



# POCANTICO HILLS CENTRAL SCHOOL

## Special Education District Plan

SCHOOL YEARS 2018-2021

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## STATEMENT OF ASSURANCES

The Board of Education of the Pocantico Hills Central School District, as a part of its 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 pertaining to students with disabilities, it is the intent of the Board of Education to assure that the educational needs of special education students are appropriately met. To this end, and in 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.

Adopted:  5-9-19  
President, Board of Education Date

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## Governing Regulations

Section 200.2 of the Regulations of the Commissioner of Education mandates that each Board of Education, which receives an apportionment for students with disabilities pursuant to subdivision 19 of Section 3602 of the Education Law, or preschool children 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 Part 200.

Each Board of Education that receives such apportionment shall prepare a written plan in regard to special education. The Plan is to be completed by November 1, 1988 and by November 1 every second year thereafter. The present Plan, upon adoption by the Pocantico Hills Central School District Board of Education, will be on file in the Special Education District Office and available for public inspection and review by the Commissioner. 8 NYCRR200.2.C.(3)

The Pocantico Hills Central School District Plan for Special Education 2019 -2021 meets the requirements of the Commissioner. Questions or comments on this plan should be directed to the Committee on Special Education (CSE), the Committee on Preschool Special Education (CPSE), or the Board of Education.

## Board of Education Policies

The Board of Education policies referring to Special Education can be found in the Policy Manual. Numbers, titles and date of last review and update are as follows:

Policy #	Policy Title	Date
<b>2210</b>	Board of Education Reorganizational Meeting	6/16/15
<b>1741</b>	Home-Schooled Students	2/24/15
<b>4321</b>	Programs for Students with Disabilities under IDEA and Article 89	2/25/14
<b>4321.1</b>	Provision of Special Education Services in the Least Restrictive Environment	2/25/14
<b>4321.3</b>	Allocation of Space for Special Education Programs	2/25/14
<b>4321.4</b>	Independent Educational Evaluations	2/25/14
<b>4321.5</b>	Individualized Education Program Distribution	2/25/14
<b>4321.6</b>	Availability of Alternative Format Instructional Materials for Students with Disabilities	2/25/14
<b>4321.7</b>	Districtwide and Statewide Assessments of Students with Disabilities	2/25/14
<b>4321.8</b>	Impartial Hearing Officer Appointment and Compensation	2/25/14
<b>4321.9</b>	Declassification of Students with Disabilities	2/25/14
<b>4321.10</b>	Programs and Services for Parentally-Placed Non-Public School Students with Disabilities	2/25/14
<b>4321.11</b>	Public Report on Revision to District Policies, Practices and Procedures upon a Finding of Significant Disproportionality	2/25/14
<b>4321.12</b>	Use of Time-out Rooms, Physical Restraints and Aversives	2/25/14
<b>4321.13</b>	Preschool Special Education	2/25/14
<b>4321.14</b>	Special Education Personnel	2/25/14
<b>4325</b>	Academic Intervention Services	3/20/12
<b>4327</b>	Homebound Instruction Regulation	3/1/16
<b>5020.3</b>	Students with Disabilities and Section 504	5/26/09
<b>5152</b>	Admission of Non-Resident Students	6/30/14
<b>5300</b>	Pocantico Hills-Code of School Conduct and Discipline	1/6/15
<b>5300.40</b>	Disciplinary Penalties, Procedures and Referrals	5/26/09
<b>5300.50</b>	Discipline of Students with Disabilities	1/24/19

## District Practices and Procedures

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

- To ensure that students with disabilities have the opportunity to 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 has the opportunity to 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, to enable the student to be involved in and progress in the general education curriculum.
- To ensure that parents have received and understand the request for consent for evaluation of a preschool student.
- To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
- To implement a district-wide comprehensive multiple tier support system (MTSS) in order to meet pre-referral obligations 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 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 at the same time that such materials are available to non-disabled students.
- 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 in furtherance of the Universal Support Model.
- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.
- To ensure that students who reside in the district have received the protection of all other applicable State and Federal laws and regulations.

In order to ensure that all staff and faculty members of the learning community are apprised of the policies, practices and procedures, prior to commencement of each school year, the Office of Student Supports will provide district staff and faculty with access to an internal operating manual outlining the implementation of the special education programs and services in accordance with the relevant laws, regulation and local policies. Staff and faculty will additionally have access to ongoing professional development in the design and implementation of all support services as outlined herein.

## Pre-Referral Interventions and the Multiple Tier Support System

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the District has implemented a plan and policy to establish pre-referral interventions to assist a student's educational progress before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the Curriculum Grade Teams and Child Study Teams to investigate all possible avenues of general education support services that would enable the student to advance academically through the district's comprehensive Multiple Tier Support System (MTSS).

Academic and social/emotional support services implemented through the MTSS might be provided during the regular school day or in the summer through the established Bridge Program for elementary school students. Academic intervention services must be offered to all students who do not meet the minimum designated standards on State Assessments and to Limited English Language Learners/Multilingual Learners who do not achieve the annual CR Part 154 performance standards. A full description of the MTSS services will be approved by the Board of Education and reviewed every two years.

Supplemental instruction in English, language arts, math, social studies, and science as well as support services to deal with barriers to student progress such as attendance, discipline, health, family, nutrition and transient issues will be afforded to students who score below the cut off points as outlined in the District's AIS practice or as recommended by the Child Study Team. All school wide approaches to provide remediation activities to students who are in danger of not progressing adequately will be considered prior to making referrals to the CSE. The principal will notify parents whenever a student qualifies for Academic Intervention Services (AIS) through the MTSS. Parents and caregivers will be provided notice regarding identification, continuation and discontinuation of services.

These school-wide approaches will serve as pre-referral interventions prior to consideration of Committee on Special Education (CSE) support services. The request for referral to the CSE form used by district staff will enumerate all pre-referral interventions available to the District's students to enable the CSE to determine which of these interventions have been tried or the reason why no such attempts have been made. The Child Study team as well as the Office of Special Education will maintain a record of the number of pre-referral interventions implemented for each student. Each referral will be reviewed to determine its appropriateness, whether pre-referral interventions have been adequately implemented and progress monitored, and if further interventions are deemed necessary.

Upon receipt of a parental referral to the CSE, the building administrator may intercede within ten school days and request a meeting with the parent or guardian, the student, and the referrer, to determine whether the student would benefit from additional general educational support services as an alternative to special education. These services may include speech and language improvement service, educationally related support services, and academic intervention



services. At this meeting, if there is a written agreement that with the provision of additional general education support services the referral is unwarranted, the referral shall be deemed withdrawn and the CSE will provide a copy of this agreement and building intervention plan to the Child Study Team, the referrer, the parent or guardian, and the student if appropriate.

The copy of the agreement will be in the native language of the parent and will name the additional general education support services that will be provided as well as the length of time of each service. This agreement will be placed in the student's cumulative education record file. If there is no written agreement reached at this meeting, the required timeline of the CSE will be maintained.

### **General Education Support Programs**

Part 100 Regulations of the Commissioner of Education affirms that "Students with educational disabilities are entitled to participate in curricular and extracurricular activities to the extent appropriate to their individual needs," 8 NYCRR 100.2 and also states that, "students with educational disabilities must have access to the full range of programs and services...to the extent appropriate to their individual needs." 8 NYCRR 100.2.

The Pocantico Hills Central School District provides the following general education programs and support services to all students through a comprehensive MTSS.

**Transitional Screening Program:** The Pocantico Hills Central School District is responsible for screening all new entrants and other qualifying students according to the Education Law. One of the purposes of screening is to identify students that might have an educational disability and need more in-depth evaluation to determine if special education services may be required.

**Benchmark Screening Program:** Universal benchmark assessments occur three times a year in October, January and April. Benchmarking data provides objective measures for teachers to consider in data discussions regarding meeting individual student needs, regardless of whether the students are proficient or do not have the necessary skills. Benchmark assessments serve three primary purposes:

1. Allow students to be screened to monitor their academic progress and be grouped for universal instructional purposes. The results of the benchmark should inform new entry points into established curriculum and support the identification of team focus projects.
2. Provide a data point for school-wide curricular goal setting purposes.
3. Provide data for initiative program evaluation and planning.

**The Universal Curriculum and General Education Classes:** Students with disabilities are included in general education classes to the maximum extent appropriate. This practice insures compliance with least restrictive environment (LRE) regulations. 8 NYCRR 200.1 and 200.6. Currently all special education students served within in-district programs are involved in inclusive programming that the Committee on Special Education has recommended. Given the unique learning needs of students identified by the CSE, the requirements within the general classroom may need to be modified to ensure that successful inclusion takes place. Teachers,

students, and parents work collaboratively to implement the specific classroom modifications for each area identified by the CSE. A student who has not been identified as a student with an educational disability might also receive special accommodations pursuant to a building level intervention plan. All students benefit from multiple entry points into the curriculum that are adapted to the individual needs of the students through the Curriculum Grade Team data inquiry cycles.

**The Multiple Tier Support System (MTSS) and AIS Qualification for Intervention:** Students with disabilities who qualify for remedial programming can be enrolled in the district's MTSS based on the recommendation of the general education teacher, for tier one support; or the Child Study Team, for tier two and tier three supports. The CSE will consider the unique needs of each student and the cohesiveness of the student's total program when determining if the student will participate in any district intervention program or receive assistance through the special education program when he/she qualifies for both. When a student with a disability qualifies for AIS by way of the BOE approved criteria, the support provided will be in addition to the special education program and services.

**Therapeutic Support Center (TSC):** The district has established a comprehensive Therapeutic Support Center to manage the behavioral, social and emotional strand of the MTSS. All students will have access to crisis counseling, tier one social and emotional instruction, and event bound support through the comprehensive programming of the TSC. Students requiring support through the Center will receive an access plan outlining the protocols for accessing the Center during the school day. These protocols are individualized to the specific need of the student and in light of the circumstances giving rise to the support.

**School Counseling Program:** The District provides school counseling services to students in grades Pre-K to 8. The elementary school counselor works with staff to: prepare students to participate effectively in their current and future educational programs; help students who exhibit any attendance, academic, behavioral or adjustment problems; educate students concerning avoidance of child sexual abuse; and encourage parental involvement. The middle school counselor works with staff to provide: transitional counseling and other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, help students who exhibit attendance, academic, behavior or adjustment problems, and encourage parental involvement. The middle school counselor serves as the high school selection coordinator and liaison to partner high schools. The school counseling program is reviewed annually and updated as necessary as outlined in the guidance plan.

**Speech and Language Improvement Services:** Students identified by the District Speech Therapist, who experience communication difficulties (dysfluency, impaired articulation, language or voice disorders) that do not have an educational disability, may receive speech improvement services. The service is focused on each child's individual deficit areas in an attempt to correct the speech or language problem before it hinders learning. Children are usually seen

one to two times per week for approximately 20 - 30 minutes in small groups, or as otherwise appropriate to meet their individual language needs. The Speech/Language Therapist in consultation with the Child Study Team will determine exit criteria from building level speech and language services.

**Physical and Occupational Therapy:** Students that are identified by the contracted physical and occupational therapist as at significant risk for physical developmental delays in fine and gross motor skills can receive limited therapeutic supports in the classroom setting. These supports are provided through both a direct and indirect model.

**Declassification Support Services:** This service may be provided to students and/or students' teachers through a consult model when a student is moving from special education programs and services to full-time general education as recommended by the CSE and not to exceed one year from the declassification. Support may be provided to the student's teacher including the support of a teacher assistant or consultation with other appropriate personnel. Declassification support services are available through a direct and/or indirect service model.

## Continuum of Services

The District recognizes the right of every student with disabilities to receive a free appropriate public education in the least restrictive environment (LRE). In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the district provides a continuum of services which allows for placement of preschool and school-aged students in the least restrictive environment.

Special Education services are recommended by a multi-disciplinary team which, after consideration of the students' needs, develops an Individual Education Program (IEP). All students with disabilities have their programs reviewed at least annually and comprehensive review of their needs at least every three years. The District recognizes that the needs of a student are dynamic and therefore, more frequent review might be merited. Students with disabilities are educated within the general education environment to the maximum extent possible and are entitled to participate in all appropriate general education activities.

The District will also ensure equal access for students with disabilities to after school activities such as clubs, sports, or evening activities and will provide, as recommended by the CSE, appropriate services to enable this participation. Students who are receiving education in out-of-district facilities, as recommended by the CSE, shall also have an equal opportunity to participate in these activities, as deemed appropriate to meet their individualized needs.

### Continuum of Services Available to Preschool Students with Disabilities

**Related Services:** These are developmental, corrective, and other supportive services provided to assist a student with a disability. Services may include speech, occupational, and physical therapy, counseling, orientation and mobility services, parent counseling and training, and assistive technology. If two or more related services are recommended, the CPSE designates one of the related service providers as the Coordinator.

**Special Education Itinerant Teacher Services (SEIT):** Services are provided by a NYS certified special education teacher, who travels to the location of the child's regular education class or program. S/he may provide specially designed, individualized or group instruction to meet the unique needs of the student(s). A SEIT may provide "direct services" to the child, and/or "indirect services," like a consultant, to his or her general classroom teacher(s). SEIT services must be provided at least two hours per week.

**SEIT in combination with Related Services:** A preschool child may receive a mixture of the services above to meet his or her special learning needs. They may all be provided at a location including, but not limited to: an approved or licensed pre-kindergarten, Head Start program, child care setting, nursery school, therapist's office, or in the child's home. When a child attends a mainstream early childhood program, it is the parent's responsibility to locate it, enroll the child, and pay any fees or tuition. The SEIT is the designated Coordinator.

**Special Class in an Integrated Setting (SCIS):** A State Education Department-approved preschool special education program provides a classroom which includes children with and without identified special needs. It includes at least one special education teacher, in addition to a general education teacher and/or a paraprofessional. Each class lasts for a minimum of 2½ hours per day. Children approved for a SCIS may also receive related services. Transportation options will be discussed upon eligibility determination. Pocantico Hills currently provides a SCIS through a partnership with the Children’s School for Early Development.

**Special Class:** A State Education Department-approved preschool special education program provides this classroom, in which every child enrolled in this class is classified as a “preschool student with a disability” by his or her school district. Classes may have up to a maximum of twelve (12) children. The classes are staffed by at least one special education teacher and one paraprofessional. Each class lasts for at least 2½ hours per day. Children approved for a special class may also receive related services. Transportation options will be discussed upon eligibility determination.

**Residential Program:** Special education services are provided for a minimum of five hours per day, five days per week in an approved preschool special education program within a residential twenty-four hour a day setting. Placement in a residential program must be approved by the Commissioner. Children approved for a residential program may also receive related services.

CPSE Data

The following data represents Board of Education approved programs current as of March 27, 2019.

Nature of Services	Number of Students	Age Range
Related Services	1	4
SEIT Only	0	-
SEIT and Related Services	0	-
SCIS	0	-
Special Class	2	3-4
<b>TOTAL</b>	<b>3</b>	<b>-</b>

[Continuum of Services Available to School-aged Students with Disabilities](#)

The CSE and CPSE work with the Superintendent of Schools and the Board of Education to develop programs and service options that meet the various and diverse needs of students with disabilities. In line with the District’s Universal Support Initiative, the Committee on Special Education will use best efforts to educate as many of its students as possible in district-operated programs, ensuring that all pupils with disabilities have complete access to all educational programs. Programs are developed in light of a comprehensive review of all relevant and available data, and are responsive to the specific needs of students. Due to the small cohorts inherent in the district’s make-up, the CSE is uniquely positioned to design and implement

innovative inclusion opportunities for students with disabilities. Each year the district will propose a continuum that reflects the individual needs of the current population served.

#### In-District Programs

**Consultant Teacher Services:** The District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classrooms K-8. Special education consultant teachers collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education settings. Services are provided for a minimum of two hours per week. The total number of students with disabilities assigned to a consultant teacher will not exceed twenty (20).

**Resource Room:** This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting. This includes explicit skill instruction and strategies to address executive functioning deficits. The instructional group in each resource room period will not exceed five (5) students, who are grouped according to similarity of need. Students spend a minimum of three (3) hours per week in a resource room program except that the CSE may recommend that for a student with a disability who also needs consultant teacher services in addition to resource room services may receive a combination of such services consistent with the student's IEP for not less than three hours per week. Student will not spend more than fifty percent of the day in the resource room program. No more than five students may be placed in a resource room at any one time.

**Related Services:** Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, specialized reading instruction, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services, parent counseling and training, school health services, school social work, assistive technology services in which all special education students will have equal access to technology that all general education students have, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services and other appropriate support services.

#### Out of District Placement

Students with disabilities whose needs are too intensive to be addressed appropriately in an in-district special education program, may be placed in an appropriate program out of district. Referrals to appropriate out of district programs are generally made first to programs within partner school districts, then to schools within the Consortium, followed by other districts. The out of district programs are as follows, listed from least restrictive to more restrictive:

- Integrated Co-Teaching and/or Special class operated by another school district, including adaptive physical education programs.
- A BOCES program
- An approved Private School (day)

- 4201 or State Operated School
- An approved Residential Placement

Home and Hospital Instruction

Students with disabilities who are recommended for home and/or hospital instruction by the CSE will receive instruction as follows:

- Elementary school students will be provided a minimum of five (5) hours per week.
- Secondary school students will receive a minimum of ten (10) hours of instruction per week, preferably two (2) hours daily.

CSE Data

The following data represents Board of Education approved programs current as of March 27, 2019.

RELATED SERVICES BY GRADE						
Grade	Speech	OT	PT	Counseling	Specialized Reading	Parent Training
K	1	1	0	0	0	0
1	3	1	0	1	1	0
2	3	3	1	2	1	2
3	0	1	1	1	1	1
4	0	0	0	1	0	0
5	4	3	0	4	2	0
6	3	2	0	4	2	3
7	0	0	0	1	0	0
8	3	1	0	4	4	1
Ungraded	2	2	1	1	0	2
<b>TOTAL</b>	<b>19</b>	<b>14</b>	<b>3</b>	<b>19</b>	<b>11</b>	<b>9</b>

Program by Grade					
Grade	Resource Room	Consultant Teacher	Integrated Co-Teach	Special Class	Adaptive Phys.Ed
K	0	1	0	0	0
1	0	3	0	0	0
2	0	3	0	0	0
3	0	1	0	0	0
4	0	0	0	0	0
5	0	5	0	1	0
6	0	3	0	2	0
7	0	1	0	1	0
8	1	5	0	5	0
Ungraded	0	0	0	2	0
<b>TOTAL</b>	<b>1</b>	<b>23</b>	<b>0</b>	<b>11</b>	<b>1</b>

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	Program by Classification											
	Aut.	ED	LD	ID	MD	OHI	SLI	HI	VI	TBI	DF	DB
Resource Room	0	0	0	0	0	1	0	0	0	0	0	0
Consultant Teacher	0	1	7	0	0	8	9	0	0	0	0	0
Integrated Co-Teach	0	0	0	0	0	0	0	0	0	0	0	0
Special Class	3	1	2	1	1	2	2	0	0	0	0	0
Adaptive Phys.Ed	1	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Aut:** Autism. **ED:** Emotional Disturbance. **LD:** Learning Disability. **ID:** Intellectual Disability. **MD:** Multiply Disabled. **OHI:** Other Health Impairment. **SLI:** Speech/Language Impairment. **HI:** Hearing Impairment. **VI:** Visual Impairment. **TBI:** Traumatic Brain Injury. **DF:** Deafness. **DB:** Deaf/Blindness.

Placement Data		
In District	Out of District	Total
30	6	36

## Provision of Special Education Services for High School Students

Pocantico Hills CSD is organized as a Pre-K through grade eight district. Upon completion of eighth grade, students who are residents of Pocantico may choose to attend one of three public high schools to complete their secondary program: Briarcliff High School, Pleasantville High School, and Sleepy Hollow High School.

Students with an individualized educational program will follow the District's established high school selection process facilitated through the guidance department. Once a high school is selected, the Committee on Special Education duties are delegated to the district of the chosen high school. The development of the ninth-grade individualized education program is a collaborative process between the Pocantico Hills CSE and the selected district's CSE in the spring prior to ninth grade. The official transfer of CSE responsibility occurs on the first day of July in the year that the student is registered within the new district as a high school student.

Pocantico Hills CSD retains fiscal responsibility for the provision of both the general and special education and the ultimate responsibility for providing a free and appropriate education to students with a disability residing within the district.

## Allocation of Space

The Board of Education recognizes its responsibility to allocate adequate and appropriate space for special education classes, programs and services that are provided by the District. The Board affirms a commitment to serve students with disabilities in settings with nondisabled peers. Therefore, school administrators will monitor the number of students with disabilities and the services required for those students and will anticipate future needs in order to identify current and future space needs. Planning for special education programs and services will maximize physical integration of regular and special education programs. The Superintendent will consider special education space needs as part of the annual budget cycle and during all facilities planning,

## Alternative Format Procedures

Instructional materials in alternative formats are available for students with disabilities in a usable alternative format, which meet National Instructional Materials Accessibility Standard in accordance with appendix C to part 300 of title 34 of the Code of Federal Regulations, for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to nondisabled students.

All General Education materials are available for modification and use with the students with disability population. Special Education teachers and related service staff are included in all district-wide professional development surrounding the New York State Learning Standards. Special education teachers modify curriculum and differentiate instruction to meet the individualized education plan needs of their students.

## Staffing Assignments

The Board of Education is committed to hiring, training and retaining highly qualified personnel responsible for carrying out all of the mandates of IDEIA 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 are required to be appropriately qualified to carry out their duties regarding students with disabilities, and possess the training, licensing and certification required by New York State Law. Special Education assignments are adjusted each year after the CSE annual review process. The Supervisor of Student Support confers with the administrative cabinet to determine appropriate scheduling and staffing, with input from teachers and related service providers.

## Methods to Evaluate Progress

The goal of the special education program in the District is to provide each student with individualized instruction designed to help the student access and make progress in the curriculum. 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 and other teacher made assessments;
- Annual reviews of students' progress and programs, resulting in revised comprehensive IEPs;
- Qualitative techniques such as teacher observations and conferences, classroom observations anecdotal reports, and end-of-year student summaries;
- Reevaluation of each student with a disability as outlined in Regulations of the Commissioner; and
- Two-year review of the District Plan for Special Education with reference to the Blue Print for Special Education.

## Budget

Each year the Office of Special Education Services prepares a budget to support the needs of the student's 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 program costs for District accounts for the approved 2018-2019 budget:

Description	Budget
Teaching Assistant Salaries	\$193,100
Instructional Salaries	\$569,101
Clerical Staff Salaries	\$57,800
Teacher Aid Salaries	\$65,300
Equipment	\$5,000
Contracted Services	\$181,000
Membership/ Subscriptions	\$750
Travel/Conferences	\$12,000
Materials/Supplies	\$54,400
Special Schools Tuition (1-8)	\$967,046
Tuition Special Education High School	\$600,087
Tuition Summer Special Education	\$35,000
BOCES Services (Professional Development & Consultant Psychologist)	\$610,000
<b>Total</b>	<b>\$5,350,584</b>