

# **WAINSCOTT COMMON SCHOOL DISTRICT**

## **SPECIAL EDUCATION**

### **TWO-YEAR DISTRICT PLAN**

**2021-2023**

DISTRICT POLICIES, PRACTICES, AND PROCEDURES FOR ASSURING APPROPRIATE  
EDUCATIONAL SERVICES AND DUE PROCESS IN THE EVALUATION AND  
PLACEMENT OF STUDENTS WITH DISABILITIES

**ADOPTED BY THE BOARD OF EDUCATION ON:**  
**July 21, 2021**

**BOARD OF EDUCATION**

**Board President David Eagan**

**Trustee William Babinski**

**Trustee Kelly Anderson**

**WAINSCOTT COMMON SCHOOL DISTRICT**

**Department of Special Education**

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## **SPECIAL EDUCATION PHILOSOPHY**

The Wainscott Common School District (WSD) Board of Education is committed to providing quality instruction and educational opportunities which benefits all of our children. Additionally, the Board recognizes its responsibilities for students with disabilities. To meet the unique needs the Wainscott Common School District Board of Education has adopted the following statement of philosophy which will guide the daily functions of our Department of Special Education and all of its instructional programs.

To the maximum extent determined by the child's disability while considering his/ her unique abilities, the student will be educated within his/her local school whenever possible.

The district is committed to educating children within the least restrictive environment which allows for maximum contact and participation with their non-disabled peers.

The goal of the Wainscott Common School District's Department of Special Education is to provide each child with individualized instruction which will provide the resources necessary to compensate for his or her disability, to overcome the disability whenever possible, and to maximize the student's functioning toward the realization of his/her full potential. We will also ensure that students with disabilities are viewed by all of our staff as having particular obstacles to overcome and shall be helped by them accordingly.

The WCD is committed to developing a community where children and adults are appreciated for their unique strengths and differences. It will foster an environment that promotes positive attitudes, respect, and understanding towards individuals with disabilities in order to promote their independence. It is the goal of the district to integrate meaningful resources into the school curriculum and provide staff development which supports students' with their differences.

The Wainscott Common School District is aware that in order for our students to reach their fullest potential, they will need the support of all of our staff members in partnership with our parents. We will ensure that our parents feel supported, informed and respected.

The Board of Education is committed to supporting a successful special education program which is centered on the support of our teachers through ongoing professional development and training of our faculty. Professional development will be provided for all personnel who work with students with disabilities which is necessary to assure that they remain current with research-based practices and have the skills and knowledge necessary to meet the unique needs of our children.

The District Plan for Special Education includes, as required by law, the following:

- a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- identification of the number and age span of students and preschool students to be served by

type of disability and recommended setting;

- the method(s) to be used to evaluate the extent to which the objectives of the program have been achieved;
- a description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
- a description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
- a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are available to nondisabled students;
- the date on which the plan was adopted by the Board of Education; and,

Furthermore, any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.

## **Nature and Scope of School Age Special Education Programs and Services**

A full continuum of services is available for students with disabilities throughout the district. The nature and scope of the special education programs and services are described below, ranging from the least restrictive environment to the most restrictive environment.

### **General Education with Declassification Support Services**

Students who have been declassified fully participate in the general education program. Test accommodations, eligibility for the safety net, LOTE exemption, and direct or indirect related services may be provided to the student, consistent with the students' needs. In addition, transitional support services may be provided to the general education teacher(s) on a temporary basis to aid in the provision of an appropriate educational program or in a change to a less restrictive program. The services are provided by an appropriate professional who understands the specific needs of the student with a disability.

### **General Education with Supplementary Aids and Services**

Students with disabilities fully participate in the general education program. Supplementary aids and services, such as test and program accommodations and/or assistive technology, are provided consistent with the students' disabilities and needs.

## **Consultant Services (Direct and Indirect)**

Consultant teacher services are provided directly or indirectly to students with disabilities enrolled in general education classes to meet the specific needs of the students. Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week, except that the CSE may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services may receive a combination of such services consistent with the student's IEP for not less than three hours each week.

## **Related Services**

Related services means developmental, corrective and other supportive services as are required to assist a student with a disability and include counseling, speech therapy, occupational therapy, physical therapy, adaptive physical education, parent counseling and parent training, behavioral consultant services, school health services, individual and shared aides, sign language interpreters, visually impaired and hearing impaired services. Services are designated on a student's individualized education program (IEP) to be provided for specified periods of times and frequencies and can be provided individually or in small groups.

WSD provides both push-in and pull out methods of service delivery. The delivery of services is based on the students' needs. The extent of these services may range from daily sessions to weekly 5 sessions, depending on the individual needs of the student, as determined by the Committee on Special Education.

## **Resource Room Program**

The extent of resource room services is based upon individual needs, but at least three hours per week and not in excess of 50% of the school day, in accordance with regulations. Every attempt is made to avoid conflict with mainstream programs.

A student/teacher ratio of 5:1 is strictly maintained.

## **Specialized Reading Instruction**

The CSE may recommend that a student with a disability needs a specialized reading instruction. A student may receive this service as determined by the CSE. Students receive this service for no less than two hours per week.

## **Integrated Co-Teaching Services**

Integrated co-teaching (ICT) services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and in the general education classroom with non-disabled students. These services afford students with disabilities the opportunity

to be educated in the least restrictive environment with their non-disabled peers.

Integrated co-teaching services are available within our school. Students receive integrated co-teaching services in all core subject areas ELA, Math, Science and Social studies unless it is indicated on the students IEP, for 5.5 hours each day.

The program involves mutual planning by the general and special education teachers to provide an optimal learning environment for all students. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall not exceed 12 students, unless the district applies for a variance by notification to add one additional student

### **Cross-contracting with Neighboring School Districts**

When the nature and severity of a student's disability is such that education within the school district is not appropriate, the Wainscott Common School District first looks into programs in neighboring school districts. We currently have three (3) students enrolled in programs in other school districts. This may change depending upon student need.

### **BOCES programs**

When the nature and severity of a disability is such that education within the school district is not appropriate and a placement is not available in a neighboring district, students are placed in various BOCES programs. BOCES district-based programs are considered first, to offer mainstreaming opportunities for the students into academic and non-academic activities with their non-disabled peers. BOCES also offers a variety of center-based comprehensive and specific programs designed to provide an appropriate education to students who have intensive academic, physical, social, and/or management needs.

### **Home and Hospital Instruction**

When the nature and severity of a disability is such that a student is hospitalized or homebound due to physical, emotional, social or management needs, students are sometimes recommended for homebound or hospital instruction. This may be done in consultation with a treating physician. Placement is only recommended if it is the least restrictive environment. Home instruction is provided at a minimum of five hours per week at the elementary level and ten hours per week at the secondary level, in accordance with regulations. Related services may also be provided at home as per the IEP. The number of students we may have on home and hospital instruction is eight (8) however, this number fluctuates throughout the school year.

**In-state and Out-of-state Private Schools and State Supported or Operated Schools** When the nature and severity of a disability, or a combination of disabilities, is such that appropriate public facilities for instruction are not available, students may be placed in private schools or state-supported or state-operated schools. Every effort is made to place students in public facilities and to enable students to benefit from instruction in the less restrictive settings. We currently have 1 student placed in private schools within the state. This may fluctuate throughout the year.

### **Twelve-month Special Service and/or Program**

Students with disabilities shall be considered for 12-month special services and/or programs in accordance with their need 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 who are placed in special classes not exceeding 12 students; or
- students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes not exceeding 8 students; or
- students who are recommended for home 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; or
- students whose needs are so severe that they can be met only in a seven-day residential program; or
- students who are not described as meeting any of the above criteria but who, because of their disabilities, exhibit the need for a 12-month special service and/or program in a structured learning environment of up to 12 months duration in order to prevent substantial regression, as determined by the Committee on Special Education.

### **Students Parentally Placed in Private Schools**

The Wainscott Common School District recognizes its responsibility to provide special education services to students with disabilities who are enrolled in nonpublic elementary or secondary schools by their parents. The public school district where the nonpublic school is located has responsibility for child find and individual evaluations, Committee on Special Education responsibilities (including the development of an Individualized Education Services Program or IESP), provision of special education services to NYS residents and out-of-state residents, consultation with nonpublic schools and parent representatives, due process responsibilities, data collection and reporting, and use of a proportionate share of federal IDEA funds. Currently, the Ross Upper School a nonpublic school is within the Wainscott border

### **Nature and Scope of Preschool Special Education Programs and Services**

The Committee on Preschool Special Education (CPSE) oversees special education services for preschool students (ages 3-5) with disabilities in the district. A full continuum of services is available to preschool students with disabilities to meet their unique educational needs in the least restrictive environment through local preschool programs and agencies. Every effort is made to place students in settings where age-appropriate peers without disabilities are typically found.

## **Related Services**

Related services means developmental, corrective and other supportive services as are required to assist a student with a disability and include counseling, speech therapy, occupational therapy, physical therapy, behavioral consultation services, parent counseling and parent training, school health services, individual and shared aides, sign language interpreters, visually impaired and hearing impaired services. Services are designated on a student's Individualized Education Program to be provided for specified periods of times and frequencies, and can be provided individually or in small groups, not to exceed five students. Related services shall be provided at a site determined by the CPSE, including but not limited to an approved or licensed pre-kindergarten or head start program, the work site of the provider, the student's home, a hospital, a state facility, or a child care location. If it is determined that documented medical or special needs of the preschool student indicate that the student should not be transported to another site the student shall be entitled to receive related services in the preschool student's home.

## **Special Education Itinerant Services**

Special education itinerant services are services provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by the CPSE but not limited to an approved or licensed pre-kindergarten or Head Start program, the work site of the provider, the student's home, a hospital, a state facility, or a child care location. Such services shall be for the purpose of providing direct specialized individual or group instruction and/or indirect services to preschool students with disabilities. Indirect services means consultation provided by a certified special education teacher to assist the child's teacher in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a preschool student with a disability who attends an early childhood program. The level of service should not be less than two hours per week.

## **Related Services and SEIT**

Related services shall be provided in addition to special education itinerant services, as deemed necessary by the CPSE.

## **Special Class**

Special classes shall be provided on a half-day or full-day basis, with the chronological age of the students not exceeding 36 months. The maximum class size shall not exceed 12 preschool students with disabilities with at least one teacher and one or more supplementary school personnel assigned to each class. Special classes may be provided in integrated or non-integrated settings and shall be provided for not less than two and one half hours per day, two days per week. The least restrictive environment for special class services is as follows:

- Half-day Integrated Special Class
- Half-day Special Class
- Full-day Integrated Special Class
- Full-day Special Class



## **In-State Residential**

In-state residential special education programs and services shall be provided to each preschool student with a disability for whom such services have been recommended for a minimum of five hours per day, five days per week.

## **Twelve-month Special Service and/or Program**

Twelve-month special services and/or programs shall be provided to eligible preschool students with disabilities consistent with their individual needs, as specified in their individualized education programs. Preschool students with disabilities may be considered for such special services and/or programs in accordance with their need to *prevent substantial regression*, if they are:

- preschool students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention; or
- preschool students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or
- preschool students 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 in the home; or
- preschool students whose needs are so severe that they can be met only in a seven-day residential program; or
- preschool students who are not described as meeting any of the above criteria but whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration in order to prevent substantial regression, as determined by the Committee Preschool Special Education.

## Identification of the Number and Age Span of Students with Disabilities

Below, please find identification of the number and age span of preschool and school age students to be served by type of disability and recommended setting (primary placement), as of October 3, 2020 (BEDS day). Please note that the numbers generally increase as the school year progresses.

Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;

| <b><u>CLASSIFICATION</u></b>             | <b><u>#</u></b> | <b><u>AGE SPAN</u></b> | <b><u>RECOMMENDED SETTING</u></b>               |
|--|-----------------|------------------------|---|
| <b>Autism</b>                            | <b>1</b>        | <b>12-15</b>           | <b>Integrated Co-Teach<br/>Related Services</b> |
| <b>Learning Disability</b>               | <b>3</b>        | <b>8-11</b>            | <b>Integrated Co-Teach</b>                      |
| <b>Speech or Language<br/>Impairment</b> | <b>1</b>        | <b>5-8</b>             | <b>Self-Contained 8:1:1 Class</b>               |
|  | <b>1</b>        | <b>5-8</b>             | <b>Related Services</b>                         |
| <b>Learning Disability</b>               | <b>1</b>        | <b>12-15</b>           | <b>Direct Consult Teacher</b>                   |
|  | <b>2</b>        | <b>12-15</b>           | <b>Resource Room</b>                            |
|  | <b>1</b>        | <b>15-18</b>           | <b>Resource Room</b>                            |
|  | <b>2</b>        | <b>12-15</b>           | <b>Related Services</b>                         |
|  | <b>4</b>        | <b>16-18</b>           | <b>Related Services</b>                         |
| <b>Other- Health Impairment</b>          | <b>2</b>        | <b>12-15</b>           | <b>Direct Consult Teacher</b>                   |
|  | <b>2</b>        | <b>12-15</b>           | <b>Resource Room</b>                            |
|  | <b>2</b>        | <b>12-15</b>           | <b>Related Services</b>                         |
|  | <b>1</b>        | <b>16-18</b>           | <b>Related Services</b>                         |
| <b>Preschooler with a<br/>Disability</b> | <b>1</b>        | <b>4-5</b>             | <b>Integrated 18:1:2 Class</b>                  |
| <b>Preschooler with a<br/>Disability</b> | <b>3</b>        | <b>3-4</b>             | <b>Related Service</b>                          |
| <b>Current Referrals</b>                 | <b>3</b>        | <b>12-15</b>           | <b>TBD</b>                                      |
|  | <b>2</b>        | <b>15-18</b>           | <b>TBD</b>                                      |

## **Wainscott School District Objectives:**

- Provide a free and appropriate education in the least restrictive environment for the Wainscott Common School District children between the ages of three (3) and twenty-one (21) or until a high school diploma has been achieved by the student, whichever shall occur first.
- Ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to meet the needs of each student, including access to general education curriculum and extracurricular programs and activities, which are available to all other students enrolled in our schools.
- Ensure effective communication and collaboration between the Committee on Special Education, the Committee on Preschool Special Education, school staff and school district administrators, parents, the county, and community members.
- Provide the appropriate staff, resources, and materials necessary for the implementation of a successful continuum of programs and services which will meet the academic, social, physical and management needs of students with disabilities.
- Ensure that students with disabilities have access to the full range of general education programs and services to the extent appropriate to meet their individual needs and to provide them appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
- Continue to support and monitor policies for implementing school-wide approaches and pre-referral interventions in an effort to remediate a student's performance prior to a referral to special education.
- Provide professional development for all personnel who work with and support students with disabilities in order to assure that they have the skills and knowledge necessary to meet the unique needs of these students.

The objective of the district's programs for students with disabilities is to provide each student with a disability with an individualized instruction plan designed to help him/her compensate for his or her disability in order to fully reach his or her own potential. The district will utilize a variety of direct and indirect methods to evaluate the extent to which the objectives of the district's programs and services for students with disabilities will be achieved.

## **Direct Evaluation**

Each student is reviewed at least annually by the CSE or CPSE, at which time progress toward goals and progress in the curriculum are measured. For both preschool and school age students, individualized standardized tests may be administered in the areas for which they receive special education services. Functional performance in the classroom, as well as direct, explicit reading instruction to be assessed by AIMS Web, LexiaCore5, RazzKids, I-Ready, Wilson and other classroom based assessments, are also included in the annual review process. In addition, students receive a three-year reevaluation which includes a battery of individualized standardized tests in a variety of areas. Each student with a disability also receives a quarterly progress report which indicates progress toward IEP goals.

Students with disabilities also participate fully in all school-wide and state assessments in grades K-12, unless they participate in the New York State Alternate Assessments. Data from Grades 3-8 testing, Regents exams, and graduation status for students with disabilities is continually reviewed by the members of the Committee on Special Education, as well as by teachers and administrators.

A variety of direct evaluations assist in the overall program evaluations for students with disabilities, including the plethora of state reports, such as the Special Education Snapshot, the State Performance Plan for Special Education, and State Report Cards.

## **Indirect Evaluation**

Qualitative techniques such as teacher observations and conferences, classroom observations, walk-throughs, staff and parent surveys, anecdotal reports, quarterly IEP progress reports and quarterly report cards are used in the process of evaluating the district's objectives.

The Wainscott Common School District also disaggregates and analyzes all data from state testing and uses it to evaluate the objectives and needs of its Special Education Programs. In addition, all data pertaining to students with disabilities is scrutinized to identify areas of need for staff development during the process of developing the district's Professional Development Plan.

## **Space Allocation for Special Education Programs**

### **In-District**

It is the policy and practice of the Board of Education of the Wainscott Common School District to ensure, to the *fullest extent possible*, that students with disabilities residing in the district shall be educated within the school district. It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the district for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

The Wainscott Common School District will consider organizing new or additional special education classes whenever three to five (3-5) eligible students with similar educational needs and within a three-year age span who are not already placed in such a program (based upon CSE identification, classification and recommendation) are located in the district.

### **BOCES**

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a staff member from the Department of Special Education will visit the placement of each student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

## **Instructional Materials in Usable Alternative Formats**

The district ensures that all instructional materials to be used in the schools of the district are made available in a usable alternative format for students with special instructional needs, which meets the National Instructional Materials Accessibility Standard (NIMAC). Alternative format is defined as any medium or format for the presentation of instructional materials, other than a traditional print text book, that is needed as an accommodation for a student with a disability, including but not limited to Braille, large print/enlarged font, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to the needs of the individual student.

At CSE, CPSE, and 504 Committee meetings, students individualized needs are assessed and provisions are made on students' IEPs and 504 plans to provide alternative instructional materials, including but not limited to alternate assessments, testing and program accommodations, supplemental aids and materials, and assistive technology. Alternative instructional and test materials may include Braille and/or enlarged print/font for visually impaired students, audio books for visually impaired and severely learning disabled students, word processors, adaptive equipment, computers, computer

software, and other technology. The vast majority of students in the district are now using the same personal devices as their non-disabled peers (e.g. Google chrome books), some with additional Apps or programs, while others may require a Kindle, an iPod touch, an iPad, or a mini laptop. For specific types of assistive technology, it may be necessary to conduct an assistive technology evaluation or it may be necessary to work with a consultant in selecting, designing, fitting, customizing, adapting, maintaining and repairing or replacing assistive technology devices. In addition, consultants provide training to the faculty, professionals and family in the use of specified assistive technology devices when necessary.

Each student with a disability is assigned an IEP/504 responsible teacher, who is responsible for ensuring that all aspects of a student's IEP/504 plan are provided, including the submission of purchase orders and special requests to the office. The Director of Special Education orders any necessary specialized equipment, software programs, assistive technology and/or instructional materials and assures delivery of materials in a timely manner. The Special Education office works closely with the Technology Department when ordering assistive technology and/or Apps. Every effort is made to have all materials available for use by the student for the first day of school. For students who move into the district during the school year, the Director of Special Education obtains the needed materials without delay.

The district has chosen to utilize Book Share to download books as electronic files, as it obtains its electronic files through NIMAC. Students who are classified as legally blind are annually registered with the NY State Department of Education for procurement of special media materials produced by the American Printing House for the Blind.

Instructional materials in alternative formats are procured from RFB&D (Resources for the Blind and Deaf) and the NYS Resource Center for the Visually Impaired. The Assistant Director of PPS is responsible for ordering all required materials in a timely fashion.

### **Availability of Copies of the District Plan for Special Education**

The two-year District Plan for Special Education for 2021-2023 is on file in the Main Office of the Wainscott Common School District for public inspection and review by the commissioner. Requests for copies should be made to either the District Clerk or the Director of Special Education.

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