

**Hastings-on-Hudson
Union Free School District**



**Special Education District Plan
October 2023-2026**

**District Policies, Practices, and Procedures for Assuring
Appropriate Educational Services and Due Process in Evaluation
and Placement of Students with Disabilities**

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STATEMENT OF ASSURANCE

The Board of Education of the Hastings-on-Hudson Union Free 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, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.


In support of State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within the District, the needs of the majority of its identified students.

These programs and services are designed:

- To afford each student with the appropriate level of support necessary to meet the New York State Common Core Standards
- To provide each student with those special educational services necessary to enable the student to meet his/her/their annual goals
- To afford each identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District
- To give each identified student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

By action of the Board of Education in a regularly scheduled meeting held on November 20, 2023, the Board adopted its District Plan set forth below.

12/1/23
Date


President, Board of Education

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:

- i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;
- ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;
- iii. The method used to evaluate the extent to which the objectives of the program have been achieved;
- iv. 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 school-age and preschool students with disabilities;
- v. 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 school-age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;
- vi. 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, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to non-disabled students;
- vii. The estimated budget to support such plan;
- viii. The date on which such plan was adopted by the Board of Education;

Introduction

In accordance with the regulations of the Commissioner of Education, the Board of Education adopts its District Plan.

This plan outlines the continuum of programs and services available to preschool and school-age students in the District who are identified with disabilities under state and federal law, the student's placements, the numbers, age range, and disabilities of the students currently receiving services in each program offered, the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for our students, including students who receive programs through our Board of Cooperative Educational Services, the manner in which the District ensures that all instructional materials used in the District are available in a usable alternative format to students with disabilities at the same time as such materials are available to non-disabled students, the estimated budget to support the plan.

Child Find:

In accordance with the Individuals with Disabilities Education Act (IDEA) and all other applicable statutes and regulations, the Board of Education recognizes its responsibility to the Child Find process. This process is designed to identify, locate and/or evaluate, and maintain information about all students with disabilities who reside in or attend private schools within the District. The District further recognizes its responsibility to provide a free and appropriate public education for any school-age child residing within the district's borders who demonstrates a disability and requires special education and related services

This plan was adopted by the Board of Education at its regular meeting on November 20, 2023.

Board of Education Policies for Special Education

| Policy | Policy # |
|--|----------|
| Provision of Appropriate Special Education Services to Enable Involvement in and Foster Progress in the General Education Curriculum | 4321 |
| Provision of Special Education Services in the Least Restrictive Environment | 4321.1 |
| Implementation of School-Wide Approaches and Pre-Referral Interventions | 4321.2 |
| Allocation of Space for Special Education Programs | 4321.3 |
| Independent Education Evaluations | 4321.4 |
| Student Individualized Education Program, Distribution, and Implementation | 4321.5 |
| Instructional Materials in Alternative Formats for Students with Disabilities | 4321.6 |
| District and State Assessments of Students with Disabilities | 4321.7 |
| Impartial Hearing Officer Selection and Compensation | 4321.8 |
| Declassification of Students with Disabilities | 4321.9 |
| Public Report on Revisions to District Policies, Practices, and Procedures Upon Finding a Significant Disproportionality | 4321.11 |
| Use of Time Out Rooms, Physical Restraints, and Adversives | 4321.12 |
| PreSchool Students with Disabilities | 4321.13 |
| Special Education Personnel | 4321.14 |
| Reimbursement for Travel To and From Residential School Placements | 4321.15 |
| Appointment of Surrogate Parents | 4321.16 |
| Child Find | 4321.17 |

The Continuum of Services Available to Preschool Students Identified with Disabilities

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education Settings are settings designed primarily for children with disabilities. For the **October 2023 Snapshot, thirteen (13) preschool students with disabilities received services in Early Childhood Settings and four (4) preschool students with disabilities received services in Early Childhood Special Education Settings.**

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age-eligible for kindergarten and who reside in the District have available to them the following special educational services:

1. Related Services Only

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services, and/or social work services. These services are made available in a variety of settings including a child's home, daycare center, nursery school, or provider's office.

2. Special Education Itinerant Teacher Services

Special education itinerant teacher (SEIT) services provide direct instruction by a certified special education teacher affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, daycare programs, and homes. These services are offered on individual and group basis as needed to meet their goals.

3. Integrated Settings Special Classes

Integrated Settings Special Classes provide a setting for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher, and a teaching assistant/aide.

4. Special Class

Special classes are currently available in approved private preschools. Classes range from six to twelve identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aides.

The Continuum of Services Available to School-Aged Students Identified with Disabilities

The following is a listing of Hastings-on-Hudson School District programs and services that are currently available to meet the academic, social, physical, and management needs of students with disabilities. For the October 2023 Snapshot, **224 students are being serviced through the Committee on Special Education; 221 students are serviced in regular school-based programs in buildings attended by disabled and non-disabled students, and 3 students in separate schools.**

In-District Programs and Services

The District provides a continuum of programs and services as follows:

1. Related Services Only

The District provides related services for identified students with disabilities in kindergarten through twelfth grade. Related services include speech and language, occupational therapy, physical therapy, counseling, and hearing and vision services. However, related services can be combined with other related services and district programs.

2. Resource Room and Reading Instruction

The District provides resource room services to students with disabilities in grades 6 through 12. Resource Room provides specialized instruction in a small setting (5:1) for a minimum of three (3) hours per week. In addition, the District provides small group specialized Reading Instruction for students with disabilities in grades 1 through 12.

3. Integrated Co-Teaching (Collaborative Classes)

Integrated co-teaching classes are available for grades K-11. In the integrated co-teaching classroom, a general education and special education teacher share responsibility for all the students in the classroom. The curriculum is modified as needed and accommodations are provided to meet the individual needs of all of the students in the classroom. According to regulation, there can be no more than 12 students with Individualized Education Programs (IEP's) in the integrated co-teaching classroom, and the district strives to be below this number.

4. Self-Contained Classes

The District offers self-contained classes in grades K-11.

At Hillside Elementary School there are two self-contained classes that support the needs of students who require intensive support with language development. There is a K- 2nd, and a 3rd-5th grade class with a ratio of 8 students, 1 special education teacher, and 1 teaching assistant (8:1:1). In these classes students are mainstreamed into the general education classroom throughout the school day.

At the Farragut Middle School, there is one special class for one period with a focus on Daily Living Skills (DLS). The Daily Living Skills class was created to build upon the functional, social, pre-vocational, and life skills needed for neurodivergent students to live self-directed, meaningful, and independent lives. As a supplement to the inclusive general education curriculum and related services that students receive at Farragut Middle School, instruction within Daily Living Skills orients around individualized programs that best support students' needs to learn, live, work, and enjoy life in their school and community. The district anticipates expanding this class to a full day in the 2024-2025 school year.

Hastings High School provides three special class programs in Humanities with a maximum of 12 students and 1 special education teacher in grades 9, 10, and 11. Humanities classes support the English and History curriculum. Lessons focus on improving the writing process (including proofreading and editing skills), reading strategies related to higher-level reading materials, as well as test-taking strategies, time management, and organizational skills.

Out-of-District Programs and Services

The Hastings-on-Hudson School District offers a full continuum of special education programs and services in District schools and is committed to the policy of placing student 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 services. 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 Hastings-on-Hudson School District CSE has recommended placement of a student with a disability in an out-of-district program.

1. 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 District currently has seven (7) students classified with autism, emotional disability, intellectual disability, multiple disabilities, and other health impairment in special education programs in Hendrick Hudson, Irvington, Mahopac, and Pleasantville. The classes range in size from 8-12 students with one teacher and one or two teacher assistants/aides.

2. Board of Cooperative Educational Services Programs

The Hastings-on-Hudson School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative that functions in New York State as an extension of local school districts. The District utilizes Southern Westchester BOCES programs and services and Putnam/Northern Westchester BOCES programs and services for students with more intensive educational, emotional, or management needs that cannot be appropriately met in an in-district program.

The District currently has students with disabilities in the following BOCES special education programs:

Southern Westchester BOCES CAD Communication and Academic Development (NYSAA) This program is offered to students who require small-group instruction in a therapeutic setting. Students' needs are met through highly structured classroom settings with counseling and instructional support as well as transition services. The student-teacher ratio is 12:1:1.

Putnam Northern Westchester BOCES Fox Meadow High School Learning Center. This program supports special education students with a variety of social, emotional, behavioral, and learning needs. This program offers a supported curriculum based on the NYSED Common Core Learning Standards in conjunction with therapeutic social and emotional support.

3. Approved Private Day Schools

When the needs of a student with a disability cannot be met in a program operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive approved private day or residential placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intense supervision and structure.

The District is currently utilizing the following program:

Lavelle School for the Blind This program services students with both visual and auditory impairments in either a residential or day setting. The mission of Lavelle School for the Blind is to provide students with visual impairments and varying additional disabilities with the education, services, resources, and experiences necessary for them to reach their fullest potential in life.

4. Home/Hospital Instruction

Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. Elementary students receive ten hours of services a week while students at the secondary level receive fifteen hours a week.

EVALUATION OF PROGRAM OBJECTIVES

In evaluating the extent to which program objectives have been achieved, the Office of Special Education Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to Hastings-on-Hudson School District students with disabilities. Among the information to be analyzed are the following;

- Special education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Facts templates)
- Special education data reports (PD 6, PD 8, PD 10)
- Special education data collected in connection with the New York State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of Hastings-on-Hudson School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- Hastings-on-Hudson School District student report cards
- Individual student performance data from annual reviews and reevaluations
- Progress toward mastery of IEP goals and benchmarks
- Universal Screeners
- Reports and comments from stakeholders

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the Hastings-on-Hudson School District 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 representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to ensure the appropriateness of the space allocated for that placement.

The District will provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools.

The District will also consult and collaborate, upon request, with Southern Westchester BOCES in developing a special education space requirements plan in accordance with Education Law, section 1950 (17).

This plan, completed every five years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with nondisabled peers.

ALTERNATIVE FORMAT PROCEDURES

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his/her/their instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students.

Alternative Format Procedures

Alternative format is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that are needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file. The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan. The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments. Materials in alternative formats will be ordered or produced with sufficient lead time to ensure that they will be available at the same time as regular format materials are provided to other students. The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.

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 program costs for District accounts from the 2022-2023 budget.

| Account Name | Budget | Actual |
|----------------------------------|--------------------|--------------------|
| Teacher Salary | \$4,139,648 | \$4,031,044 |
| Teacher Aide Salary | \$900,287 | \$823,289 |
| Teaching Assistant Salary | \$703,813 | \$692,341 |
| Homebound Instruction | \$15,000 | \$39,815 |
| Contractual Services | \$719,473 | \$590,468 |
| Supplies | \$64,667 | \$43,037 |
| Tuition | \$1,245,360 | \$1,241,901 |
| Textbooks | \$0 | \$0 |
| BOCES | \$394,000 | \$362,514 |
| Settlements | \$785,000 | \$776,334 |
| Totals | \$8,967,248 | \$8,564,743 |

Appendix A

PRESCHOOL STUDENTS BY PROGRAM As of October 2023 Snapshot

| Nature of Services | Numbers of Students | Ages |
|---|----------------------------|-------------|
| Related Services Only | 10 | 3-5 |
| SEIT Only | 0 | 3-5 |
| SEIT and Related Services | 3 | 3-5 |
| Special Class/Special Class in an Integrated Setting | 4 | 3-5 |

Appendix B

RELATED SERVICES BY GRADE As of October 2023 Snapshot

| Grade | S/L | OT | PT | Counseling | Parent Training | Reading Instruction | Hearing Services | Vision Services | Specialized Instruction |
|-------|-----|----|----|------------|-----------------|---------------------|------------------|-----------------|-------------------------|
| K | 12 | 16 | 13 | 16 | 7 | 1 | 0 | 1 | 0 |
| 1 | 5 | 8 | 4 | 7 | 0 | 4 | 0 | 0 | 0 |
| 2 | 8 | 10 | 5 | 12 | 3 | 7 | 0 | 0 | 0 |
| 3 | 4 | 11 | 1 | 5 | 0 | 7 | 0 | 0 | 1 |
| 4 | 7 | 8 | 1 | 9 | 2 | 7 | 0 | 0 | 3 |
| 5 | 8 | 12 | 0 | 13 | 0 | 9 | 0 | 0 | 1 |
| 6 | 8 | 4 | 0 | 11 | 0 | 4 | 1 | 0 | 0 |
| 7 | 7 | 1 | 0 | 9 | 1 | 9 | 2 | 0 | 0 |
| 8 | 6 | 1 | 0 | 9 | 2 | 3 | 0 | 0 | 0 |
| 9 | 4 | 0 | 0 | 8 | 0 | 0 | 1 | 0 | 1 |
| 10 | 3 | 0 | 0 | 15 | 1 | 1 | 0 | 1 | 0 |
| 11 | 3 | 0 | 0 | 12 | 0 | 1 | 0 | 0 | 0 |
| 12 | 4 | 0 | 0 | 6 | 0 | 1 | 0 | 0 | 0 |

Appendix C

PROGRAMS BY GRADE As of October 2023 Snapshot

| Grade | Resource Room | Integrated Co-Teaching | Special Class |
|-----------------|----------------------|-------------------------------|----------------------|
| K | 0 | 12 | 4 |
| 1 | 0 | 10 | 0 |
| 2 | 0 | 8 | 2 |
| 3 | 0 | 13 | 0 |
| 4 | 0 | 10 | 2 |
| 5 | 0 | 19 | 1 |
| 6 | 13 | 14 | 0 |
| 7 | 17 | 17 | 0 |
| 8 | 11 | 13 | 0 |
| 9 | 16 | 19 | 5 |
| 10 | 16 | 15 | 4 |
| 11 | 14 | 11 | 3 |
| 12 | 11 | 0 | 0 |
| Ungraded | 0 | 0 | 6 |

Students may have multiple services, i.e. resource room and integrated co-teacher

Appendix D

PROGRAM BY DISABILITY As of October 2023 Snapshot

| | Autism | Emotional Disability | Learning Disability | Multiple Disabilities | Other Health Impaired | Speech and Language | Hearing Impaired | Visually Impaired | Intellectual Disability | Orthopedic Impairment |
|-------------------------------|--------|----------------------|---------------------|-----------------------|-----------------------|---------------------|------------------|-------------------|-------------------------|-----------------------|
| Resource Room | 4 | 5 | 50 | 0 | 27 | 7 | 2 | 2 | 1 | 0 |
| Integrated Co-teaching | 14 | 2 | 63 | 0 | 57 | 19 | 2 | 2 | 1 | 1 |
| Special Class | 6 | 1 | 5 | 0 | 1 | 4 | 1 | 1 | 0 | 0 |

Students may have multiple services, i.e. resource room and integrated co-teacher

Appendix E

CLASSIFICATION BY GRADE As of October 2023 Snapshot

| | Autism | Emotional Disability | Intellectual Disability | Learning Disability | Multiple Disabilities | Other Health Impaired | Speech and Language | Hearing Impaired | Visually Impaired | Orthopedic Impairment | Deaf |
|-----------|--------|----------------------|-------------------------|---------------------|-----------------------|-----------------------|---------------------|------------------|-------------------|-----------------------|------|
| K | 7 | 0 | 0 | 0 | 0 | 10 | 4 | 0 | 0 | 0 | 0 |
| 1 | 1 | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 0 | 0 | 0 |
| 2 | 1 | 0 | 0 | 0 | 0 | 9 | 6 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 8 | 0 | 5 | 0 | 0 | 0 | 0 | 0 |
| 4 | 2 | 0 | 0 | 4 | 0 | 6 | 2 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 7 | 0 | 8 | 4 | 0 | 0 | 1 | 0 |
| 6 | 0 | 0 | 0 | 7 | 0 | 9 | 1 | 0 | 0 | 0 | 1 |
| 7 | 1 | 2 | 1 | 10 | 0 | 3 | 1 | 1 | 1 | 0 | 0 |
| 8 | 4 | 1 | 0 | 6 | 0 | 4 | 0 | 0 | 0 | 0 | 0 |
| 9 | 3 | 2 | 0 | 8 | 0 | 6 | 3 | 0 | 0 | 0 | 0 |
| 10 | 0 | 4 | 0 | 7 | 0 | 5 | 1 | 1 | 1 | 0 | 0 |
| 11 | 0 | 3 | 0 | 8 | 0 | 5 | 0 | 1 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 7 | 0 | 3 | 1 | 0 | 0 | 0 | 0 |
| UG | 3 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |