

# **Wayland-Cohocton Central School District**

**SPECIAL EDUCATION DISTRICT PLAN  
2019**

Adopted by the Wayland-Cohocton Central School Board of Education on August 26, 2019.

**Board of Education:** Rich Rizzieri, *President*  
Lisa Bugbee, *Vice President*  
Matt Gleason  
Michael Heiman  
Dan Lander  
Kelly Schecter  
Phillip Trautman

**Administration:** Eileen Feinman, *Superintendent*  
David Mastin, *Business Administrator*  
Josie Steiner, *High School Principal*  
Justin Stuck, *High School Assistant Principal*  
Scott Manne, *Middle School Principal*  
Wendi Snyder, *Middle School Assistant Principal*  
Theresa Carhart, *Wayland Elementary Principal*  
Adam Button, *Cohocton Elementary Principal*  
Rebecca Wager, *Director of Curriculum and Instruction*  
Katherine Wolcott, *CSE/CPSE Chairperson*

**Committee on Special Education:**

Local Agency Representatives: Katherine Wolcott, Michelle DeGraff, Cora Saxton, Stephanie Sharp  
School Psychologists: Michelle DeGraff, Cora Saxton, Stephanie Sharp, Katherine Wolcott  
Student's Special Education Teacher or Special Education Provider  
-High School Special Education Teachers:  
Sara Belcher, Cecelia Hopkins, Angel Pagnotta, David Stewart, Laurie Webster, Jennifer Wolfanger-Harvey  
-Middle School Special Education Teachers:  
Lesley Doupe, Jennifer Jerome, Jennifer King, Mechele Palmiter, Daniel Watson, Jennifer Wolfanger-Harvey  
-Elementary School Special Education Teachers:  
Nancy Beaupre, Brandi Bishop, Julie Didas, Joan Drew, Kimberly Lucas, Sofiya Pazacheva, Susan Sanborn, Jordan Shearing  
-Speech/Language Pathologists: Dawn Martin, Gwendolyn Rowley, Alyssa Wallace, Grace Yannie (1 vacant position as of August 26, 2019)  
-Occupational Therapists: Denise Menger, Monica Stewart  
-Physical Therapist: Paula Rocha  
-Vision Teacher: Misty Loop

-School Counselors: Jean Antkowiak, Bridget Beardsley, Laura Buisch, Heather Drum, Jennifer Billotte

-School Social Workers: Tanya Denee, Molly Moon, Marissa O'Neal, Julie Snaith, Brooke Wagner

-Registered School Nurses: Brandi Buen, Mary Lou McKelvey, Jessica Gregorius, and Erin Smith

Student's General Education Teacher (if the student is or may be in general education)

An individual who can interpret the instructional implications of the evaluation results: may be the regular education teacher, special education teacher, school psychologist, local education agency representative, or related service provider (when appropriate)

Other Individuals who have knowledge or expertise regarding the child (at the discretion of the parent)

Parent Representatives: Chris Pittman, Catherine Bush, and Mary Lou McKelvey (if parent requests 72 hours prior to meeting)

School Physician: Dr. Richard Parker, Tri-County Family Medicine (if parent requests 72 hours prior to the meeting)

Parent(s) of the student

Student (when appropriate)

**Subcommittee of Special Education:**

Local Agency Representatives: Katherine Wolcott, Michelle DeGraff, Cora Saxton, Stephanie Sharp

School Psychologists: Michelle DeGraff, Cora Saxton, Stephanie Sharp, Katherine Wolcott

Student's Special Education Teacher or Special Education Provider

-High School Special Education Teachers:

Sara Belcher, Cecelia Hopkins, Angel Pagnotta, David Stewart, Laurie Webster, Jennifer Wolfanger-Harvey

-Middle School Special Education Teachers:

Lesley Doupe, Jennifer Jerome, Jennifer King, Mechele Palmiter, Daniel Watson, Jennifer Wolfanger-Harvey

-Elementary School Special Education Teachers:

Nancy Beaupre, Brandi Bishop, Julie Didas, Joan Drew, Kimberly Lucas, Sofiya Pazacheva, Susan Sanborn, Jordan Shearing

-Speech/Language Pathologists: Dawn Martin, Gwendolyn Rowley, Alyssa Wallace, Grace Yannie (1 vacant position as of August 26, 2019)

-Occupational Therapists: Denise Menger, Monica Stewart

-Physical Therapist: Paula Rocha

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-School Counselors: Jean Antkowiak, Bridget Beardsley, Laura Buisch, Heather Drum, Jennifer Billotte

-School Social Workers: Tanya Denee, Molly Moon, Marissa O'Neal, Julie Snaith, Brooke Wagner

- Registered School Nurses: Brandi Buen, Mary Lou McKelvey, Jessica Gregorius, and Erin Smith
- Student's General Education Teacher (if the student is or may be in general education)
- An individual who can interpret the instructional implications of the evaluation results: may be the regular education teacher, special education teacher, school psychologist, local education agency representative, or related service provider (when appropriate)
- Other Individuals who have knowledge or expertise regarding the child (at the discretion of the parent)
- Parent(s) of the student
- Student (when appropriate)

**Committee on Preschool Special Education:**

- Local Agency Representatives: Katherine Wolcott, Cora Saxton, Michelle DeGraff, Stephanie Sharp
- Child's Regular Education Teacher (if child is or may be in general education)
- Child's Special Education Teacher or Special Education Provider
- Parent Members: Chris Pittman, Catherine Bush, and Mary Lou McKelvey (if parent requests 72 hours prior to the meeting)
- An individual who can interpret the instructional implications of the evaluation results: may be the regular education teacher, special education teacher, school psychologist, local education agency representative, or related service provider (when appropriate)
- Other Individuals who have knowledge or expertise regarding the child (at the discretion of the parent)
- A representative of the Municipality in which the student resides
- Early Intervention Coordinator (at parent request)
- Parent(s) of the student

## Wayland-Cohocton Central School District

### Mission

To ensure high levels of learning for all students

### Vision

To continuously develop our capacity to function as a collaborative culture

### District Focus

	FOCUS 1	FOCUS 2	FOCUS 3
	Focus on Learning...	A Collaborative Culture and Collective Responsibility...	A Results Orientation...
<b>DESIRED OUTCOMES: HOW WE WILL MEASURE OUR SUCCESS</b>	All students will master grade level/course essential standards.	All collaborative teams will improve along the <a href="#">PLC at Work Continuum: Building a Collaborative Culture through High Performing Teams.</a>	All teams will develop and pursue measurable improvement goals for student learning.

	FOCUS 1	FOCUS 2	FOCUS 3
	Focus on Learning...	A Collaborative Culture and Collective Responsibility...	A Results Orientation...
<b>MAJOR STRATEGIES TO ACHIEVE DESIRED OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Identifies and utilizes the essential standards within their curriculum for each grade level/course (<i>What do we want students to know?</i>)</li> <li>• Creates and analyzes data from common formative assessments (<i>How will we know when they are learning?</i>)</li> <li>• Uses assessment results to plan instruction and improve practice (<i>How will we respond when they don't learn? How will we respond if they already learned it?</i>)</li> <li>• Embeds intervention and enrichment time into the school week without missing new essential curriculum. (<i>How will we respond when they don't learn? How will we respond if they already learned it?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Engages all staff as part of a collaborative team</li> <li>• Establishes time each week for collaboration</li> <li>• Ensures educators work collaboratively and take collective responsibility for the success of each student</li> <li>• Refines instructional practices</li> <li>• Addresses conflicts</li> <li>• Celebrates achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers evidence of current levels of student learning</li> <li>• Develops strategies and ideas to build on strengths and addresses weaknesses in learning</li> <li>• Implements strategies and ideas</li> <li>• Analyzes impact on changes to discover what was effective and what was not</li> <li>• Applies new knowledge in the next cycle of continuous improvement</li> </ul>

It is the purpose and intent of the Wayland-Cohocton Central Schools and the Board of Education, in conjunction with the Special Education Department, to identify all students suspected of having a disability. Such identification will be completed in accordance with section 200.4 of the Commissioner's Regulations. This plan satisfies the requirements set forth in section 200.2 (c), (2) that states each Board of Education shall have available for public inspection and review an acceptable plan that explains the Special Education program in our school district.

Upon completion of the evaluation, the Committee on Special Education (CSE), as appointed by the Board of Education, will determine if classification and placement are necessary. All students so identified will be placed in accordance with existing State and Federal Regulations. Students who are found to be students with disabilities will be provided educational opportunities in the Least Restrictive Environment and be given all the guarantees of due process and equal access as required by regulation.

Philosophically, the school district believes that all children should be educated in an environment that challenges their academic, social, and physical potential, regardless of individual, physical, emotional, or socioeconomic limitations. All children have equal access to all school programs. The Wayland-Cohocton Central Schools do not discriminate on the basis of race, creed, color, national origin, sex, gender orientation, sexual orientation, age, disability, or marital status.

## **DESCRIPTION OF THE NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS**

### **A. Purpose of the Plan**

Pursuant to current regulations, which specify Board of Education responsibilities, the Wayland-Cohocton Central Schools have developed and defined this District Plan. The purpose of this plan is to describe the overall functioning and aspects of the special education programs within the Wayland-Cohocton Central School District. The District Plan contains no personally identifiable data and is available for public inspection.

### **B. Description of District**

The Wayland campus is located approximately 50 miles south of Rochester, and the Cohocton campus is located approximately 60 miles south of Rochester. Both campuses are located in rural communities within Steuben County. As of October 2017, 1256 school-age students were enrolled in the district. The district was serving 153 school-age and 13 preschool students with disabilities. The District is comprised of two physical buildings: one Elementary School located in Cohocton, NY (grades Pre-K through 4) and one Elementary School (grades Pre-K through 4) / Middle School (grades 5-8) / High School (grades 9-12) located in Wayland, NY.

**C. Assumptions**

This plan is predicated upon certain suppositions about factors which exist or will exist for the duration of this plan. They include:

- 1) It is assumed that State and Federal Laws and Regulations concerning the education of children with disabilities continue to be reviewed and revised.
- 2) It is assumed that financial assistance from the State and Federal government will be maintained or increased to support these programs.
- 3) It is assumed that the early identification and screening of children with disabilities will be refined and will serve to identify greater numbers of children at an earlier age.
- 4) It is assumed that educating students with disabilities within the Least Restrictive Environment will continue to be a priority.
- 5) It is assumed that parents will become increasingly cognizant of their rights to be involved in the special education process and will exercise these rights to a greater degree.
- 6) It is assumed that the need for related services will increase with the types and levels of children needing special education.

**D. Nature and Scope of Special Education Programs**

The district presently employs 19 full-time, certified special education teachers; 21 full-time teaching assistants; 12 full-time teacher aides; 3 full-time and one part-time speech and language pathologists (i.e., 1 vacant position as of August 26, 2019); 1 full-time licensed occupational therapists and 1 full-time certified occupational therapy assistant; 1 part-time licensed physical therapist; 1 full-time vision teacher; 3 full-time school psychologists; 5 full-time school counselors; 5 full-time social workers; and 4 full-time registered nurses to work with students in grades Pre-K through 12. Each is directly responsible to his or her building principal. The district contracts with agencies and/or institutions for services not available within its facilities. They include, but are not limited to Genesee Valley Educational Partnership, Greater Southern-Tier BOCES, Monroe 1 BOCES, Mary Cariola Children's Center, and Rochester School of the Deaf.

The program serves all students with special education needs as identified by the Committee on Special Education (CSE). Students are referred for consideration by either their parents or school staff. Each student receives a comprehensive psychological and educational evaluation, as well as a physical examination/review of medical records, social history, classroom observation, and related service evaluation (if applicable) prior to being recommended for placement in a program by the CSE.

The district also maintains a Committee on Preschool Special Education (CPSE), which is responsible for identifying and providing special education services to students ages 3-5 residing in the district's boundaries. The county of residence contracts with approved preschool providers to provide the appropriate services to students who are deemed eligible by the CPSE.

**Related Services:** The Wayland-Cohocton Central Schools assure that related services are provided to students with disabilities who may need such support. These services shall be recommended by the CSE to meet specific needs of a student with a disability. Services provided, including provider, frequency, and duration of each service, are specified in the Individualized Education Plan (IEP). The related services available to students include, but are not limited to: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Vision Therapy, Orientation and Mobility, Psychological Counseling, and Skilled Nursing Services.

**Consultant Teacher – Direct/Indirect Services:** The Wayland-Cohocton Central Schools employ special education teachers who are assigned to a grade level(s) to provide Consultant Teacher Services (i.e., specially designed instruction) for students within the general education environment. This allows students to receive special education support within their general education classes and to participate in learning alongside their non-disabled peers. At this level, special education services may be delivered as a direct and/or indirect service. Type and amount of service is based on individual student needs.

Specially designed instruction means adapting, as appropriate to the needs of the student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

**Resource Room:** Resource room provides supplemental instruction specific to students' individual needs. Unless otherwise authorized by the New York State Education Department (NYSED), no more than 5 special education students with similar needs can be assigned to a resource room with a specific special education teacher.

**Special Class:** Special class is defined as a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

The Wayland-Cohocton Central Schools have 12:1:1 Special Classes, 15:1 Special Classes, and an 8:1:1 Special Class. Specifically, for our 12:1:1 programs, the maximum class size cannot exceed 12 students (i.e., unless otherwise authorized by NYSED), there is one special education teacher assigned to the class, as well as one or more supplementary school personnel (i.e., a teaching assistant or teacher's aide). For our 15:1 programs, the maximum class size cannot exceed 15 students (i.e., unless otherwise authorized by NYSED), and one special education teacher is assigned to the class. Lastly, for our 8:1:1 program, the maximum class size cannot exceed 8 (i.e.,



unless otherwise authorized by NYSED), there is one special education teacher assigned to the class, as well as one or more supplementary school personnel.

**Out of District Programs:** An out of district placement is made when an appropriate program is not available within the district. The Genesee Valley Educational Partnership provides the Least Restrictive Environment for some of these students. In addition, cross-contracts with other BOCES, as well as private programs, are considered on an as-needed basis for individual students.

**E. Test Access and Accommodations for Students with Disabilities**

The purpose of testing accommodations is to enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. Testing accommodations provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability. Testing accommodations promote the access of students with disabilities to assessment programs, as well as to more challenging courses and programs. Testing accommodations should not be excessive and should alter the standard administration of the test to the least extent possible. Testing 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 that the student has not attained.

**F. Requests for Annual Review Meetings**

Annual reviews are held within a 12 month calendar. The Wayland-Cohocton Central School schedules students by anniversary dates. For instance, if you are classified on April 15, 2019, your next meeting will be on or before April 14<sup>th</sup>, 2020. All parents are sent a letter at least 5 days in advance notifying them of the date and time. Also, they are notified of who will be in attendance at that meeting. Special education teachers and related service providers (as applicable) are responsible for updating the IEP and collecting data from the general education teachers not present at the meeting.

**G. Special Education Referral Process**

The Wayland-Cohocton Schools use Response to Intervention (RTI) as a guide to help refer student to the CSE. They also use teacher observation, parent concern and testing results to guide them. However, these should not be held in isolation; therefore, if a student does poorly on a test, they should not automatically be referred. Similarly, a parent advocating for special education programs and services for their child does not automatically trigger an evaluation for to determine eligibility. Other steps and communication may occur before moving forward in the process (e.g., scheduling a meeting with the parent, Principal, and CSE Chairperson within 10 days of receipt of a referral). The CSE referral process has been outlined below.

1. Once students have been identified using the RTI process and parents have been notified, the following occurs:
  1. REFERRAL to the CSE Office
  2. PARENTAL NOTICE AND CONSENT
  3. EVALUATION
  4. ELIGIBILITY RECOMMENDATION/IEP DEVELOPMENT
  5. IEP IMPLEMENTATION
  6. ANNUAL REVIEW within one year of IEP development
  7. REEVALUATION at least triennially

**H. Section 408**

Each student with a disability who needs special education programs and services must have an IEP developed by a CSE or CPSE. The IEP is the document that guides the delivery of specially designed instruction to meet the student's needs; therefore, school personnel with responsibility for implementing a student's IEP must have that information readily available to them.

Section 4402(7) of the Education Law, as amended by Chapter 408 of the Laws of 2002, addresses a school district's responsibility to ensure that copies of IEPs are provided and individuals are informed of IEP implementation responsibilities prior to the implementation of a student's IEP. The Board of Regents adopted regulations to implement the requirements of Chapter 408 to ensure that school personnel and other service providers that are charged with the implementation of a student's IEP have the information necessary to fulfill their IEP responsibilities for each student.

**I. Declass Paperwork**

The Board of Education recognizes that it may be appropriate to declassify some students with disabilities. The CSE, or the CPSE as applicable, is responsible for making this judgment, while adhering to the requirements of Federal and State Laws and Regulations. Prior to determining that a student is no longer eligible for special education services for reasons other than graduation or age, the CSE or CPSE shall arrange for a reevaluation of each student with a disability. The reevaluation shall be conducted by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education, and the student's continuing eligibility for special education. The results of the reevaluations must be addressed by the CSE or CPSE in a meeting to

determine the student’s continued eligibility for special education services. The district will provide the parents with copies of reevaluation reports and other documentation related to a determination of eligibility for special education programs and services.

**NUMBER AND AGE SPAN OF STUDENTS SERVED**

The following data tables summarize the students served in preschool and school-age programs by age, disability area and type of placement, as of the October 2017 Special Education Snapshot date.

**Preschool Students by Placement Type:**

Educational Environment		A	B	C	F	G	H
		Age 3	Age 4	Total # of Students Ages 3-4	Male	Female	Total Gender
Attending a regular early childhood program for <b>10 or more hours</b> a week	And receiving the majority of hours of special education and related services in the regular early childhood program	3	1	4	3	1	4
	And receiving the majority of hours of special education and related services in some other location.	1	0	1	0	1	1
Attending a regular early childhood program for <b>less than 10 hours</b> a week	And receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0	0	0
Separate Class		0	0	0	0	0	0
Separate School		0	1	1	0	1	1
Residential Facility		0	0	0	0	0	0
Home		2	2	4	3	1	4
Service Providers Location		0	0	0	0	0	0
<b>Total</b>		<b>6</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>10</b>

**School-Age Students by Disability Area:**

Line Number	Disability (As of Snapshot Date)						Grand Total for 2011
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	
01	Autism	1	6	0	5	1	13
02	Emotional Disturbance	0	2	1	4	0	7
03	Learning Disability	0	17	17	20	1	55
04	Intellectual Disability <sup>1</sup>	0	1	2	4	0	7
05	Deafness	0	0	0	1	0	1
06	Hearing Impairment	0	1	1	0	0	2
07	Speech or Language Impairment	4	14	3	1	0	22
08	Visual Impairment (Includes Blindness)	0	1	0	0	0	1
09	Orthopedic Impairment	1	0	0	0	0	1
10	Other Health Impairment	2	9	5	13	6	35
11	Multiple Disabilities	1	2	3	1	1	8
12	Deaf-Blindness	0	0	0	0	0	0
13	Traumatic Brain Injury	0	1	0	0	0	1
14	<b>Total (Lines 1-13)</b>	<b>9</b>	<b>54</b>	<b>32</b>	<b>49</b>	<b>9</b>	<b>153</b>

**In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only.

Line Number	Type of Setting	Age Group				Total
		6-11	12-13	14-17	18-21	
01	Separate School	1	2	4	1	8
02	Residential Facility	0	0	0	0	0
03	Hospital (In-patient)	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0
05	<b>Total</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>8</b>

**In Other Specific Settings.** School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

Line Number	Type of Setting	A	B	C	D	E
		Age Group				
		6-11	12-13	14-17	18-21	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0
02	Home Schooled at Parental Choice	0	1	0	0	1
03	Parentally Placed in Nonpublic School- Receiving Special Education	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0
05	<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

## **PROGRAM GOALS AND OBJECTIVES**

The primary goal of the district's special education program is to maximize the academic, social, and physical achievement of all students with disabilities residing in the district in accordance with the following objectives:

1. To provide a free appropriate education in the Least Restrictive Environment for resident students with disabilities between the ages of 3 and 21 or until a high school diploma has been awarded, whichever shall occur first.
2. To ensure that students with disabilities have the opportunity to be involved and progress in the general education curriculum to the maximum extent appropriate, according to the needs of each individual student, and to provide students with appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
3. To maintain a CPSE and CSE for the purposes of evaluating students suspected of having disabilities and for placement of students with disabilities in appropriate programs. The CPSE and CSE will monitor the progress of all students with disabilities and will report annually to the Board of Education regarding the status of each individual student.
4. To ensure effective communication and collaboration between the CPSE, CSE, school staff, and parents and to ensure that parents are advised of their due process rights.
5. To ensure the establishment of procedures to implement the provisions of Part 200 of the Commissioner's Regulations for Students with Disabilities.
6. To provide the human and material resources necessary for the implementation of a continuum of programs and services to meet the academic, social, physical and management needs of students with disabilities.
7. To provide, to the greatest extent appropriate, adaptation and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate.
8. To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability.
9. To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.

10. To provide professional development for all personnel who work with students with disabilities in order to ensure that they have the skills and knowledge necessary to meet the unique needs of all students.

## **EVALUATION OF THE DISTRICT PLAN**

Progress toward the goals and objectives of the Special Education District Plan will be measured through the following means:

1. The progress of individual students toward their IEP goals will be determined on at least an annual basis. At these Annual Reviews, IEPs will be reviewed and adjusted to meet the needs of each student.
2. Reevaluations will be conducted at least every three years to gather additional specific assessment data to determine continued eligibility and inform the committee as they develop appropriate IEPs.
3. Teacher observations, conferences and professional development opportunities will be reviewed for effectiveness toward meeting the needs of students with disabilities.
4. District accountability data, including progress toward the goals identified in the New York State Performance Plan, will be reviewed to assess the achievement outcomes of students with disabilities and progress toward the special education program objectives.
5. The Special Education District Plan will be reviewed and updated every two years.

## **PLAN TO ENSURE AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS**

The district will provide alternative format materials to students with disabilities who have been determined by the CSE to need their instructional materials provided in an alternative format. “Alternative format” is defined in Section 200.2 of the Commissioner’s Regulations as any medium or format for the presentation of instructional materials other than a traditional print textbook that is needed as an accommodation for a student with a disability who is enrolled in the school district. It includes, but is not limited to, Braille, large print, open and closed caption, audio, or an electronic file that is appropriate to meet the needs of the individual student.

The district has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities and the District participates in the National Instructional Materials Access Center (NIMAC). This national effort to centralize the distribution of instructional materials in alternate formats helps to guarantee timely provision of such materials to students. In purchasing instructional materials, the district gives preference to vendors who agree to

provide materials in a usable alternative format. In addition, all purchase orders for textbooks or other related materials include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC.

When a student requires instructional materials to be provided in an alternative format, as per their IEP, the assigned Special Education Teacher notifies the CSE Chairperson who arranges for the materials to be provided, at no cost to the family or student, in a timely manner, via the appropriate source, which includes, but is not limited to, Bookshare.org, the New York State Commission for the Blind, and the American Printing House for the Blind. Assistive technology (e.g., word processing, text to speech, speech to text, word prediction) is also used to provide appropriate access to instructional materials.

The Wayland-Cohocton School has created and now implements a Prioritized Curriculum for Special Math Classes in grades 3-8. The purpose of this curriculum is to better prepare students for the Algebra Regents exam, a graduation requirement. The curriculum was created by analyzing data from the Algebra Regents exam, as well as 3-8 State Exams and aligning instruction to the specific standards that are essential for passing the Algebra Regents exam.

#### **ALLOCATION OF SPACE WITHIN DISTRICT/BOCES**

In keeping with the Least Restrictive Environment model, the majority of students with disabilities receive special education services within the general education classroom. It is the district's belief that students with disabilities should be instructed in the general education setting to the maximum extent possible. If a special class is required in order to meet a student's academic, social, physical and/or management needs, the classroom should be in close proximity to other classrooms of the same age and grade level students to enable the student to participate in general education whenever appropriate.

In addition to district-based special education programs and classes, the district will work with the Genesee Valley Educational Partnership, Greater Southern Tier BOCES, and Monroe 1 BOCES to ensure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the aforementioned agencies.

#### **BUDGET TO SUPPORT SPECIAL EDUCATION PROGRAMS**

2018 - 2019	\$3,363,790
2019 – 2020	\$3,481,290

#### **AVAILABILITY OF DISTRICT PLAN**

The Special Education District Plan is filed with the CSE Chairperson and is available for public inspection and review by the Commissioner.