Pittsford Schools

SPECIAL EDUCATION DISTRICT PLAN

The mission of the Special Education Department at Pittsford Schools is to ***support diverse learners*** *and to* ***foster an inclusive culture*** *within our schools and community. Through a network of supports, students with disabilities are* ***empowered*** *to identify, pursue, and fulfill their personal aspirations as they participate in our global society.*

Adopted by the Pittsford Central School District Board of Education on June 16, 2026.

The Pittsford Central School District community works collaboratively to inspire and prepare our students to be their best, do their best and make a difference in the lives of others.

Pittsford Central School District Core Values

- Student-Centered
- Supportive Environment for All
- Continuous Improvement
- Progressive
- Collaborative

Special Education Transfer Goals

As a result of participating in the PCSD Special Education program, the students will, with increasing independence, be able to …

- recognize and embrace their own personal assets and challenges;
- communicate effectively;
- navigate the complexities of social interactions;
- Identify and access resources and supports in the community;
- persevere through obstacles in order to achieve goals;
- generate and implement multiple solutions to life's challenges;
- apply learned strategies, academic knowledge and skills across multiple settings.

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Special Education District Plan

Purpose of the Plan

Pursuant to current regulations which specify Board of Education responsibilities, the Pittsford Central School District has developed and defined this District Plan. The purpose of this plan is to describe the overall functioning and aspects of the special education programs within the Pittsford Central School District. The District Plan contains no personally identifiable data and is available for public inspection.

Assumptions of the Plan

This plan is predicated upon certain suppositions about factors which exist or will exist for the duration of this plan. They include:

1) It is assumed that State and Federal Laws and Regulations concerning the education of children with disabilities continue to be reviewed and revised.

2) It is assumed that financial assistance from the State and Federal government will be maintained or increased to support these programs.

3) It is assumed that the early identification and screening of children with disabilities will be refined and will serve to identify greater numbers of children at an earlier age.

4) It is assumed that educating special education students within the Least Restrictive Environment will continue to be a priority.

5) It is assumed that parents will become increasingly cognizant of their rights to be involved in the special education process and will exercise these rights to a greater degree.

6) It is assumed that the need for related services will increase with the types and levels of special education children being served.

Special Education Program Goals and Objectives

The primary goal of the District's special education program is to maximize the academic and functional achievement of all students with disabilities residing in the district, in alignment with the District's mission, vision and core values, and in accordance with the following objectives:

1. To provide a free appropriate education in the least restrictive environment for resident students with disabilities between the ages of 3 and 21 or until a high school diploma has been awarded, whichever shall occur first.

2. To ensure that students with disabilities have the opportunity to be involved in and to progress in the general education curriculum to the maximum extent appropriate to the needs of each individual student and to provide them with appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.

3. To maintain a Committee on Preschool Special Education (CPSE) and a Committee on Special Education (CSE) for the purposes of evaluating students suspected of having disabilities and for placement of students with disabilities in appropriate programs. The CPSE and CSE will monitor the progress of all students with disabilities and will report annually to the Board of Education regarding the status of each individual student.

4. To ensure effective communication and collaboration between the CPSE, CSE, school staff and parents and to ensure that parents are advised of their due process rights.

5. To ensure the establishment of procedures to implement the provisions of Part 200 of the Commissioner's Regulations for Students with Disabilities.

6. To provide the human and material resources necessary for the implementation of a continuum of programs and services to meet the academic, social, physical and management needs of students with disabilities.

7. To provide, to the greatest extent appropriate, adaptation and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate.

8. To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability.

9. To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.

10. To provide professional development for all personnel who work with students with disabilities in order to ensure that they have the skills and knowledge necessary to meet the unique needs of all students.

Committee on Special Education (CSE)
and Committee on Preschool Special Education (CPSE)

The CSE and CPSE are multidisciplinary teams appointed by the Board of Education. These committees work collaboratively with building teams and parents/guardians to determine eligibility of special education services for students between the ages of 3 and 21. Services are provided to students who meet one of the thirteen classification criteria (5-21) or preschool student with a disability (3-5), as defined in Part 200.1 of the Regulations of the Commissioner of Education:

Autism	Deafness
Deaf-blindness	Emotional Disability
Hearing Impairment	Intellectual Disability
Learning Disability	Multiple Disabilities
Orthopedic Impairment	Other Health Impairment
Speech or Language Impairment	Traumatic Brain Injury
Visual Impairment – Including Blindness	Preschool Student with a Disability

The Pittsford Central School District (PCSD) serves currently 5589 school-age students in the District (10/1/25). There are 859 school-aged students and 59 preschool-aged children who receive special education services and supports.

It is the purpose and intent of the Pittsford Central School District and the Board of Education, in conjunction with the Special Education Department, to identify all students suspected of having a disability. Such identification will be completed in accordance with section 200.4 of the Commissioner's Regulations. Students will be provided educational opportunities in the Least Restrictive Environment and be given all the guarantees of due process and equal access as required by regulations.

All children have equal access to all school programs. The Pittsford Central School District does not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status.

Number of District Students Receiving Special Education Services, by Disability (10/1/25)

Classification Category	Number of students	% of students with disabilities (Ages 5-21)	% of total district population (Ages 5-21)
Autism	112	13.0%	2%
Emotional Disability	11	1.2%	<1%
Learning Disability	156	18.2%	2.8%
Intellectual Disability	16	1.9%	<1%
Deafness	1	<1%	<1%
Hearing Impairment	11	1.3%	<1%
Speech or Language Impairment	159	18.5%	2.8%
Visual Impairment	1	<1%	<1%
Orthopedic Impairment	1	<1%	<1%
Other Health Impairment	376	43.8%	6.7%
Multiple Disabilities	14	1.6%	<1%
Deaf-Blindness	0	0	0
Traumatic Brain Injury	1	<1%	<1%
Total 5-21	859	N/A	15.4%
Preschool Student with a Disability	59	N/A	N/A

School-Age Special Education Continuum of Services

The Pittsford Central School District is committed to providing a continuum of services for all students, including those with disabilities. Education law defines the continuum of programs and services that districts must make available for students with disabilities.

The Part 200.1 Regulations require that the following range of programs and services be available for students with disabilities:

- General Education Programs and Services
- Related Services (Speech/Language, Occupational, Physical Therapy)
- Consultant Teacher Services
- Transitional Support Services
- Integrated Co-Teaching Services (Optional)
- Special Classes
- Resource Room Programs
- Special Schools/Out of District Programs
- Home and Hospital Instruction
- Residential Facility

Related Services: Pittsford Schools assure that related services are provided to special education students who require such support services. These services shall be recommended by the CSE to meet specific needs of a student with a disability. Services provided, including frequency, duration, and location of each service, are specified in the IEP. The related services available to students include, but are not limited to: Speech/Language Therapy, Counseling, Occupational Therapy, Physical Therapy and Vision Services. Related services can be provided in or outside of general education settings, including as a push in service to special classes. The District provides Speech/Language Therapy, Occupational Therapy and Physical Therapy on a cyclical model, with two direct service 6-day cycles followed by one 'consultation' cycle, in rotation, throughout the school year. This allows for related service providers to support the generalization of learned skills across settings.

Consultant Teacher Services: Pittsford Schools employ learning specialists (certified special education teachers) who are assigned to provide Consultant Teacher services within the general education environment, as recommended by the CSE for individual students. This allows students to receive special education support within their general education classes and to participate in learning alongside their peers who do not have disabilities. At this level, special education services may be delivered as a direct and/or indirect service.

Resource Room: Resource Room provides specialized, supplementary small group instruction and is available at both high schools, and at the elementary and middle school level as required, per student need.

15:1 Special Classes: 15:1 special classes address the needs of students who require specially-designed instruction within a smaller classroom environment. These classes are taught by learning specialists; students access 15:1 special classes for specific subject areas and continue to receive instruction toward the grade level standards. In certain cases, at the high school level, 15:2 special classes are provided, in which a content-certified general education teacher and a learning specialist co-teach the special class. Related services can be provided within the 15:1 special classes, as appropriate for individual students.

15:1 Special Class – Core Support: Core Support is a specific special class option that is available at both middle schools, as well as at elementary and high school buildings as per student need. This is a support period that includes skill-based instruction to support student progress in the general education curriculum for the core areas (Math, ELA, Science and Social Studies), as well as instruction in social language and cognition, executive functioning and study skills, as per individual student needs. Related services can be provided during Core Support, as appropriate.

District-Based Programs: The District offers district-based special class programs for certain identified populations, for which students from any building in the district can attend, based on the CSE recommendation. These programs vary from year to year based on student need and enrollment and include the following:

- 8:1:3 program at Jefferson Road Elementary School (2 classes)
- 8:1:4 TDP (Thornell Developmental Program) at Thornell Road Elementary School (2 classes, NYSAA curriculum)
- 12:1:1 DPP (Developmental Primary Program) and IDP (Intermediate Developmental Program) at Park Road Elementary School (2 classes)
- 8:1:1 Special Class program at Calkins Road Middle School
- 12:1:(3:1) program (NYSAA curriculum) at Barker Road Middle School
- 12:1:(3:1) program (NYSAA curriculum) at Mendon High School

Out of District Programs: An out of district placement is made when a student's needs cannot be appropriately met within the available district programs. Monroe 1 BOCES provides the Least Restrictive Environment for a majority, but not all, of the recommended students. Cross-contracts with other BOCES, as well as private programs, are considered on an as-needed basis for individual students.

Parentally Placed in Private or Parochial Schools: Students who require special education services who are parentally placed in a private or parochial school located within the Pittsford School District, which includes Allendale Columbia, St. Louis and Trinity Montessori, are supported with an Individualized Education Services Plan (IESP). Services are generally provided at the private school by Monroe 1 BOCES.

Number of District Students, by Type of Placement, ages 5-21 (10/1/25)

Inside General Education classroom, 80% or more of the school day	586
Inside General Education classroom, 40%-79% of school day	119
Inside General Education classroom, less than 40% of school day	86
Separate School	13
Residential Facility	0
Home placement (by CSE)	5
Home schooled (by parent's choice)	6
Parentally-placed in nonpublic school	32

Preschool-Aged Special Education Continuum of Services

The District also maintains a Committee on Preschool Special Education (CPSE), which is responsible for identifying and providing special education services to students ages 3-5 residing in the district boundaries. The county of residence contracts with approved preschool providers to provide the appropriate services to students who are deemed eligible by the CPSE.

Determination of eligibility and services are determined by the Committee of Preschool Special Education (CPSE). Services may include:

- Related/Itinerant Services – Speech/Language, Occupational, and Physical therapy
- Special Education Support

Number of District Students, by Type of Placement, age 3-4 (10/1/25)

Regular early childhood program for **10 or more hours** a week with majority of services in the program	43
Regular early childhood program for **10 or more hours** a week with majority of services in another location	3
Regular early childhood program for **less than 10 hours** a week with majority of services in the program	4
Regular early childhood program for **less than 10 hours** a week with majority of services in another location	6
Separate class	2
Home	1

Evaluation of the District Plan

Progress toward the goals and objectives of the Special Education District Plan will be measured through the following means:

1. The progress of individual students toward their IEP goals will be determined on at least an annual basis. At these Annual Reviews, Individualized Education Programs will be reviewed and adjusted to meet the needs of each student.

2. Reevaluations will be conducted at least every three years to gather additional specific assessment data to make individual student IEP adjustments and improvements.

3. Teacher observations, conferences and professional development opportunities will be reviewed for effectiveness toward meeting the needs of students with disabilities.

4. District accountability data, including progress toward the goals identified in the New York State Performance Plan, will be reviewed to assess the achievement outcomes of students with disabilities and progress toward the special education program objectives.

5. The Special Education District Plan will be reviewed and updated by the Special Education Advisory Committee and submitted to the Board of Education for approval every two years.

Plan to Ensure Availability of Instructional Materials in Alternative Formats

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

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities and the District participates in the National Instructional Materials Access Center (NIMAC). This national effort to centralize the distribution of instructional materials in alternate formats helps to guarantee timely provision of such materials to students. In purchasing instructional materials, the District gives preference to vendors who agree to provide materials in a usable alternative format. In addition, all purchase orders for textbooks or other related materials include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC.

When a student requires instructional materials to be provided in an alternative format, as per their Individualized Education Program (IEP), the District arranges for the materials to be provided, at no cost to the family or student, in a timely manner, via the appropriate source, which includes, but is not limited to, Bookshare.org and Recordings for the Blind and Dyslexic (RFB&D).

Allocation of Space within the District/BOCES

In keeping with the least restrictive environment model, the majority of students with disabilities receive special education services within the general education classroom. It is the District's belief that students with disabilities should be instructed in the general education setting to the maximum extent possible. If a special class is required in order to meet a student's academic and management needs, the classroom should be in close proximity to other classrooms of the same age and grade level students to enable the student to participate in general education whenever appropriate. In addition to district-based special education programs and classes, the District will work with Monroe 1 BOCES to ensure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Budget to Support Special Education Programs

2024-2025 $26,318,967

Availability of District Plan

The Special Education District Plan is filed with the Director of Special Education and is posted on the District website.