

Arlington Central School District



Special Education Plan 2019-2024

**Our mission is to empower all students to be self-directed,
lifelong learners, who willingly contribute to their community
and lead passionate, purposeful lives.**

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Introduction/Program Objectives

The Arlington Central School District is committed to educating students with disabilities within its own schools, whenever appropriate. The Committee on Special Education (CSE) shall recommend programs and/or services, which provide for a Free and Appropriate Public Education (FAPE) based on the individual learning needs of the student within the Least Restrictive Environment (LRE). All school-age students with disabilities shall be provided the opportunity to participate in the curricular and extracurricular programs of the District.

The program objectives are:

1. To foster growth and independence in academic, social, and emotional domains for students with disabilities;
2. To provide services and supports which enable students with disabilities to be educated within the least restrictive environment;
3. To promote a positive self-image for students with disabilities;
4. To collaborate with staff members from BOCES and out of district schools which serve students placed by the Arlington Central School District Committee on Special Education to monitor and ensure ongoing, effective programming for students educated outside of the district;
5. To encourage and foster positive social interactions, mutual respect and understanding between disabled and non-disabled students;
6. To continually cultivate an understanding of disabilities among staff, students and community members;
7. To work collaboratively with all parents of students with disabilities to develop an Individualized Education Plan (IEP) that meets their child's needs;
8. To provide ongoing professional development for school personnel who work with students with disabilities;
9. To facilitate the transition from high school to post-secondary education programs or to employment;
10. To continually review and assess the efficacy of our district special education programs and how they continue to meet the needs of our students; and
11. To develop innovative options for serving students with disabilities, which reflect and support current research and trends on effective best educationally sound practices.

Description, Nature and Scope of Special Education Programs and Services

SCHOOL-AGE STUDENTS

The District recognizes the right of every student with a disability to receive a free and appropriate public education within the least restrictive environment. Special Education service is provided through the Arlington Central School District Committee on Special Education. There are 1,347 Arlington students with Disabilities (Frontline IEP 5/20/19). About 87% of our students with disabilities are enrolled in district programs (Frontline IEP 5/20/19). About 8% are enrolled in BOCES operated public school programs, and about 4% are enrolled in approved private school programs (Frontline IEP 5/20/19).

Program Setting	School-Age Students
District Programs	1,177
Home Instruction	2
BOCES Operated Public School Programs	108
State Supported School Programs	1
Other Public School District Programs	4
Special Act School Programs (Day/Residential)	7
Approved Private School Programs (Day/Residential)	48
Total Students	1,347

According to the NYSED Part 200 regulations, there are 13 classifications. These classifications have certain criteria that a student must meet in order to be classified. The chart below shows the number of students in the District within each classification (Frontline IEP 5/20/19).

Classification	Number of Students
Other Health Impairment	457
Learning Disability	377
Speech or Language Impairment	215
Autism	130
Emotional Disturbance	71
Multiple Disabilities	52
Intellectual Disability	22
Hearing Impairment	9
Visual Impairment	6
Traumatic Brain Injury	4
Orthopedic Impairment	3
Deafness	1
Deaf-Blindness	0
Total Students	1,347

PRESCHOOL

The District is providing educational services to 159 preschool students with disabilities (ages 3-4) that have been evaluated and placed as of July 1, 2018 (Frontline IEP on 5/20/19).

Educational Environment	Age 3	Age 4	Total Students Ages 3-4
Students receiving a Special Education program with/without Related Services	28	26	54
Students receiving Related Services only	49	56	105
Total Students	77	82	159

Continuum of Services

The District continues to provide a full range of programs and services designed to help each student achieve his/her IEP goals. The district will also continue to evaluate our programs and closely monitor the progress of each of our students, with a view toward ensuring that the needs of each student are being appropriately met as defined in law and regulation. To this end, the Special Education Department is committed to developing programs that will enable students to remain in our school buildings whenever possible.

Additionally, we continuously review the education of our out of district students to examine the efficacy of their return to their home school and ability to attend programs within our school community in the least restrictive environment.

At the same time, we offer an array of programs and services to all students with disabilities in and out of district to appropriately accommodate their educational needs. Over the last three years, new programs have been developed and existing programs have been restructured to meet student needs. New programs include special classes in ELA and Math at our middle schools and special classes in ELA, Math and Social Studies at our high school. We continue to offer an array of programs and services to all students with disabilities who reside in the Arlington Central School District.

District Programs

The District provides a continuum of programs and services as follows:

1. Declassification Support Services

Declassification support services are provided to students by persons appropriately certified or licensed in the appropriate area of service, to a student or such student's teacher(s) to aid in such student's transition from special education to full-time regular education. Declassification support services may include consultation services of related service providers and/or a special education teacher.

2. Related Services

Related Services are those developmental, corrective and other supportive services, which are required to assist students with a disability to benefit from his/her education. Related services include, but are not limited to speech and language therapy, audiology, psychological counseling services, physical therapy, occupational therapy, parent counseling and training, teacher of the deaf, teacher of the visually impaired and school health services. These services are provided either as stand-alone services or in conjunction with other special education services. Related services are provided in all buildings in the school district based on the recommendation of the CSE and are provided by individuals with appropriate certification or license in each area of related service.

Related Service Provider	Number of District Employees in 2019-2020
Speech-Language Pathologist	16
Certified Occupational Therapy Assistant	5
Occupational Therapist	7
Physical Therapist	4.5
School Psychologist	14
School Social Worker	13

Teacher of the deaf, teacher of the visually impaired, assistive technology and behavior consultation services are itinerant services offered through Dutchess County BOCES. The district also contracts with additional agencies to provide behavior consultation services. All of these services are provided to students in their school of attendance.

3. Consultant Teacher Services

Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend regular education classes, including career and technical education classes, and/or to such students' regular education teachers. Such services shall be recommended by the CSE to meet specific needs of such students and the student's

individualized education program shall indicate the regular education classes in which the student will receive consultant teacher services. Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week, except that the committee on special education may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours each week. Individuals who are appropriately certified or licensed shall provide Special Education instruction.

4. Resource Room Services

Resource room programs shall be for supplementing the instruction of students with disabilities who are in need of such supplemental programs. Each student with a disability requiring a resource room program shall receive not less than three hours of instruction per week in such program except that the CSE may recommend that for a student with a disability who also needs consultant teacher services in addition to resource room services may receive a combination of such services consistent with the student's IEP for not less than three hours per week.

5. Integrated Co-Teaching Services

An integrated co-teaching service is the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

- Integrated Co-Teaching Elementary Model

The district model for integrated co-teaching services for kindergarten students and first grade students is a part-time model where the special education teacher is in the classroom with the general education teacher for part of the day.

The district model for integrated co-teaching for second grade students through fifth grade students is a full-time model where the special education teacher is in the classroom with the general education teacher for all core subjects.

Integrated co-teaching services are offered at all grade levels in all elementary schools.

- Integrated Co-Teaching Middle School Model

The district model for integrated co-teaching at the middle school level includes a special education teacher in the classroom with the general education teacher for the following core subjects: English Language Arts, Math, Science and Social Studies.

Integrated co-teaching services are offered at each grade level at LaGrange Middle School and Union Vale Middle School.

- Integrated Co-Teaching High School Model

The district model for integrated co-teaching services at the high school level includes a special education teacher in the classroom with the general education teacher for the following classes at Arlington High School: English 9, English 10, English 11, Algebra 1A, Algebra 1B, Applied Math, Global 1, Global 2 and U.S. History.

6. Special Class 15:1

Special classes with a 15:1 ratio are taught by appropriately certified special education teachers. Students receiving instruction in a 15:1 special class are grouped together because of similar individual learning and management needs for the purpose of being provided specially designed instruction to allow students access to the general education curriculum.

- 15:1 Special Class Middle School Program

15:1 special classes are offered in English Language Arts and Math at each grade level at LaGrange Middle School and Union Vale Middle School.

- 15:1 Special Class High School Program

15:1 special classes are offered in the following classes at Arlington High School: English 9, English 10, English 11, Algebra 1A, Algebra 1B, Global 1, Global 2 and U.S. History.

7. Special Class-Elementary

A student with a disability shall be placed in a special class for instruction on a daily basis to the extent indicated in the student's individualized education plan. In all cases, the size and composition of a class shall be based on the similarity of the individual needs of the students according to: levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.

- Special Class 12:1+1

Students in a 12:1+1 special class are taught by a special education teacher with the support of a teaching assistant. This special class can have up to twelve students. Students in this class typically require a combination of academic, social/emotional and management supports.

12:1+1 Special Class elementary locations:

Elementary School	Number of 12:1+1 Special Classes
Beekman Elementary School	1
Noxon Road Elementary School	2
Overlook Primary School	1
Titusville Intermediate School	2
Traver Road Primary School	1
Joseph D'Aquanni West Road Intermediate School	1
Vail Farm Elementary School	2

- Special Class 8:1+1

Students in an 8:1+1 special class are taught by a special education teacher with the support of a teaching assistant. This special class can have up to eight students. The district 8:1+1 special classes are typically for students who have a diagnosis of Autism who require a combination of academic, communication, social/emotional and management supports to meet their needs.

8:1+1 Special Class Elementary locations:

Elementary School	Number of 8:1+1 special classes
Arthur S. May School	4

- Special Class 8:1+2

Students in an 8:1+2 special class are taught by a special education teacher with the support of two teaching assistants. This special class can have up to eight students. The district 8:1+2 special class is typically for students with multiple disabilities who require a combination of academic, communication, social/emotional and management supports to meet their needs.

8:1+2 Special Class Elementary Locations:

Elementary School	Number of 8:1+2 special classes
Vail Farm Elementary School	1

8. Impact Program

The Impact Program supports students who typically have grade level academic abilities and a diagnosis of Autism Spectrum Disorder.

- Impact Program-Union Vale Middle School

The students in the Impact Program at Union Vale Middle School can access the full continuum of academic services. The continuum may include special class 12:1+1 for English Language Arts, Math, Social Studies and/or Science according to students' IEPs. These classes are taught by a special education teacher with the support of a teaching assistant and can include up to 12 students. Students are mainstreamed into the general education sections as appropriate. The Impact Program provides a setting in which students may also receive occupational therapy, physical therapy, speech-language therapy, and/or counseling services according to each student's IEP. The level of academic support for each student in the Impact Program is recommended by the CSE.

- Impact Program-Arlington High School

The students in the Impact Program at Arlington High School receive supplemental instruction in resource room and may access the full continuum of services as appropriate to meet their educational needs. The Impact Program provides a setting in which students receive the support of the special education teacher and may receive related services such as occupational therapy, physical therapy, speech-language therapy, and/or counseling services according to each student's IEP. The level of academic support for each student in the Impact Program is recommended by the CSE.

9. Perceptions Program

The Perceptions Program provides support for students who demonstrate characteristics of Autism Spectrum Disorder. Students in this program require a high level of academic support.

- Perceptions Program - LaGrange Middle School

Students in this program have access to the full continuum of special education services including special class 12:1+1 for all core classes, special class 15:1 for English Language Arts and Math and/or integrated co-teaching. The Perceptions Program provides a setting in which students receive the support of the special education teacher, and may receive related services including occupational therapy, physical therapy, speech-language therapy, and counseling services according to each student's IEP. The level of academic support for each student in the Perceptions Program is recommended by the CSE.

- Perceptions Program - Arlington High School

Students in this program have access to the full continuum of special education services offered at Arlington High School. The Perceptions Program provides a setting in which students receive the support of the special education teacher and may receive related services including occupational therapy, physical therapy, speech-language therapy and counseling services according to each student's IEP.

The level of academic support for each student in the Perception Program is recommended by the CSE.

11. Life Skills Program

The Life Skills Program provides support for students with severe developmental disabilities. Students in the Life Skills program are exposed to grade level curriculum and receive a blend of functional academics and daily living skills.

- Life Skills Program - Union Vale Middle School

Students in the Life Skills program in grades six through eight are exposed to grade level curriculum and also receive a blend of functional academics and daily living skills. Students in the Life Skills program are assessed via the New York State Alternate Assessment (NYSAA).

- Life Skills Program - Arlington High School

Students in the Life Skills program receive instruction in core academic subjects. Students in the program also receive instruction in daily living skills. School to work programming is incorporated into a student's schedule typically beginning in the 11th grade. Students in the life skills program are assessed via the New York State Alternate Assessment (NYSAA) and are working toward acquiring the Skills and Achievement Commencement Credential (SACC).

13. New Directions Program-Arlington High School

The New Directions program provides a learning environment for students with a variety of social-emotional needs. The New Directions program provides support for students who demonstrate the need for specialized supplementary instruction in resource room. Students receive Resource Room and program support from the same teacher. Students in this program may access the full continuum of services as appropriate to meet their educational needs. The level of academic support for each student in the New Directions Program is recommended by the CSE.

14. Home and Hospital Instruction

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student's unique needs. Home/hospital instruction shall only be recommended if such placement is in the least restrictive environment.

Out of District Programs

Students with Disabilities, whose needs cannot be met within the Arlington Central School District program offerings, are recommended by the Committee on Special Education to programs in other public school districts, BOCES, private day, private residential and state supported/state operated day or residential programs. The New York State Education Department approves private schools for district contracting, including day and residential settings. Such placements are explored only for the most severely disabled students requiring services not available in other districts or through BOCES.

Nonpublic Programs

Parentally Placed Nonpublic Elementary and Secondary School Students with Disabilities Pursuant to the Individuals with Disabilities Education Act (IDEA) 2004 and New York State (NYS) Education Law Section 3602-c

Education Law section 3602-c, as amended by Chapter 378 of the Laws of 2007, establishes New York State's (NYS) requirements relating to the provision of special education to students with disabilities enrolled in nonpublic elementary and secondary schools by their parents. Under the provisions of section 3602-c, students with disabilities placed by their parents in nonpublic schools are entitled to receive special education services in accordance with an individualized education services program (IESP) from the public school district in which the nonpublic school is located while they receive general education from the nonpublic school where their parents enrolled them.

Federal regulation (34 Code of Federal Regulations (CFR) section 300.130) defines parentally placed private (or nonpublic) school children with disabilities as "children with disabilities enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary or secondary school, other than children with disabilities covered under 34 CFR 300.145-147 – "Placement of children by parents if free appropriate public education (FAPE) is at issue."

Pertinent definitions related to this regulation are defined below:

- District of location means the school district within whose boundaries a nonpublic elementary or secondary school is located.
- District of residence means the school district where the student legally resides.
- Elementary or secondary school means a school providing an education program to students in one or more grades Kindergarten through grade twelve.

CONSULTATION REQUIREMENTS

The school district of location must consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary schools located within the boundaries of the school district during the design and development of special education and related services for students with disabilities and throughout the school year to ensure that parentally placed nonpublic school students identified through the child find process can meaningfully participate in the special education and related services. The school district must engage in consultation regarding the child find process, provision of special education services, and use of federal funds. Consultation is not specific to individual students. Individual services are determined by the Committee on Special Education (CSE). The consultation process must be timely and meaningful and include discussion of the following:

1. Child Find:

- The child find process and how parentally placed nonpublic school students suspected of having a disability can participate equitably, including how parents, teachers and nonpublic school officials will be informed of the process.
- How the consultation process will operate throughout the school year to ensure that parentally placed nonpublic school students with disabilities identified through the child find process can meaningfully participate in special education and related services.

2. Provision of Special Education Services:

- How, where and by whom special education and related services will be provided to such students, including a discussion of types of services, such as direct services and alternate service delivery mechanisms. For example:
 - a discussion of how services might be provided could include a discussion of scheduling for resource room services;
 - a discussion of where services might be provided could include a discussion of those services that would generally be provided onsite and offsite of the nonpublic school or the factors that would be considered in the determination of where services would be provided;
 - a discussion of who will provide services might include a discussion of services that will be provided by the public school district directly and others that may be provided through contract with another agency.
- How, if the school district disagrees with the views of the nonpublic school officials on the provision of services or the types of services, whether provided directly or through a contract, the school district shall provide to the nonpublic school officials a written explanation of the reasons why the school district chose not to provide services directly or through a contract.

3. Use of Federal Funds

- The determination of the proportionate amount of federal funds available to serve parentally placed nonpublic school students with disabilities, including the determination of how the amount was calculated.
- *For all NYS students, the school district must provide services pursuant to the student's IESP, regardless of the apportionment of federal funds.*

The nonpublic school representatives must provide written affirmation of their participation in the consultation process to the public school district of location.

CHILD FIND REQUIREMENTS

The school district of location is responsible for child find for students who are parentally placed in nonpublic schools located in their geographic boundaries. Child find is the practical method the

public school district will use to identify, locate and evaluate students suspected of having disabilities who are parentally placed in nonpublic schools.

- The child find activities must be similar to activities undertaken for students with disabilities in its public schools and must be completed in a time period comparable to that for other students attending public schools in the school district.
- Each public school district must consult with the nonpublic schools where students are parentally placed to determine an accurate count of students with disabilities attending such schools and receiving special education services.
- The district of location must have procedures for conducting evaluations and reevaluations of students enrolled in nonpublic schools located within their district within required timeframes and at no cost to parents.
- Unless the parent and district agree otherwise, the district of location must conduct a reevaluation at least once every three years of each eligible parentally placed nonpublic school student with a disability, even if the student is not currently receiving special education services. It is important that required reevaluations are conducted because they provide current data needed to determine the total number of eligible students which is used in calculating the proportionate share of funds that must be used on services.

PARENT CONSENT

Federal regulation (34 CFR section 300.300) establishes specific parent consent requirements for parentally placed nonpublic school students, as follows:

Consent for sharing personally identifiable information regarding special education:

- If a student with a disability is parentally placed, or is going to be parentally placed in a nonpublic school that is not located in the school district where the student legally resides, parental consent must be obtained before any personally identifiable information about the student relating to special education is shared between officials in the public school district of location and officials in the public school district of residence. Therefore, parent consent is required before sharing individual evaluations, individualized education programs (IEPs), IESPs or Services Plans and other special education records between the district of location and the district of residence.

Consent for initial evaluations and reevaluations:

- If a parent who has placed a student with a disability in a nonpublic school at his/her own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the school district may not use the consent override procedures described in 34 CFR sections 300.300(a)(3) and (c)(1) and the school district is not required to consider the student as eligible for special education services under 34 CFR sections 300.132 through 300.144.

PROVISION OF SPECIAL EDUCATION SERVICES

For students who are residents of New York State, the following requirements apply:

1. Development of the IESP

- The CSE of the district of location must develop an IESP for students with disabilities who are NYS residents and who are enrolled by their parents in nonpublic elementary and secondary schools located in the geographic boundaries of the public school.
- The IESP must be developed in the same manner and with the same contents as an IEP is developed.
- The CSE must ensure that a representative of the nonpublic school where the student attends is included in the meeting where the IESP is developed. If the representative cannot attend, the school district must use other methods to ensure participation by the nonpublic school, including individual or conference telephone calls.
- The IESP must be reviewed periodically, but not less than annually.

2. Parent Request for Special Education Services

- The parent must request special education services in writing to the school district of location by June 1 preceding the school year for which the request for services is made, except that when a student is first identified as a student with a disability after the first day of June preceding the school year for which the request is made and prior to the first day of April of such current school year, the parent must submit the written request for services within 30 days after the student was first identified.

3. Provision of Special Education Services

- The school district of location is responsible to provide special education services pursuant to the IESP developed for each eligible student. Services must be provided on an equitable basis as compared to other students with disabilities attending public or nonpublic schools located within the school district.
- The manner (how, where and by whom) special education and related services will be provided to students is determined by the district of location based on the consultation process and in consideration of the individual needs of the student. The final decision with respect to services provided to individual students is made by the CSE of the district of location. Services provided to parentally placed students may be provided on the site of the private school or at another location.

DATA COLLECTION AND REPORTING

The district of location must maintain in its records and provide SED the following information related to parentally placed nonpublic elementary and secondary school students:

- the number of students evaluated;
- the number of students determined to be students with disabilities; and
- the number of students served (i.e., receiving special education services).

As of the 2018-2019 School Year, the following chart refers to the number of students with disabilities that are receiving special education services in the nonpublic schools located in the Arlington Central School District (Frontline IEP 5/20/2019):

Nonpublic School	Arlington Students Receiving Special Education Services	Non-Resident Students Receiving Special Education Services
Hawk Meadow Montessori School	2	4
Holy Trinity School	3	11
Our Lady of Lourdes High School	7	36
Poughkeepsie Day School	4	9
St. Martin DePorres School	6	27
Wimphfeimer Kindergarten (only when program is offered)	0	0

Staffing for nonpublic schools is determined based on students with disabilities' needs in each of the nonpublic schools. District staff that support the nonpublic schools include special education teachers, speech-language Pathologists, school psychologists, occupational therapist, physical therapist and a special education supervisor.

Evaluation of Programs

The methods used to evaluate the extent to which the objectives of the district programs and services for students with disabilities have been achieved include:

Student Growth

- Utilization of the annual review process to establish that individual goals and objectives are being met.
- Periodic review of standardized and achievement data results in combination with New York State and local assessments to measure skill development.
- Analysis of the individual diagnostic reevaluations (every three years) to gather data regarding academic and social/emotional growth.
- Yearly comparisons of New York State Education Department generated reports and evaluation data to establish emerging trends.
- Review of input, both formal and informal, from parents, community members and students.
- Assessment of the educational and/or vocational outcomes of students with disabilities as they continue on to post-secondary and/or technical trade schools.

Professional Growth

- Periodic formal and informal observations of special education teachers and teaching assistants by the Director of Special Education and Special Education Supervisors.
- Staff Development which includes attendance and participation in various workshops throughout the year such as Superintendent Conference Days, district professional development offerings and attendance at off-site professional conferences.
- Multi-sensory Reading Training - Intensive workshops have been offered to District regular education and special education staff to help familiarize them with specific reading techniques within a highly structured, multisensory phonemic approach.
- Pupil Personnel Services Content Team - A district team has been established to support the departments which fall under pupil personnel services. This includes the special education department. The team is made up of district staff from various disciplines. The team acts as a voice for the eleven buildings and assists with special education district initiatives.

Program Growth: Future Plans and Goals

- Continue to develop materials, techniques and curriculum to support students with disabilities in accordance with current New York State Education Department guidelines and graduation requirements.
- Continue to develop and expand our district programs to support the needs of our students with disabilities.

- Continue to develop and support ongoing and active articulation between special education and regular education teachers and teaching assistants and promote in service training opportunities for integrated co-teaching teams.
- Continue to review data to insure programs and services focus on continuous improvement and increased student success.

Committee on Special Education

The Board of Education shall appoint committees on special education in accordance with the provisions of Education Law as necessary to ensure timely evaluation and placement of students. The membership of each committee shall include, but not be limited to:

- the parents or persons in parental relationship to the student;
- not less than one regular education teacher of the student whenever the student is not or may be participating in the regular education environment;
- not less than one special education teacher of the student;
- a school psychologist;
- a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district;
- an individual who can interpret the instructional implications of evaluation results;
- a school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;
- an additional parent member of a student with a disability residing in the school district, or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student, the student or by a member of the committee at least 72 hours prior to the meeting;
- other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate; and
- if appropriate, the student.

The Board of Education shall appoint Committees on Preschool Special Education in accordance with the provisions of the Education Law as necessary to ensure timely evaluations and placements of preschool students. The membership of each committee on preschool special education shall include, but not limited to:

- the parents of the preschool child;
- not less than one regular education teacher of the child whenever the child is or may be participating in the regular education environment;
- a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of preschool special education programs and services and other resources of the school district and the municipality. The representative of the district shall serve as the chairperson of the committee;
- an additional parent member of a child with a disability residing in the school district or a neighboring school district and whose child is enrolled in a preschool or elementary level education program, if specifically requested in writing by the parent of the student or by a

- member of the committee at least 72 hours prior to the meeting;
- an individual who can interpret the instructional implications of evaluation results;
- other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate;
- for a child in transition from early intervention programs and services, at the request of the parent, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child; and
- representative from the municipality of the preschool child's residence, provided that the attendance of the appointee of the municipality shall not be required for quorum.

Appointment of the CSE and CSE Sub Committee

The Board of Education will annually appoint a district-wide Committee on Special Education (CSE) and CSE Sub-Committees. The CSE and CSE Sub-Committees shall identify, review and evaluate at least annually the status of each student with a disability or a child thought to be disabled who resides within the Arlington Central School District. The CSE must make recommendations as to disability and placement and as to the advisability of continuation, modification, declassification or program/placement.

CSE and CSE Sub-Committee Operation and Training:

- The CSE meets to conduct its business on an as needed basis. In addition, professional members meet as needed for continuing staff training and development. These meetings are devoted to better the understanding of regulations, issues, statutes, court cases and State Education Department guidelines and definitions. Training is centered upon decisions and debate of critical issues of general problem solving.
- CSE Sub-Committees meet annually and on an as needed basis for the purpose of IEP revisions, re-evaluations and annual review as they occur.
- The CSE is supplemented by ready access to all pertinent SED guides and training booklets, copies of law and regulations and appropriate informational articles as well as by ready access to formal training provided by the school district, BOCES, SED, or other agencies.

Classroom Placement Practices

Special Education placements shall be made within the following guidelines:

- Each student with a disability is provided with appropriate special education that is approved by the Board of Education to be necessary to meet the student's special education needs and that are provided, to the maximum extent possible, in the least restrictive environment with their non-disabled peers.
- Students with a disability placed together for the purpose of special education are grouped by similarity of individual needs as defined by the Commissioner of Education. The educational profile of students in a special class shall be similar to ensure that instruction provides each pupil appropriate opportunities to achieve his/her annual goals.

- The individual needs of a student with a disability are determined by the CSE upon consideration of present performance levels and expected learning outcomes which are the basis for the development of the IEP. The student's levels/abilities and needs will be reviewed in the following areas:
 - Academic Achievement, Functional Performance and Learning Characteristics: Levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.
 - Social Development: The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.
 - Physical Development: The degree or quality of the student's motor and sensory development, health, vitality and physical skills or limitations that pertain to the learning process.
 - Management Needs: 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 are determined in accordance with the factors identified in the areas of academic achievement, functional performance and learning characteristics, social development and physical development. Functional Behavioral Assessments (FBA's) and Behavioral Intervention Plans (BIP's) are components which may be required to address and assess management needs, thereby ensuring least restrictive environment.
 - Measurable Post-Secondary Goals (Ages 15 and Older): To identify the appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and when appropriate, independent living skills.
 - Coordinated Set of Transition Activities (School to Post School): Needed transition services/activities to facilitate the student's movement from school to post-school activities.

Operation of Educational Programs for a Student with a Disability

The special education programs shall be operated in accordance with the regulations of the Commissioner of Education of the State of New York. In order to ensure access to programs, the CSE will review annually each eligible student's program with regard to:

- progress towards meeting state standards;
- the extent to which the student can benefit from participation in regular education programs and services in the least restrictive environment.

Participation of Students with a Disability in Extracurricular Activities

Students with a disability residing in the district shall have the opportunity to participate in district

programs, including extracurricular programs and activities, which are available to all others enrolled in the district (8 NYCRR Part 200; 100.9; 200.2; 200.6).

Procedural Safeguards for Students with Disabilities Subject to Discipline

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations pursuant to Sections 3214 of the Education Law and Part 201 of the Commissioner's Regulations.

Board of Education Responsibilities

(a) Census and register of students with disabilities (per the Part 200 Regulations).

(1) The Board of Education shall conduct a census in accordance with Education Law to locate and identify all students with disabilities who reside in the district and shall establish a register of such students who are entitled to attend the public schools of the district during the next school year. This will include students with disabilities who are homeless or who are wards of the state. The register of such students and others referred to the committee as possibly having a disability shall be maintained and revised annually by the district committee on special education. Procedures shall be implemented to assure the availability of data to readily determine the status of each student with a disability in the identification, location, evaluation placement and program review process.

(2) Data Requirements

- a. student's name, address, and birthdate;
- b. student's parents' names, address(es), and the native language of the student's home
- c. student's suspected disability
- d. dates of referral, evaluations, recommendations of the committee on special education, or committee on preschool special education, actual placement, and annual program reviews;
- e. site where the student is currently receiving an educational program;
- f. other student information as required under IDEA and Federal regulations, including but not limited to the student's race, ethnicity, limited English proficiency status, gender and disability category; and
- g. if the student is not receiving an appropriate public education, the reason shall be described.

(3) Data Collection

All persons involved in the collection of data shall have received prior training and written information regarding the procedures to be followed in collecting the data.

(4) Data Reporting

The reporting of data shall be conducted in accordance with the following policies and procedures:

- The district shall keep on file, summary reports of student data, including the numbers of students who are
 - unserved and the reasons they are unserved; and
 - served.
- A summary report of the students served shall be submitted by the district to the State Education Department in a manner prescribed.

(5) The board of education shall keep on file the register and related summary reports which shall be available to the district superintendent.

(6) Procedures to locate identify and evaluate all nonpublic private elementary and secondary school students with disabilities, including religious-school children as required by the Education Law will be established to ensure the equitable participation of parentally placed private school students with disabilities and an accurate count of such students. Child find activities will be similar to activities undertaken for students with disabilities in public schools in the school district. The school district will consult with representatives of private schools and representatives of parents of parentally placed private school students with disabilities on the child find process. All records will be maintained in a manner prescribed by the commissioner.

(b) Written Policy (per the Part 200 Regulations)

The board of education shall adopt written policy that:

(1) establishes administrative practices and procedures that ensure that students with disabilities residing in the district have the opportunity to participate in school district programs, to the maximum extent appropriate to the needs of the student including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district;

(2) establishes administrative practices and procedures to ensure that each preschool student with a disability residing in the district has the opportunity to participate in preschool programs;

(3) establishes administrative practices and procedures for appointing and training appropriately qualified personnel, including the members and chairpersons of the committee on special education and the committee on preschool special education, to carry out the functions of the committees;

(4) establishes policies and administrative practices and procedures to implement and to provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum;

(5) establishes administrative practices and procedures for the purpose of ensuring that parents have received and understand the request for consent for evaluation of a preschool student;

(6) establishes administrative practices and procedures for the purpose of ensuring the confidentiality of personally identifiable data, information or records pertaining to a student with a disability;

(7) establishes a plan for implementing school wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral for special education;

(8) establishes plans for the appropriate declassification of students with disabilities which will include:

- the regular consideration for declassifying students when appropriate;

- a reevaluation of the student prior to declassification; and
- the provision of educational and support services to the student upon declassification;

(9) establishes administrative procedures for the selection and board appointment of an impartial hearing officer consistent with regulations.

(10) establishes a plan to ensure that all instructional materials to be used in the schools of the district are available in a usable alternative format which shall meet the National Instructional Materials Accessibility Standard. "Alternative format" is defined as any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. The plan shall:

- ensure that preference in the purchase of instructional materials is given to vendors who agree to provide instructional alternative formats;
- specify, when an electronic file is provided, how the format will be accessed by students and/or how the district will convert to an accessible format;
- specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the district for alternative format materials;
- specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
- include procedures so that when students with disabilities move into the school district during the school year, the process to obtain materials is initiated without delay.

(11) establishes administrative practices and procedures that:

- ensure each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for the implementation of a student's IEP, is provided a paper or electronic copy of such student's IEP, including amendments to the IEP;
- any copy of the student's IEP shall remain confidential and shall not be disclosed to any other person;
- the chairperson of the committee on special education designates for each student one, or as appropriate, more than one professional employee of the school district with knowledge of the student's disability and education program to prior to the implementation of the IEP, inform each regular education teacher, special education teacher, related service provider, other service provider, supplementary school personnel and other providers and support staff person of his or her responsibility to implement the recommendations on a student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP.

(12) identifies the measurable steps it shall take to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.

(13) describes the guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of district wide assessments;

(14) identifies how the district, to the extent feasible, will use universal design principles in developing and administering any district wide assessment programs.

(c) Approval of services (per the Part 200 Regulations)

The board shall, upon completion of its review of the recommendation of the committee on special education for special education programs and services, including changes to the committee on special education programs and services, including changes to the committee on special education's recommendation shall arrange for the appropriate special education programs and services be provided to the student with a disability as recommended by the committee on special education. The board shall notify the parent of its action.

The board shall, upon completion of the recommendation of the committee on preschool special education for special education programs and services, including changes to the committee's recommendations shall arrange for appropriate special education programs and services for a preschool student with a disability, as recommended by the committee on preschool special education. The board shall notify the parent of its action.

(d) Maintenance of lists (per the Part 200 Regulations)

The board shall establish the name and statement of qualification of each impartial hearing officer who is certified by the Commissioner of Education and who is available to serve the district in hearings. Appointment of impartial hearing officers shall be made only from such list and in accordance with the rotation selection process.

(e) Special education space requirements plans (per the Part 200 Regulations)

The district superintendent of BOCES shall submit a special education space requirements plan to the commissioner. This plan will determine the need for additional facilities space for all special education programs and shall provide the framework for the allocation of instructional space to meet the current and future special education program and service needs, provide access to the general curriculum, and serve students with disabilities in settings with nondisabled peers.

- The plan shall be developed by the district superintendent and shall ensure that an effective process for obtaining public comment during the planning process is initiated.
- The special education space requirements plans shall be in a format prescribed by the Commissioner and shall include:
 - a description of the space available for special education programs and services within the district, the BOCES and approved private schools.
 - a description of the current and future special education program and service space need to serve all students with disabilities.

- a regional plan to allocate, lease, renovate or construct space that would include special education programs and services which is sufficient and appropriate to meet such current and future special education space needs of all students with disabilities. It will ensure that students are included in public and private school approved settings are educated in age-appropriate settings and to the maximum extent appropriate with students who are not disabled. Removal from the regular education environment will occur only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be achieved satisfactorily. In addition, it will ensure that students with disabilities have appropriate access to the general curriculum.
- The district superintendent shall submit the special education space requirements plan to the commissioner and shall forward a copy of such plan to the board of education of each public school district within the geographic area served by the BOCES.
- The commissioner will review each special education space requirements plan and will notify the district superintendent in writing of the reasons for denial or approval.
- When, due to changes in the availability of appropriate facility space, the district intends to reallocate existing and/or planned special education space and such reallocation is not consistent with an approved special education space requirements plan:
 - the superintendent shall submit an amendment to the commissioner for approval
 - a planning space committee will assist in the development of the amendment to ensure that an effective process was implemented
- Annual progress report shall be submitted to the commissioner by the district superintendent by a date prescribed by the commissioner. It shall include actual and projected numbers and projected percentages of students with disabilities in settings with nondisabled peers in the region, a description of expected significant changes to the plan and a description of procedures to ensure the stability and continuity if the program placements for students with disabilities.

(f) (per the Part 200 Regulations) The board of education shall develop and implement a plan as part of the professional development plan. It shall include a description of the professional development activities provided to all professional staff and supplementary school personnel staff who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

Independent Educational Evaluations

The Arlington Central School District has established a procedure for obtaining independent educational evaluations (IEEs) for students with disabilities or for students who are referred to the CSE because they are suspected of having a disability.

Parents of disabled students or students suspected of having an educational disability have the right under Federal and State regulations to obtain an IEE at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education Sections 200.5. Additionally, the Federal Regulations 34 CFR 300.503 specifies requirements for IEEs. A copy of the district's policy for independent evaluations is included in the Appendix.

**Arlington Central School District Special Education Parent Teacher Association
(SEPTA)**

ACSD SEPTA is an organization whose membership is made up of parents from Arlington and other local districts. The SEPTA leadership team works to expand programs and provide resources and knowledge to the local parent community.



<https://www.arlingtonschools.org/Page/478>

Resources

A Parent's Guide to Special Education:

<http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Federal Allocations for Special Education:

<http://www.p12.nysed.gov/sedcar/federal.htm>

NYS Graduation Requirements and Options:

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

<http://www.p12.nysed.gov/specialed/gradrequirements/home/html>

Regulations of the Commissioner of Special Education

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Procedural Safeguards

<http://www.p12.nysed.gov/specialed/formsnotices/procedural-safeguards-notice.htm>

Appendix A: Special Education Acronyms

ABA	Applied Behavioral Analysis—Strategies to improve social/emotional and behavioral functioning
ACC	Augmentative Alternative Communication—Device used for significant communication delays.
AT	Assistive Technology
BCBA	Board Certified Behavior Analyst
BIP	Behavior Intervention Plan
CDOS	Career Development and Occupational Studies Diploma
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CT	Consultant Teacher
ESY	Extended School Year—Summer services for students with “severe regression”
FBA	Functional Behavioral Assessment
FAPE	Free and Appropriate Public Education
ICT	Integrated Co-Teaching—A general education classroom consisting of General and Special Education teachers
IEP	Individualized Educational Plan
IEE	Independent Education Evaluation
LEA	Local Education Agency (Arlington CSD)
LRE	Least Restrictive Environment
NYSAA	New York State Alternate Assessment
OT	Occupational Therapist or Occupational Therapy
PLEP	Present Levels of Performance
PT	Physical Therapist or Physical Therapy
PWN	Prior Written Notice
RR	Resource Room
RS	Related Services—Includes, SLT, OT, PT, Counseling, Vision, Hearing, Behavior Intervention
SACC	Skills and Achievement Commencement Credential Diploma
SC	Special Class
SDI	Specially Designed Instruction
SLP	Speech-Language Pathologist
SLT	Speech-Language Therapy
TOD	Teacher of the Deaf
TVI	Teacher of the Visually Impaired

Appendix B: Independent Educational Evaluation

Policy 7680 - INDEPENDENT EDUCATIONAL EVALUATIONS

An Independent Educational Evaluation is an individual evaluation of a student thought to have a disability, conducted by a qualified examiner who is not employed by the Arlington Central School District or any public agency responsible for educating the student.

If a parent disagrees with an evaluation obtained by the School District, the parent should explain, in writing to the Director of Special Education, the reason(s) why he or she disagrees with the District's evaluation. The Director of Special Education will promptly make a decision as to whether the request for an independent educational evaluation at public expense will be granted. If such request is denied, the District will, without unnecessary delay, commence an impartial hearing to demonstrate the appropriateness of the challenged evaluation(s). If the hearing officer's decision is that the challenged evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. The results of any independent educational evaluation will be considered by the Committee on Special Education in any decision made with respect to the student's educational program.

Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District uses when it initiates an evaluation. Thus, whenever approval of a parent's request for an independent evaluation is granted, the independent evaluator must be licensed or certified or have met any minimum qualification requirements that an evaluator(s) employed by the District would need to possess to perform the same evaluation.

The Board hereby directs the Superintendent of Schools to develop regulations which ensure that information regarding independent educational evaluations is made available to parents who request the same. Such information should include the minimum qualifications required of independent evaluators and provide a schedule of the fees that the District will pay for independent educational evaluations in a variety of disciplines. The fee schedule shall be reflective of community standard rates in each discipline. In exceptional circumstances (e.g., if an unusual evaluation is needed, or if no appropriately certified independent evaluators can be found whose rates meet those set by the District), the Director of Special Education may authorize an independent evaluation for which the fee charged will exceed the allowable fee which may be paid for a particular type of independent evaluation.

Ref:

34 CFR Sections 300.12 and 300.502

8 NYCRR Sections 200. Uz) and 2005(g)

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Arlington Central School District