



SPECIAL EDUCATION DISTRICT PLAN **2025-2027**

**DISTRICT POLICIES, PRACTICES AND PROCEDURES FOR ASSURING
FREE APPROPRIATE PUBLIC EDUCATION AND DUE PROCESS IN THE
EVALUATIONS AND PLACEMENT OF STUDENTS WITH
DISABILITIES IN THE LEAST RESTRICTIVE ENVIRONMENT**

Adopted by the Board of Education on August 20th, 2025

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STATEMENT OF ASSURANCES

The Governing Board of Education of the New Paltz Central 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 under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

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

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

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Coordinator of Special Education

PK-5th Grade

Tara James-Lamonica, PhD

Coordinator of Special Education

6th-12th Grade

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 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:

INTRODUCTION

In accordance with Part 200.2 ©the Regulations of the Commissioner of Education, the District plan for students is to provide 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 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 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; and 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. To meet this requirement, the District plan may incorporate by reference the plan established by the Board of Education pursuant to paragraph (b) (10) of this section,
- the estimated budget to support such plan,
- the date on which such plan was adopted by the Board of Education.

SPECIAL EDUCATION BOE POLICIES

The District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the District in accordance with the following administrative practices and procedures:

SPECIAL EDUCATION BOE POLICIES	
POLICY NUMBER	TOPIC
7610	Special Education: District Plan
7613	The Role of the Board in Implementing a Student's Individualized Education Plan
7615	Least Restrictive Environment
7616	Preferral Intervention Strategies
7617	Declassification of Students with Disabilities
7620	Students with Disabilities Participating in District Programs
7630	Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE)

7640	Student Individualized Education Program (IEP): Development and Provision
7641	Translation Services
7642	Extended School Year Programs and/or Services
7643	Transfer Students with Disabilities
7650	Identification and Register of Students with Disabilities (Child Find)
7660	Parental Involvement for Children with Disabilities
7670	Due Process Complaints: Selection and Board Appointment of Impartial Hearing Officers

7680	Independent Educational Evaluations
7690	Special Education Mediation

DISTRICT OBJECTIVE/PROGRAMS

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all. The District is in full support of the New York State Department of Education for Special Education and the Individuals with Disabilities Education Improvement Act (IDEA) to ensure that students with disabilities have the opportunities to benefit from high quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and employment. As rigor and expectations for all students in New York State have increased, policy and practices must be adjusted to support students with disabilities to meet these challenges.

The goal of the special education department in the District is to provide identified students, with specially designed instruction in the least restrictive environment to help them succeed. To accommodate the needs of all children with disabilities, the district will have a continuum of programs and placements available, within and outside of the school district, extending from the general education classroom to residential settings.

Special Education Programs and Services are available to students with disabilities until they earn a regular high school diploma or the day before their 22nd birthday, whichever occurs first.

Related Services:

Related services are those developmental, corrective and other supportive services as are required to assist a student with a disability and 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 by regulation, 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 and include the early identification and assessment of disabling conditions in students. The term does not include a medical device that is surgically implanted, or the replacement of such device.

Related services currently provided in the District may include but are not limited to the following: counseling services, assistive technology services, speech and language therapy, physical therapy, occupational therapy, vision services, hearing

services, and parent counseling and training. The Committee on Special Education recommends any related service that is appropriate to a student's individual needs.

DISTRICT PROGRAMS:

Special Class 12:1:1 (Grades K-5):

These are full day self-contained classes taught by a special education teacher with the support of a teacher's aide to provide specially designed instruction at a level, rate, and pace appropriate to the students' individual needs and based upon the learning standards.

Students in self-contained classes are typically two or more years below achievement levels in English Language Arts and/or Mathematics. They may have difficulty in focus and control and need significant support to successfully complete instructional objectives.

Students from the integrated co-teach setting may attend the special class setting for an individual subject or more as per their individualized education program.

Instruction is structured within individualized, small and whole group instruction.

Students in the 12:1:1 classes also mainstream for content area instruction in the LRE whenever this is appropriate to meet their academic needs (e.g., if the student can successfully manage regular math instruction, the student may be pulled out of the special class 12:1:1 program and placed in general education math instruction).

All students currently, regardless of placement, "mainstream" for specials such as lunch, physical education, music, arts and recess.

Special Class 12:1:1 (High School)

The students in the program receive academic, adaptive and daily living skills support.

Special class is an intensive 8:1:1 (K-5)

The students in the program receive intensive academic, social and/or behavior support. This intensive support is required to address significant social, emotional and/or behavioral difficulties, poor attention to task, and/or low frustration tolerance, which interfere with their ability to learn. The curricula are modified as needed but remain within the demands of standard based learning. Instruction is structured within individualized, small and whole group instruction.

Assistance is provided as necessary to manage off-task behavior and academic, social, and emotional frustrations. Mainstreaming from this class may occur with the support of the teacher's aide for specials, lunch, and recess, and provides opportunities for social interactions with typically developing peers.

Students in the 8:1:1 classes also mainstream for content area instruction in the least restrictive environment whenever this is appropriate to meet their academic needs (e.g., if the student can successfully manage regular math instruction, the student may be pulled out of the special class 8:1:1 program and placed in 12:1:1 or general education math instruction).

Special Class 15:1 Core Academic Areas (Grades 6-12):

These are self-contained classes taught by a special education teacher to provide specially designed instruction at a level, rate, and pace appropriate to the students' individual needs leading to a Regents or local diploma. These classes are offered in the core academics: English, Math, Science, and Social Studies.

Integrated Co-teaching (K-12) (A school district may include integrated co-teaching services in its continuum of services but is not required to do so)

Integrated Co-teaching services as defined in regulation, means the provision of specially designed instruction and academic instruction provided by a teacher and a general education teacher to a group of students with disabilities and nondisabled students. The vision for integrated co-teaching services is a general education teacher and a special education teacher jointly providing instruction to a class to meet the diverse learning needs of all students in the class.

- The maximum number of students with disabilities receiving integrated co-teaching services in a class shall not exceed 12 students.
- The number of nondisabled students should be more than or equal to the number of students with disabilities in the class.
- School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

Integrated Co-Teaching (Grades K-5):

In this model, both a general education teacher and a special education teacher co-teach a heterogeneous group of general education and special education students for a designated minimum amount of time as per student individualized education programs.

Integrated Co-Teaching (Grades 6-12):

In this model, both a general education teacher and a special education teacher co-teach a heterogeneous group of general education and special education students for the entire academic period. At the middle and high school levels, co-teaching occurs in individual core academic class sections on a period-by-period basis.

Consultant Teacher Services: High School

Consultant teacher services means direct and/or indirect services, as defined are services provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.

- Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such students to benefit from the student's regular education classes.
- Indirect consultant teacher services means consultation provided by a certified special education teacher to assist teachers in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

Resource Room/Learning Skills

Resource room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of *supplementing* the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction. This service is provided at the secondary level.

OUT OF DISTRICT PROGRAMS

The New Paltz Central School District is committed to placing students 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 New Paltz Central School District CSE has recommended placement of a student with a disability in an out-of-district program.

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 New Paltz Central School District may provide services not available within the District through a contract with another public school district within the state.

Board of Cooperative Educational Services (BOCES)

The New Paltz Central School District may secure services not available within the District through the Board of Cooperative Educational Services (BOCES). The District currently has students with disabilities in special education programs at Ulster BOCES, Dutchess BOCES and Orange Ulster BOCES. BOCES services may be provided in another public school district or on a BOCES campus. Additional Information about BOCES programs can be accessed through the websites listed below:

<https://www.dcboces.org/>

<https://www.ulsterboces.org/>

<https://www.ouboces.org/>

STATE APPROVED PRIVATE SCHOOLS

When the needs of the individual student cannot be met in any of the previous programs, the Committee on Special Education may consider placement in approved private school programs. Schools that are on the list of schools approved by the Commissioner of Education for School District contracts can be found at the website for the New York State Education Department, at:

<http://www.p12.nysed.gov/specialed/privateschools/853-statewide.htm>

HOME/HOSPITAL INSTRUCTION

The Committee on Special Education may assign a student to home/hospital instruction if they become ill or physically unable to attend school. Documentation from a physician indicating the diagnosis and anticipated date of return to school is required prior to the initiation of instruction. The Committee on Special Education may also use this restrictive program option when all parties agree that a student needs to be removed from his/her current placement. This may occur when a student presents a danger to himself and/or others or when a current placement is deemed to be inappropriate for the child's needs. This option is considered short-term in nature, pending exploration of more appropriate program options.

Declassification of Support Services

Declassification support services are provided to a school aged student who has been declassified from special education. The services are provided for only one year following declassification. A student is eligible for this service at any age or grade level.

EXTENDED SCHOOL YEAR (ESY) SERVICES

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6(k) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs 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 and who are placed in special classes.
- Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment
- Students who are recommended for home and 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.
- Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or
- Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration to prevent substantial regression, as determined by the Committee on Special Education.

METHODS FOR EVALUATING PROGRAM/ OBJECTIVES

The methods to be used to evaluate the extent to which the objectives of the special education program have been achieved are:

Student Growth:

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

Annual reviews of students' progress towards goals and their programs to create appropriate IEPs.

Teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary.

Review feedback, both formal and informal, from parents, community members and students

Re-evaluations of each student with a disability to gather data regarding academic and social/emotional growth.

Yearly comparisons of the New York State Education Department generated reports and evaluation data to establish emerging trends.

Professional Growth:

Staff Development which includes attendance and participation in various workshops throughout the year such as Superintendent Conference Days, district professional development offerings and attendance at off-site professional conferences.

Professional development with a focus on specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Integrated co-teaching professional development with a focus on the philosophy of co-teaching, collaboration, methods of co-teaching, and roles and responsibilities within the co-taught setting. Professional development will include both the general education and special education teachers in the ICT classrooms.

Periodic formal and informal observations of special education teachers and teaching aides by the Director of Special Education and Special Education Coordinators.

Multi-sensory Reading Training workshops have been offered to District regular education and special education staff to help familiarize them with specific reading techniques within a highly structured, multisensory reading approach.

IEP Process training with a focus on the present level of performance and how it serves as the foundation for developing goals and services.

The continued involvement of the Behavior Interventionist will support the collection of data for Functional Behavior Assessments (FBAs) and the development of Behavior Intervention Plans (BIPs) that address students' interfering behaviors. The Behavior Interventionist will also continue to provide training and consultation to school teams to support the implementation and progress monitoring of BIPs.

Program Growth: Future Plans and Goals:

Continue to explore available assistive technology options to support grade level access and opportunity, specifically for students independently reading below expected level.

Continue to provide support on the IEP Process: Present Level of Performance and how it serves as the foundation for developing goals and services.

Using data to inform program recommendations.

Transition planning at the secondary level.

Review of the educational and/or vocational outcomes of students with disabilities as they continue on to post-secondary and/or technical trade schools.

Multi-sensory Reading Training workshops have been offered to District regular education and special education staff to help familiarize them with specific reading techniques within a highly structured, multisensory reading approach.

Continue to develop materials, techniques and curriculum to support students with disabilities in accordance with current New York State Education Department guidelines and graduation requirements.

Continue to develop and expand our district programs to support the needs of our students with disabilities.

Continue to develop and support ongoing and active articulation between special education and general education teachers.

Promote in service training opportunities for integrated co-teaching teams.

Continue to review data to ensure programs and services focus on continuous improvement and increased student success.

Periodic review of the District Special Education Plan.

ACCESSIBLE INSTRUCTIONAL MATERIALS

The Individuals with Disabilities Education Improvement Act (IDEA) requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials. Students with disabilities should receive materials in accessible formats at the same time as their peers receive their textbooks.

The New Paltz Central School District will ensure that instructional materials, which include textbooks and related core materials such as workbooks, are provided in an accessible format pursuant to Part 200.2(b)(10) of the Commissioner's Regulations. Accessible formats include Braille, large print, audio, and digital text. Accessible instructional materials afford the flexibility to meet the needs of a broad range of students, even those without disabilities.

ACCESS TO ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP). The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from instruction. IDEA requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school-age student, with a disability as part of the student's special education, related services or supplementary aids or services as described in the IEP. IDEA defines assistive technology devices and assistive technology services, as follows:

Assistive technology devices mean any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Such term does not include a medical device that is surgically implanted, or the replacement of such device.

A student's need for assistive technology is determined through the individual evaluation. The District's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis. Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

SPACE ALLOCATION FOR SPECIAL EDUCATION

New Paltz Central School District ensures that adequate and appropriate space is available for special education according to the New York Commissioner of Education Regulations NYCRR 200.2(c)(iv) and (v) in the following ways:

The New Paltz Central School District provides appropriate space for special education programs and services. All of our special education teachers and related service providers will have adequate classroom space considering the type of services they provide to students. The Board of Education ensures the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities as well as resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services. 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.

DISTRICT OF LOCATION

The school district in which the nonpublic school is located must conduct the evaluation and eligibility determination and, for a student determined to be eligible for special education services, develop the IESP. The school district of location, must provide the services as recommended in the IEPs. The school district where the nonpublic school is located, if within New York State, must implement the IESP of students with disabilities attending nonpublic schools in the jurisdiction of its public school.

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.

2025- 26 Special Education Budget	
Salary	5,741,145.00
Equipment	10,000.00
Materials and Supplies	43,600.00
Hearing Expense	5,000.00
Staff Development	2,375.00
Dues	2,050.00
Mileage	2,250.00
Contractual and other	510,7428
Consultants	87,900
Standardized Tests	1,413.20
Tuition-Public	142,604.20
Tuition-Non Public	1,841,868.41
BOCES	1,536,673.00
Total General Fund	9,927,621.61

***Current appropriation as of 8/7/25

PRE-SCHOOL WITH DISABILITIES BY TYPE AND SETTING (OCTOBER 2024)

Preschool LRE Setting Report by Age

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 2, 2024	Total October 4, 2023
Attending a regular early childhood program for 10 or more hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	9	12	21	20
	and receiving the majority of hours of special education and related services in some other location.	0	1	1	1
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location	1	0	1	2
Separate Class		1	0	1	0
Separate School		4	2	6	7
Residential Facility		0	0	0	0
Home		3	0	3	1
Service Providers Location		0	0	0	0
Total		18	15	33	31

DISABILITY BY TYPE AND AGE (OCTOBER 2024)

Line Number	Disability (As of Snapshot Date)	Age as of October 2, 2024						
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	Grand Total for 2024-25	Grand Total for 2023-24
01	Autism	7	19	9	8	6	49	45
02	Emotional Disability	0	4	0	1	0	5	10
03	Learning Disability	0	30	34	49	0	113	129
04	Intellectual Disability	0	3	0	0	1	4	5
05	Deafness	0	0	0	0	0	0	0
06	Hearing Impairment	0	1	1	0	0	2	2
07	Speech or Language Impairment	16	33	6	2	0	57	59
08	Visual Impairment (Includes Blindness)	0	1	0	0	0	1	3
09	Orthopedic Impairment	0	0	0	0	0	0	0
10	Other Health Impairment	2	50	9	44	3	108	106
11	Multiple Disabilities	0	4	1	3	1	9	9
12	Deaf-Blindness	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	1	0	0	0	1	0
14	Total (Lines 1-13)	25	146	60	107	11	349	368

SCHOOL AGE STUDENTS WITH DISABILITIES BY SETTING (OCTOBER 2024)

		A	B	C	D	E	F
Line Number	Time INSIDE Regular Classroom	Age Group					
		5-11	12-13	14-17	18-21	Total (10/2/2024)	Total (10/4/2023)
01	80% or more	105	25	83	3	216	230
02	40% to 79%	8	20	15	2	45	56
03	Less than 40%	38	5	6	3	52	49
04	Total	151	50	104	8	313	335

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E	F
Line Number	Type of Setting	Age Group					
		5-11	12-13	14-17	18-21	Total (10/2/2024)	Total (10/4/2023)
01	Separate School	7	4	1	1	13	16
02	Residential Facility	0	0	1	2	3	4
03	Hospital (In-patient)	1	0	0	0	1	0
04	Home Placement by CSE	0	0	0	0	0	1
05	Total	8	4	2	3	17	21