New Lebanon Central School District

Special Education
District Plan
2026 – 2027

September 2026

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STATEMENT OF ASSURANCES

The Board of Education of the New Lebanon CSD (the District) as a part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

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

These programs and services are designed:

To afford each student with the appropriate level of support necessary to meet the New York State Learning Standards

To provide each student with those special education services necessary to enable the student to meet his/her annual goals

To afford each identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District

To give each identified student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

Regulations Governing The District Plan – 8 NYCRR 200.2

District Plans. Each Board of Education which receives an apportionment for eligible students, pursuant to subdivision 19 of section 3602 of the Education Law, schools shall prepare satisfactory plans periodically at the intervals required by subdivision 10 of Section 3602 of Education Law. The District Plan shall include, but need not be limited to, the following:

i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;

ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;

iii. The method used to evaluate the extent to which the objectives of the program have been achieved;

iv. A description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the District for special education programs that meet the needs of school-age and preschool students with disabilities;

v. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident school-age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;

vi. A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to non- disabled students;

vii. The estimated budget to support such plan;

viii. The date on which such plan was adopted by the Board of Education;

ix. A description of how the District plan is consistent with the special education space requirements plan developed pursuant to subdivision (g) of this section.

Introduction

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

The Continuum of Services Available to Preschool Students Identified with Disabilities

Preschool Programs and Services

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the Counties and administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education Settings are designed primarily for children with disabilities. For the 2025 – 2026 school year it is anticipated that 3 (1 pending) preschool students with disabilities will receive services in an Early Childhood Setting.

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

1. Related Services Only

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services and/or social work services. These services are made available in a variety of settings including a child's home, day care center, nursery school, pre-k setting or provider's office. There are currently 6 students getting related services only.

2. Special Education Itinerant Teacher Services

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

3. Integrated Settings

Special classes in integrated settings provide for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher and a teaching assistant/aide. Currently, we have 2 student in integrated settings.

4. Special Class

Special classes are currently available in approved private preschools. Classes range from six to twelve identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aides. Currently, we have 1 student in a special class.

PRESCHOOL STUDENTS BY PROGRAM

Nature of Services	Number of Students	Ages
Related Services	9	3 - 5
SEIT Only	0	3 - 5
SEIT and Related Services	0	3 - 5
Special Class	1	3 - 5
Special Class Integrated Setting	2	3 - 5
Pending	1	3 - 5
Referrals Outstanding	0	3 - 5

School-age Programs and Services
District School-age Programs and Services

The following is a list of New Lebanon School District programs and services that are currently available to meet the academic, social, physical and behavioral needs of students with disabilities. For the 2026 – 2027 school year we anticipate serving 85 students through the Committee on Special Education; 368 students will attend a regular school-based program in District attended by disabled and non-disabled students. Six students will be placed in separate schools. One student is on waiting lists for outside placement at other schools.

In-District Programs and Services

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

1. **Related Services Only**

The District provides related services for identified students with disabilities in kindergarten through twelfth grade. Related services include speech and language, occupational therapy, physical therapy and counseling. Currently, 3 students receive related services only. However, a student may receive multiple related services along with programs such as Resource Room and Integrated Co-Teaching. Below is a breakdown, by grade level, of the related services provided to students.

RELATED SERVICES BY GRADE

Grade	Speech	OT	PT	Counseling
K	6	1	1	0
1	7	4	1	3
2	3	2	1	1
3	2	2	0	3
4	4	3	0	5
5	5	1	0	4
6	3	0	0	4
7	3	0	0	2
8	0	0	0	5
9	0	0	0	0
10	0	0	0	2
11	0	0	0	2
12	0	0	0	0
Total	33	13	3	31

2. **Resource Room**

The District currently provides resource room services to students with disabilities in grades 4 through 12. Resource room provides specialized instruction in a small group setting for a minimum of three (3) hours per week. Resource room may be provided in conjunction with consultant teacher services for a minimum of three (3) hours per week combined.

3. **Consultant Teacher Services**

Consultant teacher services can be offered to students with disabilities grades K-12. The availability of consultant teacher varies with the needs of the students. Services can be provided directly to a small group of classified students within the classroom or indirectly to the general education teacher to help support the students.

4. **Integrated Co-Teaching (Collaborative Classes)**

Integrated co-teaching classes are available for grades K-12. In the integrated co-teaching class, a general education and special education teacher share responsibility for all the students in the classroom. Curriculum is modified as needed and accommodations provided to meet the individual needs of all of the students in the classroom. According to regulation, there can be no more than 12 students with Individualized Education Programs (IEPs) in the integrated co-teaching class. Currently, integrated co-teaching classes are provided for ELA and Math for grades 5 – 12 and reading, writing and math for grades K – 4.

5. **Self-Contained Classes**

Currently, the District offers three (3) self-contained classes for grades K – 12.

This year, the High School will provide a combined curriculum that includes the 4 core subjects based on NYS Alternate Learning standards aligned with the NYS Learning Standards. The combined class allows students to attend a BOCES program that addresses the Career Development and Occupational Studies Learning Standards and work-based learning experiences along with opportunities to access the general education program in their school building. This combined class can have up to 15 students with 1 teacher depending upon enrollment. This self-contained program is for students who are alternately assessed based on the NYS Alternate Assessment.

10:1+2 – 1 teacher, 2 aides, currently 10 students
8:1+2 – 1 teacher, 2 aids, current 7 students
15:1 – 1 teacher with a small class ratio

Students in these classes exhibit significant cognitive difficulties and may demonstrate social and behavioral needs as well. Along with academics, these classes have a focus on Positive Behavioral Interventions and Supports (PBIS). Parents are provided with disability-related resources to help support their child in the home setting.

PROGRAM BY GRADE *

Grade	Resource Room	Consultant Teacher	Integrated Co-Teaching	Special Class 10:1+2, 8:1+2	Special Class 15:1
K	0	0	3	0	
1	0	0	3	3	
2	0	0	1	2	
3	0	0	3	1	
4	3	3	4	2	
5	2	1	3	6	
6	1	0	1	2	1
7	6	6	7	0	1
8	5	5	6	0	
9	4	4	4	0	
10	8	8	7	0	
11	2	2	3	0	
12	1	2	2	0	
Total	32	31	47	16	2

* One student may have multiple services, i.e., resource room and consultant teacher.

Program by Disability **

Program	Autism	ED	LD	MD	OHI	S/L	ID
Resource Room	1	0	16	1	14	1	1
Consultant Teacher	1	0	16	1	14	1	1
Integrated Co-Teaching	1	0	20	1	19	9	1
Special Class	8	1	1	1	6	3	1

**(ED – Emotional Disability, LD – Learning Disability, MD – Multiple Disabilities, OHI – Other Health Impairment, S/L – Speech and Language, ID – Intellectual Disability)

Out-of-District Programs and Services

The New Lebanon School District offers a full continuum of special education programs and services in District schools, and is committed to the policy of 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 Lebanon School District CSE has recommended placement of a student with a disability in an out-of-district program.

1. **Other Public School Programs**

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. There are no students currently attending another public school district that has been parentally placed.

2. **Board of Cooperative Educational Services Programs**

The New Lebanon School District is a component school district of Columbia, Rensselaer, Greene QUESTAR III BOCES. BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts. The District utilizes BOCES programs and services programs and services for students with more intensive educational, emotional or management needs that cannot be appropriately met in an in-district program.

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

- **6:1:2** QUESTAR III's Regents programs are designed for students with emotional and behavioral disabilities whose behaviors interfere with their learning process. These are students who require multiple levels of support for extended periods of time. Academically, students are instructed using the State Learning Standards as they work towards achieving a Regents Diploma. The 6:1:2 program is located in academy settings where Positive Behavior Interventions and Supports (PBIS), the school-wide behavior management system is in place, as well as behavioral Response to Intervention (RTI). A focus of these Regents programs is on developing social skills; conflict resolution; and problem solving. Social work, psychologist support and crisis intervention support are included in these programs. There is currently one student in this program.

3. **Approved Private Day Schools**

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

- **The Neil Hellman School, Northern Rivers** – The school is certified as a special education facility by the NYS Education Department. The school serves residential and day students with serious emotional, behavioral, and learning challenges. Staff members provide therapeutic, educational, and vocational services to empower students to reach their maximum potential using hands-on, alternative, and experiential teaching methods in conjunction with traditional instruction to ensure student success. Currently two students attend this program.

- **Center for Disability Services – Kevin G. Langan School** – MOVE™ International (Mobility Opportunities Via Experience) MOVE International is an activity-based program designed to improve independence and overall quality of life. Through the program, individuals of all ages and cognitive levels acquire motor skills for sitting, standing, walking, and transitioning utilizing equipment such as adaptive chairs, standers, and gait trainers. MOVE International is suitable for any individual with a disability who needs assistance in these areas, regardless of age or cause of disability. One student attends this program.

- **Wildwood School** – each child's program is designed to meet their individual needs with the main focus being on skill acquisition, functional communication and activities in daily living. Students' programs are designed with a balance among these, as well as in areas of learning readiness, literacy, math, science and social studies. Positive behavior support is embedded within the program to increase pro-social interactions and decrease challenging behaviors as they arise. Leisure and community skills are focused on at a developmental level. One student attends this program.

- **Hillcrest Educational Centers** – instruction in school buildings on campus where their therapeutic psycho-educational classrooms focus on Hillcrest Educational Centers' "Skills for Life" therapeutic/educational model which is based upon the Positive Behavior Intervention and Support (PBIS) approach. Students at the Hillcrest Center campus attend school at the nearby Hillcrest Academy which, in addition to psycho-educational classrooms, provides classrooms specifically devoted to educating children on the Autism Spectrum utilizing the principles of Applied Behavior Analysis for academic growth and behavior management. Regardless of program, all educational staff are dedicated to fostering a safe academic environment, allowing each student to reach their highest potential. One student attends this program.

OUT-OF-DISTRICT

Student	Grade	Location	Program
092100325	11	Neil Hellman/Parsons	6:1+2
092100803	10	Neil Hellman/Parsons	8:1+2
092100946	2	Kevin G. Langan School	12:1+6
092100898	4	George Washington	6:1+2
092100878	UG	Hillcrest Educational Center	8:1+7
092100941	6	Wildwood School	10:1+2
092100943	9	TBD	

4. **Home/Hospital Instruction**

Home students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. Elementary students receive five (5) hours of services a week while students at the secondary level receive ten (10) hours a week. Currently there are no students receiving these services.

EVALUATION OF PROGRAM OBJECTIVES

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

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

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the New Lebanon School District to ensure, to the fullest extent possible, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District will continue to provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools.

The District will also consult and collaborate, upon request, with QUESTAR III BOCES in developing a special education space requirements plan in accordance with Education Law, section 1950 (17). This plan, completed every five years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with non-disabled peers.

ALTERNATIVE FORMAT PROCEDURES

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students.

Alternative Format Procedures

- Alternative format is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that are needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.
- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.

BUDGET

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

The following table is a summary of special education program costs for District accounts for the 2026 – 2027 budget.

2026-27 Special Education Budget	
General Fund-A	
Description	Budgeted Amount
Instructional Salaries	$640,348.00
Teaching Assistants	$91,388.00
Non-Instructional Salaries	$65,743.00
Teacher Aide	$120,000.00
Teacher Aide – Summer School	$5,000.00
Equipment	$500.00
Contractual Expense	$200,000.00
Contractual Expense – Summer School	$6,000.00
Travel/Conferences	$2,500.00
Material and Supplies	$6,000.00
BOCES	$350,000.00
Tuition	$350,000.00
Total	$1,837,479.00