



# SPECIAL EDUCATION SERVICES MANUAL AND DISTRICT PLAN

2016-2017

*East Rochester Union Free School District*

Adopted by the BOE:

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## East Rochester Union Free School District

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# EAST ROCHESTER UNION FREE SCHOOL DISTRICT

## OUR DISTRICT'S MISSION

*The Mission statement defines our shared philosophy for the schools, our sense of purpose and who we serve.*

**The Mission of the East Rochester School District is to prepare students to be college and career ready and to provide a quality education in a safe environment where all students develop the abilities, attitudes and values necessary for responsible, productive citizenship.**

## OUR VISION

*The Vision Statement describes the desired state of the East Rochester School District. Its purpose is to inspire those involved and interested individuals to help the Vision become a reality. The Vision provides the basis from which the district determines priorities and establishes targets for performance.*

**The Vision of the East Rochester School District is that students will learn through the highest quality instruction which recognizes each student's strengths, talents, interests, learning styles and rates of learning, using developmentally appropriate methods.**

## OUR CORE VALUES

*The Core Values are the district's central beliefs that are deeply understood and shared by every member of our school community. Core values guide the actions of everyone in the schools; they focus our energy and are the anchor point for our planning efforts. Our Core Values permeate the schools and drive our decisions.*

### **Students First**

**Students are our first priority. We dedicate ourselves to holistic student development in a safe, nurturing environment.**

### **Opportunity**

**We provide every student equal access to strong academic programs, clubs, teams and events that enable students to reach their fullest potential.**

### **Achievement**

**Everyone can improve. We collaborate to learn, observe, measure and grow. We proudly celebrate achievements.**

### **Responsibility**

**We are all accountable to ourselves, to our students and to each other. Our shared responsibility is to be respectful.**

### **Strength**

**Together, we will accomplish excellence.**

# OFFICE OF STUDENT SUPPORT SERVICES SUMMARY

The East Rochester Union Free School District is committed to providing a full continuum of special education programs and services to its students with disabilities. The district has a clear and consistent focus on providing a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The LRE includes the students with disabilities with their non-disabled peers to the greatest extent possible in a general education setting. Despite our small size, East Rochester is able to provide a wide variety of research-based services within the district to our students with disabilities while also utilizing other local programming when necessary.

## TYPES AND LOCATIONS OF SPECIAL EDUCATION CLASSES

### IN-DISTRICT

East Rochester Union Free School District operates a variety of special educational classrooms at the district level. At the present time, a continuum of service delivery options is available to our district-based students including: a variety of related services and consultant teacher services (direct and indirect). The district has established 8:1:1 classrooms at the primary, elementary and junior high level and a 12:1:1 at the intermediate and junior/senior high school level to meet the needs of our students. ERUFSD also offers integrated co-taught classrooms at the elementary level. The elementary and junior/senior high school also offer consultant teacher services to students. In addition to district-based programming, East Rochester Union Free School District utilizes services from BOCES, private agencies, and schools.

### OTHER LOCAL SCHOOLS

On an as needed basis, East Rochester Union Free School District provides services to the St. John Bosco private school located in East Rochester. St. John Bosco receives services both at the St. John Bosco School and at the East Rochester Union Free School District campus.

On average, ERUFSD services 5-6 St. John Bosco students.

### BOCES

East Rochester UFSD continues to utilize the services of the Monroe #1 BOCES for students who cannot be adequately serviced within the East Rochester UFSD district based programs. In addition to self-contained special education classes and alternative general education classes, BOCES is also utilized to provide some related services as well as some occupational/vocational skills training for district students with disabilities. BOCES currently operates two District Based classrooms at the East Rochester Elementary School open to students in the Monroe #1 BOCES. BOCES currently leases the Bird/Morgan campus from East Rochester UFSD with the lease set to end in June of 2019. East Rochester UFSD will continue to participate with BOCES for the provision of services not available in the district.

Currently, for 2016-2017 we have 22 students attending Monroe #1 BOCES Special Education programs and 6 students attending #2 BOCES Special Education programs.

# ORGANIZATION AND PROCEDURES FOR THE OFFICE OF STUDENT SUPPORT SERVICES

## ADMINISTRATION

The Office of Pupil Personnel Services at East Rochester Union Free School District is overseen by the Director of Pupil Personnel. The East Rochester UFSD Board of Education appoints a Chairperson and specific members of the Committee on Special Education (CSE) and Preschool Special Education (CPSE) on an annual basis. Subcommittees for the CSE are also appointed. The Director of Pupil Personnel serves as the CSE/CPSE Chairperson. Decisions that impact Special Education programs and/or services provided by the district will continue to be discussed by the staff and district administration and then presented to the Board of Education for consideration.

## COMMITTEE ON SPECIAL EDUCATION ORGANIZATION

Members of the Committee on Special Education are appointed annually by the Board of Education. Membership is in accordance with the provisions of the Education Law, Section 4402 including: the parents of persons in parental relationships to the child, a regular education teacher, special education teacher, school psychologist, district representative qualified to provide or supervise special education, an individual who can interpret the instructional implications of evaluation results, school physician (if specified in writing by the parent) and a parent of a student with a disability (when requested in writing 72 hours prior to the meeting). Additional members may include building principals, school nurse, school social worker, and guidance counselors. All CSE files, meeting minutes, and records related to Special Education will be maintained and stored in the Pupil Personnel Office.

## COMMITTEE ON SPECIAL EDUCATION - REFERRAL, EVALUATION, AND PLACEMENT PROCEDURE

East Rochester UFSD will continue to comply with the regulations set forth by the Commissioner of Education (Part 200.4) in regards to procedures for referral, evaluation, individualized education program (IEP) development, placement, and review. Any school aged student suspected of having a disability will be referred to the CSE chairperson in writing. Referrals can be made by the student's parent or person in parental relationship, commissioner or designee of a public agency with responsibility for education of children, a school designee, or a designee of an education program affiliated with a childcare institution with CSE responsibility.

Referrals are to be submitted to the CSE Chairperson and dated upon receipt. If a building administrator receives the referral, it shall be forwarded to the CSE chairperson immediately. If the CSE chairperson initially receives the referral, a copy shall be forwarded to the building administrator within five days of receipt. Upon receipt of the referral, the CSE Chairperson will initiate the process by contacting the parents. Whenever possible, the initial contact will be made in person or by telephone to explain the process and answer any initial questions or concerns. Written notification, description of types of evaluations that will be done, Due process Rights, [A Parent's Guide to Special Education for Children ages 3 -21](#), and Consent to Evaluate form will be sent to the parents in compliance with the regulations set forth by the Commission of Education (Part 200.5) in regards to procedural due process.

# ORGANIZATION AND PROCEDURES FOR THE OFFICE OF STUDENT SUPPORT SERVICES

An individual evaluation will be initiated upon receipt of parental consent. The CSE Chairperson will monitor the process to ensure that all mandated and appropriate evaluations are completed. Upon completion of the evaluation, the CSE will meet to review all information and, when appropriate, make a recommendation for classification and program based on the student's individual needs. The CSE chairperson will monitor the process to ensure that all mandated timelines are met.

Recommendations made by the CSE will be forwarded to the Board of Education for review. The Director of Pupil Personnel will attend the Board of Education meetings to answer any questions regarding the recommendations made by the CSE. Any questions specific to an individual student's levels of performance, individual needs etc., will only be discussed in executive session.

Throughout the entire process, all mandated notices regarding evaluations and meetings will be sent to parents in accordance with the Regulations of the Commissioner of Education (200.5).



## COMMITTEE ON PRESCHOOL SPECIAL EDUCATION – ORGANIZATION, EVALUATION, REFERRAL, AND PLACEMENT PROCEDURES

Members of the Committee on Preschool Special Education are appointed annually by the Board of Education. Membership is in accordance with the provisions of Education Law, section 4410 including: the parents or person in parental relationship to the preschool child, a regular education teacher, a special education teacher, a representative of the school district who is qualified to provide or supervise special education, a parent of a student with a disability (when requested in writing 72 hours prior to the meeting), an individual who can interpret the instructional implications of evaluation results, a certified or licensed professional designated by the agency charged with the responsibility for the child in the birth to two system (when appropriate) and a representative of the municipality of the preschool child's residence.

East Rochester UFSD will continue to comply with the regulations set forth by the Commissioner of Education (Part 200.16) in regards to referral, evaluation, individualized educational program (IEP) development, placement, and review.

Any preschool student suspected of having a disability will be referred to the CPSE Chairperson in writing. Referrals may be made by the student's parent or person in parental relationship, a professional staff member of the school district in which the student resides, or the public or private school that the pupil legally attends, a licensed physician, a judicial officer, the commissioner or designee of a public agency with the responsibility for welfare, health or education of children, or by professional staff members of an Early Childhood Direction Center

# ORGANIZATION AND PROCEDURES FOR THE OFFICE OF STUDENT SUPPORT SERVICES

(ECDC), preschool programs approved pursuant to Section 4410 of the Education Law or programs providing special instruction to children birth to three years of age approved by the lead State agency as designated by the Governor to administer Federal funds for such programs. Upon receipt of the referral, the CPSE Chairperson will initiate the process by contacting the parents. Whenever possible, the initial contact will be made in person or by telephone to explain the process and answer any questions or concerns. Written notification, description of types of evaluations that may be done, Due Process Rights, A Parent's Guide to Special Education for Children ages 3-21, and Consent to Evaluate form will be sent to the parents in compliance with the regulations set forth by the Commissioner of Education (Part200.5) in regards to procedural due process.

An individual evaluation will be initiated upon receipt of parental consent. The CPSE Chairperson will monitor the process to ensure that all mandated and appropriate evaluations are completed. Upon completion of the evaluation, the CPSE will meet to review all information and, when appropriate, make recommendations for classification and program placement based on the student's individual needs. The CPSE Chairperson will monitor the process to ensure that all mandated time lines are met.

Recommendations made by the CPSE will be forwarded to the Board of Education for review. The Director of Pupil Personnel, will attend the Board of Education meetings to answer any questions regarding the recommendations made by the CPSE. Any questions specific to an individual student's level of performance, individual needs, etc. will only be discussed in executive session.

Throughout the process, all mandated notices regarding evaluations and meetings will be sent to parents in accordance with Regulations of the Commission of Education (200.16).

## INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Each student with a disability residing in the school district will have an Individualized Educational Program (IEP) developed for him or her annually. IEPs for students with disabilities that are 15 years or older will include a transition plan which addresses the areas of instruction, community service, employment and post-school objectives, as well as daily life skills if appropriate.

## STUDENT EVALUATION

All student goals and objectives will be evaluated on a quarterly basis through various criteria, including teacher observations, teacher-made assessments, and standardized testing. Progress will be reported to parents every 10 weeks. All students will be assessed through the use of state mandated evaluations unless designated as Exempt from State Evaluations. Students that are exempt from state evaluations will be assessed through alternative performance evaluations as per individual IEPs.

## ANNUAL REVIEWS

Annual reviews for students with disabilities will be held late winter/ early spring of each school year. All mandated/approved members of the IEP team will be invited, including the student, when appropriate, to share information and make recommendations for the following school year. The IEP for the following school year (including extended school year, when appropriate) will be completed at that time.



# ORGANIZATION AND PROCEDURES FOR THE OFFICE OF STUDENT SUPPORT SERVICES

## CENSUS AND REGISTRY (CHILD FIND)

The district will conduct a census that locates and identifies all students known to be disabled under the age of 21 years who are eligible to attend school, who reside in the district. A registry of students with disabilities will be maintained and revised annually by the CSE/CPSE Chairperson.

## MEDIATION AND IMPARTIAL HEARING PROCEDURES

Mediation will be made available to parents or persons in parental relationships to resolve issues or concerns regarding proposed actions or recommendations of the CSE/CPSE. Impartial hearings held in the district will follow Section 200.5 of the Commissioner's Regulations. The district will select hearing officers in accordance with Education Law 4404(1).

## SURROGATE PARENTS

The district will maintain a list of people who would serve as surrogate parents and act on behalf of a designated student.

## SCHOOL CALENDAR/HOURS OF INSTRUCTION

Students with disabilities in the East Rochester Union Free School District will be provided with at least the 180 days of instruction during the regular school year. Hours of instruction for all students at East Rochester UFSD including students with disabilities exceed the minimum mandated times. All students with disabilities attend school for 10 months per year unless CSE/CPSE determines that a specific student meets the criteria for extended school year programming.

# CONTINUUM OF SPECIAL EDUCATION RELATED SERVICES

Related services consist of specialized assistance delivered to students with disabilities as per their IEP which are provided in conjunction with academic classes to assist students in their overall program. These services include counseling services, psychological services, school health services, teacher of the deaf services, audiology services, teacher of the blind and visually impaired services, speech and language therapy, music therapy, occupational therapy, and physical therapy.

## COUNSELING

Counseling services are provided to students with disabilities by the school psychologist, school social worker, and, at times, the school counselor. General areas addressed during the counseling sessions include improving peer relationships, self-esteem, and classroom performance.

## OCCUPATIONAL THERAPY

Occupational therapy assists students with increasing their ability to fully participate in desired life tasks and roles, including school, self-care, and play/leisure as independently as possible. The therapists are responsible for providing necessary evaluations and therapy to students referred by the CSE. All services are provided under the direction of a medical doctor's prescription. General areas addressed in a school-based Occupational Therapy program include gross and fine motor skills, visual-perceptual-motor skills, sensory motor integration, and activities of daily living skills.

## PHYSICAL THERAPY

Physical Therapy is a contractual service provided by Monroe #1 BOCES. The therapist is responsible for providing evaluations and

therapy to students referred by the CSE concerning physical conditions that interfere with a student's educational program. A physical disability can impact mobility, daily activities, positioning and posture, muscle strength, and sensory-motor performance in the school environment. All services are provided under the direction of a medical doctor's prescription. General areas addressed in a school-based Physical Therapy program are gross motor skills, range of motion and maintenance, and/or improvement of musculoskeletal functioning.

## SCHOOL HEALTH SERVICES

Nursing services are provided to students with disabilities by the school nurse as per each individual student IEP. Such services include, but are not limited to dispensing medications, treatments for medical conditions such as asthma, catherizations, monitoring, and test blood glucose levels, etc.

District policy on the use of medication requires that medication administered to a student during the school day must be delivered to school by the parent. No medication will be dispensed in school without the written consent of a parent and a written order from the physician. All medication will be dispensed by the school nurse.

## SPEECH AND LANGUAGE THERAPY

The Speech-Language Program serves students in grades PreK-12 with the majority of students served in grades PreK-6. The services provided in this therapy treat communication deficits and disorders that interfere with the student's ability to speak, understand, and use language. This service encompasses all areas of communication

# CONTINUUM OF SPECIAL EDUCATION RELATED SERVICES

difficulties including, articulation, expressive and receptive language, central auditory processing, voice, hearing and fluency.

The Speech and Language therapist caseload consists of classified and non-classified students receiving services varying in frequency and duration. Students with disabilities receive priority when scheduling, and these students receive therapy in accordance with the frequency and duration stated on their IEP.

## MUSIC THERAPY

Music therapy is provided through a contract with Upstate Music Therapy in accordance to the recommendations of CSE. The goal of music therapy is to increase language development and socialization through the use of music.

## TEACHER OF THE HEARING IMPAIRED/DEAF SERVICES

Teacher of the Hearing Impaired or Deaf services are provided to students with hearing impairments. District-based students receive this service from BOCES on an itinerant basis in accordance with the frequency and duration stated on their IEP's. The focus of the program is to provide support to hearing-impaired students and their teachers allowing for as much success and student independence as possible.

## AUDIOLOGICAL SERVICES

Audiological services include evaluations for hearing acuity, middle ear dysfunction, educational FM amplification, and central auditory processing disorders. The services of an audiologist are contracted with Monroe #1 BOCES on an as needed basis.

## VISION SERVICES

Vision services are provided to students with visual impairments. Services may include instructional support for both teachers and students which may include large-print resources and computer adaptations. District-based students receive this service from BOCES on an itinerant basis in accordance with the frequency and duration stated on their IEP's. The focus of the program is to provide support to vision-impaired students and their teachers allowing for as much student independence as possible.

## ASSISTIVE TECHNOLOGY SERVICES

Assistive Technology Services help to ensure that students with disabilities receive the same high-quality instructional opportunities that non-disabled students enjoy as they study and work to master their curriculum. This might include access to books on tape, electronic textbooks, word predictor software, Braille, audio formats, or any usable alternative format. East Rochester offers a high level of access to e-technologies for all students.

Assistive Technology Services are provided to students in accordance to the recommendations of the CSE in the development of a student's IEP. This service assists in managing any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. The service provides training, access, and equipment servicing, when necessary, as a means to allow students to be successful in the least restrictive environment. Assistive Technology Services train both teachers and students.

# CONTINUUM OF SPECIAL EDUCATION RELATED SERVICES

## BEHAVIORAL SUPPORT SERVICES

Behavioral support services are designed to meet the highly intensive behavior management needs of students with disabilities in grades Pre-K-12. This related service is provided in accordance to the recommendation of the CSE in the development of a student's IEP. Students who receive behavioral therapy services need assistance in addressing management needs. Services may be delivered directly or indirectly as a way to provide the classroom teacher with strategies to improve the academic and behavioral success of the student. This service may include mental health support, pro-social skills training, and therapeutic crisis intervention. East Rochester employs a full-time behavioral therapist and contracts with other agencies and private providers to deliver this service. The assigned teacher works closely with the entire instructional team to conduct Functional Behavioral Assessments and design Behavior Intervention Plans when necessary.

## SPECIAL EDUCATION PROGRAMS AND SERVICES

### INTEGRATED CO-TAUGHT SERVICES

Integrated co-taught (ICT) services are provided at the elementary level to students with disabilities in accordance with student IEP's. ICT services allow for a general education and special education teacher to work side by side to deliver group instruction to students with disabilities within the general classroom setting. A maximum of 12 students with disabilities can be placed in an integrated co-taught classroom.

The goals of integrated co-taught services are as follows:

1. To aid students in successfully completing their course work requirements and meet NYS standards.
2. To assist students to prepare for successful completion of NYS assessments.
3. To assist classroom teachers with modification of curriculum and strategies for instruction that best fit the learning styles of students with disabilities.
4. To develop a positive self-image through improved academic achievement.
5. To develop work habits and organization skills commensurate with peers.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## CONSULTANT TEACHER SERVICES

Consultant Teacher Services are provided on a district-wide basis to students with disabilities in accordance with student IEP's. Direct consultant teacher services are specially designed individualized or group instructional periods to students with disabilities within the general classroom setting. Indirect consultant teacher services are provided as consultation between a certified special education teacher and general education teachers with the purpose of adjusting the learning environment and/or modifying instructional methods to meet the needs of students with disabilities.

The goals of consultant teacher services are as follows:

1. To aid students in successfully completing their course work requirements and meet NYS standards.
2. To assist students to prepare for successful completion of NYS assessments.
3. To assist classroom teachers with modification of curriculum and strategies for instruction that best fit the learning styles of students with disabilities.
4. To develop a positive self-image through improved academic achievement.
5. To develop work habits and organization skills commensurate with peers.

## RESOURCE ROOM SERVICES

The resource room teacher provides timely intervention to the special education student by working in cooperation with special education and/or general education teachers to introduce and re-teach concepts covered in the classroom setting. Resource room services are delivered in a small group setting.

The goals of the Resource Room are as follows:

1. To provide students with an adult mentor who can respond immediately to academic and behavior needs to ensure maximum participation in the least restrictive environment.
2. To provide organizational support and assist with the development of effective communication, interpersonal relationship, and effective advocacy skills.
3. To improve academic skills through evidence-based practice.
4. To provide pre-teaching, re-teaching, and supplemental instruction to ensure students meet course requirements and earn course credit.

## SPECIAL CLASSES

Direct instruction is that which is provided on a daily basis to a student with a disability, based on the IEP. The size and composition of each class is based on student needs within the classroom. The smaller environment allows for intensive, individualized instruction. Students enrolled in this class have the opportunity to be integrated with appropriate peers as per individual IEPs.

- 12:1:1 - A special class of 12 students with 1 special education teacher and 1 teacher's aide or assistant.
- 8:1:1 - A special class of 8 students with 1 special education teacher and 1 teacher's aide or assistant.
- 8:1:2 - A special class of 8 students with 1 special education teacher and 2 teacher's aides or assistant.
- 6:1:1 - A special class of 6 students with 1 special education teacher and 1 teaching

# SPECIAL EDUCATION PROGRAMS AND SERVICES

assistant. This program is designed primarily for students with Autism.

- 7:1:4 - A special class of seven students with 1 special education teacher and 4 teacher aides. This program is designed primarily for students with multiple disabilities as well as medical needs.
- 12:1:4 - A special class with 12 students with 1 special education teacher and 3 teaching assistants. This program is designed primarily for students with multiple disabilities.

## PREVOCATIONAL PROGRAM

This unique program combines academics with the learning of prevocational skills. Occupational/Vocational Education will be made available to students with disabilities in the district as a part of the transition planning component of the IEP process. Classified students will have the opportunity to participate in district-based occupational skills programs as well as occupational/vocational programs operated by Monroe#1 BOCES. The CSE will implement “work-study” opportunities for students as per IEP objectives.

## TRANSITION PROGRAM

Designed for students ages 18 to 21 who have completed four or more years of a high school program and satisfied requirements for a skills and achievement credential (SAC)(formally the IEP diploma) or a Career Development and Occupational Studied (CDOS credential). Students spend a half day in a vocational setting through a work study placement in the East Rochester community or through one of the adult agencies available. The other half of the day is focused on further development of the student’s daily living skills through classroom instruction.

## ADAPTED PHYSICAL EDUCATION

Physical Education will be provided to all students with disabilities in the East Rochester Union Free School District, as per each student’s IEP in the Least Restrictive Environment. Attempts are made to provide physical education within the regular education class. Adapted PE is provided when deemed necessary as per recommendation from CSE.

## EXTENDED SCHOOL YEAR (ESY) PROGRAMS AND SERVICES

In East Rochester we provide a half day program for students in grades K through 12 grade who have severe disabilities and are in need of a 12-month program to sustain their learning and maintain their developmental levels. The organization of the program is comparable to the school year program. The students continue to receive the basic instructional services, as well as those supportive services specified in their Individual Educational Plan (IEP).

The program is conducted for a 30 day period during the summer months of July and August. Referrals to the program are made by the Committee of Special Education (CSE) for school age children.

Extended school year programs or services may, at the recommendation of the CSE, be provided in a location that differs from one in which the student attends during the school year, provided that the CSE determines that the setting is appropriate for the student to benefit from the special education services and meet their IEP goals.

# CLASSIFICATION OF DISABILITIES

Certain definitions are used in establishing a placement for your child. A general definition of a child with a disability and the various conditions can be found in the Commissioner's Regulations. A student with a disability is a student who:

- Has not attained the age of 21 prior to September 1 of the current school year and has not attained a Regents diploma;
- Is entitled to attend public schools; and,
- Due to mental, physical, or emotional reasons, has been identified as having a disability and can receive appropriate educational opportunities, such as programs and special services.

The following are the 13 disabilities outlined in the current education regulations:

**Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

**Deafness** means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student's educational performance.

**Deaf-Blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other

developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

**Emotional Disability** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (iii) inappropriate types of behavior or feelings under normal circumstances;
- (iv) a generally pervasive mood of unhappiness or depression; or
- (v) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disability.

**Hearing Impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness.

**Intellectual Disability** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

**Learning Disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an

# CLASSIFICATION OF DISABILITIES

imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, (as determined in accordance with section 200.4(j) of Part 200 of the Commissioner's Regulations). The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, emotional disturbance, or of environmental, cultural or economic disadvantage.

**Multiple Disabilities** means concomitant impairments (such as intellectual disability, blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

**Orthopedic Impairment** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

**Other Health-Impairment** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

**Speech or Language Impairment** means a communication disorder, such as stuttering,

impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

**Traumatic Brain Injury** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

## **Visual Impairment Including**

**Blindness** means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.



## 2015-2016 PROFESSIONAL DEVELOPMENT

Staff Development and professional development in the area of special education will be provided through various sources in accordance with the district Professional Development Plan. Arrangements have begun regarding providing faculty members with the following professional development sessions during the 2015-2017 school year:

- Functional Behavioral Assessments
- Creating and Implementing Behavior Intervention Plans
- Utilizing Word Q software for students with IEP's
- Integrated Bookshare technology into the classroom
- Creating and Implementing Behavior Intervention Plans
- EP Goal Writing and Development
- Progress Monitoring
- Annual Goals
- Dignity for All Students
- RtI and Tier II and III Interventions
- Therapeutic Crisis Intervention
- Life Space Crisis Intervention
- Transition Assessment
- CDOS training
- Lucy Calkins Writing Series
- Fountas and Pinnel Benchmark Assessments
- Executive Functioning Skills
- Google Training/Incorporating Technology Into Instruction
- School Refusal Behavior
- Professional Learning Communities
- Alternate Assessment Administration for Math and ELA
- Co-Teaching Problem Solving and Support
- Anxiety, Trauma, and Self-Harm workshops
- ADHD and ODD workshops
- Regional conferences for School Based Mental Health and Speech/Language Pathologists
- 504 compliance workshop
- IEP goal writing workshop

All East Rochester faculty and staff also have access upon administrative approval to various other professional development opportunities offered throughout the area.

# THE GOALS OF SPECIAL EDUCATION

1. Continue to improve the academic performance of students with disabilities through appropriate differentiation of curriculum and instruction, with particular emphasis on improving Student with Disabilities (SWD) success rates in the Least Restrictive Environment.
2. Ensure that there is Educational Benefit in all aspects of the programs and services we provide SWD as evidenced by the following:
  - Achieving passing marks
  - Advancing from grade to grade
  - Making progress toward meeting goals/objectives
  - Improving scores on statewide and district wide assessments and alternative assessment measures
  - Passing High School exit exams such as Regents
  - Graduating with a diploma/certificate.
3. Ensure that students have equal access to the programming offered to general education students within their school and district.
4. Support the implementation of PBIS and ensure that classroom behavior strategies are consistent among classrooms to prevent the need for intervention.
5. Support a multi-year Response to Intervention model K-12 to respond to academic and behavioral performance deficiencies in accordance with Federal and New York State requirements.

# SPECIAL EDUCATION ANNUAL REPORT DATA

## Students with Disabilities by Classification as of October 1, 2016

Classification	2013-2014	2014-2015	2015-2016
Autism	21	19	18
Deafness	0	0	0
Deaf-blindness	0	0	0
Emotional Disability	12	12	8
Hearing Impairment	0	0	0
Learning Disability	48	41	44
Intellectual Disability	8	12	8
Multiple Disabilities	8	8	10
Orthopedic Impairment	0	0	0
Other Health Impairment	34	38	47
Speech or Language Impairment	32	30	25
Traumatic Brain Injury	2	1	1
Visual Impairment	0	0	0
<b>TOTAL</b>	<b>165</b>	<b>161</b>	<b>161</b>

## Summary of Special Education Programs and Services Currently Being Provided to School-Age Students (Grades K-12+)

Program	2013-2014	2014-2015	2015-2016
Related Service Only (no programs)	10	8	9
Consultant Teacher	33	45	75
Resource Room	43	40	43
Integrated Co-Teaching	64	50	30
Special Class 15:1:1	0	0	0
Special Class 12:1:1	35	35	33
Special Class 12:1:4	4	4	4
Special Class 8:1:1	4	7	8
Special Class 8:1:2	7	0	0
Special Class 7:1:4	1	1	2
Special Class 6:1:1	22	18	14
Home Hospital Instruction	1	1	2

# SPECIAL EDUCATION ANNUAL REPORT DATA

## Summary of Placements of Students with Disabilities K-12+ as of October 1<sup>st</sup> 2016

Year	ER Placement	BOCES Placement	Other Placement
2013-2014	133	25	7
2014-2015	128	26	8
2015-2016	131	22	8

## Summary of School-Age Students with Disabilities Classification Rate

School Year	ER	Similar Districts	NYS
2013-2014	14.5%	12.4%	13.2%
2014-2015	14.2%	12.7%	14.3%
2015-2016			

2015-2016 Data will be released in 2017 from data. nysed.gov

## Summary of the Number of Preschool Students with Disabilities (school year)

Preschool Students with Disabilities	2013-2014	2014-2015	2015-2016
	32	37	47

## Summary of ER Faculty Dedicated to Serving Students with Disabilities K-12

Faculty	2013-2014	2014-2015	2015-2016
Special Education Teachers	20 (FT)	20 (FT)	20 (FT)
Speech Pathologist/Therapist	3 (FT)	3 (FT)	3 (FT)
Psychologist	2 (FT)	2 (FT)	2 (FT)
Occupational Therapist	1 (FT)	1 (FT)	1 (FT)
Social Worker	1 (FT)	1 (FT)	2 (FT)
TOTAL	27	27	28

# SPECIAL EDUCATION ANNUAL REPORT DATA

## Budget Expenditures for Students with Disabilities 2015-2016

Instructional Salaries	\$ 223,020.00
Non-Instructional Salaries	100,895.00
Supplies	0
Contractual Expense	113,150.00
Tuition	417,725.00
BOCES Charges	2,046,532.00
Supplies	3,138.00
<i>DISTRICT-WIDE SUBTOTAL</i>	
	\$ 2,904,470.00
Instructional Salaries	881,069.00
Non-Instructional Salaries	76,831.00
Supplies	4,499.00
Supplemental Books	0
<i>ELEMENTARY BUILDING SUBTOTAL</i>	
	\$ 962,398.00
Instructional Salaries	590,285.00
Non-Instructional Salaries	13,587.00
Contractual	1,174.00
Supplies	1,755.00
Supplemental Books	1,763.00
Textbooks	1,472.00
<i>HIGH SCHOOL BUILDING SUBTOTAL</i>	
	\$610,037.00
<i>GRAND TOTAL</i>	
	\$ 4,476,905.00

# THE PUPIL PERSONNEL SERVICES DEPARTMENT

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