the school district that apply to all students.</p>
Speech-Language Therapy	<p>Speech-language therapy is a related service that helps to improve a child's listening, speaking, reading, and writing skills in academic and social situations throughout the school environment, with a focus on improving the child's communication skills.</p>
Student with a Disability	<p>A student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department.</p> <p>The terms used in this definition are defined as follows:</p> <p>(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.</p> <p>(2) Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.</p> <p>(3) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they</p>

cannot be accommodated in special education programs solely for students with deafness or students with blindness.

(4) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (iii) inappropriate types of behavior or feelings under normal circumstances;
- (iv) a generally pervasive mood of unhappiness or depression; or
- (v) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

(6) Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

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

(8) Multiple disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

(9) Orthopedic impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

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

(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

	<p>(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, 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.</p> <p>(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.</p>
Substantial regression	A student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.
Supplemental Aids and Services	Aides, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment.
Surrogate Parents	To ensure the rights of the student are protected, in the following circumstances, a person may be appointed by the Department as a “surrogate parent” to act in the place of parents or guardians when no parent can be identified and nobody else (for example, foster parent, guardian) can serve in that role. Surrogate parents are not officers, employees or agents of the Department of Education or the State Education Department or any other agency involved in the education or care of the student.
T	
Transition Services	For students with IEPs, “Transition” means planning for life after high school. Beginning when the student is age 14, the IEP team will discuss the student's goals, transition needs, and transition activities at each IEP meeting until the student graduates or until the end of the school year in which they turn 21. Transition focuses on improving students’ academic and functional achievement in many different settings, including education, employment, and independent living. It is a student-centered process. That means that it addresses the unique strengths, needs, and preferences of each student.
U	
V	
Vocational Assessment	Students age 15 and those referred to special education for the first time that are age 15 and over receive a Level 1 Vocational Assessment that includes a review of school records, teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests. The Vocational Assessment is used when considering a student's Transition needs, starting during the first IEP in effect during the school year in which the student turns 15. It should be updated in advance of, or at, each annual IEP meeting.

