
**Blind Brook-Rye
Union Free School District**

**Special Education
District Plan
2022-2024**

Prepared by:

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Director of Pupil Personnel Services

January 4, 2022

STATEMENT OF ASSURANCES

The Board of Education of the Blind Brook-Rye Union Free School District (the 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 District, the needs of the majority of its identified students.

These programs and services are designed:

To afford each student the appropriate level of support necessary to meet New York State Standards.

To provide each student with those special educational services necessary to enable the student to meet his/her 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 ~~January 4, 2022~~ the Board adopted its District Plan set forth below.

6/7/22

Date



President, Board of Education

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Regulations Governing the Special Education 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 School 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;
- ix. A description of how the District plan is consistent with the special education space requirements plan developed pursuant to subdivision (g) of this section.

Introduction

In accordance with the regulations of the Commissioner of Education, the Board of Education adopts its Special Education District Plan. This plan outlines the continuum of programs and services available to preschool and school age students in District who are identified with disabilities under state and federal law; the students' 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 the Southern Westchester 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; and a description of how the plan is consistent with space requirements developed under the Commissioner's regulations.

This plan was adopted by the Board of Education at its regular meeting on January 4, 2022.

Preschool Programs and Services

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. On October 3, 2018, 14 preschool students with disabilities received services in Early Childhood Settings and 2 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:

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, day care center, nursery school or provider's office.

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, day care program and home. These services are offered on individual and group bases as needed to meet their goals.

Integrated Settings

Special classes in integrated settings provide 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.

Special Classes

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.

**PRESCHOOL STUDENTS BY PROGRAM
as of October 6, 2021**

Nature of Services	Number of Students	Ages
Related Services Only	11	3-5
SEIT Only	0	3-5
SEIT and Related Services	8	3-5
Special Class and Related Services	6	3-5

School-age Programs and Services

District School-age Programs and Services

The following is a listing of Blind Brook-Rye Union Free School District programs and services that are currently available to meet the academic, social, physical and management needs of Students with Disabilities. On October 6, 2021, 158 students were being serviced through the Committee on Special Education; 154 students were serviced in regular school-based programs in buildings attended by disabled and non-disabled students and 4 students in separate schools.

In-District Programs and Services

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

Related Services

The District provides related services for identified students with disabilities in kindergarten throughout twelfth grade. Related services include: speech and language, occupational therapy, physical therapy, counseling, social skills, behavior consultation, hearing services, vision services, and specialized reading. Students can have a program consisting of related services only or a program containing both related services and other district programs. Below is a breakdown of the related services provided in District:

RELATED SERVICES BY GRADE as of October 6, 2021

Grade	Speech	Occupational Therapy	Physical Therapy	Counseling/Social Skills/Psych Consult	Other
K	5	6	2	2	0
1	12	12	8	3	1 (Behavior)
2	5	6	2	4	0
3	4	5	3	6	1 (Hearing)
4	2	5	2	5	0
5	0	2	0	5	0
6	5	5	1	8	1 (Vision)
7	2	4	0	4	0
8	1	1	0	6	0
9	1	1	0	6	0
10	0	0	0	6	1 (Hearing)
11	0	0	0	7	0
12	0	0	0	4	1 (Hearing)

Resource Room

The District provides resource room services to Students with Disabilities in grades 1 through 12. Resource room provides specialized instruction in a small setting of not more than five students per one teacher (5:1 ratio) for a minimum of three (3) hours per week. Resource room may also be provided in conjunction with consultant teacher services for a minimum of three (3) hours per week combined.

Consultant Teacher Services

Consultant teacher services are offered to students with disabilities grades K-12. The services can be provided directly to a small group of classified students within the classroom or to the general education teacher to help support the students for a minimum of two (2) hours per week.

Integrated Co-Teaching Services

Integrated Co-Teaching Services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. Integrated Co-Teaching Services are provided in general education classes that are taught by a general educator and a special educator. The general educator is a content area specialist. The special educator works alongside the general educator. Each brings their expertise to the classroom setting.

Special Classes

The District offers self-contained special classes in all three schools. Currently, there are special classes offered in the areas of English Language Arts, Math, Social Studies and Science, where appropriate. These classrooms operate with 12:1:1 and 15:1 ratios depending on student needs. Teachers of special classes on the secondary level are certified in both special education and the content area or in special education and deemed highly qualified in the content area.

PROGRAM BY GRADE * **as of October 6, 2021**

Grade	Resource Room	Consultant Teacher	Integrated Co-Teaching	Special Class
K	0	2	0	2
1	0	0	6	6
2	0	0	7	0
3	4	3	6	0
4	3	3	6	0
5	7	7	0	0
6	10	10	10	2

Grade	Resource Room	Consultant Teacher	Integrated Co-Teaching	Special Class
7	15	14	17	3
8	7	8	5	0
9	7	12	0	6
10	9	12	0	1
11	10	9	0	0
12	8	8	0	0

*An individual student may have multiple services (i.e. Resource Room and Consultant Teacher).

Program by Disability*
as of October 6, 2021

	Autism	Emotional Disability	Learning Disability	Hearing	Other Health Impaired	Speech	Brain Injury
Resource Room	6	3	22	0	44	5	0
Consultant Teacher	7	3	26	1	44	7	0
Special Class	6	2	1	0	3	2	1
Integrated Co-Teaching	2	1	19	0	24	0	0

*An individual student may have multiple services (i.e. Resource Room and Consultant Teacher).

Out-of-District Programs and Services

The Blind Brook-Rye Union Free 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 service. 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 Blind Brook-Rye Union Free School District CSE has recommended placement of a student with a disability in an out- of-district program.

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. As of October 6, 2021 eleven (11) students attended other public school special education programs in Ardsley, Eastchester, Pleasantville, and Rye. The classes range in size from 9-12 students with one teacher and various numbers of teacher aides or teaching assistants (1-4) depending on program needs. The district also considers other public school special education programs including programs in other schools in the Sound Shore Consortium.

Board of Cooperative Educational Services Programs

The Blind Brook-Rye School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts.

The District can utilize Southern Westchester BOCES programs and services, as well as Putnam Northern Westchester BOCES and Rockland BOCES programs and services for students with more intensive educational, emotional or management needs that cannot be appropriately met in an in-district program. On October 6, 2021 the District had three (3) student with disabilities enrolled in Southern Westchester and two (2) students with disabilities enrolled in Putnam Northern Westchester BOCES programs.

Approved Private Schools

When the needs of a student with a disability cannot be met in programs 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 Blind Brook-Rye UFSD School District currently has one (1) student attending the school listed below:

Approved Private Day School

Clear View School Treatment Program: Clear View School Treatments Program provides educational services to students with the following primary disabilities: Autism, Emotional Disturbance, and Multiple Disabilities. Students enrolled at the Clear View School Treatment Program demonstrate high levels social emotional and management needs. The school program offers educational and therapeutic programming for each child to achieve academically in a setting that meets their specific educational and mental health needs. As of October 6, 2021, the district has one (1) student attending Clear View School Treatment Program.

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 five hours of services a week while students at the secondary level receive ten hours a week.

EVALUATION OF PROGRAM OBJECTIVES

In evaluating the extent to which program objectives have been achieved, the Office of Pupil Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to Blind Brook-Rye Union Free 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)
 - Special education data collected in connection with the State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
 - Performance of Blind Brook-Rye Union Free School District students with disabilities on State assessments
 - Percentage of students with disabilities earning high school diplomas
 - Blind Brook-Rye Union Free School District school report cards
 - Individual student performance data from annual reviews and reevaluations
 - Progress toward mastery of IEP goals and benchmarks
 - Reports and comments from stakeholders
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SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the Blind Brook-Rye Union Free 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 regional Boards 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 assure the appropriateness of the space allocated for that placement.

The district will continue to 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 non-disabled peers.

BUDGET

Each year the Office of Pupil 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.

Special Services Anticipated Expenditures for 2021-2022 as per the 2021-2022 Blind Brook-Rye UFSD Adopted School District Budget:

Administrators	\$347,479
K-12 Certified Salary	\$2,962,330
Non-Certified (TA's) Salary	\$1,085,199
Non-Certified (Support) Salary	\$105,024
Equipment	\$15,000
Contractual	\$87,836
Supplies and Materials	\$16,600
Tuition	\$1,364,193
Related Services	\$254,500
BOCES Tuition	\$614,233
BOCES Related Services	\$88,801
Total Special Services	\$6,941,195