



MECHANICVILLE CITY SCHOOL DISTRICT

Special Education District Plan

2024-2026

Adopted by the Board of Education on 11/7/24

BOARD OF EDUCATION
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DISTRICT OFFICE ADMINISTRATION

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STATEMENT OF ASSURANCES

The Board of Education of Mechanicville City 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 pertaining to students with disabilities, it is the intent of the Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education (Section 200.2), the Board has reviewed this District Plan of Services for Special Education.¹ By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

¹ Special Education Plan 2024-2026

GENERAL BOARD OF EDUCATION 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:

- To ensure that students with disabilities have the opportunity to participate in school district programs, including nonacademic and extracurricular programs and activities. (7620; 7220)
- To ensure that each preschool student with a disability residing in the district has the opportunity to participate in preschool programs, including timely evaluation and placement. (7650; 7614)
- To appoint and train qualified personnel, including the members and chairpersons of the committee on special education and the committee on preschool special education. (7631, 7632)
- To implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum. (7615)
- To ensure that parents have received and understand the request for consent for evaluation of a preschool student (7660).
- To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the regulations. (6110)
- To implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions in order to remediate a student's performance prior to referral to special education (7616)
- To ensure the establishment of plans and policies for appropriate declassification of students with disabilities (7617).
- To ensure the selection and board appointment of an impartial hearing officer consistent with regulations (7670).
- To ensure that all instructional materials to be used in the schools in the district are available in a usable alternative format 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 non-disabled students. (8310)
- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation, and are informed of their responsibility to implement the recommendations of the IEP. (7612)
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services. (6211; 6212)
- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to ensure the academic achievement and functional performance of the student in the administration of district-wide assessments (7640).
- To ensure that universal design principles be used, to the extent feasible in developing and administering any district-wide assessment programs. (7220; 7222; 7210)

- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities. (7614)
- To ensure behavioral modifications and supports are provided in accordance with state and federal guidelines. (7618)
- To ensure that students who reside in the district have received the protection of all other applicable State and Federal laws and regulations (7670).

MECHANICVILLE CITY SCHOOL DISTRICT SPECIAL EDUCATION PLAN 2024-2026

Commissioner's regulations 200.2 © require that the school districts prepare a *Special Education Plan* every two years as required by subdivision 10 of section 3602 of the Education Law. The plan must include, but 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;
- Identification of the number and age span of students and preschool students to be served by type of disability and recommended setting;
- Method to be used to evaluate the extent to which the objectives of the program have been achieved;
- 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;
- 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; and
- Estimated budget to support such plan.

A new plan must be approved by the Board of Education every two years. Therefore, this plan will meet the requirements indicated above for the period of 2024-2026. A requirement of the plan is that the data included must be from the New York State submitted data report.

VISION STATEMENT

The Mechanicville School District's vision is to create a safe learning environment, where students and staff are supported, engaged, and challenged to reach their full potential as productive, caring, responsible members of society.

MISSION STATEMENT

Our mission is to inspire and challenge each student to be prepared for a future that excites them to reach their own personal success.

GOALS OF THE MECHANICVILLE SPECIAL EDUCATION DEPARTMENT

To cultivate positive working relationships with parents and members of the school community throughout the entire multi-tiered intervention and special education process.

To provide a continuum of services that address the academic, social, emotional, physical, and management needs in order for all to progress in the general education curriculum.

To provide services utilizing an inclusive model within the general education setting that enables all students to benefit from the general education class instruction and achieve their highest potential.

To provide resources, support and opportunities for teachers to design and provide specially designed instruction and assessments to provide students with disabilities with access to participate and progress in the general education curriculum.

To develop interpersonal skills and increase capacity to think critically, solve problems effectively and apply the skills to “real-life” situations. To foster self-advocacy skills in students and involvement in the development of their own educational goals.

To develop within special education students, essential skills and competences for students to be college and career in order to be successful in post-secondary experiences.

NEW YORK STATE EDUCATION DEPARTMENT SPECIAL EDUCATION

Blueprint for Improved Results for Students with Disabilities

- Students Engage in Self-Advocacy and Are Involved in Determining Their Educational Goals and Plans.
- Parents, And Other Family Members, Are Engaged as Meaningful Partners in The Special Education Process and The Education of Their Child.
- Teachers Design, Provide and Assess the Effectiveness of Specially Designed Instruction to Provide Access for Students with Disabilities to Participate and Progress in The General Education Curriculum.
- Teachers Provide Research-based, Instructional Teaching and Learning Strategies and Supports for Students with Disabilities.
- Schools Provides Multi-Tiered Systems of Behavioral and Academic Support.
- Schools Provides High Quality Inclusive Programs and Activities.
- Schools Provides Appropriate Instruction for Students with Disabilities in Career Development and Opportunities to Participate in Work-based Learning.

This Blueprint will be used by the State to develop State policy and guidance and for schools to review their policies for students with disabilities. <https://www.nysed.gov/special-education/blueprint-improved-results-students-disabilities>

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

PRESCHOOL CHILDREN with DISABILITIES

The Mechanicville Committee on Preschool Special Education (CPSE) coordinates referrals and evaluations for children between the ages of three and five years old. Children may be referred if there are concerns regarding development in any of the following areas:

- Cognitive Development: How a child learns, retains information and generalizes skills to new learning situations.
- Language Development (Communication): How a child uses or understands language.
- Physical Development: How a child demonstrates use of fine and gross motor skills in daily activities.
- Social-Emotional Development: How a child relates to peers and adults and perceives him/herself.
- Adaptive Development: How a child is able to complete daily living activities such as dressing, grooming, eating, toileting etc.

Committee membership for CPSE includes the chairperson, general education teacher, parent member, the child's parent or person in parental relation, county representative, agency evaluators and/or special education service providers. At its yearly organizational meeting, the Board of Education shall appoint a Chairperson for the Committee on Preschool Special education who oversee the committee.

If a child demonstrates a significant weakness in any one or more of the areas, he/she may be eligible to receive intervention to improve skills in the developmental area.

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION PROCEDURES

Referral

The Committee on Preschool Special Education (CPSE) is responsible for arranging for the evaluation of any student who is suspected of having a disability, who meets the age eligibility requirements specified in the Regulations, and is a resident of the school district. The evaluation process begins when a written request for evaluation is made by either:

- The student's parent or person in parental relationship;
- A designee of the school district in which the student resides, or the public school district the student legally attends or is eligible to attend;
- The commissioner or designee of a public agency with responsibility for the education of the student; and/or
- A designee of an education program affiliated with a child care institution with committee on special education responsibility pursuant to section 4002 (3) of the Education Law.

The referral can be made at any time during the school year. It should specify the extent to which the preschool student has received any services prior to referral. When the CPSE receives a referral, the chairperson will send information to the parents describing the evaluation process and request written parental consent for the evaluation. A list of state-approved evaluation sites will be provided to the parent. Translations will be provided as needed in the event that consent is not provided, the Committee shall implement the district's practices for ensuring that the parents have received and understood the request for consent.

Evaluation and Recommendations

The individual evaluation of a preschool child shall include relevant functional and developmental information regarding the child's abilities and needs relation to participation in age-appropriate activities This evaluation will include the following:

- A physical examination
- An individual psychological evaluation, except when a school psychologist determines after an assessment that further evaluation is unnecessary;

- An observation of the student in the student's learning environment including the general education setting, or, in the case of a student of less than school age or out of school, an environment appropriate for a student of that age to document the student's academic performance and behavior in the areas of difficulty.
- A social history; and
- Other appropriate assessments or evaluations as necessary to ascertain the physical, mental and emotional factors that contribute to the suspected disabilities.

The evaluation will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. Tests will be administered in the student's dominant language or other mode of communication, unless it is clearly feasible to do so. The tests will be validated of the specific purpose for which they are used and will be administered by trained personnel. Tests will be administered so as not to be racially or culturally discriminatory and to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the student's English language skills.

When completed, the evaluation reports will be submitted to the CPSE and a CPSE meeting will be scheduled. The parents will be provided with a copy of the summary reports prior to the meeting. The results of the evaluation will be provided to the parent in their native language or other mode of communication. Reasonable measures will be made to ensure that the parent attends the meeting. This means:

- A written notification is sent to the parent at least five days prior to the meeting advising them of the meeting. This notice will inform the parents of the purpose, date, time and location of the meeting and the name and title of those persons who will be in attendance at the meeting.
- Prior Written Notice developed in accordance with Section 200.5 (a) of the Part 200

Commissioner's Regulations, and provided to the parents of a student with a disability a reasonable time before the school district proposes to or refuse to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free and appropriate public education to the student.

- At least on additional attempt is made to notify the parents. This may mean additional written notification or a phone call.

The CPSE submits a recommendation to the Board of Education and to the parent of the preschool student within sixty (60) school days of the date of the receipt of consent. If the Committee determines the student is ineligible for the special education, written notification will be provided to the parent indicating the reasons for the finding. If the Committee determines that a student has a disability, and IEP (Individualized Education Program) is prepared which specifies the nature of the disability, the student's current levels of functioning, including how the disability affects the student's participation in appropriate activities, measurable annual goals, including benchmarks or short term objectives, and the type of special education program and/ or services recommended. The CPSE will seek, in every case, to recommend placement in the least restrictive environment consistent with the needs of the student. If, for any reasons, the recommendation of the Committee differs from the preference of the parent, the report shall include the reasons for the Committee's recommendations. The notice will also indicate that, in the event the parent does not provide consent for placement, no further action will be taken by the CPSE until such consent is obtained.

COMMITTEE ON SPECIAL EDUCATION

Mechanicville City School District provides a wide range of preventative services for the purpose of utilizing all general education supports prior to initiating a referral to the Committee on Special Education. At the building level, the Collaborative Problem Solving Team consisting of various school personnel, typically the principal, school psychologist, general education teacher, special education teacher and school social worker, meet on a regular basis to assess, plan and monitor the needs of identified at-risk students. Related service providers are also invited to attend the Collaborative Problem Solving Team Meetings to provide input into planned intervention strategies. In this way, all available and appropriate services can be provided in order to address the specific needs of students within the general education setting to the greatest degree possible. When provided with appropriate instruction, if the student does not adequately achieve grade level standards in reading and math and is not making sufficient progress toward meeting those standards through the district's intervention programs.

CSE MEMBERSHIP

The Committee on Special Education is comprised of the student's parent or person in parental relation, chairperson, general education teachers, special education teacher, school psychologist, related service providers and parent member, when requested by the student's parent. Together, the Committee determines eligibility and the types of supports and services the student will receive if he/she is identified as having a disability. When identified, an Individualized Education Program (IEP) is developed in accordance with Part 200 of the Regulations of the Commissioner of Education. The IEP/ student program and services are reviewed on an annual basis. At its yearly organizational meeting the Board of Education appoints a chairperson to oversee the committee.

CSE REFERRAL PROCESS

A referral to the Committee on Special Education (CSE) is initiated after all the available general education supports and services have been exhausted. A referral may be made by a student's parent or person in parental relationship, a student who is over eighteen years of age, and designated members of the school district. Staff, outside agencies and physicians may direct a request for referral to a district designee for consideration.

Once a referral is made to the CSE, formal evaluations and assessments are conducted to obtain a student profile for the purpose of ascertaining the extent to which special education services may be necessary. All Multi-Tiered Support Service data is collected.

If the CSE determines that a student qualifies for special education services, an Individualized Education Program (IEP) is developed in accordance with Part 200 of the Regulations of the Commissioner of Education and includes the following components:

- Classification of the disability
- Present levels of performance and individual needs in academic, physical and social areas of development
- Measurable annual goals and related objectives, if appropriate
- Post-secondary goals and plans, if appropriate
- Special education program and related services
- Least restrictive environment
- How the disability affects the student's progress in the general education setting
- Extent of participation in the general education setting
- Specialized equipment and adaptive devices
- Alternative testing procedures
- Coordinated set of transition activities, if appropriate

Educational disabilities according to the Regulations of the Commissioner of New York State Education) Part 200-Student with Disabilities-Section 4401 (1) of the Education Law)

- (1.) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristic of autism after age 3 could be diagnosed as having autism if the criteria in the paragraph are otherwise satisfied.
- (2.) *Deafness*-means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.
- (3.) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
- (4.) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
 - (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (ii) an inability to build or maintain satisfactory, interpersonal relationship with peers and teachers;
 - (iii) inappropriate types of behavior or feelings under normal circumstances;
 - (iv) a generally pervasive mood of unhappiness or depression; or
 - (v) a tendency to develop physical symptoms or fears associated with personal or school problems.The term includes schizophrenia. The terms do not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.
- (5.) *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.
- (6.) *Learning disability*-means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4 (j) of this Part.

The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of vital, hearing or motor disability, of an intellectual disability, of emotional disturbance.

- (7.) *Intellectual disability* means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.
- (8.) *Multiple disabilities* means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combinations of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments.
- The term does not include deaf-blindness.
- (9.) *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. Other terms include impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, et.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
- (10.) *Other health-impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette syndrome, which adversely affects a student's educational performance.
- (11.) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.
- (12.) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.

- (13.) *Visual impairment* including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

The Continuum of Special Education Services have been developed based on Learner Characteristics of our students and are reflective of research-based practices. Supports for students, families, and staff reflect best practices. Each program description contains the following:

- ❖ Similar learning characteristics of the students that will be placed in the program
- ❖ Supports and services provided to students
- ❖ Support provided to school personnel
- ❖ Support provided to parents/families
- ❖ Professional development needs

SUMMARY OF SPECIAL EDUCATION STUDENTS

Student count from IEP Direct, August 20, 2024

Autism	27
Deafness	2
Deaf-blindness	0
Emotional Disturbance	9
Hearing Impairment	1
Intellectual Disability	7
Learning Disability	88
Multiple Disabilities	22
Other Health Impairment	73
Orthopedically Impairment	0
Speech or Language Impairment	31
Traumatic Brain Injury	1
Visual Impairment	0
Total	261

Special Education Programs and Services Description

IN-DISTRICT SERVICES

The following special education programs and services are available to students within the Mechanicville City School District for the current school year:

✓ Declassification Support Services

These services are provided to students who are ready to transition to full-time general education programs. Upon recommending that a student be declassified, the CSE shall identify any declassification support services including the projected date of initiation of such services and the duration of these services. Declassification support services means those services provided by persons appropriately certified or licensed in the appropriate area of service, to a student or student's teacher (s) to aid in the student's transition from special education to full-time regular education:

For the student, psychological services, social work services, speech and language services, counseling (other than career), and other appropriate support services; and

For the student's teacher (s), the assistance of supplementary school personnel, and consultation with appropriate personnel.

✓ Related Services

Developmental, corrective and other supportive services.

Certified providers offer a range of services to students with disabilities. Such services include, but are not limited to the following:

- Medical/ Nursing Services
- Occupational Therapy
- Physical Therapy
- Speech/ Language Services
- Counseling/ Social Work Services

The district employs/contracts for the following specialists to provide the above listed services:

- Speech Pathologist (provides evaluation, consultation, and/or directly therapy to students with communication disorders such as stuttering, impaired articulation, language impairment, voice disorders, and hearing impairments.
- Occupational Therapist (involves the functional evaluation of a student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functions of the student in his or her daily life tasks. Therapists provide a wide range of services to assist with adaptations and compensations that allow children to participate in educational tasks. OT services focus on fine motor skills, visual perceptual skills, sensory integration issues, functional living skills and adaptive equipment.
- Physical Therapist (involves the evaluation of a student and the planning and use of a treatment plan/program to promote and facilitate postural security and mobility so that the children have the freedom to focus on educational tasks. Our PT services focus on balance, coordination, motor planning, adaptive equipment, physical handling and architectural barriers.
- School Psychologist (works with the entire school community toward the goal of helping all students reach their full potential. A primary role of the school psychologist is to act as a consultant to teachers, parents, and administrators in order to develop strategies that address learning needs. They also specialize in performing sophisticated diagnostic evaluations, which help determine the students' strengths and weaknesses. Individual assessments also provide information useful in planning appropriate educational programs.
- Social Worker/Counseling (promotes academic achievement and lifelong success by empowering students, families, and educators to develop strengths and overcome obstacles in the home, school, and community environments. Master's -level credentialed and/or licensed school social workers serve as liaisons between home and school environments providing support to referred students and their families in any of the following ways: advocacy, assessment, consultation, collaboration, counseling, crisis interventions, program development, referrals to community agencies.

✓ **Consultant Teacher Services**

Direct CT services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student to benefit from the general class instruction. CT services are provided to adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to support the student to be successfully participate and progress in the general curriculum during regular instruction, so that he, she, or they can meet the educational standards that apply to all students.

These services may be provided directly or indirectly to students attending general education classes. Direct consultant teacher services consist of individualized or group instruction provided by a special education teacher in order for students with disabilities to benefit from the general education program to the greatest extent possible. Direct services **MUST** be provided in the general education classroom. Indirect consultant teacher services are provided to general education teachers with special education teachers to assist with accommodations and modifications to their instructional methods and techniques in order to meet the individual needs of students with disabilities. Indirect services may be provided to students via team meetings, parent contact and curriculum modifications and accommodations. Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with their IEP for a minimum of two hours each week.

✓ **Consultant Teacher with Resource Room**

In addition to the services provided by the consultant teacher listed above, consultant services with resource room, allow special education teachers to provide individualized or small group (5:1) instruction to students with disabilities. The purpose of this service is to meet the needs of students who benefit from two types of services. This service must be a combined minimum total of three hours per week.

✓ **Resource Room (Grades K-12)**

To provide specialized supplementary small group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the

student receives. It is not provided in place of the student's regular instruction. This service may be provided in a separate location or in the general education classroom, provided that the resource room teacher provides supplemental instruction. This service may be provided by a certified special education teacher or a certified reading teacher if the students are grouped for reading needs. Minimum is three hours per week/ Maximum is 50% of the school day.

✓ **Integrated Co-Teaching Classes (optional; K-12)**

The inclusion classroom model provides special education services to students within a general education, integrated classroom setting. By providing services in this way, pull-out services for special education students are reduced. The responsibility for planning, delivering and evaluating instruction for all students is shared by the general education and special education teachers. This is the only continuum option that is not mandated to be available to all students with disabilities. The maximum number of students on the class roster for integrated co-teaching is twelve (12) or 50% of the class. The number of non-disabled students should be more than or equal to the number of students with disabilities. This is the only option that is not mandated to be available to students with disabilities. When implementing a co-teaching model, the curriculum presentation and/or instructional mode is varied based on the needs of the students and the subject matter. It allows for flexible grouping, station teaching, parallel instruction, and greater assistance within the classroom utilizing the content expert (general education teacher) and the process expert (special education teacher). An important component of this program is the ongoing collaboration between the general and special education teacher. Modifications in instructional methodologies, assessments, assignments and environment are assessed and individualized for each student, in accordance with the needs specified in each student's IEP.

✓ **Special Classes Within the District**

Mechanicville offers a continuum of services in order to provide instruction for students with similar needs. Students may be recommended for a special class placement because of significant learning disabilities, emotional/behavioral disorders, intellectual disabilities, or multiple disabilities. These classes are composed of students whose special education needs cannot be met in the general education setting. Size and composition of such classes are based on the similarity

of students' disabilities or individual needs (management, academic, physical, social and emotional). Students participating in any of the below listed special class programs are mainstreamed for academic instruction or special area instruction to the greatest degree possible.

✓ **Special Class (Grades K-1/ 12:1:1)**

The purpose of this service is to provide primary instruction that is specially designed to meet the needs of a group of students in a classroom separate from their non-disabled peers. Students who receive primary instruction for ELA and/or math may be mainstreamed for the remainder of the day.

✓ **Special Class (Grades 9-12 /12:1:1)**

This class provides specialized instruction to students whose levels of academic achievement are significantly below grade level. Program services prepare students to be contributing members of the community and productive members of the workforce. Strong emphasis is placed on transition planning and school-to-work experiences. Students in this class primarily take the NYS Alternate Assessment.

TRANSITION SERVICES

A coordinated set of activities for a student with a disability that are focused on facilitating the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, adult services, independent living or community participation.

TRANSITIONAL SUPPORT SERVICES

These services are specified on a student's individualized education program, provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability transitioning to a general education program or to a program or service in a less restrictive environment.

HOME TUTORING SERVICE

This service is provided to classified students who are unable to attend an educational program for a specific reason (medical, emotional, behavioral). Home tutoring is also provided in the interim to students for whom the Committee on Special Education is seeking an out-of-district placement. Tutoring services are customized to assist with future placement in the least restrictive environment. Tutoring is provided for two hours for elementary school-age students and three hours for secondary students.

Out-of-DISTRICT SERVICES

Students with disabilities whose needs are too intensive to be addressed appropriately in an in-district special education program may be placed in one of the following, listed from least restrictive to more restrictive:

Special Class operated by another school district

A BOCES program

An approved private school (day)

4201 or state operated school

An approved residential placement

WASHINGTON SARATOGA WARREN HAMILTON ESSEX BOCES EXCEPTIONAL LEARNERS DIVISION

The Exceptional Learners Division serves students with disabilities whose instructional needs can't be met appropriately in their local districts. We do this by bringing together highly skilled teachers and providing them with the opportunity to give students a significant amount of individualized instruction.

- F. Donald Myers Center Therapeutic Support Program (TSP)/ School to Work Program
- Sanford Street Therapeutic Support Program/ TSP
- BEARS/BOCES Educating Autistic and Related Disorders Students

Contracted services are provided through WSWHE BOCES for students whose needs dictate programs and/or services not currently available in-district. Students with disabilities often need support beyond the classroom instruction. BOCES staff may be utilized to provide the following, if appropriate:

- Vision/ Hearing Services as a related service provided by a certified teacher of the visually or hearing impaired
- Occupational, Physical and Speech Therapy Services
- Behavioral Support Services, Counseling, Social Work Services and Psychological Services
- Work-Study Placements which includes job shadowing, tours, job exploration and full work-study programs.
- Extended School Year Special Education Program

BOCES (Enrollment as of September 30, 2024)

	Elementary	Middle	High School
Cap. Region BOCES		1	2
WSWHE BOCES	6	2	2
Questar III BOCES	1		
Total:	7	3	4

State Approved Private Schools (Enrollment as of September 30, 2024)

	Elementary	Middle	High School
Center for Disabilities	1		
Oak Hill School		1	
Crossroads	2		
St. Catherine's	1	1	
St. Colman's		2	1
St. Anne's		1	
Wildwood		1	
Total:	4	6	1

METHODS OF EVALUATION

The evaluation of the progress of students with disabilities as well as the evaluation of special education programs and services includes but is not limited to the following information:

- Individualized Education Program (IEP) goals and objectives.
- Results of standardized tests and other assessment instruments as indicated on the IEP.
- Reports submitted by special education teachers, general education teachers, the school psychologist and/ or related service providers.
- Information obtained from Pupil Data (PD) Reports.
- Information obtained from the New York State School Report Card.
- Percentage of students with disabilities who participate in occupational education programs and workforce preparation programs.
- Dropout rates of students with disabilities.
- Percentage of students with disabilities who graduate with Certificates, Local or Regents Diplomas.

SPACE ALLOCATION

The Mechanicville City School District is committed to providing equally appropriate space to all students, including those with disabilities. The allocation of space for the above specified special education services and programs is done with consideration of appropriate square footage, windows, ventilation, heat and light in relation to the size of the group being educated within the limitations of the available facilities. In addition, allocation of space is done so that students have equal access to the opportunities available to the general population and are within the mainstream of the building's activities to the greatest extent as possible.

Mechanicville City School District SPP Indicators 2020-2023

2022-2023

2021-2022

2020-2021

Enrollment & Classification Rate

District Enrollment

Preschool SWD's

SWD's

1389
18.9%
27

1395
252/ 18.1%
18

1405
236/ 16.8%
12

Indicator 1: Graduation Rates

SWD's
State Target
Target Met

14/ 64.3%
>72%
NO

20/ 65%
>71%
YES

8/ 87.5%
>71% YES

Indicator 2: Drop-Out Rates

SWD's
Target

Met

State
Target

14/ 28.6%
<19.37%
NO

20/ 10%
<19.37%
YES

8/ 12.5%
<19.37%
YES

Indicator 3: Assessment

Grade 4 ELA Participation

15/ 86.67%

22/72.73%

21/ 80.95%

State Target

95%

95%

95%

Target Met

NO

NO

NO

Grade 8 ELA Participation

23/ 82.61%

16/ 81.25%

31/ 58.06%

State Target

95%

95%

95%

Target Met

NO

NO

NO

High School ELA Participation

12/ 91.67%

11/ 0%

14/ 76.19%

State Target

95%

95%

95%

Target Met

NO

NO

NO

Grade 4 Math Participation

15/ 73.33%

22/ 68.18%

21/ 76.19%

State Target

95%

95%

95%

Target Met

NO

NO

NO

Grade 8 Math Participation

23/ 91.30%

16/ 68.75%

31/ 48.39%

State Target

95%

95%

95%

Target Met

NO

NO

NO

High School Math Participation

12/ 16.67%

11/ 63.64%

14/ 100%

State Target

95%

95%

95%

Target Met

NO

NO

YES

Grade 4 ELA Proficiency

12/ 16.67%

15/ 0%

16/ 18.75%

State Target

14.90%

14.90%

14.90%

Target Met

YES

NO

YES

Mechanicville City School District SPP Indicators 2020-2023	2022-2023	2021-2022	2020-2021
Grade 8 ELA Proficiency	17/ 5.88%	12/ 0%	12/ 8.33%
State Target	13.23%	13.23%	13.23%
Target Met	NO	NO	NO
High School ELA Proficiency	11/ 90.91%	N/A	N/A
State Target	72.04%	N/A	N/A
Target Met	YES	N/A	N/A
Grade 4 Math Proficiency	10/ 0%	14/ 7.14%	15/ 33.33%
State Target	18.14%	18.14%	18.14%
Target Met	NO	NO	YES
Grade 8 Math Proficiency	19/ 15.79%	10/ 10%	9/ 0%
State Target	10.50%	10.50%	10.50%
Target Met	YES	NO	NO
High School Math Proficiency	N/A	7/ 71.43%	13/46.15%
State Target	64.11%	64.11%	64.11%
Target Met	N/A	YES	NO
Indicator 4: Suspension Rate			
Students with Disabilities Suspended Out-of-School for More than 10 Days and Percentage	0/0%	0/ 0%	2/ .9%
State Threshold	2.7% or lower	2.7% or lower	2.7% or lower
Threshold Met	YES	YES	YES
Did the school district have significant discrepancy?	NO	NO	NO
Indicator 5: LRE - School Age > 80%			
Students with 80% or more of the day in a general education program	71.20%	70.30%	74%
State Target	>58.75%	>58.25%	>60%
Target Met	YES	YES	YES
Students with 40 to 79% of the day in a general education program	N/A	N/A	3.80%
State Target	N/A	N/A	N/A
Target Met	N/A	N/A	N/A
Students with Less than 40% of the day in a general education program	16.90%	17.50%	13.20%
State Target	<17.8%	<18%	<18%
Target Met	YES	YES	YES
Students with disabilities in separate settings	6.20%	7.70%	8.10%
State Target	<5%	<5.1%	<5%
Target Met	NO	NO	NO

Mechanicville City School District SPP Indicators 2020-2023

2022-2023

2021-2022

2020-2021

Students with Disabilities in Other Settings

N/A

N/A

0.90%

State Target

N/A

N/A

N/A

Target Met

N/A

N/A

N/A

Indicator 6: LRE - Preschool

Students with disabilities with measurement A

17.20%

37.50%

61.50%

State Target

>40%

>39.5%

>39.5%

Target Met

NO

NO

YES

Students with disabilities with measurement B

31%

12.50%

0

State Target

<29%

<29.8%

<29.8%

Target Met

NO

YES

YES

Students with disabilities with measurement C

41.40%

25%

7.70%

State Target

<10.5%

<11%

<11%

Target Met

NO

NO

YES

Indicator 7: Preschool Outcomes

NO

N/A

N/A

Indicator 8: Parental Involvement

83.10%

N/A

N/A

State Target

>94%

Target Met

NO

Indicator 9: Disproportionality in SPED by Race

N/A

N/A

N/A

Indicator 10: Disproportionality in Classification/Placement By Race

N/A

N/A

N/A

Indicator 11: Child Find

N/A

N/A

N/A

Indicator 12: Early Childhood Transition

N/A

N/A

N/A

Indicator 13: Secondary Transition

N/A

N/A

N/A

Indicator 14: Post-School Outcomes

N/A

N/A

N/A