

**COMSEWOGUE UFSD  
DISTRICT PLAN FOR SPECIAL EDUCATION  
2022-2024**

**ADOPTED BY THE BOARD OF EDUCATION ON: 10/2022**

## COMSEWOGUE UFSD DISTRICT PLAN FOR SPECIAL EDUCATION

The Comsewogue School District has a long standing commitment to excellence in education for all students and 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. 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 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 method(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 students 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 educational 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 a 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 and for the stability and continuity of their program placements.

## **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**

Students who have been declassified fully participate in the general education program. Test accommodations, eligibility for the safety net, LOTE exemption, and direct or indirect related services may be provided to the student, consistent with the students' needs. In addition, transitional support services may be provided to the general education teacher(s) on a temporary basis to aid in the provision of an appropriate educational program or in a change to a less restrictive program. The services are provided by an appropriate professional who understands the specific needs of the student with a disability.

### **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 Services (Direct and Indirect)**

Consultant teacher services are provided directly or indirectly to students with disabilities enrolled in general education classes to meet the specific needs of the students. 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 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. The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.

### **Related Services**

Related services means 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, adaptive physical education, parent counseling and parent training, behavioral consultant services, school health services, individual and shared aides, sign language interpreters, music therapy, visually impaired and hearing impaired services. Services are designated on a student's individualized education program (IEP) to be provided for specified periods of times and frequencies, and can be provided individually or in small groups. The total caseload of speech and language teachers providing such services shall not exceed 65.

"Push-in" services are provided where possible, to avoid excessive loss of classroom time and to make these services more educationally relevant in the classroom setting. The extent of these services may range from daily sessions to less frequent contacts, depending on the individual needs of the student, as determined by the Committee on Special Education.

### **Resource Room Program**

Resource room classes are available in each of the district's six schools. The resource room program is designed to supplement the general education program and to provide direct instruction for students

with disabilities. The extent of resource room services is based upon individual needs, but at least three hours per week and not in excess of 50% of the school day, in accordance with regulations. Every attempt is made to avoid conflict with mainstream programs. Resource room is capped at twenty students for each teacher on the elementary level and twenty-five students on the secondary level. A student/teacher ratio of 5:1 is strictly maintained.

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, and outside of their mandated IEP services, students may be provided with resource room on an every other day basis.

### **Resource Room Program and/or Specialized Reading Instruction**

The CSE may recommend that a student with a disability needs a combination of resource room services and specialized reading instruction. A student may receive a combination of these services for not less than three hours per week.

### **Integrated Co-Teaching Services**

Integrated co-teaching (ICT) services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and in the general education classroom with non-disabled students. These services afford students with disabilities the opportunity to be educated in the least restrictive environment with their non-disabled peers.

Integrated co-teaching services are available at all (6) schools, depending on population needs. At the elementary level, integrated co-teaching services are generally provided for ELA and Math. The number of periods per day of ICT at the elementary level are varied and are dependent upon the number of students in the program. One special education teacher aide will be assigned to the classroom to work closely with both the special education teacher and the general education teacher, for 5.5 hours each day.

Integrated Co-Teaching services are offered at JFK Middle School and Comsewogue High School in core classes (ELA, math, science, social studies), for grades 6-11. The program involves mutual planning by the general and special education teachers to provide an optimal learning environment for all students. The program is departmentalized, therefore enabling students to participate in the general education setting in subjects consonant with their abilities and needs. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall not exceed 12 students, unless the district applies for a variance by notification to add one additional student. Additionally, the district may apply for a variance by Commissioner Approval for a second additional student. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

At the secondary level, the Comsewogue School District also provides support for students who receive ICT services, **outside of the mandates of their IEPs**. Support classes for students in grades 6-11 are offered every other day for 6<sup>th</sup> graders and daily for 7<sup>th</sup>-11<sup>th</sup> graders, during the school day. Additionally, seniors who had been receiving ICT services in prior years are offered a Resource Room to assist them with the transition to post-school employment and/or education. The focus of this class is to support seniors in their final year by continuing work in skill development, curriculum content, Regents review, and post-secondary goals.

### **Special Classes 15:1:1, 12:1:1 and 8:1:1 (Elementary)**

A student with a disability may be placed in a special class for instruction on a daily basis to the extent indicated in the student's IEP. Students in special classes are placed according to similarities in levels of achievement, social development, physical development and management needs, although classifications may vary. Classes are staffed by one special education teacher and a special education aide. Special classes are provided when students have not been able to progress in the curriculum in a less restrictive setting.

For the 2022-23 school-year, there are seven 15:1:1 special classes at the elementary level, with three classes at Clinton Avenue Elementary School and four at Terryville Road Elementary School. There is also one 12:1:1 elementary special class at Terryville Road Elementary School. This class is designed for students with more intensive needs than our 15:1:1 students but less intensive needs than our 8:1:1. There are also five 8:1:1 elementary special classes, four at Norwood Avenue Elementary School and one at Boyle Road Elementary School, which are designed to service students with more intensive needs within the district, as opposed to going to BOCES programs or private schools. The students in the 8:1:1 classes may be engaged in a Life Skills curriculum, which focuses on their functional academic skills, activities of daily living, and self-determination skills, as well as the NYSAA.

Mainstreaming continues to be an important component of the special class program. It is designed to give students ample opportunities to socialize with their non-disabled peers and to participate in all aspects of the mainstream instructional program to the greatest extent possible. The majority of students are mainstreamed for special area subjects, including physical education, art, music, library, lunch and recess.

### **Special Classes 15:1 and 12:1:1 (Secondary)**

At the secondary level, departmentalized special classes are provided in specified subject areas (English, social studies, science, math, and reading). Classes are taught by special education teachers who parallel the mainstream academic curriculum while providing direct instruction consonant with students' individual needs and ability levels. For the 12:1:1 special classes, students may be engaged in an alternate life skills curriculum, which focuses on their functional academic skills, activities of daily living, and self-determination skills, as well as the NYSAA.

The special education teachers meet the state's criteria for being highly qualified in the subject area in which they are teaching, in addition to holding special education certification. Students may be placed in one or more special classes but are placed in mainstream classes for other subjects, based on individual needs. Students in the special reading classes have access to compensatory reading programs, including the Wilson Reading System and Read 180.

Departmentalized special classes with a ratio of 15:1 are offered from grades 6-12. There is also one ungraded 12:1:1 departmentalized special class program at JFK Middle School and two ungraded 12:1:1 departmentalized special class programs at CHS for the 2022-23 school year.

### **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, Comsewogue first looks to programs in neighboring school districts. Space in these programs is often limited and not available to our students. We currently do not have any students enrolled in programs in other school districts. This may change depending upon student need.

Other school districts cross-contract with us when we have space available to provide services to their students in Comsewogue. We currently have (5) students from other districts placed in our programs, (1) at Norwood Avenue Elementary School in the 8:1:1 special class, (1) at Comsewogue High School in the 12:1:1 special class program, (2) at Terryville Road Elementary School, (1) in the 12:1:1 special class program and (1) in the 15:1 special class program. There is also (1) at Boyle Road Elementary School in the 8:1:1 special class program. This may fluctuate throughout the school year.

### **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. BOCES district-based programs are considered first, to offer mainstreaming opportunities for the students into academic and non-academic activities with their non-disabled peers. BOCES also offers a variety of center-based comprehensive and specific programs designed to provide an appropriate education to students who have intensive academic, physical, social, and/or management needs.

### **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 if it is the least restrictive environment. Home instruction is provided at a minimum of five hours per week at the elementary level and ten hours per week at the secondary level, in accordance with regulations. Related services may also be provided at home as per the IEP.

### **In-state and Out-of-state Private Schools and State Supported or Operated Schools**

When the nature and severity of a disability, or a combination of disabilities, is such that appropriate public facilities for instruction are not available, students may be placed in private schools or state-supported or state-operated schools. Every effort is made to place students in public facilities and to enable students to benefit from instruction in the less restrictive settings. We currently have two students placed in private schools within the state and one student placed at a private school out of the state. This may fluctuate throughout the year.

### **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 special classes not exceeding 12 students; or
- students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes not exceeding 8 students; or
- students 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 Placed in Private Schools**

The Comsewogue School District 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 IDEA funds. Currently, there are no nonpublic schools located within the Comsewogue 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 means 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 to be provided for specified periods of times and frequencies, and can be provided individually or in small groups, not to exceed five 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 means 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 SEIS**

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 18 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 months 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 4. (BEDS day). Please note that the numbers generally increase as the school year progresses.

<b>CLASSIFICATION</b>	<b>#</b>	<b>AGE SPAN</b>	<b>RECOMMENDED SETTING</b>
<b>Autism</b>	9	8-17	Related Services
	13	5-16	Integrated Co-Teaching
	17	5-17	Special Class 15:1, 15:1:1
	8	8-17	Special class 12:1:1
	12	6-9	Special class 8:1:1
	2	18-20	BOCES Vocational
	17	9-19	BOCES
	1	15-16	Residential
	<b>79</b>	<b>5-20</b>	<b>Total</b>
<b>Deafness</b>	0		
	<b>0</b>	<b>15</b>	<b>Total</b>
<b>Deaf-blindness</b>			<b>0 Total</b>
<b>Emotional Disability</b>	6	12-17	Related Services
	4	13-16	Resource Room
	2	9-16	Integrated Co-Teaching
	2	11-15	Special Class 15:1, 15:1:1
	11	9-17	BOCES
	1	17	Residential
	<b>26</b>	<b>9-17</b>	<b>Total</b>
	<b>Hearing Impairment</b>	2	5-8
1		8	Resource Room
<b>3</b>		<b>5-8</b>	<b>Total</b>
<b>Intellectual Disability</b>	4	11-14	Special Class 15:1:1
	7	9-17	Special Class 12:1:1
	1	8	Special Class 8:1:1
	2	17-20	BOCES
	<b>14</b>	<b>8-20</b>	<b>Total</b>

<b>CLASSIFICATION</b>	<b>#</b>	<b>AGE SPAN</b>	<b>RECOMMENDED SETTING</b>
<b>Learning Disability</b>	4	6-17	Related Services
	4	14-17	Supplementary Aids and Services
	30	7-18	Resource Room
	110	6-16	Integrated Co-Teaching
	82	7-17	Special Class 15:1:1, 15:1
	2	16-17	BOCES
	1	16	Homebound
	<b>229</b>	<b>6-17</b>	<b>Total</b>
<b>Multiple Disabilities</b>	3	16-17	Resource room
	1	12	Integrated Co-Teaching
	11	7-17	Special Class 15:1:1, 15:1
	11	11-17	Special Class 12:1:1
	3	6-9	Special Class 8:1:1
	7	5-18	BOCES
	1	19	BOCES Vocational only
	1	15	Homebound
	1	18	Residential
	<b>39</b>	<b>5-20</b>	<b>Total</b>
<b>Other-Health Impairment</b>	15	5-17	Related Services/Supplementary Aids
	22	9-17	Resource Room
	58	5-16	Integrated Co-Teaching
	38	5-17	Special Class 15:1:1, 15:1
	2	8-12	Special Class 12:1:1
	4	6-15	BOCES
	<b>139</b>	<b>5-17</b>	<b>Total</b>
<b>Orthopedic Impairment</b>	1	6	Related Service
	1	13	SC 15:1:1
	1	5	Integrated Co-Teaching
	<b>3</b>	<b>5-13</b>	<b>Total</b>

<b>CLASSIFICATION</b>	<b>#</b>	<b>AGE SPAN</b>	<b>RECOMMENDED SETTING</b>
<b>Speech or Language Impairment</b>	60	4-12	Related Services
	3	8-16	Resource Room
	47	5-17	Integrated Co-Teaching
	55	5-17	Special Class 15:1:1, 15:1
	5	8-10	Special Class 12:1:1
	10	5-11	Special Class 8:1:1
	<b>180</b>	<b>4-15</b>	<b>Total</b>
<b>Traumatic Brain Injury</b>	1	10	BOCES
	<b>1</b>	<b>10</b>	<b>Total</b>
<b>Visual Impairment</b>	2	16	Related Services
	1	16	Integrated Co-Teaching
	<b>3</b>	<b>16</b>	<b>Total</b>
<b>Preschooler with a Disability</b>	21	2-4	Related Services
	10	3-4	SEIS
	1	3-4	Integrated ½ day
	5	3-4	Integrated full day
	8	3-4	Special Class ½ day
	26	3-4	Special Class full day
	<b>71</b>	<b>2-4</b>	<b>Total</b>
<b>Cross Contract FROM Neighboring Districts</b>	1	9	Special Class 15:1
	2	8-14	Special Class 12:1:1
	2	6-9	Special Class 8:1:1
	<b>5</b>	<b>6-14</b>	<b>Total</b>

**\*DISTRICT TOTAL FOR SCHOOL AGE STUDENTS WITH DISABILITIES: 717 (19%)**

**\*DISTRICT TOTAL FOR PRESCHOOL STUDENTS WITH DISABILITIES: 71**

**\*CROSS CONTRACT STUDENTS FROM NEIGHBORING DISTRICTS: 5**

**\*SECTION 504 ACCOMMODATION PLANS: 164**

## **Methods Used to Evaluate the Objectives of the Special Education Program**

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, Read 180 and Wilson reading scores 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 Aimsweb, 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, walk-throughs, anecdotal reports, quarterly IEP progress reports and quarterly report cards are used in the process of evaluating the district's objectives.

The Comsewogue 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**

### **In-District**

It is the policy and practice of the Board of Education of the Comsewogue School 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 Comsewogue School District will consider organizing new or additional special education classes whenever three to five (3-5) eligible students with similar educational needs and within a three-year age span 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 eight (8), twelve (12), or fifteen (15) students permitted by education law, a variance from the New York State Department of Education will be obtained or a new class will be formed.

### **BOCES**

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 Office of Pupil Personnel Services 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.

### **Special Education Space Requirements Plan**

The Comsewogue School District will continue to provide space, to the extent available, for school age students from other districts who need special classes not available in their home school districts, consistent with the regional special education space requirements plan. The district will also continue to complete the needs identification survey and to meet with Eastern-Suffolk BOCES to work toward the New York State Education Department's requirement in developing the regional plan that reduces the number of special education students in center-based non-integrated settings. The district submits plans for review by the Superintendent of Eastern-Suffolk BOCES for all capital projects plans to ensure compliance with the regional space requirements plan.

## **Instructional Materials in Usable Alternative Formats**

The district ensures that all instructional materials to be used in the schools of the district are made available in a usable alternative format for students with special instructional needs, which meets the National Instructional Materials Accessibility Standard (NIMAC). Alternative format is defined as any medium or format for the presentation of instructional materials, other than a traditional print text book, that is needed as an accommodation for a student with a disability, including but not limited to Braille, large print/enlarged font, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to the needs of the individual student.

At CSE, CPSE, and 504 Committee meetings, students individualized needs are assessed and provisions are made on students' IEPs and 504 plans to provide alternative instructional materials, including but not limited to alternate assessments, testing and program accommodations, supplemental aides and materials, and assistive technology. Alternative instructional and test materials may include Braille and/or enlarged print/font for visually impaired students, audio books for visually impaired and severely learning disabled students, word processors, adaptive equipment, computers, computer software, and other technology. The vast majority of students at CHS and JFK, as well as elementary students, are now using the same personal devices as their non-disabled peers (e.g. Google chrome books), some with additional Apps or programs, while others may require a Kindle, an iPod touch, an iPad, or a mini laptop. For specific types of assistive technology, it may be necessary to conduct an assistive technology evaluation or it may be necessary to work with a consultant in selecting, designing, fitting, customizing, adapting, maintaining and repairing or replacing assistive technology devices. In addition, consultants provide training to the faculty, professionals and family in the use of specified assistive technology devices when necessary.

Each student with a disability is assigned an IEP/504 responsible teacher, who is responsible for ensuring that all aspects of a student's IEP/504 plan are provided, including the submission of purchase orders and special requests to the PPS office. The Director of PPS orders any necessary specialized equipment, software programs, assistive technology and/or instructional materials and assures delivery of materials in a timely manner. The PPS Office works closely with the Technology Department when ordering assistive technology and/or Apps. Every effort is made to have all materials available for use by the student for the first day of school. For students who move into the district during the school year, the Assistant Director obtains the needed materials without delay.

At the elementary level, the principal, in cooperation with the IEP/504 teacher, orders specialized test materials. At the secondary level, the principal or assistant principal, in cooperation with the guidance department and the IEP/504 teacher, orders specialized test materials.

The district has chosen to utilize Book Share to download books as electronic files, as it obtains its electronic files through NIMAC. Students who are classified as legally blind are annually registered with the NY State Department of Education for procurement of special media materials produced by the American Printing House for the Blind.

Instructional materials in alternative formats are procured from RFB&D (Resources for the Blind and Deaf) and the NYS Resource Center for the Visually Impaired. The Director of PPS is responsible for ordering all required materials in a timely fashion.

## **Estimated Budget to Support the District Plan for Special Education**

The approved budget to support the district plan for the 2022-23 school year is \$15, 905,386. The estimated budget for the 2023-24 school year is \$16, 300, 000.

## **Availability of Copies of the District Plan for Special Education**

The two-year District Plan for Special Education for 2022-24 is on file in the Office of the Superintendent of Schools and the Office of Pupil Personnel Services for public inspection and review by the commissioner. Requests for copies should be made to either the District Clerk or the District Administrator for Pupil Personnel Services.