

Frewsburg Central School District



District Special Education Plan
2026-2028

Frewsburg Central School District
26 Institute St.
Frewsburg, NY
14738

Each board of education which 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 which 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.

1. 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;
2. Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
3. The method to be used to evaluate the extent to which the objectives of the program have been achieved;
4. 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;
5. 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;
6. 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;
7. the estimated budget to support such plan;
8. the date on which such plan was adopted by the board of education.

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Definition of Special Education

Special Education is defined as specially designed individualized or group instruction or special services or programs and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities. Specially designed instructions will ensure access to the general education curriculum in order for the student to meet the educational standards that apply to all students. The special education services the student receives will support the student's successful participation in the general education curriculum. Special education is not considered a separate program.

Nature of Special Education

The Committee of Special Education (CSE) and the Committee on Pre-School Special Education (CPSE) are charged with providing that each student with a disability is educated to the maximum extent possible with their non-disabled peers in appropriate classes and programs. The CSE must consider the supports, services and program modifications necessary for the school-age student with a disability to participate in general education classes, as well as extracurricular and nonacademic activities. The CPSE must consider how the student's disability affects his or her involvement in developmentally appropriate activities.

Frewsburg Central School District's special education department provides access to the general education curriculum by providing a service delivery model that's primary goal is inclusion. Access is provided to all students to participate in as many academic and nonacademic component areas as possible. The department is committed to expanding this access to the general education curriculum as well as to expanding the opportunities for students with disabilities to be educated with their non-disabled peers.

Federal Disabilities Chart

Full Name	Abbreviation
Autism	AU
Emotional Disability	ED
Learning Disability	LD
Intellectual Disability	ID
Deafness	D
Hearing Impairment	HI
Speech or Language Impairment	SLI
Visual Impairment (includes Blindness)	VI
Orthopedic Impairment	OI
Other Health Impairment	OHI
Multiple Disabilities	MD
Deaf-Blindness	D-B
Traumatic Brain Injury	TBI

Definition of Disability Classifications

Autism- A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disability as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness- A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

Deaf-Blindness- Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disability- A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A generally pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems

This term includes schizophrenia and does not apply to students who are socially maladjusted, unless it is determined that they are emotionally disturbed.

Hearing Impairment- An impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness.

Learning Disability- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests

itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of Intellectual Disability, of emotional disability, or of environmental, cultural or economic disadvantage.

Intellectual Disability- Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance.

Multiple disabilities- Concomitant impairments (such as Intellectual Disability-blindness, Intellectual Disability -orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment- A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

Other Health-Impairment- Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

Speech or Language Impairment- A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.

Traumatic Brain Injury- An acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate, or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities,

psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

Visual Impairment- Including Blindness An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Program Description and Scope by Least Restrictive Environment

The Frewsburg Central School District operates a variety of programs and services for students who possess disabilities. These services are provided to district residents at no cost and in the least restrictive environment upon the recommendation of the Frewsburg Central School District Committee on Special Education and with the approval of the Frewsburg Central School District Board of Education.

School-age Continuum of Services (ages 5-22) These services are available to pupils with disabilities until the day before their 22nd birthday, or until a regular high school diploma has been attained, whichever shall occur first. A description of each of the Special Education Program options prioritized from least restrictive to more restrictive follows.

Related Services Only

Related services are developmental, corrective, and other supportive services as required to assist a student with a disability. These may include: speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services to include the early identification and assessment of disabling conditions in students.

Consultant Teacher

Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend general education classes and/or to such students' general education teachers. Such services shall be recommended by the Committee on Special Education to meet the specific needs of a student with a disability. The student's Individualized Education Program (IEP) shall indicate 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:

1. The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.
2. 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.

Consultant Teacher in combination with Resource Room

To meet the needs of a student who could benefit from both consultant teacher and resource room services, but who don't need two hours of consultant teacher and three hours of resource room services, a combined program of 3 hours (minimum) may be recommended.

Resource Room

Resource Room service is supplemental in nature and is designed to assist students by remediating skill deficits and in dealing more effectively with assignments from their general education classes. This service consists of identification and diagnostic assessment and small group instruction in basic academic skills, oral and written language, study and organizational skills. Encouragement and emotional support are also provided. Ongoing consultation with general education classroom teachers is an integral part of this service in both meeting educational needs as well as in helping students develop basic skills and competency in content areas. The instructional group in each Resource Room period does not exceed five students, who are grouped according to their similarity of need. Each resource room period is instructed by a special education teacher. Students shall spend a minimum of three hours per week during the day in the Resource Room program. Due to a regulatory amendment, the CSE may recommend that a student with a disability who also needs consultant teacher services in addition to Resource Room services may receive a combination of such services for not less than three hours per week. The total number of students assigned to a Resource Room teacher will not exceed 20 at the elementary level and 25 at the middle and high school levels. The service may be provided using both a pull-out and push-in model, although it is predominantly provided using a pull-out model.

Special Class (Self-Contained)

Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided primary instruction through specially designed instruction. Students may be in a special class for only part of the day (i.e. during math or reading) or for the entire day.

15:1 – Specialized Instruction (District)

12:1:1 – Management needs interfere with instructional process (District, BOCES) 8:1:1 – Intensive management needs (District, BOCES, private day schools)

6:1:1 – Highly intensive management needs (BOCES, private day schools)

12:1: (3:1) – Severe, multiple disabilities (BOCES, Consortium placements)

Preschool Continuum of Services (CPSE)

A Preschool Student with a Disability refers to a preschool student who has been identified by the Committee on Preschool Special Education (CPSE) and is eligible to receive preschool programs and services. To be identified as having a disability, a preschool student shall exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, social-emotional or motor development which adversely affects the student's ability to learn. The CPSE must consider the appropriateness of services to meet the student's needs in the least restrictive environment in the following order:

- Students provided special education as an itinerant service
- Students provided special education in an integrated setting and/or separate setting
- Students provided special education as a related service only

Special Education Data

Report of preschool age students classified as a student with a disability as of June 25, 2026

Preschool Student with a disability	9
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Report of school age students with disabilities for whom the school district has Committee on Special Education (CSE) responsibility by disability and age as of July 1, 2026

Disability	Age 5–11	Age 12-13	Age 14-17	Age 18-21	Total
Autism	8	1	4	2	15
Emotional Disability	3	3	4	1	11
Learning Disability	7	12	19	3	41
Intellectual Disability	1	1	0	0	2
Deafness	0	0	0	0	0
Hearing Impairment	0	0	0	0	0
Speech or Language Impairment	8	0	0	0	8
Visual Impairment (includes Blindness)	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	0
Other Health Impairment	12	7	11	0	30
Multiple Disabilities	1	0	2	0	3
Deaf-Blindness	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0

Frewsburg Enrollment and Classification Rate 25/26 school year

744 total pupils

16.3% Classification rate

Placement of Students' with Disabilities 2026-2027

Students are placed in District, within the consortium, BOCES or Private Day School

1:12:1	15	1:8:1	2	CT	68	15:1 ELA	30
1:6:1	16	1:12:3:1	2	15:1 Math	18	Related Services Only	14

Scope of Special Education Programs and Services

School-age

Pupils provided special education services by the District

Pupils provided special education services by BOCES

Pupils provided special education services in another public school

Pupils provided education services by an approved private day school

Pupils provided education services by an approved special act school

Pupils provided education services by private school-parentally placed

Extended School Year Programs (ESY)

Extended school year programs or services are provided to eligible students whose disabilities require a structured learning environment of up to 12 months duration to prevent substantial regression or due to significant needs. Districts are required to provide transportation for students to access special class or special school programs but not for students receiving related services only. The number of school age students receiving ESY services in July and August

Methods of Evaluation

The following methods will be used to evaluate the extent to which the objectives of the program have been achieved.

1. **Progress Monitoring:** All Individual Education Program (IEP) documents list measurable annual goals along with the evaluative criteria, procedures, and schedules to be used to measure progress. Special education teachers complete progress reports in the management system that are also sent home to parents each marking period.
2. **Annual CPSE/CSE Meetings:** Each year, the committee will meet to review students' IEPs. Included in this will be: present levels of performance, disability classification, measurable annual goals (and objectives/benchmarks for alternatively assessed students), special education programs and services, testing accommodations, transition services if applicable, and other special factors as needed.

Using assessment techniques such as staff reports, interviews with faculty, parents and students, site visits, etc., formative data will be gathered. The data will be analyzed to provide summary information to assist the district in decision-making regarding revisions and modifications for programs, services, and procedures. The goal of special education programming is to provide personalized instruction with sufficient support services to permit the child to benefit educationally from that instruction. The goal of district programs is to enable the child to achieve passing marks and advance from grade to grade. The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

Ongoing evaluation of student achievement using various standardized diagnostic tests, state assessments and other teacher made assessments;

Annual reviews of students' progress and programs, resulting in revised comprehensive IEP's;

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;

Biennial review of the district plan;

Successful completion and submission of required State Performance Plan Indicators.

SPP Indicators as of 2024

Indicator	Description	Percentage	Met/Did Not Meet State Target
Indicator 1	Graduation Rate	66.67	Did not meet
Indicator 2	Drop Out Rate	11.11	Yes, did meet
Indicator 3a	State Assessment Participation Rate HS	100	Yes, did meet
Indicator 4a	Suspension Rate	0	Yes, did meet
Indicator 5	LRE- 80% or more in Gen Ed	63.6	Yes, did meet
Indicator 5	LRE- 40% or less in General Education	28.1	No, did not meet
Indicator 6	Preschool LRE	14.3	No, did not meet
Indicator 8	Parental Involvement	94.8	Yes, did meet
Indicator 9	Disproportionality	0	Yes, did meet
Indicator 10	Disproportionality in Specific Disability	0	Yes, did meet

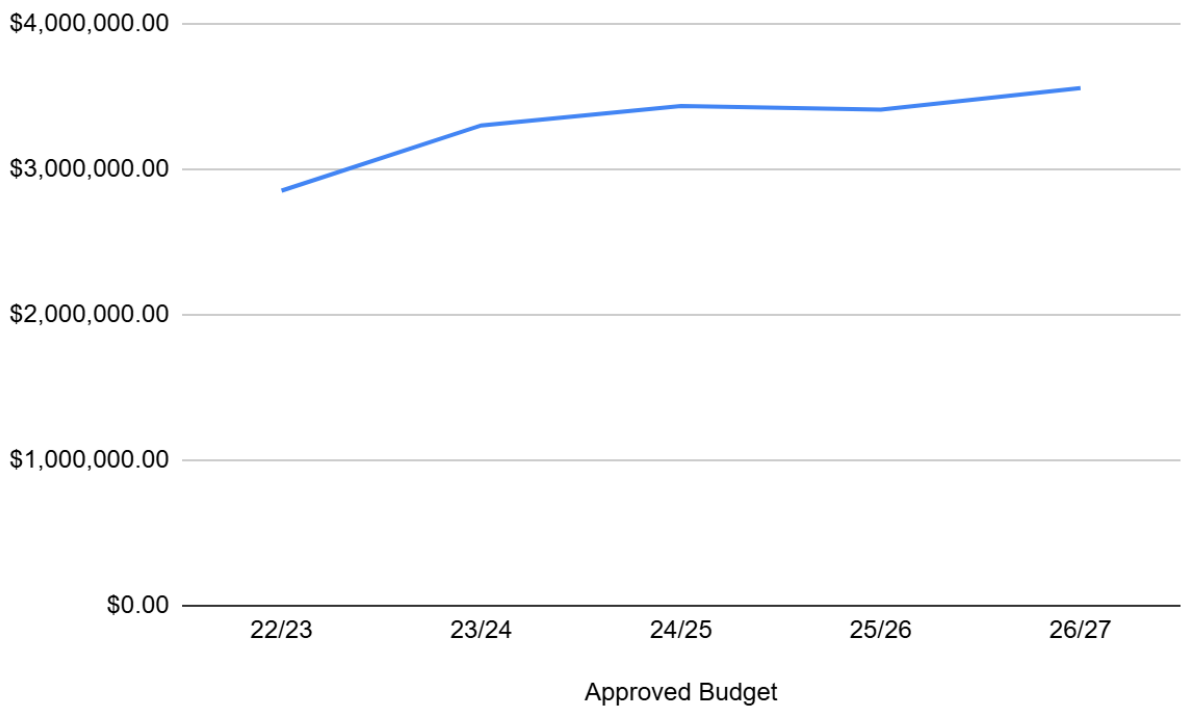
[NYSED District Special Education Data Profile](#)

Approved/Estimated Budget

Below is the approved special education budget for Fiscal Year 2026– 2027. It is expected that a significant portion of the instructional and tuition expenses included in the total budget will be off-set by next year’s state aid payments.

Item Description	2026-27 Budget	2025-26 Budget	2024-25 Budget	2023-24 Budget	2022-23 Budget
Teachers’ Salaries	\$1,035,066.00	\$1,006,256.00	\$1,123,059.00	\$997,725.00	\$922,950.00
Support Staff Salaries	\$200,764.00	\$210,224.00	\$195,386.00	\$212,398.00	\$177,227.00
Other Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contractual Expenses	\$156,000.00	\$106,000.00	\$192,800.00	\$185,700.00	\$185,010.00
Professional Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Equipment	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Supplies	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Tuition-Public	\$202,000.00	\$196,557.00	\$102,394.00	\$135,021.00	\$125,021.00
Tuition-Private	\$120,000.00	\$120,000.00	\$153,000.00	\$250,000.00	\$292,000.00
BOCES Services	\$1,839,887.00	\$1,767,846.00	\$1,665,370.00	\$1,516,732.00	\$1,146,701.00
Total	\$3,558,717.00	\$3,411,883.00	\$3,437,009.00	\$3,302,576.00	\$2,853,909.00

Total Special Education Approved Budgets 2022/23-2026/27



The line graph above illustrates a steady increase in special education spending over five years.

Board of Education Policies to Support Special Education

The following policies have been adopted by the Frewsburg Central School District Board of Education to support students with disabilities.

7611	7612	7613	7614	7615
7616	7617	7620	7621	7630
7640	7641	7642	7643	7650
7660	7670	7680	7690	

Space Allocation for Special Education Programs and Services

In order to continually ensure that adequate and appropriate space is available for special education programming and services provided by the District, as well as by BOCES, the Board of Education has allocated and will continue to allocate the necessary amount of space in conformity with the District's long-range plan for educational facilities.

Instructional Materials

The District will ensure that all instructional materials used in both the elementary and middle/high schools are available in a usable alternative format for each student with a print disability at the same time as such instructional materials are available to nondisabled students. The district utilizes one to one devices with assistive technology software and web based applications.

Future Goals and Considerations

- ❖ Increase number of students with disabilities who earn an advanced diploma
- ❖ Decrease the number of students with disabilities who drop out of school
- ❖ Increase the number of students with disabilities who are deemed proficient on the NYS ELA and Math tests
- ❖ Increase the amount of time students with disabilities spend in general education setting
- ❖ Increase the number of students served within the district
- ❖ Provide professional development to all teachers on best practices to support students with disabilities in the general education setting