

ORCHARD PARK CENTRAL SCHOOL DISTRICT LONG-RANGE EDUCATIONAL PLAN FOR CHILDREN WITH DISABILITIES

TWO YEAR PLAN

Adopted by the Board of Education on May 7, 2024



Special Education Department

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LONG-RANGE PLANNING COMMITTEE MEMBERSHIP (2024)

ADMINISTRATION

Sarah Hornung: Assistant Superintendent for Curriculum, Innovation and Pupil Services

Elizabeth DiCanio: Director of Special Education

Jill Sengbusch: Assistant Director of Special Education

Brandon Hafner: High School House 1 Principal

Jamie Knight: Middle School Assistant Principal

Stephanie Hall: Eggert Elementary Assistant Principal

Krista George: Ellicott Elementary Assistant Principal

Theresa Glowacki: Windom Elementary Assistant Principal

SPECIAL EDUCATION

Rebecca Setera: Behavioral Specialist

Jennifer Chavanne: High School

Sherri Hackett: Middle School

Joy Michener: Related Services

Marcee Stelley: Related Services

Elizabeth Funigiello: Eggert Elementary

Lauren Miocyjak: Ellicott Elementary

Kristin Pope: South Davis Elementary

Nancy Krone: Windom Elementary

Amy Novak: Windom Elementary

GENERAL EDUCATION

Al Jafarjian: Middle School

Stacy Dickey: High School

PUPIL SERVICE PROVIDERS

Kathryn Connelly: Ellicott Elem/FSC

Lynn Roberts: South Davis Elementary

INTRODUCTION

The Orchard Park Central School District recognizes that all students are individuals who learn at different paces, with differing styles, through a variety of methods and tools. We believe in early intervention to promote student learning in their Least Restrictive Environment (LRE).

Mission Statement

We are committed to promoting education, reviewing department policy and procedure, developing the potential of all children and improving the understanding of individuals with special needs.

Vision Statement

- Enhance the learning experience for students with special needs.
- Provide targeted staff development through effective in-service training for teachers to be continually learning impactful, evidence-based strategies for students with special needs.
- Provide clear, comprehensive information for parents regarding special education services.
- Create a venue for teachers to share information from various buildings and levels.
- Respond to the needs of our students, as ALL students are general education students first!

Our philosophy of Special Education embraces a multi-disciplinary approach in which the student's cognitive, social/emotional, physical and management needs are addressed through parent-professional partnerships. We initiate ongoing, collaborative communication between family and the educational community to ensure students are provided with appropriate programming to meet their needs in the Least Restrictive Environment (LRE).

The district's multi-disciplinary teams consist of: Committees on Special Education (CSE), Instructional Support Team (IST), and Special Education Leadership Council. These committees include administrators, teachers, health professionals, related service providers and parents as appropriate. Through the multidisciplinary approach, an individualized education plan (IEP) is written based on a student's needs. A program based on the IEP is developed, implemented and supported collaboratively.

This current plan covers two school years (2024-2026) and is based on the following goal areas for the district's special education programs:

- A. Identification of Special Needs Students
- B. Regulatory Compliance
- C. Evaluation of Programs and Student Performance
- D. Implementation of Least Restrictive Environment Philosophy
- E. Transition Planning/Aging Out
- F. Curriculum Development and Implementation
- G. Parent Involvement
- H. Evaluation of Long Range Plan

The plan is organized into three (3) major sections:

- 1. Eight (8) goals; with coordinating objectives, strategies, and evaluative procedures
- 2. Six (6) Appendices:
 - 1.1: Nature and Scope of Services
 - 1.2: Enrollment/Projections
 - 1.3: Budget/Projections
 - 1.4: Alternative Format for Students with Disabilities; Chapter 377
 - 1.5: Future Trends and Challenges
- 3. Glossary of Terms

The Board of Education will receive a revised Long Range plan every two (2) years. Thus the plan will be reviewed, updated and projected for the two (2) years beyond the current plan. The revisions of this plan should reflect the needed changes in district programs, changes in education law and regulations, and changes as the result of the on-going evaluation of progress in meeting the special education goals. Of equal importance, the revision of the plan will reflect the process of communication among the stakeholders who have assisted in the preparation of this plan.

GOAL AREAS

A. IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS

Goal: The Orchard Park Central School District will conduct appropriate evaluations of students, ages 3 - 22 (through the school year in which the student turns 22), suspected of having a disability(ies).

Objective:

1. Students suspected of having a disability will be referred to the District Committee on Special Education (DCSE), or Committee on Preschool Special Education (CPSE), for individual evaluation(s) as deemed appropriate.
 - a. Ensure clear communication that shares referral to Special Education (at any level) can be done by a member of the school team, parent, or outside professional working with the family.

Strategy:

1. The Committee on Special Education will evaluate referred students based upon data derived from:

Kindergarten Screening	Standardized Assessment
Parent/Guardian Referrals	Universal Screening
New Student Screening	Functional Behavior Assessment (FBA)
Staff Observations/Referral	Response to Intervention (RtI)
Review of Records/ Portfolios	Academic Intervention Services (AIS)
Agency Referral	Documentation of Classroom Performance
2. The process for referral will be clearly articulated to all faculty and staff K-12 to ensure consistency in such process across buildings within the OPCSD. This will be reviewed at least annually to accommodate new staff as well as existing team members.

Evaluation: Assistant Superintendent for Personnel and Pupil Services, Director of Special Education, Assistant Director of Special Education, Building Administrators and Psychologists will ensure compliance with referral procedures.

B. REGULATORY COMPLIANCE

Goal: The Orchard Park Central School District will comply with all federal and state mandates governing the education of students identified as having a disability(ies).

Objectives:

1. Identified students' progress will be evaluated and programs updated annually, but may be reviewed more frequently if deemed necessary.
2. State and Federal mandates will be observed regarding procedures and timelines for referral, evaluations, and due process.

Strategy:

1. CSE meetings will be scheduled annually based on the anniversary date of the IEP. CSE meetings will be held at the building or District level.
2. Each CSE will follow the appropriate procedures outlined in our Special Education Handbook, Part 200 of the New York State Commissioner's Regulations, Federal and State Education law and regulations.
3. Plans will be reviewed annually to maintain compliance with Triennial Evaluations and inclusion of transitional planning into the IEP.
4. Building-level department meetings prior to the start of the school year to review/clarify policy and procedure for all special education staff.

Evaluation:

1. Service Providers will be accountable to the Assistant Superintendent for Personnel and Pupil Services, Director of Special Education, and Assistant Director to ensure that all students' Individual Education Plans (IEP) have been appropriately developed, implemented and reviewed annually.
2. Service Providers will be accountable to the Director of Special Education and Assistant Director of Special Education, and Building Administrators to ensure that all programs and services included in the IEP are being implemented and/or amended as appropriate.

C. EVALUATION OF PROGRAMS and STUDENT PERFORMANCE

Goal: Through the implementation of the District Comprehensive Improvement Plan (DCIP), the Orchard Park Central School District will provide continuous evaluation of programs, services, and student performance for all students with disabilities.

Objective:

1. Promote a mindset that all students can and should seek challenges to reach their highest potential.
2. Programs and services will take into consideration compliance with the Individual Education Plan (IEP) and the appropriateness of current programs and services in meeting the identified needs of the student.
3. Student performance takes into consideration academic, social-emotional, physical and management needs.
4. Increase participation in accelerated, honors and AP courses while maintaining high standards

Strategy:

1. Research other schools and/or districts to learn about effective models for the delivery of special education services.
2. A student's progress in these areas can be noted through the following ways:

Reporting systems	Parent conferences
Individualized Education Plan (IEPs)	Standardized testing
Quarterly progress monitoring/reports	Teacher and/or service provider observations
Portfolio assessment	Student self-evaluations
Data from Behavior Intervention Plan (BIP) if appropriate	Achievement or progress toward achievement of IEP goals and objectives
3. Annually review current programming to ensure access to the Continuum of Services.
4. Continued professional development for faculty and staff regarding academic, social-emotional, physical, and management needs.
5. Study the enrollment in leveled courses by subgroups:
 - Accelerated, honors and Advanced Placement (AP) courses;
 - General level courses
 - B-level courses, AIS, and special education;
6. Enhance the current K-5 data meeting structures to focus on the academic progress of our subgroups.
7. Adopt data review cycles at the middle and high school level that analyze the academic progress of subgroups.

Evaluation:

1. Service Providers will be accountable to the Director of Special Education and Assistant Director to ensure that all students' performance and progress in meeting their Individual Education Plans have been assessed at least annually.
2. Service Providers will be accountable to the Director of Special Education, Assistant Director,

and Building Administrators to ensure that all programs and services included in the IEP are being implemented and/or amended as deemed appropriate.

D. IMPLEMENTATION OF THE LEAST RESTRICTIVE ENVIRONMENT

Goal: The Orchard Park Central School District will provide services and programs to identified students in the Least Restrictive Environment (LRE) based on academic, social/emotional, physical, and management needs where the goals and objectives of their IEP can be achieved satisfactorily.

Students with disabilities have a fundamental right to receive their special education support in a classroom setting that, to the maximum extent appropriate, includes students without disabilities. Students with disabilities will have the opportunity to attend the same schools they would have attended if they did not have disabilities. Placement outside of a student's school of residence may occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

Objective:

1. Opportunities will be provided for supplemental aids/services within the general education classroom including, but not limited to, assistive technology, adult support, program modifications, etc.

Strategy:

1. Facilitate opportunities for identified students to participate with general education students in a variety of settings to aid them in maximizing their learning potential.
2. Annually review out-of-district placements and the viability of returning students back to the District from the BOCES and/or Agencies.

Evaluation:

1. The CSE(s) will ensure that the options along the continuum of services have been considered for all students based upon data collected through professional observations, assessments, progress monitoring, as well as student and parent input.

E. TRANSITION PLANNING

Goal: The Orchard Park Central School District will provide plans for all identified students (Age 3-22) to ensure smooth transition points through the continuum of educational settings.

Objective:

1. Ensure the smooth transition among grade levels, programs, and environments from preschool through post-secondary settings for all special education students.

Strategy:

1. Promote an understanding of transition planning opportunities among stakeholders using, but

not limited to, the following:

- Parent orientation to new programs and/or transitional periods
- Staff communication and collaboration at transitional CSE meetings
- Site visitations for teachers and/or staff to increase understanding of programming options
- Post-secondary transition planning with agencies, colleges, etc.
- Transition planning/goal setting when a student becomes age-eligible for such support through the IEP.

Evaluation:

1. Stakeholder feedback derived from exit interview/parent and student survey

F. CURRICULUM IMPLEMENTATION and DEVELOPMENT

Goal: The Orchard Park Central School District will provide a comprehensive academic experience that maximizes the potential of all students by promoting equity and inclusion, recognizing and embracing diversity, and identifying and moving barriers to ensure access and opportunities.

Objective:

1. Recognize that all students can learn with appropriate specially designed instruction, accommodations and modifications.
2. Develop and implement an MTSS program to ensure adequate implementation and delivery of learning opportunities for all students.
3. Work with the Building Administration to provide professional development around special education models of instruction.
4. Continue to develop and implement appropriate pathways for graduation for all students.
5. Provide professional learning opportunities to faculty and staff on evidence-based interventions and teaching strategies.

Strategy:

1. Utilize evidenced-based instructional strategies that meet all students' needs consistently, allowing for a measurable rate of progress.
2. Provide opportunities for general and special education professionals to develop skills that differentiate classroom instruction and incorporate universal design elements into instructional delivery.
3. Investigate ways to incorporate Special Education teachers into curriculum planning and development projects.

Evaluation:

1. Solicit feedback from general and special education teachers on the efficacy of evidence-based instructional strategies.
2. Analyze subgroup NYS assessment data and/or common assessment data to determine improved student outcomes.

G. PARENTAL INVOLVEMENT

Goal: The Orchard Park Central School District will promote parents as partners in the education of our children.

Objective:

1. Encourage parental participation at conferences, open houses, in-services, meetings, etc.
2. Enhance communication between and among district staff and parents to promote a better understanding of their roles and their child's needs.
3. Solicit parent member participation in Special Education Leadership Council (SELC) meetings annually and through the Orchard Park Special Education Parent Teacher Student Association (OPSEPTSA).

Strategy:

1. Share a Welcome Letter in September of each year from the Office of Special Education to all families whose children are receiving services regarding Special Education programming in OPCSD .
2. Include contact information for the Office of Special Education and reasons for such contact in building-level newsletters at the beginning of each school year.
3. Offer Parent Information Meetings a minimum of twice a year to discuss the role of Special Education within OPCSD.
4. Include two (2) parent representatives on our Special Education Leadership Council.
5. Seek opportunities to share information with parents about referral processes for student academic and behavioral interventions, as well as transitional opportunities.
 - a. A brochure is currently in draft format to help share information with families regarding out of district placements.
 - b. Continually seek ways to utilize and interact with district website to be an efficient and effective source of information for families.

Evaluation: Evaluation will be based on input and feedback from staff and parents.

H. PERSONNEL DEVELOPMENT

Goal: The Orchard Park Central School District will provide opportunities for professional development and growth for both general and special education.

Objective:

1. Encourage collaborative and multi-disciplinary approaches so that the nature and needs of all students are understood and addressed.
2. Regularly share curricular and educational trends, regulatory changes, and state and federal mandates to ensure all faculty has the opportunity to keep abreast and respond to the changing face of education.

Strategy:

1. Create opportunities for vertical and horizontal alignment discussions about the role of special education within the general education environment.
2. Collaborate with BOCES to offer state approved course in Autism to all special education as well as general education faculty and staff.
3. Offer inclusive in-service opportunities for all staff on the development of Individualized Education Plans, Functional Behavioral Assessments & Behavioral Intervention Plans, Autism Spectrum, and transition planning per Indicator 13.
4. Offer training in MTSS methodology and data collection to K-12 faculty and staff.

Evaluation: Evaluation will be based on input and feedback from faculty and staff.

APPENDIX 1.1

NATURE AND SCOPE OF PROGRAMS

Multi-disciplinary teams may recommend a student to a Committee on Special Education for any placement option listed below, however, these placements may or may not provide services in isolation. Based on the individual student's academic, physical, social-emotional, and management needs, services may coalesce to provide the appropriate placement in accordance with a least restrictive environment policy. The Orchard Park Central School District ensures that adequate and appropriate staff and space are continually allocated within the District for special education programs that meet the needs of resident students with disabilities. Continuous evaluation of programming (addition or removal) will be explored to meet student needs.

Continuum of Services

Groupings are based upon the similarity of student needs and no more than a 36-month age-span guideline. Staff-to-student ratios are per current State regulations.

1. General Education Classroom
 - a. with Supplemental Aids and Services
 - b. with Consultant Teacher Services, Resource Room, and/or Related Services
 - c. with Integrated Co-Teaching
2. Special Education Self-Contained Classroom
 - a. Special Class (15:1)
 - b. Special Class (12:1:1)
3. Out-of-District Public, Private and Agency Program
 - a. Varied based on student need
4. Home/Hospital Instruction
 - a. 10 hours/week – Elementary Level
 - b. 15 hours/week – Secondary Level

Personnel/Services

The Orchard Park Central School district employs a variety of appropriately licensed, certified, and qualified individuals to address the needs of our students. They include:

District and Building Administrators
General Education Teachers (K-12)
Special Education Teachers (K-12)
Teacher Assistants (K-12)

Related Service Providers:

Occupational Therapists, Physical Therapists, Speech Therapists, Social Workers, School Psychologists, Behavioral Specialists, and School Counselors

Service Related Personnel:

Aides, Clerical Staffs, Nurses, Bus Drivers, Bus Attendants, Custodians, Cleaners

However, the specific needs of some individual students require services beyond the scope of our current staff. Therefore, Orchard Park Central School District contracts with out-of-district service providers based on student need.

APPENDIX 1.2

ENROLLMENT PROJECTIONS 10-4-2023

Verification Report 4
Preschool Least Restrictive Environment Setting Report
by Age, Gender & Race/Ethnicity
 October 4, 2023 Snapshot

Educational Environment		A	B	C	D
		Age 3	Age 4	Total # of students Ages 3-4 (10/4/2023)	Total # of students Ages 3-4 (10/5/2022)
Attending a regular early childhood program for 10 or more hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	8	8	16	5
	and receiving the majority of hours of special education and related services in some other location.	10	29	39	46
Attending a regular early Childhood Program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early	0	0	0	0

	childhood program				
	and receiving the majority of hours of special education and related services in some other location	4	1	5	10
Separate Class		6	3	9	9
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		13	3	6	18
Service Providers Location		0	0	0	0
(3.0) Total		41	44	85	88

Verification Report 9
Provider Report of School Age Students Receiving Special Education
October 4, 2023 Snapshot

Line Number	Educational Environment for School Aged Students Ages 4-21	Age Range	
		Ages 4-5	Ages 6-21
1	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in the regular classroom.	0	
2	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in some other location.	1	
3	Parentally placed in a nonpublic elementary school and NOT receiving publicly funded special education and related services	0	
4	Attending a kindergarten, 1st grade or other regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in the regular early childhood program.	3	
5	Attending a kindergarten, 1st grade or other regular early childhood program for 10 or more hours a week and receiving the majority of hours of special education and related services in some	3	

	other location.		
6	Attending a kindergarten, 1st grade or other regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related in the regular early childhood program.	0	
7	Attending a kindergarten, 1st grade or other regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related services in some other location	0	
8	Separate Class	0	
9	Separate School	0	
10	Residential Facility	0	
11	Home	0	
12	Service Provider Location or some other location that is not in any other code	0	
13	Inside Regular Classrooms for 80% or More of the School Day		446
14	Inside Regular Classroom for 40 to 79% of the School Day		162
15	Inside Regular Classroom for Less than 40% of the School Day		31
16	Separate School		0
17	Residential Facility		0
18	Hospital (In-Patient)		0
19	Home (Placement by the CSE)		0
20	Incarcerated in the County Correctional Facilities		0
21	Home Schooled by Parental Choice		6
22	Parentally Placed in Nonpublic School-Receiving Special Education		0
23	Parentally Placed in Nonpublic School-Not Receiving Publicly Funded Special Education Services		0

Table 3: Report of All Students with Disabilities as of October 4, 2023 by Race/Ethnicity Category

Line Number	Disability	A	B	C	D	E	F	G	H
		Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total
01	Autism	4	1	0	2	0	48	3	58
02	Emotional Disability ¹	0	0	0	3	0	12	2	17
03	Learning Disability	12	0	0	8	0	256	6	282
04	Intellectual Disability ²	1	0	0	0	0	8	0	9
05	Deafness	0	0	0	0	0	0	0	0
06	Hearing Impairment	0	0	0	0	0	2	0	2
07	Speech or Language Impairment	8	1	0	3	0	128	7	147
08	Visual Impairment (Includes Blindness)	1	0	0	0	0	3	0	4
09	Orthopedic Impairment	0	0	0	0	0	1	0	1
10	Other Health Impairment	18	0	2	2	0	163	8	193
11	Multiple Disabilities	0	0	2	0	0	20	1	23
12	Deaf-Blindness	0	0	0	1	0	0	0	1

13	Traumatic Brain Injury	0	0	0	0	0	1	0	1
14	Total (Lines 1-13)	44	2	4	19	0	642	27	738

¹: Classification of "Emotional Disturbance" was changed to "Emotional Disability" in the 2022-23 school year

²: Classification Category of "Mental Retardation" was changed to "Intellectual Disability" in the 2010-11 school year

APPENDIX 1.3

BUDGET

Program for Students with Disabilities	2019-2020 Budget	2024-2025 Projected Budget
Teacher Salaries	\$5,049,750	
Psychological Services	\$364,200	
Social Work Services	\$474,850	
Aide Salaries	\$2,565,500	
New Equipment	\$0	
Supplies & Materials	\$32,100	
Contractual Expenses	\$600,000	
BOCES Expenses	\$5,120,000	
Other Expenses	\$5,000	
Tuition: Public School Districts	\$460,000	
Tuition: Private Schools/Agencies	\$1,880,330	
Total Cost OPCSD Programming for Students with Disabilities	\$16,551,730	
Federal IDEA Grant (611 & 619) Funding	-\$1,148,424	
TOTAL Budget	\$15,403,306	

APPENDIX 1.4

Alternative Format for Students with Disabilities Chapter 377

Targeted Population:

Identification of the needs of students residing in the district or attending BOCES
For students with IEPs

For students with IEPs, the Special Education Teacher will collect the necessary information regarding alternate format needs (e.g., type of format, specifications of the format such as font size for large print, etc.) and convey it to Betsy DiCanio, Director of Special Education, ***by June 30, in anticipation of the upcoming school year.***

For students with Section 504 accommodation plans, Building 504 Officer will collect the necessary information regarding alternate format needs (e.g., type of format, specifications of the format such as font size for large print, etc.) and convey it to Betsy DiCanio, Director of Special Education, ***by June 30, in anticipation of the upcoming school year***

Access To and Conversion of Electronic Files

Students will access electronic files for screen and/or text readers and alternative displays (e.g. computers, printers, scanners, closed circuit televisions, alternative keyboards, Braille note-takers, tape recorders, etc.) and software (e.g. screen readers, speaking browsers, screen magnification devices, scan and read, Braille translation, etc.) as indicated in their IEP or 504 plan.

The CSE/CPSE or district-designated contact person will work collaboratively with the Assistive Technology Team and the Technology Department to ensure articulation between the instructional materials needed by the student and the tools to access them, by the designated deadlines.

Electronic files will be converted to Braille, large print, audio, or alternative displays when needed by the Special Education Teacher before its being assigned/used in the classroom.

Ordering Timelines:

In order to ensure that all identified students will have access to appropriate Alternative Formats for the State Assessments; those Assessments will be ordered per State Education Guidelines.

The Special Education Teacher will follow SED guidelines to seek permission to reproduce or reformat state assessment test booklets.

Braille and large print conversions will be requested from the NYS Resource Center located in Batavia (716-343-8100) at the NYS School for the Blind (NYSSB) at least three months prior to the date needed. **Requests for Braille or large print conversion made to vendors will be made at the same time regular materials are ordered.**

Requests for conversion of Braille and large print made to an in-district employee ***will be made at least 30 days prior to the date needed.***

Procurement of the Alternate Instructional Materials ***will follow the same timeline as for the textbooks and instructional materials for non-disabled students*** (consistent with district purchasing policy/guidelines/timelines, etc.).

Selection and Procurement of Instructional Materials:

Each district will annually inform all stakeholders about Chapter 377 and its implications for instruction and the procedure for district policy. Each staff member shall be informed of student specific needs for Alternative Instructional Materials at the same time they are informed of other classroom/testing accommodations, strengths, and the teacher's responsibilities to meet the IEP as per IDEA and Part 200 Regulation.

Materials Selection Process:

Materials and textbooks will be adopted through the Office of Curriculum. The Director of Special Education will ensure that Special Education Teachers are on the team reviewing possible new materials and curriculum.

As a part of the materials review criteria, the Alternate Format information will be collected and considered in the decision making process.

Preference will be given to vendors who agree to provide materials in a usable Alternative Format.

Procedures for New Entrant Students During the School Year:

Alternate Format of Instructional materials and Related Technologies will be identified at the child's initial CSE/CPSE meeting. The CSE/CPSE will convey this information to all stakeholders (e.g. classroom teacher, curriculum coordinator, testing coordinator, principal, purchasing, special education teacher, etc.) within 14 days of the meeting.

For procurement of necessary materials:

The CSE/CPSE will contact the previous school district to determine if the materials are available for loan (or purchase) until appropriate materials can be procured (purchased or developed) by the district.

APPENDIX 1.5

FUTURE TRENDS AND CHALLENGES

In an effort to meet the needs of students, we continuously strive to address the issues created by the differences among family expectations, community attitudes, professional judgment and district resources.

Education in general is confronted with the changing nature and scope of society. Because of legislative mandates, court decisions, impartial hearing officer decisions and due process, Special Education is under pressure to respond to these challenges in a timely manner. The following non-exhaustive list of trends, influences, and responsibilities promise to challenge our district into the foreseeable future:

Changing Needs of Students	Demographics of district Population
Social Issues	Regulatory Changes
Financial Resources	DCIP
Parental Involvement	Instructional Innovations
Expanding Service Offerings	Eligibility Criteria
Diminishing Array of Providers	Special Education Handbook
Assistive Technology	Equity & Accessibility
Court Decisions	Updated Assessment Processes
Diploma Requirements & Expectations	Acceptance of Individuals with Disabilities
Technological Advancements	Multi-Tiered Systems of Support (MTSS)
Due Process Rights/Procedures	Role of Outside Agencies/Providers
Cultural Diversity	Every Student Succeeds Act (ESSA)
New York State Learning Standards	

APPENDIX 1.6

EVALUATION OF LONG RANGE PLAN

The District Long Range Planning Committee, through the Special Education Leadership Council, will meet annually for the purpose of addressing the implementation of the Long Range Plan and reviewing the level of goal acquisition contained herein.

The District will evaluate and/or amend the plan to make it a working document that is constantly evolving to note changes reflecting sound educational practice. To accomplish this, the district will seek input from staff, parents, and students regarding the effectiveness of the Long Range Plan.

Goals will be reviewed to determine the extent to which each objective has been met. Review strategies to ascertain the appropriateness of methodology.

GLOSSARY of TERMS

ACCES/VR – (Adult Career and Continuing Education Services-Vocational Rehabilitation) (formerly VESID) – Is a part of the New York State Education Department and assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education rehabilitation and career development. A referral enables services to be implemented upon reaching age 22 or graduating from high school, enabling students a seamless transition to the workplace and to live independent, self-directed lives.

Academic Instructional Support (AIS) - A general education service that provides remedial instruction within the areas of reading, written expression, and/or math delivered to disabled and non-disabled students.

Accommodation Plan - A recommended plan determined for a student which ensures eligibility to district programs based upon defined learning challenges, evaluations, and projected documentation as stated by the 504 Rehabilitation Act of 1973.

Aging Out - The closure and transitioning out of preschool special education students who will be turning 5 years of age by December 1st or students who will be 22 years of age by the end of the academic year and leaving secondary level education programs.

Annual Review - A formal assessment/review conducted at least once a year (within 365 days) by the CSE (Committee on Special Education) regarding the status of each student with a disability for the purpose of recommending, modifying or terminating special education services.

Adaptive Physical Education (APE) - 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.

Assistive Technology Service - Means any service that directly assists a student with a disability with the selection, acquisition or use of an assistive technology device. The term includes evaluation, leasing/purchasing, selecting, coordinating and training for the professionals and paraprofessionals working with that student.

Assistive Technology Device - 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 mobility, communications and the range and effectiveness of educational experiences of children with disabilities.

Behavioral Intervention Plan (BIP)- A plan that is based on results of the Functional Behavioral Assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address behavior.

CDOS (Career Development and Occupational Studies) – Students can earn a NYS Career Development and Occupational Studies Credential (CDOS). This credential recognizes each student's preparation and skills for post-school employment.

Case Management - Facilitating communication and service provision among multiple service providers for students with special needs.

Collaboration - Working jointly toward a common goal.

Compliance - Acting in accordance with state/federal regulations and law.

Consultant Teacher Services - These services are provided to a student with a disability who attends a regular education program on a full-time basis. Such services may be provided either directly to the student, through individual or group instruction within the general education classroom, to permit the student to benefit from the regular education program; or indirectly through the provision of consultant to the regular education teacher(s) to assist in adjusting the learning environment and/or modifying instructional methods to meet student's needs.

Continuum of Services - An array of settings and services that may be used individually or in combination from least restrictive to most restrictive. Refer to Part 200 Regulations of the Commissioner of Education (200.6).

Committee on Preschool Special Education - CPSE. The group, including parents, teachers, service providers, and school personnel as warranted, responsible for determining eligibility for special education and related services and programming for students aged 3-4.

Committee on Special Education - CSE. The group, including parents, teachers, service providers and school personnel as warranted responsible for determining eligibility for special education and related services and programming for students aged 5-22.

District Committee on Special Education - DCSE, same as above (CSE), but includes district level administrators and staff as needed.

Disability - An inability to successfully participate in general educational/instructional activities without modification, adaptation, staff, equipment or physical support.

Due Process - Procedures to ensure parent/student rights. Refer to Part 200 Regulations of the Commissioner of Education (200.5).

Family Educational Rights and Privacy Acts - FERPA

Free and Appropriate Public Education – FAPE

Front Door – A person-centered approach to planning supports for people with developmental disabilities. The Front Door will guide people through the steps involved in finding out if they are eligible for services with the OPWDD.

Functional Behavioral Assessment (FBA) - A process that determines why a student engages in a behavior and how the behavior relates to the environment. A hypothesis is formed as a basis for a Behavioral Intervention Plan. A Behavior Intervention Plan is based on a FBA and must include a description of the problem behavior, global and specific hypotheses as to why problem behavior occurs and specifies interventions.

Goals - Desired results towards which instruction is directed as indicated on Individualized Educational Plan (IEP).

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Inclusion - Inclusion refers to a special needs student placed within appropriate general education program primarily for social/emotional exposure and whose disability as stated on the IEP requires significant modification and/or adaptation of his/her general class curriculum as it relates to their cognitive, social/emotional, physical and management needs.

Individual Disability Education Improvement Act (IDEIA) - Under the Individuals with Disability Education Improvement Act (IDEIA, 2004) children with disabilities include children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairment, or specific learning disabilities; and who by reason thereof need special education and related services. Under Article 89 of the Education Law, children with disabilities include those who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education (Educ. Law 4401 (1)).

Individualized Educational Plan (IEP) - A written plan developed, reviewed and revised by the CSE, which describes the strengths and weaknesses of the student and specifies the special education program and services to be provided to meet the unique educational need(s) of a student with a disability.

Integrated Co-Teaching (ICT) - This service offers a learning environment that includes a general education teacher working collaboratively with a special education teacher to deliver the curriculum in the general education setting in a team-teaching situation.

Instructional Support Team (IST) - Building-level multidisciplinary team that reviews student's academic, social/emotional, physical and management needs with planned follow up.

Least Restrictive Environment (LRE) - The placement of students with disabilities in special classes, separate school or other removal from the general educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Manifestation Determination - A process that determines the relationship between a student's

behavior and his or her disability subject to disciplinary action. It considers whether the IEP is appropriate and has been implemented, the student's ability to understand consequences, and the student's ability to control behavior.

Mediation - An opportunity to resolve issues on conflicts in a non-adversarial manner. Mediation is voluntary and does not deny or delay a parent's right to an impartial hearing. Refer to Part 200 Regulations of the Commissioner of Education (200.5H).

Modification - Adaptation made to the learning environment, instructional delivery and/or performance expectations which allow students with disabilities opportunities to demonstrate acquisition of information/skills.

Multi-Tiered Systems of Support - (MTSS)- a framework, as defined by the New York State "Every Student Succeeds Act" as a framework for both academic and behavioral instruction/intervention. It is a data-driven, decision-making framework for increasing the effectiveness, efficiency and equity of delivered instruction, rapidly identifying and responding to the needs of students and continuously improving while implementing evidence/researched-based practices.

Objective - A specific, observable, measurable demonstration of acquired skills toward which instruction is directed as indicated on Individualized Educational Plan (IEP).

Occupational Therapy - Service which addresses a student's identified needs in one or more of the following areas: fine motor coordination, dexterity, visual-spatial and sensory processing skills as they affect his/her educational performance.

Office for People with Developmental Disabilities- (OPWDD) – A New York State agency responsible for coordinating supports and services for people with developmental disabilities, including Intellectual Disabilities, Cerebral Palsy, Down Syndrome, Autism Spectrum Disorders, and other Neurological Impairments. The agency will determine if the person has a developmental disability that is eligible for OPWDD funded services.

Parent - Natural parents, court-appointed guardians, foster parents or other individuals serving in a parental capacity.

Physical Therapy - Service which addresses a student's identified needs in one or more of the following areas: range of motion, strength, muscle tone, posture, gait, balance, reflex integration, gross motor coordination as they affect his/her educational performance.

Psychological Evaluation Services - A process by which a New York State certified school psychologist or licensed psychologist uses, for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's dominant language, to study and describe a student's developmental, learning, behavioral and other personality characteristics. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.

Pull Out - Educational service provided to the student outside of the classroom on an individual or small group basis.

Push In - Educational service provided to the student within the classroom.

Related Services -Speech pathology, audiology, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and/or training, school health services, school social work services and/or other appropriate developmental or corrective support services designed to support and enhance the child's performance within the educational environment. The frequency and duration of such service(s) will vary and will be indicated on the Individualized Educational Plan (IEP).

Resource Room - This service is supplemental to the regular or special class instruction provided to students with disabilities. Such services must be provided for not less than the equivalent of 180 minutes per week to instructional groups of five or less students with disabilities who have similar educational needs.

Response to Intervention (RtI) -A general education initiative that supports a systematic approach to instruction and intervention, guided by research-based methods and continuous progress monitoring of students' needs.

Section 504 (Rehabilitation Act of 1973) - No individual with a disability shall, on the basis of disability, be excluded from participation in, be denied of, or otherwise be subjected to discrimination under any program or activity which receives benefits from federal financial assistance.

Service Providers - Appropriate certified, licensed and/or qualified staff who assist children in achieving the goals/objectives outlined in his/her IEP.

Significant Regression - A student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.

Social History - A report of information gathered and prepared by qualified school district personnel pertaining to the interpersonal, familial and environmental variables which influence a student's general adaptation to school, including but not limited to: data on family composition, family history, and developmental history of the student, health of the student, family interaction and school adjustment of the student.

Social Work Services - A process that a NYS certified school social worker uses, for purposes of educational planning, interventions to remove barriers to a student's learning from familial, environmental or interpersonal problems; mobilization of school and community resources to enable the student to benefit from his/her educational program. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.

Special Class - This service is provided on a daily basis to students with disabilities who are grouped based on similar educational needs for the purpose of being provided a special educational program.

These classes vary according to the number of students being serviced in each and by the number of service providers supporting their program. Class sizes could vary from as many as 15 students with one teacher, to as few as six students with a teacher and an aide, to support educational needs.

Special Education Service - A service designed to employ a variety of techniques, methodologies and/or approaches in the instruction of students with special needs.

Speech Therapy - A service that identifies, evaluates and treats communication disorders such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects the student's educational performance

Supplemental Aids and Services - Means aides, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment.

Transitional Support Services - Temporary services provided to a general or special education teacher to aid in the provision of appropriate services to a student with disabilities transferring to a program or service in a less restrictive environment/setting.

Transition Planning - The provision of plans for all identified special education students (ages 3 - 21) to ensure smooth transitions through the continuum of educational settings and post-secondary pursuits.