

Definitions of a Disability:

The Corning-Painted Post Area School District has a continuing commitment to provide appropriate educational programs in the least restrictive environment for the students with disabilities that it serves.

A student with a disability means:

Student with a disability means a student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows:

Autism - *A student who manifests a behaviorally defined syndrome which occurs in children of all levels of intelligence. The essential features are typically manifested prior to 30 months of age and include severe disturbances of developmental rates and/or sequences of responses to sensory stimuli, of speech, of language, of cognitive capacities, and of the ability to relate to people, events and objects.*

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

Deaf-Blindness - *A student with a concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for students who are deaf or blind.*

Emotional Disturbance - *A student with an inability to learn which cannot be explained by intellectual, sensory or health factors and who exhibits one or more of the following characteristics over a long period of time and to a marked degree:*

- *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.*

The term does not include socially maladjusted students unless it is determined that they are emotionally disturbed.

Hearing Impairment - *A student with a hearing impairment, whether permanent or fluctuating, which adversely affects the child's educational performance but which is not included under the definition of deaf in this section.*

Learning Disability - *A student with 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 handicaps, brain injury, neurological impairment, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. A student who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.*

Mental Retardation - *A student who, concurrent with deficits in adaptive behavior, consistently demonstrates general intellectual functioning that is determined to be 1.5 standard deviations or more below the mean of the general population on the basis of a comprehensive evaluation which includes an individual psychological evaluation.*

Multiple Disabilities - A student with two or more disabilities that result in multisensory or motor deficiencies and developmental lags in the cognitive, affective, or psychomotor areas, the combination of which cause educational problems that cannot be accommodated in a special education program solely for one of the impairments.

Orthopedic Impairment - A student who is physically disabled and who has a severe orthopedic impairment, which 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 - A student who is physically disabled and who has limited strength, vitality or alertness 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 or Tourette Syndrome, which adversely affects a student's educational performance.

Speech or Language Impairment - A student with a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, which adversely affects a student's educational performance.

Traumatic Brain Injury - A student with an injury caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, 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 - A student with a visual disability which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind students.

Individualized Education Program (IEP)

The Individualized Education Program (IEP) is a written program that specifies the special education programs and services to be provided by the school district to meet the educational needs of a student with a disability. The IEP must include:

- the individual needs of the student including academic, social, physical and management needs;
- the classification of the disability of the student;
- annual goals that are consistent with the student's needs and the short-term objectives necessary to meet the annual goals;

- the recommended program including class size and the extent that the student will participate in regular education;
- the projected date for the initiation and the review of special education and related services, and the amount of time the student will receive such services;
- a description of any specialized equipment needed for the student to benefit from education;
- a list of testing modifications to be used by the student; and,
- the recommended placement for the student.

The program of each student with a disability is reviewed annually and a re-valuation is completed every three years to determine current individual needs and continuing eligibility for special education. Each IEP is written for the student's entire school day since Corning-Painted Post Area School District maintains a philosophy that a student has needs in all areas, not solely in the area in which the disability is manifested.

Least Restrictive Environment (LRE)

Least restrictive environment means that placement of students with disabilities in special classes, separate schools and other removal from the general educational environment occurs only when the nature of severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

- provide the special education needed by the student;
- provide for the education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- be as close as possible to the student's home.

If the student can be educated satisfactorily in the general education classroom, with aids and services, then that is the student's LRE.

In the Corning-Painted Post Area School District the first consideration is education of students with disabilities in a general education setting in their home school.

Committee on Special Education (CSE)/ Committee on Pre-school Special Education (CPSE)

A multidisciplinary team consisting of a CSE/CPSE Chairperson, special education teacher, school psychologist, general education teacher, parent, student where appropriate and any other individuals with relevant information for determining a student's special education program and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21. This committee will develop an Individual Education Program to meet the student needs.

Transition Services

Transition Services means a coordinated set of activities for a student with a disability, to facilitate the movement from school to post-school activities. These include but are not limited to, post secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include needed activities in the following areas:

Instruction, related services, community experiences, the development of employment and other post school adult living objectives and acquisition of daily living skills and provision of a functional vocational evaluation.