

Special Education Programs

Children who require alternative instructional support based upon an identified disability may receive special education services in an in- or out-of-District placement according to recommendations made by the Committee on Special Education (CSE) in conjunction with parent/guardian agreement and approval from the Board of Education.

The full continuum of special education programs are provided in the Brentwood School District. The in-district programs include:

- Consultant teacher services
- Resource room
- Integrated Co-teaching
- Special class
- Special Class (Autism) 8:1:1

Classifications

The following is a list of classifications under Part 200 Regulations...

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

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 does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

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

Deaf-blindness – 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.

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

Intellectual Disability – significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Learning Disability – a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with evaluations.

Multiple Disabilities – concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc), but does not include deaf-blindness.

Orthopedic Impairment – a severe orthopedic impairment that adversely affects a student's educational performance.

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, attention deficit disorder, tourette syndrome, or diabetes, 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 or brain tumors with resulting impairments that adversely affect educational performance.

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

Committee on Preschool Special Education (CPSE)

Any child between the ages of 3-5 years old, residing in the District, and suspected of having a developmental delay, can be referred to the CPSE. The CPSE will arrange a comprehensive evaluation and appropriate services for children upon approval. The program is funded jointly between the Suffolk County Health Department and the New York State Education Department. Referrals can be made in writing to the Office of Pupil Personnel Services.

Committee on Special Education (CSE)

When a student is suspected of having a disability, a referral is made to the Committee on Special Education (CSE). A referral for special education programs and services may be made by a parent or person in parental relationship to a child, a professional within the student's school district or the public or private school the child legally attends, a physician, a judicial officer, a Commissioner or designee of a public agency with responsibility for the welfare, health, or education of the child, by the student who is 18 years or older, or an emancipated minor. Parents are members of the Committee that makes recommendations regarding their child. They must be provided notice of proposed actions, a description of other options considered, an explanation of why an action was selected or a reason for rejection, and a description of the evaluations or procedures upon which the action is based

Section 504

The Board of Education has established policy that prohibits discrimination of individuals with disabilities, including students and staff. The District has established Section 504 Committees in each of its schools and, in accordance with the requirements of Section 504, has identified the Director of Pupil Personnel Services as the Section 504 Compliance Officer. If you believe that your child has a disability that substantially limits a major life activity, please contact your child's principal.

Related Services

The Brentwood School District offers a variety of related services to special education students. These services include:

- Speech/Language
- Occupational Therapy
- Physical Therapy
- Vocational/Transitional Services
- Hearing Itinerant Services
- Vision Therapy
- Counseling / Behavioral Intervention Services