
Newark Central School District

Office of Pupil Services

Special Education District Plan

November 1, 2016-October 31, 2018

Submitted by:

Jennifer Singer

Director of Pupil Personnel Services

Monica Stadler

Chairperson on Committee of Special Education

Table of Contents

Introduction.....	3
Nature of Scope of Sequence of Special Education Services.....	4
Definition of Special Education.....	4
Definition of Disability Classifications.....	6
Continuum of Services.....	9
Special Education Data.....	
School-Age Data.....	13
Pre-School Data.....	16
Method of Evaluation.....	17
Allocation of Space.....	19
Alternative Formats for Instructional Materials.....	20
Budget.....	21
Board of Education Approval.....	23

Introduction

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

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

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

Nature and Scope of Special Education

Definition of Special Education

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

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions, and in other settings.
2. Such instruction includes specially designed instruction in physical education, including adapted physical education.
3. For the purposes of this definition:
 - a. The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 2300.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student. The areas to be considered shall include:
 - i. *Academic achievement, functional performance and learning characteristics* which shall mean the level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style
 - ii. *Social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments
 - iii. *Physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and
 - iv. *Management needs* which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph.
 - b. *Group instruction* means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of

any one student in the group shall not consistently detract from the instruction provided to other students in the group.

Nature of Special Education

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

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

Definition of Disability Classifications

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness

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

Deaf-Blindness

Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disturbance

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

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A generally pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems

This term includes schizophrenia and does not apply to students who are socially maladjusted, unless it is determined that they are emotionally disturbed.

Hearing Impairment

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

Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does

not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Intellectual Disability

Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student’s educational performance.

Multiple Disabilities

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

Orthopedic Impairment

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

Other Health-Impairment

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

Speech or Language Impairment

A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.

Traumatic Brain Injury

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

Visual Impairment Including Blindness

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

Continuum of Services

The Newark Central School District offers a continuum of special education services to meet the needs of students with disabilities, ages 3-21. These services include consultant teacher services (direct and indirect), resource room services, related services, integrated co-teaching, special class, transition services, and home/hospital instruction. A range of programs is provided to allow each student and equal opportunity for instruction in the least restrictive environment as required by law.

Consultant Teacher (CT) Services

Direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.

Direct Consultant Teacher Services

Specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct Consultant Teacher services can be combined with Indirect Consultant Teacher services.

Indirect Consultant Teacher Services

Consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect Consultant Teacher services can be combined with Direct Consultant Teacher services.

Parameters for CT Services

The maximum number of students who may be assigned to consultant teacher *may not exceed 20*. The minimum number of hours for CT services is *two hours per week* for direct and indirect services; in any combination.

Resource Room (RR) Services

A special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

Parameters for RR Services

Students may not spend more than 50% of their instructional day in the RR setting. The instructional group size *may not exceed five* students per RR teacher. The total number of students with disabilities assigned to a resource room teacher cannot exceed 20 students, except that the total

number of the students with disabilities assigned to a resource room teacher who serves students enrolled in grades seven through twelve or a multi-level middle school program operating on a period basis cannot exceed 25 students. The minimum number of hours for RR services shall receive *not less than three hours of instruction per week*. However, if the student is also recommended to receive consultant teacher services, the minimum number of hours of the combined resource room (RR) and consultant teacher (CT) services is three hours per week.

Related Services

Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.

Related services include, but are not limited to speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, evaluative and diagnostic medical services to determine if the student has a medically related disability, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate support services and includes the early identification and assessment of disabling conditions in students.

Parameters for Related Services

When a related service is provided to a number of students at the same time, the number of students in the group *cannot exceed five students per teacher or specialist*.

Integrated Co-Teaching (ICT) Services

The provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.

Parameters for ICT Services

The maximum number of students with disabilities that can be on the class roster of a class where integrated co-teaching services are provided is 12.

Special Class

A class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

Parameters for Special Class

The maximum number of students who can receive special class instruction *cannot exceed 15 students*. The chronological age range within special classes of students with disabilities who are less than 16 years of age shall not exceed 36 months. The chronological age range within special classes of students with disabilities who are 16 years of age and older is not limited.

Transition Services

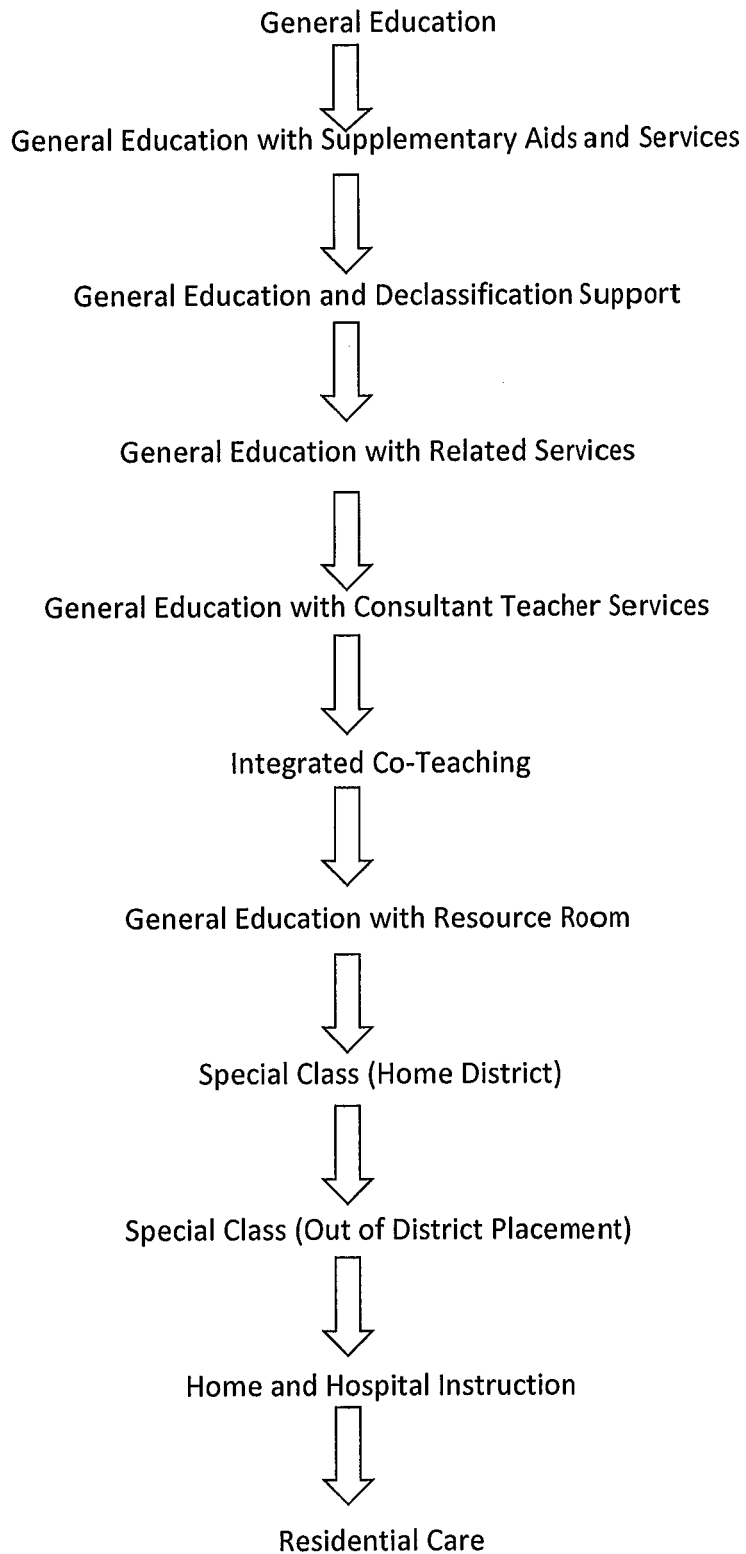
A coordinated set of activities for a student with a disability beginning no later than the first IEP to be in effect when the student is age 15, designed within a results-oriented process that is focused on improving academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-secondary activities.

Home/Hospital Instruction

Special education instruction provided at home or in a hospital setting for purposes of ensuring progress in the general education curriculum for a student who is unable to attend school. The instruction may also be provided in other approved settings as determined by CSE.

Continuum of Services Flow Chart

Least Restrictive to Most Restrictive



School-Age Data
Students with Disabilities by Grade and Disability
 10/18/16

Disability Category	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	U	
<i>Autism</i>	3	3	3	1	1	0	3	1	6	1	1	0	3	0	26
<i>Deafness</i>	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
<i>Deaf-Blind</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Emotionally Disturbed</i>	0	0	0	1	0	1	0	1	5	2	8	2	2	0	22
<i>Hearing Impaired</i>	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
<i>Learning Disability</i>	0	0	2	4	2	7	11	12	8	6	1	4	5	1	74
<i>Intellectual Disability</i>	0	0	0	0	0	0	1	1	1	0	0	1	1	4	9
<i>Multiple Disabilities</i>	1	0	1	0	1	1	0	0	2	2	1	2	4	2	17
<i>Orthopedic Impairment</i>	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2
<i>Other Health Impairment</i>	5	8	9	5	1	8	2	6	6	4	7	9	3	1	74
<i>Speech & Language</i>	4	6	6	8	5	2	3	2	3	0	1	0	1	0	41
<i>Traumatic Brain Injury</i>	0	0	1	1	0	0	0	0	0	0	1	0	0	0	3
<i>Visual Impairment</i>	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Total	13	17	22	21	11	20	21	24	31	16	31	18	19	8	272

School-Age Data

*Students with Disabilities by Grade and Program
10/18/16*

Program Category	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	U	
<i>Consultant Teacher</i>	5	7	8	10	7	14	16	13	12	6	2	0	1	0	101
<i>Integrate Co-Teaching</i>	0	0	0	0	0	0	0	0	0	8	14	11	6	0	39
<i>Resource Room</i>	0	0	0	0	0	1	10	5	2	6	4	3	2	0	33
<i>Special Class 15:1</i>	0	0	0	0	0	0	3	8	10	5	7	2	0	0	35
<i>Special Class 12:1:1</i>	0	0	8	6	1	2	2	2	2	2	0	4	4	4	37
<i>Special Class 6:1:1 (SHAPE)</i>	1	5	3	5	1	4	1	0	0	0	0	0	0	0	20
<i>Special Class Out of District (OOD) 12:1/15:1</i>	0	0	0	0	0	2	0	0	0	0	1	0	0	0	3
<i>Special Class Out of District (OOD) 12:1:1</i>	2	1	1	0	0	0	0	0	3	1	3	0	1	3	15
<i>Special Class OOD 6:1:1</i>	4	4	4	1	1	1	0	4	8	2	10	3	3	2	47
<i>Special Class OOD 8:1:1</i>	1	0	0	0	1	0	0	0	1	0	0	0	1	0	4
<i>Home & Hospital Instruction</i>	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
<i>Speech & Language</i>	11	14	21	14	10	9	9	9	17	2	7	2	4	6	115
<i>Occupational Therapy</i>	10	13	9	10	3	4	2	2	2	0	2	0	2	1	60
<i>Physical Therapy</i>	6	11	9	8	1	4	2	2	2	1	2	2	0	0	50
<i>Counseling</i>	4	6	7	7	3	8	3	5	12	4	7	6	9	3	84
<i>Music Therapy</i>	1	3	0	1	0	0	1	1	3	1	2	1	1	3	18

<i>Teacher of the Visually Impaired (TVI)</i>	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
<i>Orientation & Mobility</i>	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
<i>Teacher of the Deaf</i>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
<i>Skilled Nursing</i>	2	3	1	0	0	1	0	1	2	3	1	0	2	1	17
<i>Grade Levels</i>	K	1	2	3	4	5	6	7	8	9	10	11	12	U	

Pre-School Data

Pre-School Students with Disabilities by Program

Newark Central School District currently has 29 preschool students with a disability.

Program	Number of Pre-School Students with Disabilities Attending
Pre-School Non-Integrated Special Class	4
Pre-School Integrated Special Class	19
Special Education Itinerant Teacher	5
Aide 1:1	4
Physical Therapy	15
Occupational Therapy	21
Speech & Language	23
Art Therapy	10

Method of Evaluation

The evaluation of special education programs and services is ongoing and based on the following data and information.

- Student progress and growth towards IEP goals as measured and documented quarterly and at annual review meetings
- Student progress on state tests as indicated by the District Report Card
- Continuous review of special education data
- Progress towards Special Education Department goals

State Performance Plan (SPP) Indicators	
Indicator Number	Title of Indicator & Brief Description
1	Graduation Rates -Graduation rate less than 48% but more than 21% for cohort -Graduation rate less than 22% for cohort
2	Drop Out Rates -Dropout rate 17% or higher -Dropout rate of 32% or higher
3	Assessments -Did not meet AYP for 2 consecutive years -Did not meet AYP for 3 consecutive years
4	Suspension/Expulsion -Suspensions/Expulsions of students with disabilities for greater than 10 days in a school year is 2.7% or lower
5	Least Restrictive Environment—School Age
6	Least Restrictive Environment—Pre-School
7	Pre-School Outcomes*
8	Parental Involvement*
9	Disproportionality in Special Education by Race/Ethnicity
10	Disproportionality in Classification/Placement by Race/Ethnicity
11	Child Find* -Timely completion of initial individual evaluations
12	Early Childhood Transition* -Services by the 3 rd birthday for students transitioning from early interventions (EI) to preschool
13	Secondary Transition* -Transition planning on individualized education plans (IEPs)
14	Post-School Outcomes*
15	Identification and Correction of Noncompliance
16	Compliant Timelines
17	Due Process Timelines
18	Hearing Requests Resolved by Resolution Session
19	Meditation Agreements
20	State Reported Data

School Year in Which Data for the Federal Indicator Must Be Submitted						
District Name	Grade Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Newark School District	K-12	13&14	7	8	11	12

** Rotates in a 6-year cycle (need to report on a state specified indicator every year)*

Allocation of Space

Classroom space for special education services shall be allocated to support an environment that is conducive to learning. The allocation of space for special education shall be provided in accordance with the concept of least restrictive environment. Placement of students with disabilities in special class, separate schools or other removal from the regular 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.

Although students with disabilities are educated to an increasing extent with their non-disabled peers, the need for additional space exists. This space is utilized for direct, small group instruction, such as resource room and related services as well as special class services. The space should be conducive to the educational needs of the students and provided in a distraction free environment appropriate for testing and evaluations. We continually strive to educate our students in the least restrictive environment appropriate for testing and evaluations. We continually strive to educate our students in the least restrictive environment and to include as many students as possible in our district-based programs. This may require additional space, but will be fiscally prudent and educationally beneficial. Space requirements will be reviewed at least annually.

Alternative Formats for Instructional Materials

All instructional materials must be available to students with disabilities in accordance with his or her individual needs and course selections while such materials are available to non-disabled students. The following plan and procedures will be in place to secure the materials in a timely manner.

- The CSE/504 team will identify the student's need for instructional materials in an alternative format and will identify the alternative format type (i.e. Braille, large print, audio, digital).
- A list of books and materials needed in Braille, large print, digital or other formats (other than audio) will be provided to each building principal.
- If necessary, the District will contract with Wayne-Finger Lakes or Monroe #1 BOCES to prepare materials in alternative formats if unavailable from vendors or publishers.

Budget

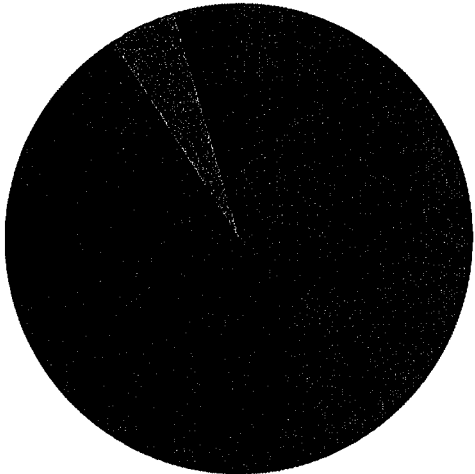
The general fund budget for the special education program for the 2016-2017 school year is detailed below.

2016-2017 Special Education Budget		
Account Code	Account Title	Appropriation
A 2250.150-00-0000	Sp. Ther. Super. Sal.	\$134,150
A 2250.150-00-1000	HS Spec. Ed. Salaries	\$663,013
A 2250.150-00-2000	MS Spec. Ed. Salaries	\$500,142
A 2250.150-00-3000	Kelley Spec. Ed. Salaries	\$250,305
A 2250.150-00-4000	Perkins Spec. Ed. Salaries	\$346,477
A 2250.150-00-5000	Lincoln Spec. Ed. Salaries	\$173,915
A 2250.151-00-0000	CSE/Spec. Ed Meetings	\$5,000
A 2250.152-00-0000	Professional Tutoring Services	\$2,000
A 2250.153-00-0000	Teacher Assistant Salaries	\$307,128
A 2250.162-00-0000	Translator-Interpreter	\$19,000
A 2250.200-00-0000	Equipment, Special Ed.	\$1,000
A 2250.400-00-0000	Special Ed. Contractual	\$15,000
A 2250.470-00-0000	Tuition	\$375,000
A 2250.490-00-0000	BOCES, Special Education	\$4,336,313
A 2250.500-00-0000	Special Ed. Supplies	\$21,000
A 2250.500-01-0000	HS Special Ed. Supplies	\$1,000
A 2250.500-01-0030	Reds' Wagon Catering	\$1,000
A 2250.500-02-0000	MS Special Ed. Supplies	\$5,000
A 2250.500-02-0030	Junior Reds' Catering	\$400
A 2250.500-03-0000	Kelley Spec. Ed. Supplies	\$1,900
A 2250.500-04-0000	Perkins Spec. Ed. Supplies	\$1,800
A 2250.500-05-0000	Lincoln Spec. Ed. Supplies	\$600
Total:		\$7,160,143

2016-2017 Federal Grant Allocations	
Account Name/Code	Budget
Section 611	\$638,904
Section 619	\$42,184
Total	\$681,088

Comparison of 2015-2016 & 2016-2017 Appropriations & Allocations	
Account Name/Code	Budget
2015-2016 Budget	\$6,514,429
2016-2017 Budget	\$7,160,143
2015-2016 Federal Grants	\$688,245
2016-2017 Federal Grants	\$681,088

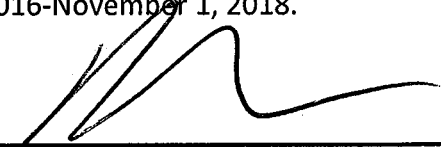
Comparison of 2015-2016 & 2016-2017 Appropriations & Allocations



- 2015-2016 Budget
- 2016-2017 Budget
- 2015-2016 Federal Grants
- 2016-2017 Federal Grants

Board of Education Approval

The Newark Central School District Board of Education has approved the Special Education District Plan for the period of November 1, 2016-November 1, 2018.

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the end.

President, Newark Central School District Board of Education

November 16, 2016

Date of Approval