**Carmel Central School District**

**District Special Education Plan**

**2023-2025**

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In accordance with Part 200.2 (c) 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 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 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

**Description of Special Education Programs- 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 and psychological counseling are available to both students receiving Response to Intervention services 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 need 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.

**Special Education Special Classes K-4 Description**

There are three SC classrooms at Matthew Paterson Elementary School. One has a 12:1:3 ratio, another has a 12:1:2 ratio, and the third class has a 15:1:2 ratio. The Special Class programs follow the general education curriculum; however, the material is often modified to meet individual students' needs. All instruction is differentiated based on process, product, and content. New lessons are presented within the whole group instruction model. After the whole group instruction is delivered, students work in small groups according to their abilities. These groups are flexible and change as students develop. All lessons are modeled by the teacher and practiced by students with support. 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.

**Integrated Co-Teaching (ICT) K-4**

In a K-4 ICT classroom, the planning and instruction are shared by a general education teacher and a special education teacher. 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 PACE Program 8:1:2**

In the PACE classroom, there is one special education teacher, and three classroom teaching assistants, with a class size ratio 8:1:2. 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 and hands- on support with a multi-sensory style of teaching. State assessments are often completed through New York State Alternative Assessment.

**Special Class Reading & Math 1-4 12:1**

The Special Classes for Reading and Math are designed for students in grades 1-4 who are in integrated settings and may require additional, prescribed, specialized instruction in either/or Reading/Math. Students leave the general education class for 30 minutes to receive this instruction.

**Special Class PACE Program Grades 5 – 8**

The PACE program at the middle school offers students an opportunity to receive direct, multisensory instruction in ELA, Math, Science and Social Studies. The classroom has a ratio of 9:1:3. In addition to learning core content tailored to the student’s individual levels, students participate in a variety of electives. The premise of this program is the daily reinforcement of communication skills and early daily living skills. This takes place throughout the day to promote independence, responsibility and communication skills.

**The Special Class Program Grades 5 – 12**

The Self-Contained classroom for grade five has a ratio of 12:1:2. The other special classes grades 6-12 follow a 15:1:1 model. The special classes at the secondary level offer students the opportunity to receive instruction in a small class environment, 15:1:1. Students in this program continue to work toward mastery of grade level content and standards by providing specialized, targeted instruction. In addition to these supports, students have an opportunity to receive a self-contained (15:1) Support class that focuses on skills and strategies.

**High School Integrated Co-Teaching**

The ICT class offers students with disabilities the opportunity to be integrated with their peers while receiving the support of a special education teacher in each class. Instruction is delivered by two certified teachers: one general education teacher and one special education teacher. Instruction is differentiated in all ICT classes in order to meet individual learning needs. Students enrolled in ICT classes are expected to earn a NYS Regents Diploma.

**Special Class PACE Program 9-12**

Students within the PACE program 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 and hands-on support with a multi-sensory style of teaching.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. The on-site apartment integrates life skills into the school day where students complete tasks such as cooking, and laundry while being supervised by their teacher. Most students in this program leave high school at age twenty-one with a Skills and Academic Achievement Credential.

**Special Class BRIDGE 7-10**

The BRIDGE program serves students in grades 7-10 who have specific needs in the area of social and emotional learning. The classes are designed to provide small group instruction, individualized plans for behavior and social emotional support, and have a ratio of 12:1:2. The goal for this program is for students to gain the support and skills they need to return to the general education setting by grade 11.

Classes by Building

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Special Class | Integrated Co- teaching | Consultant Teacher Direct/Indirect | Resource Room  | Related Services |
| Kent ES | Grades K-4 PACE 8:1:2Reading/Math 1-4 12:1 | Grades 1-42 hours | As needed | No | Grades K-4 |
| Kent Primary ES | Reading/Math 1-4 12:1 | Grades K-4 2 hours | As needed | No | Grades K-4 |
| Matthew Paterson ES | Grades K-1 12:1:3Grades 1-2 12:1:2Grades 3-4 15:1:2Reading/Math 1-4 12:1 | Grades K-42 hours | As needed | No | Grades K-4 |
| George Fischer Middle School  | Grade 5 15:1:2Grades 6-8 15:1:1Grades 5-8 PACE 9:1:3Reading 5-6 5:1BRIDGE 7-8 12:1:2 | Grades 5-8 | As needed | No | Grades 5-8 |
| Carmel HS | Grades 9-12 15:1Grades 9-12 PACE 9:1:3Grades 9-12 PACE 12:1:3BRIDGE 9-10 12:1:2 | Grades 9-12 | As needed | Grades 9-12 | Grades 9-12 |

**Description of Special Education Programs- 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 prekindergarten 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** as defined in Section 4410(1)(k) of Education Law are services 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 childcare 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 mean 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 pursuant to section 200.1(p), (q) and (v) of this Part and in accordance with section 200.6(h)(2) and (3) or section 200.9(f)(2)(x) of this Part 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:

(1) 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 service 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;

(iv) 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. Placement in such residential programs shall be approved by the commissioner in accordance with section 200.6(j) of this Part;

(v) 12-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:

(a) preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or

(b) preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or

(c) 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

(d) preschool students whose needs are so severe that they can be met only in a seven-day residential program; or

(e) preschool 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.

**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. Programs include local BOCES classes and other local private schools that appropriately meet the individual needs of students determined by the CSE.

**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.

**School Age Classification by Disability as of November 17, 2022**

|  |  |
| --- | --- |
| **Disability**  | **Total Students** |
| Autism  | 68 |
| Emotional Disability | 21 |
| Hearing Impairment | 1 |
| Intellectual Disability | 4 |
| Learning Disability | 254 |
| Multiple Disabilities | 29 |
| Orthopedic Impairment  | 2 |
| Other Health Impairment | 201 |
| Speech or Language Impairment  | 114 |
| Traumatic Brain Injury  | 1 |
| Visual Impairment  | 1 |
| **Grand Total**  | **697** |

**Department Objectives:**

1. Review the regents’ bound programs and transition activities at the high school, to determine if the department is providing opportunity for self-advocacy and independence at the Post-Secondary Level with a team from the middle and high school. A post-secondary plan will be constructed no later than June of 2024.
2. Review the service delivery models at elementary schools to maximize resources and meet student needs. A team of staff will review the current model to seek additional support for behavioral needs and executive functioning skills. A plan will be developed no later than December 2024.
3. Provide professional development in differentiation of instruction and strategy supports to all special education teachers throughout the 23-24 and 24-25 school years.
4. Provide monthly IEP refresher focus areas for staff to review at department meetings throughout the 23-24 and 24-25 school years.
5. Review the implementation of the Science of Reading for specialized instruction and how it will be delivered over the 23-24 and 24-25 school years.

**Program Evaluation**

The goal 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.

**Allocation of Appropriate Space:**

To ensure that adequate and appropriate space is made available for special education classes provided by the district, as well as in programs provided by the Board of Cooperative Education Services (BOCES), the Board of Education will allocate an appropriate amount of space in district facilities to meet the needs of students in such programs. This allocation will be part of the biennial district plan for the provision of special education programs and services, as mandated by the Commissioner.
**Ref**: 8 NYCRR §200.2(c)(iv) and (v)

The Department of Pupil Services will ensure, to the fullest extent possible, that students with disabilities residing in the District shall be educated within the District and whenever appropriate, students with disabilities will be placed in their home school. Special education services shall not be denied simply because of a lack of appropriate space.

**Alternative Format of Materials:**

Instructional materials in alternative formats are available for students with disabilities in a usable alternative format, which meet National Instructional Materials Accessibility Standard in accordance with appendix C to part 300 of title 34 of the Code of Federal Regulations (Code of Federal Regulations, 2009 edition, title 34, part 300, appendix C, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-0001; 2009 - available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, New York 12234), for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to nondisabled students.

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

**Independent Evaluations:**

The Carmel Central School District has established the following procedure for obtaining independent educational evaluations (IEEs) for children with educational disabilities or for children who are referred to the Committee on Special Education or to the Committee on Preschool Education because they are suspected of having an educational disability and may, therefore, be in need of special education.

Parents of disabled children have the right under Federal and State regulations to obtain an IEE at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education Part 200.5(g). Additionally, the Federal Regulations 34CFR 300.502 specify requirements for IEEs. These documents, in addition to *A Parent’s Guide to Special Education: Your Child’s Right to an Education in New York State*, detail IEE requirements. These documents are available from the Pupil Services Office for parent(s) who desire additional information.

The district has established reasonable reimbursement rates for independent evaluators that are within the rates that the school district would be required to pay to BOCES. Absent exceptional circumstances, as determined by the Assistant Superintendent for Pupil Personnel Services, the district will not pay more than the following rates:

**Independent Evaluation Reimbursement Rates**

|  |  |
| --- | --- |
| Individual Psychological Evaluation | $800-$1,200 |
| Educational Evaluation | $500-$1,000 |
| Combined Psychological/Educational | $900-$1,500 |
| Speech/Language Evaluation | $550-$750 |
| Occupational Therapy Evaluation | $550-$750 |
| Physical Therapy Evaluation | $550-$750 |
| Audiological Evaluation | $500-$1,500 |
| Neuropsychological Evaluation | $1,800-$3,500 |
| Psychiatric Evaluation | $800-$1,200 |
| Assistive Technology Evaluation | $500-$1,500 |
| Functional Behavioral Assessment/Behavior Intervention Plan Combined Total |  $500-$1,500 |
| Bilingual Neuropsychological Evaluation | $1,800-$4,000 |
| Bilingual Speech/Language Evaluation | $550-$850 |
| Bilingual Occupational Therapy Evaluation | $550-$850 |
| Bilingual Physical Therapy Evaluation | $550-$850 |
| Bilingual Psychological Evaluation | $800-$1,500 |
| Bilingual Educational Evaluation | $500-$1,200 |
|   |   |

**Procedures following an IEE request:**

The district may pay for an independent evaluation or assessment only if conducted by an individual who possesses a current license or certification from the New York State Education Department in the area of evaluation.

Upon receiving a request for reimbursement for an IEE, the Assistant Superintendent for Pupil Personnel Services will forward an acknowledgment letter to the parent and/or independent evaluator within 10 calendar days. Any further information needed by the school district to reach a decision regarding payment will be requested in the letter.

Following approval from the Assistant Superintendent Pupil Personnel Services the evaluation appointment will be set up by the parent/guardian. Once the evaluation is complete, the evaluation, a copy of the evaluation report, if already obtained, must be enclosed with the request to the Assistant Superintendent of Pupil Personnel Services for reimbursement. The bill for the evaluation should include any breakdown of costs (e.g., record review; client interview; test administration, scoring and interpretation; and report writing). No payments are distributed until the district receives a copy of the evaluation report.

If denial for reimbursement is indicated, the reason(s) for the denial, as well as the intention of the District to initiate a hearing to defend this refusal will be addressed to the parents in writing. Conversely, if the District agrees to pay for an IEE, parents/guardians will be notified by letter.

**Responsibilities:**

Parents may select any professional who meets the criteria stated above. Once an evaluator is approved, it becomes the responsibility of that evaluator to contact the school to arrange for payment, dates of classroom visitations and discussions with school staff. The independent evaluator is also responsible for sending a copy of his/her state certification/license to the Assistant Superintendent of Pupil Services. Requests for exception to any of these procedures must be forwarded in writing to the Assistant Superintendent for Pupil Personnel Services.

**Listing of qualified professionals:**

The School District will permit parents to select any independent evaluator, as long as the qualified professional selected by the parent is a certified and/or licensed evaluator. The district has also established a list of qualified professionals who are in private practice or employees of other public agencies to whom parents may go to secure an IEE which is available to parents if they so request.

**Further information:**

The School District has developed these procedures on IEEs in order to avoid any misunderstandings and ensure that the district is following its responsibility to provide IEEs at parental request. Parents can obtain further information on IEEs by contacting the Assistant Superintendent for Pupil Personnel Services. Parents can also contact the State Education Department for additional information on IEEs.

**Dissemination of Individual Education Program Information**

The Board of Education shall provide a copy of each student’s Individualized Education Program (“IEP”) to each regular education teacher, special education teacher, related service provider and/or other service providers responsible for implementing a student’s IEP prior to implementation of the IEP by the District.

Each Committee on Special Education Chairperson of the District shall designate a professional with knowledge of a student’s disabilities and program to inform each teacher, assistant related service provider and support staff person of his or her responsibilities related to implementation of the student’s IEP, as well as the modifications and supports provided under such program.

Although dissemination shall be made to each teacher and service provider, redisclosure of each student’s IEP shall only be made if in accordance with existing confidentiality laws, including the Individuals with Disabilities in Education Act and the Family Educational Rights and Privacy Act.

**DIPLOMA AND CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES**

The Board of Education is committed to supporting all students, so they are college- and career-ready upon graduation. The Committee on Special Education (CSE), which includes parents/guardians, will work with students with disabilities to attain the appropriate diploma or credential based on their Individualized Education Plan (IEP).

Regents Diploma or Regents Diploma with Advanced Designation

Students with disabilities are encouraged to work toward the completion of requirements for a Regents diploma or Regents diploma with an advanced designation, as established by New York State and the Board.

Local Diploma

Students with disabilities may work toward completion of the requirements of a local diploma. The local diploma may be earned by meeting the standards set forth in state regulations.

Career Development and Occupational Studies Commencement Credential

Students with disabilities, who are not students with severe disabilities under Commissioner’s Regulations, may be issued a New York State Career Development and Occupational Studies Commencement Credential (CDOS), pursuant to the requirements of those regulations. The student may pursue a CDOS either in addition to or instead of a high school diploma. The district shall ensure that such students have been provided with appropriate opportunities to earn a high school diploma.

Skills and Achievement Commencement Credential

A student who meets the state definition of a student with severe disabilities, who has taken the State assessment for students with severe disabilities, may be issued a skills and achievement commencement credential pursuant to the requirements of Commissioner’s Regulations 8 NYCRR §100.6.

Continued Right to Educational Services

If a student receiving a Career Development and Occupational Studies Commencement Credential or a Skills and Achievement Commencement Credential is less than twenty-one years of age, the credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.

**Special Education Budget (Proposed 2023- 2024 )**

|  |  |
| --- | --- |
| **Home Teaching (classified & non classified)** | **$ 224,900** |
| **Salaries, Instructional (sped teachers, TAs, Related Service Staff, Clinical Staff)**  | **$ 12,731,030** |
| **Salaries, Non-Instructional (Sped Student Aides)** | **$169,091** |
| **Summer CSE** | **$36,000** |
| **Salaries, Summer School**  | **$300,000** |
| **Contingency Fund** | **$ 270,000** |
| **Travel and Conference** | **$ 3,000** |
| **Hospital Tutor (classified)** | **$ 9,500** |
| **Tuition Private School (classified)**  | **$ 2,083,985** |
| **Tuition Public School (classified)** | **$309,514** |
| **BOCES services** | **$3,937,206** |
| **Tuition Public School Summer** | **$ 17,470** |
| **Tuition Private School Summer** | **$ 353,137** |
| **Contractual OT, PT, ETC.**  | **$78,000** |
| **Supplies and Materials** | **$5,500** |
| **Grand Total**  | **$20,495,933** |

**Date of Board of Education Adoption of Plan: April 25, 2023**