

Ardsley Union Free School District

Special Education District Plan

December 2024 – November 2027

District Policies, Practices, and Procedures for
Assuring Appropriate Educational Services and Due
Process in Evaluation and Placement of Students With
Disabilities

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STATEMENT OF ASSURANCE

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

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

These programs and services are designed:

To afford each student with the appropriate level of support necessary to meet the New York State Learning Standards

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

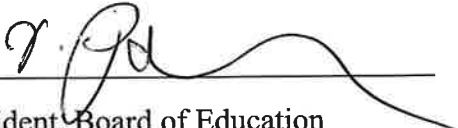
To afford each identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District

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

By action of the Board of Education in a regularly scheduled meeting held on 12/10/2024, the Board adopted its District Plan set forth below.

12/10/2024

Date



President, Board of Education

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GOVERNING REGULATIONS – 8 NYCRR 200.2

District Plans

Each Board of Education that receives an apportionment for eligible students, under Subdivision 19 of Section 3602 of the Education Law, schools shall prepare satisfactory plans periodically at the intervals required by Subdivision 10 of Section 3602 of Education Law. The District Plan shall include, but need not be limited to the following:

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

INTRODUCTION

Per the regulations of the Commissioner of Education, the Board of Education adopts its District Plan. This plan outlines the continuum of programs and services available to preschool and school-age students in the District who are identified with disabilities under state and federal law, the students' placements, the numbers, age range, and disabilities of the students currently receiving services in each program offered, the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for our students, including students who receive programs through our Board of Cooperative Education Services, how the District ensures that all instructional materials used in the District are available in a usable alternative format to students with disabilities at the same time as such materials are available to non-disabled students, the estimated budget to support the plan and a description of how the plan is consistent with space requirements developed under the Commissioner's regulations. The Board of Education adopted this plan at its regular meeting on _____.

Child Find: Public school districts must identify, locate, and ensure the evaluation and identification of students with disabilities who reside within the district's bounds. Ardsley is committed to carrying out its child find obligations.

THE CONTINUUM OF SERVICES AVAILABLE TO PRESCHOOL STUDENTS IDENTIFIED WITH DISABILITIES

Preschool Programs and Services

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education Settings are settings designed primarily for children with disabilities. On October 2, 2024, thirty-three (33) students were receiving CPSE services. Eighteen (18) preschool students with disabilities received related services only in Early Childhood Settings and fifteen (15) preschool students with disabilities received services in Early Childhood Special Education Settings (special class or special class in integrated settings). We anticipate serving approximately fifty (50) preschool students with disabilities for the 2025-2026 school year.

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

1. Related Services Only

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

2. Special Education Itinerant Teacher Services

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

3. Integrated Settings

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

4. Special Class

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

PRESCHOOL STUDENTS BY PROGRAM

As of October 2, 2024

Nature of Services	Number of Students	Ages
Related Services Only	13	3-5
SEIT Only	0	3-5
SEIT and Related Services	5	3-5
Special Class or Special Class Integrated Setting (SCIS)	15	3-5

THE CONTINUUM OF SERVICES AVAILABLE TO SCHOOL-AGED STUDENTS IDENTIFIED WITH DISABILITIES

District School-Age Programs and Services

The following is a listing of Ardsley School District programs and services that are currently available to meet the academic, social, physical, and management needs of students with disabilities. **As of the October 2, 2024 snapshot, we are currently serving 324 students through the Committee on Special Education during the 2024-25 school year; 307 students were served in regular school-based programs in buildings attended by disabled and non-disabled students, and 14 students in separate schools.** Additionally, our District currently serves 14 non-resident students from 8 local public school districts in Westchester, Rockland, and Dutchess Counties. The statistics noted in this document reflect Ardsley School District resident students only with IEPs developed by our Committee on Special Education.

The following description of special education services represents program options from the least restrictive environment to the most restrictive. Federal and State regulations, as well as best practice, require that students are educated in the Least Restrictive Environment (LRE) that will meet their individual needs. The LRE is determined by the Committee on Special Education. Refer to BOE Policy 7615.

In-District Programs and Services

The District provides a continuum of program and service options for students, depending on their level of need as follows:

1. General Education with accommodations and modifications

Supplementary aids and services are supports that enable a student with a disability to be educated within the general education class alongside non-disabled peers to the maximum extent appropriate.

2. Related Services

Related services are developmental, corrective, and other supportive services that are required to assist the student with a disability as they access the educational curriculum. When offered to students who do not receive specialized instruction (e.g., a mainstream class with supplementary aids and services), it is the lowest level of

special education services in the least restrictive environment continuum. However, related services are also available to students who require more restrictive programming along the continuum of services.

Related services may include:

- Speech/language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling
- Vision Services
- Hearing Services
- Behavioral Services

Speech/Language services are provided to students who need this intervention to access the curriculum and benefit from instruction. Service delivery can be a pull-out/push-in model, inclusive model, or consultation model.

Occupational Therapy support is provided to enable students to be functional in the school setting to benefit from learning as they work toward the standards. Occupational Therapists provide skills and activities to improve fine and gross motor functioning. Service models include individual pull-out, group therapy, and in-class activities, as well as consultation for staff and parents.

Physical Therapy support is provided for physically disabled students to benefit from education or to be maintained in the least restrictive environment. Services are provided to improve strength and endurance, function, motor development, adaptive needs, and consultation with parents and staff when impact on performance is indicated. Service models include individual pull-out, group therapy, and in-class activities, as well as consultation for staff and parents.

Psychological Services: Psychologists provide support for all district students. Psychologists complete evaluations as mandated by the Committee on Special Education. The School Psychologist can complete functional behavior assessments, and behavior intervention plans and provide counseling and emotional support to improve the student's ability to function in the classroom. School psychologists advise parents, staff, and administrators on a variety of issues dealing with a student's psychological health and how it impacts a student's learning.

Teacher of the Hearing Impaired Services are provided through a Teacher of the Hearing Impaired who offers students sign language and instruction. Services may also include oversight of hearing equipment, such as hearing aids or amplification (FM) systems. These services may include training for the staff to better understand the needs and issues facing students whose deafness impairs functioning without support in the classroom setting.

Vision Services are provided through a Teacher of the Visually Impaired who offers student training, material equipment, Braille material, and mobility training. These services may include training for the staff to better understand the needs and issues facing students whose vision impairs functioning without support in the classroom setting.

Behavioral Services are provided by qualified practitioners and include but are not limited to behavioral supports and interventions that are used to meet students' social, emotional, and mental health needs.

3. Consultant Teacher Services

The District provides Consultant Teacher Services (both direct and indirect models) in grades K, 1, and 3. Consultant teacher hours must be a minimum of two hours weekly. These hours can be direct, indirect, or a combination of both. The availability of consultant teacher services varies with the needs of the students. Services can be provided directly to a small group of classified students within the classroom or indirectly to the general education teacher to help support the students. Special education consultant teachers collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education settings. Instructional accommodations are changes in how a student accesses information and demonstrates learning and do not substantially change the instructional level, content, or performance criteria. Accommodations may include changes in presentation or format of instruction and/or response format and procedures, instructional strategies and time/scheduling, environmental considerations, equipment, and physical setting. Modifications provide opportunities for students to participate meaningfully and productively with other students in the classroom and school learning experiences. Modifications may include changes in instructional level, content, and performance criteria.

4. Resource Room, Consultant Teacher Services, Study Skills, and Reading Instruction

Resource room programs supplement the regular or special classroom instruction of students with disabilities. The District provides resource room services to students with disabilities in grades K-4 and 9-12. Resource Room provides specialized instruction in a small, 5-1 ratio for a minimum of three (3) hours per week. Resource Room may be provided in conjunction with consultant teacher services for a minimum of three (3) hours per week, combined.

The District provides special class study skills in a 12-1 ratio in grades 5-8.

The District also provides small group, specialized reading instruction for students with disabilities, who have specific reading needs.

5. **Integrated Co-Teaching**

Integrated co-teaching classes are currently available for grades K-12. The co-teaching model pairs a general education content specialist teacher and a special educator to share responsibility for all the students in the classroom. Students with Disabilities are educated in the general education classroom alongside their non-disabled peers with the support of a special education teacher during core content areas to assist in adapting and modifying instruction. There are various co-teaching models utilized including parallel teaching, station teaching, and team teaching.

6. **Special Class Subject Areas**

The District offers Special Classes in specific subject areas in all grades, as needed. Students are supported in special classes based upon similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs. The curriculum parallels that of the general education program and includes extensive modifications to methodology that could not be accomplished satisfactorily in a general education setting. These students generally have a severe discrepancy between their academic skill levels and their actual grade level that would prevent them from benefiting from instruction in the general education setting, even with supplementary aids and services.

Based on current students' needs, at Concord Road Elementary School, there are currently no subject-specific special classes. Based upon current students' needs, at Ardsley Middle School, special classes in a 12-1 ratio are offered in grades 5, 6, 7, and 8 for English Language Arts, math, social studies, and science.

At the high school level, based upon current student need, special classes are offered at the ninth and tenth-grade levels in a 15-1 ratio in Math. In the high school 15-1 classes, students earn units of credit toward a Regents or Local diploma. Students may also earn a Career Development and Occupational Studies (CDOS) credential in addition to a Regents/local diploma or in place of the diploma. The CDOS learning standards are a progression of standards for career development, integrated learning, and universal foundation skills. The NYS CDOS Commencement Credential requires documentation that the student has demonstrated knowledge and skills at the commencement level of the CDOS learning standards.

6. Self-Contained Special Classes

The District offers self-contained special classes in grades K-12. Students are supported in self-contained special classes based upon similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs. Students in these classes may have severe developmental or multiple disabilities and require a functional academic curriculum and pre-vocational skills training. Due to their cognitive and adaptive behavior delays, they cannot be accommodated satisfactorily in a general education setting even with supplementary aids and services. Students are administered the [NYS alternate assessment](#).

At Concord Road Elementary School, there are three self-contained special classes which support the intensive needs of students in the area of language development. One class maintains a 12-1-3 ratio and two classes maintain a 9-1-3 ratio. Students are mainstreamed into the general education classroom in areas where their needs can be appropriately met.

At Ardsley Middle School, there are currently two self-contained, language-based classes which support students with intensive learning needs. One class maintains a 12-1-2 ratio while the other class maintains a 9-1-3 ratio. Students are mainstreamed into the general education classroom in areas where their needs can be appropriately met.

At Ardsley High School, there are currently two self-contained, language-based classes which support students with intensive learning needs. One class maintains a 12-1-4 ratio while the other class maintains a 9-1-3 ratio. Students are mainstreamed into the general education classroom in areas where their needs can be appropriately met. At the high school level, students work towards a Skills and Achievement Commencement Credential, a commencement certificate accompanied by documentation of the student's skills, strengths, and levels of independence in academic work, career development, and foundation skills needed for post-school living, learning, and working.

7. Other District Programs

Emotional Support Program (ESP):

This program provides support for those students in grades kindergarten through 12 with emotional issues that impact learning. Typically, students are mainstreamed for most classes with the support of a program teaching assistant and attend one period of ESP resource room or ESP special class study skills daily. Students are supported in a special class setting (9-1-3 ratio) when they are emotionally too fragile to attend regular classes or if they have academic gaps that cannot be addressed within the mainstream even with supplemental aids and supports. The program maintains a 9-1-3 student-to-staff ratio.

Each program is supported by a special educator, school psychologist, teaching assistants, and a consulting psychiatrist. Currently, through this program, there are 19 students supported at the elementary level, 14 students at the middle school level, and 11 students at the high school level.

Academic Support Program (ASP):

This program currently supports students in grades 9 through 12 who are working toward a Regents or [Local diploma with the option of a CDOS credential](#). It targets students with learning disabilities who have difficulty maintaining the pace of general academic instruction. The program offers mainstream academics with a program teaching assistant as well as special class support for academic subjects when needed in a 12-1-4 ratio. Currently, 21 students are supported through this program. The program is supported by a special educator, school psychologist, and teaching assistants.

Out-of-District Programs and Services

The Ardsley School District offers a continuum of special education programs and services in District schools, and it is committed to the policy of placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability. The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student's disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and services. In a small number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program. These programs are more closely tailored to the student's academic, social, physical, and management needs. The Ardsley School District's Committee on Special Education has recommended placement of students with disabilities in the following out-of-district programs.

1. Other Public School Programs

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. The District currently has no students placed in other school district programs.

2. Board of Cooperative Educational Services Programs

The Ardsley School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative that functions in New York State as an extension of local school districts. These programs are supervised by

BOCES administrators and monitored by our District's CSE. Additionally, Career Technology Education and Career Services Education classes are available through BOCES for our students with disabilities.

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

Private Day School Name	Number of Students
Southern Westchester BOCES	4
Putnam Northern Westchester BOCES	1

3. Approved Private Day Schools

When the needs of a student with a disability cannot be met in programs operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive approved private day or residential placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intensive supervision and structure. The program is supervised by the administration of that facility and is monitored by our District's CSE. The Ardsley School District is currently utilizing the following programs:

Private Day School Name	Number of Students
Green Chimney School	1
The Summit School	2
Andrus/Orchard School	1

4. Approved Residential Schools

The Ardsley School District is currently utilizing the following NYS Education Department approved residential programs:

Residential School Name	Number of Students
Center for Discovery	2
Anderson Center of Autism	1
May Institute	1
Green Chimneys	1

Home/Hospital Instruction

Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. Elementary students receive ten (10) hours of services a week while students at the secondary level receive fifteen (15) hours a week. For classified students, additional hours may be provided to address special education and related services.

Currently, there are three (3) students receiving extended home instruction services at this time.

EVALUATION OF PROGRAM OBJECTIVES

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

- Special education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Fact templates)
- Special education data reports (PD6, PD8)
- Special education data collected in connection with the State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of Ardsley School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- Ardsley School District school report cards
- Individual student performance data from annual reviews and reevaluations
- Progress toward mastery of IEP goals and benchmarks
- Reports and comments from stakeholders

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

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

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

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with

disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to ensure the appropriateness of the space allocated for that placement.

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

The District will also consult and collaborate, upon request, with Southern Westchester BOCES in developing a special education space requirement plan per Education Law, section 1950 (17).

ALTERNATIVE FORMAT PROCEDURES

Per Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional material available in an alternative format will receive those materials at the same time that they are available to non-disabled students.

Alternative Format Procedures

- Alternative format is defined as any medium or format for the presentation of instructional or assessment material, 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 an electronic file.
- The need for alternative form materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format material, 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.
- The District will give preference in the purchase of instruction materials to those vendors who agree to provide such materials in alternative formats.

BUDGET

Each year, the Office of Pupil Personnel Services prepares a budget to support the needs of students with disabilities. The budget includes materials, supplies, equipment, contractual expenses, tuition, preschool apportionment, and special education settlements. The budget will include the funding necessary to support District programs as well as other local school district programs, BOCES special education programs, and private placements. An additional sum of money is added 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 might arise. The budget is reviewed and approved as part of the District's budget process.

The following table is a summary of special education program costs for District accounts from the 2024-2025 budget (extracted from the [2024-2025 Approved Board of Education Budget](#)).

ACCOUNT NAME	BUDGET
TEACHER SAL - CR	\$2,159,433
TEACHER SAL - MS	\$2,204,127
TEACHER SAL - HS	\$ 1,981,922
CURRICULUM LEADER - CRS	\$11,637
CURRICULUM LEADER - MS	\$11,637
CURRICULUM LEADER - HS	\$11,637
CLERICAL SAL - DW	\$172,259
TEACHER AIDE/ASST SAL - CR	\$1,270,259
TEACHER AIDE/ASST SAL - MS	\$917,529
TEACHER AIDE/ASST SAL - HS	\$937,302

EQUIPMENT - DW	\$4,000
CONTRACTUAL SERVICES - DW	\$538,000
FIELD TRIPS - DW	\$3,000
MEMBERSHIPS - CR	\$0
MEMBERSHIPS - MS	\$260
CONFERENCE/TRAVEL - DW	\$3,000
SUPPLIES - CR	\$5,000
SUPPLIES - MS	\$5,000
SUPPLIES - HS	\$5,000
SUPPLIES - DW	\$15,000
TUITION - DW	\$1,476,955
TEXTBOOKS/WORKBOOKS - CRS	\$2,000
TEXTBOOKS/WORKBOOKS - AMS	\$2,000
TEXTBOOKS/WORKBOOKS - AHS	\$2,000
TEXTBOOKS/WORKBOOKS - DW	\$2,000
BOCES	\$1,596,986
TOTAL:	\$13,326,305

BOARD POLICIES

Students with Disabilities

Policy #

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APPENDICES

Appendix A

2024-2025 STUDENTS RECEIVING CSE RELATED SERVICES BY GRADE

Grade	Speech/ Language Therapy	Occupational Therapy	Physical Therapy	Counseling Services	Parent Counseling & Training	Hearing Services	Vision Services	Behavioral Services	Reading Services
K	20	19	13	10	12	0	0	0	0
1	12	12	6	12	7	0	1	0	0
2	9	12	8	11	7	1	0	0	0
3	8	7	1	7	2	0	0	0	3
4	6	10	3	7	5	0	0	0	7
5	16	5	2	17	5	0	1	1	5
6	12	1	1	11	2	1	0	0	8
7	11	0	0	10	6	0	0	0	0
8	7	1	0	10	4	0	0	0	1
9	7	0	0	12	3	0	0	1	0
10	14	0	0	10	3	1	0	0	0
11	4	0	0	5	1	0	1	0	0
12	4	0	0	12	2	0	0	0	0
Ungraded (Elementary) (Middle School) (High School)	26	15	11	6	26	0	0	2	0

Appendix B

2024-2025 CSE STUDENTS IN PROGRAMS BY GRADE

Grade	Consultant Teacher	Resource Room	Integrated Co-Teaching	Special Class Subject Areas	Special Class (Self-contained) 12-1-2	Special Class (Self-contained) 12-1-3	Special Class (Self-contained) 12-1-4	Special Class (Self-contained) 9-1-3	Special Class Study Skills 5-8
K	3	0	7	-	-	-	-	7	-
1	1	0	7	-	-	-	-	2	-
2	2	0	12	-	-	-	-	3	-
3	2	0	8	-	-	1	-	1	-
4	0	0	11	-	-	2	-	2	-
5	0	0	18	11	-	-	-	-	28
6	0	0	17	9	-	-	-	-	19
7	0	0	14	9	-	-	-	-	22
8	0	0	16	3	-	-	-	-	19
9	0	26	22	9	-	-	-	-	-
10	0	25	20	8	-	-	-	-	-
11	0	17	14	-	-	-	-	-	-
12	0	18	14	1	-	-	-	-	-
Ungraded	0	0	0	-	9	5	5	7	-

Appendix C

2024-2025 CSE STUDENTS IN PROGRAMS BY DISABILITY

Program	Autism	Emotional Disability	Multiple Disability	Other Health Impaired	Intellectual Disability	Learning Disability	Speech/ Language Impairment	Hearing Impairment	Vision Impairment
Consultant Teacher	1	0	0	4	0	0	3	0	0
Resource Room	12	7	0	38	2	16	10	1	0
Integrated Co-Teach	29	6	0	64	2	46	32	0	1
Special Class Subject Areas (CORE)	9	1	0	11	3	13	12	1	0
Special Class Self-Contained (12:1:2) (12:1:3) (12:1:4) (9:1:3)	36	0	4	0	3	0	1	0	0
Special Class Study Skills	17	3	0	34	1	20	12	1	0