

**SHELTER ISLAND UNION FREE SCHOOL DISTRICT
SHELTER ISLAND, NEW YORK**

**SPECIAL EDUCATION DISTRICT PLAN
July 2025 – July 2027**

*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 ASSURANCES

The Board of Education of the Shelter Island 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 under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of special education students 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.

DISTRICT PLAN FOR SPECIAL EDUCATION

The Shelter Island UFSD has a long-standing commitment to excellence in education for all student and supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE). The district provides a full continuum of services, as specified by law, to meet the unique educational needs of students with disabilities in the least restrictive environment. The continuum represents programs which are available within the district, by contract with neighboring districts, by Boards of Cooperative Educational Services (BOCES) or private educational agencies, and by State-supported or State-operated schools.

The District Plan for Special Education includes, as required by law the following:

- a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- identification of the number and age span of students and preschool students to be served by type of disability and recommended setting;
- the methods(s) to be used to evaluate the extent to which the objectives of the program have been achieved;
- a description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool student with disabilities;

- a description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative education services;
- a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with disability at the same time as such instructional materials are available to nondisabled students;
- the estimated budget to support the plan;
- the date on which the plan was adopted by the Board of Education; and

Furthermore, 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 to the most restrictive environment.

NATURE AND SCOPE OF SCHOOL AGE SPECIAL EDUCATION PROGRAMS AND SERVICES

A full continuum of services is available for students with disabilities throughout the district. The nature and scope of the special education programs and services are described below, ranging from the least restrictive environment to the most restrictive environment.

GENERAL EDUCATION WITH DECLASSIFICATION SUPPORT SERVICES

If a student has been receiving special education services but the Committee on Special Education determines that the student no longer requires such services and can be placed in a general education program on a full-time basis, the student may be considered for declassification support services. Declassification support services means those services provided by persons appropriately certified or licensed in the appropriate area of service, to a student or student's teacher (s) to aid in the student's transition from special education to full-time regular education, including: for the student, psychological services, social work services, speech and language services, counseling (other than career counseling), and other appropriate support services; and for the student's teacher (s), the temporary assistance of supplementary school personnel, and consultation with appropriate personnel.

GENERAL EDUCATION WITH SUPPLEMENTARY AIDS AND SERVICES

Students with disabilities fully participate in the general education program. Supplementary aids and services, such as test and program accommodations and/or assistive technology are provided consistent with the students' disabilities and needs.

CONSULTANT TEACHER SERVICES (Direct or Indirect)

Consultant Teacher Services shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend general education classes including career and technical education and/or to students' general education teachers. These services shall be recommended by the Committee on Special Education to meet specific needs of students. The student's individualized educational program (IEP) shall include the general education classes in which the student will receive Consultant Teacher Services. Consultant Teacher Services shall be provided in accordance with the following provisions:

- Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week, except that the Committee on Special Education 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. The total number of students with disabilities assigned to a consultant teacher shall not exceed twenty (20).

RELATED SERVICES

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility service, medical services as defined by regulations, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation and other appropriate and supportive services and includes the early identification and assessment of disabling conditions in students. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning, maintenance of that device, or the replacement of that device. The frequency, duration and location of each service shall be in the IEP based on the individual student's need for the service. Total caseload for teachers who provide speech/language services will not exceed sixty-five (65). When a related service is provided to a number of students at the same time, the number of students in the group shall not exceed five.

RESOURCE ROOM

The Resource Room program is for the purpose of supplementing the general or special classroom instruction of students with disabilities who are in need of such supplemental programs. The instructional group in each resource room period does not exceed five (5) students, who are grouped according to their similarity of need. Students shall spend a minimum of three (3) hours per week, except that a Committee on Special Education 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. The student will not spend more than 50 percent of the day in the resource room program. The total number of students assigned to a resource room teacher shall not exceed twenty (20) at the elementary level and twenty-five (25) at the middle and high school levels. The district also recognizes that, as students transition from resource room to a less restrictive program, or declassification, they may still need some resource room support. In these instances, students may be provided with resource room on an every other day basis only with written consent from the parent

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. These services afford student with disabilities the opportunity to be educated in the least restrictive environment (LRE) with their non-disabled peers. Integrated Co-teaching Services are offered at Shelter Island UFSD in core classes (ELA, Math, Science, Social Studies) as determined by the CSE. The program involves mutual planning by the general and special education teachers to provide an optimal learning environment to all students. The program is departmentalized, therefore enabling student to participate in the general education setting in subjects consistent with their abilities and needs.

The maximum number of students with disabilities receiving Integrated Co-teaching Services in a class shall be determined in accordance with the students' individual needs as recommended on their IEP's, provided that the number of students with disabilities in such classes shall not exceed 12 students unless a variance is provided. A written notice will be submitted to the commissioner to temporarily add one additional student with a disability to an Integrated Co-teaching class for the remainder of the school year, provided that at the start of classes in September, is in compliance and has no more than 12 students with disabilities. This variance will be on a form prescribed by the Commissioner. If the school district has enrolled one student with a disability beyond the maximum 12 students with disabilities in an Integrated Co-teaching Services class, as described above, and it determines that there is a need to temporarily add one additional student to the class, the school district may submit to the commissioner for approval an application for a variance to enroll the one additional student in the same class for the remainder of the school year. This variance will be on a form prescribed by the Commissioner. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher or a general education teacher who is dually certified in both a core academic area and special education.

SPECIAL CLASS (15:1)

A Special Class is defined as a class consisting of students with the same disabilities or with differing disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program. The chronological age range of students who are less than sixteen (16) years of age shall not exceed thirty-six (36) months. Due to small class sizes, the Shelter Island UFSD offers Special Class programs at a ratio of 15:1 at the elementary and secondary school level as needed and determined by the CSE. Special Class programs are considered very restrictive and will be recommended only when the students present levels of performance warrant such setting.

CROSS-CONTRACTING with NEIGHBORING SCHOOL DISTRICTS

When the nature and severity of a student's disability is such that education within the school district is not appropriate, Shelter Island UFSD first looks to programs in neighboring school districts. Space in these programs is often limited and not available to all students. We currently have one (1) student enrolled in programs in other school districts. This may change dependent upon student need.

BOCES PROGRAMS

When the nature and severity of a disability is such that education within the school district is not appropriate and a placement is not available in a neighboring district, students are placed in various BOCES programs.

HOME AND HOSPITAL INSTRUCTION

When the nature and severity of a disability is such that a student is hospitalized or homebound due to physical, emotional, social or management needs, students are sometimes recommended for homebound or hospital instruction. Placement is only recommended for a specific period of time and if it is the least restrictive environment. According to New York State regulations, "Home, hospital, or institutional instruction (sometimes referred to as homebound instruction) is an educational service provided by a school district to resident students (public and nonpublic) who are anticipated to be unable to attend school in person for at least ten days in a three-month period due to physical, mental, or emotional illness or injury." The appropriateness of the placement will be reviewed by the CSE periodically to ensure it remains necessary and is meeting the needs of the student.

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall receive instruction as follows:

- elementary school students will be provided a minimum of ten (10) hours per week;
- secondary school students will receive a minimum of fifteen (15) hours of instruction per week, preferably three (3) hours daily.

IN-STATE AND OUT OF STATE PRIVATE SCHOOLS AND STATE SUPPORTED or OPERATED SCHOOLS

Students with disabilities whose needs are too intensive to be addressed appropriately in an in-district special education program, neighboring district or BOCES program may be placed in one of the following, listed from least restrictive to more restrictive:

- An approved Private School (day)
- A State Supported (4201) or State Operated School
- An approved Residential Placement

TWELVE MONTH SPECIAL SERVICE AND/OR PROGRAM

Students with disabilities shall be considered for 12 month special services and/or programs in accordance with their need to prevent substantial regression if they are:

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention who are placed in a special class setting; or
- Student with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes not exceeding 8 students; or
- Student who are recommended for home or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment; or

- Students whose needs are so severe that they can be met only in a seven-day residential program; or
- Students who are not described as meeting any of the above criteria but who, because of their disabilities, exhibit the need for a 12 month special service and/or program in a structured learning environment of up to 12 months duration in order to prevent substantial regression, as determined by the Committee on Special Education.

STUDENTS PARENTALLY PLACE IN PRIVATE SCHOOLS

The Shelter Island UFSD recognizes its responsibility to provide special education services to students with disabilities who are enrolled in nonpublic elementary or secondary schools by their parents. The public school district where the nonpublic school is located has responsibility for child find and individual evaluations, Committee on Special Education responsibilities (including the development of an Individualized Education Services Program or IESP), provision of special education services to NYS residents and out-of-state residents, consultation with nonpublic schools and parent representatives, due process responsibilities, data collection and reporting, and use of a proportionate share of federal Individuals with Disabilities Education Act (IDEA) funds. Currently, there are no nonpublic schools located within the Shelter Island borders.

NATURE AND SCOPE OF PRESCHOOL SPECIAL EDUCATION PROGRAMS AND SERVICES

The Committee on Preschool Special Education (CPSE) oversees special education services for preschool students (ages 3-5) with disabilities in the district. A full continuum of services is available to preschool students with disabilities to meet their unique educational needs in the least restrictive environment through local preschool programs and agencies. Every effort is made to place students in settings where age-appropriate peers without disabilities are typically found.

RELATED SERVICES

Related services mean developmental, corrective and other supportive services as are required to assist a student with a disability and include counseling, speech therapy, occupational therapy, physical therapy, behavioral consultation services, parent counseling and parent training, school health services, individual and shared aides, sign language interpreters, visually impaired and hearing-impaired services. Services are designated on a student's Individualized Education Program (IEP) to be provided for specified periods of time and frequencies, and can be provided individually or in small groups, not to exceed five (5) students. Related services shall be provided at a site determined by the CPSE, including but not limited to an approved or licensed pre-kindergarten or head start program, the work site of the provider, the student's home, a hospital, a state facility, or a child care location. If it is determined that documented medical or special needs of the preschool student indicate that the student should not be transported to another site the student shall be entitled to receive related services in the preschool student's home.

SPECIAL EDUCATION ITINERANT SERVICES

Special Education Itinerant Services are services provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by the CPSE but not limited to an approved or licensed pre-kindergarten or Head Start program, the work site of the provider, the student's home, a hospital, a state facility, or a child care location. Such services shall be for the purpose of providing direct specialized individual or group instruction and/or indirect services to preschool students with disabilities. Indirect services mean consultation provided by a certified special education teacher to assist the child's teacher in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program. The level of service should not be less than two hours per week.

RELATED SERVICES and SPECIAL EDUCATION ITINERANT SERVICES

Related services shall be provided in addition to special education itinerant services, as deemed necessary by the CPSE.

SPECIAL CLASS

Special Classes shall be provided on a half-day or full-day basis, with the chronological age of the students not exceeding 36 months. The maximum class size shall not exceed 12 preschool students with disabilities with at least one teacher and one or more supplementary school personnel assigned to each class. Special Classes may be provided in integrated or non-integrated settings and shall be provided for not less than two- and one-half hours per day, two days per week. The least restrictive environment for special class services is as follows:

- Half-day Integrated Special Class
- Half-day Special Class
- Full-day Integrated Special Class
- Full-day Special Class

IN-STATE RESIDENTIAL

In-state residential special education programs and services shall be provided to each preschool student with a disability for whom such services have been recommended for a minimum of five hours per day, five days per week.

TWELVE-MONTH SPECIAL SERVICE AND/OR Program

Twelve-month special services and/or programs shall be provided to eligible preschool students with disabilities consistent with their individual needs, as specified in their individualized education programs. Preschool students with disabilities may be considered for such special services and/or programs in accordance with their need to prevent substantial regression, if they are:

- Preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or
- Preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or

- Preschool students whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment in the home; or
- Preschool students whose needs are so severe that they can be met only in a seven-day residential program; or
- Preschool students who are not described as meeting any of the above criteria but whose disabilities are severe enough to exhibit the need for a structured learning environment of 12- month duration in order to prevent substantial regression, as determined by the Committee Preschool Special Education.

Identification of the Number and Age Span of Students with Disabilities

Below, please find identification of the number and age span of preschool and school age students to be served by type of disability and recommended setting (primary placement), as of October 2024 (BEDS day). Please note that these numbers may increase as the school year progresses.

Verification Report ***School Age Child Count by Age and Disability October 2024 Snapshot*** ***(Students Receiving Special Education Services on October 2, 2024)***

| Disability (As of Snapshot Date) | Age as of October 2, 2024 | | | | | | | |
|---|----------------------------------|-----------------------|------------------------|-------------------------|-------------------------|-------------------------|--------------------------------|---|
| | Total Ages 3-4 | Total Ages 4-5 | Total Ages 6-11 | Total Ages 12-13 | Total Ages 14-17 | Total Ages 18-21 | Grand Total for 2024-25 | Grand Total for 2024-25/ Recommended Setting |
| Autism | | 0 | 0 | 2 | 0 | 0 | 2 | Ages 12-13 2- Resource Room and Related Services |
| Emotional Disability | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Learning Disability | | 0 | 0 | 1 | 5 | 0 | 6 | Ages 12 -13: 1-Resource Room, Direct Consultant, Intergrated Co-teaching, and Related Services Ages 14-17: 3-Resource Room, Integrated |

| | | | | | | | | |
|---|--|---|---|---|---|---|---|--|
| | | | | | | | | Co-teaching and Related Services 2-Resource Room, and Integrated Co-teaching |
| Intellectual Disability | | 0 | 1 | 0 | 0 | 0 | 1 | 1 Ages 12-13: Mattituck Cutchogue School District |
| Deafness | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hearing Impairment | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Speech or Language Impairment | | 2 | 5 | 0 | 0 | 0 | 7 | Ages 6-11 6- Related Services 1-Related services, Special Class, and Intetgrated Co-teaching |
| Visual Impairment (Includes Blindness) | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Orthopedic Impairment | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Health Impairment | | 0 | 3 | 1 | 1 | 0 | 5 | Ages 6-11 1-Related Services 1-Special Class, Direct Consultant, and Related Services 1-Direct Consultant and Related Services Ages 11-12 1-Integrated Co-teaching and Related Services Ages 13-17 1-Resource Room and Related Services |
| Multiple Disabilities | | 0 | 4 | 1 | 0 | 0 | 5 | Ages 6-11 3- Special Class, Integrated Co-teaching and Related Services |

| | | | | | | | | |
|-------------------------------|---|---|----|---|---|---|----|---|
| | | | | | | | | 1-Direct Consultant and Related Services Ages 13-17 1-Integrated Co-teaching and Related Services |
| Deaf-Blindness | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Traumatic Brain Injury | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total (Lines 1-13) | | 2 | 13 | 5 | 6 | 0 | 26 | |
| Preschool | 2 | | | | | | | |

District Total for School Age Students with Disabilities: 26

District Total for Preschool Students with Disabilities: 2

Section 504 Accommodations Plans: 7

INDEPENDENT EDUCATIONAL EVALUATIONS

At the time of CSE initial or reevaluation, the Office of Special Services will inform parents regarding their right to an independent educational evaluation by providing them with a copy of the Procedural Safeguards Notice. When they disagree with the evaluation conducted by the CSE, parents may request an independent educational evaluation at district expense. A parent is entitled to only one independent educational evaluation at public expense each time the school conducts an evaluation with which the parent disagrees. The names, addresses and telephone numbers of appropriate public and private agencies and other professional resources where independent educational evaluations may be obtained will be provided upon request. The school district has a right to initiate an impartial hearing to demonstrate that its evaluation is appropriate or that the evaluation obtained by the parent does not meet school district criteria. If a hearing officer determines that the district's evaluation was appropriate or the evaluation obtained by the parent did not meet school district criteria, the parent is not entitled to reimbursement at district expense. Any independent educational evaluation whether paid for by the parent or by the school district, will be reviewed by the CSE and taken into consideration in its final placement determination.

If parents intend to seek funding for the cost of the evaluation they must adhere to following criteria:

- The qualifications of the evaluator and the location of the evaluation shall be the same as the criteria which the district uses when it initiates an evaluation.
- Psychologists must be licensed by the State of New York as clinical psychologists or certified as school psychologists. If certified as a school psychologist, the evaluator must conduct the evaluation in a school setting;

- Other evaluators should be appropriately certified in the area of their specialty by the New York State Education Department; and
- The evaluation will take place within the boundaries of the metropolitan area (e.g., Suffolk, Nassau, Queens, Brooklyn or Manhattan);
- The tests performed must be norm referenced for individual evaluations appropriate for the age and educational level of the student, and measure the same cognitive, motor, and affective skills as district tests;
- The cost of the independent evaluation requested by a hearing officer shall be at district expense;

Reimbursement will not be in excess of the reasonable cost of such evaluations, less the portion of such costs paid through insurance or Medicaid payments. In the absence of unusual circumstances costs will be deemed reasonable and allowable in accordance with the following fee schedule:

| | |
|--|--------|
| Psycho-educational Evaluation | \$2000 |
| Neurological Evaluation | \$550 |
| Educational Evaluation | \$450 |
| Speech/Language Evaluation | \$475 |
| Occupational Therapy Evaluation | \$475 |
| Physical Therapy Evaluation | \$400 |
| Psychiatric Evaluation | \$1600 |
| Neuropsychological Evaluation | \$3600 |
| Audiological Evaluation | \$250 |
| Central Auditory Processing Evaluation | \$1500 |
| Assistive Technology Evaluation | \$1500 |
| Comprehensive Evaluation (Autism) | \$3800 |

Resources for Independent Evaluations

Occupational Therapy, Physical Therapy, and Speech Therapy

North Fork Physical Therapy PC (PT only)

28000 Main Road
Cutchogue, NY 11968
631-734-2470

Achieve Beyond (OT, PT, Speech)

538 Broadhollow Road, Suite 202
Melville, NY 11747
631-385-7780

St. Charles Hospital (speech only)

Hearing and Speech Department
200 Belle Terre Rd, Port Jefferson, NY 11777
(631) 474-6300

Complete Rehab (OT, PT, Speech)

PO Box 622
Center Moriches, NY 11934
631-325-6963

Psychological Evaluations

The L. Krasner Psychological Center Department of Psychology

Stony Brook University
Psychology Building B/Room 475
Stony Brook, NY 11794-2520
Phone: 631.632.7830

Psychiatric Evaluations

Stony Brook Child Outpatient Psychiatry

SUNY at Stony Brook
Stony Brook, NY 11790
631-444-2990

Pathways Assessments, Inc.

Stony Brook Medical Park
2500-25 Nesconset Highway
Stony Brook, NY 11790
631-941-3700

Neuropsychological Evaluators

North Shore University Hospital

Neuropsychological Division
400 Community Drive
Manhasset, NY 11030
516-562-3054

South Shore Neurological Associates

Pediatric Neurology
887 Old Country Road
Riverhead, NY 11901
631-727-0660

Audiologist/Central Auditory Processing (CAP) Evaluations

St. Charles Hospital

Hearing and Speech Department
200 Belle Terre Rd, Port Jefferson, NY 11777
(631) 474-6300

H.E.A.R.S

732 Smithown Bypass Suite 301
Smithown, NY 11787
631-360-4327

Methods Used to Evaluate the Objectives of the Special Education Program

District Objectives

- Continue to support and monitor policies for implementing school-wide approaches and pre-referral interventions in an effort to remediate a student's performance prior to a

referral to special education.

- Provide a free and appropriate education in the least restrictive environment for the Shelter Island UFSD children between the ages of three (3) and twenty-one (21) or until a high school diploma has been achieved by the student, whichever shall occur first.
- Ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to meet the needs of each student, including access to general education curriculum and extracurricular programs and activities, which are available to all other students enrolled in our school.
- Ensure effective communication and collaboration between the Committee on Special Education, the Committee on Preschool Special Education, school staff and school district administrators, parents, the county, and community members.
- Provide the appropriate staff, resources, and materials necessary for the implementation of a successful continuum of programs and services which will meet the academic, social, physical and management needs of students with disabilities.
- Ensure that students with disabilities have access to the full range of general education programs and services to the extent appropriate to meet their individual needs and to provide them appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
- Provide professional development for all personnel who work with and support students with disabilities in order to assure that they have the skills and knowledge necessary to meet the unique needs of these students.

The objective of the district's programs for students with disabilities is to provide each student with a disability with an individualized instruction plan designed to help each student compensate for his or her disability in order to more fully reach his or her own potential. The district will utilize a variety of direct and indirect methods to evaluate the extent to which the objectives of the district's programs and services for students with disabilities will be achieved.

Direct Evaluation

Each student is reviewed at least annually by the CSE or CPSE, at which time progress toward goals and progress in the curriculum are measured. For both preschool and school age students, individualized standardized tests may be administered in the areas for which they receive special education services. Functional performance in the classroom, as well as guided reading, varied reading scores and benchmarking are also included in the annual review process. In addition, students receive a three-year reevaluation which includes a battery of individualized standardized tests in a variety of areas. Each student with a disability also receives a quarterly progress report which indicates progress toward IEP goals.

Students with disabilities also participate fully in all school-wide and state assessments in grades K-12, unless they participate in the New York State Alternate Assessments. Data from Grades 3-8 testing, Regents exams, and graduation status for students with disabilities is continually reviewed by the members of the Committee on Special Education, as well as by

teachers and administrators.

Indirect Evaluation

A variety of indirect evaluations assist in the overall program evaluations for students with disabilities, including the plethora of state reports, such as the Special Education Snapshot, the State Performance Plan for Special Education, and State Report Cards. Qualitative techniques such as teacher observations and conferences, classroom observations, walkthroughs, anecdotal reports, quarterly IEP progress reports and quarterly report cards are used in the process of evaluating the district's objectives. The Shelter Island Union Free School District also disaggregates and analyzes all data from state testing and uses it to evaluate the objectives and needs of Special Education Programs. In addition, all data pertaining to students with disabilities is scrutinized to identify areas of need for staff development during the process of developing the district's Professional Development Plan.

Space Allocation for Special Education Programs

It is the policy and practice of the Board of Education of the 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.

The Shelter Island School District will consider organizing new or additional special education classes whenever an appropriate number of eligible students with similar educational needs who are not already placed in such a program (based upon CSE identification, classification and recommendation) are located in the district. When a present class exceeds the legal limit of either twelve (12) or fifteen (15) students permitted by education law, a variance from the State Education Department will be obtained or a new class will be formed.

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 staff member from the District's 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.

Instructional Materials in Usable Alternative Formats

Section 200.2 (b) (10) of the Regulations of the Commissioner requires the Board of Education to establish a plan to ensure that every student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students. "Alternative format" is defined to mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student 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 in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student. Information on accessible formats can be accessed at the NYSED website that was created to assist districts in their search for sources for accessible materials (AIM) <http://www.p12.nysed.gov/specialed/aim/>

SPECIAL EDUCATION BUDGET

The approved budget to support special education programs and services in the Shelter Island Union Free School District for the 2024-2025 school year was \$1,088,622.16. The approved budget for special education programs and services for the 2025-2026 school year was \$1,121,235.55.

AVAILABILITY OF COPIES OF THIS POLICY

THE CURRENT TWO YEAR DISTRICT SPECIAL EDUCATION PLAN IS ON FILE AND AVAILABLE FOR REVIEW IN THE OFFICE OF THE SUPERINTENDENT OF SCHOOLS AND THE OFFICE OF THE ASSISTANT SUPERINTENDENT. A PARENT MAY REQUEST AND RECEIVE A COPY OF THIS POLICY FROM THE SCHOOL AT ANY TIME. REQUESTS SHOULD BE SUBMITTED THROUGH THE OFFICE OF THE ASSISTANT SUPERINTENDENT. THE PLAN IS ALSO AVAILABLE ON THE SHELTER ISLAND UNION FREE SCHOOL DISTRICT WEBSITE.