The mission of the Capital Region BOCES Special Education division is to provide meaningful and specially-designed educational programs within which students with exceptionalities can learn and grow to their maximum potential.

**Referral and Intake Process**

Children are placed in BOCES special education programs at the direction of their local school district’s Committee on Special Education (CSE). CSE teams, including the district CSE chairperson, classroom teacher, parents and service providers, collaborate to develop an Individualized Education Plan (IEP) for any student identified as requiring special education services.

If you are a school district CSE chair or person responsible for student referrals, please contact us at 518-464-6310 or e-mail sestudent.intake@neric.org.

**All referrals should be sent using a secure link.** To request access to a secure link to upload referral information, please contact sestudent.intake@neric.org.
Student Learning Sites

An array of programs are available in various locations to meet the instructional needs of students with exceptionalities who require a level of support not available within their home school districts.

AIRLINE DRIVE ACADEMY
Home to some of our social/ emotional and developmental skills programs for our elementary and middle school students.

MAYWOOD SCHOOL
Home to some of our social/ emotional and developmental skills programs for high school-age learners along with programs for students who are medically fragile and students diagnosed with autism.

PUBLIC SCHOOL-BASED CLASSROOMS
Many programs requiring less intensive student/teacher ratios are hosted in area school districts. Students may have the opportunity to learn in regular education classrooms and other settings with their same-age peers, while still maintaining the supports and services they need for success.

CAREER & TECHNICAL SCHOOL/WORK-BASED LEARNING PROGRAMS
High school-age students in our programs may have the opportunity to expand their career skills learning in half-day programs in our Career & Technical School programs. Additionally, teens and young adult learners have the ability to engage in our Work-Based Learning program, honing their life and work skills in the classroom and out in area business and volunteer organizations.

Dedicated Programs For Learners

Focused and meaningful educational programs help students learn, grow and to achieve their best potential.

We provide quality educational and specialized programs for students with disabilities and diverse needs (ages 5-21) in safe and caring environments. Programs include a wide variety of special instructional and related service delivery models aligned with the continuum of services approved by the New York State Education Department.

We strive to provide every student the high-quality education they deserve and help them thrive in the context of their varied identities across race, apparent and non-apparent disability, gender, age, religion, identity and experience. This is a matter of equity and fairness and embodies the spirit of leaving no child behind.
Developmental Skills

**Autism Spectrum Disorder**

- **Level:** Elementary, Middle and High School (Airline Drive Academy/Maywood School or district-based programs)
- **Recommended Ratio:** 6:1:2 and 8:1:2

Students diagnosed with Autism Spectrum Disorder and those who have a similar learning profile require specialized and often intensive language, communication, sensory and management support. This special class, with embedded speech and language and occupational therapy, supports students to thrive academically, developmentally and socially through the use of evidence-based teaching strategies that focus on fostering independence, generalization of skills, flexibility, self-advocacy and well-being.

**Students in this program:**

- May have difficulty with self-regulation and behavior management, delays in speech and language, motor development and social/emotional development, and difficulty with and significant delays in self-care and daily living skills.
- May learn at our Maywood School classrooms with the dedicated support of teachers, teaching assistants and related service providers.

The instructional teams collaborate regularly as part of professional learning communities, ensuring they are equipped with essential training, can build and share a common set of resources, and can offer continuity as students move from one classroom or grade level to another.

**Functional Skills**

- **Level:** High School through age 21 (Airline Drive Academy/Maywood School or district-based programs)
- **Recommended Ratio:** High School 12:1:2 or 12:1:3

Students learning in this program have cognitive delays and demonstrate moderate learning and social/emotional needs. They may have difficulty with self-regulation and behavior management, and could benefit from support with daily living skills and in learning to generalize skills from one setting to another.

This program offers instructional support along with embedded work experience in the school building and community. To support their success in this regard, this program includes pro-social skills, pre-vocational and vocational skills training—in the classroom and during work-based learning experiences. Explicit Systematic Instruction in Adaptive Daily Living Skills (ADL) and in vocational skills is one of the methods used to support this learning.
Life Skills
(ADAPTIVE DAILY LIVING SKILLS)

⭐ Level: High School
⭐ Recommended Ratio: 6:1:2 and 8:1:2

Students learning in this program demonstrate cognitive, speech language, motor and social emotional delays. They may have difficulty with self-regulation and behavior management.

Students will benefit from a highly structured classroom environment with a classroom management plan based on positive behavioral strategies. Explicit instruction to help students develop self-care and daily living skills, as well as pro-social skills, pre-vocational and vocational skills training will take place in the classroom and, for some, during work-based learning opportunities. Support will be given to help students learn to generalize skills from one setting to another.

Explicit, specially designed instruction in Adaptive Daily Living Skills (ADL) is one of the methods used to help students develop their life and vocational skills.

Medically Fragile

⭐ Level: Elementary, Middle, and High School (Airline Drive Academy/Maywood School or district-based programs)
⭐ Recommended Ratio: Elementary, Middle, and High School 8:1:2

Students in this program have significant medical needs, disabilities and delays in cognitive, speech and language, motor and social emotional development that require an intensive level of support.

This program is designed to support students’ academic learning along with development and growth in areas such as self-care and daily living, self-regulation and in behavior management. Support will be given to help students learn to generalize skills from one setting to another. Additionally, counseling may be provided to help students cope with their chronic medical conditions.
NYSAA – New York State Alternate Assessment (GRADES 3–12)

⭐ Level: Elementary, Middle and High School (Airline Drive Academy/Maywood School or district-based programs)

⭐ Recommended Ratio: 6:1:2 or 8:1:2

Students in this program have noted cognitive delays and may also have multiple disabilities with delays in speech and language, motor development and social emotional development.

This program is designed to support students’ academic learning along with development and growth in areas such as self-care and daily living, self-regulation and in behavior management. Support will be given to help students learn to generalize skills from one setting to another.

Regular Assessment (HIGH SCHOOL)

⭐ Level: High School (District-based programs)

⭐ Recommended Ratio: 8:1:2 or 12:1:2

Students in this program may have learning delays and may also demonstrate difficulty in self-regulation and behavior management. Students in this class may demonstrate delays in self-care and daily living skills. They may need speech, occupational and physical therapies and/or our counseling service. They may struggle with reading and/or writing and require specially designed instruction in reading, writing and math. Students may learn in a public school setting and access some of their classes in a mainstream setting or a self-contained classroom, if mainstreaming in general education is not appropriate. Students in this program will receive direct instruction for academic learning and supports to develop their self-regulation, behavior management, self-care and daily living skills. Students will also be given support to learn to generalize skills from one setting to another.

Students in this program will participate in the same state and district-wide assessments of student achievement that are administered to general education students.
Deaf & Hard of Hearing

**Level:** Elementary, Middle and High School

**Recommended Ratio:** 6:1:2, 8:1:2 and 12:1:2

Learners who are deaf and hard of hearing require careful consideration of their unique needs and learning styles, along with essential specialized support in place. Without this, students who might otherwise grow and thrive academically, developmentally and personally may be limited in their options and opportunities.

This long-running program offers a team of teachers of the deaf, special education teachers, interpreters and teaching assistants skilled in sign language and adapted standards-aligned education. Some members of our teaching team are deaf or hard of hearing themselves, giving a unique perspective on Deaf Community, how people who are deaf learn and ways to best support their students.

Students learn in a public school setting from elementary through high school. This offers them the ability to learn and socialize with both their peers who are deaf or hard of hearing in dedicated classrooms, and with their non-deaf peers in general education classes. Students also have the chance to participate in extracurriculars and sports, and in career and technical education. This creates a sense of community, as well as continuity as students move from one classroom or grade level to another.

Classes within this program offer a range of student/teacher/support staff ratios to ensure the best possible support and outcomes for each student.

Students participate in all New York State regular grade-level assessments or the New York State Alternate Assessment (NYSAA).
Social/Emotional Supports

Pathway to Learning

★ **Level:** Grades K-21 (Airline Drive Academy/Maywood School or district-based programs)

★ **Recommended Ratio:** 6:1:2

Students in this program have one or more mental health diagnoses and a history of trauma that impacts their academic learning. They may exhibit unpredictable or aggressive behavior, and have difficulty with self-regulation, establishing and maintaining relationships, adult authority, classroom routines and transitions.

Students will learn in one of our center-based schools or a district-based program close to their homes. Those learning in our public school sites have the opportunity to learn in regular education classrooms and other settings with their same-age peers, while still maintaining the supports and services they need for well-rounded success. These supports may include counseling/social work support per their Individualized Education Program (IEP), Crisis Intervention Team availability, and an area within the learning environment for de-escalation.

Ready to Learn

★ **Level:** Elementary, Middle School Center Based Programs

★ **Recommended Ratio:** 4:1:2

Students in this program have one or more mental health diagnoses and a history of trauma that impacts their academic learning. Students may exhibit unpredictable or aggressive behavior, and have difficulty with self-regulation, establishing and maintaining relationships, adult authority, classroom routines and transitions. They may have experienced frequent psychiatric hospitalizations.

Ultimately, students in this program could be working toward a Regents diploma or Career Development and Occupational Studies (CDOS) credential.
Social Emotional

⭐ Level: Elementary, Middle and High School (public school sites and Maywood HS)
⭐ Recommended Ratio: 8:1:2

Students in this program have one or more mental health diagnoses and a history of trauma that impacts their academic learning. They may present with significant difficulty with self-regulation and demonstrate significant difficulty establishing and maintaining relationships. Students may also have significant difficulty with adult authority and classroom routines. These students may have a history of struggling academically because of their unavailability for learning due to a variety of unique factors. Students benefit from frequent pre-sets, changes in activities, and an intensive staff ratio in a highly structured classroom environment.
Related and Itinerant Services

Related services are non-academic services that supplement instruction to support the needs of special education students. Related services may be provided to students enrolled in BOCES programs, or purchased on an itinerant basis by school districts to support their special education programming.

**Related Services**

- 1:1 TA and aides (priced for a six-hour day)
- Social work services
- Occupational therapy and evaluation
- Speech therapy and evaluation
- Physical therapy and evaluation
- Visually impaired, rehabilitation, and orientation & mobility services and evaluation
- Interpreter for the Deaf
- 1:1 LPNs

Itinerant services offer schools the opportunity to share the services of professional educators and related service providers on an individual basis to support district special education programs. In general, itinerant services are purchased by full-time equivalent (FTE). BOCES assigns itinerant providers to work on-site in school districts. Their specific schedules and student assignments within each school are determined by the district.

**Itinerant Services**

- School social work
- Consultant teacher services
- Interpreter for the Deaf
- Occupational therapy
- Physical therapy
- Speech impaired therapy
- Speech improvement
- Teacher of the Visually Impaired
- Teacher of the Deaf
- Orientation and mobility teachers
- Licensed Practical Nurse (LPN)
- Registered Nurse (RN)
Extended School Year (ESY) Services

Extended School Year (ESY) services are offered for qualifying students in order to prevent substantial regression. Programming runs for 30 days during July and August in accordance with NYS Regulation. Our program operates five days a week at our Airline Drive Academy, Maywood School and public school sites, as needed.

In accordance with section 200.6(k) of the Regulations of the New York State Commissioner of Education, students must be considered for 12-month ESY special services and/or programs to prevent substantial regression if they are students:

- whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention, and who are placed in special classes;
- with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- who are recommended for home and/or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- whose needs are so severe that they can be met only in a seven-day residential program; or
- who are receiving other special education services and who, because of their disabilities, exhibit the need for a 12-month special service and/or program provided in a structured learning environment of up to 12-months’ duration in order to prevent substantial regression.

Students are recommended for Extended School Year (ESY) services by their home school district’s Committee on Special Education (CSE) chair.
Our Commitments

Our five guiding commitments support our mission and purpose.

SERVICE  VALUE  EXCELLENCE  IMPROVEMENT  LEADERSHIP

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
900 Watervliet-Shaker Road, Albany, NY 12205 • 518-862-4900

Capital Region BOCES does not discriminate on the basis of race, color, national origin, sex, disability, or age in its employment and admissions.

https://www.capitalregionboces.org/non-discrimination-statement/