

Special Education Plan



2023-2024

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INTRODUCTION

Part 200.2 (c) of the Regulations of the New York State Commissioner of Education require that each board of education shall prepare satisfactory plans every two years as required by subdivision 10 of section 3602 of education law. Each such plan shall include, but need not be limited to, 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 class 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;
- 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;
- 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,
- the estimated budget to support such plan;
- the date on which such plan was adopted by the board of education.

The district plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the commissioner.

STUDENTS WITH DISABILITIES

The Boquet Valley Central School District is committed to providing all students, including students with disabilities, a free and appropriate education in the least restrictive environment. The New York State common core learning standards apply to all students, regardless of their experiential background, capabilities, developmental learning differences, interests or ambitions. All students deserve the opportunity to meet the standards.

To provide an appropriate education for students with disabilities, a variety of programs

and support are essential in order to meet individual student's needs. The district is committed to providing a continuum of services and programs that enable access to the general curriculum with age appropriate peers for all students. The district provides a wide variety of special education programs and services based on the similar individual learning characteristics and needs of the students.

DESCRIPTION OF SPECIAL PROGRAMS

The following description of special education services represents program options. Federal and State regulations, as well as best practice, require that students are educated in the Least Restrictive Environment (LRE) that will meet their individual needs. The LRE is determined by the Committee on Special Education.

Related Services

Related services means (Part 200.1) developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech/language pathology, psychological services, assistive technology, occupational therapy, counseling services, teacher of the visually impaired services, teacher of the deaf, orientation and mobility, nursing services, and physical therapy services.

The Boquet Valley Central School District provides related services as a standalone service or in conjunction with other special education programs dependent upon student needs as identified and discussed at the Committee on Special Education meeting.

This is the lowest level of special education services on the least restrictive environment continuum. The following is a summary of available related services:

- Speech/Language Services address the articulation, fluency (example: stuttering), voice (example: nasality), language (expressive and receptive), auditory processing (ability to focus on critical information within an environment that may have background noise), and pragmatics (social language, idioms). Speech/language therapists/pathologists provide preventative intervention,

evaluations, consultations, and direct therapy services.

- Occupational therapists work with students who demonstrate fine motor or upper body impairments that affect a student's participation within the educational environment (cutting, drawing, handwriting, activities of daily living, and sensory integration).
- Physical therapists address the gross motor skills of students within the educational environment. This can include orthopedic and neurological issues. Students who receive direct physical therapy typically have difficulty with loco-motor skills, balance, low muscle tone or limited range of motion.
- Counseling services are provided by school counselors in order to support those students who may have emotional, school adjustment, or behavioral needs.
- Visually Impaired services support those students with visual impairments.
- Teacher of Deaf and Hard of Hearing services support students with hearing impairments.

Consultant Teacher Services

The Boquet Valley Central School District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classrooms K-12. Special education consultant teachers collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education settings. Students have generally good coping skills and are able to advocate for him or herself. The direct consultant service offers students with disabilities the opportunity to receive instruction in regular education classes with non-disabled peers, as the special education teacher "pushes-in" to the regular education class to provide the service to the student. In-direct consultation services are provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional

methods to meet the individual needs of a student with a disability who attends their classes. The CSE may recommend that a student with a disability who needs resource room services in addition to consultant teacher services receive a combination of such services of a minimum of three hours per week.

Resource Room

This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math or reading.

- No more than 5 students may be placed in a resource room at any one time. ● Students are assigned to a resource room program for not less than three hours per week.
- Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs.
- The resource room supports general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching new concepts, and supplementing reading or math instruction.

This program also teaches study skills and focuses on the goals and objectives identified in each student's Individualized Education Plan (IEP). This program provides the opportunity for students to receive the majority of their instruction in the regular education classes with non-disabled peers and learn in the least restrictive environment.

Special Education Self-Contained Classes K-6 Description

Special classes are classes for no more than 12 or 15 students with disabilities grouped together because of similar needs for the purpose of receiving specially designed instruction in a self-contained setting separate from their non-disabled peers. One of the special class options offered at the K-5 level is a 15:1 pull out special class for ELA

and/or Math consisting of up to 15 students. Each class has one Special Education Teacher. 15:1 classes follow the General Education curriculum, however, the material is often provided with accommodations to meet individual student needs. All instruction is differentiated based on process, product, and content. All lessons are modeled and practiced. Re-teaching is a vital part of daily practice. Positive reinforcement, incentives, and encouragement are used. The goal is to lead students to a less restrictive environment by fostering independence, responsibility, and problem solving skills.

Additionally, at the K-5 level there is a 12:1:1 classroom. This classroom consists of 12 students, one Teacher and one Paraprofessional. Students are grouped together because of similar needs for the purpose of receiving specially designed instruction in a self-contained setting separate from their nondisabled peers. These students have management needs which interfere with instructional processes.

Special Education Self Contained Classes 7-12 Description

The Self-Contained class offers students the opportunity to receive instruction in a small class environment (15:1). Students can receive special class instruction in specific content areas such as ELA and/or Math Self-contained classes continue to follow the General Education curriculum, however, the material is often provided with accommodations to meet individual student needs. All instruction continues to be differentiated based on process, product, and content. All lessons are modeled and practiced. Re-teaching is a vital part of daily practice. Positive reinforcement, incentives, and encouragement are used. Students in this program continue to work toward mastery of grade level content and standards through specialized, targeted instruction.

Champlain Valley Educational Services (CVES – Plattsburgh and Mineville)

When a student's individualized education needs cannot be met by the Boquet Valley Central School District, Champlain Valley Educational Services (CVES) full day self-contained programs, with or without related services, will be considered by the

Committee on Special Education. It is the goal of the district to provide timely and appropriate re-entry back into a district special education program as soon as the CSE determines the readiness of the student to return to the district.

When a student's individualized education needs cannot be met by CVES, home instruction, hospital instruction, or residential placement will be considered by the Committee on Special Education.

Extended School Year Services

Extended school year (ESY) services are provided to those students with disabilities who experience substantial regression. Determinations of ESY services are made at the students' annual review. Students must be considered for ESY 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;
- with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- who are recommended for home and/or 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;
- whose needs are so severe that they can be met only in a seven-day residential program;

or

- who are receiving other special education services and who, because of their disabilities, exhibit the need for a 12-month special service and/or program provided in a structured learning environment of up to 12-months' duration in order to prevent *substantial regression*.

Pursuant to section 200.1(aaa), substantial regression means a student's inability to

maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain individualized education program (IEP) goals and objectives mastered at the end of the previous school year.

Substantial regression is 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. Both quantitative and qualitative information will be reviewed by the CSE/CPSE to substantiate the need for providing ESY programs.

A student is eligible for an ESY program when the period of review or reteaching 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 reteaching, for any student who at the beginning of the school year after not having programs or services during the summer, ranges between 20 and 40 school days. As a guideline for determining eligibility for an ESY program, a review period of eight weeks or more upon return to school would indicate that substantial regression has occurred.

The following represents the ESY continuum:

- Full day self-contained program (CVES BOCES) with or without related services

State Operated Schools

Such schools are administered by the State Education Department to meet the needs of severely impaired students, through a variety of programs.

DESCRIPTION OF PRESCHOOL & SCHOOL AGE STUDENTS WITH DISABILITIES

PRESCHOOL ELIGIBILITY:

Preschool children may be identified as having a disability when they display significant delays in one or more functional areas related to cognition, language and communication, social emotional development, sensory and/or motor delays and adaptive skills that adversely affects a child's ability to learn. The Committee on Preschool Special Education (CPSE) is required to consider all evaluations and compare them with the child's performance to accepted developmental milestones.

The criteria for CPSE eligibility are:

- 12 month delay in one or more functional areas
- 33% delay in one functional area, or a 25% delay in two functional areas
- 2.0 standard deviation below the mean in one functional area, or a 1.5 standard deviation below the mean in two functional areas

SCHOOL AGE ELIGIBILITY:

To meet the criteria as a school age student with a disability the Committee on Special Education (CSE) must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all these sources is documented and carefully considered.

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 the definition are: Autism, Deafness, Deaf-blindness, Emotional disability, Hearing impairment, Learning disability, Intellectual disability, Multiple disabilities, Orthopedic impairment, Other-health-impairment, Speech or language impairment, Traumatic brain injury, Visual impairment.

SPECIAL EDUCATION STUDENT DATA:

The following tables provided in this section reflect data on school age and preschool students with disabilities. The data is point in time data. The data source is from the annual State Education Department (SED) report and BEDS day, submitted by the District annually.

School-Age Classification Rate

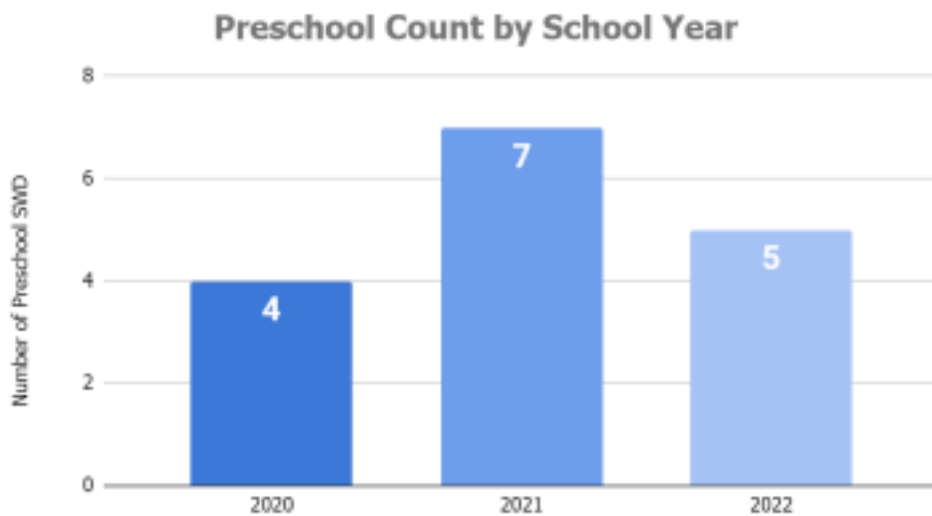
School Year	Percent of Students Classified	Total Enrollment (BEDS Day – Public and NonPublic)
2019-2020	18%	440
2020-2021	17.4%	449
2021-2022	17.9%	431
2022-2023	17.5%	423

Classification of School Age Students by Disability

of students 2022-2023
Autism 12
Emotional Disability 3
Learning Disability 30
Intellectual Disability 2

Deafness 0
Hearing Impairment 2
Speech or Language Impairment 2
Visual Impairment (Includes Blindness) 0
Orthopedic Impairment 0 Other
Health Impairment 18
Multiple Disabilities 2
Deaf-Blindness 0
Traumatic Brain Injury 0

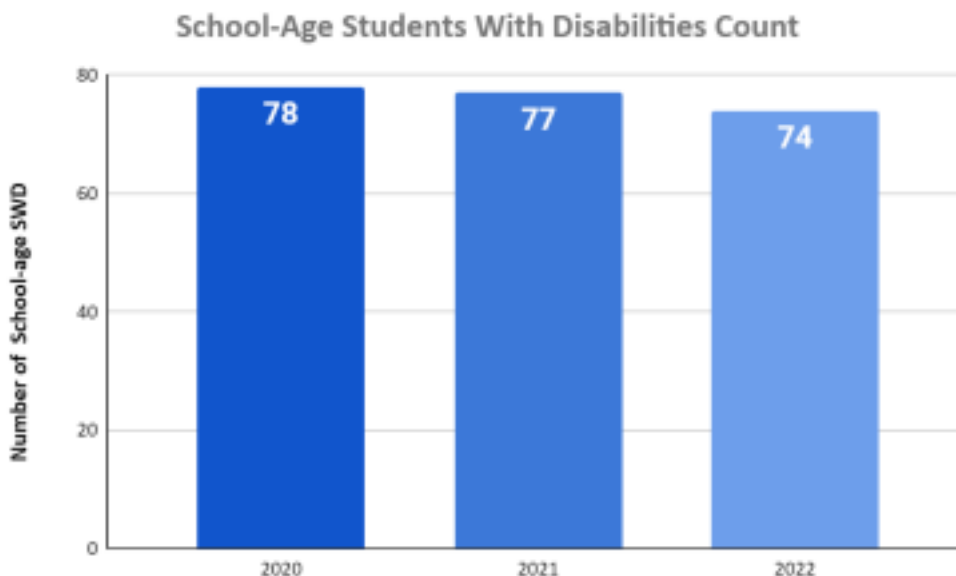
Preschool Student Count



The number of preschool students with disabilities has been inconsistent over this 3

year span but has decreased since 2021.

School-Age Student Count



The number of school-age students with disabilities decreased slightly from 2020 to 2022.

PROGRAM EVALUATION AND MONITORING

Students with disabilities are reviewed annually in order to assess their progress on their Individualized Education Plan (IEP) goals. Special education teachers report progress on IEP goals and objectives. Parents receive a special education progress report, in addition to the students' report card. Special education teachers are required to collect and maintain data on students with disabilities to measure progress toward meeting the goals on their IEP.

In addition to evaluating goals and objectives, the district analyzes the performance of students with disabilities on New York State Assessments. This data analysis in conjunction with annual progress on IEP goals assists with the development of programming for students with disabilities.

The CSE/CPSE Chairperson or Director will be meeting with administration staff at least monthly to provide programming and regulatory updates. In addition, the CSE/CPSE

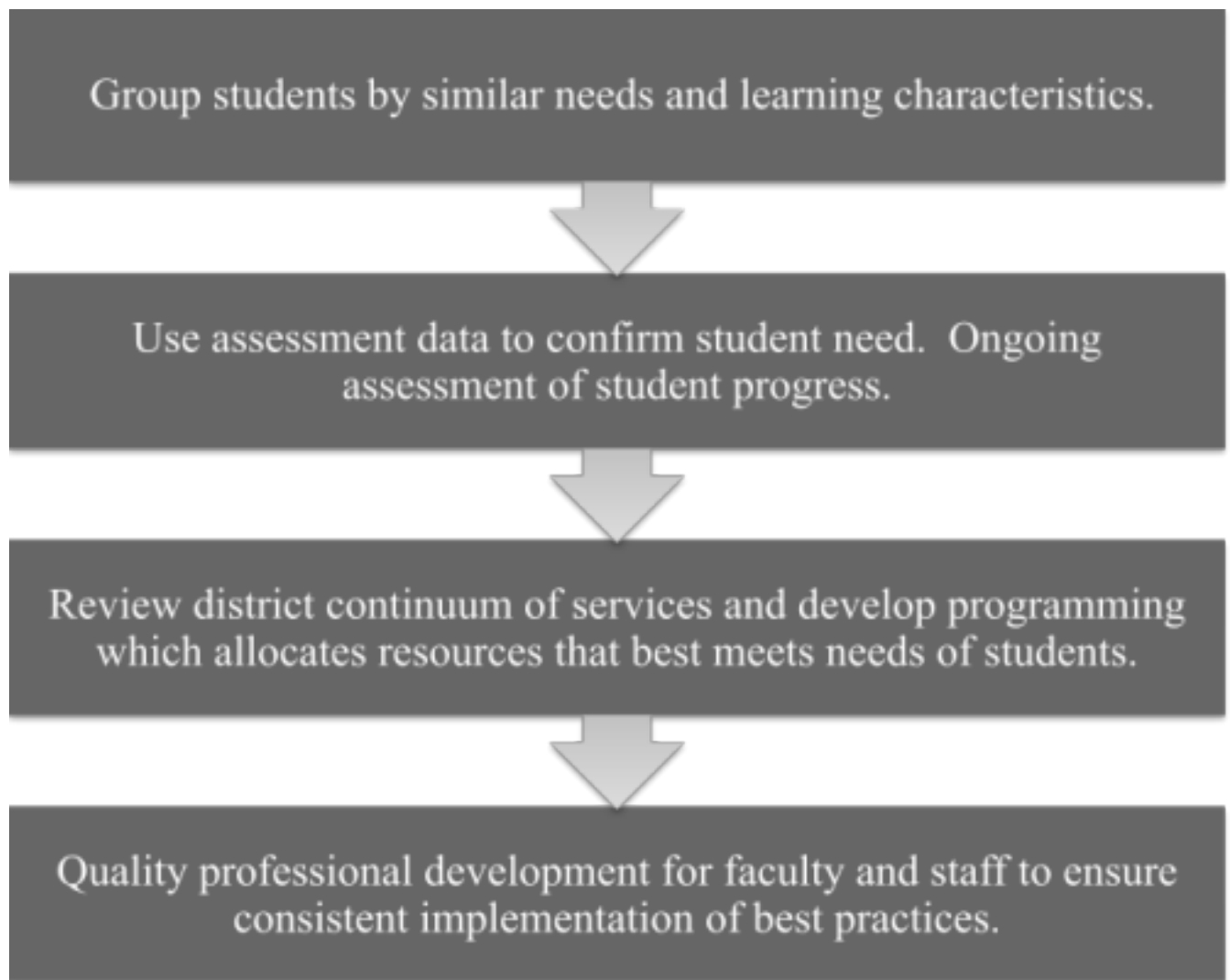
Chairperson or Director will attend staff meetings, as needed, in order to disseminate regulatory updates and obtain information related to program/student progress. Special education programs are reviewed for their effectiveness and if needed programs may be enhanced, modified, or a new program may be developed to better address student needs.

The objectives of the overall special education program are described State Performance Plan indicators assigned by NYSED each year. Additional methods of evaluation include student based assessment of the progress of each student with a disability in the spring using individual measures of academic achievement such as standardized tests, curriculum based assessments, and state testing.

In the 2022-2023 school year Boquet Valley Central School was responsible for Indicators 13 and 14. Indicator 13 is School Transition where IEPs are evaluated for the appropriateness of the transition plans for students who are 15 years or older. Indicator 14 is High School Outcomes which measures what our students with disabilities are doing one year after exiting high school.

ANNUAL PLANNING PROCESS

The District has designed a framework for designing the special education supports and services based on the common learning characteristics of the district's students and using data for decisions. This framework will be used yearly to respond to the needs of the students.



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ALLOCATION OF APPROPRIATE SPACE

As per BOE policy 7611, the Board of Education recognizes its responsibility to ensure that adequate and appropriate space is made available for special education classes provided by the district, as well as in programs provided by CVES, the Board of Education will allocate an appropriate amount of space in district facilities to meet the needs of students in such programs. The district will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan and as part of the district's special education services plan.

Board of Education Policy: 7611 CHILDREN WITH DISABILITIES (excerpt from full policy)

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences, the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services.
- b) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting.
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.
- d) Taking the following measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education programs and services:

1. Meet the applicable requirements of section 9101 of the Elementary Secondary Education Act (ESEA) and 34 CFR Section 200.56 for any elementary, middle, or secondary school teacher who is new, nor not new, to the profession; or

2. Meet the requirements of paragraph b) or c) of Section 9101(23) of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, meet the requirements of subparagraph b) or c) of Section 9101(23) of the ESEA as applied to an elementary school teacher and have subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those standards as defined by New York State.

- e) Establishing the following guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional

performance of the student in the administration of District-wide assessments: 1.

Meet the requirements of the IEP/504;

2. Meet the NYS testing guidelines; and

3. Meet NYS accommodation guidelines.

f) To the extent feasible, using universal design principles (defined as a concept or philosophy for designing and delivering products and services that are usable by people with the widest range of functional capabilities, which include products and services that are directly usable without requiring assistive technologies and products and services that are made usable with assistive technologies) in developing and administering District-wide assessment programs:

1. Provide all products and services as required in the IEP/504; and 2.

Follow the protocol for distribution of the products and services as required in the IEP/504.

g) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program.

h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.

i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.

j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

NOTE: Refer also to Policies #7615 -- Least Restrictive Environment

SUBJECT: ALTERNATIVE FORMATS FOR INSTRUCTIONAL MATERIALS 5412 Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's regulations.

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. The District will ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards.

The District will establish a plan to ensure that instructional materials in a usable alternative format for each student with a disability (including students requiring Section 504 Accommodation Plans) are based upon the student's educational needs and course selections, and will be available at the same time as those instructional materials are available to non-disabled students.

The Plan will:

a) Specify that the District gives a preference in the purchase of instructional materials it has selected for its students to those vendors who agree to provide such instructional materials in alternative formats;

b) Specify when an electronic file is provided, how the format will be accessed by students and/or how the District will convert to an accessible format; c) Specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the District for alternative format materials; d) Specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and e) Include procedures so that when students with disabilities move into the District during the school year, the process to obtain needed materials in alternative formats for those students is initiated without

delay.

20 USC § 1474(e)(3)(B)

8 NYCRR §§ 200.2(b)(9), 200.2(c)(2) and 200.2(i)

The district currently contracts with CVES when necessary to provide Assistive Technology services to students who require alternative formats for their instructional materials. The technology specialists and the Director of Student Support Services will continue to provide a wide array of software programs, equipment, and technology to all students including those with disabilities in order to provide access to texts in alternative formats. The district provides classroom SMART BOARDS and Promethean Boards used for instruction throughout the district. Computers are in classrooms and in the Middle School/High School every student is assigned a Chromebook. Other resources are also used to provide alternative formats. Book Share and SORA are online accessible digital libraries for people with disabilities that affect the reading of print, such as blindness, vision impairment, dyslexia and certain physical disabilities. This library is used in conjunction with other programs to provide accessibility to students who need their materials read to them.

Special media materials produced by the American Printing House for the Blind are also used and students who qualify are registered for this service.

The Director of Student Support Services will meet at least twice a year with technology specialists to discuss district and individual student needs.

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BUDGET

The Boquet Valley Central School District is committed to pay for special education programming to whatever extent as determined at CSE meetings.

In the 2023-24 school year the district expects to spend \$2,300,603.00 dollars to special education.

IDEA-Part B grant for school age children with disabilities for the 2023-2024 school year provided Section 611 funds of \$138,500 and Section 619 funds of \$8,416

The following table summarizes most of the budget lines that support the special education services and programs for students with disabilities in our district.

Code Description 2023-24

2250-150-00 Instructional Salaries \$241,427.00	2250-160-00 Non-Instructional Salaries \$34,808.00	2250-200-00 Equipment-Student w/ Disabilities \$5,000.00
2250-400-00 Contractual-Student w/ Disabilities \$11,870.00	2250-450-00 Mat/Sup-Special Education \$11,812.00	2250-490-00 BOCES Svcs-SWD's \$1,189,871.00

Recommendations are based on prior year expenditures, CSE trends, projected service needs, initiatives to develop and improve programming for students and current mandated requirements.

PLAN ADOPTION

The Director of Student Support Services will submit a district plan for educating students with disabilities every two years as per the Part 200 regulation to the Board of Education. An addendum to the plan is submitted to the Board of Education when changes to programs and services are made within the two-year period.

A copy of the Board of Education approved district plan is:

- available for review in the Office of Student Support Services
- provided on request from the Office of Student Support Services

Questions or concerns about the Boquet Valley Central School District special education services and or programs should be addressed to:

Abby Seymour
Director of Student Support Services
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e-mail: aseymour@boquetvalleycsd.org

Date of plan adoption: December 14, 2023