

**Genesee Valley Central School District
District Plan for Special Education 2024-2025**

Description of Special Education Programs

The following description of special education services represents program options from the least restrictive environment to the most restrictive environment. Federal and State regulations, as well as best practices, 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 Preschool Special Education (CPSE) and the Committee on Special Education (CSE).

Continuum of Services for Preschool Students with Disabilities

The following is a listing of the preschool programs and services that are available to Genesee Valley Central School District preschool students with disabilities. These programs and services are funded by Allegany County and administered by the District Committee on Preschool Special Education. Services are provided in PK3/PK4 classrooms, in preschool classrooms for children with disabilities, and in the therapy rooms at the elementary school. As of June 30, 2024, the total number of preschool students with disabilities being serviced is 14.

Related Services: Common related services include, but are not limited to speech therapy, occupational therapy, physical therapy, or counseling depending on their individual needs. These services are provided in the preschool setting or in the therapy room in the elementary school.

Special Education Itinerant Services (SEIT): Services shall provide direct individual and/or group instruction to preschool students with disabilities by a special education teacher of an approved program at a site selected by the parent, including, but not limited to, an approved or licensed Pre-K or Head Start Program, the student's home, a hospital, a State Facility, or a childcare location. The services of the special educator are provided for two or more hours per week but generally not for the entire time the child is attending the early childhood setting. SEIT services may be provided alone or in combination with one or more related services.

Special Class: Special Class in an integrated setting should be considered before a special class in a setting with only children with disabilities. Placement in a setting that does not include age-appropriate peers without disabilities shall be considered only when the nature and severity of the child's disability is such that education in a least restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily. A full-day class may be appropriate if the child has the following:

- The child has extensive needs, as described in annual goals/short-term objectives, that require a comprehensive special education program, with or without related services, to meet his/her IEP goals.
- The child requires a greater degree of adult support, attention, direction, and supervision than is typical in settings for children without disabilities in order to benefit from the instructional program.
- The child and family require a more continuous and more intensive multidisciplinary team approach.
- The child has the stamina, including health status and developmental level, to participate in and benefit from a full-day program.
- The child's total service needs, or medical or behavioral needs necessitate a longer program duration in a specialized environment with therapeutic techniques throughout the day which cannot be provided in a half-day special education instructional program.

- The number and scope of IEP goals to be worked on within the context of the child's total program necessitate a full-day special class.

Continuum of Services Available to School-aged Students with Disabilities

The following is a listing of the Genesee Valley Central School District's programs and services that are currently available to meet the academic, social, physical, and management needs of school-aged students with disabilities. As of June 30, 2024, the total number of school-aged students with disabilities being serviced is 85.

Related Services: This is the lowest level of special education services on the continuum. Related services are developmental, corrective, and other supportive services that are required to assist the student. Students may be provided with more than one related service, or related services in combination with other regular or special education programs. Services may be provided individually or in a group. The maximum group size is 5, which is specified on the IEP. The following is a list of available related services:

- The related service of speech/language therapy is available to both students with and without disabilities.
- The related services of occupational and physical therapies are available to students with disabilities as prescribed by medical personnel and recommended by the CPSE/CSE committees. Physical Therapy is provided through Maple City Physical Therapy, PLLC. Occupational Therapy is provided by UR Medicine: Jones Memorial Hospital.
- The related service of counseling and direct/indirect behavior support services are available to students with and without disabilities. Counseling is provided through the counseling department while direct/indirect behavior support services are provided by the District's School Psychologist, Social Workers, Board-Certified Behavior Analyst (BCBA) and Assistant Board-Certified Behavior Analyst (BCaBA).
- The related service of Teacher of the Deaf (TOD) and American Sign Language (ASL) Interpreting Services are available to students with a disability as recommended by the CPSE/CSE Committees. TOD services and ASL interpreting services are provided by GVCS employees/outside contractors.
- The related service of Teacher of the Visually Impaired (TOVI) is available to students with a disability as recommended by the CPSE/CSE Committees. These services are provided by a GVCS employee/outside contractor.

Consultant Teacher (Direct/Indirect): Consultant Teacher services are special education services can only be delivered by a certified special education teacher and are available only to students with IEPs. The role of the special education teacher is to provide specially designed instruction within the classroom and support a student while they are participating in a general education class. It is not a pull-out service. *Specially designed instruction* means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

- Direct CT services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct CT can be combined with indirect CT services. Consultant Teachers can deliver instruction within the general education setting in conjunction with the general education teacher as part of their services.
- Indirect CT services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning

environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect CT can be combined with direct CT services.

Integrated Co-Teaching (ICT): This is when a Special Education Teacher and a General Education Teacher co-teach and share all teaching responsibilities to provide specially designed instruction and academic instruction to a group of students with disabilities and nondisabled peers in the general education classroom. The responsibility for planning, delivering, and evaluating instruction for all students is shared by the general and special education teachers. There is evidence that both teachers are equally responsible for ALL students in the classroom. A variety of models include supportive teaching, parallel teaching, complementary teaching, and team teaching. Students are grouped based on similarity of need. There may be no more than 12 students with IEPs in any general education co-taught classroom or greater than 50% of the total class enrolled. The roster of 12 students includes any student with a disability in that class regardless of whether all 12 are recommended for integrated co-teaching.

Special Class Programs: The district provides special class programs taught by a Special Education Teacher outside of the general education setting. The chronological age range within a special education class for students under 16 years of age may not exceed 36 months. If circumstances arise which would result in an age range greater than 36 months, the district will need to apply for a variance to Part 200.6(g)(5). The district provides the following types of special class programs:

Special Class – 15:1 Ratio

- The district operates 15:1 special class programs in Grades 2-11. A 15:1 special class consists of no more than 15 students and a certified special education teacher. At times, an aide is added to these classes due to the greater disparity with skill levels within the classroom.
- Students in 15:1 special classes need an alternate learning environment in which they can receive small group instruction in core subject areas. These students usually have severe discrepancies between their academic skills levels and actual grade level that would prevent them from instruction in the general education setting, even with maximum supplementary aids and services.
- Students will receive their instruction in this classroom, and they will attend general education classes for the remainder of their school day.
- The curriculum parallels that of the general education programs and includes extensive modifications to methodology that could not be accomplished satisfactorily in a general education setting. The general education standards are covered.

Special Class – 12:1:1 Ratio

- The district operates a 12:1:1 special class program for Primary students (Grades K-3), Elementary students (Grades 4-6), Middle School (Grades 6-8), and High School (Grades 9-11) students. In addition, the district operates a 12:1:1 Life Skills Classroom for students in grades 9-12+. This classroom has one teacher, no more than 12 students, and at least one classroom aide.
- Students in this classroom are more than three grade levels behind in academics, need self-help and functional life skills, high level of structure and routine, and constant adult supervision and direction.
- Students in the 12:1:1 classroom at the primary, elementary, middle school, and high school level receive modified curriculum below grade level.
- Students in the 12:1:1 Life Skills Classroom use an alternative curriculum and take the New York State Alternative Assessment. These students receive the Skills and Achievement Commencement Credential in their 12th grade year or up to the age of 22 depending on the student's needs and plan. Students in this classroom gain work-based learning experience through participating in the Work-Based Learning Program.

Special Class – 8:1:1 Ratio

- The district operates 8:1:1 special class programs for Primary students (Grades K-3), Elementary/Middle school (Grades 4-6) and High School (Grades 9-12).
- This classroom has one teacher, no more than 8 students, and one teaching assistant or aide.
- Students in this classroom could be anywhere on the academic spectrum with well-below or above average intelligence. Students benefit from small-group instruction, counseling, structure/routine, time management support, and breaks.
- Students in this classroom may demonstrate mental health needs, lack social skills, exhibit intensive behaviors, need modeling and direct instruction in social skills and behavioral strategies, and thrive on positive reinforcement.

Special Class – 6:1:1 Ratio

- The district operates two 6:1:1 special class programs for Primary students (Grades K-3).
- This classroom has one teacher, no more than 6 students, and one teaching assistant.
- Students in this classroom generally have the educational disability classification of Autism. The classroom is highly intensive and very individual programming to the needs of the student.
- There is continual adult supervision, a specialized behavior management, and a program that uses Applied Behavior Analysis Therapy (ACE). This can help increase language and communication skills, improve attention, focus, social skills, memory, and academics, and decrease problem behaviors.
- Additionally, many of these students partake in related services such as Speech/language therapy (which may include augmentative/alternative communication), Occupational Therapy, and Physical Therapy.

BOCES

If a student's needs are unable to be met by one of our district programs, BOCES programs are sought for meeting that student's needs with an appropriate program. By combining student populations across multiple school districts, BOCES provides our district with the capacity to provide students with a program more closely tailored to the student's physical, educational, social, and management needs. The district typically utilizes BOCES classes for students with significant academic, emotional, and behavioral needs. Programs are supervised by BOCES administrators and monitored by our district's CSE office. Career Technology Education (CTE) classes are also available through BOCES for all students, including those with disabilities.

Other

The district also has opportunities to partner with other local districts to provide the least restrictive environment to students to meet physical, educational, social and management needs. The Committee on Special Education may also recommend that students receive Adaptive Physical Education (APE) if the student would benefit from modified instruction to develop gross and fine motor skills.

Number and Age Span of Students Served

The following data tables summarize Genesee Valley Central School District's students served in preschool or school-age programs by age, disability area and types of placements as of October 4, 2023.

Preschool Students by Placement Type (VR4):

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 4, 2023	Total October 5, 2022
Attending a regular early childhood program for 10 or more hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location.	4	5	9	3
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location	1	0	1	1
Separate Class		2	2	4	1
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		0	0	0	1
Service Providers Location		0	0	0	0
Total		7	7	14	6

School-age Students by Disability Area (VR2):

Line Number	Disability (As of Snapshot Date)	Age as of October 4, 2023						
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	Grand Total for 2023-24	Grand Total for 2022-23
01	Autism	1	2	0	2	2	7	7
02	Emotional Disability	0	1	2	0	0	3	2
03	Learning Disability	0	10	13	11	0	34	34
04	Intellectual Disability	0	0	2	2	0	4	6
05	Deafness	0	0	0	0	0	0	0
06	Hearing Impairment	0	1	0	0	0	1	1
07	Speech or Language Impairment	6	6	0	0	0	12	9
08	Visual Impairment (Includes Blindness)	1	1	0	1	0	3	2
09	Orthopedic Impairment	0	1	0	0	0	1	1
10	Other Health Impairment	2	9	4	6	0	21	18
11	Multiple Disabilities	1	1	0	0	1	3	2
12	Deaf-Blindness	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	1	0	1	0	2	3
14	Total (Lines 1-13)	11	33	21	23	3	91	85

Least Restrictive Environment School-Age Students:

School-aged children with Autism receiving services on October 4, 2023, and ages 5 who are in Kindergarten through 21, as of October 4, 2023.

In regular school-based programs in buildings attended by disabled and nondisabled students (VR5, Table 1, 14B)

		A	B	C	D	E
Line Number	Time INSIDE Regular Classroom	Age Group				
		5-11	12-13	14-17	18-21	Total
01	80% or more	0	0	0	0	0
02	40% to 79%	0	0	2	0	2
03	Less than 40%	2	0	0	2	4
04	Total	2	0	2	2	6

In Separate Settings: (VR5, Table 2, 14B) Outside of regular school facilities, in buildings that are attended by students with disabilities only.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Separate School	0	0	0	0	0
02	Residential Facility	0	0	0	0	0
03	Hospital (In-patient)	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0
05	Total	0	0	0	0	0

In Other Specific Settings: (VR5, Table 3, 14B) School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

		A	B	C	D	E
Line Number	Type of Setting	Age Group				
		5-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities*	0	0	0	0	0
02	Home Schooled by Parental Choice	0	0	0	0	0
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	Total	0	0	0	0	0

*Or incarcerated in correctional facilities operated by the Department of Corrections (DOCS) as reported by DOCS

Methods to Evaluate Progress

The Genesee Valley Central School District utilizes multiple different methods to monitor student progress. These include but are not limited to: State Assessments (3-8 and Regents Exams), data collected through the Response to Intervention process, Academic Interventions, quarterly reports and grades, and samples of students' work. The classified students have IEP goals, and these are monitored to determine how well the students are succeeding within the classroom. NYS Special Education Performance Plan Indicator data also assists in providing feedback regarding student achievement and graduation rate.

For some students, the NYS Alternate Assessment provides a portfolio of skills and progress toward meeting their individual educational goals. Additionally, data collection for the Skills and Achievement Commencement Credential and the Career Development and Occupational Studies (CDOS) Credential will provide information regarding student progress.

Allocation of Space for Special Education Programs and Services

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, administrators will monitor the number of students with disabilities and the services required for those students and will anticipate future needs to identify current and future space needs. The Superintendent will consider special education space needs as part of the annual budget cycle and during all long-range facility planning.

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 or her instructional materials available in an alternative format will receive those materials the same time that they are available to nondisabled students.

- Alternative format is defined to mean any 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 limited to, Braille, large print, open and closed caption, audio, or electronic files.
- The need for alternative format materials will be determined by the CSE Committee and specified in the student's IEP or by the Section 504 team and specified in the student's 504 Accommodation Plan.
- 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.

Special Education Staffing

Special Education assignments are adjusted each year after the CSE annual review process. The Director of Special Education confers with building Principals and our Superintendent to determine the appropriate scheduling and staffing.

Special Education Budget

A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs. The budget will include the funding necessary to support in-house programs as well as BOCES special education programs and private placements.