



# SPECIAL EDUCATION SERVICES MANUAL AND DISTRICT PLAN

2020-2022

East Rochester Union Free School District

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# East Rochester Union Free School District Board of Education

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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.**

# INTRODUCTION

According to the Commissioner's Regulations, Part 200.2 (c), each Board of Education which receives an appointment for eligible students, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services which are in accordance with the provisions of this Part. Each Board of Education, which receives such apportionment shall keep on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of the Education Law.

The plan shall include, but need not be limited to, the following:

1. A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition.
2. Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting.
3. The method to be used to evaluate the extent to which the objectives of the program have been achieved.
4. A description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities.
5. A description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services.
6. A description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to nondisabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b) (10) of this section.
7. The estimated budget to support such a plan.
8. The date on which such a plan was adopted by the Board of Education.
9. Any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.

# NATURE AND SCOPE OF SPECIAL EDUCATION

## *Definition of Special Education*

Special Education is defined as specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions, and in other settings.
2. Such instruction includes specially designed instruction in physical education, including adapted physical education.
3. For the purposes of this definition:
  - a. The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student. The areas to be considered shall include:
    - i. *Academic achievement, functional performance and learning characteristics* which shall mean the level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style
    - ii. *Social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments
    - iii. *Physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and
    - iv. *Management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with factors identified in each of the three areas described in clauses i, ii, iii of this subparagraph.

b. Group instruction means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.

### *Nature of Special Education*

The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) are charged with providing that each student with a disability is educated to the maximum extent possible with their non-disabled peers in appropriate classes and programs. The CSE must consider the supports, services, and program modifications necessary for a school-age student with a disability to participate in general education classes, as well as extracurricular and nonacademic activities. The CPSE must consider how the student's disability affects his or her involvement in developmentally appropriate activities.

The East Rochester Union Free School District's special education department provides for access to the general education curriculum by providing a service delivery model that is weighted heavily in inclusion. Access is provided for all students to participate in as many academic and nonacademic component areas as possible. The department is committed to expanding this access to the general education curriculum as well as to expanding the opportunities for students with disabilities to be educated with their non-disabled peers.

## **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

The 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 option is available to our district- based students including a variety of related services and consultant teacher services (direct and indirect). The district has established 12:1:1 at the primary, elementary, middle level, and high school and an 8:1:1 at the high school level to meet the needs of our students. In addition to district-based programming, East Rochester Union Free School District utilizes services from BOCES, private agencies, and other 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 5-10 St. John Bosco students.

### BOCES

East Rochester UFSD continues to utilize the services of the Monroe #1 and Monroe #2 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 expire in June 2024. East Rochester UFSD will continue to participate with BOCES for the provision of services not available in the district. Currently, as of October 2, 2020 we have students attending Monroe #1 BOCES Special Education programs, Monroe #2 BOCES Special Education programs, The School of the Holy Childhood, The Kessler Center, Halpern, Life Prep @ Naz, Mary Cariola, and home instruction).



# 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 Services. 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 Services 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 general 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

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.

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

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 general 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, and a request for a referral may be made by 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 (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 (Part 200.5) 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 timelines are met. Recommendations made by the CPSE will be forwarded to the Board of Education for review. The Director of Pupil Personnel Services, will attend the Board of Education meetings to answer any questions regarding the recommendations made by 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 at the same time as report cards are disseminated through various criteria, including teacher observations, teacher-made assessments, and standardized testing. Progress will be reported to parents with every report card. 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 yearly in late winter/ early spring. 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.

### **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.

## RELATED SERVICES

Related services consist of specialized assistance delivered to students with disabilities 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, physical therapy, assistive technology, hearing assistive technology and art therapy.

### COUNSELING

Counseling services are provided to students with disabilities by the school psychologist, school social worker, and 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, catheterizations, 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 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 with 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 IEPs. 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 IEPs. 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 audio books, electronic textbooks, word prediction 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 with 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.

**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 contracts with Monroe #1 BOCES 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.

The goals of behavioral support services are as follows:

1. To aid students in successfully completing their coursework 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.



# CONTINUUM OF SPECIAL EDUCATION

**CONSULTANT TEACHER SERVICES** Consultant teacher services means direct and/or indirect services 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 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 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.

The goals of consultant teacher services are as follows:

1. To aid students in successfully completing their coursework 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

Resource room program means a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

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 relationships, 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**

A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. 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. Currently our in-district students require the following special class settings:

- 12:1:1 - A special class of 12 students with 1 special education teacher and 1 teacher assistant.
- 8:1:1 - A special class of 8 students with 1 special education teacher and 1 teacher assistant.
- Home Hospital Instruction: Special education instruction provided at home or in a hospital setting for purposes of ensuring progress in the general education curriculum for a student who is unable to attend school. The instruction may also be provided in other approved settings as determined by CSE.

## **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 Commencement Credential (SACC) 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**

A specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

## **EXTENDED SCHOOL YEAR (ESY) PROGRAMS AND SERVICES**

In East Rochester we provide a half day program for students in grades K through 5 grade who have severe disabilities and are in need of a 12-month program to sustain their learning and maintain their developmental levels. For students in grades 6-12, we contract with Monroe #1 BOCES for extended school year. The students continue to receive 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.

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 academic, physical, or emotional reasons, has been identified as having a disability and can receive appropriate educational opportunities, such as programs and special services.

## CLASSIFICATION OF DISABILITIES

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

**Autism:** 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 are otherwise satisfied.

**Deafness:** 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:** A 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:** 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;
- (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:** 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:** A 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:** 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 imperfect ability to listen, think, speak, read, write, spell, or 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:** A 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:** 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:** 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:** 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:** 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:** An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

## 2020-2022 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 2020-2022 school year:

- Functional Behavioral Assessments
- 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 Pinnell 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.

# SPECIAL EDUCATION GOALS

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. Differentiation of curriculum and instruction, with particular emphasis on improving Student with Disabilities (SWD) success rates in the Least Restrictive Environment.
3. 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 or exiting with a certificate
4. Ensure that students have equal access to the programming offered to general education students within their school and district.
5. Support the implementation of PBIS and ensure that classroom behavior strategies are consistent among classrooms to prevent the need for intervention.
6. Support a Multi-Tiered System of Support (MTSS) model to respond to academic and behavioral performance deficiencies in accordance with Federal and New York State requirements.



**School-Age Data**  
*Students with Disabilities by Grade and Program*  
 October 2, 2020

Programs	Grades														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	U	
Consultant Teacher	8	10	5	7	7	11	15	12	12	6	6	6	3	0	108
Resource Room	0	0	0	2	5	6	13	9	7	5	8	5	9	0	69
Special Class 12:1:1	3	1	2	8	8	2	1	2	6	0	2	2	1	0	38
Special Class 8:1:1	0	0	0	0	0	0	0	0	0	1	4	2	1	0	8
Special Class Out of District 15:1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Special Class Out of District 12:1:1 / 6:1:1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Special Class Out of District 12:1:1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Special Class Out of District 12:1:4	0	0	0	0	3	1	0	2	1	1	1	1	0	1	11
Special Class Out of District 6:1:1	0	1	0	2	1	0	2	1	1	9	0	3	0	0	20
Special Class Out of District 6:1:2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Special Class Out of District 6:1:3	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Special Class Out of District 8:1:3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Special Class Out of District 7:1:4	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Home and Hospital Instruction	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2
Speech and Language Therapy	15	10	3	8	10	9	7	8	5	1	3	2	1	3	85
Occupational Therapy	9	5	2	3	8	4	1	3	1	1	1	0	0	1	39
Physical Therapy	3	3	1	1	4	3	0	1	0	1	0	0	0	1	18
Counseling/Psychological Counseling	0	1	2	2	2	3	4	1	4	3	5	4	7	3	41
Music Therapy	0	0	0	0	1	2	0	0	0	1	0	0	0	0	4
Teacher of the Visually Impaired	0	0	0	0	0	1	0	0	0	0	0	0	0	1	2
Orientation and Mobility	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher of the Deaf	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Skilled Nursing	0	0	0	0	0	1	0	0	1	2	2	0	1	2	9

**School-Age Data**  
*Students with Disabilities by Grade and Disability Classification*  
 October 2, 2020

Disability Classification	Grade Level														
	K	1	2	3	4	5	6	7	8	9	10	11	12	U	Total
<i>Autism</i>	0	1	0	0	2	0	2	2	1	0	4	3	2	2	19
<i>Deafness</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Deaf-Blindness</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Emotional Disturbance</i>	0	0	1	0	1	0	2	0	1	1	0	0	1	0	7
<i>Hearing Impairment</i>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
<i>Intellectual Disability</i>	0	0	0	0	0	1	0	0	0	1	0	2	1	2	7
<i>Multiple Disabilities</i>	0	0	0	0	0	3	0	1	0	0	1	0	0	2	7
<i>Orthopedic Impairment</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Other Health Impairment</i>	2	3	1	9	6	4	5	3	1	3	8	7	6	0	58
<i>Specific Learning Disability</i>	0	0	0	3	2	6	6	7	12	5	3	2	2	1	49
<i>Speech Language Impairment</i>	14	8	4	7	7	2	3	2	0	0	0	0	0	0	47
<i>Traumatic Brain Injury</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Visual Impairment</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	16	12	7	19	18	16	18	15	15	10	16	14	12	7	195

## Preschool Data

### *Preschool Students with Disabilities by Program*

East Rochester Union Free School District currently has **19** preschool students with a disability.

Program	Number of Preschool Students with Disabilities Attending
Special Education Itinerant Teacher	4
Preschool Integrated Special Class	4
Preschool Non-Integrated Special Class	0
Speech & Language	18
Occupational Therapy	8
Physical Therapy	2
Counseling/Art Therapy	0

## Budget Expenditures for Students with Disabilities 2020-2021

The general fund budget for the special education program for the 2020-2021 school year is detailed below.

2020-2021 Special Education Budget		
<i>Account Code</i>	<i>Account Title</i>	<i>Appropriation</i>
A 31-2250-150-0000	Secondary Special Education Teachers	\$554,876
A 11-2250-150-0000	Elementary Special Education Teachers	\$611,636
A 00-2820-150-0000	Therapist Salaries	\$193,725
A 31-2250-150-0000 A 11-2250-150-0000	Special Education Teacher Assistant Salaries	\$158,085
A 00-2250-160-0000	Special Education, Admin, Secretary Salaries	\$131,221
A 00-2250-500-0000	CSE Meetings	\$6,990
A 00-2250-490-0000	Professional Tutoring Services (BOCES)	\$4,000
A 00-2250-400-0000	Contractual, Special Education	\$100,000
A 00-2250-470-0000	Tuition	\$575,882
A 00-2250-490-0000	BOCES, Special Education	\$3,027,435
<b>Total:</b>		<b>\$5,363,850</b>

2020-2021 Federal Grant Allocations

Account Name/Code	Budget
Section 611	\$276,783
Section 619	\$17,226
Total	\$294,009

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