



Saugerties Central School District
Reimagining Education for a Brighter Tomorrow

SPECIAL EDUCATION SERVICES PLAN 2024-2026

Submitted by:
Jaime Churchill, Director of Special Education
December 2024

Table of Contents

Introduction

- I. [Description of Special Education Programs & Services](#)
- II. [Classification & Disability Program Data](#)
- III. [Department Objectives and Methods of Measurement](#)
- IV. [Allocation of Space](#)
- V. [Allocation of Space BOCES](#)
- VI. [Access to Instructional Materials](#)
- VII. [Special Education Budget](#)
- VIII. [Board Approval](#)

Introduction

A District plan shall be developed describing the Special Education program in the Saugerties Central School District. The District plan shall include the following:

- I. 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;
- II. identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
- III. the method to be 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 students 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 students and preschool students with disabilities who attend special education programs provided by boards 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)(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;
- VII. the estimated budget to support such plan;
- VIII. the date on which such plan was adopted by the board of education.

The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

20 United States Code (USC) Section 1474(e)(3)(B)

8 New York Code of Rules and Regulations (NYCRR) Part 155 and Section 200.2(c)

I. Description of Special Education Programs & Services

School Age

The following description of special education services represents program options. Federal and State regulations, as well as best practice, require that students are educated in the Least Restrictive Environment (LRE) that will meet their individual needs. The LRE is determined by the Committee on Special Education.

Related Services

This is the lowest level of special education services on the least restrictive environment continuum. Related services are developmental, corrective, and other supportive services that are required to assist the student with a disability. There follows a summary of available related services:

The related services of speech/language therapy, occupational therapy, physical therapy, vision therapy, teacher of hearing impaired and psychological counseling are available to students receiving Multi-Tiered Systems of Support, students with 504 accommodation plans and students with disabilities.

Consultant Teacher Services

The District provides direct and/or in-direct 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 modifications for students with disabilities in general education settings.

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.

Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs. The resource room supports general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching new concepts, and supplementing reading or math instruction.

Integrated Co-Teaching (ICT)

In a ICT classroom, the planning and instruction are shared by a general education teacher and a special education teacher for direct Math and ELA instruction. During direct academic instruction outside the time a special education teacher is present, a teaching assistant is utilized to provide student support (ex. Science, SS & MTSS). Students in ICT learn grade level curriculum. Assignments may be modified at times to ensure student success. Students with disabilities master specific skills and concepts in the general education setting, with their special education needs and IEP goals being met simultaneously. In the ICT classroom, there are different teaching models that can be implemented to meet the diverse needs of the students. Teachers switch roles as necessary to target all learning styles.

Special Class

Reading

Special class reading is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia or specific reading disability.

Learning Community

The Learning Community (12:1:2) serves grades K-6, there is one special education teacher, two classroom paraprofessionals, and up to 12 students.

These classrooms follow the general education curriculum, however, the material is often modified to meet individual student needs. All instruction is differentiated based on process, product, and content. When a new lesson is taught, the mini-lesson is delivered with whole group instruction. All lessons are modeled and practiced. Re-teaching is a vital part of daily practice. Positive reinforcement, incentives, and encouragement are used throughout the day. The goal is to lead students to a less restrictive environment by fostering independence, responsibility, and problem solving skills.

Academic Behavior Communication Academy

The Early ABC Academy (8:1:2) serves grades K-2, there is one special education teacher, two classroom paraprofessionals, and up to 8 students.

The Primary ABC Academy (8:1:2) serves grades 2-4, there is one special education teacher, two classroom paraprofessionals, and up to 8 students.

The Intermediate ABC Academy (12:1:2) serves grades 4-6, there is one special education teacher, two classroom paraprofessionals, and up to 12 students.

Students in this class have delays in several developmental areas, most significantly in the area of communication. Some students have social communication needs and require significant adult support. The use of a picture schedule and other visuals are often part of the classroom dynamic

when needed. These students are instructed individually or in small groups where differentiation and individual lessons are taught. Students with these disabilities require a structured, routine based school day with a small student to teacher ratio to be successful in academic, self-help, social-emotional and school environment negotiation domains. Services and academic support are individualized and require repetition, hands-on support with a multi-sensory style of teaching.

Alternative Learning Program

The Primary ALP (8:1:2) serves grades 1-3 and there is one special education teacher, two classroom paraprofessionals, and up to 8 students.

The Intermediate ALP (12:1:2) serves grades 4-6 and there is one special education teacher, two classroom paraprofessionals, and up to 12 students.

The Junior High ALP (12:1:1) serves grades 7 & 8 and there is one special education teacher, two classroom paraprofessionals, and up to 12 students.

Students in this class have severe delays in social emotional regulation, including significant anxiety and emotional needs. The students work within the general education curriculum, but require small group instruction with frequent positive reinforcement throughout the school day. This program works collaboratively with the Rockland Children's Psychiatric Center (RCPC) to provide students with therapeutic case management services. RCPC social workers work collaboratively with the class, infusing social emotional learning through counseling and group lessons.

Principles of STEM & Humanities

The Principles classrooms (12:1:1) serve grades 7 & 8 and there is one special education teacher, one classroom paraprofessional, and up to 12 students. The classroom is geared toward students with severe learning disabilities who struggle with processing and need high levels of modification and support. All modifications and accommodations are provided in the special class setting. This class includes students predominantly with learning needs.

Special Class 15:1

The Special Class at the secondary level offers 9th grade students the opportunity to receive instruction in a small class environment, with one special education teacher and up to 15 students. Students in this program continue to work toward mastery of grade level content and standards by providing specialized, targeted instruction.

Instructional Skills

Instructional Skills (15:1) is a credit bearing course. This course is a comprehensive transition support program designed to equip students with essential academic, career, and life skills. It integrates topics such as self-awareness, executive functioning, study habits, communication, and career readiness, emphasizing the development of personal qualities and employability skills

outlined in the CDOS (Career Development and Occupational Studies) standards. Students engage in hands-on projects, assessments, and interactive activities like resume writing, networking, and problem-solving while exploring their unique strengths and challenges, including understanding disabilities and accommodations. The curriculum fosters independence, goal setting, and critical thinking to prepare students for success in college, employment, and adult life.

Life Skills Program

The Life Skills (12:1:2) serves grades 7 and up, there is one special education teacher, two classroom paraprofessionals, and up to 12 students. This program is appropriate for students with disabilities who meet the NYS requirements for alternate assessment. All academic classes follow a modified curriculum, which is adjusted according to students' levels and abilities. Independent living and social skills are taught and applied throughout the program. Students are encouraged to participate in the School-to-Work component of the program, which offers students an opportunity to gain experience in an employment setting with the assistance of a job coach. Students can remain in this program until the age of 21. Students leave the high school with a Skills and Academic Achievement Certificate.

Classes by Building

Building	Special Class	Integrated Co-teaching	Consultant Teacher	Related Services
Riccardi	Reading	2nd-4th (ELA & Math) 5th & 6th ALL Core	K-6th	K-6th
Morse	Reading Learning Communities	2nd-4th (ELA & Math) 5th & 6th ALL Core	K-6th	K-6th
Cahill	Reading ABC Academy ALP	2nd-4th (ELA & Math) 5th & 6th ALL Core	K-6th	K-6th
Junior High	Reading STEM & Humanities Life Skills ALP	7th-8th (ELA & Math)	7th-8th	7th-8th
Senior High	15:1 Instructional Skills Life Skills	9th & 10th ALL Core 11th (ELA & SS)	9th-12th	9th-12th +

Preschool Age

Related Services

Such services shall be provided by an approved provider or, as authorized by section 4410 of the Education Law, such services shall be provided at a site determined by the board, 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 as defined in section 4410 of the Education Law. If the board determines 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 are provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by the board including but not limited to an approved or licensed prekindergarten or head start program; the student's home; a hospital; a State facility; or a child care location as defined in section 4410 of the Education Law. If the board determines 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 special education itinerant services in the preschool student's home. Such services shall be for the purpose of providing 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. An early childhood program, for purposes of this paragraph, means a regular preschool program or day care program approved or licensed by a governmental agency in which a child under the age of five attends. Special education itinerant services shall be provided to a preschool student with a disability for whom such services have been recommended as follows:

- A. the service shall be recommended by the Committee on Preschool Special Education and shall be included in the student's individualized education program.
- B. the level of this service should not be less than two hours per week;
- C. the total number of students with disabilities assigned to the special education teacher should not exceed 20;
- D. related services shall be provided in addition to special education itinerant services, in accordance with the student's IEP;
- E. in the event that the board selects a special service or program that will be provided in the preschool student's home or another care setting to which the parent has made or subsequently makes arrangements, no transportation shall be indicated.

Special classes

Shall be provided on a half-day or full-day basis and shall assure that:

- A. the chronological age range within special classes serving preschool students with disabilities shall not exceed 36 months, except that, upon application and documented educational justification to the commissioner, approval may be granted for variance from the special class chronological age range;
- B. the maximum class size shall not exceed 12 preschool students with at least one teacher and one or more supplementary school personnel assigned to each class:
 - a. If a committee on preschool special education recommends a preschool student to an approved program which has no space available in the specific special class which will meet the student's unique needs as recommended on the IEP, the approved program may temporarily increase the enrollment of a class up to a maximum of 13 preschool students for the remainder of the school year, by a procedure to be established by the Commissioner, to ensure that the student receives a free appropriate public education. If the attendance during the instructional time exceeds 12 students, another staff member shall be assigned to the class. Other staff members may include related services providers and/or supplementary school personnel.
- C. such services shall be provided for not less than two and one half hours per day, two days per week;
- D. the special class shall include instructional services and related services, as specified in the student's individualized education program;

Additional Programs School Age & Preschool

Extended School Year

12-month special services and/or programs shall be provided to eligible students with disabilities consistent with their individual needs, as specified in their individualized education programs. 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:

- A. students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or
- B. students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or
- C. 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
- D. students whose needs are so severe that they can be met only in a seven-day residential program; or
- E. students who are not described in clauses (a) through (d) of this subparagraph whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration to prevent substantial regression as determined by the preschool committee on special education.

Private & State Supported Schools

Privately Operated Programs

A student is placed in such a state approved private school program when no public program is appropriate or available to meet that student's particular need(s). The program is supervised by the administration of that facility and is monitored by our district's CSE/CPSE. Programs include local BOCES classes and other local private schools that appropriately meet the individual needs of students determined by the CSE/CPSE.

State Operated Schools

Such schools are administered by the State Education Department to meet the needs of severely impaired youngsters, through a variety of programs. These include schools such as New York School for the Deaf and New York School for the Blind.

Residential Programs

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

II. Classification & Disability Program Data

Data as of November 20, 2024

Disability	Total Students
Autism	58
Deaf-Blindness	0
Deafness	0
Emotional Disturbance	5
Hearing Impairment	2
Intellectual Disability	3
Learning Disability	163
Multiple Disabilities	23
Orthopedic Impairment	0
Other Health Impairment	146
Speech or Language Impairment	116
Traumatic Brain Injury	0
Visual Impairment	0
Preschool Student with a Disability	71
Grand Total	587

Program	Total Students (some students have multiple programs)
Related Services Only	86
Consultant Teacher Services	52
Resource Room	32
Integrated Co- Teaching	218
Special Class	228
Private & State Supported Schools	69
Residential	2
Extended School Year	84

III. Department Objectives and Methods of Measurement

The objective of the special education program in the District is to provide each student with individualized instruction designed to help the student compensate for his or her disability in order to access and make progress in the curriculum. The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of pupil achievement using various standardized diagnostic tests and other teacher-made assessments;
- Annual reviews of students' progress and programs, resulting in revised comprehensive IEPs;
- Qualitative techniques such as teacher observations and conferences, classroom observations anecdotal reports, and end-of-year student summaries;
- Reevaluation of each pupil with a disability as outlined in Regulations of the Commissioner; and
- Two-year review of the District Plan for Special Education.

IV. Allocation of Space
V. Allocation of Space BOCES

The Board of Education is dedicated to educating students with disabilities within the District whenever possible, ideally in their home schools, and ensuring that special education services are not denied due to lack of space. The District is committed to providing adequate space for students attending BOCES special education programs, with annual visits by District staff to assess the appropriateness of these placements. The District collaborates with Ulster BOCES to develop a regional plan aligned with state requirements to reduce center-based settings for special education. Additionally, the District will strive to make space available for students from other districts requiring specialized programs and for BOCES programs when possible.

Access to Instructional Materials

The District has a responsibility to ensure that all the instructional materials used in our schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to students without disabilities. In accordance with applicable law and regulations, any such alternative format procured by the district will meet the National Instructional Materials Accessibility Standard.

All K-12 General Education materials are available for modification and use with the K-12 students with a disability population. Special Education teachers and related service staff are included in all district-wide professional development surrounding the NYS Learning Standards. Special education teachers modify curriculum and differentiate instruction to meet the individualized education plan needs of their students.

The CSE may recommend that students use specific assistive technology programs or devices at school and/or at home. State assessments are available in alternate formats and requests are coordinated at the building level when required.

VII. Special Education Budget

A budget to support the proposed delivery of special education programs is 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. The budget is prepared annually and reviewed by the Director of Special Education, Director of Pupil Personnel Services, School Business Official, Deputy Superintendent, Superintendent and the Board of Education, and subject to voter approval.

A copy of the school district budget can be found on the District's website at <https://www.saugerties.k12.ny.us/our-district/budget-finance>

2023-2024 Adjusted Budget

ADMINISTRATION	116,850.58
SALARIES	5,944,981.38
EQUIPMENT	11,981.25
CONTRACTUAL & OTHER	601,052.49
CONFERENCE & TRAVEL	3,509.38
MATERIALS & SUPPLIES	19,593.99
TUITION	2,453,864.59
RELATED SUPPORT SERVICES - BOCES	219,332.00
BOCES SERVICES - FT STUDENTS	2,104,747.00
TOTAL	11,475,912.66

VIII. Board Approval

The Board of Education of the Saugerties Central School District, as part of a longstanding 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 appropriate placement under the auspices of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE).

In support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education (Section 200.2), the Board has reviewed this District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting on 12/10/24, the Board has adopted the Special Education Plan.