

Beekmantown Central School District

SPECIAL EDUCATION PLAN



2024-25

ADOPTED BY THE BOARD OF EDUCATION ON 10/8/24

BOARD OF EDUCATION

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Associate High School Principal/Administrator of Athletics

Duffy Nelson

Middle School Principal

Rosemary Manchester

Associate Middle School Principal

Missy Barcomb

Principal Beekmantown Elementary School

Janis Krug

Associate Beekmantown Elementary School Principal

Darcy Stoutenger

Principal Cumberland Head Elementary School

Darby Dupree

Associate Cumberland Elementary School Principal

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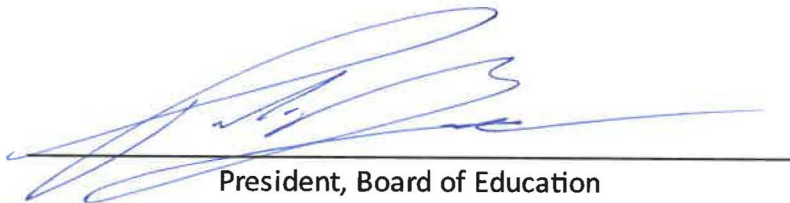
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Statement Of Assurances

The Board of Education of the Beekmantown Central 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 environment, 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 on students with disabilities, this Board of Education intends to ensure that the educational needs of students with disabilities are met. To this end, and in full compliance with the Regulations of the Commissioner of Education (Section 200.2), the Board has reviewed this District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.



President, Board of Education

12/3/2024

Date

Regulations Governing the District Plan - 8 NYCRR 200.2

(c) *District plans.*

(1) Each board of education that receives an apportionment for eligible students with disabilities, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services which are in accordance with the provisions of this Part. Each board of education that receives such apportionment shall keep on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of the Education Law.

(2) Each such 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 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;

(ii) identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;

(iii) the method to be 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 students 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 students and preschool students with disabilities who attend special education programs provided by boards 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)(8) of this section, for each student with a disability at the same time as such instructional materials are available to nondisabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b)(8) of this section;

(vii) the estimated budget to support such plan;

(viii) the date on which such plan was adopted by the board of education.

(3) Any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.

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

Board Of Education Policies

The Board of Education policies referring to Special Education can be found by navigating to our District website, and then to the [Policy Manual](#) under Board of Education.

Relevant policies include:

- 4321 Programs for Students with Disabilities Under IDEA and Article 89
- 4321.1 Allocation of Space for Special Education Programs and Services
- 4321.2 Preschool Special Education
- 4321.3 Independent Educational Evaluations
- 4321.4 Impartial Hearing Officer Appointment and Compensation
- 4321.5 Confidentiality & Access to Individual Education Programs Distribution, Individualized Education Service Programs & Service Plans
- 4321.6 Students with Disabilities Prereferral Intervention in General Education
- 4321.7 Availability of Alternative Format Instructional Materials for Students with Disabilities
- 4321.8 Timeout and Physical Restraint (All Students)
- 4321.9 Special Education Personnel
- 4321.10 Declassification of Students With Disabilities
- 4321.11 Districtwide And Statewide Assessments Of Students With Disabilities
- 4321.12 Provision of Special Education Services in the Least Restrictive Environment
- 4321.13 Public Report On Revisions To District Policies, Practices And Procedures Upon A Finding of Significant Disproportionality

Implementation Of School-Wide Approaches and Pre-Referral Interventions

Following the Individuals with Disabilities Education Act (IDEA) and Part 200 of the Commissioner's Regulations, the district must develop a policy and implement a plan to establish pre-referral interventions to assist a student's education process before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the school's principal and building-level team to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are not limited to academic and behavioral interventions, related services (e.g., speech, counseling), and English as a New Language services.

The referral form to the CSE used by the district staff will describe, in writing, intervention services and programs used to remediate the student's performance prior to referral, and evidence-based instructional methodologies, including any supplementary aids or support services provided, or the reasons why no such attempts were made. The principal and/or building-level team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness whether pre-referral interventions have been adequately utilized, and if further interventions are deemed necessary.

Board Policy, 4321.6, Students with Disabilities Pre-referral Intervention in General Education, was adopted on December 9, 2008.

Overview of Special Education Programming

The following outline of special education programming is listed from the least restrictive (most inclusive) environment to most restrictive (segregated). Federal and State regulations, as well as decades of research, indicate that students with disabilities make greater progress when they are included in general education settings with their non-disabled peers. Included students are more likely to have:

- Better Communication Skills
- Higher Academic Achievement
- Wider Social Networks
- Fewer Behavior Problems
- More Opportunities for Higher Education
- Meaningful Employment as Adults

In addition, studies show that inclusion is beneficial for all students - not just for those who get special education services. In fact, research shows that inclusive education has positive short-term and long-term effects for *all* students.

With that in mind, our Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) consider all of the individualized factors that contribute to a determination of what each student's least restrictive environment is recommended to be. While every placement is made individually to consider the least restrictive environment (LRE), the Beekmantown Central School District emphasizes its commitment to inclusion so that all students have equitable access to the general education curriculum, the greatest opportunities for maximum academic outcomes, and enhanced opportunities for social development. As such, we continue to dedicate resources to providing integrated co-teaching and consultant teacher services district-wide.

Continuum of Services

Least Restrictive Environment

The District provides a wide continuum of services, ranging from placement in general education classes with support and related services to placement in residential settings. The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. ***"Least Restrictive Environment"*** means that the placement of students with disabilities in special classes, separate schools, or other removal from the regular educational environment occurs ***only*** when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Continuum of Services



Beekmantown CSD School Age Special Education Programs and Services

Beekmantown Central School District currently provides the following programs and services to school-age students:

School Age:

- **Residential Placement** is provided to students who are unable to be successful in a separate school setting such as Champlain Valley Educational Services (CVES) and require a more restrictive placement out of their home.
- **BOCES Classes in a Public School** through Champlain Valley Educational Services (CVES) including the 8:1:2 Life Skills Program, 6:1:2 Autism Program, and 6:1:1 Intensive Therapeutic Support Program. There are currently 15 Beekmantown students enrolled at CVES. Students needing CVES placement require a more restrictive setting and are unable to be successful in their home public school despite supplementary aids and services.
- The **8:1:1 Special Class** is designed for students with emotional disabilities who require a smaller setting to be successful. There can be up to 8 students, 1 teacher, and 1 paraprofessional in the classroom. There is currently an 8:1:1 classroom in each building, Beekmantown Elementary School, Cumberland Head Elementary School, Middle School, and High School.
- The **12:1;3:1 Special Class** is designed for students with multiple disabilities in grades K-12. There can be up to 12 students with 1 teacher and 1 paraprofessional for every 3 students in the classroom. There is currently one 12:1;3:1 classroom which is located at Beekmantown

Elementary School.

- The **12:1:1 Special Class** is designed mainly for students with intellectual disabilities, autism, and/or multiple disabilities who have significant communication and adaptive delays. These students require a smaller setting and instruction in life and job skills. Students in this program are typically working toward a Career Development and Occupational Studies (CDOS) Credential or Skills and Achievement Credential (SACC). Students who are eligible for New York State Alternate Assessment (NYSAA) will earn a SACC. There is currently one 12:1:1 classroom located at the Middle School.
- The **15:1 Special Class** is designed mainly for high school students who have intellectual disabilities, autism, and/or multiple disabilities who have significant communication and adaptive delays. These students require a smaller setting and instruction in life and job skills. Students in this program are typically working toward a Career Development and Occupational Studies (CDOS) Credential or Skills and Achievement Credential (SACC). Students who are eligible for New York State Alternate Assessment (NYSAA) will earn a SACC. Students in this program practice job skills in the Red and Gray Cafe, Eagle Auto Detailing, and Eagle Treats, as well as at community job sites. There are currently two 15:1 classrooms located at the High School.
- **Resource Room Services** provides specialized supplementary small-group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the student receives. Each student with a disability requiring a resource room program shall receive not less than three hours of instruction per week in such program except that the CSE may recommend that for a student with a disability who also needs consultant teacher services in addition to resource room services may receive a combination of such services consistent with the student's IEP for not less than three hours per week. Resource Room services are currently provided at the High School level.
- **Consultant Teacher Services** provides direct or indirect services to students with disabilities enrolled in regular education classes. Such services shall be recommended by the Committee on Special Education (CSE) to meet the specific needs of such students and shall be included in the student's IEP. The number of students assigned to a consultant teacher shall not exceed 20. Each student with a disability requiring consultant teacher services shall receive said services consistent with the student's IEP for a minimum of two hours per week, except that the CSE may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours each week. Consultant Teacher Services are currently primarily provided at the High School level. With this model, a special education teacher pushes into the general education setting to provide specialized instruction to students with disabilities. In addition, the District has an indirect consultant teacher to assist with inclusive practices. This teacher can work with general education teachers and special education teachers to develop plans to assist students in being included in the general education setting as much as possible.
- **Integrated Co-Teaching Services** provide specially designed instruction and academic

instruction to a group of students with disabilities and nondisabled peers. The responsibility for planning, delivering, and evaluating instruction for all students is shared by the general and special education teachers. Integrated Co-Teaching Services are currently offered in Kindergarten through 8th grade at Beekmantown Central School District.

- **Related Services** include Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Assistive Technology, Vision Services, Orientation and Mobility. Related Services are provided on a regular basis for students as determined by their Individualized Education Program (IEP). Related services can be provided in the classroom in the general education setting or in a separate location such as the therapy room.

Beekmantown CSD Preschool Special Education Programs and Services

Preschool students (ages 3-5) with disabilities receive services in a variety of approved placements and receive a wide range of services based on individual needs as determined by the Committee on Preschool Special Education (CPSE). Services range from a less restrictive setting such as itinerant services delivered within the home or daycare setting to more restrictive settings and placements such as a full-day non-integrated special class within a preschool setting.

- **Special Education Itinerant Services (SEIS)** - Direct SEIS is specially designed instruction provided by a certified special education teacher on an itinerant basis (which means the special education teacher travels to the site of the child care setting where the child is attending during the day, such as an approved or licensed prekindergarten or Head Start program, a hospital, a State facility, or another child care location selected by the parent or home under certain circumstances).
- **Related Services** mean developmental, corrective, and other supportive services as are required to assist a student with a disability and include services such as speech-language pathology, interpreting services, physical therapy, occupational therapy, counseling services, orientation and mobility services, parent counseling and training, school nurse services, and assistive technology services. Related services can be provided on an itinerant basis or within a special education program.
- **Special Class in an Integrated Setting (SCIS) 6:1:1** consists of a classroom with students with and without disabilities. The ratio only refers to the ratio of special education students and staffing. There are 6 students with disabilities, 1 teacher, and 1 paraprofessional. At Beekmantown CSD the SCIS is integrated into existing UPK classrooms. There are 12 students without disabilities, 6 students with disabilities, 1.5 teachers, and 2 paraprofessionals. There are currently 4 integrated classrooms in the District, 2 at Cumberland Head Elementary School and 2 at Beekmantown Elementary School.
- **Special Class 8:1:2** (through Saranac Central School District) is a segregated setting consisting of 8 students with disabilities, 1 special education teacher, and 2 paraprofessionals. Typically

this program services students with significant cognitive and/or social-emotional delays.

- **Special Class 6:1:2** (through North Country Kids or Saranac Central School District) are segregated settings consisting of 6 students with disabilities, 1 special education teacher, and 2 paraprofessionals. Typically this program services students with autism and/or significant cognitive delays who also have significant communication and adaptive delays.

Special Education Data

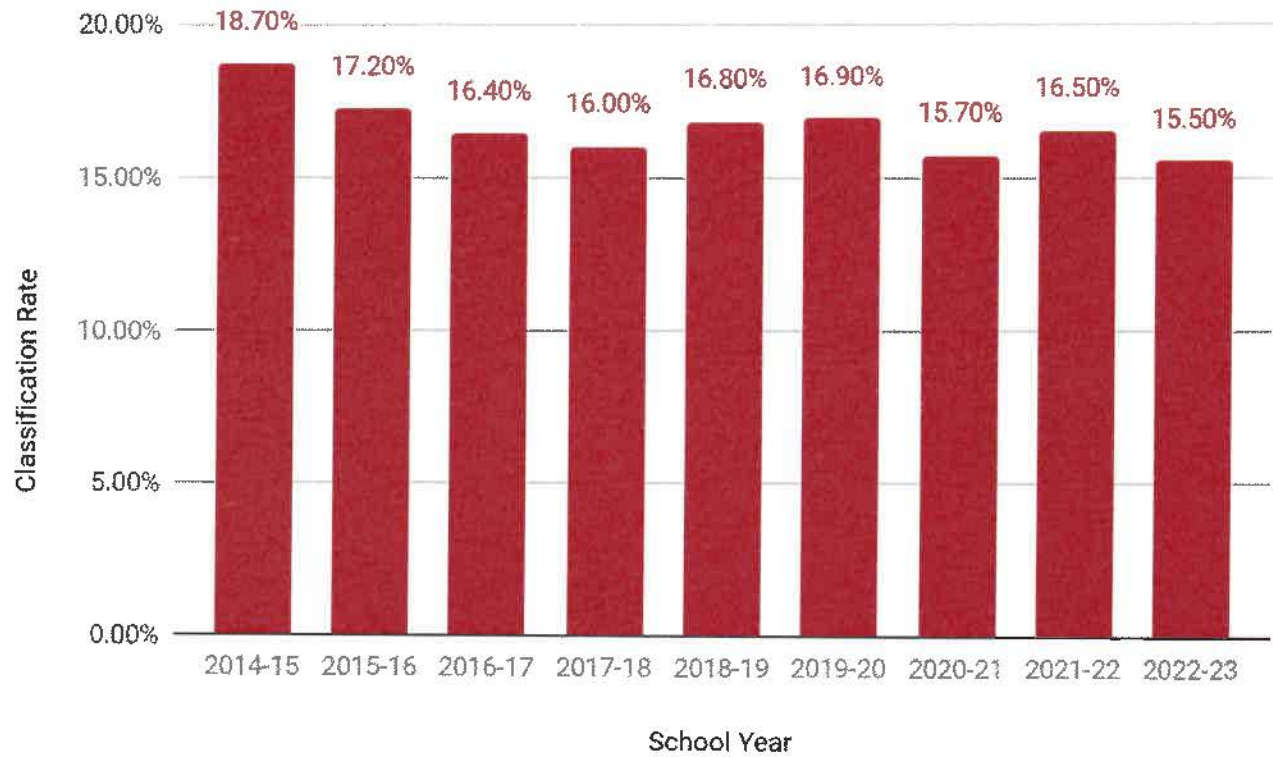
Number of Preschool and School Age Students with Disabilities

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
School Age	322	329	311	322	306	313
Preschool	38	61	57	45	50	46

Number of Students at CVES

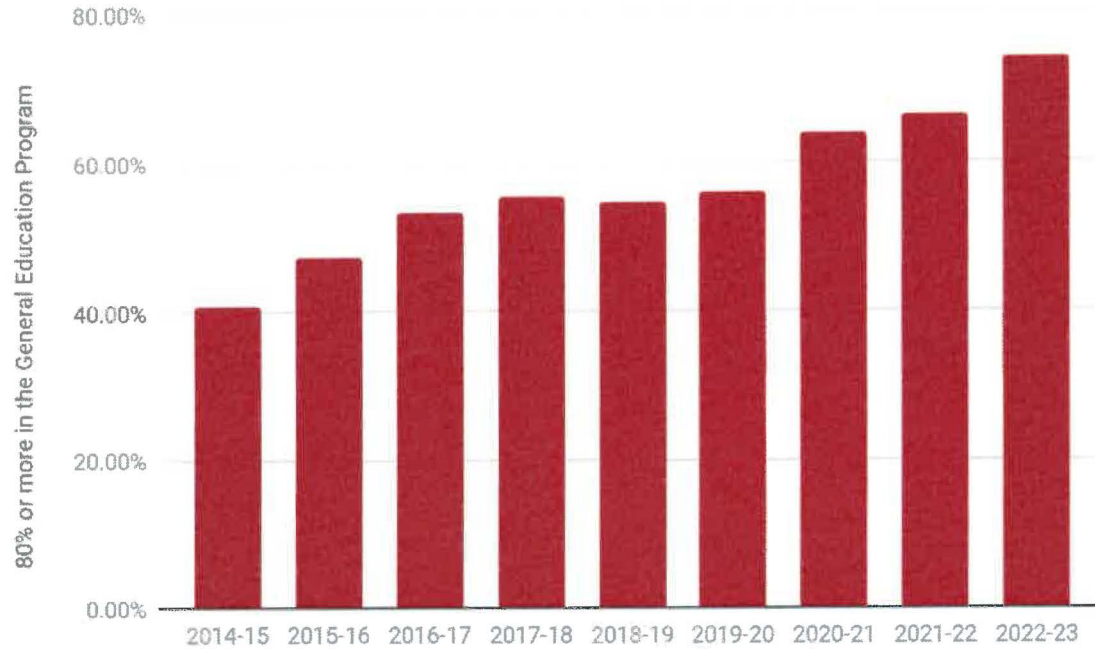
2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
6	7.5	9	10	11	13

Classification Rates

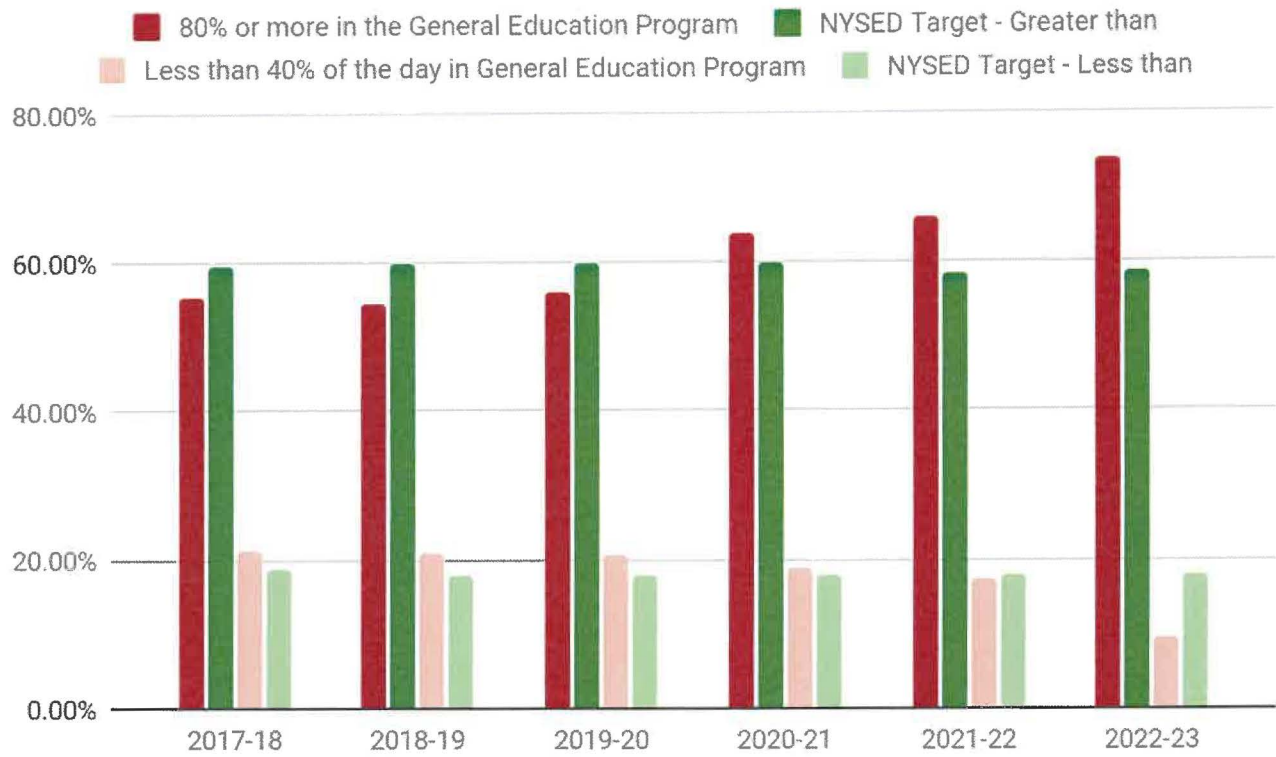


Least Restrictive Environment Data

SWD with 80% or More of the Day in a General Education Program



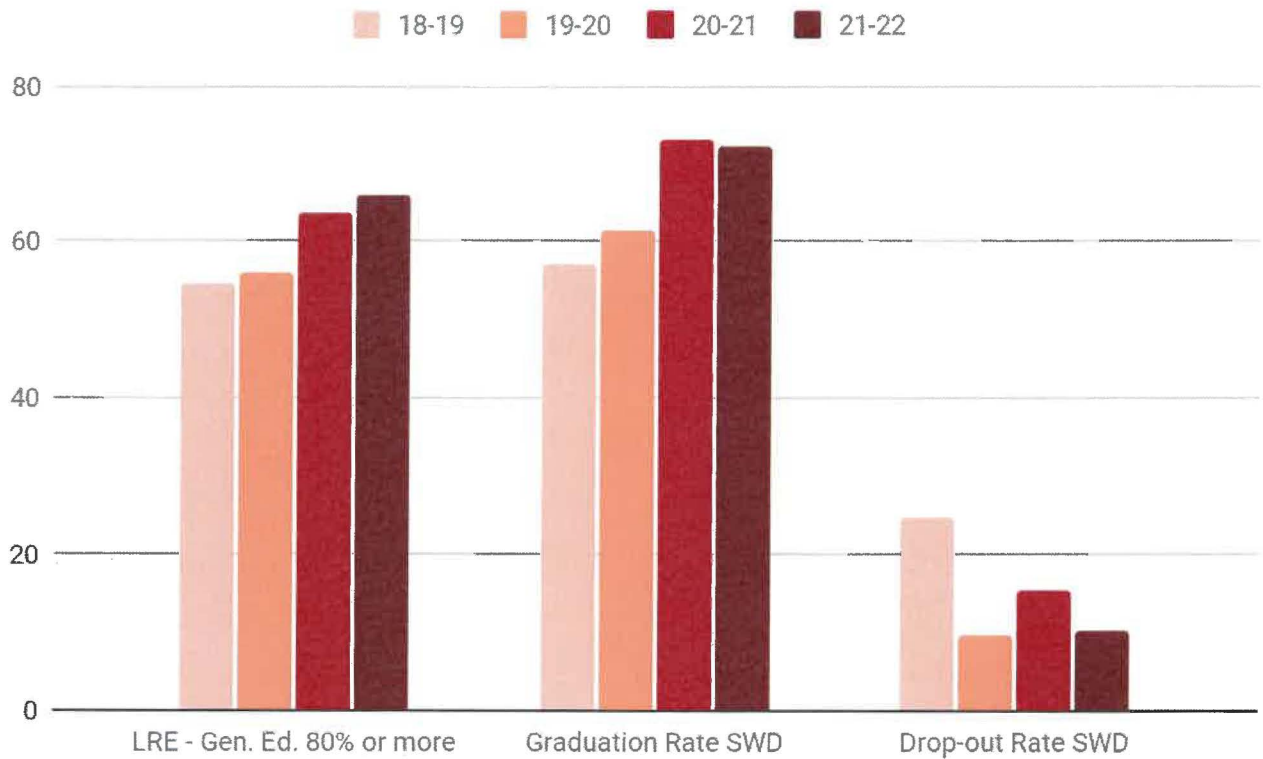
18



■ Preschool Students in Regular Early Childhood Program and receiving majority of services in program
 ■ Target - Greater than



Graduation Rate



Transfer In and Transfer Out



Preschool Setting by Age 2022-23:

Preschool LRE Setting Report by Age

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 5, 2022	Total October 6, 2021
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	18	16	34	25
	and receiving the majority of hours of special education and related services in some other location.	0	4	4	2
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	0	0	0	0
Separate Class		2	0	2	6
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		4	6	10	12
Service Providers Location		0	0	0	0
Total		24	26	50	45

Number of Students with Disabilities by Age and Type of Disability 2022-23

Line Number	Disability (As of Snapshot Date)	Age as of October 5, 2022									Total
		4	5	6	7	8	9	10	11	12	
01	Autism	0	2	3	4	1	2	2	6	1	21
02	Emotional Disability	0	0	0	0	1	1	0	0	3	5
03	Learning Disability	0	0	0	0	2	7	5	10	15	39
04	Intellectual Disability	0	0	0	0	0	0	0	1	4	5
05	Deafness	0	0	0	0	0	0	0	0	0	0
06	Hearing Impairment	0	0	0	0	0	0	1	0	0	1
07	Speech or Language Impairment	1	12	7	9	9	7	10	1	1	57
08	Visual Impairment (Includes Blindness)	0	1	1	0	0	0	1	0	0	3
09	Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
10	Other Health Impairment	0	2	3	4	6	5	10	4	6	40
11	Multiple Disabilities	0	0	0	0	1	1	1	0	0	3
12	Deaf-Blindness	0	0	0	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	0	0	0	0	0	0	0	1	1
14	Total (Lines 1-13)	1	17	14	17	20	23	30	22	31	175

School Age Students by Setting 2022-23

Report 14B
All School-Aged Children with Disabilities Receiving Services on October 5, 2022
 Ages 5 who are in Kindergarten through 21, as of October 5, 2022

The three sections below aggregate the data reported in Reports 1 to 13.

Table 1: In regular school-based programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E	F
Line Number	Time INSIDE Regular Classroom	Age Group					
		5-11	12-13	14-17	18-21	Total (10/5/2022)	Total (10/6/2021)
01	80% or more	105	38	75	7	225	212
02	40% to 79%	14	15	21	0	50	53
03	Less than 40%	23	2	3	1	29	56
04	Total	142	55	99	8	304	321

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E	F
Line Number	Type of Setting	Age Group					
		5-11	12-13	14-17	18-21	Total (10/5/2022)	Total (10/6/2021)
01	Separate School	1	0	0	0	1	0
02	Residential Facility	0	0	0	0	0	0
03	Hospital (In-patient)	0	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0	0
05	Total	1	0	0	0	1	0

Methods Used For Evaluation

The evaluation of special education programs and services is ongoing and based on the following data and information:

- Student progress and growth towards IEP goals as measured and documented quarterly and at annual review meetings
- Ongoing evaluation of student achievement using various standardized diagnostic tests, state assessments, and other teacher-made assessments
- Qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary
- Re-evaluations of each student with a disability
- Continuous review of special education data
- The District and Building Administration provides formal supervision of staff and programs
- The Assistant Superintendent of Special Services and Director of Pupil Personnel. Services meet on an ongoing basis with staff to review programs and services.
- The district submits required reports to the Strategic Evaluation Data Collection, Analysis, and Reporting (SEDCAR) unit. The data is gathered to generate reports to determine areas of strength and need. These PD reports are required to be submitted at different times throughout the year and are part of a larger State Performance Plan (SPP).

- Progress towards State Performance Plan (SPP) Indicators.
- The Special Services Department provides an annual [Board of Education Report](#) with multiple years of data. The most recent report was in December 2023.

Special Education State Performance Plan (SPP)/Annual Performance Report (APR) (From NYSED)

The Individuals with Disabilities Education Act 2004 (IDEA) requires each state to have a State Performance Plan (SPP) that evaluates its efforts to implement the requirements and purposes of the IDEA and describes how the state will improve results for students with disabilities. The SPP includes baseline data, measurable and rigorous targets for a six-year period, identified by the state for [17 indicators](#) established under three monitoring priority areas:

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE);
2. Disproportionality; and
3. Effective General Supervision Part B, including Child Find, effective transition, and effective general supervision.

The IDEA also requires states to submit an Annual Performance Report (APR) to the U.S. Department of Education, Office of Special Education Programs (OSEP) to report progress toward meeting the targets identified in the SPP. Each State must also report annually to the public on the performance of each local educational agency.

State Performance Plan (SPP) Indicators	
Indicator Number	Title of Indicator with Brief Description of Indicator
1	<u>Graduation Rates</u> : Percent of youth with an individualized education programs (IEPs) graduating from high school with a regular diploma.
2	<u>Drop Out Rates</u> : Percent of youth with individualized education programs (IEPs) dropping out of high school.
3	<u>Assessments</u> : measures participation and performance of children with individualized education programs (IEPs) on statewide assessments.
4	<u>Suspension/Expulsion</u> : measures rates of suspension and expulsion of students with individualized education programs (IEPs) and discrepancy by race or ethnicity in the rate of suspensions

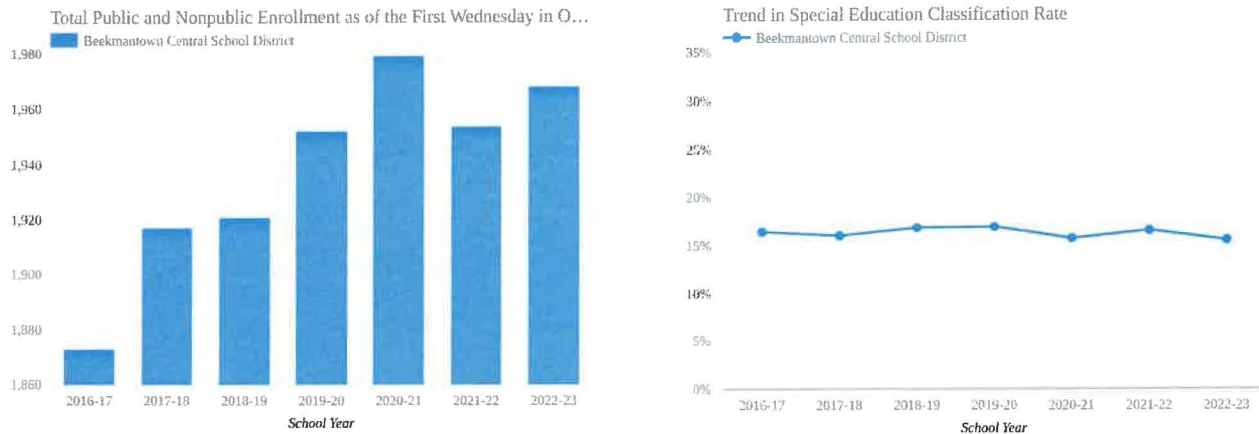
5	<p><u>Least Restrictive Environment (LRE) – School Age</u>: measures percent of students with individualized education programs (IEPs) aged 6-21 served:</p> <ul style="list-style-type: none"> • Inside the regular class 80% or more a day • Inside the regular class less than 40% of the day • In separate schools, residential facilities, or homebound/hospitals placements
6	<p><u>Least Restrictive Environment (LRE) – Pre-School</u>: measures percent of children aged 3-5 with individualized education programs (IEPs):</p> <ul style="list-style-type: none"> • Attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program • Attending separate special education class, separate school, or residential facility • Receiving special education or related services in the home
7	<p><u>Pre-School Outcomes</u>: measures the percent of preschool children aged 3-5 with individualized education programs (IEPs) who demonstrate improved:</p> <ul style="list-style-type: none"> • Positive social-emotional skills (including social relationships) • Acquisition and use of knowledge and skills (including early language/communication and early literacy) • Use of appropriate behaviors to meet their needs
8	<p><u>Parental Involvement</u>: measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>
9	<p><u>Disproportionate Representation in Special Education</u>: measures the percentage of racial and ethnic groups in special education and related services that are the result of inappropriate identification.</p>
10	<p><u>Disproportionate Representation in Specific Disability Categories</u>: measures the percent of racial and ethnic groups in specific disability categories due to inappropriate identification.</p>
11	<p><u>Child Find</u>: measures the percent of children who were evaluated within 60 days of parental consent for initial evaluation.</p>
12	<p><u>Early Childhood Transition</u>: measures the percent of children referred by Part C prior to age 3, who are found to be eligible for Part B and who have an individualized education program (IEP) developed and implemented by their third birthday.</p>
13	<p><u>Secondary Transition</u>: measures the percent of youth with IEPs aged 15 and above with an IEP that complies with transitional planning as described by IDEA and state regulations.</p>

14	<p><u>Post-School Outcomes:</u> measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"> ● Enrolled in higher education within one year of leaving high school ● Enrolled in higher education or competitively employed within one year of leaving high school. ● Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school
15	<p><u>Resolution Sessions:</u> Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p>
16	<p><u>Mediation:</u> Percent of mediations held that resulted in mediation agreements.</p>
17	<p><u>State Systemic Improvement Plan (SSIP):</u> A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. In New York State (NYS), the SSIP focuses on implementing Multi-Tiered Systems of Support (MTSS) at the school level to improve literacy proficiency for students in grades three through five with a learning disability</p>

Annual Indicators 2022-23 School Year Performance Data

- Enrollment & Classification Rate:

Enrollment and Classification Rate



District Enrollment: 1,968

SCHOOL-AGE STUDENTS WITH DISABILITIES AND CLASSIFICATION RATE

306

15.5%

PRESCHOOL STUDENTS WITH DISABILITIES

50

- Indicator 1: Graduation Rate:

Indicator 1: Graduation Rate of Students with Disabilities

2021-22 SCHOOL YEAR

Students with Disabilities and Graduation rate

29

72.4%

State Target

Target Met

72% or higher

Yes, met state target

* Data are suppressed when a district has fewer than 5 exiters.

† Data for indicator 1 are lagged 1 year.

- Indicator 2: Drop-Out Rate:

Indicator 2: Drop-Out Rate of Students with Disabilities

2021-22 SCHOOL YEAR	
Students with Disabilities and Drop Out rate	
29	10.3%
State Target	Target Met
19.37% or lower	Yes, met state target

* Data are suppressed when a district has fewer than 5 exiters.

† Data for indicator 2 are lagged 1 year.

Indicator 3: State Assessments:

Did not meet State Targets for Participation Rates or Performance Rates on State Assessments Grades 3-8. Met State Target for High School Math.

Indicator 4A: Suspension Rate:

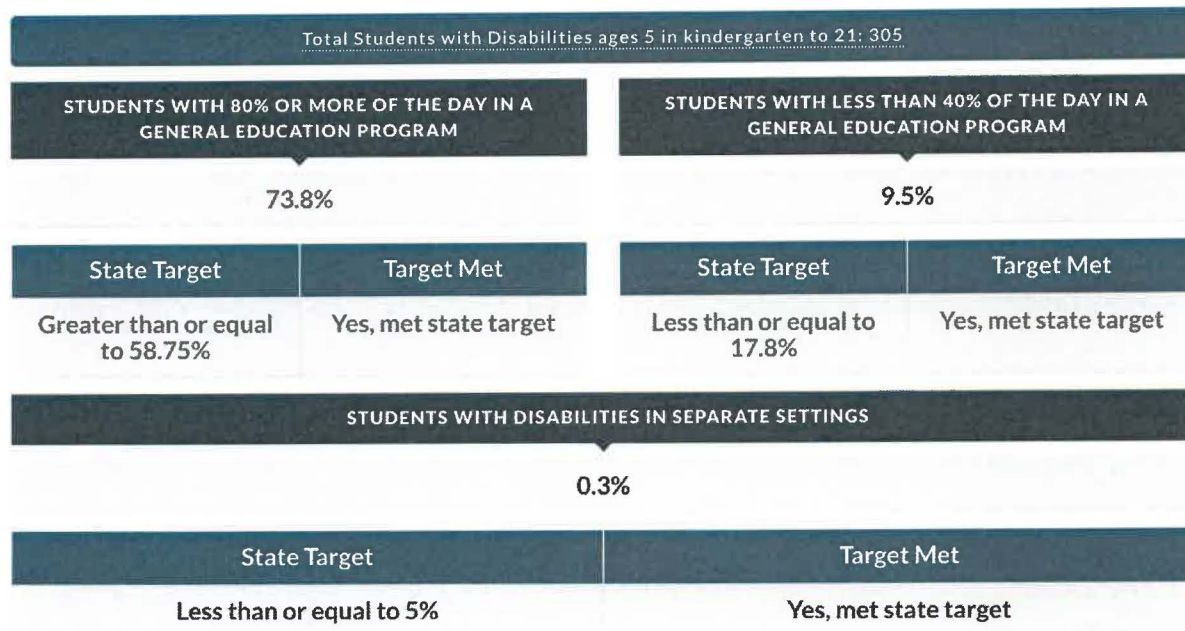
8 students with disabilities (1.9%) suspended for more than 10 days. State Target 2.7% or lower, met the target.

Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate:

No discrepancy by race and ethnicity in suspension rate, met the target.

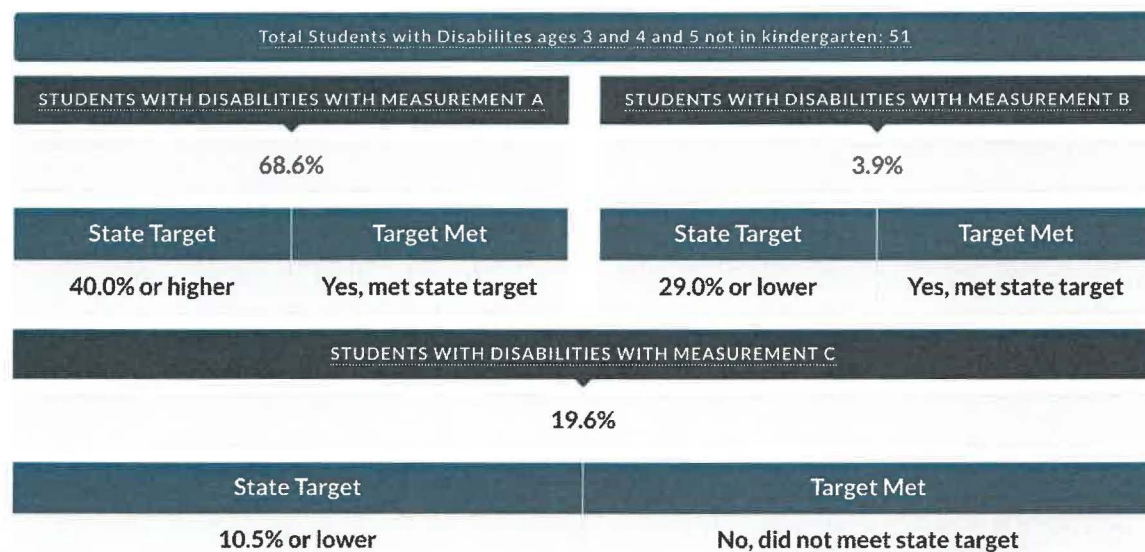
- Indicator 5: School-Age Least Restrictive Environment (LRE):

Indicator 5: School-age Least Restrictive Environment (LRE)



- Indicator 6: Preschool Least Restrictive Environment (LRE):

Indicator 6: Preschool Least Restrictive Environment (LRE)



Measurement A is the percentage of preschool students receiving the majority of their special education and related services in a regular early childhood program.

Measurement B is the percentage of preschool students attending a separate special education class, separate school or residential facility.

Measurement C is the percentage of preschool students receiving related services in the home.

State Performance Plan School District Schedule for Data Submission for Federal Indicators (Not Submitted Annually) 2018-2019 Through 2025-2026 School Years

	18-19	19-20	20-21	21-22	22-23
Indicator	12	13&14	none	7 - Preschool Outcomes	8 - Parental Involvement
Outcome	<p>Percent of children who transitioned from Early Intervention Services to Preschool Special Education and received their preschool special education services by their 3rd birthday - 100%</p> <p>NYS Target 100%</p> <p>Met Target</p>	<p>Percent of youth with individualized education programs (IEP) aged 15 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. - 100%</p> <p>Met Target</p>	N/A	See below	<p>Percent Positive Parental Response Rate - 97.4%</p> <p>New York State Target for SPP Indicator #8 - (2022-23) 94.0%</p> <p>Met Target</p>

Indicator 7: Preschool Outcomes

Preschool Students with Disabilities: 27

% OF CHILDREN WITH INCREASED RATE OF GROWTH
WITH POSITIVE SOCIAL - EMOTIONAL SKILLS

76%

State Target

87%

Target Met

No, did not meet state
target

% OF CHILDREN FUNCTIONING WITHIN EXPECTATIONS
WITH POSITIVE SOCIAL - EMOTIONAL SKILLS

40.7%

State Target

40%

Target Met

Yes, met state target

% OF CHILDREN WITH INCREASED RATE OF GROWTH
WITH ACQUISITION AND USE OF KNOWLEDGE & SKILLS

91.7%

State Target

89%

Target Met

Yes, met state target

% OF CHILDREN FUNCTIONING WITHIN EXPECTATIONS
WITH ACQUISITION AND USE OF KNOWLEDGE & SKILLS

44.4%

State Target

40%

Target Met

Yes, met state target

% OF CHILDREN WITH INCREASED RATE OF GROWTH
WITH USE OF APPROPRIATE BEHAVIORS TO MEET THEIR
NEEDS

95.7%

State Target

87%

Target Met

Yes, met state target

% OF CHILDREN FUNCTIONING WITHIN EXPECTATIONS
WITH USE OF APPROPRIATE BEHAVIORS TO MEET THEIR
NEEDS

33.3%

State Target

43%

Target Met

No, did not meet state
target

Upcoming NYS Performance Plan Indicators

2023-24 Indicator 11 Child Find

SPP Indicator 11	Percent of children evaluated within 60 days of parental consent or state time frame.
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2024-25 Early Childhood Transition

SPP Indicator 12	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays
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2025-26 Indicator 13&14 Secondary Transition and Post School Outcomes

SPP Indicator 13	Secondary Transition Percent of youth with individualized education programs (IEP) aged 15 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the CSE meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the CSE meeting with the prior consent of the parent or student who has reached the age of majority.
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State Performance Plan Indicator 14: Post-School Outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

SPP Indicator 14 A	Enrolled in higher education within one year of leaving high school.
SPP Indicator 14 B	Enrolled in higher education or competitively employed within one year of leaving high school.
SPP Indicator 14 C	Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Special Education Personnel

As described in Board Policy, 4321.9, Special Education Personnel, The Board acknowledges its responsibility to recruit, hire, train, and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education law and its accompanying regulations, to provide special education programs and services. In addition, the Board is committed to appointing appropriately qualified personnel to the Committee (and Subcommittee) on Special Education (CSE) and Committee (and Subcommittee) on Preschool Special Education (CPSE).

Current Staffing in the Special Education Department:

- 39 special education teachers
- 82 teacher aides
- 9 speech therapists
- 2 occupational therapists
- 1 occupational therapy assistant
- 2 physical therapists
- 5 school psychologists
- 4 crisis counselors
- 1 teacher of the visually impaired
- Orientation and Mobility Specialist Hourly by Contract
- Autism Consultant
- Behavioral Consultant

Allocation of Space

Board Policy 4321.1, Allocation of Space for Special Education Programs and Services, ensures 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. In addition, the District will inform Champlain Valley Educational Services (CVES) of anticipated placement needs for resident students to allow them time to adequately plan for classroom space. Any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements. The need for additional space and programs is reviewed annually.

Alternative Format of Instruction Materials

Board Policy 4321.7, Availability of Alternative Format Instructional Materials for Students with Disabilities: The district recognizes its responsibility to ensure that all the instructional materials used in the district's schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs at the same time as such instructional materials are available to nondisabled students.

Budget for Special Education

2250 - Programs for Students with Disabilities

150-159	<i>Salary:</i> Salaries of Special Education Teachers	\$4,399,807
160	<i>Salary:</i> Salaries of Teacher Aides/Student Aides, Senior Typist & Account Clerk Typist	\$1,997,514
200	<i>Equipment:</i> Costs of specialized equipment needs per student IEPs	\$20,000
400-402	<i>Contractual:</i> Contractual service providers and professional development to fulfill IEP requirements	\$42,000
450-480	<i>Materials & Supplies:</i> Purchase of materials and supplies	\$54,400
470	<i>Tuition:</i> Residential services mandated to fulfill IEP requirements including partial maintenance	\$290,000
490	<i>BOCES Services:</i> Provide in self-contained classes and related services	\$975,488
	Total:	\$7,779,209