

**Belfast Central School District
District Plan for Special Education
2026-27**

Description of Special Education Programs

The following description of special education services represents program options from the least restrictive environment to the most restrictive. Federal and State regulations, as well as best practices, require that students be 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 District preschool students with disabilities. These programs and services are funded by Allegany County but administered by the District Committee on Preschool Special Education. Services are provided in UPK classrooms, preschool classes for children with disabilities, private day care settings, and sometimes in the home. During the 2025-26 school year, 9 preschool students with disabilities received services through the CPSE.

Itinerant Services: Itinerant services are special education or related services that focus on the nature of the child's disability. Itinerant services may be provided in the child's home or preschool setting.

Related Services: Preschool students with disabilities may have itinerant speech therapy, occupational therapy, physical therapy, or counseling depending on their individual needs. These services are provided at the convenience of the parent, in the home, day care, or preschool setting.

Special Education Itinerant Services: Special Education Itinerant Services (SEIS) provides instruction in pre-academic skills and/or social skills to a preschool child with a disability either in the home or in a preschool setting.

Center-Based Services: Center-based special education preschool programs may be half-day or full-day programs. They address the overall developmental needs of the child, coupled with related services, according to each child's individual needs. The class size and staffing may vary depending on the students' needs.

Special Class in a Segregated Setting: Special classes in segregated settings do not include nondisabled peers in the same class as the preschool student with a disability. This placement is generally recommended when a student has multiple disabilities or high needs and requires special instruction and services.

Special Class in an Integrated Setting: A special class in an integrated setting includes both disabled and nondisabled students in the same classroom. This placement is generally recommended when a student has fewer needs or less severe delays, and also when it is felt they would benefit from the modeling of nondisabled peers for social skills and language development.

Continuum of Services Available to School-Aged Students with Disabilities

The following is a listing of the Belfast Central School District's programs and services that are currently available to meet the academic, social, physical, and management needs of students with disabilities.

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. The following is a list of available related services:

- The related services of speech/language therapy and occupational therapy are available to both students with and without disabilities. OT services will be provided through a contract with BOCES for the 26-27 school year.
- The related service of physical therapy is available to students with disabilities as prescribed by medical personnel and recommended by the CPSE/CSE committees. These services are provided by a contracted therapist.
- The related service of counseling is available to students with and without disabilities.
- The related services of Teacher of the Visually Impaired (TVI) and Teacher of the Deaf (TOD) are available to students with a disability as recommended by the CPSE/CSE Committees. These services are provided through BOCES.
- The related service of Orientation and Mobility (O&M) is for visually impaired students, and we contract an outside provider to provide this service to one of our students.

Consultant Teacher Services: The District provides direct and/or indirect Consultant Teacher Services to students with disabilities in general education classrooms K-12. Special Education Consultant Teachers collaborate with General Education Teachers to plan instructional accommodations and specially designed instruction in general education settings. Instructional accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. Accommodations may include changes in presentation or format of the instruction, also in the response format, instructional strategies, time, environmental considerations, equipment, or the physical setting.

Integrated Co-Teaching: This is when a Special Education Teacher and a General Education Teacher co-teach and share all teaching responsibilities. A variety of models include: supportive teaching, parallel teaching, complementary teaching, and team teaching. This model ensures that students with disabilities receive specially designed instruction within the general education classroom. There may be no more than 12 students with IEPs in any general education co-taught classroom, or more than 50% of the total class enrolled.

Resource Room: This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area, such as math or reading.

- No more than 5 students may be placed in a Resource Room at any one time.
- Students are assigned to a Resource Room program for not less than three hours per week and not more than 50% of the school day. The minimum time is if this is the only special education service the student receives.
- Students are assigned to a Resource Room based on similarity of need according to levels of academic achievement, learning characteristics, social and physical development, and management needs.
- A Resource Room program supports the general education curriculum through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching new

concepts, and supplementing reading or math instruction. It is not intended as a setting to support homework completion.

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 that would result in an age range greater than 36 months, the district would need to apply for a variance to Part 200.6(g)(5). The district provides the following types of special class programs:

Special Class – 12:1:1 Ratio

- The District operates 12:1:1 classes at the primary and elementary levels.
- Students in a 12:1:1 class may have developmental disabilities and require a slower rate of instruction with more hands-on materials. Due to their cognitive and adaptive behavior delays, they cannot be accommodated satisfactorily in a general education setting or a 15:1 setting, even with supplementary aids and services.
- In addition to the teacher, there is a classroom aide. Typically, additional staff such as other aides, supplementary school personnel, and/or related service providers may be needed to service a variety of needs.
- Students in grades 9-12 in a 12:1:1 class will earn high school credits toward a Regents or Local Diploma.
- Students may also receive the Career Development and Occupational Studies (CDOS) credential in addition to a local diploma or in lieu of the diploma. The CDOS learning standards are a progression of standards for career development, integrated learning, and universal foundation skills. The NYS CDOS Commencement Credential requires documentation that the student has demonstrated knowledge and skills at the commencement level of the CDOS learning standards.

BOCES

If BCS is unable to meet a student's needs via a district program, BOCES programs are sought to meet 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 students' physical, educational, social, and management needs. The district typically utilizes BOCES classes for students with significant 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.

Privately Operated Programs

A student is placed in such a program when no public program is appropriate or available to meet that student's needs. The program is supervised by the administration of that facility and monitored by our district's CSE office.

State Operated Schools

These schools are administered by the NY State Education Department to meet the needs of severely impaired students through a variety of programs. A student gains entrance to such a school either through the recommendation of the CSE or through a Commissioner's appointment following an independent parent/guardian application.

Number and Age Span of Students Served

The following data tables summarize Belfast's students served in preschool or school-age programs by age, disability area, and types of placements as of October 1, 2025.

Preschool Students by Placement Type (VR4):

Preschool LRE Setting Report by Age					
Educational Environment		A	B	C	D
		Age 3	Age 4	Total 10/1/25	Total 10/2/24
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.	0	3	3	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		0	2	2	3
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		0	0	0	0
Service Providers Location		0	0	0	0
Total		0	5	5	5

School-age Students by Disability Area (VR2):

Line Number	Disability (As of Snapshot Date)	Age as of October 1, 2025						
		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 2023-24
01	Autism	1	1	1	0	2	5	5
02	Emotional Disability	0	0	0	4	0	4	3
03	Learning Disability	0	19	5	18	0	42	37
04	Intellectual Disability	0	0	1	0	0	1	1
05	Deafness	0	0	0	0	0	0	0
06	Hearing Impairment	0	0	0	0	0	0	0
07	Speech or Language Impairment	5	9	0	0	0	14	15
08	Visual Impairment (Includes Blindness)	0	0	0	0	0	0	0
09	Orthopedic Impairment	0	0	1	0	0	1	0
10	Other Health Impairment	1	6	1	4	0	12	11
11	Multiple Disabilities	0	0	0	0	0	0	0
12	Deaf-Blindness	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	0	0	0	0	0	0
14	Total (Lines 1-13)	7	35	9	26	2	79	72

All School-Aged Children with Disabilities Receiving Services on October 1, 2025 (VR5- Report 15B)

Ages 5 who are in Kindergarten through 21, as of October 1, 2025
by Race/Ethnicity

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

		A	B	C	D	E	F	G	H
Line Number	Type of Setting	Race and Ethnicity of School-Age Students Ages 5-21							
		Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian or Pacific Islander (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Total
01	80% or more	2	0	0	0	0	2	46	50
02	40% to 79%	0	0	0	0	0	0	9	9
03	Less than 40%	0	0	0	0	0	0	16	16
04	<i>Total</i>	2	0	0	0	0	2	71	75

Table 3: In Other Specific Settings. 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	F	G
Line Number	Type of Setting	Gender Ages 5-21				English Language Learner Status Ages 5-21		
		Male	Female	Nonbinary	Total	Yes	No	Total

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

01	Incarcerated in County Correctional Facilities *	0	0	0	0	0	0	0
02	Home Schooled by Parental Choice	0	0	0	0	0	2	2
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	0	0	0	0	0	0	0

Table 3: In Other Specific Settings. 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	F	G
Line Number	Type of Setting	Gender Ages 5-21				English Language Learner Status Ages 5-21		
		Male	Female	Nonbinary	Total	Yes	No	Total
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0	0	0
05	Total	0	0	0	0	0	2	2

Methods to Evaluate Progress

The Belfast Central School District utilizes multiple methods to assess student progress. These include but are not limited to: State assessments (3-8 and Regents), data collected through the Response to Intervention process, 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 rates.

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 in order 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 be 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 Human Resources Director 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.

Estimated Budget	2022-23	2023-24	2024-25	2025-26	2026-27
Salaries					
Instructional	\$463,870.00	\$578,649.00	\$529,842.00	\$553,595.00	\$536,769.00
Fringe	\$80,945.62	\$100,974.63	\$92,457.78	\$96,602.69	\$93,666.54
Hospitalization	\$102,086.31	\$127,346.33	\$116,605.12	\$121,832.57	\$118,129.58
Non-Instruction	\$196,367.00	\$183,057.00	\$169,642.00	\$129,530.00	\$157,422.00
Fringe	\$50,760.89	\$47,320.25	\$43,852.47	\$33,483.51	\$40,693.59
Hospitalization	\$100,125.92	\$93,339.26	\$86,499.06	\$66,046.28	\$80,268.18
Equipment	0	0	0	\$2,000.00	\$2,000.00
Contractual	\$112,493.00	\$96,199.00	\$108,289.00	\$68,015.00	\$68,015.00
Supplies	\$5,600.00	\$6,200.00	\$6,200.00	\$6,200.00	\$6,200.00
Tuition	0	0	0	0	0
BOCES	\$343,459.00	\$324,108.00	\$298,644.00	\$353,751.00	\$232,926.00
TOTAL	\$1,455,707.74	\$1,557,193.47	\$1,454,031.43	\$1,431,056.06	\$1,336,089.90