

Special Education Program

Description Guide

2025-2026



This guide is intended to describe the programs and related services offered in the Eastchester Union Free School District during the 2025-2026 school year. The programs and related services listed are illustrative, and not exhaustive, and may be subject to change.

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Eastchester's Mission: It is the mission of the Eastchester Public Schools to provide a quality education in a safe, stable, and secure environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.

An Eastchester Graduate Will Be:

- A respectful individual
- A life-long learner
- An effective communicator
- A complex thinker and problem solver
- A competent and responsible user of technology

Related Services

Level: Elementary, Middle School, High School

Program Description:

Related Services Include: Speech Therapy, Counseling, Psychological Counseling, Occupational Therapy, Physical Therapy, Assistive Technology Services, Behavior Intervention Services, Vision/Hearing Services, Reading Instruction and Skilled Nursing Services. This is designed for students who require educationally related services and may occur alone or with specialized instruction.

Frequency/Duration/Setting: These related services may be provided for the student in an individual and/or group setting in the student's classroom and/or therapy room. These related services may also be provided for the student on a consultation basis.

Integrated Co-Teaching (ICT)

Program Description:

The Integrated co-teaching program enables students to receive special education instruction while participating within the general educational setting. Students will work towards meeting State standards and district grade level expectations. Students may have below average to average cognitive abilities and may have low average to below grade level scores in reading, math and/or related academic skill deficits. Students may require differentiated, specially-designed instruction, program modifications, testing accommodations, and support from school personnel. This class has a maximum of 12 students with IEPs assigned to an integrated co-teacher and a general education teacher. At the elementary level some of our students may require a special class (15:1) for multisensory reading interventions in ELA. This special class provides additional instruction in a smaller students-to-teacher ratio as well as allows for a more individualized approach to decoding/encoding (word study) skill development by the special education teacher.

Frequency/Duration/Setting:

Waverly School:

Grade K: Integrated Co-Teaching 1x Daily 4 hours (ELA, Math, Other Content)

Grade 1: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)

Anne Hutchinson:

Grade 2: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)

- Grade 3: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)
- Grade 4: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)
- Grade 5: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)

Greenvale:

- Grade 2: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes day (science/social studies)
- Grade 3: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)
- Grade 4: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)
- Grade 5: Integrated Co-Teaching 1x 90 minutes daily (ELA)
Integrated Co-Teaching 1x 60 minutes daily (Math)
Integrated Co-Teaching 1x30 minutes daily (science/social studies)

Middle School:

At the middle school ICT services will be determined based on the student's individual needs. The student may receive ICT in one or more core academic classes.

- Grade 6: Integrated Co-Teaching 1 x 42 minutes daily (ELA)
Integrated Co-Teaching 1 x 42 minutes daily (Math)
Integrated Co-Teaching 1 x 42 minutes daily (Social St.)
- Grade 7: Integrated Co-Teaching 1 x 42 minutes daily (ELA)
Integrated Co-Teaching 1 x 42 minutes daily (Math)
Integrated Co-Teaching 1 x 42 minutes daily (Science)
- Grade 8: Integrated Co-Teaching 1 x 42 minutes daily (ELA)
Integrated Co-Teaching 1 x 42 minutes daily (Math)
Integrated Co-Teaching 1 x 42 minutes daily (Science)

High School (by Subject and Course):

At the high school ICT services will be determined based on the student's individual needs. The student may receive ICT in one or more core academic classes.

English:

Grades 9-12 Integrated Co-Teaching 4 x 49 minutes weekly (ELA)

Math:

Algebra 1 Integrated Co-Teaching 4 x 49 minutes weekly (Math)

Geometry Integrated Co-Teaching 4 x 49 minutes weekly (Math)

Algebra II Integrated Co-Teaching 4 x 49 minutes weekly (Math)

Social Studies:

Global 9 Integrated Co-Teaching 4 x 49 minutes weekly (SS)

Global 10 Integrated Co-Teaching 4 x 49 minutes weekly (SS)

US History Integrated Co-Teaching 4 x 49 minutes weekly (SS)

Science:

Earth Sci. Integrated Co-Teaching 1 x 40 minutes weekly (Science)

Biology Integrated Co-Teaching 1 x 40 minutes weekly (Science)

Chemistry Integrated Co-Teaching 1 x 40 minutes weekly (Science)

Modified/Academic CORE Program

Program Description:

The Modified Program enables students to receive special education instruction while having the opportunity, when educationally appropriate, to participate within the general educational setting. Students will work towards meeting State standards and district grade level expectations. Students may have low average to average cognitive abilities and may have significantly below average math and ELA skills. Students may require specially designed differentiated instruction, program modifications and testing accommodations. The students' co-teaching classes have a maximum of 12 integrated co-teaching students with disabilities within a classroom, which are co-teaching by a special education teacher and a general education teacher. Students may also participate in a special class for ELA and/or Math (15:1) at the elementary level.

At the secondary level, students in the Academic CORE program may participate in one or more special classes (15:1) for their core academic courses (math/English/science/social studies).

Frequency/Duration/Setting:**Anne Hutchinson:**

Grade 4: Special Class 1x 75 minutes daily (ELA)
Special Class 1x 60 minutes daily (Math)

Grade 5: Special Class 1x 75 minutes daily (ELA)
Special Class 1x 60 minutes daily (Math)

Greenvale:

Grade 4: Special Class 1x 75 minutes daily (ELA)
Special Class 1x 60 minutes daily (Math)

Grade 5: Special Class 1x 75 minutes daily (ELA)
Special Class 1x 60 minutes daily (Math)

Middle School:

Grade 6: Special Class English (15:1) 1 x 42 minutes daily
Special Class Math (15:1) 1 x 42 minutes daily
Special Class Science (15:1) 1 x 42 minutes daily
Special Class Social Studies (15:1) 1 x 42 minutes daily

Grade 7: Special Class English (15:1) 1 x 42 minutes daily
Special Class Math (15:1) 1 x 42 minutes daily
Special Class Science (15:1) 1 x 42 minutes daily
Special Class Social Studies (15:1) 1 x 42 minutes daily

Grade 8: Special Class English (15:1) 1 x 42 minutes daily
Special Class Math (15:1) 1 x 42 minutes daily
Special Class Science (15:1) 1 x 42 minutes daily
Special Class Social Studies (15:1) 1 x 42 minutes daily

High School:

English: Special Class (15:1) 4 x 49 minutes weekly (English)
(Grades 9-12)

Math: Special Class (15:1) 4 x 49 minutes weekly (Math)
(Algebra 1A & Algebra 1B)

Social Studies: Special Class (15:1) 4 x 49 minutes weekly (Social Studies)
(Global History 9 & 10, US History, & Gov't/Economics)

Science: Special Class (15:1) 4 x 49 minutes weekly (Science)
(Earth & Space Sciences, Living Environment)

Elementary Special Classes

Program: Intensive Needs Special Class (8:1:2), Communication Development Special Class (12:1:2), & Communication Development Special Class (12:1:1)

Program Description:

The intensive needs 8:1:2 special class program is geared towards our students who take or will take the New York State Alternative Assessment (NYSAA). Students in our 8:1:2 programming generally have more significant cognitive deficits as well as substantial language, communication, and behavioral/management needs that require intensive language training, discrete trial teaching, intensive behavioral support structures and at times augmentative communication systems. Students in this program may have delayed gross and fine motor planning, body awareness, social reciprocity, self-regulation, as well as activities of daily living (ADL) which require additional related services. This class has a maximum of 8 students with disabilities supported by 1 special education teacher and at least 1 teaching assistant and 1 paraprofessional.

The Communication Development 12:1:2 special class program serves students who do have cognitive and communication deficits, but may demonstrate slightly higher independence in their language and communication skills. Students in these special classes continue to work on the acquisition of academic, social, and behavioral skills, but may be able to do so at a more independent level. Students in this program may need additional support in gross motor planning, fine motor activities, speech and language and behavioral regulation which may require related services. This class has a maximum of 12 students with disabilities supported by 1 special education teacher and at least 1 teaching assistant and 1 paraprofessional.

The Communication Development 12:1:1 special class program is for students who will work toward meeting state standards. Students may have below average to average cognitive abilities and may be below grade level in the core content areas. Students may require differentiated instruction, specially-designed instruction, program modifications and testing accommodations throughout their school day. Students may also demonstrate some social/emotional dysregulation and/or insufficient self-regulation skills. Students have the opportunity to participate in general education for some academic courses and/or special areas. This class has a maximum of 12 students with disabilities supported by 1 special education teacher and at least 1 teaching assistant.

Frequency/Duration/Setting:**Waverly School:**

Intensive Needs (K-1): Special Class (8:1:2) 1x daily 5 hours
Comm. Dev. (K-1):
Special Class (12:1:2) 1x daily 5 hours
Comm. Dev. (K-1):
Special Class (12:1:1) 1x daily 5 hours

Anne Hutchinson:

Intensive Needs (2-5): Special Class (8:1:2) 1x daily 5 hours
Comm. Dev. (2-5):
Special Class (12:1:2) 1x daily 5 hours
Comm. Dev. (2-3):
Special Class (12:1:1) 1x daily 5 hours
Comm. Dev. (4-5):
Special Class (12:1:1) 1x daily 5 hours

Secondary Special Classes

Program: Intensive Needs Special Class (9:1:3), Communication Development Special Class (12:1:2) & Communication Development Special Class (12:1:1)

Program Description:

The Intensive Needs 9:1:3 special class program is geared towards students who take the New York State Alternative Assessment (NYSAA) in order to obtain a Skills and Achievement Commencement Credential. Students in our 9:1:3 program have more significant cognitive deficits as well as substantial language, communication, and behavioral/management needs that require intensive language training, discrete trial teaching, intensive behavioral support structures and at times augmentative communication systems. Students in this program may have significantly delayed gross and fine motor planning, body awareness, social reciprocity, self-regulation, as well as activities of daily living (ADL) which require additional related services. In addition, students in the 9:1:3 are teaching pre-transition skills, and vocational skills when at the high school, that are a combination of academic and daily living skills necessary to participate independently in all aspects of their lives. Moderate to significant support of adults is necessary for students in this program to actively participate in functional academics as well as vocational and ADL activities. The 9:1:3 program begins the critically important work of helping students obtain the skills necessary to be contributing members of their own community to the fullest extent possible when their transition to adulthood through a blend of academics and life skills. In addition to functional academics, the students work toward; caring for personal needs, safety awareness, occupational skills, exhibiting proper physical and manual skills, communication, character building, self-advocacy, achieving independence and problem solving skills which may require the support of related services. This class has a maximum of 9 students with disabilities supported by 1 special education teacher and at least 1 teaching assistant and 2

paraprofessionals.

The Communication Development 12:1:2 special class program serves students who do have significant cognitive and communication deficits, but may demonstrate slightly higher independence in their language and communication skills. Students in these special classes continue to work on the acquisition of basic academic, social, and behavioral skills, but may be able to do so at a more independent level. Students in this program may need additional support in gross motor planning, fine motor activities, speech and language and behavioral regulation which may require related services. While the 12:1:2 also supports the critically important work of helping students obtain the skills necessary to be contributing members of their own community when they reach adulthood, moderate adult support is provided during instruction in basic academics, activities of daily living (ADL) and pre-vocational skills, however students in this program may be able to work on these skills with a little more independence. Some students may have the opportunity to participate in general education for elective courses. Students in this program typically take the New York State Alternative Assessment (NYSAA) and work towards obtaining the Skills and Achievement Commencement Credential. This class has a maximum of 12 students with disabilities supported by 1 special education teacher and at least 1 teaching assistant and 1 paraprofessional.

The Communication Development 12:1:1 special class program is for our students who will work toward meeting state standards and that the high school level work toward the achievement of a local diploma and/or a Career Development & Occupational Studies Commencement Credential (CDOS credential) and if necessary the Skills and Achievement Commencement Credential. Students may have below average to below average cognitive abilities and are significantly below grade level in the core content areas. Students may require differentiated instruction, specially-designed instruction, program modifications and testing accommodations and program modifications throughout their school day. Students are working on pre-vocational and vocational skills with adult support and prompting. Prior to transitioning out of secondary public education, students in this program will focus on career exploration and vocational skill acquisition in order to secure post-secondary career and/or additional training with as much independence as possible. Students in the 12:1:1 may also demonstrate some social/emotional dysregulation and/or insufficient self-regulation skills. Some students may have the opportunity to participate in general education for elective courses. This class has a maximum of 12 students with disabilities supported by 1 special education teacher and at least 1 teaching assistant.

Frequency/Duration/Setting:

Middle School:

- (6-8): Special Class (9:1:3) 1x daily 5 hours 30 minutes
- (6-8): Special Class (12:1:2) 1x daily 5 hours 30 minutes
- (6-7): Special Class (12:1:1) 1x daily 5 hours 30 minutes

High School:

- (ages 14-21): Special Class (9:1:3) 1x daily 5 hours 30 minutes
- (ages 14-21): Special Class (12:1:2) 1x daily 5 hours 30 minutes
- (ages 14-21): Special Class (12:1:1) 1x daily 5 hours 30 minutes

Resource Room:

Level: Middle School & High School

Program Description:

Resource Room is a special education program for a student with a disability who is registered in either a special class or a general education program while in need of specialized supplementary instruction in an individualized small group setting. This allows the teacher to focus on deficit skills development in accordance with IEP goals. Additionally, the teacher works within the framework of the curricular needs at each grade level. The minimum time spent in a resource room must be 3 hours a week at no more than a 5:1 ratio. Within the model, there is a great deal of collaboration between the resource room teacher and the student's content teachers and support staff to ensure there is carryover of the skills teaching in the small setting. Students within the program generally have mild to moderate deficits in the areas of reading, math, written expression, spelling, vocabulary, and organizational and time management skills.

Supports for Students:

Middle School:

Resource Room Program: 1 x 42 minutes daily

High School:

Resource Room Program: 4 x 49 minutes weekly

Support Seminar:

Level: Middle School

Program Description:

Support Seminar is a special education program for a student with a disability who is registered in either an integrated co-teaching, general education, or partial academic core program that is in need of specialized supplementary instruction in an individualized small group setting. This allows the teacher to focus on deficit skills development in accordance with IEP goals. Additionally, the teacher works within the framework of the curricular needs at each grade level with no more than a 15:1 ratio. Within the model, there is a great deal of collaboration between the support seminar teacher (case manager) and the student's content teachers and support staff to ensure there is carryover of the skills teaching in the small setting. Students within the program generally have mild to moderate deficits in the areas of reading, math, written expression, spelling, vocabulary, and organizational and time management skills.

Supports for Students:

Middle School:

Special Class 15:1 (Support Seminar) 1 x 42 minutes daily

Special Education Reading Instruction:

Level: Elementary School, Middle School & High School

Program Description:

Reading intervention is a small class environment which provides students with an intensive, structured, research-based multisensory program to teach the structure of the English language and structure for decoding and encoding. Students will learn fluent decoding and encoding skills as the program components include use of a systematic and integrated approach to decoding, morphology, encoding, high frequency word instruction, oral reading fluency, vocabulary, and comprehension. This intensive program is designed for students who have not yet mastered and/or not made progress in decoding and encoding and require multisensory language instruction or who require more intensive structured literacy instruction due to a reading/language based learning disability. Collaboration between special class reading teachers, special education teachers, general education teachers, and speech/language therapists (if applicable) ensure a seamless application of reading strategies as the student incorporates their IEP goals.

Under Related Services

Elementary School:	Reading Instruction : 1 x 30 minutes (amount determined per CSE)
Middle School:	Reading Instruction : 1 x 42 minutes alternative days
High School:	Reading Instruction : 4 x 49 minutes twice a week

Appendix

Regulatory Definitions:

(200.3) Committee on Special Education (200.3):

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

The membership of each committee shall include but not limited to:

- (i) the parents or persons in parental relationship to the student;
- (ii) not less than one regular education teacher of the student whenever the student is or may be participating in the regular education environment;
- (iii) not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student;
- (iv) a school psychologist;
- (v) a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the chairperson of the committee;
- (vi) an individual who can interpret the instructional implications of evaluation results. Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
- (vii) a school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting; (viii) an additional parent member of a student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years. Such parent is not a required member if the parents of the student request that the additional parent member not participate in the meeting;
- (ix) other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate. The determination of knowledge or special expertise of such person shall be made by the party (parents or school district) who invited the individual to be a member of the committee on special education; and
- (x) if appropriate, the student.

Committee on Pre School Special Education (200.3):

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

The membership of each committee shall include but not limited to:

- (i) the parents of the preschool child;
- (ii) not less than one regular education teacher of the child whenever the child is or may be participating in the regular education environment;

- one
- (iii) not less than one special education teacher of the child, or, if appropriate, not less than one special education provider of the child;
 - (iv) a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of preschool special education programs and services and other resources of the school district and the municipality. The representative of the school district shall serve as the chairperson of the committee;
 - (v) an additional parent member of a child with a disability residing in the school district or a neighboring school district and whose child is enrolled in a preschool or elementary level education program, provided that such parent is not a required member if the parent(s) of the child request that the additional parent member not participate;
 - (vi) an individual who can interpret the instructional implications of evaluation results, provided that such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
 - (vii) other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of such person shall be made by the party (parents or school district) who invited the individual to be a member of the committee on special education;
 - (viii) for a child in transition from early intervention programs and services, at the request of the parent, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child; and
 - (ix) a representative of the municipality of the preschool child's residence, provided that the attendance of the appointee of the municipality shall not be required for a quorum

Related Services: (200.1)

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

(1) Services that apply to children with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (such as mapping), maintenance of that device, or the replacement of that device, provided that nothing in this paragraph:

- (i) limits the right of a student with a surgically implanted device to receive related services that are determined by the CSE or CPSE to be necessary for the student to receive a free appropriate public education; or
- (ii) limits the responsibility of a school district to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or
- (iii) prevents the routine checking of an external component of a surgically implanted device

to make sure it is functioning properly.

(200.6)

Appropriate Special Education: (200.6)

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

(a) A student with a disability shall be provided with appropriate special education.

(1) Students with disabilities shall be provided special education in the least restrictive environment, as defined in section 200.1(cc) of this Part. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom.

(2) A student with a disability shall be provided the special education specified on the student's IEP to be necessary to meet the student's unique needs.

(3) Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs as defined in section 200.1(ww) of this Part, in accordance with the following:

(i) The range of academic or educational achievement of such students shall be limited to assure that instruction provides each student appropriate opportunities to achieve his or her annual goals. The learning characteristics of students in the group shall be sufficiently similar to assure that this range of academic or educational achievement is at least maintained.

(ii) The social development of each student shall be considered prior to placement in any instructional group to assure that the social interaction within the group is beneficial to each student, contributes to each student's social growth and maturity, and does not consistently interfere with the instruction being provided. The social needs of a student shall not be the sole determinant of such placement.

(iii) The levels of physical development of such students may vary, provided that each student is provided appropriate opportunities to benefit from such instruction. Physical needs shall be considered prior to determining placement to assure access to appropriate programs. The physical needs of the student shall not be the sole basis for determining placement.

(iv) The management needs of such students may vary, provided that environmental modifications, adaptations, or human or material resources required to meet the needs of any one student in the group are provided and do not consistently detract from the opportunities of other students in the group to benefit from instruction.

(200.1)

Consultant Teacher Services (200.1):

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

(m) Consultant teacher services means direct and/or indirect services, as defined in this subdivision, provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.

(1) **Direct Consultant Teacher Services** means specially designed individualized or group instruction provided by a certified special education teacher pursuant to subdivision (yy) of this section, to a student with a disability to aid such student to benefit from the student's regular education classes.

(2) **Indirect Consultant Teacher Services** means consultation provided by a certified special education teacher pursuant to subdivision (yy) of this section to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

(200.6)

Resource Room Program (200.6):

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

(f) Resource room programs. Resource room programs shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs.

(2) Students shall not spend more than 50 percent of their time during the day in the resource room program.

(3) An instructional group which includes students with disabilities in a resource room program shall not exceed five students per teacher

(4) The composition of instructional groups in a resource room program shall be based on the similarity of the individual needs of the students according to:

- (i) levels of academic or educational achievement and learning characteristics;
- (ii) levels of social development;
- (iii) levels of physical development; and
- (iv) the management needs of the students in the classroom.

Integrated Co-Teaching (200.6)

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

(g) A school district may include integrated co-teaching services in its continuum of services. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

(1) The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEPs, provided that effective July 1, 2008, the number of students with disabilities in such classes shall not exceed 12 students.

Special Class (200.6)

(Excerpt from Regulations of the Commissioner of Education Part 200 & 201, August 2009)

(1) A student with a disability shall be placed in a special class for instruction on a daily basis to the extent indicated in the student's individualized education program.

(2) In all cases the size and composition of a class shall be based on the similarity of the individual needs of the students according to:

- (i) levels of academic or educational achievement and learning characteristics;
- (ii) levels of social development;
- (iii) levels of physical development; and
- (iv) the management needs of the students in the classroom.

(3) A special class shall be composed of students with disabilities with similar individual needs.

(4) Special class size for students with disabilities. The maximum class size for those students whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting shall not exceed 15 students, or 12 students in a State operated or State supported school,

(5) The chronological age range within special classes of students with disabilities who are less than 16 years of age shall not exceed 36 months. The chronological age range within special classes of students with disabilities who are 16 years of age and older is not limited. However, there shall be no chronological age range limitations for groups of students placed in special classes as described in subparagraph (4)(iii) of this subdivision.