

**GRAND ISLAND CENTRAL SCHOOL DISTRICT**  
**PLAN FOR**  
**SPECIAL EDUCATION SERVICES**  
**FOR**  
**STUDENTS WITH DISABILITIES**  
**2022 to 2025**

**SUBMITTED BY:**  
**Cheryl Cardone, Assistant Superintendent of Pupil Personnel Services**

**RECEIVED BY:**  
**Grand Island Central School District Board of Education**

**DATE:**  
**August 7, 2023**

## **Nature and Scope of Special Education Programs and Services**

The Grand Island Central School District offers a range of special education services for students with disabilities. Programs are planned for students upon the recommendation of the Committee on Special Education and the review of the Board of Education.

A continuum of services is available to children with disabilities. Placements are made in the least restrictive environment. Students are placed in district schools or schools in close proximity to Grand Island whenever possible.

The Grand Island Central School District is committed to integrating children with disabilities. Students are integrated into the school environment, as deemed appropriate, based on the needs and readiness of each individual child.

The following standards are used when recommending all special education placements:

1. levels of academic or educational achievement and learning rates
2. levels of social development
3. levels of physical development
4. management needs of pupils in the classroom

### **CONTINUUM OF SERVICES**

Regular Class  
Declassification Support Services

### **CONTINUUM OF SPECIAL EDUCATION SERVICES**

Related Services  
Consultant Teacher Direct and Indirect  
Integrated Co-Teaching  
Resource Room  
Special Class  
Special Class (BOCES, other public schools)  
Academic Support (Grand Island)  
Agencies  
Residential  
Home Hospital Instruction  
Home Instruction

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## I. IN DISTRICT PROGRAMS

### A. Declassification Support Services

Students who are ready to move from a special education program to a full time regular class placement may need support to maintain performance. This support may include the following services: psychological, social work, speech and language improvement, or academic reinforcement. Services may also be offered to the student's regular classroom teacher in order to maintain the student in the classroom. Evaluation of the program's objectives would be by teacher report forms.

Grand Island presently has fourteen (14) students receiving declassification support services.

### B. Related Services

Related services means speech therapy, physical therapy, occupational therapy, counseling and other appropriate support services. Related services are provided upon referral, evaluation and recommendation by the Committee on Special Education. Frequency, duration, and location of these services must be specified in the student's Individualized Education Program. Designated students are serviced individually or in instructional groups not to exceed five (5) students.

The total caseload for Teachers of the Speech and Hearing Handicapped shall not exceed 65 students.

The District employs six (6) School Psychologists, six (6) Speech and Language Pathologists, four (4) School Social Workers, seven (7) School Counselors, one (1) Behavior Therapist and one (1) Hearing Teacher to implement counseling, speech/language, hearing, behavioral and psychological services. Occupational Therapy, Physical Therapy and Vision Services are provided through a contract with private therapists.

Adapted Physical Education is provided to designated students by the District Physical Education Teachers. We are currently designing a K-12 Adaptive PE Assessment.

### C. Consultant Teacher Services

Students with disabilities, enrolled in full-time regular education programs may receive direct and/or indirect consultant teacher services.

Direct consultant teacher services are defined as specifically designed individualized or group instruction provided by a special education teacher to a pupil with a handicapping condition within a regular education class to aid such pupil to benefit from the regular education program. Indirect consultant teacher services include consultation provided 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 pupil with a handicapping condition who attends their classes

Each pupil with a disability who requires consultant teacher services must receive direct and/or indirect services consistent with the pupil's Individualized Education Program (IEP) for minimum of two hours each week. The total number of pupils assigned to a consultant teacher shall not exceed 20.

D. Resource Room Programs

Students are placed in the Resource Room Program for the purpose of supplementing their regular or special classroom instruction. Resource Room students are identified as having a disability by the Committee on Special Education. The individual needs of these pupils cannot be fully met in the regular classroom.

Each pupil with a disability requiring a Resource Room Program, shall receive not less than three hours of instruction per week in such program.

Pupils shall not spend more than 50 percent of their time during the day in the Resource Room program.

An instructional group which includes students with disabilities in a resource room shall not exceed five pupils per teacher.

The total number of pupils with a handicapping condition assigned to a Resource Room Teacher shall not exceed 20 at the elementary level and 25 at the secondary level.

Most students in resource room placements are classified as learning disabled.

Evaluation of the Resource Room Program to assess educational growth of each student is done by pre-post testing with diagnostic and standardized testing instruments, teacher generated tests and conferencing between special and regular class teachers.

E. Integrated Co-Teaching

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. Integrated co-teaching services as used in the Regulations of the Commissioner of Education means a general education teacher and a special education teacher jointly providing instruction to a class that includes both students with and students without disabilities to meet the diverse learning needs of all students in a class.

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.
2. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.
3. Additional personnel, including supplementary school personnel, assigned to such classes by the district, may not serve as the special education teacher

F. Special Class Instruction

Special Class placement is recommended for students with disabilities that require more intense instructional services than offered in a Resource Room Program.

The goal of this program is to address individual student's need so that they can return to regular instructional programming when appropriate.

The following standards shall be used in the provision of special classes for pupils with handicapping conditions:

1. A pupil with a disability shall be placed in a special class for instruction on a daily basis to the extent indicated in the pupil'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 pupils according to:
  - a. levels of academic or educational achievement and learning rates
  - b. levels of social development;
  - c. levels of physical development;
  - d. the management needs of the pupils in the classroom.
3. A special class shall be composed of pupils with similar educational needs.

4. The maximum class size for those pupils 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 pupils.

For special classes containing pupils whose management needs interfere with the instructional process, one additional adult is assigned to each class during period of instruction.

The chronological age range within special classes of pupils with handicapping conditions who are less than 16 years of age shall not exceed 36 months. The chronological age range within special classes of pupils with handicapping conditions who are 16 years of age and older is not limited. Commissioner's Regulations 200.6 (F) (5)

Most students enrolled in district special education classes are classified autistic, learning disabled, emotionally disturbed, other health impaired or speech impaired.

As with the Resource Room Program, a pre-post test process is used to assess growth. Achievement tests, and behavior progress reports determine progress of students in both the special class and in the mainstream.

G. Academic Support

Students are placed in Academic Support for the purpose of supplementing their regular classroom instruction. Academic Support is organizational in nature and is taught by either a Special Education Teacher or a Teaching Assistant. The ratio is no more than 15 students to 1 teacher (15:1).

H. Grand Island Central School District Schools and Programs  
23-24 School Year

**Charlotte Sidway**

6:1+1 Special Class  
12:1+1 Special Class  
Academic Support  
Integrated Co-Teaching  
Four (4) Special Ed Teachers  
Three (3) Teaching Assistants  
Eight (8) Teacher Aides

**Huth Road**

8:1+1 Special Class  
Academic Support  
Integrated Co-Teaching  
Resource Room  
Five (5) Special Ed Teachers  
Three (3) Teaching Assistants  
Six (6) Teacher Aides

**William Kaegebein**

(2) 12:1+1 Special Class-Grades 2/3;4/5  
Academic Support  
Integrated Co-Teaching  
Resource Room  
Five (5) Special Ed Teachers  
Three (3) Teaching Assistants  
Five (5) Teacher Aides

**Connor Middle School**

15:1 Special Class – Academic Subjects  
(2) 12:1+1 Life Skills Grades 6/7; 8/9  
8:1+1 Special Class  
Academic Support  
Integrated Co-Teaching  
Resource Room  
Ten (10) Special Ed Teachers  
Five (5) Teaching Assistants  
Eleven (11) Teacher Aides

**Grand Island High School**

15:1 Special Class – Academic Subjects  
12:1+1 Life Skills – Grades 10-12  
Academic Support  
Consultant Teacher  
Integrated Co-Teaching  
Resource Room  
Eleven (11) Special Ed Teachers  
Four (4) Teaching Assistants  
Five (5) Teacher Aides

## II. OUT OF DISTRICT PROGRAMS\*

### A. Special Class: Board of Cooperative Education Services

When students with handicapping conditions have needs that cannot be met by our district program, Grand Island Schools contracts with Erie 1 BOCES for these self-contained special education programs.

Currently three (3) Grand Island students are attending Special Education Classes offered by Erie 1 BOCES. A recommendation for BOCES placement is based on the unique needs of each student.

Grand Island has also contracted this year with the Orleans-Niagara BOCES for four (4) students placement and Monroe 1 BOCES for 1 (one) student. These student's unique needs were unable to be met in any programs provided by Erie 1 BOCES.

### B. Agencies

Since some students have unique handicapping disabilities the continuum of service cannot be met by the local school district or BOCES. Their needs can best be met in educational settings operated by outside private agencies.

Forty-four (44) students are enrolled in private placements as noted below:

Aspire	4 students
Baker OLV	3 students
Beyond Learning Center	4 students
CHC	3 students
Henrietta G Lewis	1 student
Mount St. Mary's	1 student
Nichols	1 student
Randolph Academy	1 student
St Mary's SFTD	1 student
St Stephens	20 students
Summit	4 students
Sweet Home	1 student

C. Residential Placements

Grand Island has no students placed in residential setting

D. Home Bound Instruction

Home Tutoring is provided for three (3) students who are unable to attend class.

E. Group Homes

Four (4) Group Homes on Grand Island

Four (4) Students

F. Home Schooling

Eighty-Nine (89) students

**111. PROGRAM EVALUATION**

Program evaluation will be based upon the special education program goals articulated in the Individualized Education Programs and their congruence with the Grand Island curriculum, when appropriate.

A. Special Education Evaluation

Special education programs will be evaluated by the Committee on Special Education with feedback from building ISTs, parents, regular classroom teachers, special education teachers, pupil services staff and administrators.

B. Personal Observations and Evaluations

Personnel observations and evaluations will be conducted by Building Administrators and District Office administrators incorporating the APPR standards.

#### IV. BUDGET COMPARISONS

	2021-22	2022-23	2023-24
<b>Salaries</b>			
Professional Salaries: (In district Special Ed Teachers, Administrators, Psychologists, Speech Therapists, School- Community Counselors	\$3,725,785.47	\$3,794,239.34	\$4,045,515.05
Classified Salaries	\$ 877,091.13	\$ 921,708.97	\$1,065,948.48
<b>Tuitions</b>			
BOCES Tuition	\$ 716,081.08	\$ 718,792.00	\$ 903,278.00
Tuitions to Private Agencies/Other Public Schools	\$1,155,000.00	\$1,255,000.00	\$1,340,980.00
<b>Other</b>			
Supplies/Equipment	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00
Contractual Expenses	\$ 447,918.56	\$ 449,800.00	\$ 469,800.00
611 Grant	\$ 678,534.00	\$ 690,798.00	\$ 741,622.00
619 Grant	\$ 12,492.00	\$ 13,530.00	\$ 14,187.00
<b>TOTAL</b>	<b>\$7,622,802.24</b>	<b>\$7,853,768.31</b>	<b>\$ 8,591,230.53</b>

## **V. FACILITIES PLAN**

### District

The Grand Island Central School District's Board of Education is committed to providing appropriate educational services and facilities for students with disabilities.

The Board of Education has investigated appropriate renovations and building plans for the future. Adequate plans have been made to service district operated programs as well

## **VI. PRESCHOOL SPECIAL EDUCATION**

As of July 1989, local school districts have assumed responsibility for coordinating the special education services necessary for three and four year old handicapped children. Grand Island had therefore, created a Committee on Preschool Special Education (CPSE).

The Grand Island School District does not run any preschool programs, itself, but arranges for testing and, where appropriate, placement in state approved preschool program. Parents are given listings of such state approved preschool programs in their geographical areas which would encompass Erie, Cataraugus, Chautauqua, Genesee and Wyoming Counties.

All of the preschool programs in which Grand Island has youngsters attending run five days a week, either half or full days.

Identifiable disabilities are the same as for school age children, but the CPSE identifies a student only as a "Preschooler with a Disability."

Programs are provided at no cost to the parents for identified preschool children with special needs and are funded through both the state and the county.

Parents of all identified preschool youngsters are afforded similar due process procedures as those mandated for parents of school aged children identified by the Committee on Special Education.

All programs of students under the jurisdiction of the Committee on Preschool Special Education must be reviewed annually. Placement for the next school year is recommended by the Committee and must be reviewed by the Board of Education. At present, Grand Island has seventy-five (75) identified and placed Preschoolers with Disabilities (PWD).

The services of Special Education Teacher and/or Related Services, such as speech, occupational therapy and counseling are on an itinerant basis.

Evaluation of preschool program objectives will be done by the service agency providing programming and will involve pre-post testing with standardized and diagnostic tests, behavioral checklists and teacher observation.

We project enrollment in the preschool program for students with special needs to remain relatively stable for the next 2 years. The Committee on Preschool Special Education is watchful of unnecessary placements while still protective of the rights of those preschoolers truly in need of services.

CPSE Chairperson: Angela Amato  
CPSE Clerk Typist: Lisa O'Leary

## VII. SPECIAL EDUCATION SCHOOL DISTRICT DATA

	20-21	21-22	22-23
# of CSE Referrals	44(27)	33(20)	36(17)
# of CPSE Referrals	36	52	59
# of Special Education Students	369	370	386
# of Section 504 Students	169	173	221
# of Students with Declass Support Services	12	11	12
# of Students Declassified	15	20	17
# of Homeless Students	6	8	11
# of Foster Students	6	6	5
# of Home-bound Students	3	3	3
# of Home Schooled Students with Special Education Services	6	9	20
# of ENL Students	58	58	58
# of New Enrollments	178	264	182
# of Special Ed Enrollments	14	26	10
Total # of Students K-12	2763	2799	2956