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**Medina Central School District**  
**Exemplify Excellence in Education**

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# **Special Education District Plan**

## **2023-2026**

### ***MISSION***

Educate to inspire all to reach beyond the expected and positively impact their communities.

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### Statement of Assurances

The Board of Education for the Medina Central School District, as part of a long standing commitment to exemplifying excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive environment, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of and compliance with State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services available through Medina Central School District to meet the needs of all of its students. Medina Central School District offers a number of inclusive settings and services, as well as a few segregated services. The majority of our segregated and intensive programs and services are delivered outside of the District via contract with BOCES, Local Public Schools, Privately Operated Programs (agencies) or State Operated Schools.

These programs and services are designed to:

- Afford every student equitable access to and progression within Next Generation Learning Standards.
- Provide each student with a disability the support and services recommended by the Committee on Special Education or the Committee on Preschool Special Education, so that they may be empowered to achieve the goals and objectives outlined on their Individualized Education Program (IEP).
- Plan purposefully for students' entry into the community as adult citizens by developing post-secondary goals and supporting the skills required to achieve those goals.
- Create representative educational settings that reflect the composition of the broader community, and allow our students equal opportunity to grow as learners and citizens within those spaces.

### Acknowledgement

This plan was developed as a result of continuous collaboration and dialogue in recent years with administrators, faculty members, representatives from Orleans-Niagara BOCES, New York State Education Department, and colleagues from neighboring districts. Thank you to all who have been part of the dialogue in providing your time and expertise.



## Regulations Governing the District Plan

### 8 NYCRR 200.2 (c):

“District plans.

(1) Each board of education which receives an apportionment for eligible students with disabilities, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services which are in accordance with the provisions of this Part. Each board of education which receives such apportionment shall keep on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of the Education Law.

(2) Each such plan shall include, but need not be limited to, the following:

(i) a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;

(ii) identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;

(iii) the method to be used to evaluate the extent to which the objectives of the program have been achieved;

(iv) a description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;

(v) a description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;

(vi) a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, as such term is defined in paragraph (b)(10) of this section, for each student with a disability at the same time as such

instructional materials are available to nondisabled students. To meet this requirement, the District plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b)(10) of this section;

(vii) the estimated budget to support such plan;

(viii) the date on which such plan was adopted by the board of education.

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

(4) The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the commissioner.”

#### Description of Special Education Programs

The following outline of special education programming is listed from least restrictive (most inclusive) environment to most restrictive (segregated). Federal and State regulations, as well as decades of research, indicate that students with disabilities make greater progress when they are included in general education settings with their non-disabled peers. It is also widely regarded that students without disabilities also demonstrate higher levels of performance when they are learning in environments that include students with different accessibility needs.

With that in mind, our Committee on Special Education and Committee on Preschool Special Education consider all of the individualized factors that contribute to a determination of what each and every student's least restrictive environment is recommended to be. While each and every placement decision is made individually to consider LRE (least restrictive environment), the Medina Central School District emphasizes its commitment to inclusion so that all students have equitable access to general education curriculum, the greatest opportunity for maximum academic outcomes and enhanced opportunities for social development. As such, we continue to dedicate our resources toward providing Integrated Co-teaching and Consultant Teacher Services district-wide.



## Continuum of Services for Preschool Students with Disabilities

The information below outlines the different preschool programs and services available to District preschool students with disabilities. All programs listed below are contracted and funded by Orleans County but managed and administered by Medina Central School District. Services may be provided in Oak Orchard Universal Pre-Kindergarten classrooms, private daycare settings, a family's home, Community Headstart and, in some cases, in center-based preschool classes for children with disabilities. As of October 26, 2023, the total number of preschool students with disabilities being serviced is 35, an increase of 16% (26 students) from 2021. There are additionally 6 students currently being evaluated for preschool special education eligibility, making the potential total 41 students a 37% increase since 2021.

**Itinerant Services:** Special education or related services that focus on the nature of the child's documented disability. Itinerant services may be provided in the child's home, daycare, Universal Pre-K or other parent selected setting.

**Special Education Itinerant Services (SEIS):** Special Education Itinerant Teacher (SEIT) provides instruction in pre-academic, adaptive, and/or social skills to a preschool child with a disability.

**Related Services:** Preschool students with a disability may have itinerant speech & language therapy, occupational therapy (OT), physical therapy (PT), counseling, music therapy, vision therapy, orientation and mobility, or hearing services depending on the child's individual needs. These services are provided at the convenience of the parent in the home, daycare, preschool or Universal Pre-K setting.

**Center-Based Services:** Half-day or full-day preschool programs that address the overall developmental needs of the child. Related services and instructional services may be delivered in a center-based program according to each child's individual needs. The class size and staffing ratios recommended may vary depending on individual student need.

**Special Class in a Segregated Setting:** Do not include nondisabled peers in the same class as the preschool student with a disability. This placement is generally recommended when a student has a

very high level of need or multiple areas of significant need that require specialized instruction, support and services. There are very few regional options for preschool classes in a segregated setting.

**Special Class in an Integrated Setting (SCIS):** Includes both disabled and nondisabled students in the same classroom. This placement is generally recommended when a student has a moderate to severe level of need.

**Preschool Students by Program: October 26, 2023**

Nature of Services	Number of Students	Age
Related Services Only	25	3-4
SEIS Only	0	3-4
SEIS & Related Services	4	3-4
Center-Based Services	6	3-4

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**Continuum of Services Available to School-aged Students with Disabilities**

The listing below displays the Medina Central School District programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities. As of October 26, 2023, 184 students with disabilities were being served through the Committee on Special Education; 145 of those students are serviced within MCSD schools; 24 students are serviced by BOCES; 10 students are serviced by agencies; 1 student currently serviced through another local public school; 0 students currently serviced through a State Operated School; 1 student receives services in their home and 2 students are parentally placed in a non-public setting.

The continuum and structure of services are redesigned annually based on review of anticipated student need for the following year, in alignment with the MCSD 2018-2023 strategic plan. If a program or service is needed but unable to be provided with the resources within district, a contract is sought with out-of-district programs and providers to meet the individual needs of all students with disabilities in the Medina Central School District.



The programs and services listed below are listed from least restrictive (most inclusive) to most restrictive (segregated).

### Related Services

**Related Services:** The least restrictive special education service on the continuum, related services target one area of discipline/deficit that is evidenced to impact educational attainment. Related services are developmental, corrective, and are required to assist the student with a disability in progression within the curriculum.

**Speech & Language Services:** Available to students with IEPs, 504s, via declassification and Response to Intervention Committee recommendations. As schedules allow, additional services may be available in the general education setting to non-identified students (improvement). Services are provided by 3 fulltime MCSD Speech & Language Professionals. Services may focus on expressive and receptive language, articulation, and foundational reading concepts impacted by disability (sound letter association, etc.).

**Occupational and Physical Therapies:** Available to students with IEPs, 504s, via declassification and Response to Intervention Committee recommendations. As schedules allow, additional services may be available in the general education setting to non-identified students (improvement and/or Tier 1 supplemental). Services are provided by contracted Occupational Therapy Assistants, with contracted supervision and PT services are provided by a full time MCSD Physical Therapist. Occupational and Physical Therapies must be prescribed by a medical professional in addition to the CSE/504/RtI recommendation to be provided in the school setting. Occupational Therapy services may address deficits in fine motor and/or sensory processing skills that impact educational attainment. Physical Therapy may address gross motor deficits that negatively impact educational attainment.

**Counseling Services:** Available to all students in district. Counselors may service students in regards to behavioral performance, social-emotional development and/or academic and career planning. Students with Disabilities that are mandated to receive counseling services due to disability related deficits impacting educational attainment, are provided mostly by School Psychologists and School Social Workers. Services are provided by 6 School Counselors, 3 School



Psychologists, and 3 School Social Workers, all employed full time by the Medina Central School District.

**Music Therapy Services:** Available only to students with IEPs/504s. Services provided via contract with Music Therapy Pathways. Services may focus on safety-related information retainment or content area musical reinforcement.

**Vision, Hearing, and Orientation and Mobility:** Available only to students with IEPs/504s. Services are contracted through BOCES for delivery to students as identified by the CSE/504 teams. Teachers of the Visually Impaired (TVI/Vision) support students with vision related diagnoses that impact educational attainment. Teachers of the Hearing Impaired (THI/Hearing) support students with diagnosed hearing loss/impairment that impact educational attainment. Orientation and Mobility services support students in learning to navigate familiar and unfamiliar environments that may have vision and/or hearing impairments.

**Specially Designed Reading Instruction:** Available to students with IEPs and as schedules allow, additional services may be available in the general education setting to non-identified students (improvement). SDRI services are no longer a part of the MCSD related services continuum since September 1, 2022 due to the District's investment in building the capacity of all special education teachers/providers to provide specially designed reading instruction. In a 1999 Field Advisory memo NYSED outlines that SDRI can be provided in general education, resource room, special class or related services models. In September 2022, MCSD will shift from the related services model to the general education/resource room/special class model for grade K-6. A new addition to the service continuum for grades 7-9 beginning in September of 2023 is the addition of Specially Designed Reading Instruction in a resource room/related services format.

**Related Services by Grade, In & Out of District, IEP Mandated: October 26, 2023**

Grade	Speech	OT	PT	Counseling	Music	Vision	Hearing	SDRI
Kindergarten	6	6	3	3	2	0	0	
1	17	10	5	3	0	0	0	
2	10	8	3	6	0	0	1	
3	9	7	4	3	1	0	0	
4	11	12	5	1	1	0	0	
5	7	6	4	3	1	1	0	
6	5	2	0	4	0	1	0	
7	3	2	0	2	0	0	0	3
8	8	3	2	7	0	0	0	8
9	2	0	0	7	1	0	0	3
10	2	4	1	6	0	0	0	0
11	3	2	2	3	1	0	1	0
12/UGS	3	2	0	4	0	0	0	0
<b>TOTAL:</b>	<b>86</b>	<b>64</b>	<b>29</b>	<b>52</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>14</b>

## Program Services

**Consultant Teacher Services (CT):** This model of instruction pairs together a General Educator (content specialist) and Special Educator (access specialist) in a general education setting. The District provides direct and/or indirect Consultant Teacher services to students with disabilities as determined by student need K-12. In an indirect CT model of instruction, a Consultant (Special Education Certified) Teacher consults with a General Education Instructor on how lessons, materials, activities, environment and assessments can be accommodated or modified to provide the greatest level of independent access to the curriculum to students with disabilities. In a direct CT model, the Consultant Teacher is then present during the delivery of the lesson to provide accommodations (changes to content, method, materials, environment and/or assessment) and specially designed instruction during the class directly to the student(s).

In the Consultant Teacher model, all new content is delivered by the General Education Specialist but is reinforced/prepared/accommodated by the Special Educator. Another way in which Consultant Teachers collaborate is through flexible grouping during delivery. Generally, a Special Education Consultant Teacher is only responsible for planning instructional accommodations for students with disabilities in the CT classroom. Consultant Teacher services may be delivered for part or all of the instructional period, and there is no regulatory maximum number of students with disabilities in a CT class setting.

**Integrated Co-Teaching (ICT):** This model of instruction pairs together a General Educator (content specialist) and Special Educator (access specialist) for the entire duration of an instructional period. A maximum of 12 students with disabilities or 50% of the classes population, whichever is the lesser, is the maximum number of students with disabilities permitted in an ICT classroom setting. The District provides Integrated Co-Teacher services to students with disabilities as determined by student need K-10. In an ICT model of instruction, new content can be provided by either instructor. Both professionals share the responsibility to plan and deliver instruction for all students in the classroom. There are six models for ICT instructional delivery, however the three high leverage models are station teaching, parallel teaching and one teach/one make multisensory.

**Resource Room Program (RR):** This program is recommended for students with disabilities that require additional, explicit, specialized supplemental instruction in a small group setting for a specific



subject area, such as math or reading. Specially designed curriculum in a resource room is deemed to be more significant and specialized than the supplemental instruction provided in the Academic Intervention Service classes available to all students. No more than 5 students may be placed in a resource room at any one time. Students are assigned to a resource room program for not less than 3 hours per week and not more than 50% of the school day. The minimum time applies only if this is the only special education program that the student receives.

**Special Class Programs:** The District provides special class programs taught by a Special Education Teacher outside of the general education setting and without the presence of nondisabled peers. The chronological age range within special education classes for students less than 16 years of age may not exceed 36 months.

**Special Class - 15:1 ratio:** The District currently offers 15:1 classes in grades 9-12 as determined by student need. A 15:1 class consists of up to 15 students and a certified special education teacher. 15:1 classes aim to provide instruction surrounding the same content and standards as the general education setting, but includes extensive modification to methodology that could not be accomplished satisfactorily in a general education setting. MCSD currently only offers 15:1 classes in grades 11 and 12 English.

**Special Class 12:1:1 ratio:** The District currently offers two 12:1:1 classrooms at the Junior-Senior High School servicing grades 7-10 and 11+. A 12:1:1 classroom can service up to 12 students and must be staffed with 1 special education teacher and 1 classroom aide. Some students in the 12:1:1 setting are eligible to participate in the NYS alternative assessment program, and earn credit toward a Skills and Achievement Commencement Credential, while others may be working toward a regents or local diploma.

**Out of District Programs:** At times, a student may have a severe level of need that requires a specialized service that is not able to be offered in District. When that situation arises, efforts are made to contract programs and services from BOCES, other Public Schools, Agencies and/or State Operated Schools. These locations are able to pool students from the region with similar needs and maintain specialized supports and services to assist them in learning and growing in their educational setting. The District remains responsible for the management of their IEP, tuition, transportation, etc.

**BOCES:** If the District is unable to meet a student's need(s) within our District offered continuum of services, BOCES programs are sought to provide a student with an appropriate program at no cost to the parent. Programs are supervised by BOCES administrators and monitored by MCSD Committee on Special Education.

**Privately Operated Programs (Agencies):** A student may be placed in such a program when no option for in-district or BOCES placement is available to meet their need(s). These programs are supervised by agency staff and monitored by MCSD Committee on Special Education.

**State Operated Schools:** Such schools are administered by the State Education Department to meet the needs of significantly impaired students through a variety of programs. A student gains entrance to a state operated school through CSE recommendation or through a Commissioner's appointment following an independent parent/guardian application.

**Program Services by Grade: October 26, 2023**

Grade	Consultant Teacher/Integrated Co-Teacher/Resource Room	Special Class 15:1	Special Class 12:1:1	Out of District Placement: BOCES/Agency/State Operated
K-2	27			12
3-6	43		2	8
7-12	70	12	6	15

*\*Some students with disabilities receive related services only and others are serviced in multiple settings, therefore these figures will not add up to perfectly reflect the 184 students serviced.\**

**Location of School Aged Children Receiving Services (VR-5): October 4, 2023**

Grade	2014-2015	2021-2022	2022-2023	2023-2024
80% or more inclusive setting	47.7%	78.3%	78.4%	76.1%
40% or less inclusive setting	35.5%	7.8%	12.5%	12.7%
Separate/segregated setting	6.6%	5.4%	5.1%	7.2%



## Number and Age Span of Students Served

The following data tables are reflective of data submitted to New York State Education Department and reflect data counts as of October 4, 2023 (BEDS day).

### Preschool Students by Placement Type:

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 4, 2023	Total October 5, 2022
Attending a regular early childhood program for <b>10 or more hours</b> a week	and receiving the majority of hours of special education and related services in the regular early childhood program	4	4	13	12
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0
Attending a regular early childhood program for <b>less than 10 hours</b> a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	1
	and receiving the majority of hours of special education and related services in some other location	0	0	0	2
Separate Class		2	1	3	0
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		7	5	12	5
Service Providers Location		0	0	0	0
<b>Total</b>		<b>13</b>	<b>15</b>	<b>28</b>	<b>20</b>

### School Aged Students by Disability Classification:

Line Number	Disability (As of Snapshot Date)	Age as of October 4, 2023						
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	Grand Total for 2023-24	Grand Total for 2022-23
01	Autism	5	12	2	5	0	20	22
02	Emotional Disability	2	1	1	0	0	4	2
03	Learning Disability	0	25	16	13	2	78	75
04	Intellectual Disability	0	1	1	2	0	4	5
05	Deafness	0	0	0	1	0	1	1
06	Hearing Impairment	0	1	0	0	0	1	1
07	Speech or Language Impairment	4	29	4	4	2	35	20
08	Visual Impairment (Includes Blindness)	0	1	0	0	0	1	1
09	Orthopedic Impairment	0	0	0	0	0	0	0
10	Other Health Impairment	1	9	2	10	1	24	36
11	Multiple Disabilities	1	3	0	2	0	6	7
12	Deaf-Blindness	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	0	0	0	0	0	0
14	Total (Lines 1-13)	9	42	20	62	3	104	170

### Methods to Evaluate Progress

The Medina Central School District utilizes student performance data to evaluate the programs and services delivered to our students. Statewide examination data are considered including ELA, Math and Science performance data, ELA and Math benchmarking data (FastBridge), report card/credit accrual data, graduation rates and Regents exam performance to evaluate the methods employed by the District. New York State Special Education Performance Plan Indicator data also assists in providing feedback regarding student achievement. Additionally, curriculum-based measures are also used at the classroom level to measure a student's progress toward meeting their individualized learning goals.



### Allocation of Space for Special Education Programs and Services

The Administrative team and the Board of Education recognize their responsibility to allocate adequate and appropriate space for special education classes, programs and services that are provided by the District. The Board of Education affirms a commitment to serve students with disabilities in settings with nondisabled peers.

Therefore, administrators will monitor the number of students with disabilities and the services required for those students. As a team, Administration 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.

### Alternative Format Procedures

In accordance with Chapter 377 of the Law of the 2001 and amendment to Section 200.0 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to their nondisabled peers.

- Alternative format is defined to mean any medium or format for presentation of instruction or assessment materials, other than traditional print materials, that are needed as an accommodation for a student with a disability enrolled in the school district. It would include but not be limited to Braille, large print, open and closed caption, audio or electronic file.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or determined by the Section 504 team and indicated in their accommodation plan. CSE or 504 team will identify a case manager/lead teacher who will be responsible for organizing the formatted materials, including state assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead time to ensure that they will be available at the same time as regular format materials are provided to other students.
- District will give preference in the purchase of instructional materials to those vendors who agree to provide instructional materials in alternative formats.

### **Special Education Budget**

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 includes the funding necessary to support in-district programs, as well as BOCES, private/agency placement and state operated placements. An additional sum of money is allocated to the special education budget each year in anticipation of new special education students moving into the District, as well as an amount for unexpected additional needs of current students that may arise. The budget is prepared annually between the Director of Special Programs and the Assistant Superintendent and approved by the Board of Education. As of 2023-2024, the current annual budget for special education services is \$5,189,277.38.

### **Special Education Staffing**

The Medina Central School District continuum of available supports and services within the District, in alignment with our Board of Education approved strategic plan, is reviewed annually to best meet the anticipated student need of the upcoming school year. Once a projected continuum is established, staffing is determined based on staff member certification, experience, and interpersonal/professional strengths.

### **Board of Education Policies**

The Board of Education policies referring to Special Education can be found by navigating to our District website, and then to BoardDocs, [www.medinacsd.org](http://www.medinacsd.org), or by accessing the policy manual.

Numbers and titles are listed here:

- 5412: Alternative Formats for Instructional Materials
- 5574: Medicaid Compliance Program
- 5670: Records Management
- 7121: Diagnostic Screening of Students
- 7210: Student Evaluation
- 7212: Response to Intervention (RTI) Process
- 7222: Diploma or Credential Options for Students with Disabilities
- 7240: Student Records: Access and Challenge
- 7610: Special Education: District Plan
- 7611: Children with Disabilities
- 7612: Grouping by Similarity of Needs
- 7614: Preschool Special Education Program
- 7615: Least Restrictive Environment
- 7616: Pre-referral Intervention Strategies
- 7617: Declassification of Students with Disabilities
- 7620: Students with Disabilities Participating in School District Programs
- 7631: Appointment and Training of Committee on Special Education (CSE)/Subcommittee on Special Education Members
- 7632: Appointment and Training of Committee on Preschool Special Education (CPSE) Members
- 7640: Student Individualized Education Program (IEP): Development and Provision
- 7641: Transition Services
- 7642: Extended School Year (July/August) Services and/or Programs
- 7643: Transfer Students with Disabilities
- 7650: Identification and Register of Children with Disabilities Child Find
- 7660: Parent Involvement for Children with Disabilities
- 7670: Due Process Complaints: Selection and Board Appointment of Impartial Hearing Officers
- 7680: Independent Educational Evaluations
- 7690: Special Education Mediation



**Appendices:**

- 1.) **NYSED Blueprint for Improved Results for Students with Disabilities - 11/2015**
- 2.) **NYSED Field Advisory on Least Restrictive Environment - 12/2015**
  - i.) **Medina CSD 2014-2015 data noted on page 20**
  - ii.) **Draft Policy**
- 3.) **NYSED Field Advisory on School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten Programs - 7/2021**










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EDUCATION DEPARTMENT  
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# BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

## Office of Special Education

-  *Students engage in self-advocacy and are involved in determining their own educational goals and plan.*
-  *Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.*
-  *Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*
-  *Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*
-  *Schools provide multi-tiered systems of behavioral and academic support.*
-  *Schools provide high-quality inclusive programs and activities.*
-  *Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

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<sup>1</sup> Board of Regents members as of June 2019. For a list of current members, please see the Board of Regents' [Current Members webpage](http://www.regents.nysed.gov/members) (<http://www.regents.nysed.gov/members>).





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## BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

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The mission of the New York State Education Department (NYSED), Office of Special Education, – supported by all offices within NYSED – is to ensure that students with disabilities have opportunities to benefit from high-quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and working. Through this process, there are essential and fundamental procedural rights and protections afforded by federal and State law both to parents and students with disabilities.

The following principles were selected, in consultation with stakeholders, as a statewide framework of expectations to lay the foundation for improved instruction and results for students with disabilities. References to students with disabilities within this document includes preschool students with disabilities and school-age students with any of the 13 disability categories of autism, deafness, deaf-blindness, emotional disabilities, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health-impairment, speech or language impairment, traumatic brain injury and visual impairment including blindness

While there are many other components or key principles that are important in the education of students with disabilities, this Blueprint focuses on seven research and evidence-based core principles and practices for all students with disabilities. Improving results for students with disabilities requires a renewed focus on these core principles. Underlying these principles are the following essential understandings.

- Communities, boards of education, district and school leaders must provide systemic supports and professional development for teachers to meet the needs of students with disabilities, including appropriate identification and ensuring classrooms have necessary supports, rigorous and relevant learning environments and classroom and school-wide approaches are created to maintain a positive climate.
- School principals and special education administrators are fundamental in their roles as instructional leaders for students with disabilities.
- All teachers are teachers of students with disabilities and every teacher needs to be skilled in how to support and provide differentiated and specially-designed instruction to students with disabilities.
- Students with disabilities must be held to high expectations and given the appropriate supports and services to meet those high expectations.
- Students and parents of students with disabilities need information and support to be meaningfully involved in the special education process.
- Students with disabilities should participate, to the maximum extent possible, in making recommendations for supports and services needed for their academic success and to meet their post-secondary transition goals.



## *Blueprint for Improved Results for Students with Disabilities*

### **Guiding Principles**

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The following principles will be used by the State to review policy, technical assistance and other improvement activities. School districts and schools are encouraged to use these principles to review practice and to identify and act on areas where improvement is needed.

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#### **STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.**

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*This is evident when:*

- *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.*

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

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*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.*

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#### **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.**

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*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.*



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

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*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.*

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## **SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.**

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*This is evident when:*

- *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.*

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## **SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.**

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

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*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.*
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December 2015

## SPECIAL EDUCATION FIELD ADVISORY

**From:**

James P. DeLorenzo

**Subject:**

School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment

Students with disabilities have a fundamental right to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities. Under federal law, the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

Yet, in New York State (NYS), data shows that far too many students with disabilities are removed from their general education classes and schools, disparate with the data from other states. Over the past two decades, the State has promoted reform in this area through law, regulations, policy, monitoring, partnerships, professional development and technical assistance. While the statewide data shows significant improvements, there continue to be individual school districts where high percentages of students with disabilities are in separate classes or programs and removed from their general education classes.

At their November 2015 meeting, the Board of Regents discussed federal law and policy relating to placements of students in the least restrictive environment (LRE); research findings that support inclusion of students with disabilities; historical initiatives of the New York State Education Department (NYSED) to ensure students with disabilities are in the LRE; data results at the federal, State, regional and school district level relating to LRE, for both preschool and school age students with disabilities; and a proposed policy to improve LRE placements and results for students with disabilities. A copy of the written report to the Board of Regents and supplemental PowerPoint presentation can be accessed at <http://www.regents.nysed.gov/meetings/2015/2015-11/p-12-education>.

The purpose of this memorandum is to seek the immediate attention of parents, school districts and communities to maximize participation of students with disabilities in general education programs and to ensure that students with disabilities are being provided with opportunities to receive high-quality instruction in the LRE. Specifically, the Department recommends that each school district:

1. engage in a district and school data review and analysis relating to LRE;
2. ensure that full continuum of special education programs and services are available for all students with disabilities; and
3. assess and address the extent to which each of their schools provides "high-quality inclusive settings" as defined in this memorandum.

### **Continuum of Special Education Programs and Services**

Federal law requires that each public agency ensure that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. The continuum must include instruction in general education classrooms, special classes, special schools, home instruction and instruction in hospitals and institutions; and must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with the student's regular class placement<sup>1</sup>.

*In order for school districts to ensure that their students with disabilities are receiving their special education services in the LRE, the district must first ensure that each student with a disability has access to the full continuum of special education programs and services, as required by federal and State law and regulation.*

### **LRE Federal and State Requirements**

LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the LRE must:

- (1) provide the special education needed by the student;
- (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- (3) be as close as possible to the student's home.

The individualized education programs (IEPs) of students with disabilities must be developed in conformity with the LRE requirements as follows:

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<sup>1</sup> 34 CFR §300.115



- placement must be based on the student's IEP and determined at least annually;
- placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled;
- in selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- a student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Each student's placement must be determined by the Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) at least annually. The placement recommendation should be the last recommendation made at the meeting based on the student's needs, goals, and recommended services and in consideration of the LRE factors identified above.

*Each school district must ensure that the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE), including parents, understand their responsibilities for LRE determinations and that each annual review include consideration of special education services and supplementary supports and services that would support the student to receive education services in the student's regular school and in age appropriate general education classrooms.*

### **High-Quality Programs and Services**

The LRE Implementation Policy of the Board of Regents established that all students with disabilities must have equal access to a high-quality program based on their individual needs and abilities and designed to enable them to achieve the desired learning results established for all students. This policy applies to the full continuum of placements where students with disabilities may receive their special education supports and services.

*Each school district should assess and address the extent to which each of their schools provides a high-quality inclusive setting<sup>2</sup>. High-quality inclusive setting means:*

<sup>2</sup> U.S. Department of Education policy statement on Inclusion of Children with Disabilities in Early Childhood Programs <http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>.

- ❖ *Instruction and configuration of classrooms and activities include both students with and without disabilities;*
- ❖ *Students with disabilities are held to high expectations for achievement;*
- ❖ *Special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities;*
- ❖ *Individualized accommodations, supports and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities; and*
- ❖ *Evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.*

## **New York State LRE Data Results**

### **LRE Placements of Preschool Students with Disabilities**

Statewide data from 2014-15 shows 31.4 percent of NYS' preschool students with disabilities were placed in a separate class, separate school or residential school. When the 2014-15 preschool only data (i.e., removing the 5 year olds from the statistical analysis) is disaggregated by Board of Cooperative Educational Services (BOCES) regions and New York City (NYC), there are significant regional variations.

- NYC placed 46.6 percent of their preschool children in separate schools and settings;
- School districts representing seven BOCES regions placed between 38 and 22 percent of their preschool children in separate schools and settings;
- School districts representing 13 regions placed between 13.1 and 22 percent of preschool students in separate schools and settings;
- School districts representing seven BOCES regions placed between four and 13.1 percent of preschool students in separate schools and settings; and
- School districts representing 10 BOCES regions placed less than four percent of their preschool students in separate schools and settings.

A map showing these regional variations is provided in Attachment 1.

*Each school district should review its LRE data for preschool students. Individual district data can be found at <http://data.nysed.gov/lists.php?type=district> (click on 2013-14 special education data report)*



When 2014-15 preschool (ages 3 and 4) LRE data is further disaggregated by race/ethnicity, data shows disproportionality by race/ethnicity in placements of preschool students with disabilities:

- 36.8 percent of preschool students who are Hispanic/Latino and 38.8 percent of preschool students who are Black/African American receive the majority of their special education services in regular early childhood programs, compared to 45.4 percent of preschool students who are White.
- 46.5 percent of preschool students who are Hispanic/Latino and 47 percent of preschool students who are Black/African American are placed in separate schools compared to 21.1 percent of students who are White.

LRE Placements of School Age Students with Disabilities (ages 6-21)

When compared to 2013-14 national data, NYS serves a lower percentage of its students, ages 6-21, in regular education classes for 80 percent or more of the school day and significantly higher percentages in regular classes for less than 40 percent of the day and in separate schools.

For students with disabilities, ages 6-21, statewide data shows that:

- 57.8 percent of students with disabilities are served inside regular classrooms 80 percent or more of the school day;
- 11.7 percent are served inside regular classrooms for between 40 and 79 percent of the school day;
- 19.8 percent are served inside regular classrooms for less than 40 percent of the school day; and
- 6.1 percent are served in separate schools, residential placements or homebound or hospital placements.

2014-15 statewide LRE data disaggregated by race/ethnicity shows:

- Comparable percentages of students across all race/ethnic groups are placed in general education classes for 80 percent or more of the school day.
- Disproportionately higher combined rates of separate class and separate setting placements for students who are Black, American Indian or Alaska Native, Native Hawaiian/Other Pacific Islanders and Asian, compared to students who are White, multi-racial or Hispanic/Latino.

Disaggregated by **disability category**, data shows the highest combined rates of placement in separate classes and separate settings for students with emotional disturbance, autism, deafness, intellectual disability, multiple disabilities and deaf-blindness.

2014-15 data disaggregated by **age** shows that the percentages of students placed in separate classes and separate settings increases by age.

- Ages 6-11: 4.1 percent
- Ages 12-13: 5.0 percent
- Ages 14-17: 7.2 percent
- Ages 18-21: 21.6 percent

Analysis of the State's data on LRE shows that there is significant variation in LRE placements by region of the State and by school district. Attachment 2 displays the regional variations in LRE results. Attachment 3 provides a list of all school districts and their LRE data results for school age students.

***Each school district should review, discuss and develop plans to address their data, by district and schools and disaggregated by disability category, race/ethnicity, gender and age.***

***Data on LRE is publicly reported each year at  
<http://data.nysed.gov/lists.php?type=district> (special education data report)***

### **Proposed Policy and Next Steps**

As noted above, the State has made improvements in LRE practices. However, the data demonstrates that current policy action needs to focus individual school district attention to policies, procedures and instructional practices to ensure that each school district offers high-quality inclusive programs for both preschool and school age students with disabilities. The Board of Regents has discussed new proposed policy that would promote data analysis and planning at the local level. This proposed policy is premised on the principles that systemic change at the district, school and classroom levels will require that:

- The community, through the board of education, guide the planning and the vision.
- There is consistent terminology and understanding as to the elements of a high-quality inclusive school.
- School leadership provide staff with the time, resources, training and vision necessary to implement inclusive practices.
- Teachers recognize individual differences and implement learning strategies for all.
- There is a focus on communication, interaction, and relationship building as well as on curriculum modifications and accommodations to promote high-quality inclusive settings.
- School practices demonstrate intentional planning, teamwork and team planning time, interactive and hands-on ways of exploring subject content, a truly flexible curriculum and commitment.



Under the proposed policy, each school district would be required to annually review and report to their boards of education at a public meeting on the extent to which students with disabilities participate in general education classrooms and programs, as well as the quality of inclusive programs, services and extracurricular activities for students with disabilities within the schools of the district; and to develop and implement, as appropriate, a plan to enhance inclusive opportunities, through such means as resource allocation, professional development, partnering with families, and ensuring access to assistive technology and specialized supports for students to participate in inclusive programs and activities. Additional planning and reporting would be required for those school districts whose data shows low percentages of placements in inclusive settings and/or high rates of separate class/separate school placements, as defined by the Commissioner, for preschool and/or school-age students with disabilities. **Attachment 4** provides a summary of the draft proposed policy.

For **next steps**, the Department will seek stakeholder comment on the proposed policy prior to proposing regulations to the Board of Regents. Written comments on the proposed policy can be submitted to [spedpubliccomment@nysed.gov](mailto:spedpubliccomment@nysed.gov) - Attention: Draft LRE Policy. In addition, Department staff will seek comment through other forums and stakeholder groups.

### **Web Resources for Technical Assistance**

Lesson Planning Guide

<http://www.p12.nysed.gov/specialed/commoncore/guidance-commoncore-template.htm>

Continuum of Services for School Age Students with Disabilities

<http://www.p12.nysed.gov/specialed/publications/policy/schoolagecontinuum.html>

Universal Prekindergarten Program: An Ideal Setting for the Integration of Preschool Students with Disabilities

<http://www.p12.nysed.gov/specialed/publications/preschool/upk.htm>

LRE Communities of Practice

<http://www.tacommunities.org/community/view/id/1027>

Guide to Quality IEP Development

<http://www.p12.nysed.gov/specialed/publications/iepguidance.htm>

### **Professional Development and Technical Assistance**

Regional Special Education Technical Assistance Support Centers (RSE-TASC)

<http://www.p12.nysed.gov/specialed/techassist/rsetasc/home.html>

Special Education Parent Centers

<http://www.p12.nysed.gov/specialed/techassist/parentcenters.htm>

Early Childhood Direction Centers

<http://www.p12.nysed.gov/specialed/techassist/ecdc/home.html>

Special Education Quality Assurance Offices

<http://www.p12.nysed.gov/specialed/quality/home.html>

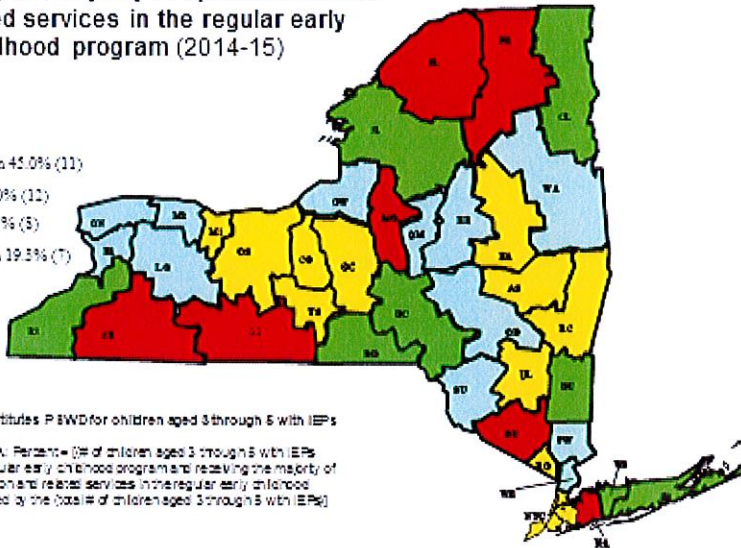
Questions regarding this memorandum may be directed to the Office of Special Education's Policy Unit at (518) 473-2878. Comments may be submitted to [spedpubliccomment@nysed.gov](mailto:spedpubliccomment@nysed.gov).

Attachments



**Percent of Preschool Students with Disabilities (PSWD)  
attending a regular early childhood program  
and receiving the majority of special education  
and related services in the regular early  
childhood program (2014-15)** Measurement A – PSWD Only

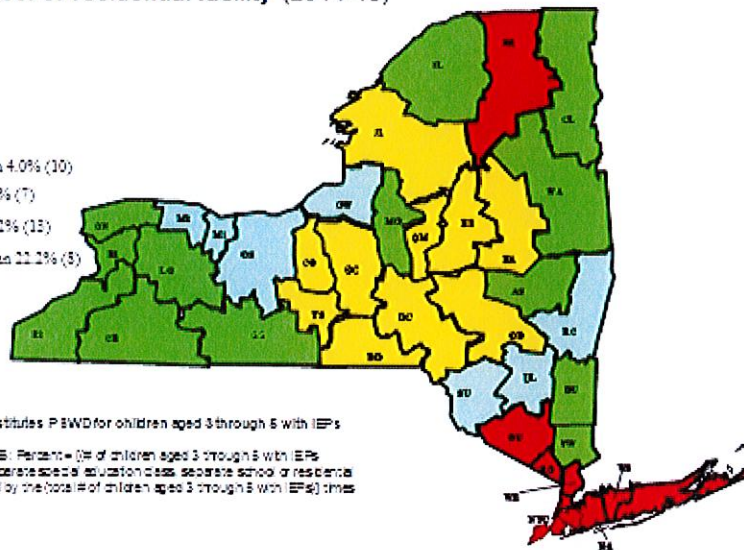
- More than 45.0% (11)
- 32.2 - 45.0% (12)
- 19.3 - 32.1% (3)
- Less than 19.3% (7)



10  
2011

**Percent of Preschool Students with Disabilities (PSWD)  
attending a separate special education class,  
separate school or residential facility (2014-15)** Measurement B – PSWD Only

- Less than 4.0% (10)
- 4.0 - 13.1% (7)
- 13.1 - 22.2% (13)
- More than 22.2% (3)

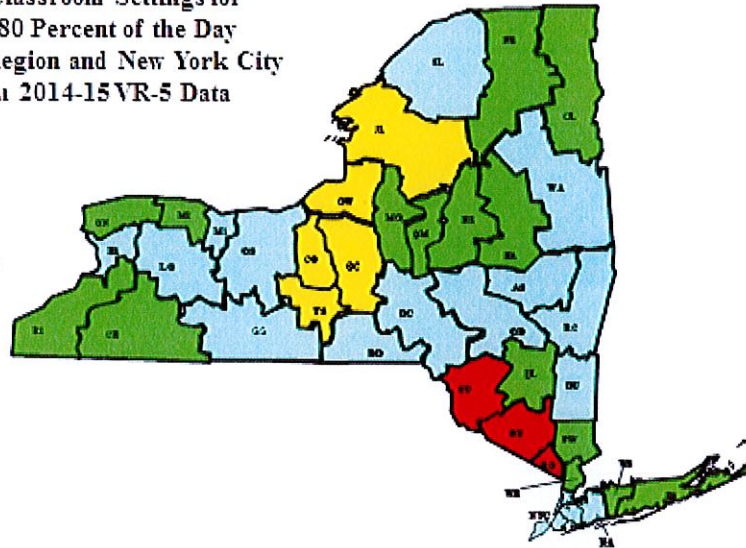


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2011

## Regional Data for School Age LRE

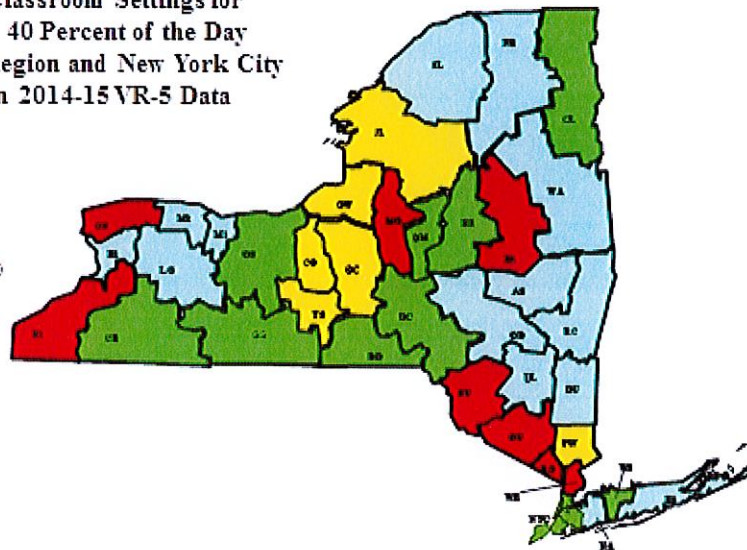
**Students with Disabilities (Ages 6-21) in  
Regular Classroom Settings for  
At Least 80 Percent of the Day  
By BOCES Region and New York City  
Based on 2014-15 VR-5 Data**

- At least 65.0% (5)
- 55.3-64.9% (15)
- 45.7-55.2% (15)
- Less than 45.7% (5)



**Students with Disabilities (Ages 6-21) in  
Regular Classroom Settings for  
Less Than 40 Percent of the Day  
By BOCES Region and New York City  
Based on 2014-15 VR-5 Data**

- Less than 15.7% (5)
- 15.7-18.5% (14)
- 18.7-23.5% (10)
- More than 23.5% (3)



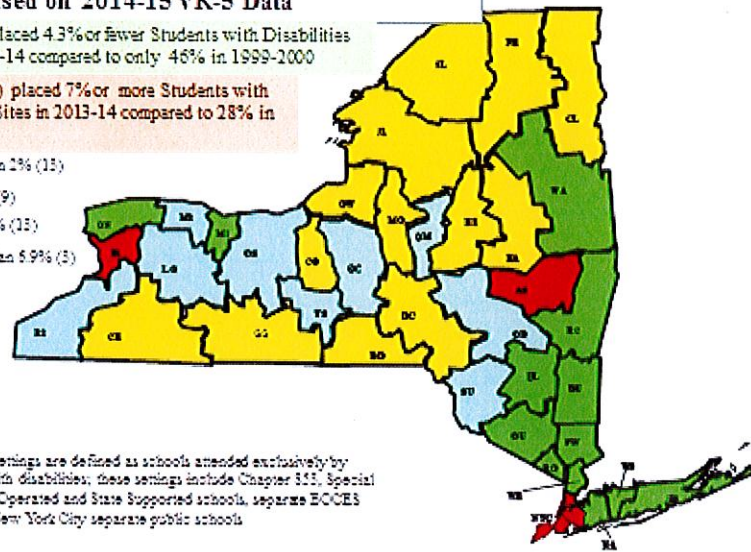


**Students with Disabilities (Ages 6-21) in Separate Settings  
By BOCES Region and New York City  
Based on 2014-15 VR-5 Data**

22 of 38 regions (58%) placed 4.3% or fewer Students with Disabilities in Separate Sites in 2013-14 compared to only 46% in 1999-2000

Only 3 of 38 regions (5%) placed 7% or more Students with Disabilities in Separate Sites in 2013-14 compared to 28% in 1999-2000

- Less than 2% (13)
- 2-4.3% (9)
- 4.4-6.9% (12)
- More than 6.9% (5)



40  
2014

### 2014-15 LRE Data by School District in New York State

The following table presents individual school district data, color coded as follows. School districts are listed in alphabetical order.

Yellow =	At least 65% of students with disabilities are served inside the regular education classroom for 80% or more of the school day Less than 13.7% of students with disabilities are served inside the regular education classroom for less than 40% or more of the school day Less than 2% of students with disabilities are in separate settings (i.e., separate schools, residential placements or homebound/hospital)
Blue =	56.8-64.9% of students with disabilities are served inside the regular education classroom for 80% or more of the school day 13.7-18.6% of students with disabilities are served inside the regular education classroom for less than 40% or more of the school day 2.0-4.3% of students with disabilities are in separate settings (i.e., separate schools, residential placements or homebound/hospital)
Green =	48.7-56.7% of students with disabilities are served inside the regular education classroom for 80% or more of the school day 18.7-23.6% of students with disabilities are served inside the regular education classroom for less than 40% or more of the school day 4.4-6.9% of students with disabilities are in separate settings (i.e., separate schools, residential placements or homebound/hospital)
Red =	Less than 48.7% of students with disabilities are served inside the regular education classroom for 80% or more of the school day More than 23.6% of students with disabilities are served inside the regular education classroom for less than 40% or more of the school day More than 6.9% of Students are In Separate Settings (i.e., separate schools, residential placements or homebound/hospital)



SED	Name	Time INSIDE Regular Classroom 80% or More	Time INSIDE Regular Classroom Less than 40%	In Separate Settings Outside of Regular School Facilities
570101040000	Addison CSD	49.43%	37.93%	0.00%
410401060000	Adirondack CSD	71.91%	11.24%	0.56%
080101040000	Afton CSD	25.00%	25.00%	0.00%
142101040000	Akron CSD	74.68%	9.74%	9.74%
010100010000	Albany CSD	41.93%	25.95%	14.16%
450101060000	Albion CSD	48.15%	25.93%	4.94%
140101060000	Alden CSD	77.53%	6.17%	5.73%
180202040000	Alexander CSD	52.94%	20.00%	2.35%
220202040000	Alexandria CSD	81.18%	8.24%	0.00%
020101040000	Alfred-Almond CSD	92.41%	5.06%	0.00%
040302060000	Allegany-Limestone CSD	67.97%	17.97%	0.00%
460102040000	Altmar Parish-Williamstown CSD	79.35%	13.04%	0.54%
580303020000	Amagansett UFSD	44.44%	0.00%	0.00%
140201060000	Amherst CSD	63.42%	9.74%	7.63%
580106030000	Amityville UFSD	41.56%	20.99%	8.64%
270100010000	Amsterdam City SD	49.82%	26.74%	1.65%
120102040000	Andes CSD	70.59%	5.88%	0.00%
020601040000	Andover CSD	47.06%	47.06%	0.00%
660405030000	Ardsey UFSD	54.82%	12.72%	5.26%
640101040000	Argyle CSD	68.75%	10.00%	5.00%
571901040000	Arkport CSD	72.73%	13.64%	0.00%
131601060000	Arlington CSD	66.12%	15.37%	3.70%
670201060000	Attica CSD	42.01%	15.38%	1.18%
050100010000	Auburn City SD	68.08%	10.77%	0.00%
090201040000	Ausable Valley CSD	58.68%	20.96%	0.00%
491302060000	Averill Park CSD	40.80%	17.76%	2.96%
570201040000	Avoca CSD	54.39%	22.81%	3.51%
240101040000	Avon CSD	34.38%	12.50%	6.25%
580101030000	Babylon UFSD	61.33%	13.33%	8.89%
080201040000	Bainbridge-Guilford CSD	63.55%	26.17%	1.87%
280210030000	Baldwin UFSD	53.67%	20.96%	8.68%
420901060000	Baldwinsville CSD	80.24%	10.41%	2.26%
521301060000	Ballston Spa CSD	60.36%	18.39%	1.79%
401301040000	Barker CSD	61.04%	12.99%	7.79%
180300010000	Batavia City SD	64.71%	15.81%	1.84%
570302060000	Bath CSD	50.00%	29.91%	0.47%
580501030000	Bay Shore UFSD	58.68%	21.25%	4.37%
580505020000	Bayport-Blue Point UFSD	63.35%	5.40%	7.95%
130200010000	Beacon City SD	48.94%	21.69%	5.37%
231301040000	Beaver River CSD	74.29%	7.62%	0.00%
660102060000	Bedford CSD	57.42%	18.25%	3.16%
090301060000	Beekmantown CSD	40.60%	22.09%	0.90%



020801040000	Belfast CSD	74.07%	16.67%	1.85%
220909040000	Belleville Henderson CSD	68.25%	11.11%	0.00%
280207020000	Bellmore UFSD	78.35%	3.09%	1.03%
280253070000	Bellmore-Merrick CSD	77.34%	9.49%	5.19%
061001040000	Bemus Point CSD	62.26%	24.53%	1.89%
490101040000	Berlin CSD	70.64%	3.67%	5.50%
010201040000	Berne-Knox-Westerlo CSD	54.92%	9.84%	13.11%
010306060000	Bethlehem CSD	73.92%	13.53%	4.12%
280521030000	Bethpage UFSD	60.89%	16.20%	5.31%
030200010000	Binghamton City SD	56.64%	27.74%	1.98%
661905020000	Blind Brook-Rye UFSD	76.19%	4.08%	3.40%
022902040000	Bolivar-Richburg CSD.	58.56%	28.83%	0.00%
630101040000	Bolton CSD	78.57%	21.43%	0.00%
570401040000	Bradford CSD	30.43%	45.65%	0.00%
510101040000	Brasher Falls CSD	56.56%	18.03%	0.82%
580512030000	Brentwood UFSD	37.92%	21.20%	5.48%
480601060000	Brewster CSD	50.67%	4.46%	7.81%
661402020000	Briarcliff Manor UFSD	84.21%	8.42%	2.11%
580909020000	Bridgehampton UFSD	48.48%	9.09%	3.03%
212001040000	Bridgewater-West Windfield CSD (Mt. Markham)	32.40%	18.44%	1.12%
260101060000	Brighton CSD	53.13%	6.26%	5.25%
171102040000	Broadalbin-Perth CSD	65.70%	18.02%	1.74%
261801060000	Brockport CSD	68.81%	10.84%	2.43%
062301040000	Brocton CSD	26.50%	41.88%	2.56%
660303030000	Bronxville UFSD	46.92%	11.54%	0.77%
250109040000	Brookfield CSD	71.88%	15.63%	0.00%
580203020000	Brookhaven-Comsewogue UFSD	54.91%	26.25%	1.20%
490202040000	Brunswick CSD	58.73%	4.76%	5.56%
161601040000	Brushton- Moira CSD	58.18%	16.36%	0.00%
140600010000	Buffalo City SD	54.92%	18.41%	12.04%
520101060000	Burnt Hills-Ballston Lake CSD	66.21%	7.42%	4.40%
661201060000	Byram Hills CSD	49.55%	7.21%	3.30%
180701040000	Byron-Bergen CSD	38.95%	21.05%	1.05%
190301040000	Cairo-Durham CSD	47.83%	17.93%	7.61%
240201040000	Caledonia-Mumford CSD	75.68%	6.31%	4.50%
641610040000	Cambridge CSD	67.52%	1.71%	4.27%
410601040000	Camden CSD	47.35%	32.78%	0.33%
570603040000	Campbell-Savona CSD.	67.50%	27.50%	2.50%
270301040000	Canajoharie CSD	71.59%	14.77%	3.41%
430300050000	Canandaigua City SD	48.68%	13.44%	2.65%
021102040000	Canaseraga CSD	62.96%	29.63%	0.00%
250901060000	Canastota CSD	28.71%	36.84%	0.00%
600301040000	Candor CSD	75.00%	10.00%	2.50%
571502060000	Canisteo-Greenwood	63.24%	15.44%	0.00%
510201060000	Canton CSD	44.05%	17.18%	2.20%
280411030000	Carle Place UFSD	63.41%	17.07%	5.85%
480102060000	Carmel CSD	49.91%	18.74%	5.25%
222201060000	Carthage CSD	71.52%	12.32%	0.40%
060401040000	Cassadaga Valley CSD	56.06%	6.06%	2.27%



050401040000	Cato-Meridian CSD	81.05%	7.37%	0.00%
190401060000	Catskill CSD	58.16%	18.37%	5.78%
042302040000	Cattaraugus-Little Valley	55.76%	23.03%	1.21%
250201060000	Cazenovia CSD	65.50%	2.34%	4.09%
580233020000	Center Moriches UFSD	54.05%	21.17%	2.25%
580513030000	Central Islip UFSD	34.80%	28.92%	7.97%
460801060000	Central Square CSD	83.60%	8.38%	0.89%
212101040000	Central Valley CSD at Ilion-Mohawk	48.09%	21.41%	2.05%
661004060000	Chappaqua CSD	87.53%	2.86%	6.49%
120401040000	Charlotte Valley CSD	58.54%	17.07%	0.00%
160801040000	Chateaugay CSD	44.93%	18.84%	1.45%
101001040000	Chatham Central School District	65.06%	16.27%	10.24%
060503040000	Chautauqua Lake CSD	47.57%	29.13%	7.77%
090601020000	Chazy UFSD	71.67%	3.33%	0.00%
140701060000	Cheektowaga CSD	41.21%	32.28%	6.63%
140702030000	Cheektowaga-Maryvale UFSD	44.14%	32.07%	8.62%
140709030000	Cheektowaga-Sloan UFSD	66.67%	16.88%	10.13%
030101060000	Chenango Forks CSD	80.65%	14.75%	2.30%
030701060000	Chenango Valley CSD	65.34%	14.74%	1.59%
472202040000	Cherry Valley-Springfield CSD	59.46%	22.97%	4.05%
440201020000	Chester UFSD	6.13%	32.52%	3.68%
251601060000	Chittenango CSD	65.31%	5.17%	0.00%
261501060000	Churchville-Chili CSD	56.96%	11.85%	5.41%
110101040000	Cincinnatus CSD	56.38%	18.09%	1.06%
140801060000	Clarence CSD	64.29%	8.54%	6.10%
500101060000	Clarkstown CSD	48.99%	13.87%	4.14%
140703020000	Cleveland Hill UFSD	59.90%	16.83%	9.41%
510401040000	Clifton-Fine CSD	73.53%	0.00%	0.00%
411101060000	Clinton CSD	55.81%	21.71%	2.33%
650301040000	Clyde-Savannah CSD	64.10%	14.53%	0.85%
060701040000	Clymer CSD	74.51%	15.69%	0.00%
541102060000	Cobleskill-Richmondville CSD	53.16%	25.95%	3.16%
010500010000	Cohoes City SD	58.87%	13.31%	4.44%
580402060000	Cold Spring Harbor CSD	84.88%	1.74%	5.23%
510501040000	Colton-Pierrepont CSD	50.00%	31.25%	0.00%
580410030000	Commack UFSD	71.39%	9.00%	4.21%
580507060000	Connetquot CSD	54.67%	17.32%	5.51%
471701040000	Cooperstown CSD	62.50%	13.64%	1.14%
230201040000	Copenhagen CSD	62.50%	8.93%	0.00%
580105030000	Copiague UFSD	38.33%	17.03%	13.41%
520401040000	Corinth CSD	73.17%	15.45%	3.25%
571000010000	Corning City SD	64.37%	17.37%	0.89%
440301060000	Cornwall CSD	49.75%	18.94%	6.57%
110200010000	Cortland City SD	71.07%	17.30%	0.94%
190501040000	Coxsackie-Athens CSD	49.66%	22.07%	5.52%
660202030000	Croton-Harmon UFSD	60.00%	8.11%	5.41%
150203040000	Crown Point CSD	80.00%	16.67%	0.00%
022302040000	Cuba-Rushford CSD	65.55%	21.85%	0.00%
241101040000	Dalton-Nunda CSD (Keshequa)	67.82%	26.44%	4.60%



241001060000	Dansville CSD	40.64%	28.31%	8.68%
250301040000	De Ruyter CSD	50.00%	12.50%	0.00%
580107030000	Deer Park UFSD	57.28%	20.13%	5.89%
120501040000	Delhi CSD	55.83%	15.83%	0.83%
140707030000	Depew UFSD	44.83%	29.89%	8.05%
031301040000	Deposit CSD	65.28%	30.56%	0.00%
660403030000	Dobbs Ferry UFSD	78.57%	3.25%	5.19%
211003040000	Dolgeville CSD	62.69%	9.70%	0.00%
130502020000	Dover UFSD	33.33%	23.59%	4.62%
120301040000	Downsville CSD	51.02%	24.49%	2.04%
610301060000	Dryden CSD	75.49%	13.83%	4.74%
530101040000	Duanesburg CSD	78.75%	15.00%	5.00%
680801040000	Dundee CSD	52.52%	23.02%	0.72%
060800010000	Dunkirk City SD	42.42%	34.34%	3.03%
140301030000	East Aurora UFSD	51.34%	14.97%	0.53%
430501040000	East Bloomfield CSD	40.21%	45.36%	1.03%
490301060000	East Greenbush CSD	66.52%	13.30%	2.99%
580301020000	East Hampton UFSD	67.01%	5.67%	5.67%
260801060000	East Irondequoit CSD	54.99%	15.67%	5.98%
580503030000	East Islip UFSD	61.42%	14.57%	4.72%
280203030000	East Meadow UFSD	64.14%	17.75%	10.40%
580234020000	East Moriches UFSD	68.35%	11.39%	2.53%
580917020000	East Quogue UFSD	72.97%	10.81%	0.00%
500402060000	East Ramapo CSD (Spring Valley)	21.37%	35.80%	5.71%
261313030000	East Rochester UFSD	55.63%	25.17%	4.64%
280219030000	East Rockaway UFSD	58.46%	16.15%	6.15%
420401060000	East Syracuse-Minoa CSD	53.82%	12.40%	1.91%
280402030000	East Williston UFSD	81.82%	4.55%	9.09%
660301030000	Eastchester UFSD	51.92%	18.68%	1.92%
580912060000	Eastport-South Manor	63.64%	14.51%	1.74%
141201060000	Eden CSD	66.15%	11.46%	1.56%
660406030000	Edgemont UFSD	62.50%	7.21%	2.88%
520601080000	Edinburg Comn School	58.33%	16.67%	0.00%
470501040000	Edmeston CSD	67.57%	20.27%	6.76%
513102040000	Edwards-Knox CSD	67.46%	20.63%	0.00%
180901040000	Elba CSD	77.78%	18.52%	0.00%
590801040000	Eldred CSD	40.32%	32.26%	6.45%
150301040000	Elizabethtown-Lewis CSD	56.82%	0.00%	27.27%
622002060000	Ellenville CSD	51.68%	21.81%	7.05%
040901040000	Ellicottville CSD	71.70%	9.43%	0.00%
070600010000	Elmira City SD	65.94%	17.45%	0.24%
070902060000	Elmira Hts CSD	70.21%	17.02%	0.00%
280216020000	Elmont UFSD	45.64%	46.80%	6.40%
660409020000	Elmsford UFSD	49.31%	12.50%	10.42%
580401020000	Elwood UFSD	50.88%	15.79%	6.14%
141401060000	Evans-Brant CSD (Lake Shore)	61.67%	18.67%	2.70%
420601040000	Fabius-Pompey CSD	65.79%	14.47%	0.00%
261301060000	Fairport CSD	64.28%	11.69%	5.84%
061101040000	Falconer CSD	74.78%	18.26%	4.35%



590501060000	Fallsburgh CSD	41.52%	20.98%	6.70%
280522030000	Farmingdale UFSD	52.75%	11.39%	11.78%
421001060000	Fayetteville-Manlius CSD	80.72%	6.17%	2.06%
022001040000	Fillmore CSD	63.10%	21.43%	0.00%
580514020000	Fire Island UFSD	66.67%	0.00%	0.00%
581004020000	Fishers Island UFSD	0.00%	0.00%	0.00%
280222020000	Floral Park-Bellerose UFSD	57.82%	31.97%	2.72%
442115020000	Florida UFSD	36.00%	26.67%	0.00%
270601040000	Fonda-Fultonville CSD	76.05%	9.58%	0.00%
061503040000	Forestville CSD	48.00%	16.00%	0.00%
640502040000	Fort Ann CSD	34.43%	18.03%	11.48%
640601020000	Fort Edward UFSD	43.28%	13.43%	8.96%
270701040000	Fort Plain CSD	51.97%	34.65%	0.79%
210402060000	Frankfort Schuyler CSD	51.56%	13.28%	0.00%
120701040000	Franklin CSD	86.67%	11.11%	2.22%
280217020000	Franklin Square UFSD	66.03%	29.49%	4.49%
041101040000	Franklinville CSD	68.60%	26.74%	1.16%
062201060000	Fredonia CSD	49.03%	22.58%	1.29%
280209030000	Freeport UFSD	64.87%	14.70%	7.46%
060301040000	Frewsburg CSD	32.99%	28.87%	5.15%
021601040000	Friendship CSD	55.13%	32.05%	0.00%
141604060000	Frontier CSD	68.04%	15.86%	4.96%
460500010000	Fulton City SD	64.86%	18.53%	0.19%
520701040000	Galway CSD	56.25%	0.00%	7.14%
650902040000	Gananda CSD	57.65%	16.47%	3.53%
280218030000	Garden City UFSD	62.73%	10.23%	3.64%
480404020000	Garrison UFSD	75.00%	8.33%	0.00%
260401060000	Gates-Chili CSD	35.27%	17.71%	4.50%
220401040000	General Brown CSD	76.96%	12.90%	0.00%
020702040000	Genesee Valley CSD	20.00%	30.00%	0.00%
240401040000	Geneseo CSD	49.15%	7.63%	5.08%
430700010000	Geneva City SD	72.31%	18.46%	1.15%
100902040000	Germantown CSD	44.16%	25.97%	5.19%
470202040000	Gilbertsville- Mount Upton CSD	51.02%	26.53%	0.00%
540801040000	Gilboa Conesville CSD	42.31%	11.54%	3.85%
280100010000	Glen Cove City SD	67.53%	0.20%	9.36%
630300010000	Glens Falls City SD	42.07%	14.33%	5.18%
630918080000	Glens Falls Comn SD	23.53%	0.00%	11.76%
170500010000	Gloversville City SD	51.28%	41.22%	2.76%
430901060000	Gorham-Middlesex CSD	56.61%	25.93%	3.17%
440601040000	Goshen CSD	35.23%	22.50%	4.09%
511101060000	Gouverneur CSD	64.85%	16.72%	1.37%
042801060000	Gowanda CSD	48.33%	20.00%	2.78%
141501060000	Grand Island CSD	63.78%	7.03%	8.11%
640701040000	Granville CSD	54.26%	20.63%	14.80%
280407030000	Great Neck UFSD	59.83%	8.65%	4.15%
260501060000	Greece CSD	55.50%	17.99%	3.77%
010701030000	Green Island UFSD	54.55%	43.18%	2.27%
660407060000	Greenburgh CSD	36.52%	32.62%	3.90%



080601040000	Greene CSD	51.35%	14.05%	0.54%
581010020000	Greenport UFSD	46.48%	22.54%	11.27%
190701040000	Greenville CSD	61.05%	15.79%	6.32%
640801040000	Greenwich CSD	78.23%	11.56%	2.04%
442111020000	Greenwood Lake UFSD	28.77%	47.95%	2.74%
610501040000	Groton CSD	69.92%	12.03%	0.00%
010802060000	Guilderland CSD	71.33%	14.80%	4.23%
630801040000	Hadley Luzerne CSD	43.81%	26.67%	3.81%
480401040000	Haldane CSD	55.93%	4.24%	11.86%
580405060000	Half Hollow Hills CSD	61.65%	16.72%	3.78%
141601060000	Hamburg CSD	59.16%	11.16%	5.18%
250701040000	Hamilton CSD	44.93%	24.64%	4.35%
511201040000	Hammond CSD	63.16%	13.16%	0.00%
572901040000	Hammondsport CSD	65.67%	16.42%	0.00%
580905020000	Hampton Bays UFSD	58.74%	8.52%	2.69%
120906040000	Hancock CSD	77.78%	20.37%	0.00%
460701040000	Hannibal CSD	48.85%	17.82%	0.57%
580406060000	Harborfields CSD	65.41%	7.76%	5.66%
030501040000	Harpursville CSD	67.07%	29.27%	2.44%
660501060000	Harrison CSD	65.19%	13.86%	4.13%
230301040000	Harrisville CSD	34.09%	4.55%	0.00%
641001040000	Hartford CSD	64.86%	9.46%	2.70%
660404030000	Hastings-On-Hudson UFSD	60.71%	7.14%	4.17%
580506030000	Hauppauge UFSD	61.18%	11.84%	7.46%
500201060000	Haverstraw-Stony Point CSD	45.09%	15.72%	5.35%
280201030000	Hempstead UFSD	31.04%	44.92%	6.09%
660203060000	Hendrick Hudson CSD	66.67%	9.52%	8.16%
210601060000	Herkimer CSD	34.13%	22.16%	1.20%
511301040000	Hermon-Dekalb CSD	73.17%	14.63%	2.44%
280409030000	Herricks UFSD	57.94%	13.69%	7.94%
512404040000	Heuvelton CSD	65.63%	21.88%	1.56%
280214030000	Hewlett-Woodmere UFSD	48.19%	11.49%	4.23%
280517030000	Hicksville UFSD	62.01%	7.69%	9.42%
620803040000	Highland CSD	52.47%	18.83%	6.28%
440901040000	Highland Falls - Fort Montgomery CSD	56.72%	35.82%	2.24%
261101060000	Hilton CSD	79.03%	13.04%	2.56%
041401040000	Hinsdale CSD	50.00%	22.92%	0.00%
141701040000	Holland CSD	55.36%	19.64%	5.36%
412201060000	Holland Patent CSD	61.24%	11.00%	4.78%
450704040000	Holley CSD	45.95%	18.24%	4.73%
110701060000	Homer CSD	73.38%	9.35%	2.52%
431401040000	Honeoye CSD	70.65%	20.65%	5.43%
260901060000	Honeoye Falls-Lima CSD	64.86%	8.33%	5.80%
491401040000	Hoosic Valley CSD	81.02%	10.95%	2.19%
490501060000	Hoosick Falls CSD	76.19%	8.73%	2.38%
571800010000	Hornell City SD	64.46%	22.30%	0.70%
070901060000	Horseheads CSD	38.98%	24.36%	0.42%
101300010000	Hudson City SD	42.56%	23.81%	6.85%
641301060000	Hudson Falls CSD	69.52%	17.38%	4.27%



190901040000	Hunter-Tannersville CSD	57.81%	6.25%	3.13%
580403030000	Huntington UFSD	50.07%	14.95%	7.55%
130801060000	Hyde Park CSD	52.77%	20.85%	5.05%
200401040000	Indian Lake CSD	0.00%	0.00%	0.00%
220301060000	Indian River CSD	74.84%	14.66%	0.00%
200501080000	Inlet Comm SD	100.00%	0.00%	0.00%
141301060000	Iroquois CSD	57.32%	24.39%	0.30%
660402020000	Irvington UFSD	58.94%	7.25%	4.83%
280231020000	Island Park UFSD	78.26%	18.84%	2.90%
280226030000	Island Trees UFSD	74.14%	4.74%	10.78%
580502020000	Islip UFSD	75.67%	17.91%	4.28%
610600010000	Ithaca City SD	75.82%	11.02%	3.95%
061700010000	Jamestown City SD	42.02%	27.44%	4.80%
420411060000	Jamesville-Dewitt CSD	49.59%	7.99%	0.28%
572702040000	Jasper-Troupsburg CSD	49.21%	28.57%	0.00%
540901040000	Jefferson CSD	34.15%	17.07%	2.44%
280515030000	Jericho UFSD	53.44%	7.36%	3.56%
630601040000	Johnsburg CSD	61.02%	5.08%	8.47%
031502060000	Johnson City CSD	73.95%	18.95%	2.37%
170600010000	Johnstown City SD	47.55%	26.47%	2.94%
420501060000	Jordan Elbridge CSD	49.34%	8.55%	3.95%
660101030000	Katonah-Lewisboro UFSD	59.83%	6.34%	4.44%
150601040000	Keene CSD	90.48%	0.00%	0.00%
450607040000	Kendall CSD	61.29%	9.68%	3.23%
142601030000	Kenmore - Tonawanda UFSD	49.27%	19.26%	5.58%
101401040000	Kinderhook CSD	56.91%	17.11%	4.93%
580805060000	Kings Park CSD	57.94%	14.95%	5.23%
620600010000	Kingston City SD	54.91%	20.21%	6.78%
441202020000	Kiryas Joel Village UFSD	0.00%	0.41%	35.54%
221401040000	La Fargeville CSD	77.53%	6.74%	0.00%
420807040000	La Fayette CSD	78.00%	5.33%	4.00%
141800010000	Lackawanna City SD	57.39%	15.54%	6.52%
630701040000	Lake George CSD	83.62%	8.62%	2.59%
151102040000	Lake Placid CSD	53.76%	10.75%	1.08%
200601040000	Lake Pleasant CSD	40.00%	20.00%	0.00%
662401060000	Lakeland CSD	37.07%	15.90%	5.15%
141901060000	Lancaster CSD	60.83%	8.33%	3.57%
610801040000	Lansing CSD	90.24%	4.07%	3.25%
490601060000	Lansingburgh CSD	59.38%	26.13%	5.46%
470801040000	Laurens CSD	59.02%	9.84%	3.28%
280215030000	Lawrence UFSD	27.06%	13.80%	7.17%
181001060000	Le Roy CSD	76.19%	7.94%	3.17%
670401040000	Letchworth CSD	81.55%	6.80%	0.00%
280205030000	Levittown UFSD	50.83%	20.69%	3.53%
400301060000	Lewiston-Porter CSD	81.14%	10.48%	2.99%
590901060000	Liberty CSD	55.06%	28.09%	5.06%
580104030000	Lindenhurst UFSD	59.92%	10.97%	8.76%
511602040000	Lisbon CSD	42.22%	22.22%	2.22%
210800050000	Little Falls City SD	54.79%	29.45%	2.05%



421501060000	Liverpool CSD	81.98%	5.72%	0.85%
591302040000	Livingston Manor CSD	38.10%	38.10%	2.38%
240801060000	Livonia CSD	68.53%	6.99%	5.59%
400400010000	Lockport City SD	55.67%	20.56%	8.01%
280503060000	Locust Valley CSD	74.11%	3.81%	5.45%
280300010000	Long Beach City SD	53.27%	11.11%	6.24%
200701040000	Long Lake CSD	100.00%	0.00%	0.00%
580212060000	Longwood CSD	35.12%	32.78%	3.95%
230901040000	Lowville ACAD & CSD	75.00%	7.56%	0.00%
221301040000	Lyme CSD	74.47%	12.77%	0.00%
280220030000	Lynbrook UFSD	77.68%	8.41%	4.93%
421504020000	Lyncourt UFSD	68.52%	9.26%	3.70%
451001040000	Lyndonville CSD	79.07%	4.65%	1.16%
650501040000	Lyons CSD	63.20%	27.20%	1.60%
251101040000	Madison CSD	55.71%	21.43%	0.00%
511901040000	Madrid-Waddington CSD	47.69%	13.85%	3.08%
480101060000	Mahopac CSD	58.07%	11.72%	5.52%
031101060000	Maine-Endwell CSD	50.61%	23.24%	1.45%
161501060000	Malone CSD	59.39%	18.51%	0.83%
280212030000	Malverne UFSD	46.02%	3.81%	11.42%
660701030000	Mamaroneck UFSD	66.82%	7.48%	2.80%
431101040000	Manchester-Shortsville CSD	78.26%	20.65%	1.09%
280406030000	Manhasset UFSD	55.42%	5.30%	3.61%
110901040000	Marathon CSD	61.83%	13.74%	0.00%
421101060000	Marcellus CSD	77.38%	11.90%	0.00%
121401040000	Margaretville CSD	55.93%	18.64%	3.39%
650701040000	Marion CSD	50.49%	31.07%	1.94%
621001060000	Marlboro CSD	46.90%	20.00%	5.86%
280523030000	Massapequa UFSD	60.21%	12.87%	9.76%
512001060000	Massena CSD	50.77%	17.27%	1.80%
581012020000	Mattituck-Cutchogue UFSD	66.48%	11.36%	2.84%
170801040000	Mayfield CSD	56.00%	11.20%	0.80%
110304040000	McGraw CSD	72.73%	5.05%	1.01%
521200050000	Mechanicville City SD	60.34%	6.32%	10.34%
450801060000	Medina CSD	47.72%	35.53%	6.60%
010615020000	Menands UFSD	66.67%	12.50%	12.50%
280225020000	Merrick UFSD	85.23%	7.95%	3.98%
460901060000	Mexico CSD	65.52%	17.24%	0.31%
580211060000	Middle Country CSD	56.78%	15.86%	9.37%
541001040000	Middleburgh CSD	45.70%	6.62%	2.65%
441000010000	Middletown City SD	25.26%	39.08%	3.62%
471101040000	Milford CSD	57.41%	20.37%	5.56%
132201040000	Millbrook CSD	57.21%	6.05%	20.47%
580208020000	Miller Place UFSD	67.46%	15.08%	3.70%
280410030000	Mineola UFSD	57.61%	11.96%	5.71%
150801040000	Minerva CSD	0.00%	0.00%	0.00%
441101040000	Minisink Valley CSD	28.14%	31.35%	4.34%
441201060000	Monroe-Woodbury CSD	28.12%	25.97%	4.40%
580306020000	Montauk UFSD	51.22%	4.88%	4.88%



591401060000	Monticello CSD	37.21%	25.79%	2.96%
051301040000	Moravia CSD	59.18%	16.33%	0.68%
150901040000	Moriah CSD	48.37%	13.73%	6.54%
471201040000	Morris CSD	39.51%	24.69%	0.00%
512101040000	Morristown CSD	50.00%	43.48%	0.00%
250401040000	Morrisville-Eaton CSD	40.82%	21.43%	0.00%
240901040000	Mount Morris CSD	63.95%	22.09%	4.65%
660801060000	Mount Pleasant CSD	60.79%	15.11%	2.88%
580207020000	Mount Sinai UFSD	66.42%	11.57%	2.99%
660900010000	Mount Vernon City SD	43.92%	24.84%	8.34%
500108030000	Nanuet UFSD	58.02%	25.51%	1.23%
431201040000	Naples CSD	56.10%	13.82%	13.01%
411501060000	New Hartford CSD	46.99%	43.78%	0.00%
280405020000	New Hyde Park-Garden City Park UFSD	57.67%	20.86%	2.45%
101601040000	New Lebanon CSD	64.58%	4.17%	6.25%
621101060000	New Paltz CSD	63.33%	6.39%	3.89%
661100010000	New Rochelle City SD	42.27%	16.86%	5.20%
581015080000	New Suffolk Comn SD	0.00%	0.00%	0.00%
411504020000	New York Mills UFSD	70.97%	16.13%	0.00%
650101060000	Newark CSD	48.54%	36.82%	2.09%
600402040000	Newark Valley CSD	62.25%	17.22%	0.00%
441600010000	Newburgh City SD	43.95%	24.04%	5.97%
151001040000	Newcomb CSD	100.00%	0.00%	0.00%
400601060000	Newfane CSD	64.52%	19.35%	4.61%
610901040000	Newfield CSD	73.38%	10.07%	0.72%
400800010000	Niagara Falls City SD	57.79%	28.58%	7.17%
400701060000	Niagara-Wheatfield CSD	63.19%	20.14%	7.41%
530301060000	Niskayuna CSD	73.91%	8.70%	5.88%
580103030000	North Babylon UFSD	46.37%	21.23%	7.68%
280204020000	North Bellmore UFSD	76.21%	17.24%	6.55%
142201040000	North Collins CSD	47.47%	29.29%	3.03%
010623060000	North Colonie CSD	59.42%	5.78%	1.38%
490801080000	North Greenbush Comn SD (Williams)	0.00%	0.00%	0.00%
280229020000	North Merrick UFSD	73.95%	16.81%	4.20%
651501060000	North Rose-Wolcott CSD	72.78%	14.56%	0.00%
661301040000	North Salem CSD	43.70%	7.41%	5.19%
280501060000	North Shore CSD	79.17%	4.66%	7.60%
420303060000	North Syracuse CSD	73.03%	11.33%	1.65%
400900010000	North Tonawanda City SD	34.40%	26.35%	4.99%
630202040000	North Warren CSD	55.13%	6.41%	3.85%
090501040000	Northeastern Clinton CSD	47.92%	31.25%	1.25%
090901040000	Northern Adirondack CSD	53.03%	35.61%	0.00%
580404030000	Northport-East Northport UFSD	53.62%	9.30%	5.17%
170901040000	Northville CSD	83.33%	12.96%	1.85%
081200050000	Norwich City SD	68.00%	20.92%	0.62%
512201040000	Norwood-Norfolk CSD	53.02%	16.78%	3.36%
500304030000	Nyack UFSD	43.36%	29.54%	3.25%
300000010000	NYC Schools-Chancellor's Office	60.22%	21.92%	7.08%
181101040000	Oakfield Alabama CSD	77.65%	10.59%	2.35%



280211030000	Oceanside UFSD	80.64%	9.45%	2.44%
550101040000	Odessa-Montour CSD	19.05%	34.29%	1.90%
512300010000	Ogdensburg City SD	61.02%	23.23%	1.57%
042400010000	Olean City SD	57.10%	21.60%	0.00%
251400010000	Oneida City SD	54.14%	21.30%	0.89%
471400010000	Oneonta City SD	53.56%	22.71%	2.71%
421201040000	Onondaga CSD	74.11%	9.82%	5.36%
621201060000	Onteora CSD	34.90%	25.88%	5.49%
271201040000	Oppenheim-Ephratah-St. Johnsville CSD	61.95%	19.47%	0.88%
142301060000	Orchard Park CSD	35.67%	28.09%	1.69%
412901040000	Oriskany CSD	61.76%	22.06%	0.00%
661401030000	Ossining UFSD	61.31%	12.71%	3.55%
461300010000	Oswego City SD	88.44%	4.24%	0.19%
471601040000	Otego- Unadilla CSD	38.19%	26.39%	1.39%
081401040000	Otselic Valley Central School	77.08%	14.58%	0.00%
600601060000	Owego-Apalachin CSD	72.67%	11.92%	0.29%
081501040000	Oxford Acad & CSD	61.36%	17.05%	1.14%
280506060000	Oyster Bay-East Norwich CSD	52.22%	7.88%	5.91%
581002020000	Oysterponds UFSD	100.00%	0.00%	0.00%
650901060000	Palmyra-Macedon CSD	50.65%	25.97%	3.46%
061601040000	Panama CSD	51.32%	13.16%	2.63%
512501040000	Parishville-Hopkinton CSD	78.57%	10.71%	1.79%
580224030000	Patchogue-Medford UFSD	45.81%	30.70%	6.74%
181201040000	Pavilion CSD	87.34%	5.06%	3.80%
131201040000	Pawling CSD	36.67%	10.00%	3.89%
500308030000	Pearl River UFSD	60.31%	19.69%	9.38%
661500010000	Peekskill City SD	56.33%	18.98%	2.24%
661601030000	Pelham UFSD	67.82%	4.15%	1.38%
181302040000	Pembroke CSD	63.46%	21.15%	0.00%
261201060000	Penfield CSD	35.97%	16.62%	7.08%
680601060000	Penn Yan CSD	84.83%	11.85%	0.47%
671201060000	Perry CSD	69.49%	10.17%	4.24%
091101060000	Peru CSD	66.89%	19.59%	0.34%
431301060000	Phelps-Clifton Springs CSD	51.68%	33.19%	0.42%
462001060000	Phoenix CSD	48.85%	27.59%	0.57%
440401060000	Pine Bush CSD	51.51%	22.60%	4.07%
131301040000	Pine Plains CSD	53.44%	6.11%	6.87%
060601040000	Pine Valley CSD (South Dayton)	43.90%	28.05%	1.22%
261401060000	Pittsford CSD	58.75%	7.92%	2.58%
280518030000	Plainedge UFSD	61.03%	11.75%	5.16%
280504060000	Plainview-Old Bethpage CSD	69.08%	13.46%	4.44%
091200010000	Plattsburgh City SD	32.42%	23.03%	0.00%
660809030000	Pleasantville UFSD	31.06%	8.94%	5.96%
660802040000	Pocantico Hills CSD	69.23%	7.69%	5.13%
211103040000	Poland CSD	65.75%	24.66%	4.11%
051101040000	Port Byron CSD	82.58%	11.36%	0.00%
661904030000	Port Chester-Rye UFSD	62.48%	15.62%	4.00%
580206020000	Port Jefferson UFSD	66.17%	7.52%	6.77%
441800050000	Port Jervis City SD	40.23%	24.56%	3.29%



280404030000	Port Washington UFSD	66.53%	9.21%	8.81%
042901040000	Portville CSD	71.74%	18.48%	0.00%
512902060000	Potsdam CSD	57.50%	19.38%	1.25%
131500010000	Poughkeepsie City SD	59.65%	20.61%	7.93%
572301040000	Prattsburg CSD	65.71%	11.43%	0.00%
461801040000	Pulaski CSD	78.79%	9.09%	1.52%
641401040000	Putnam CSD	100.00%	0.00%	0.00%
480503040000	Putnam Valley CSD	48.86%	12.33%	5.48%
630902030000	Queensbury UFSD	62.77%	19.57%	2.39%
580903020000	Quogue UFSD	100.00%	0.00%	0.00%
500401060000	Ramapo CSD (Suffern)	54.63%	24.65%	2.83%
043001040000	Randolph CSD	32.03%	13.28%	0.78%
010402060000	Ravena-Coeymans-Selkirk CSD	61.60%	16.35%	11.79%
651503040000	Red Creek CSD	66.67%	10.42%	0.00%
131701060000	Red Hook CSD	53.91%	10.29%	7.00%
411701040000	Remsen CSD	50.94%	11.32%	1.89%
580901020000	Remsenburg-Speonk UFSD	54.84%	16.13%	3.23%
491200010000	Rensselaer City SD	49.36%	26.92%	17.31%
131801040000	Rhinebeck CSD	79.31%	5.17%	8.62%
472001040000	Richfield Springs CSD	61.54%	32.05%	2.56%
062401040000	Ripley CSD	33.33%	26.67%	0.00%
580602040000	Riverhead CSD	39.97%	26.60%	2.23%
261600010000	Rochester City SD	58.52%	21.17%	5.97%
280221030000	Rockville Centre Public School	80.38%	3.34%	2.92%
580209020000	Rocky Point UFSD	58.16%	21.11%	4.80%
411800010000	Rome City SD	54.56%	33.33%	2.12%
560603040000	Romulus CSD	71.79%	15.38%	2.56%
620901060000	Rondout Valley CSD	51.26%	2.24%	1.12%
280208030000	Roosevelt UFSD	42.74%	42.48%	3.96%
591301040000	Roscoe CSD	64.86%	16.22%	5.41%
280403030000	Roslyn UFSD	72.33%	12.25%	5.93%
530515060000	Rotterdam-Mohonasen CSD	63.44%	14.78%	8.06%
121502040000	Roxbury CSD	70.97%	4.84%	3.23%
401201060000	Royalton-Hartland CSD	66.67%	14.89%	2.13%
261701060000	Rush-Henrietta CSD	59.06%	24.03%	7.94%
661800010000	Rye City SD	53.44%	8.91%	9.31%
661901030000	Rye Neck UFSD	37.82%	6.41%	4.49%
580205060000	Sachem CSD	55.63%	29.13%	3.66%
221001040000	Sackets Harbor CSD	80.36%	5.36%	0.00%
580305020000	Sag Harbor UFSD	83.48%	1.74%	3.48%
580910080000	Sagaponack Comn SD	0.00%	0.00%	0.00%
043200050000	Salamanca City SD	60.67%	26.67%	2.00%
641501040000	Salem CSD	77.22%	6.33%	5.06%
161201040000	Salmon River CSD	38.83%	15.05%	0.00%
461901040000	Sandy Creek CSD	83.72%	3.49%	2.33%
091402060000	Saranac CSD	43.84%	20.09%	1.37%
161401060000	Saranac Lake CSD	49.01%	4.64%	1.32%
521800010000	Saratoga Springs City SD	63.01%	11.29%	6.22%
621601060000	Saugerties CSD	54.12%	18.04%	6.47%



411603040000	Sauquoit Valley CSD	53.91%	23.44%	4.69%
580504030000	Sayville UFSD	77.19%	11.41%	3.71%
662001030000	Scarsdale UFSD	73.97%	5.84%	7.06%
530501060000	Schalmont CSD	44.75%	22.37%	3.65%
530600010000	Schenectady City SD	46.23%	32.39%	10.78%
470901040000	Schenevus CSD	48.44%	14.06%	3.13%
491501040000	Schodack CSD	64.62%	4.62%	3.08%
541201040000	Schoharie CSD	53.91%	20.00%	3.48%
151401040000	Schroon Lake CSD	72.73%	4.55%	0.00%
521701040000	Schuylerville CSD	57.86%	15.09%	3.77%
022401040000	Scio CSD	51.85%	29.63%	0.00%
530202060000	Scotia-Glenville CSD	59.00%	10.43%	6.40%
280206030000	Seaford UFSD	52.16%	19.31%	5.76%
560701060000	Seneca Falls CSD	58.78%	20.27%	0.68%
280252070000	Sewanhaka Central HS District	31.14%	12.76%	6.29%
541401040000	Sharon Springs CSD	64.29%	21.43%	4.76%
580701020000	Shelter Island UFSD	64.86%	2.70%	8.11%
520302060000	Shenendehowa CSD	74.97%	11.28%	3.65%
082001040000	Sherburne-Earlville CSD	57.82%	14.18%	1.09%
062601040000	Sherman CSD	74.58%	13.56%	0.00%
412000050000	Sherrill City SD	62.87%	14.36%	0.00%
580601040000	Shoreham-Wading River CSD	62.66%	13.04%	2.56%
121601060000	Sidney CSD	52.14%	22.22%	1.71%
061501040000	Silver Creek CSD	41.18%	35.29%	2.21%
421601060000	Skaneateles CSD	81.65%	4.59%	0.00%
580801060000	Smithtown CSD	64.34%	10.43%	4.44%
651201060000	Sodus CSD	52.00%	18.00%	0.00%
420702030000	Solvay UFSD	76.73%	7.43%	0.99%
662101060000	Somers CSD	53.72%	10.74%	2.89%
010601060000	South Colonie CSD	43.50%	17.63%	4.91%
580235060000	South Country CSD	51.46%	25.32%	4.87%
521401040000	South Glens Falls CSD	54.13%	22.40%	4.00%
580413030000	South Huntington UFSD	45.32%	20.49%	6.44%
220101040000	South Jefferson CSD	45.00%	16.33%	1.00%
121702040000	South Kortright CSD	79.17%	8.33%	2.08%
231101040000	South Lewis CSD	78.57%	16.84%	0.00%
500301060000	South Orangetown CSD	72.30%	16.62%	1.39%
560501040000	South Seneca CSD	68.31%	13.38%	2.11%
580906030000	Southampton UFSD	59.52%	12.70%	4.37%
050701040000	Southern Cayuga CSD	71.43%	6.12%	1.02%
581005020000	Southold UFSD	61.47%	11.01%	5.50%
060201060000	Southwestern CSD (Jamestown)	40.94%	29.53%	1.34%
131602020000	Spackenkill UFSD	63.98%	11.29%	4.30%
261001060000	Spencerport CSD	54.83%	20.22%	2.25%
600801040000	Spencer-Van Etten CSD	60.47%	20.16%	0.00%
580304020000	Springs UFSD	65.28%	22.22%	1.39%
141101060000	Springville-Griffith Inst. CSD	65.02%	13.30%	6.40%
161801040000	St. Regis Falls CSD.	54.72%	9.43%	0.00%
121701040000	Stamford CSD.	54.55%	20.45%	0.00%



401001060000	Starpoint CSD.	66.32%	27.15%	4.81%
522001040000	Stillwater CSD	62.22%	18.52%	8.15%
251501040000	Stockbridge Valley CSD	83.61%	14.75%	0.00%
591502040000	Sullivan West CSD	38.89%	31.48%	0.00%
030601060000	Susquehanna Valley .CSD	66.03%	15.31%	2.87%
140207060000	Sweet Home CSD	57.96%	19.59%	6.12%
280502060000	Syosset CSD	62.41%	8.71%	5.22%
421800010000	Syracuse City SD	65.01%	7.01%	3.48%
100501040000	Taconic Hills CSD	63.16%	20.10%	3.83%
220701040000	Thousand Islands CSD.	80.00%	6.15%	0.77%
580201060000	Three Village Central CSD	72.23%	13.10%	3.92%
151501060000	Ticonderoga CSD.	58.82%	3.36%	4.20%
600903040000	Tioga CSD	34.91%	22.64%	13.21%
142500010000	Tonawanda City SD	51.93%	17.17%	6.87%
211901020000	Town Of Webb UFSD	86.67%	0.00%	0.00%
591201040000	Tri-Valley CSD	34.27%	25.17%	2.10%
491700010000	Troy City SD	60.17%	23.09%	7.65%
611001040000	Trumansburg CSD	67.66%	8.98%	0.00%
580913080000	Tuckahoe Comn SD	42.50%	10.00%	0.00%
660302030000	Tuckahoe UFSD	64.29%	17.46%	6.35%
421902040000	Tully CSD	75.44%	15.79%	0.00%
160101060000	Tupper Lake CSD	66.67%	6.45%	0.00%
441903020000	Tuxedo UFSD	37.62%	18.81%	4.95%
660401030000	UFSD of the Tarrytowns	56.46%	9.18%	3.74%
081003040000	Unadilla Valley CSD	66.40%	23.20%	0.00%
051901040000	Union Springs CSD	78.31%	3.61%	2.41%
280202030000	Uniondale UFSD	62.31%	9.08%	10.04%
031501060000	Union-Endicott CSD	59.42%	23.19%	1.09%
412300010000	Utica City Schools	48.66%	25.02%	5.55%
660805030000	Valhalla UFSD	70.85%	4.52%	9.55%
441301060000	Valley CSD Montgomery	39.98%	29.64%	3.20%
280251070000	Valley Stream CHSD.	52.02%	14.80%	5.68%
280230020000	Valley Stream Hemp# 30 School	55.12%	37.80%	7.09%
280213020000	Valley Stream Hempstead # 13	55.71%	36.07%	6.85%
280224020000	Valley Stream-Hempstead 24 School	66.13%	12.90%	8.06%
211701040000	Van Hornesville-Owen D. Young CSD	45.83%	41.67%	0.00%
031601060000	Vestal CSD.	58.81%	27.00%	0.92%
431701060000	Victor CSD.	69.45%	9.14%	2.09%
011003060000	Voorheesville Central School	76.42%	9.76%	1.63%
580302080000	Wainscott Comn SD	0.00%	0.00%	0.00%
621801060000	Wallkill CSD	46.51%	25.32%	3.10%
121901040000	Walton CSD	64.63%	19.51%	0.00%
280223030000	Wantagh UFSD	71.83%	11.89%	6.46%
132101060000	Wappingers CSD	61.37%	14.46%	4.17%
631201040000	Warrensburg CSD	74.62%	14.62%	6.92%
671501040000	Warsaw CSD	62.03%	13.92%	5.06%
442101060000	Warwick Valley CSD	36.73%	23.15%	2.20%
440102060000	Washingtonville CSD	35.39%	25.25%	1.79%
522101030000	Waterford-Halfmoon UFSD	50.91%	22.73%	4.55%



561006060000	Waterloo CSD	56.91%	20.33%	3.25%
222000010000	Watertown City SD	77.41%	16.78%	1.00%
411902040000	Waterville CSD	48.81%	29.76%	0.00%
011200010000	Watervliet City SD	58.82%	17.16%	3.92%
550301060000	Watkins Glen CSD	73.55%	4.13%	0.00%
600101060000	Waverly CSD	85.85%	9.76%	1.95%
573002040000	Wayland-Cohocton CSD	49.67%	7.28%	7.28%
650801060000	Wayne CSD	65.13%	9.20%	0.38%
261901060000	Webster CSD	70.60%	13.09%	5.01%
131101040000	Webutuck (Northeast) CSD	45.86%	29.32%	7.52%
050301040000	Weedsport CSD	59.17%	10.83%	0.83%
200901040000	Wells CSD	90.48%	0.00%	0.00%
022601060000	Wellsville CSD	44.31%	33.53%	0.00%
580102030000	West Babylon UFSD	49.04%	13.26%	8.20%
210302040000	West Canada Valley CSD	56.76%	20.27%	0.00%
420101060000	West Genesee CSD	77.09%	5.68%	1.42%
280227030000	West Hempstead UFSD	48.82%	12.94%	12.65%
260803060000	West Irondequoit CSD	67.47%	8.13%	3.31%
580509030000	West Islip UFSD	57.82%	11.29%	5.83%
142801060000	West Seneca CSD	61.01%	19.13%	6.74%
040204040000	West Valley CSD	68.42%	18.42%	0.00%
280401030000	Westbury UFSD	45.47%	15.81%	13.85%
062901040000	Westfield CSD	47.56%	24.39%	0.00%
580902020000	Westhampton Beach UFSD	69.91%	12.39%	1.77%
420701060000	Westhill CSD	68.09%	2.98%	4.68%
412801040000	Westmoreland CSD	52.07%	17.36%	1.65%
151601040000	Westport CSD	67.65%	20.59%	0.00%
262001040000	Wheatland-Chili CSD	63.83%	12.77%	8.51%
170301020000	Wheelerville UFSD	82.35%	11.76%	0.00%
662200010000	White Plains City SD	44.16%	18.22%	5.68%
641701060000	Whitehall CSD	52.38%	11.90%	8.73%
412902060000	Whitesboro CSD	54.40%	13.50%	0.39%
022101040000	Whitesville CSD	62.07%	24.14%	0.00%
031401060000	Whitney Point CSD	64.47%	18.42%	2.19%
580232030000	William Floyd UFSD	43.19%	34.16%	6.26%
651402040000	Williamson CSD	47.74%	28.39%	0.65%
140203060000	Williamsville CSD	61.30%	6.89%	5.33%
151701040000	Willsboro C D	13.95%	18.60%	0.00%
401501060000	Wilson CSD	50.55%	32.42%	4.40%
191401040000	Windham-Ashland-Jewett CSD	77.78%	2.78%	0.00%
031701060000	Windsor CSD	71.21%	21.21%	2.02%
472506040000	Worcester CSD	67.11%	15.79%	3.95%
580109020000	Wyandanch UFSD	34.53%	10.09%	10.31%
490804020000	Wynantskill UFSD	70.31%	1.56%	0.00%
671002040000	Wyoming CSD	78.57%	7.14%	0.00%
662300010000	Yonkers City SD	41.82%	47.53%	8.11%
241701040000	York CSD	84.47%	4.85%	3.88%
043501060000	Yorkshire-Pioneer CSD	47.67%	20.64%	3.19%
662402060000	Yorktown CSD	53.52%	6.84%	2.01%



## DRAFT POLICY – November 2015

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The following is a **DRAFT** proposal for Board of Regents' consideration.

1. **All school districts** would be required to take steps to ensure that students with disabilities have access to high-quality inclusive settings.

High-quality inclusive settings would be defined to mean<sup>3</sup> that:

- instruction and configuration of classrooms and activities include both students with and without disabilities;
- students with disabilities are held to high expectations for achievement;
- special education and general education teachers intentionally plan teaching lessons to promote the participation and progress of students with disabilities in learning and social activities;
- individualized accommodations, supports and specially-designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities; and
- evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.

Each school district would be required to annually review and report to the board of education at a public meeting on the extent to which students with disabilities participate in inclusive settings, as well as the quality of inclusive programs, services and extracurricular activities for students with disabilities within the schools of the district; and would be required to develop and implement, as appropriate, a plan to enhance inclusive opportunities, through such means as resource allocation, professional development, partnering with families, and ensuring access to assistive technology and specialized supports for students to participate in inclusive programs and activities.

2. In school districts with a low percentage of **preschool students with disabilities** receiving the majority of their special education programs and services in a regular early childhood program and/or a high percentage of preschool students placed in special classes or separate schools, as determined by the Commissioner, the district would be required to develop and implement a plan that ensures that committees on preschool special education are knowledgeable about the research on the benefits of inclusion and understand their responsibilities to recommend special education programs and services in

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<sup>3</sup> This proposed definition is consistent with the definition/components of high-quality inclusion as provided in the **U.S. Department of Education policy statement on Inclusion of Children with Disabilities in Early Childhood Programs** <http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>.

the least restrictive environment. Such school districts shall annually submit a report to the Commissioner identifying the actions it has taken to provide preschool students with disabilities opportunities to receive special education programs and services in regular early childhood programs. The plan and annual reports shall be publicly posted on the school district's website.

3. In school districts with a high percentage of **school age students with disabilities** placed in special classes for 40 percent or more of the school day and/or in separate schools and/or a low percentage of students participating in regular education classes for 80 percent or more of the school day, as determined by the commissioner, the district would be required to:
  - develop and implement a plan to develop high-quality inclusive programs for students with disabilities in the schools of the district to ensure that committees on special education are developing program and placement recommendations in consideration of the student's right to be in the least restrictive environment. The plan would:
    - include a data analysis on the number and percentage of time students with disabilities spend in special classes, regular education classes and separate schools, disaggregated by race/ethnicity, age, and disability categories;
    - provide a five-year projection to increase the number and percentage of students with disabilities in inclusive settings; and
    - describe the steps the district will take to improve the availability of and enhance the quality of inclusive programs available to students with disabilities in the schools of the district.
  - Annually, the district would be required to submit a report to the Commissioner, and publicly post the report on the district's website.
  - The report would include a data report on the number and percentage of time students with disabilities spend in special classes, regular education classes and separate schools, disaggregated by race/ethnicity, age, and disability categories and actions completed by the district to move to the five year projection.

Comments on the proposed policy can be submitted to <a href="mailto:spedpubliccomment@nysed.gov">spedpubliccomment@nysed.gov</a> . Attention: Draft LRE Policy
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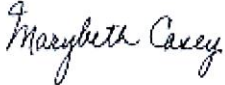


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July 2021

To: District Superintendents  
Superintendents of Schools  
Public School Administrators  
Directors of Special Education  
Directors of Pupil Personnel Services  
Chairpersons of Committees on Preschool Special Education  
Administrators of State-Administered Prekindergarten Programs  
Approved Preschool Special Education Programs  
Organizations, Parents and Individuals Concerned with Special Education

From: Christopher Suriano   
Marybeth Casey 

Subject: School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten Programs

The purpose of this field advisory is to supplement and clarify existing New York State (NYS) and federal guidance pertaining to the expectations for the inclusion of preschool students with disabilities in prekindergarten programs operated or administered by a school district (PreK) including State-administered prekindergarten programs<sup>1</sup> and district prekindergarten programs that are government-funded and free for those who attend it. The continued expansion of these early learning opportunities offers high-quality, developmentally, culturally, and linguistically appropriate educational environments for young children to learn and grow. As of July 1, 2021, NYS will be investing \$970 million into State-administered prekindergarten programs. This figure will most likely be \$1 billion by the end of the 2023-24 school year due to expansion grants.

School districts must ensure resident preschool students with disabilities have equal access to enroll and attend the district's public PreK programs in accordance with NYS and federal expectations for the provision of a free appropriate public education (FAPE) in the

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<sup>1</sup> As of the date of this memo, there are four State-Administered Prekindergarten programs for three- and four-year old children in New York State including Targeted Prekindergarten (TPK), Universal Prekindergarten (UPK), Statewide Universal Full-Day Prekindergarten (SUFDPK), and Federal-Funded Expanded Universal Prekindergarten.



least restrictive environment (LRE). Under the Individuals with Disabilities Education Act (IDEA), the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services. The LRE requirements are applicable to all preschool recommendations made by the Committee on Preschool Special Education (CPSE).

Each school district must ensure that its CPSE members understand their responsibilities for LRE determinations and that each annual review include consideration of special education services and supplementary supports and services that would enable the student to receive education services in the student's regular school and in age appropriate general education classrooms. Consistent with LRE requirements, preschool students with disabilities are eligible to participate in all PreK programs and receive their special education programs and services while enrolled. Frequently, this dual-enrollment in PreK and preschool special education is accomplished via group or individual itinerant services (related services and special education itinerant services) delivered to preschool students with disabilities at the PreK site location. The dual-enrollment in PreK and preschool special education must also be designed to support preschool students with disabilities with moderate to intensive program and service needs which may be accomplished via a special class in an integrated setting (SCIS) program within the PreK classroom.

The SCIS program model offers specially-designed instruction and related services within a regular early childhood program on a half-day or full-day basis.<sup>2</sup> As the SCIS program is designed for special education to be delivered in a regular classroom setting, school districts must not place any restriction on children recommended for SCIS from also enrolling in a PreK program while receiving their IEP services. In addition to other outreach activities conducted by the school district for student participation in PreK programs, the CPSE must provide parents of referred children with information to encourage their child's enrollment in district PreK programs, provided that the child is a resident of the school district and meets applicable age requirements.

If the preschool student with a disability satisfies the enrollment and selection requirements applicable to other resident children for the district's PreK program, the CPSE must develop or review the student's IEP to identify the appropriate supplementary supports and services and special education services to support the child within the PreK program, including the related services, special education itinerant services or SCIS program components for specially-designed instruction and related services. Pursuant to Commissioner's Regulations section 200.16(e)(3)(i), the CPSE must determine how appropriate special education services will be delivered to the child enrolled in the PreK program. Removal of that child from the PreK program and provision of special education services in a setting with no regular contact with age-appropriate peers without disabilities

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<sup>2</sup> For data collection purposes, United States Department of Education defines a regular early childhood program as a program that includes a majority (at least 50 percent) of children who do not have IEPs. The SCIS program model requires a greater number of enrolled children without an IEP compared to children with an IEP.



must be documented on the child's IEP and may only be considered when the nature or severity of the child's disability is such that education in a less restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily. The CPSE must coordinate with the appropriate school district PreK administrators to determine where PreK classrooms are approved to provide preschool special education services and consider the total class size and needs of the preschool students with disabilities attending PreK when determining which PreK classroom the preschool student with a disability will attend.

When enrolled in a PreK program, preschool students with disabilities must have equal access to all program benefits. There should be no difference in access to the prekindergarten curriculum to the maximum extent possible, the desired learning results established for all students, length of school day, protocols for Emergent Multilingual Learners, family engagement and parent choice activities, school facilities, and food programs. Equal access will promote the full acceptance of each child as an engaged and participating member of the classroom and better achieve the principles of inclusion.

The effectiveness of school district efforts to ensure preschool inclusion in conformation with FAPE in the LRE for preschool students with disabilities is evaluated by the New York State Education Department (NYSED) in the Special Education Data Collection System Preschool LRE Setting Report<sup>3</sup> and the NYS Prekindergarten Final Report.

PreK programs offer an essential early education foundation by providing high quality, developmentally appropriate, and responsive programs designed to meet the social, cognitive, linguistic, emotional, cultural, and physical needs of children. As this foundation continues to grow, NYSED expects that school districts are ensuring the provision of special education programs and services in the LRE consistent with federal and State requirements and affording preschool students with disabilities with the same program benefits as other resident children.

*Additional Federal and NYS Guidance and Resources:*

[Dear Colleague Letter on Preschool Least Restrictive Environments \(2017\) OSEP:](#) Reaffirms the position of the United States Department of Education (USDE) that all young children with disabilities have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.

[Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs:](#) The USDE and Health and Human Services released joint guidance detailing the legal foundation, evidence-based practices, state and local level infrastructure recommendations, and resources to support inclusion of children with disabilities in early childhood programs.

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<sup>3</sup> The USDE requires states to report annually on Preschool LRE performance. Each school district's performance is published at [data.nysed.gov](http://data.nysed.gov) in the District Student Data, Special Education Data Indicator 6: Preschool Least Restrictive Environment.



School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment: A comprehensive special education field advisory was published to outline School Districts' LRE responsibilities.

Universal Prekindergarten Program: An Ideal Setting for the Integration of Preschool Students with Disabilities: Although written in 2001, this guidance contains relevant information for successful collaboration between Universal Prekindergarten (UPK) administrators and members of the CPSE which is presently applicable to ensure that preschool students with disabilities receive appropriate special education programs and services while also enrolled in UPK programs.

Emergent Multilingual Learners in Prekindergarten Programs Resources: Language Profile, Profile Process, Emergent Multilingual Learners Profile Process Flow Chart, Guidance on Identification, Instructional Planning and Programming, and Parent Brochure translated into 11 Languages.

### *Questions and Answers*

NYSED is interested in how it may further assist and support school districts as they implement inclusive preschool programs. Please submit additional questions, comments, or areas where assistance is needed to [SPECED@nysed.gov](mailto:SPECED@nysed.gov). NYSED will use information from the field to inform future guidance and policy, including the development of an additional Questions and Answers document to accompany the below information contained in this guidance. As an initial step, below please find responses to some previously submitted questions:

**1. How can SCIS students be dually enrolled in both programs (PreK and preschool special education)? What procedures must districts follow?**

The preschool student with a disability would be counted in the PreK program enrollment and also the preschool special education (also known as 4410 program) enrollment. The school district would follow the separate enrollment procedures that are applicable to both programs, and the child would be considered enrolled in both programs.

**2. How can a school district access both funding sources (PreK and 4410) for students who are dually enrolled in PreK and SCIS?**

PreK funding is based on student counts. The preschool student with a disability would contribute toward the student count for PreK funding. The 4410 funding for SCIS is based on enrollment, the student would contribute toward the enrollment for the SCIS program to share in the expenses that are allocated toward that program and paid via a NYSED authorized tuition rate.

**3. What is a SCIS collaborative agreement?**

A collaborative agreement is an agreement between two programs. Typically, it is between a program approved by NYSED to provide SCIS and a regular early childhood



program (such as a PreK program). While there are not specific forms for the agreement, it must include the following factors:

- Description of the shared mission, goals, and outcomes;
- Definition of the programmatic and financial responsibilities of the collaborative partners;
- Delineation of leadership roles and responsibilities by title and/or position;
- Description of services to be provided by each collaborative partner;
- Plan for communication, including schedule for meetings;
- Procedures for conflict resolution;
- Financial plan which clearly allocates costs based on the funding agency for each partner;
- Description of how confidentiality of personally identifiable data, information and records pertaining to the students with disabilities will be ensured; and
- Specified time period of the agreement and the conditions for renewal.

**4. How do school districts determine what to claim regarding funding for dually enrolled students in PreK and SCIS?**

That would be established in the collaborative agreement. 4410 funding is assigned only to the preschool students with disabilities and may be allocated on the basis that the expense is reasonable, necessary, and directly related to the provision of special education or related services (for a center-based program this includes both direct care services and also facility, supplies, administration, etc.). PreK funding may be assigned to both preschoolers with and without disabilities enrolled in the program. Approved expenditures for PreK are defined in Commissioner's Regulations 151-1.2(a) as "any expenses for which grant funds may be used, such as, but not limited to, program components, professional salaries, professional development, support services, materials and supplies, administrative support services, transportation services, leasing expenses or other appropriate facilities expenses and other costs as approved by the commissioner."

**5. Is there an approval time to consider for dual enrollment?**

All SCIS programs and program sites are required to be approved by NYSED. If the 4410 provider is approved by NYSED to operate a SCIS program and the district or district's community-based organization meets PreK program requirements, there is no separate NYSED approval needed for dual enrollment.

**6. Is the county responsible for funding transportation for students enrolled in SCIS?**

Yes, for the preschool students with disabilities per the IEP.