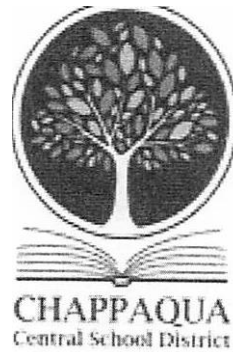


CHAPPAQUA CENTRAL SCHOOL DISTRICT



SPECIAL EDUCATION DISTRICT PLAN

**DISTRICT POLICIES, PRACTICES AND PROCEDURES
FOR ASSURING APPROPRIATE EDUCATIONAL
SERVICES AND DUE PROCESS IN THE EVALUATION
AND PLACEMENT OF STUDENTS WITH DISABILITIES**

Adopted by the Board of Education on August 31, 2023

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STATEMENT OF ASSURANCES

The Governing Board of Education of the Chappaqua Central School District, as a part of a long-standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws and regulations pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of students with disabilities are met. To this end, and in full compliance with the Regulations of the Commissioner of Education, the Board has reviewed this District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

Date

Hilary Grasso. President

BOARD OF EDUCATION

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Assistant Superintendent for Business

Jamie Edelman

Assistant Superintendent for Pupil Personnel Services

Karen Smith

Director of Special Education and 504 Services

REGULATIONS GOVERNING THE DISTRICT PLAN - 8

NYCRR – 200.2

District Plans: Each Board of Education which receives an apportionment for eligible students, pursuant to subdivision 19 of Section 3602 of the Education Law shall prepare satisfactory plans periodically at the intervals required by Subdivision 10 of Section 3602 of Education Law. The District Plan shall include, but need not be limited to the following:

INTRODUCTION

In accordance with Part 200.2 © the Regulations of the Commissioner of Education, the District plan for students is to provide the following:

- 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 program provided by the District, in terms of group size and composition,
- identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting,
- the method to be used to evaluate the extent to which the objectives of the program have been achieved,
- 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; and who attend special education programs provided by Boards of Cooperative Educational Services.
- 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, 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,
- the estimated budget to support such plan,
- the date on which such plan was adopted by the Board of Education.

BOARD OF EDUCATION POLICIES

The District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the District in accordance with the following administrative practices and procedures:

- To ensure that students with disabilities can participate in school district programs to the maximum extent appropriate to the needs of each student, including nonacademic and extracurricular programs and activities, which are available to all other students in the public schools of the District.
- To ensure that each preschool student with a disability residing in the District can participate in preschool programs, including timely evaluation and placement.
- To appoint and train appropriately qualified personnel, including the members and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education.
- To implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, and to enable the student to be involved in and progress in the general education curriculum.
- To ensure the confidentiality of personally identifiable data, and information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with Federal law and Regulation.
- To implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions to remediate a student's performance prior to referral to special education.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure the selection and board appointment of an impartial hearing officer consistent with Regulations.
- To ensure, to the extent possible, that all instructional materials to be used in the schools in the District are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections while such materials are available to non-disabled students. Alternative format materials not readily on hand will be ordered in a timely manner.

- The process for obtaining such materials for students who move into the School District during the school year will be initiated without unnecessary delay.
- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation and are informed of their responsibility to implement the recommendations of the IEP.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.
- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to ensure the academic achievement and functional performance of the student in the administration of District-wide assessments.
- To ensure that universal design principles be used to the extent feasible in developing and administering any District-wide assessment programs.
- To ensure that adequate and appropriate space is made available to meet the needs of students with disabilities.
- To ensure that students who reside in the District have received the protection of other applicable State and Federal laws and regulations.

METHODS FOR EVALUATING PROGRAM OBJECTIVES

The goal of the special education department in the District is to provide identified students, with specialty instruction designed to help them succeed. The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests, state assessments and other teacher made assessments.
- Annual reviews of students' progress towards goals and their programs to create appropriate IEP's.
- Teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary.
- PCG Audit and Special Education Strategic Plan (2021)
- Re-evaluations of each student with a disability.
- Periodic review of the District Special Education Plan. (Updated August 2023)

DISTRICT PROGRAMS

The Chappaqua Central School District is committed to prepare all students for productive lives as full members of society. Therefore, we believe it is our obligation to provide equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age-appropriate general education classrooms in their neighborhood schools. To that end, to the greatest extent possible, the District will support students with disabilities in chronologically age-appropriate general education classes in their home schools and provide the specialized instruction delineated by their IEPs within the context of the core curriculum and general class activities. To accommodate the needs of all children with disabilities, the school district will have a continuum of programs and placements available, within and outside of the school district, extending from the general education classroom to residential settings.

Special Education Programs and Services are available to students with disabilities through the end of the school year during which their 21st birthday occurs, or until their 22nd birthday occurs, or until a regular high school diploma has been attained.

Related Services

The following is a description of each of the special education programs or services:

Related services are those developmental, corrective and other supportive services as are required to assist a student with a disability and include: speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services (including rehabilitation counseling services), orientation and mobility services, medical services as defined by regulation, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and include the early identification and assessment of disabling conditions in students. The term does not include a medical device that is surgically implanted, or the replacement of such device.

Related services currently provided in the District may include but are not limited to the following: counseling services, assistive technology services, speech and language therapy, reading, physical therapy, occupational therapy, vision services, hearing services, and parent counseling and training. The Committee on Special Education recommends any related service that is appropriate to a student's individual needs.

Speech and Language Therapy

The goal of speech and language therapy is the early identification of communication disorders and the remediation of articulation and phonological deficits, stuttering, voice disorders, and receptive and expressive language problems, which adversely affect a student's educational performance. Services are provided either individually or in small groups at a frequency rate and location established by the Committee on Special Education.

School Counseling Services

The school psychologist or social worker is responsible for the provision of IEP mandated counseling for individual students and parent training, as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs interfere with their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional difficulties that interfere with the educational process.

Occupational Therapy and Physical Therapy

Occupational therapy as a related service focuses on the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon receipt of an appropriate prescription, provides remediation in the

areas of deficit such as postural control, motor planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group or as a consult to the classroom teacher, based on the recommendations of the Committee on Special Education.

Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely negotiate the school environment.

Reading as a Related Service

Reading as a Related Service is specially designed individualized, or small group instruction provided to meet the student's needs in reading as recommended in the Individualized Education Program (IEP). The service may be provided in the classroom or in another educational setting structured to meet the individual needs of the student(s).

Itinerant Services for the Hearing or Visually Impaired

Hearing and vision impaired services are designed to provide direct specialized instruction to students with hearing and/or visual impairments.

Programs

Consultant Teacher Services

Consultant Teacher Services allow students with disabilities to participate in a full-time general education program and receive services from a special education teacher for a designated period on identified days. Consultant Teacher Service may be direct, indirect, or a combination of both. Direct Consultant Teacher Services are specially designed individualized, or group instruction provided by a special education teacher to students with disabilities in general education classes. The instruction is designed to enable the student to better access and benefit from the general education program. Indirect Consultant Teacher Services provides consulting services to general education teachers to help them adjust the learning environment or modify instruction to meet the needs of students with disabilities in their classes. Students with disabilities recommended for Consultant Teacher Services receive direct and/or indirect services for a minimum of 2 hours per week. This may also be combined with special education instruction outside the classroom such as Resource Room or Learning Center.

Integrated Co-Teaching

Integrated Co-teaching means the provision of specially designed instruction and academic instruction in a general education class to a group of students with disabilities and non-disabled students by a special education teacher and a general education teacher. The vision for integrated co-teaching services is a general education teacher and a special education teacher jointly providing instruction to a

class to meet the diverse learning needs of all students in the class. The maximum number of students with disabilities receiving integrated co-teaching services shall not exceed 12 students.

Resource Room Services/Learning Center

Resource Room is a special education program for a student with a disability registered in either a special class or general education class who needs specially designed supplementary instruction (SDI) 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 need such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

A resource room program might be recommended for students who need specially designed supplementary instruction (SDI) in organizational skills, reading, math, or the use of an assistive technology device, Braille, or compensatory strategies.

A Resource Room is a group of no more than five students, for a portion on the school day. It is recommended on the IEP for a minimum of three hours per week, and not more than 50% of the school day. If the student is also recommended to receive consultant teacher services, the minimum number of hours of the combined resource room and consultant teacher services is three hours per week.

The Transitional Support Program (TSP): (Grades 9-12)

The Transitional Support Program is a flexible program providing students with and without disabilities who are experiencing different levels of emotional distress regularly scheduled academic and therapeutic support. Educational supports include direct instruction of coursework, study skills, organizational help, and assistance related to learning difficulties.

TSP may be an appropriate consideration when students: return from hospitalization, residential treatment or other outside placements and need additional support; have experienced a decline in academic and/or behavior functioning; or have experienced significant social, family, or academic stress.

The TSP program is intended to help students transition to healthy, independent, and successful participation in general education classes as quickly as possible. It is not a long-term, self-contained special education placement.

The Pathways Program (High School)

Students enrolled in the Pathways Program engage in New York State Alternate Assessments and are working toward achieving the Skills and Achievement Commencement Credential.

The Pathways Program is an inclusive educational program for students whose unique needs require more than supported participation in the general education curriculum and program. The Pathways Program provides students specialized opportunities to engage in individually designed programs in their own community school, Horace Greeley High School. A process of person-centered planning considers the student's strengths and affinities as well as his/her special needs to create a plan for an independent, productive life in the community. Experiential units are designed to foster the academic, vocational, social, and behavioral skills and personal self-awareness that will prepare students to reach their potential for living productive lives in the community.

OUT OF DISTRICT PROGRAMS

The Chappaqua Central School is committed to placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability. The CSE considers removal from a general education setting in the District only when, because of the nature and severity of a student's disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and service. In a small number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program. The following is a description of programs in which the Chappaqua Central School District CSE has recommended placement of a student with a disability in an out-of-district program.

OTHER PUBLIC-SCHOOL PROGRAMS

Special education programs in other public-school districts are considered for District students with disabilities when an appropriate in-District program is not available. The Chappaqua Central School District may provide services not available within the District through a contract with another public school district within the state.

Board of Cooperative Educational Services (BOCES)

The Chappaqua Central School District may provide services not available within the District through the Board of Cooperative Educational Services (BOCES). The District currently has students with disabilities in special education programs at Southern Westchester BOCES and Putnam/Northern Westchester BOCES. BOCES services may be provided in another public school district or on a BOCES campus.

Additional Information about BOCES programs can be accessed through the websites Listed below:

<https://www.pnwboces.org/Special-Education/Department-Home.aspx>

<https://specialservices.swboces.org/>

Schools Approved Private/State Supported

When the needs of the individual student cannot be met in any of the previous programs, the Committee on Special Education may consider placement in approved private school programs. Schools that are on the list of schools approved by the Commissioner of Education for School District contracts can be found at the web site for the New York State Education Department, at:

<http://www.p12.nysed.gov/specialed/privateschools/853-statewide.htm>

Home/Hospital Instruction

The Committee on Special Education may assign a student to home/hospital instruction if they become ill or physically unable to attend school. Documentation from a physician indicating the diagnosis and anticipated date of return to school is required prior to the initiation of instruction.

The Committee on Special Education may also use this restrictive program option when, all parties agree that a student needs to be removed from his/her current placement. This may occur when a student presents a danger to himself and/or others or when a current placement is deemed to be inappropriate for the child's needs. This option is considered short-term in nature, pending exploration of more appropriate program options.

Declassification of Support Services

Declassification support services are provided to a school aged student who has been declassified from special education. The services are provided for only one year following declassification. A student is eligible for this service at any age or grade level.

GENERAL STAFF DEVELOPMENT

The Board of Education is committed to hiring, training, and retaining highly qualified personnel responsible for carrying out all the mandates of IDEA and the Commissioner's Regulations regarding students with disabilities. Accordingly, it is the Board's policy to recruit, hire and train appropriately qualified special education personnel to provide special education programs and services, including members and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education.

All special education personnel shall be appropriately qualified to carry out their duties regarding students with disabilities, and shall possess the training, licensing and certification required by New York State Law.

As part of an ongoing effort to assist special and general education teachers to better understand the needs of students with special needs, staff development plays a critical role in preparing teachers to work with diverse learners.

In addition to staff meetings, in-service courses, Superintendent's Conference Days, and as individual meetings between special and general education teachers, the State Education Department has directed districts to include, as part of its professional development plan, a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

EXTENDED SCHOOL YEAR (ESY) SERVICES

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6(k) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs to prevent substantial regression if they are:

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes.
- Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment.

- Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment.
- Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or
- Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration to prevent substantial regression, as determined by the Committee on Special Education.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month (12) service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges between twenty (20) and forty (40) school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight (8) weeks or more would indicate that substantial regression has occurred.

ACCESSIBLE INSTRUCTIONAL MATERIALS

The Individuals with Disabilities Education Improvement Act (IDEA) requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials. Students with disabilities should receive materials in accessible formats at the same time as their peers receive their textbooks. The Chappaqua Central School District ensures that instructional materials, which include textbooks and related core materials such as workbooks, are provided in an accessible format pursuant to Part 200.2(b)(10) of the Commissioner's Regulations. Accessible formats include Braille, large print, audio, and digital text. Accessible instructional materials afford the flexibility to meet the needs of a broad range of students, even those without disabilities.

ACCESS TO ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP). The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from instruction. IDEA requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school-age student,

with a disability as part of the student's special education, related services or supplementary aids or services as described in the IEP. IDEA defines assistive technology devices and assistive technology services, as follows:

Assistive technology devices mean any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Such term does not include a medical device that is surgically implanted, or the replacement of such device.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the student in the student's customary environment.
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities.
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
- Training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of that student.

A student's need for assistive technology is determined through the individual evaluation. The District's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis.

Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

The school district in which the nonpublic school is located must conduct the evaluation and eligibility determination and, for a student determined to be eligible for special education services, develop the IESP.

The school district of location, must provide the services as recommended in the IEP's.

The school district where the nonpublic school is located, if within New York State must implement the IESP of students with disabilities attending nonpublic schools in the jurisdiction of its public school.

The school district where the nonpublic school is located can recover costs from the district of residence for evaluation and special education services provided to nonresident students. Such costs must exclude costs for such services paid with federal or State funds.

State and local funds must supplement and in no case supplant the proportionate amount of federal funds required to be expended by the school district in which the nonpublic school attended by the student is located.

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that students with disabilities residing in the District shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a staff member from the District's Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

BUDGET

Each year the office of Special Education Services prepares a budget to support the needs of the students with disabilities. The budget includes materials, supplies, equipment, contractual expenses, tuition, preschool apportionment, and special education settlements. The budget is reviewed and approved as part of the District's budget process.

The following table is a summary of Special Education costs for the District accounts from the **2022-2023** budget.

ACCOUNT NAME	BUDGET
SPECIAL ED TEACHER SALARY	\$7,686,167.58
SPECIAL ED NON-INSTRUCTIONAL	\$647,348.35
SPECIAL ED EQUIPMENT	\$6,711.45
SPECIAL ED/PPS - CONTRACTUAL EXPEDITURE	\$887,106.34
SPECIAL ED/PPS - MATERIALS AND SUPPLIES	\$30,429.01
SPECIAL ED TUITION	\$1,404,317.36
SPECIAL ED COUNIY MAINTENANCE	\$450,000.00
CONTINGENCY	???
SPECIAL ED - TEXTBOOKS	???
BOCES TUITION AND RELATED SERVICES	\$1,406,229.79
PUPIL SERVICES/PSYCHOLOGIST AND GUIDANCE	\$3,746,135.85
TOTAL	\$16,264,445.73

2022-2023 BUDGET INFORMATION

SPECIAL EDUCATION	BUDGET CODES	BUDGET
Output		
Equipment / Student Services	2250 200 35	\$6,712.00
Equipment/ Office	2250 201 35	\$ 500.00
Contractual / Services to Students	2250 400 35	\$752,652.00
Contractual Office	2250 401 35	\$570.00
Postage	2250 410 35	\$2,000.00
Travel/ Conferences	2250 415 35	\$2,529.00
Travel/ Conferences - Supervision	2250 415 35 S	\$556.00
Hospital / Home Instruction	2250 441 35	\$1,024.00
Supplies / Student Services	2250 450 35	\$25,826.00
Supplies / Office	2250 451 35	\$4,603.00
Tuition - NYS Public	2250 47135	\$859,106.00
Tuition – Private	2250 472 35	\$1,002,295.00
BOCES Services	2250 490 35	\$1,406,230.00
TOTAL		\$4,064,603
Pupil Transportation		
Special Education	5540 402 35	\$1,384,474.00
Van Monitors	5540 402 35	\$559,115.00
TOTAL		\$1,943,589.00
Interfund Transfers		
Transfer to Special Aid	9901 950 35	\$165,000.00
Summer School Program		
TOTAL		\$165,000.00
TOTAL		\$6,173,192.00
INCOME SOURCES		
SEDCAR611	2250 405 35	\$717,367.00
SEDCAR619	2250 406 35	\$20,091.00
Medicaid Reimbursement		\$23,372.00
STAC Reimbursement		\$1,972,220.00
TOTAL		\$2,733,050.00
Differential TOTAL	Output – Income Sources =	\$3,440,142.00

Pre-schoolers with Disabilities by Type and Setting 2022

SETTINGS	AGE 3	AGE 4	TOTAL
Attending a regular early childhood program for 10 or more hours a week:			
Receiving majority of hours of Special Education and Related Services in the regular early childhood program	30	30	60
Receiving majority of hours of Special Education and Related Services in some other location	0	0	0
Attending a regular early childhood program for less than 10 hours a week:			
Receiving majority of hours of Special Education and Related Services in the regular early childhood program	1	0	1
Receiving majority of hours of Special Education and Related Services in some other location	1	0	1
Separate Class	0	0	0
Separate School	0	0	0
Residential Facility	0	0	0
Service Provider Location	0	0	0
TOTAL	32	31	63

Disability by Type and Age: October 2022

Disability	Age 4-5	Age 6-11	Age 12-14	Age 15-17	Age 18-21	TOTAL
Autism	2	24	2	12	6	46
Emotional Disturbance	0	0	1	7	0	8
Learning Disability	1	36	26	41	2	106
Intellectual Disability	0	0	1	3	1	5
Deafness	0	2	0	0	0	2
Hearing Impairment	0	2	0	3	0	5
Speech or Language Impairment	20	38	5	6	1	70
Visual Impairment	0	0	0	0	0	0
(Includes Blindness)	0	0	0	0	0	0
Orthopedic Impairment	0	2	0	1	0	3
Other Health Impairment	5	42	22	45	1	115
Multiple Disabilities	2	4	0	2	1	9
Deaf-Blindness	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0	0
TOTAL	30	150	57	120	12	369

School Age Students with Disabilities by Setting 2022

Time Inside Regular Classroom	Age 5-11	Age 12-13	Age 14-17	Age 18-21	TOTAL
80% or more	157	53	94	3	307
40% or more	2	4	12	1	19
Less than 40%	5	0	6	4	15
TOTAL	164	57	112	8	341
Time Outside Regular Classroom					
Separate School	5	0	6	0	11
Residential Facility	0	0	1	3	4
Hospital (In-Patient)	0	0	0	1	1
Home Placement by CSE	1	0	1	0	2
TOTAL	6	0	8	4	18