



LE ROY CENTRAL SCHOOL DISTRICT

Special Education District Plan

Prepared by: Chelsea Eaton, Direction of Special Education & Student Services

Adopted by the Board of Education: August 13, 2019



Statement of Assurances

The Board of Education of the Le Roy Central School District, as 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 the 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 classified students.

These programs and services are designed:

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- To afford each student the appropriate level of support necessary to meet the New York State Learning Standards.
 - To provide each student with those special educational services necessary to enable the student to meet his/her annual goals.
 - To afford each classified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District.
 - To give each classified student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.
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By action of the Board of Education in a regularly scheduled meeting held on August 13, 2019, the Board adopted its District Plan as set forth below.

It will be important to keep the plan up to date to identify progress, celebrate success, and adjust required areas. This is best to be done yearly, if not every other year.

In collaboration with: Merritt Holly – Superintendent

Brian Foeller – Business Administrator

Robert Blake – Director of Instruction

Tim McArdle – Jr. Sr. High School Principal

Carol Messura – Wolcott Street School Elementary Principal



Le Roy Central School District

- **Our Vision:** Le Roy Central School District is a world class community of learners who exceed core local, state, national and international standards.
 - **Our Mission:** The mission of the Le Roy Central School District is to provide an exceptional, high quality educational environment where all learners are empowered to succeed.
 - **Our Goals:** To ensure that all students graduate from Le Roy Central School District college and career ready; To create and maintain a unified school culture that promotes life-long learning, character development, and exhibits positive staff, student and community relationships; To ensure that all members of the school community continuously strive to research their maximum leadership potential; To ensure that the Le Roy Central School District provides a safe and healthy 21st Century learning environment while being fiscally responsible to the community.
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As a district, we **BELIEVE** in:

- an inclusive, safe and healthy learning environment
- the value of each student and staff member
- strong ties with families and community
- high expectations
- the importance of continuous improvement
- a full range of educational opportunities
- taking pride in our schools, district and community
- people who are engaged in and challenged by suitable, rigorous academic work that prepares them for success each day and in the future
- people who are self reflective, and exhibit a sense of leadership, responsibility, collaboration, tolerance, cooperation and caring
- independent, effective decision makers
- the development of unique individual talents
- inspiring a life long love of learning and a sense of inquisitiveness
- work that is meaningful, relevant, requires a strong ability to obtain, process, and produce information, and incorporates 21st Century skills
- creating and adopting fiscally responsible school budgets that reflect the district mission and adequately address program and student need



NYSED Regulations and Definitions

- Special Education means specially designed individualized/group instruction/special services/programs and special transportation, provided at no cost to the parent, in order to meet the unique needs of students with disabilities. Such instruction included but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
- Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student’s disability; and to ensure access to the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

In accordance with Part 200.2© the Regulations of the Commissioner of Education, the district plan for students with disabilities is to provide the following:

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- A description of the nature and scope of special education programs and services.
 - Identification of number and age span of students to be served.
 - Methods to help the school district evaluate progress towards stated objectives.
 - A description of current and future space needs for special education programs.
 - A description of the method by which instructional materials will be made available in usable alternative format to students with disabilities.
 - Board of Education policies and practices associated with programs and space needs.
 - A budget to support the proposed delivery of special education programs.
 - Date when the plan was adopted by the Board of Education.
 - Describe the start-up capital needed, projected revenue and profits, forecast, timeline and budget.
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Board Policy 7610 – Subject: Special Education: District Plan



Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) Appointment and Training

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Special Education (CSE), Subcommittee and a Committee on Preschool Special Education (CPSE). The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410 and Section 200.3 of the Regulations of the Commissioner of Education. Section 4410 of the Education Law, which established the Committee on Preschool Special Education was signed into law on July 5, 1989, and the CPSE was established for the first time during the 1989/90 school year. Major functions of the CSE and CPSE include:

- Identifying, evaluating and recommending placement for students with disabilities;
- Assuring that appropriate due process safeguards are provided for each student;
- Maintaining an annually revised register of all students with disabilities who reside in the District and who are eligible to attend preschool or public school during the coming school year;
- Establishing a network for communication and sharing of resources with other educational and community service agencies;
- Reporting to the Board of Education on the adequacy and status of programs, services and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Westchester;
- Reporting to the State Education Department on the number of preschool students, if any, within the District who are not receiving appropriate preschool services and the reasons for any such lack of service.

Responsibilities

The Committees have the responsibility to ensure that all necessary procedures for the identification, classification, placement and annual review of the status and progress of every student with a disability are carried out in accordance with federal and state law and regulations. Subcommittees are authorized to perform the functions of the Committee on Special Education except when a student is considered for a more restrictive environment or initial placement in:

- ✓ a special class; or
- ✓ a special class outside of the student's school of attendance; or
- ✓ a school primarily serving students with disabilities outside the student's home district.



Upon a written request from a parent or a legal guardian of a student, the subcommittee will immediately refer to the Committee on Special Education for its review any recommendation of the subcommittee concerning the identification, evaluation, educational placement or provision of a free appropriate public education to a student that is not acceptable to the parent or person in parental relationship to the student.

The Committee on Special Education is responsible for oversight and monitoring of the activities of each subcommittee to assure compliance with federal and state law and regulations. Each subcommittee must annually report the status of each student with a disability within its jurisdiction to the Committee.

Training CSE/CPSE Members

The District is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to ensure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents, to carry out the provisions of Part 200 include:

- arranging for attendance at meetings regarding CSE/CPSE issues;
- conducting training on a regular basis regarding procedures and any amendments to the Regulations of the Commissioner;
- providing copies of written guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;
- inviting committee member(s) to periodic site visits of out-of district special education placements to familiarize them with placement options available to resident special education students;
- utilizing BOCES and RSE-TASC as a training resource; and
- utilizing the District attorney as a resource person, if needed to interpret specific information for the committee members.



Continuum of Services for Preschool Students with Disabilities

The following is a listing of preschool programs and services that are available to District preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Services are provided in the UPK setting, private daycare settings, home, and in some cases, in preschool classes for children with disabilities

Provided by county preschool services include:

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- **Itinerant Services:** Itinerant Services are special education or related services that focus on the nature of the child's disability. Itinerant services may be provided in the child's home or in a pre-school setting.
 - **Related Services:** Preschool students with disabilities may have itinerant speech therapy, occupational therapy, physical therapy, or counseling depending on their individual needs. These services are provided at the convenience of the parent, in the home, day care, or preschool setting.
 - **Special Education Itinerant Teacher:** A special education itinerant teacher (SEIT) provides instruction in pre-academic skills and/or social skills to a preschool child with a disability either in the home or in a pre-school setting.
 - **Center Based Services:** Center based special education preschool programs may be half-day or full-day programs. They address the overall development needs of the child, coupled with related services, according to each child's individual needs. The class size and staffing may vary depending on student's needs.
 - **Special Class in an Integrated/ Segregated Setting:** A special class program in an integrated setting includes both disabled and non-disabled students in the same classroom. This placement is generally recommended when a student has fewer needs or less severe delays, and when it is felt they would benefit from the modeling of non-disabled peers for social skills and language development. Special classes in segregated settings do not include non-disabled peers in the same class as the preschool student with a disability. This placement is generally recommended when a student has multiple or high needs for special instruction and services. There are very few preschool classes in a segregated setting.
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Continuum of Services for School-aged Students with Disabilities

The Le Roy Central School District is committed to prepare all students for productive lives as full members of society. Therefore, we believe it is our obligation to provide equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate general education classrooms in their neighborhood schools. To that end, to the greatest extent possible, the District will support students with disabilities in chronologically age-appropriate general education classes in their home schools and provide the specialized instruction delineated by their IEPs within the context of the core curriculum and general class activities. In order to accommodate the needs of all children with disabilities, the school district will have a continuum of programs and placements available, within and outside of the school district, extending from the general education classroom to residential settings.

Special Education Programs and Services are available to students with disabilities through the end of the school year during which their 21st birthday occurs, or until a regular high school diploma has been attained, whichever occurs first.

The following is a description of each of the special education program options:

1. **Related Services:** This is the lowest level of special education services on the least restrictive environment continuum. Related services are developmental, corrective, and other supportive services that are required to assist the student with a disability. Related services include, but are not limited to speech-language therapy, audiology services, interpreting services, psychological counseling services, physical therapy, occupational therapy, Music therapy, Autism/Behavioral Consultation, orientation and mobility services, nursing services, school social work, and assistive technology services.
 - The goal of speech and language therapy is the early identification of communication disorders and the remediation of articulation and phonological deficits, stuttering, voice disorders, and receptive and expressive language problems, which adversely affect a student's educational performance. Services are provided either individually or in small groups at a frequency rate and location established by the Committee on Special Education.
 - Occupational therapy as a related service focuses on the functional evaluation of the 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 functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon receipt of an appropriate prescription, provides remediation in the 30 areas of deficit such as postural control, motor



planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group or as a consult to the classroom teacher, based on the recommendations of the Committee on Special Education. Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely negotiate the school environment. Physical Therapy is a therapy that is contracted by LeRoy Physical Therapy. Our Occupational Therapist is a District employee.

- Reading/Supplemental Decoding Program as a Related Service. Reading as a Related Service is specially designed individualized or group instruction provided to meet the student's needs in the area of reading as recommended in the Individualized Education Program (IEP). The service may be provided in the classroom or in another educational setting structured to meet the individual needs of the student(s).
- The school psychologist or social worker is responsible for the provision of IEP mandated counseling for individual students and parent training, as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs interfere with their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional difficulties that interfere with the educational process. Additional related services such as teacher of the hearing impaired (THI), teacher of the visually impaired (TVI), and Orientation and mobility services (O&M) are contracted through GV BOCES for delivery to students in district who are identified by the CSE or Section 504 Committee.

(Related Services are provided to the students both on a 1:1 individual session with the therapist and group sessions with other students. Sessions take place both in the therapy room setting and in classrooms/throughout the building when appropriate. Decisions of ratio's and location of services are decided by the CSE/CPSE/504 Committee

Additional services (but are not limited to the following) are provided to a student on behalf of support to school personnel: Autism/Behavioral Consultation Parent Training Adaptive Physical Education.



2. **Resource Room:** This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math, reading, writing, study skill, executive function skills, etc. Specially designed curriculum in the Resource Room is deemed to be more significant and specialized than the supplemental instruction provided in the Academic Intervention Labs available for all students.
- ✓ No more than five students may be placed in a resource room at any one time.
 - ✓ Students are assigned to a resource room program for not less than three hours per week and not more than 50% of the school day. The minimum time is if this is the only special education service the student receives.
 - ✓ Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development and management needs.
 - ✓ A resource program supports general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching of new concepts, and supplementing reading or math instruction. It is not intended as a setting to support homework completion.
3. **Consultant Teacher Services:** District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classroom K-12. Special education consultant teachers collaborate with general education teachers to plan instructional accommodations and modifications for all students in general education settings. Instructional accommodations are changes in how a student accesses information, demonstrates learning, and will substantially change the instructional level, content, or performance criteria. Accommodations may include changes in presentation or format of instruction and/or response format and procedures, instructional strategies and time/scheduling, environmental considerations, equipment and physical setting.
- Direct consultant teacher services are 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(s) to benefit from the general education classroom instruction.
 - Indirect consultant teacher services are a consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modify his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.
 - Direct consultant teacher is sometimes combined with indirect consultant services.



- The district meets or exceeds the minimum of 2 hours per week for direct and /or indirect consultant teacher services.

Modifications are changes in what a student is expected to learn to provide opportunities to participate meaningfully and productively with other students in classroom and school learning experiences. Modifications may include changes in instructional level, content and performance criteria.

One way in which consultant teachers and general education teachers collaborate is through flexible groupings. Teachers meet weekly to discuss plans and to group students.

4. **In District Programming:** The district provides special class programs taught by special education teacher outside of the general education setting. Students in special classes may spend all or part of their day in either 12:1:1 or 15:1. The students generally have severe discrepancy between their academic skill levels and actual grade level that would prevent them from benefiting from instruction in the general education setting, even with supplementary aides and services.
 - The District does not exceed the 15:1 special class size for students whose primary need is specialized instruction delivered in self-contained setting. The district offers 15:1 Math (Grade 2-12), 15:1 English/ELA (Grade 2-12), 15:1 Reading (Grade 2-12),, and 15:1 Social Studies (Grade 9-12). Special Classes are not offered yearly, they are offered based on student need.
 - The district does not exceed the 12:1:1 special class size for students whose educational needs are more intensive. The district offers a 12:1:1 self-contained classroom at the Wolcott Street School. A 12:1:1 special class program consists of up to 12 students, a certified special education teacher and a teaching assistant.
 - The District does not exceed the chronological age range of 36 months within special classes of students with disabilities for students less than 16 years of age. If circumstances arise which would result in an age range greater than 36 months, the district would need to apply for a variance to Part 200.6(g)(5).

Other Services: In addition to special education programs on the continuum, other services may be recommended for students including:

- Transition services are a coordinated set of activities for a student with a disability not later than the first individualize education program (IEP_ to be in effect when the student is age 15 (and at a young age, if determined to be appropriate), designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a



disability to facilitate the student's movement from school to post-school activities.

- Adaptive PE is a specially designed program of developmental activities, games, sports and rhythms suited to the interest, capacities and limitations of a students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.
- Extended School Year Services: The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6(k) of the Commissioner's Regulations, students will be considered for twelve-month (12) 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;
 - Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment;
 - Students who are recommended for home and 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;
 - Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or
 - Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration in order to prevent substantial regression, as determined by the Committee on Special Education.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month (12) service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges between twenty

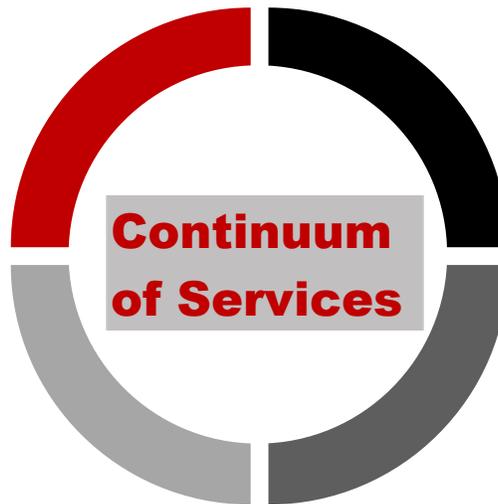


(20) and forty (40) school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight (8) weeks or more would indicate that substantial regression has occurred.

- Special transportation means services and supports necessary for the student to travel to and from school and between schools; in and around school buildings; and includes specialized equipment if required to provide special transportation to a student with a disability.

Related Services

- Speech Language Therapy
- Audiology Services
- Interpreting Services
- Psychological Counseling Services
- Physical Therapy
- Occupational therapy
- Music Therapy
- Autism/Behavioral Consultation
- Reading/Supplemental Decoding program
- Etc. but not limited too



Other Services

- Resource Room
- Transition Services
- Adaptive PE
- ESY
- Special Transportation

In District Programming

- 12:1:1
- 15:1

Consultant Teacher Services

- Direct Consultant Teacher Services
- Indirect Consultant Teacher Services

Declassification Support Services

Declassification support services are provided to a school aged student who has been declassified from special education. The services are provided for only one year following declassification. A student is eligible for this service at any age or grade level.



Out of District Placements

- ***Genesse Valley BOCES, Monroe 2 BOCES, Monroe 1 BOCES:***

If we can't meet a student's need(s) via one of our district programs, Genesse Valley BOCES (followed by Monroe 2 BOCES and Monroe 1 BOCES if appropriate program not available) programs are sought for meeting that student's needs with an appropriate program. By combining student populations across multiple school districts, BOCES provides our district with the capacity to provide students with a program more closely tailored to the student's physical, educational, social and management needs. The district typically utilizes BOCES classes only for students with significant emotional and behavioral needs.

Programs are supervised by BOCES administrators and monitored by our district's CSE office.

Career Technology Education and Career Services Education classes are available through Genesse Valley BOCES for all students, including those with disabilities.

- ***Privately Operated Programs:*** (Norman Howard, Mary Cariola, Holy Childhood are most commonly used but not limited to)

A student placed in such a program when no public program is appropriate or available to meet the student's particular need(s). The program is supervised by the administration of that facility and is monitored by our district's CSE office.

- ***State Operated Schools:***

Such schools are administered by the State Education Department to meet the needs of severely impaired students through a variety of programs. A student gains entrance to such a school either through recommendation of the CSE or through a Commissioner's appointment following an independent parent/guardian application.



Methods to Evaluate Progress/Program Objectives

LeRoy utilizes student performance on Statewide ELA and Math examinations, iReady and early literacy testing, report cards, and Regents Exams to measure student progress toward graduation. New York State Special Education Performance Plan Indicator data also assists in providing feedback regarding student achievement and graduation rates.

Curriculum based measures are also used to measure a student's progress toward meeting their goals. Data is also collected on each student's Response to Intervention. For some students, the New York State Alternate Assessment provides a portfolio of skills and progress toward meeting their individual goals. Additionally, data collection for the new Skills and Achievement Commencement Credential and the Career Development and Occupational Studies (CDOS) credential will provide information regarding student progress.

The goal of the special education program in the District is to provide each student with individualized instruction designed to help each student more fully reach his or her potential.

The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests, state assessments and other teacher made assessments;
- Annual reviews of students' progress and programs, resulting in revised comprehensive IEP's;
- Qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary;
- Re-evaluations of each student with a disability;
- Periodic review of the District Plan

Guidelines for Participation of Students with Disabilities in State and District-wide Assessments

The Board of Education believes that students with disabilities should have access to all testing accommodations necessary to participate in state and district-wide assessments in order to ensure that the student's academic achievement and functional performance is fairly and accurately measured.

Test accommodations are changes made in the administration of a test, including testing procedures or formats, in order to remove obstacles to the test-taking process caused by a student's disability, that do not alter the measurement of a construct. The district recognizes that the provision of testing accommodations to students with disabilities enables such students to participate in assessment programs on an equal basis with their nondisabled peers. Testing accommodations provide students with disabilities the opportunity to demonstrate mastery of skills



and attainment of knowledge without being limited or unfairly restricted by their disability. Further, testing accommodations provide opportunity for students with disabilities to gain access to more challenging courses and programs.

Therefore, the Board adopts the following guidelines to ensure that all state and district-wide assessments are administered using appropriate accommodations:

- Test accommodations must be provided on a consistent and uniform basis, as provided by each student's IEP and should not be excessive, not alter the standard administration of the test to the least extent possible;
- Test accommodations are neither intended nor permitted to:
 - alter the construct of the test being measured or invalidate the results;
 - provide an unfair advantage for students with disabilities over students taking tests under standardized conditions;
 - substitute for knowledge or abilities the student has not attained.
- The following students may be eligible to receive test accommodations: students classified by the CSE or CPSE as having a disability;
 - students identified as having a disability pursuant to Section 504 of the Rehabilitation Act by a 504 Multidisciplinary Team;
 - students who incur disabilities for 30 days or less before administration of a district-wide test and who are authorized by the principal to receive test accommodations;
 - students previously declassified by the CSE or CPSE who are provided with declassification accommodations.
- The following individuals are authorized to make the decisions regarding test accommodations for a student with a disability:
 - the CSE or CPSE, if the student is classified under IDEIA and the Commissioner's Regulations or if the student has been declassified;
 - the Section 504 Multidisciplinary Team for those students identified as having a disability pursuant to Section 504 of the Rehabilitation Act;
 - the school principal, for general education students who have incurred a short or long-term disability within 30 days before administration of assessments and where sufficient time is not available for the development of an IEP or 504 Plan.
- All appropriate testing accommodations will be designated in a student's IEP or 504 Accommodation Plan and will be reviewed at least annually by the CSE or CPSE or 504 Multidisciplinary Team (except for declassification accommodations).
- Steps shall be taken to ensure that teachers and service providers are aware of test accommodations for students and how they are to be implemented.

Accessible Instructional Materials

The Individuals with Disabilities Education Improvement Act (IDEIA) requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials. Students with disabilities should receive materials in accessible formats at the same time as their peers receive their textbooks. The Le Roy Central School District ensures



that instructional materials, which include textbooks and related core materials such as workbooks, are provided in an accessible format pursuant to Part 200.2(b)(10) of the Commissioner’s Regulations. Accessible formats include Braille, large print, audio and digital text. Accessible instructional materials afford the flexibility to meet the needs of a broad range of students, even those without disabilities.

Allocation of Space for Special Education Programs and Services

LeRoy recognizes its responsibility to allocate adequate and appropriate space for special education classes, programs and services that are provided by the District. The District affirms a commitment to serve students with disabilities in settings with non-disabled peers.

Therefore, school administrators will monitor the number of students with disabilities and the services required for those students and will anticipate future needs in order to identify current and future space needs. Planning for special education programs and services will maximize physical integration of regular and special education programs.

The Superintendent will consider special education space needs as part of the annual budget cycle and during all long range facilities planning.



Special Education Budget

- The District's general fund and allocations from federal grants, IDEA 611 and IDEA 619, support the provision of special education services.
- A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs.
- An additional sum of money is added to the special education budget each year in anticipation of new special education students moving into the district as well as an amount of unexpected additional needs of current students that may arise.
- The budget is prepared annually and reviewed by the Director of Special Education & Student Services, Business office and the Superintendent and Board of Education.

Special Education Staffing

Special Education assignments (both Special Education Teacher and Teaching Assistants) are adjusted each year after the CSE annual review process. The Director of Student Services confers with building principals to determine appropriate scheduling and staffing, with the input from teachers and related services providers.



Preschoolers with Disabilities by Type and Setting:

July 2019 – Snapshot of the 2018-2019 school year

Settings	Age 2-3	Age 4	Age 5	Total
Related Services Only	15	7	0	22
Special Education Itinerant Teacher Services Only (SEIT)	0	0	0	0
Related Services and SEIT Services	1	1	0	2
Half Day (2.5 hours or less) Special Class Program in Integrated Setting	0	0	0	0
Half Day (2.5 hours or less) Special Class Program in Segregated Setting	0	0	0	0
Full Day (more than 2.5 hours, up to 4 hours) Special Class Program in Integrated Setting	0	0	0	0
Full Day (more than 2.5 hours, up to 4 hours) Special Class Program in Segregated Setting	0	0	0	0
Full Day (More than 4 hours) Special Class Program in Integrated Setting	0	0	1	1
Full Day (More than 4 hours) Special Class Program in Segregated Setting	1	1	0	2
Residential Program	0	0	0	0
Total				27



Disability by Type and Grade:

Anticipated for the 2019-2020 school year based on 2018-2019 final year snapshot

	Gr. K-3	Gr. 4-6	Gr. 7-8	Gr. 9-12	UNG	TOTAL
Autism	2	8	3	7		20
Emotional Disturbance		2		2		4
Learning Disability	6	13	9	18		46
Intellectual Disability			1	3	1	4
Multiple Disability	1	2		1	2	6
Other Health Impairment	7	6	7	13	1	34
Speech & Language Impairment	10	1				11
Visual Impairment		1				1
Hearing Impairment						0
Traumatic Brain Injury				2		2
Deafness			1			2



Program by Grade

Anticipated for the 2019-2020 school year based on 2018-2019 final year snapshot

	K-3	Gr. 4-6	Gr.7-8	Gr. 9-12	UNG
Related Service Only	3			2	
Resource Room Only				6	
Consultant Teacher Only	1	4	1	1	
Consultant Teacher & Related Services &/or Resource Room	21	19	15	33	
Special Class 12:1:1 In-District		3.5			
Special Class 15:1 English/ELA Only	9	12	5	6	
Special Class 15:1 Math Only					
Special Class 15:1 SS Only					
Out of District Placement					
12:1:1			1	5.5	.5
12:1+4		1		2	.5
6:1+1	1	2	1	.5	1
6:1+2		2			
8:1+3		1			2
7:1+4	2	1	1		

*Numbers subject to change based upon CSE Referrals and transfer students during July/August 2019



Board of Education Policies

Board Policy 7610 – Subject: Special Education: District Plan

Board Policy 6210 – Subject: Certified Personnel

Board Policy 8310 – Subject: Purposes of Instructional Materials

Board Policy 7611– Subject: Children with Disabilities

Board Policy 7612– Subject: Grouping by Similarity of Needs

Board Policy 7613– Subject: The Role of the Board in Implementing a Student's Individualized Education Program

Board Policy 7614– Subject: Preschool Special Education Program

Board Policy 7615– Subject: Least Restrictive Environment

Board Policy 7616– Subject: Pre-referral Interventions prior to CSE Referral

Board Policy 7617– Subject: Declassification of Students with Disabilities

Board Policy 7620– Subject: Students with Disabilities Participating in School District Programs

Board Policy 7621– Subject: Section 504 of the Rehabilitation Act of 1973

Board Policy 7631– Subject: Appointment and Training of CSE and CPSE Members/Sub-committee on Special Education Members

Board Policy 7632– Subject: Appointment and Training of Committee on Preschool Special Education (CPSE) Members

Board Policy 7640– Subject: Student Individualized Education Program (IEP): Development and Provision

Board Policy 7641– Subject: Transition Services

Board Policy 7642– Subject: Extended School Year (July/August) Services and/or Programs

Board Policy 7643– Subject: Transfer Students with Disabilities

Board Policy 7650– Subject: Identification and Register of Children with Disabilities (Child Find)

Board Policy 7660– Subject: Parent Involvement for Children with Disabilities

Board Policy 7670– Subject: Impartial Due Process Hearings/Selection of Impartial Hearing Officers

Board Policy 7680– Subject: Independent Educational Evaluations

Board Policy 7690– Subject: Special Education Mediation

Board Policy 7222– Subject: Diploma and/or Credential Options for Students with Disabilities

