

**MT. PLEASANT BLYTHEDALE UFSD
VALHALLA, NY 10595**



**SPECIAL EDUCATION PLAN
2022-2023**

Adoption Date: September 20, 2022

FOREWORD

The REGULATIONS OF THE COMMISSIONER OF EDUCATION

Part 200.2 (c)(1) require that:

Each board of education which receives an apportionment for eligible students with disabilities, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services which are in accordance with the provisions of this Part. Each board of education which receives such apportionment shall keep on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of the Education Law.

According to the Commissioner's Regulations, the plan shall include, but need not be limited to, 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 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;
- a description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
- a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to nondisabled students;
- the estimated budget to support such plan;
- the date on which such plan was adopted by the board of education.

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.

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

Emily Hersh
Superintendent

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MISSION STATEMENT

THE MOUNT PLEASANT BLYTHEDALE UFSD SHALL CREATE A COMMUNITY FOR THE EXCITEMENT AND LOVE OF LEARNING IN THE PURSUIT OF ACADEMIC EXCELLENCE AND PERSONAL GROWTH IN A CARING ENVIRONMENT SO THAT EACH CHILD, IN ACCORDANCE WITH HIS/HER TALENTS AND INTERESTS, MAY BECOME A RESPONSIBLE, CONTRIBUTING MEMBER OF SOCIETY.

- WE WILL TEACH BASIC FOUNDATIONAL SKILLS.
- WE WILL FOSTER CREATIVE AND CRITICAL THINKING.
- WE WILL PROVIDE A FOUNDATION FOR LIFE-LONG LEARNING.
- WE WILL NOURISH OUR STUDENTS' EMOTIONAL LIVES AND GUIDE THEIR SOCIAL DEVELOPMENT.
- WE WILL INSTILL IN THEM AN APPRECIATION OF SELF-WORTH, OF INDIVIDUAL DIFFERENCES, OF OTHER CULTURES AND OF GLOBAL INTERDEPENDENCE.
- WE WILL TEACH THEM TO FACE CHALLENGES.
- WE WILL TEACH THEM TO MANAGE FREEDOM.
- WE WILL HELP THEM TO DEVELOP DESIRED MORAL AND ETHICAL VALUES.

ALL OF THE ABOVE WE WILL PERFORM, SO THAT EACH CHILD, IN ACCORDANCE WITH HIS/HER TALENTS AND INTERESTS, MAY BECOME A RESPONSIBLE, CONTRIBUTING MEMBER OF SOCIETY.

FACILITIES DESCRIPTION AND PLANNING FOR SPECIAL EDUCATION

Introduction:

The Mt. Pleasant Blythedale Union Free School District (MPBUFSD) is a special act public school district created by the New York State Legislature in 1971 to serve the inpatients and Day Hospital patients receiving intensive rehabilitation services at Blythedale Children's Hospital. These children who evidence complex medical and/or physical challenges, are placed at Mt. Pleasant Blythedale UFSD while engaging in therapies designed to maximize their potential and facilitate their return to community schools. Effective management of these children requires a multidisciplinary, integrated educational and medical approach.

Blythedale Children's Hospital is a specialized hospital concerned with the medical and physical rehabilitation of children. Physical and occupational therapy, speech and audiology services, therapeutic recreation, respiratory therapy, psychiatric, and psychological services are provided to students in grades K-12 in accordance with their medical prescriptions. Preschool students receive therapies as per the recommendations of their community CPSE's.

Mt. Pleasant Blythedale UFSD and Blythedale Children's Hospital have a long history of school-community collaboration on behalf of children. The school program is considered a pivotal component of each child's rehabilitation program. Learning in school is the "business" of childhood. The school prepares the mind and spirit of the child. The hospital rehabilitates the body.

The Mt. Pleasant Blythedale Union Free School District is governed by the Regulations of the State Education Department of New York and operates educational programs for children with disabilities ages 3 through 21.

Description: A modern 34,000 sq. ft. building attached to Blythedale Children's Hospital was built under the auspices of the Dormitory Authority of the State of New York and completed in October of 1998, to house the 12-month K-12 Special Act Public school district. There are 17 instructional spaces (770 to 900 sq. ft.). Two-thirds of the classrooms are configured as open space separated with moveable cabinets. They can be reconfigured if needed. A full library of about 1200 sq. ft. is also available for student use. Wide hallways and large lobby areas are additional spaces that can be used by specialists for therapy practice as needed. Office space, meeting rooms, and guidance office are also located in the building. The preschool program is located in an area of the hospital; that is mid-way between the school building and the inpatient units. It is configured to provide preschool special education to 24 students.

The instructional student capacity is up to 150 students, ages 5-21, with the average of about 120 students enrolled at any one time. However, students are discharged and admitted throughout the year making the total number of students served annually upwards of 350 (375 including preschool). All of our students require intensive rehabilitation services in order to maximize their potential and return to a less restrictive school environment. The need for rehabilitative hospital treatment generally lasts for 8-18 months.

Planning: The facilities are well maintained. The current space should meet the needs of our mostly transient population in the foreseeable future. Continuous updating of facilities (i.e. flooring accessibility features, painting and maintenance) is planned as funds are made available.

Regional Space Needs: There are many reasons why the school district is unable to make any of its facilities available to BOCES:

1. The school's mission is to serve a hospital student population under Health Codes and School Regulations as per SED directives;
2. The setting is most restrictive;
3. Space availability and utilization fluctuates constantly;
4. At the time of construction, SED allowed us to build the present square footage based on demonstrated anticipated enrollment. Possible expansion for other purposes was not to be considered because of the specialized funding.

School Program (ages 5-21): The school district is housed in a two-story building that is attached to Blythedale Children's Hospital in Valhalla, New York. When children are admitted as patients to the hospital, they automatically become students in the school district and come under the jurisdiction of the school and its CSE. As per a State Education Directive, the school district may only serve patients of the hospital.

The school district is comprised of two schools, an elementary school (grade K-6) and a secondary school (grades 7-12). Instructional programs range from foundational skills to secondary Regents level courses and differentiated to meet the needs of all students. The district confers Regents, Local, Skills and Career Credentials - SACC and TASC diplomas in accordance with the required courses of study.

The Mt. Pleasant Blythedale Union Free School District is funded by tuition and governed by a Board of Education comprised of nine members. Seven of these Board members are appointed for three-year terms by the Board of Trustees of Blythedale Children's Hospital. Two Board members are appointed by the Commissioner of Education, and serve a four-year term. The present members of the Board of Education are:

Peter Rittmaster, President
Owen Gutfreund Ph.D. Vice President
Judith Wiener Goodhue
Micheline Malow, Ph.D.
Leslie Soodak, Ph.D.
Virginia Furth Weisman
Cindy Musoff
Leslie Yeary

The present administrative staff is as follows:

Emily Hersch Ed.D. Superintendent of Schools
Griselda Reyes, Principal

- 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 programs and each special class program provided by the district in terms of group size and composition.**

(c)(2)(i)

A. SPECIAL EDUCATION PROGRAMS

1. Special Education – Preschool

There are two preschool classes located in a room mid way between the hospital and the school buildings. Students are referred to the preschool by their community CPSEs. Related services are administered in accordance with students' IEPs. The class ratio for the preschool is 12:1:4. The curriculum is congruent with the New York State standards.

2. Special Education - Elementary

The elementary classes are located on the second floor of the school building. Students range in age from 5 years to 13 years old. ELA and math instruction is blocked and grouping is based on skill level. The classrooms have one teacher and one teacher aide assigned during instructional periods to twelve students. Art and music teachers provide supplemental instruction. All students have access to computer technology and adaptive equipment.

All related services are prescribed by hospital physicians in accordance with individual rehabilitation plans. These therapies are provided during the school day by certified specialists in spaces adjacent to the school. Classroom programs and age groupings change frequently to meet diverse and transient student populations.

PRESENT PRESCHOOL STAFF

Principal (0.2 FTE)
CPSE Chair (0.4 FTE)
Guidance Counselor (0.2 FTE)
Psychologist (0.2 FTE)
Teachers (2.2 FTE)
Teacher Aides (8 FTE)

PRESENT ELEMENTARY STAFF

Principal (0.8 FTE)
CSE (1.0 FTE)
Psychologist (0.8 FTE)
School Counselor (0.8 FTE)
Teachers (9 FTE)
Teacher Aides (10 FTE)

PRESENT SECONDARY STAFF

Principal (0.8 FTE)
CSE (1.0 FTE)
Psychologist (0.8 FTE)
School Counselor (0.8 FTE)
Teachers (6 FTE)
Teacher Aides (7FTE)

SPECIAL STAFF:

Music Teacher
Technology

Unit Facilitator
Education Evaluator

CLASS: Special Education (2 sections)
AGE LEVEL: 3-4
GRADES: Preschool;
PROGRAM OPTION: 12:1+4

BRIEF DESCRIPTION OF THE CLASS

These special education classes are offered to a maximum of 12 children who evidence multiple, orthopedic and other health disabilities and are receiving rehabilitation services at Blythedale Hospital. In order to benefit from instruction, these students require:

Academic:

- Special education in all subjects.
- Small group and individual attention.
- Use of technology and/or adaptive equipment.
- Differentiated lessons and materials.

Physical:

- Daily intensive rehabilitation services in a hospital setting.
- Support with transfer, feeding and activities of daily living.

Social:

- Training and reinforcement of appropriate social skills.
- Opportunities to practice cooperation and collaboration as well as advocacy skills.

Management:

- Small, structured learning environment.
- Positive reinforcement of appropriate behavior.

CLASS: Non-categorical Special Classes – 8 sections
AGE LEVEL: 5-11
GRADES: K-6
PROGRAM OPTION: 12:1+1

BRIEF DESCRIPTION OF THE CLASS

These special education classes are offered to a maximum of 12 children who evidence multiple, orthopedic and other health disabilities and are receiving rehabilitation services at Blythedale Hospital. In order to benefit from instruction, these students require:

Academic:

- Special education in all subjects.
- Small group and individual attention.
- Use of technology and/or adaptive equipment.
- Differentiated lessons and materials.

Physical:

- Daily intensive rehabilitation services in a hospital setting.
- Support with transfer, feeding and activities of daily living.

Social:

- Training and reinforcement of appropriate social skills.
- Opportunities to practice cooperation and collaboration as well as advocacy skills.

Management:

- Small, structured learning environment.
- Positive reinforcement of appropriate behavior.

3. Special Education – Secondary

The secondary program is designed to meet the varied needs of secondary students. All instruction is congruent with the New York State standards.

Students study to complete course work leading to a Regents, local diploma or TASC and receive instruction by dually certified teachers (i.e., content certified and special education certified) in a departmentalized program.

All students receive instruction in human development (7/8 grades Family & Consumer Science) in a room equipped with kitchen, laundry and other authentic equipment.

The secondary program is located on the first floor. All classrooms are equipped with computers with Internet access. Other adaptive equipment and materials is available as needed by individual students. Health, art, music and media studies can be chosen as elective courses. Guidance services are available to all students.

CLASS: Secondary 7 - 12
COURSES: English
Social Studies
Science
Math

BRIEF DESCRIPTION OF THE CLASS

These departmental courses are offered to students who evidence physical, multiple and orthopedic disabilities and are receiving rehabilitation services in a hospital setting. Curriculum is congruent with the New York State Standards. These students generally require the following in order to benefit from instruction:

Academic:

- Small group instruction.
- Differentiated and multi sensory instruction.
- Curricular and instructional adaptations and accommodations.

Physical:

- Frequent medical intervention and/or monitoring daily in a hospital setting.
- Test modifications and/or adaptive technology.

Social:

- Instruction in socially appropriate behavior
- Experiences that will facilitate the development of a positive self-image.

Management:

- Instruction in organizational skills.
- A small, structured classroom setting.

CLASS: Human Development (Home & Career)
AGE: 14- 21
PROGRAM OPTION: 12:1+1

BRIEF DESCRIPTION OF THE CLASS

These self-contained special education classes are offered to a maximum of 12 children who evidence multiple disabilities. The program is designed to meet children's developmental needs with emphasis on multi sensory and experiential learning, ADL, functional literacy, social and self-awareness skills. 7/8 grade students follow NYS Family and Consumer Science curriculum. Adaptive computer and communication technology are used for selected students. In order to benefit from instruction these students require:

Academic:

- One-to-one and small group instruction.
- Adaptive equipment.
- Multi-sensory instruction.
- Instruction leading to functional literacy.

Physical:

- Intervention and monitoring of medical needs daily in a hospital setting.
- Adult assistance in the activities of daily living.

Social:

- Verbal and physical assistance in initiating social interaction with peers and adults.
- Reinforcement of social behaviors.
- Modeling of acceptable behaviors.

Management:

- One-to-one or small group supervision.
- Consistent and structured reinforcement of learned skills.
- Constant supervision.

CLASS: Elementary
COURSES: Technology 4-6

BRIEF DESCRIPTION OF THE CLASSES

These special education technology classes are offered to students who evidence physical, speech, multiple, and other health disabilities and who are receiving rehabilitation services in a hospital setting for rehabilitation. In order to benefit from instruction these students require:

Academic:

- Small group instruction.

Physical:

- Adaptive instruction.
- Frequent medical intervention and/or monitoring daily in a hospital setting.

Social:

- Instruction in socially appropriate behaviors.
- Experiences that will facilitate the development of self-esteem.

Management:

- Reinforcement of appropriate behavior responses in a special school setting.
- A small structured classroom.

CLASS: Secondary
COURSES: Technology 7-12

BRIEF DESCRIPTION OF THE CLASSES

These departmentalized courses in technology 7 - 12 are offered to students who evidence physical, multiple, and other health disabilities and who are receiving rehabilitation services in a hospital setting. Instruction is congruent with the New York State and adapted as needed. Students will receive credit for their course work. In order to benefit from instruction these students require:

Academic

- Small group instruction and one-to-one instruction.
- Multimedia instruction and adaptive equipment.

Physical

- Frequent medical intervention and/or monitoring daily in a hospital setting.

Social

- Instruction in socially appropriate behavior.
- Experiences that will facilitate the development of self-esteem.

Management

- Reinforcement of appropriate behavior responses in a school setting.
- A small structured classroom setting.

CLASS: Elementary
COURSES: Music K-6

BRIEF DESCRIPTION OF THE CLASSES

These special education art classes are offered to students who evidence physical, speech, multiple, and other health disabilities and who are receiving rehabilitation services in a hospital setting for rehabilitation. In order to benefit from instruction these students require:

Academic:

- Small group instruction.

Physical:

- Adaptive instruction.
- Frequent medical intervention and/or monitoring daily in a hospital setting.

Social:

- Instruction in socially appropriate behaviors.
- Experiences that will facilitate the development of self-esteem.

Management:

- Reinforcement of appropriate behavior responses in a special school setting.
- A small structured classroom.

CLASS: Secondary
COURSES: Music 7-12

BRIEF DESCRIPTION OF THE CLASSES

These departmentalized courses in art 7 - 12 are offered to students who evidence physical, multiple, and other health disabilities and who are receiving rehabilitation services in a hospital setting. Instruction is congruent with the New York State and adapted as needed. Students will receive credit for their course work. In order to benefit from instruction these students require:

Academic

- Small group instruction and one-to-one instruction.
- Multimedia instruction and adaptive equipment.

Physical

- Frequent medical intervention and/or monitoring daily in a hospital setting.

Social

- Instruction in socially appropriate behavior.
- Experiences that will facilitate the development of self-esteem.

Management

- Reinforcement of appropriate behavior responses in a school setting.
- A small structured classroom setting.

B. AVAILABLE RELATED SERVICES

Students who are residents or day hospital patients receive their medically related services through the hospital. These services are reimbursed through private or public medical insurance. All needed related medical services are prescribed by physicians. These services do not appear on the IEP because they are prescribed medically and are therefore not the responsibility of the school district. Educational related services are indicated on the IEP when appropriate. The school contracts with the hospital to provide educational related services. Visually impaired services are offered only as educational related services and appear on the IEP as needed.

1. HOSPITAL SERVICES

a. SPEECH/LANGUAGE THERAPY

Feeding Therapy
Individual
Group

b. OCCUPATIONAL THERAPY

Assistive Technology
Individual
Group

c. PHYSICAL THERAPY

Standing
Ambulation
Electric Wheelchair
Hydro Therapy
Feeding Therapy
Biking
Brace Clinic

d. PSYCHOLOGICAL CONSULTATION

Neuropsychologist

e. SOCIAL SERVICES CONSULTATION

Health Home Services

2. SCHOOL SERVICES

- a.. Services recommended by the CSE to enable the student to benefit from his/her educational program.

**II. IDENTIFICATION OF THE NUMBER AND AGE SPAN
OF STUDENTS TO BE SERVED BY TYPE OF
DISABILITY AND RECOMMENDED SETTING.**

200.2(c)(ii)

REPORT OF STUDENTS WITH DISABILITIES
ENROLLED IN PUBLIC SCHOOL

III. THE METHOD TO BE USED TO EVALUATE THE EXTENT TO WHICH THE OBJECTIVES OF THE PROGRAM HAVE BEEN ACHIEVED.

200.2(c)(2)(iii)

EVALUATION

The district will use two methods to evaluate the extent to which the objectives of the special education program have been achieved. One method employs the CSE process and assess individual progress and the other evaluates program planning and implementation.

1. THE IEP PROCESS

The Committee on Special Education is responsible for reviewing and evaluating, at least annually, the progress of each child with disabilities receiving special education services. An IEP is developed in accordance with Regulations of the Commissioner's Part 200. The district uses computerized IEPs. Goals and objectives are directly linked to the NYS Standards. This facilitates the assessment of individual students.

2. PROCEDURES OF THE TEACHER

The supervision of instruction occurs through classroom observation of the instructional program and portfolio maintained by the teacher. Close attention is paid to lesson planning for individual and group instruction, teaching techniques and instructional materials related to the needs of the students. Guidelines are set forth in Lesson Planning For Special Education.

Classroom observations are effected both formally and informally. They are used to assess the extent to which instructional objectives are addressed during classroom instruction. Appropriate state, standardized and criteria-referenced testing are used throughout the year as objective measures of achievement.

Progress reports on goals and objectives are drafted for every child. Information is generally recorded quarterly.

3. REPORTING TO PARENTS

Teachers report student progress on IEP goals and objectives four times (4x) annually. Report cards and Progress reports are issued four times (4x) per year.

4. LESSON PLANNING IN SPECIAL EDUCATION

It is expected that lesson plans be clear, organized, and sequential, including both individualized and group instruction. Plans must reflect IEP goals and objectives and take into account the learning styles of students.

Additional specifics on lesson plans are as follows:

1. Lesson plans (LP) should be systematic and clearly organized in either a book or a file system.
2. LP should be completed in detail for the current week.
3. LP should be clearly written and understandable.
4. Substitute information should be completed and available for use according to the principal's direction.
5. LP should be available in the classroom and not in another location.
6. LP should have stated objectives and lesson details so as to be usable by another teacher. For example, a lesson plan might be: "State the concept of "+", review page 17, then practice page 17; 3-5, A-F. Not "+ Practice."
7. Lesson plans should reflect the NYS Standards, objectives from the IEP (the concept to be learned), the activities to implement the objective, and the criteria for success, program modifications, and testing modifications for each student.
8. The instructional activities in the LP should be related to the NYS Standards and incorporate the goals and objectives in students' IEPs.
9. Student progress on the goals and objectives should be stated either on the lesson plan or kept separately in a written format.
10. A clear system of student grading, criteria for grades, and record keeping should be delineated by the teacher.
11. Where lessons for students are individualized, the LP should show the specifics for each student in a clear manner.
12. Where there are student behavioral problems, there should be a behavior modification plan for the student(s), and it should be reflected in LP.
13. The LP should show plans for the teaching aide(s), as well as the teacher.
14. If homework is given, LP should indicate these assignments.
15. The LP should be kept throughout the school year.
16. At the secondary level, LP should reflect a comparable instructional level needed to earn credit for students in diploma courses. Major concepts to be learned should be stated as objectives.

IV. A DESCRIPTION OF THE POLICIES AND PRACTICES OF THE BOARD OF EDUCATION TO ENSURE THE ALLOCATION OF APPROPRIATE SPACE WITHIN THE DISTRICT FOR SPECIAL EDUCATION PROGRAMS THAT MEET THE NEEDS OF STUDENTS WITH DISABILITIES;

200.2 (c) (2) (IV)

RELEVANT POLICIES OF THE BOARD OF EDUCATION

A. SPACE

The School District has constructed a two-story school building of approximately 304000 square feet. Funding was through the sale of bonds under the auspices of the Dormitory Authority. Occupation of the building took place in October, 1998.

B. BOARD OF EDUCATION

A nine-member board of education, seven of whom are appointed by the hospital board and two of whom are appointed by the Commissioner of Education, governs the school district. The pages that follow are some of the policies of the board of education relevant to special education.

C. POLICY

All policies are reviewed annually and rewritten from time to time. We have currently cross-contracted with Erie I BOCES for an independent professional and legal review and updating of all policies and regulations.

A listing of relevant policies follows. The full texts of these policies are in the Policy Manual.

- #1110 School District and Board of Education Legal Status**
- #1110 Board of Education Authority**
- #1120 Number of Board Members and Terms of Office**
- #1120 Board of Education Members: Qualifications**
- #3420, 7550-7553 Non-Discrimination and Anti-Harassment**
- #7110 Student Attendance**
- #7120 Age of Entrance**
- #7210 Student Evaluation**
- #7211 Provision of Interpreter Services to Parents Who Are Hearing Impaired**
- #7220 Graduation Requirements**
- #7222 High School Diplomas for Students with Disabilities**
- #7240 Student Records: Access and Challenge**
- #7240 Release of Information to the Non-custodial Parent**
- #3410 School Conduct and Discipline**
- #7315 Student Use of Computerized Information Resources**

- #7320 Alcohol, Drugs and Other Substances**
- #7330 Searches and Interrogations**
- #7340 Bus Rules and Regulations**
- #7350 Corporal Punishment**
- #7360 Weapons in School**
- Gun-Free schools**

- #7430 Contests for Students, Student Awards and Scholarships**
- #7450 Fund Raising by Students**
- #7511 Immunization of Students**
- #7513 Administration of Medication**
- #7514 Health Records**
- #7520 Accidents**
- #7530 Child Abuse**
- #7617 Declassification of Students With Disabilities**
- #7620 Students with Disabilities Participating in School District Programs**
- #7621 Section 504 of the Rehabilitation Act of 1973**
- #7630 Appointment and Training of CSE**
- #7642 Twelve Month Special Services and/or Programs**
- #7660 Parent Involvement**
- #7670 Impartial Hearing Officer**
- #5412 Alternative Formats for Students With Disabilities**

V. A DESCRIPTION OF THE POLICIES AND PRACTICES OF THE BOARD OF EDUCATION TO ENSURE THAT APPROPRIATE SPACE WILL BE AVAILABLE TO MEET THE NEEDS OF RESIDENT STUDENTS WITH DISABILITIES WHO ATTEND SPECIAL EDUCATION PROGRAMS PROVIDED BY BOARD OF COOPERATIVE EDUCATIONAL SERVICES;

200.2 (C) (2) (v)

BOARD PRACTICE WITH REGARD TO BOCES SPACE NEEDS

The Mt. Pleasant Blythedale Union Free School District is a component district of Southern Westchester BOCES. It is committed to working cooperatively with BOCES along with other component districts to plan for the long-term space needs of BOCES' programs in a least restrictive environment. Since our school building is attached to the hospital and only hospital day patients and inpatients attend the school, our facility is considered a very restrictive setting.

Our students are unable to participate in school programs provided by BOCES.

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 FOR EACH STUDENT WITH A DISABILITY AT THE SAME TIME AS SUCH INSTRUCTIONAL MATERIALS ARE AVAILABLE TO NONDISABLED STUDENTS.

200.2 (C) (2) (vi)

SUBJECT: ALTERNATIVE FORMATS FOR INSTRUCTIONAL MATERIALS

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's regulations.

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. The District will ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards.

The District will establish a plan to ensure that instructional materials in a usable alternative format for each student with a disability (including students requiring Section 504 Accommodation Plans) are based upon the student's educational needs and course selections, and will be available at the same time as those instructional materials are available to non-disabled students.

The Plan will:

- a) Specify that the District gives a preference in the purchase of instructional materials it has selected for its students to those vendors who agree to provide such instructional materials in alternative formats;
- b) Specify when an electronic file is provided, how the format will be accessed by students and/or how the District will convert to an accessible format;
- c) Specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the District for alternative format materials;
- d) Specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
- e) Include procedures so that when students with disabilities move into the District during the school year, the process to obtain needed materials in alternative formats for those students is initiated without delay.

20 USC § 1474(e)(3)(B)

8 NYCRR §§ 200.2(b)(10), 200.2(c)(2) and 200.2(i)

VII. THE ESTIMATED BUDGET TO SUPPORT SUCH PLAN:
200.2 (C) (2) (vii)

VIII. THE DATE ON WHICH SUCH PLAN WAS ADOPTED BY THE
BOARD OF EDUCATION.

200.2 (C) (2) (viii)

Adoption Date: September 20, 2022

