

**SPECIAL EDUCATION DISTRICT PLAN**

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**WeedSPORT Central School District**



**2022-2023**

Adopted by the Board of Education:  
November 7, 2022

# **WEEDSPORT CENTRAL SCHOOL DISTRICT**

## **SPECIAL EDUCATION DISTRICT PLAN**

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# WEEDSPORT CENTRAL SCHOOL DISTRICT

## SPECIAL EDUCATION DISTRICT PLAN

### I. CONTINUUM OF SERVICES

According to the Regulations of the Commissioner of Education (Subchapter P), Part 200 Students with Disabilities.

#### A. RELATED SERVICES:

These services may be provided in the form of Individual, Group or Consultant Services. Goals/Objectives are written and updated periodically. The frequency and duration of services are based upon the student's need for service.

Speech and Language Therapy  
 Occupational Therapy (Contracted with Thrive by 5)  
 Physical Therapy (Contracted with Thrive by 5)  
 Counseling  
 Teacher of the Hearing Impaired (Contracted with Cayuga-Onondaga BOCES)  
 Teacher of the Visually Impaired (Contracted with CiTi BOCES)  
 Audiological Services (Contracted with Audiology Associates of Cortland/Ithaca)  
 Skilled Nursing Services

#### B. CONSULTANT TEACHER SERVICES:

Direct and/or Indirect services are provided to a student with a disability that attends regular education classes on a full-time basis and/or to such student's regular education teachers. A minimum of two hours each week is required. This service occurs within the general education setting. The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.

Direct Consultant Teacher Services: Specially designed instruction that can be delivered in an individual or group setting to allow the student to benefit from the general education curriculum.

Indirect Consultant Teacher Services: Consultation provided by a certified special education teacher to the regular education teacher, to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability, who attends their classes.

#### C. RESOURCE ROOM SERVICES:

For the purpose of supplementing the regular or special classroom instruction of students with disabilities. Each student will not receive less than three hours of instruction each week in such a program; students shall not spend more than 50% of their school day in this program; instructional groups shall not exceed five; composition of instructional groups shall be based on the similarity of the individual needs of the students according to the management needs documented on the students' IEP's. The total number of students with a disability assigned to an elementary resource room teacher shall not exceed 20. The total number of students with a disability assigned to a teacher who services students enrolled in grades seven through twelve shall not exceed 25.

# **WEEDSPORT CENTRAL SCHOOL DISTRICT**

## **SPECIAL EDUCATION DISTRICT PLAN**

### **I. CONTINUUM OF SERVICES - CONTINUED**

#### **D. CONSULTANT TEACHER/RESOURCE ROOM:**

Students can receive a blended program of the two as defined above for a total of three hours per week.

#### **E. SPECIAL CLASS**

Students placed in this program shall receive daily instruction to the extent indicated on their IEP. In all cases, the size and composition of a class shall be based on the similarity of individual needs. These individual needs include: academic, social, physical, and management needs of a student. Chronological age range within special classes of students less than 16 years of age shall not exceed 36 months.

Class size will be determined by the needs of the students and could include maximums of 15 students, 12 students, or 8 students.

#### **F. METHOD OF SPECIAL EDUCATION PROGRAM EVALUATION:**

Evaluation of special education programs will be based on the New York State School report card, the New York State Performance Plan Indicators, and locally gathered and analyzed data on student performance.

# **WEEDSPORT CENTRAL SCHOOL DISTRICT**

## **SPECIAL EDUCATION DISTRICT PLAN**

### **II. BOARD OF EDUCATION RESPONSIBILITIES**

#### **A. THE BOARD OF EDUCATION HAS POLICIES/PROCEDURES IN PLACE TO ENSURE AND/OR PROVIDE:**

- That students with disabilities residing in the district have the opportunity to participate in school district programs. (Policy #7611, #7620)
- For the appointing and training of appropriately qualified personnel, including members and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education (Policy #7631, #7632)
- That special services and programs are provided, to the extent appropriate to the needs of the student, that enable the student to be involved in and progress towards the general education curriculum (Policy #7616)
- That parents have received and understand the request for consent for the evaluation of a preschool student (see Attachment A)
- For confidentiality of personally identifiable data, and information of records pertaining to a student with a disability (Policy #3320, #7240, #7241)
- For implementing school-wide approaches which may include a response to intervention process (Policy #7616)
- For the appropriate declassification of students with disabilities (Policy #7617)
- For the selection and board appointment of an impartial hearing officer (Policy # 7670)
- A plan to ensure that all instructional materials to be used in the schools of 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 (see Attachment B)
- That identify the measurable steps it shall take to recruit, hire, train and retain highly qualified personnel (Policy #6211)

#### **B. ESTIMATED SPECIAL EDUCATION BUDGET**

Funding to support the provision of special education services is available through general funds and federal grants (IDEA- 611, 619)

#### **C. DISTRICT PLAN CONSISTENT WITH THE SPECIAL EDUCATION SPACE REQUIREMENTS:**

Per Board of Education Policy #7611, allocation of space within the district will be provided and the annual BOCES space plan, which is approved by SED, is completed with input from the special education office regarding student numbers and current space requirements.

**ATTACHMENT A**

**Weedsport Central School District  
Committee on Preschool Special Education  
2821 E. Brutus Street  
Weedsport, NY 13166  
(315) 834-6752**

Committee on Preschool Special Education Referral and Request for Consent

October 25, 2022

Re:

Dear Parent/Guardian:

Your child has been referred to the Committee on Preschool Special Education for an initial evaluation to determine if your child has a disability that may require special education services.

The initial step in the preschool special education process is to conduct an individual evaluation of your child. This proposed evaluation will consist of a variety of tests and assessments provided to you at no cost. The results of the evaluation will be used to determine if your child is eligible to receive preschool special education services and, if eligible, will be used to develop an appropriate Individualized Education Program (IEP). The proposed evaluation will consist of the following types of assessments or a review of current evaluative information, if appropriate:

- A social history, which is a report of information about the child, the child's family and environment that may be influencing performance in age appropriate activities.
- A psychological evaluation, which assesses such areas as development, organization, memory, learning and other personality characteristics.
- A functional behavioral assessment will be included if a child displays interfering behaviors in which detract from the learning process.
- A physical examination to assess any physical or medical factors that may be influencing performance in age appropriate activities or you may submit an exam from your family physician.
- An observation of the child in the child's learning environment or other age-appropriate environment.
- If needed, a speech and language evaluation to assess the child's ability to understand and use language.
- If needed, an assessment of motor abilities that may be influencing performance in age appropriate activities.

Enclosed is a list of agencies approved to conduct evaluations of preschool children in this county and surrounding counties. You must indicate one of the approved agencies to conduct the individual evaluation of your child on the consent form. Once the evaluation is initiated, you may be notified by the approved agency that other types of assessments may be appropriate for your child.

You have the right to request a test or assessment as part of this evaluation. In addition, if you have any evaluation information for your child that you want the Committee to consider, please submit the information to the evaluation agency or to our office. Any information you submit will be considered by the Committee as part of its evaluation.

In order for the approved evaluation agency to conduct these needed evaluations, you must give written consent. Please note that your consent is voluntary and can be revoked at any time. A consent form is enclosed for you to sign and return. Additionally, the District is required to report some, non-identifiable evaluative and special education information to the State Education Department, to evaluate program effectiveness. If you do not consent to an initial evaluation of your child, no additional action will occur.

When the evaluation is completed, you will have the opportunity to discuss the test results with the evaluation agency. The Committee will then formally meet to review the evaluation results and discuss possible recommendations with you. You will have the opportunity to actively participate at the meeting and you may be accompanied by anyone of your choosing. Before the meeting you will receive a written notice of the date, time and location of the Committee meeting, and we encourage your attendance.

Enclosed is a copy of the Procedural Safeguards Notice that explains your rights regarding the special education process and a copy of the Parent Guide to Special Education.

If you have any questions regarding this notice, the request for consent, or any of the additional materials enclosed, please do not hesitate to contact our office. Upon your request, we will arrange a meeting to discuss any questions that you may have about the proposed evaluation or provide you with additional resources to contact to obtain assistance in understanding this information. Otherwise, please sign and indicate the evaluation agency, and return the enclosed consent form as soon as possible so that we can address your child's learning needs in a timely manner.

Sincerely,

*Ann M. DeFazio*

Ann M. DeFazio  
Director of Special Programs

Encl.: 1. Initial Evaluation Consent Form  
2. Parent Guide to Special Education  
3. Procedural Safeguards Notice

**Weedsport Central School District  
Committee on Preschool Special Education  
2821 E. Brutus Street  
Weedsport, NY 13166  
(315) 834-6752**

Committee on Preschool Special Education Consent for Evaluation

I understand that my child has been referred to the Committee on Preschool Special Education for evaluation to determine if my child has a disability that may require special education services. I understand that I must give written consent to the district in order for my child to be evaluated. I am aware that this consent is voluntary and can be revoked at any time.

I have received and understand the notice that my child has been referred to the Committee on Preschool Special Education for evaluation. I have also received a copy of the Procedural Safeguards Notice that is required by the Individuals with Disabilities Education Act (IDEA).

I hereby grant consent for evaluation by the Approved Evaluation Agency listed below regarding:

\_\_\_\_\_

Student Name

\_\_\_\_\_

Student Date of Birth

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Approved Evaluation Agency to complete the Evaluation



**ATTACHMENT B****ALTERNATE FORMAT PLAN  
IMPLEMENTATION GUIDELINES**

**Purpose:** To ensure that students have access to materials presented in Alternate Formats at the same time as students using traditional materials.

The district will utilize the National Instructional Materials Accessibility Standard (NIMAS) and the National Instructional Materials Access Center (NIMAC) as resource for securing materials in alternate format. Any new textbook or other printed core materials will be purchased from vendors who can provide the purchased material in the correct format (NIMAS) to the NIMAC repository. Contract language will be included in any purchasing contract to support that requirement.

**Guidelines for implementation:**

- Teams working to order materials must be aware of the needs of students; such information can be found in IEPs that identify the need for both modified instructional and testing materials.
- Preference should be given to vendors who provide materials in alternate formats. This is particularly important in the event that a student moves into the district needing an alternative format. If the desired format is not available, the district must assume responsibility for creating it. Language should be included in any purchasing contract requiring the vendor to provide the materials in the correct format (NIMAS) to the repository (NIMAC).
- If desired materials are not available in alternate formats, a plan must be devised that will make the necessary materials accessible to the students, again at the same time that traditional materials are available.
- The person placing an order for new materials should contact the vendor at the time of the order to determine whether the alternate format will be delivered at the same time as the rest of the order. If not, a plan will need to be developed to create the alternate format at the district level until the vendor's materials become available.
- State assessments must also be ordered in Alternate Format. Special education teacher should advise their building principals of any student who requires alternate format in advance of the order being placed.