

**Hastings-on-Hudson
Union Free School District**

**Special Education District Plan
August 2018-2023**

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 ASSURANCE

The Board of Education of the Hastings on Hudson 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, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within District, the needs of the majority of its identified students.

These programs and services are designed:

- To afford each student with the appropriate level of support necessary to meet the New York State Common Core Standards
- To provide each student with those special educational services necessary to enable the student to meet his/her annual goals
- To afford each identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District
- To give each identified student genuine opportunities to develop those skills and make those connections necessary to meet post secondary goals.

By action of the Board of Education in a regularly scheduled meeting held on September 17, 2018, the Board adopted its District Plan set forth below.

Date

President, Board of Education

Table of Contents

1. Governing Regulations

2. Introduction

3. The Continuum of Services Available to Preschool Students Identified with Disabilities

Appendix A. Data – age range, number of students in each program

4. The Continuum of Services Available to School Aged Students Identified with Disabilities

Appendices B-E. Data – age range, number of students in each program and nature of disability

5. Methods of Evaluating the Extent to Which the Objectives of the Program are Achieved

6. Board Policies and Practices to Ensure Allocation of Space for Resident school age and preschool students with disabilities (including BOCES classrooms and in District programs and services)

7. Alternative Format Procedures

8. Budget

9. Board Policies

10. Appendices

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Regulations Governing The District Plan – 8 NYCRR 200.2 District Plans

Each Board of Education which receives an apportionment for eligible students, pursuant to subdivision 19 of section 3602 of the Education Law, schools shall prepare satisfactory plans periodically at the intervals required by subdivision 10 of Section 3602 of Education Law.

The District Plan shall include, but need not be limited to, the following:

- i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;
- ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;
- iii. The method used to evaluate the extent to which the objectives of the program have been achieved;
- iv. A description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for special education programs that meet the needs of school-age and preschool students with disabilities;
- v. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident school-age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;
- vi. A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to non- disabled students;
- vii. The estimated budget to support such plan;
- viii. The date on which such plan was adopted by the Board of Education;

Introduction

In accordance with the regulations of the Commissioner of Education, the Board of Education adopts its District Plan.

This plan outlines the continuum of programs and services available to preschool and school age students in District who are identified with disabilities under state and federal law, the students placements, the numbers, age range and disabilities of the students currently receiving services in each program offered, the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for our students, including students who receive programs through our Board of Cooperative Educational Services, the manner in which the District ensures that all instructional materials used in the District are available in a usable alternative format to students with disabilities at the same time as such materials are available to non-disabled students, the estimated budget to support the plan and a description of how the plan is consistent with space requirements developed under the Commissioner's regulations.

Child Find:

In accordance with the Individuals with Disabilities Education Act (IDEA) and all other applicable statutes and regulations, the Board of Education recognizes its responsibility to the Child Find process. This process is designed to identify, locate and/or evaluate, and maintain information about all students with disabilities who reside in or attend private school within the District. The District further recognizes its responsibility to provide a free and appropriate public education for any school age child residing within the district's borders who demonstrates a disability and requires special education and related services

This plan was adopted by the Board of Education at its regular meeting on September 17, 2018

The Continuum of Services Available to Preschool Students Identified with Disabilities

Preschool Programs and Services The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education Settings are settings designed primarily for children with disabilities. For the *June 2018 Snapshot, twenty two (22) preschool students with disabilities received services in Early Childhood Settings and twelve (12) preschool students with disabilities received services in Early Childhood Special Education Settings.*

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age eligible for kindergarten and who reside in the District have available to them the following special educational services:

1. Related Services Only

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services and/or social work services. These services are made available in a variety of settings including a child's home, day care center, nursery school or provider's office.

2. Special Education Itinerant Teacher Services

Special education itinerant teacher (SEIT) services provide direct instruction by a certified special education teacher affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, day care program and home. These services are offered on individual and group basis as needed to meet their goals.

3. Integrated Settings Special Classes

Integrated Settings Special Classes provides a setting for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher and a teaching assistant/aide.

4. Special Class

Special classes are currently available in approved private preschools. Classes range from six to twelve identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aides.

The Continuum of Services Available to School Aged Students Identified with Disabilities

The following is a listing of Hastings-on-Hudson School District programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities. For the June 2018 Snapshot *251 students were being serviced through the Committee on Special Education; 228 students were serviced in regular school based programs in buildings attended by disabled and non-disabled students and 23 students in separate schools.*

In-District Programs and Services

The District provides a continuum of programs and services as follows:

1. Related Services Only

The District provides related services only for identified students with disabilities in kindergarten through twelfth grade. Related services include speech and language, occupational therapy, physical therapy, counseling, and hearing and vision services. However, related services can be combined with other related services and district programs.

2. Resource Room and Reading Instruction

The District provides resource room services to students with disabilities in grades 1 through 12. Resource room provides specialized instruction in a small setting for a minimum of three (3) hours per week. In addition, the District provides small group specialized reading instruction for students with disabilities in grades 1 through 8. We anticipate offering reading instruction in grades 9-12 in the 2018-2019 school year.

3. Integrated Co-Teaching (Collaborative Classes)

Integrated co-teaching classes are available for grades K-12. In the integrated co-teaching classroom, a general education and special education teacher share responsibility for all the students in the classroom. Curriculum is modified as needed and accommodations provided to meet the individual needs of all of the students in the classroom. According to regulation, there can be no more than 12 students with Individualized Education Programs (IEP's) in the integrated co-teaching classroom, but the district works to limit our number to eight.

4. Self-Contained Classes

The District offers self-contained classes in grades K-11.

At Hillside Elementary School there are three self contained classes that support the needs of students who require intensive support with language development. There is a 1st - 3rd grade class with a ratio of 8 students, 1 special education teacher and 1 teaching assistant and 1 teacher aide (8:1:2). Students are mainstreamed into the general education classroom throughout the school day. In addition, there are two Special Classes with a ratio of 12 students, 1 special education teacher and 1 teaching assistant (12:1:1) for Grades 1st and 2nd and Grades 3rd and 4th. The students receive direct instruction in English Language Arts and/or Mathematics. These classes supplant classroom instruction.

At the Farragut Middle School there are 4 self contained classrooms that supplant instruction in English Language Arts and Math. Classes are by grade and subject, i.e., 5/6 English and 5/6 Math, 7/8 English and 7/8 Math. The classrooms have up to 12 students, one teacher and one teaching assistant (12:1:1). Students can be placed in either one or both of the special classes depending on their needs.

Hastings High School provides three special class programs in Humanities with a maximum of 12 students and 1 special education teacher in grades 9th, 10th and 11th.

Out-of-District Programs and Services

The Hastings-on-Hudson School District offers a full continuum of special education programs and services in District schools, and is committed to the policy of placing student with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability.

The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student's disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and service. In a small number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program.

The following is a description of programs in which the Hastings on Hudson School District CSE has recommended placement of a student with a disability in an out-of-district program.

1. Other Public School Programs

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. The District currently has four

(4) students classified with autism, intellectual disability, and multiple disabilities in special education programs in Pleasantville and Irvington. The classes range in size from 8-12 students with one teacher and one or two teacher aides. Currently 4 students attend other public school programs.

2. Board of Cooperative Educational Services Programs

The Hastings on Hudson School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts. The District utilizes Southern Westchester BOCES programs and services and Putnam/Northern Westchester BOCES programs and services for students with more intensive educational, emotional or management needs that cannot be appropriately met in an in-district program.

The District currently has students with disabilities in the following BOCES special education programs:

Therapeutic Support The Southern Westchester BOCES Therapeutic Support program provides a structured, supportive and individualized academic program for students with more intensive emotional and behavioral needs. Students are taught how to accept responsibility for their behavior, progress academically, and have a successful school experience. Staffing ratio is 8:1:1, 12:1:1. Currently 6 students attend a TSP program classified with Emotional Disturbance, Learning Disabled and Other Health Impairment.

Primrose The CLASS (Collaboration, Language, Academics and Social Skills) program supports special education students with language-based disabilities as well as those on the Autism spectrum. This program utilizes a TEACHH structure as well as a collaborative planning and teaching model between a Special Educator and a Speech/Language Therapist to enhance receptive, expressive and pragmatic language skill development. Related services of Occupational Therapy and Physical Therapy are also provided per the student's IEP. These Kindergarten through 12th grade classes are located in the Somers School District on the Primrose Elementary School/Somers High School campus and the Somers Intermediate School/Somers Middle School campus. High School students in this program also have the opportunity to participate in our Tech Center programs starting in 10th grade. Currently 1 student attends Primrose with a classification of Other Health Impairment.

Pinesbridge The Putnam/Northern BOCES Pinesbridge program provides educational services for multiply disabled students. The focus is on the development of adaptive and vocational skills in a small setting with a low student to adult ratio: 12:1:4. Related services are provided in the areas of speech, occupational therapy and physical therapy. Currently 1 student attends Pinesbridge with the classification of Multiple Disabilities.

Hilltop The Rockland BOCES Hilltop School is a K-8 center-based program for students who face a variety of learning challenges. The program offers a predictable, positive learning environment in which students are able to acquire the skills necessary for academic and social success. Currently 1 student attends Hilltop school with the classification of Autism.

AIIM The Southern Westchester BOCES program provides a highly structured site-based classroom environment designed primarily for students with autism spectrum disorders at the elementary, middle and high school levels for New York State Alternately Assessed students. Instructional methodology includes the applications of structured teaching and Applied Behavioral Analysis (ABA) that have demonstrated effective outcomes in the school environment. Specialized clinical consultation is provided for both structured teaching and ABA classes. In addition to academic outcomes, the development of appropriate communication, social and behavioral skills are stressed. Currently 1 student attends AIIM with the classification of Autism.

Approved Private Day Schools When the needs of a student with a disability cannot be met in program operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive approved private day or residential placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intense supervision and structure.

The District is currently utilizing the following programs:

Community School The Community School services student with learning disabilities in a full day program that emphasizes multisensory instruction in both basic skill and content areas. Low student-teacher ratio, 12:1:1, and small classes, support individualized instruction while supporting skill development. Currently 1 student attend the Community School with a classification of Learning Disabled.

Green Chimneys This program services students with both learning and emotional disabilities. The day program provides individualized and small group instruction, 12:1:1, and behavioral intervention. Additional services include speech therapy, occupational therapy, physical therapy and counseling. Currently 2 students attend Green Chimneys with classifications of Autism and Other Health Impairment.

Westchester Exceptional Children This school serves students with autism, multiple disabilities and emotional disabilities in a highly structured day program with small class size, 8:1:1. The program provides individualized and small group instruction and behavioral intervention. Additional services include speech therapy and counseling. Currently 2 students attend Westchester Exceptional Children with the classification of Autism.

Lavelle School for the Blind This program services students with both visual and auditory impairments in either a residential or day setting. The program provides small 14 class size 6:1:2 where students learn academic, vocational and adaptive skills necessary for independent living. In addition related services including, mobility training, vision training, teacher of the deaf and hard of hearing, speech, occupational therapy, physical therapy, behavioral supports and counseling are provided. Currently 1 student attends Lavelle School for the Blind with the classification of Visual Impairment

Home/Hospital Instruction Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. Elementary students receive five hours of services a week while students at the secondary level receive ten hours a week. Currently 3 students are on Home Instruction with the classification of Emotional Disturbance.

EVALUATION OF PROGRAM OBJECTIVES

In evaluating the extent to which program objectives have been achieved, the Office of Special Education Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to Hastings on Hudson School District students with disabilities. Among the information to be analyzed are the following;

- Special education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Facts templates)
- Special education data reports (PD 6, PD 8, PD 10)
- Special education data collected in connection with State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of Hastings on Hudson School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- Hastings on Hudson School District student report cards
- Individual student performance data from annual reviews and reevaluations
- College Acceptance rate
- Progress toward mastery of IEP goals and benchmarks
- Reports and comments from stakeholders
- Review of projections of student's needs
- Yearly needs assessment from stakeholders

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the Hastings-on-Hudson 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. 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 representative of the 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. The District will continue to provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools. **The District will also consult and collaborate, upon request, with Southern Westchester BOCES in developing a special education space requirements plan in accordance with Education Law, section 1950 (17).**

This plan, completed every five years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with nondisabled peers.

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 at the same time that they are available to non-disabled students.

Alternative Format Procedures

Alternative format is defined to mean any medium or 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 an electronic file. The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan. The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments. 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. The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.

BUDGET

Each year the Office of Special Education Services prepares a budget to support the needs of the students with disabilities. The budget includes materials, supplies, equipment, contractual expenses, tuition, preschool apportionment and special education settlements. The budget is reviewed and approved as part of the District's budget process.

The following table is a summary of special education program costs for District accounts from the 2017-2018 budget.

Account Name	Budget	Actual
Teacher Salary	\$3,597,250	\$3,597,250
Teacher Aide Salary	\$683,437	\$683,437
Teaching Assistant Salary	\$547,312	\$501,128
Homebound Instruction	\$15,000	\$0
Contractual Services	\$446,848	\$356,241
Supplies	\$32,887	\$31,630
Tuition	\$964,098	\$673,137
Textbooks	\$4,500	\$4,500
BOCES	\$900,000	\$892,405
Settlements	\$114,000	\$113,615
Totals	\$7,305,332	\$6,853,343

Board Policies

<u>Student with Disabilities</u>	<u>Policy #</u>
Provision of Appropriate Special Education Services to Enable Involvement in and Foster Progress in the Progress in the General Education Curriculum	4321
Provision of Special Education Services in the Least Restrictive Environment	4321.1
Implementation of School-Wide Approaches and Pre-Referral Interventions	4321.2
Allocation of Space for Special Education Programs	4321.3
Independent Educational Evaluations	4321.4
Student Individualized Education Program, Distribution and Implementation	4321.5
Instructional Materials in Alternative Formats for Students with Disabilities	4321.6
District and State Assessments of Students with Disabilities	4321.7
Impartial Hearing Officer Selection and Compensation	4321.8
Declassification of Students with Disabilities	4321.9
Public Report on Revisions to District Policies, Practices and Procedures Upon a Finding of Significant Disproportionality	4321.11
Use of Time Out Rooms, Physical Restraints and Aversives	4321.12
Preschool Students with Disabilities	4321.13
Special Education Personnel	4321.14
Reimbursement for Travel to and From Residential School Placements	4321.15
Appointment of Surrogate Parents	4321.16
Child Find	4321.17

Appendix A

PRESCHOOL STUDENTS BY PROGRAM **As of June 2018 Snapshot**

Nature of Services	Numbers of Students	Ages
Related Services Only	10	3-5
SEIT Only	0	3-5
SEIT and Related Services	12	3-5
Special Class/Special Class in an Integrated Setting	12	3-5

Appendix B

RELATED SERVICES BY GRADE

As of June 2018 Snapshot

Grade	Speech	OT	PT	Counseling	Parent Training	Reading Instruction	Hearing Services
K	13	19	5	1	1	0	0
1	16	17	3	14	1	9	0
2	17	18	3	10	2	3	0
3	13	11	0	11	3	7	0
4	9	10	1	7	0	4	0
5	12	6	0	9	0	0	0
6	3	5	0	5	0	1*	0
7	6	2	0	6	1	0	0
8	6	1	0	9	3	0	0
9	9	0	0	13	0	2*	1
10	4	1	0	10	2	0	0
11	6	0	0	12	0	0	0
12	3	0	0	11	0	0	0

Appendix C

PROGRAMS BY GRADE

As of June 2018 Snapshot

Grade	Resource Room	Integrated Co-Teaching	Special Class
K	0	9	3
1	0	15	4
2	0	10	7
3	0	11	6
4	0	9	3
5	3	14	6
6	12	13	6
7	13	14	9
8	15	12	7
9	24	20	13
10	17	13	8
11	16	12	7
12	19	0	1
Ungraded	0	0	9

Students may have multiple services, i.e. resource room and integrated consultant teacher

Appendix D

Program by Disability As of June 2018 Snapshot

	Autism	Emotional Disability	Learning Disability	Multiple Disabilities	Other Health Impaired	Speech and Language	Hearing Impaired	Visually Impaired	Intellectual Disability
Resource Room	8	10	43	0	40	16	1	0	0
Integrated Co-teaching	9	4	45	0	55	35	0	0	1
Special Class	15	6	27	2	16	17	0	1	2

Appendix E

	Autism	Emotional Disability	Intellectual Disability	Learning Disability	Multiple Disabilities	Other Health Impaired	Speech and Language	Hearing Impaired	Visually Impaired
K	2	0	0	0	0	12	4	1	0
1	2	0	0	0	0	16	4	0	0
2	5	0	0	3	0	6	6	0	0
3	2	1	0	2	0	6	8	0	0
4	0	0	1	1	0	6	4	0	0
5	0	1	0	6	0	5	7	0	0
6	0	1	0	6	0	5	2	0	0
7	1	0	0	5	0	5	4	0	0
8	3	1	0	7	0	4	2	0	0
9	2	3	0	11	0	8	3	0	0
10	0	4	0	5	0	8	2	0	0
11	4	2	0	9	0	5	0	1	0
12	0	4	0	6	0	8	2	0	0
Ungraded	6	0	1	0	2	0	0	0	1