

# **LEWISTON-PORTER CENTRAL SCHOOL DISTRICT**

## **District Plan for the Education of Students With Disabilities School Years: 2019-2024**

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## **STATEMENT OF ASSURANCES**

The Board of Education of the Lewiston-Porter Central School District and the School District support 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 (CSE) and the Committee on Preschool Special Education (CPSE).

In support of State and Federal laws pertaining to 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 identified students.

These programs and services are designed:

- To afford each student with the appropriate level of support necessary to meet the New York State Next Generation 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 identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District
- To give each identified student genuine opportunities to develop those skills and make those connections necessary to meet post-secondary goals.

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**REGULATIONS GOVERNING THE DISTRICT PLAN – 8 NYCRR 200.2**

**District Plans.** Each Board of Education which receives an apportionment for eligible students, pursuant to subdivision 19 of section 3602 of the Education Law, schools shall prepare satisfactory plans periodically at the intervals required by subdivision 10 of Section 3602 of Education Law. The District Plan shall include, but need not be limited to, the following:

- i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;
- ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;
- iii. The method used to evaluate the extent to which the objectives of the program have been achieved;
- iv. 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 school-age and preschool students with disabilities;
- v. 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 school-age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;
- vi. 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, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to non- disabled students;
- vii. The estimated budget to support such plan; viii. The date on which such plan was adopted by the Board of Education; ix. A description of how the District plan is consistent with the special education space requirements plan developed pursuant to subdivision (g) of this section.

## **INTRODUCTION**

In accordance with the regulations of the Commissioner of Education, the Board of Education adopts its District Plan. This plan outlines the continuum of programs and services available to preschool and school-age students in District who are identified with disabilities under state and federal law. This plan is based upon the students' placements, the numbers, age range and disabilities of the students currently receiving services in each program offered and the policies and practices of the Board of Education. It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space and funds within the District or appropriate outside placements for special education programs that meet the needs of school-age students with disabilities.

## **The Continuum of Services Available to Preschool Students Identified with Disabilities**

### **PRESCHOOL PROGRAMS AND SERVICES**

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County and administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education Settings are programs designed primarily for children with disabilities.

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age eligible for kindergarten and who reside in the District have available to them the following special education services:

#### **Related Services Only**

For those children whose needs require related services only, the Preschool Committee on Special Education can recommend speech and language therapy, physical therapy, occupational therapy, vision therapy, counseling services, and parent counseling/training. These services are made available in a variety of settings including a child's home, day care center, nursery school or Universal Pre-K program.

#### **Special Education Itinerant Teacher Services**

Special education itinerant teacher (SEIT) services provide direct instruction by a certified special education teacher affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including Pre-K programs, nursery schools, day care programs and home. These services are offered on an individual basis as needed to meet their goals.

#### **Integrated Settings**

Special classes in integrated settings provide for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher and a teaching assistant/aide.

**Special Class**

Special classes are currently available in approved private preschools. Classes range from 6 to 12 identified children. These classes are staffed by a special education teacher and 1 or 2 teaching assistants/aides.

**Preschool Students with Disabilities  
Receiving Special Education Services on October 1, 2018**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>Preschool Students with Disabilities Receiving Special Education Services on October 1, 2018(Age is as of October 1, 2018)</b>	<b>American Indian / Alaska Native</b>	<b>Asian or Pacific Islander</b>	<b>Black (Not of Hispanic Origin)</b>	<b>Hispanic or Latino</b>	<b>White (Not of Hispanic Origin)</b>	<b>Multi-Racial (Not of Hispanic Origin)</b>	<b>Race Total</b>
<b>Age 3</b>	0	1	0	0	18	0	<b>19</b>
<b>Age 4</b>	0	0	0	0	14	1	<b>15</b>
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>1</b>	<b>34</b>

**The Continuum of Services Available to  
School Age Students Identified with Disabilities**

**SCHOOL AGE PROGRAMS AND SERVICES**

The following is a listing of Lewiston-Porter Central School District programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities.

**In-District Programs and Services**

The Lewiston-Porter Central School District provides a continuum of programs and services as follows:

**Related Services**

The District provides related services for identified students with disabilities and/or as an Academic Intervention Service. Related services include speech and language therapy, occupational therapy, physical therapy, and counseling.

**Resource Room (Elementary) and/or 15:1 Special Class Study Skills (Secondary)**

The District provides Resource Room/Study Skills services to students with disabilities. Resource room provides specialized supplementary instruction in a small group setting for a minimum of three (3) hours per week.

**Consultant Teacher Services**

Consultant teacher services can be offered to students with disabilities. The availability of Consultant Teacher services varies with the needs of the students. Services can be provided directly to a small group of classified students within the classroom or indirectly to the general education teacher to help support the students.

**Integrated Co-Teaching (Collaborative Classes)**

Integrated co-teaching is the provision of specially designed academic instruction that is provided for a group of students with disabilities and non-disabled peers. The class is collaboratively taught by a certified general education and special education teacher.



**Special Classes**

Currently, the Lewiston-Porter Central School District offers 12:1:1 special classes in grades K-12 (12:1:1 refers to a ratio of no more than 12 students with special education needs, 1 special education teacher, and 1 teacher aide). The high school and middle school special education 12:1:1 life skills classes provide instruction and transitional services to students with developmental disabilities. The students may also attend a BOCES vocational program and/or a work based learning experience along with opportunities to access the general education program in their school building. The elementary 12:1:1 special classes provide academic support through specially designed instruction.

**Out-of-District Programs and Services**

The Lewiston-Porter Central School District offers a full continuum of special education programs and services in District schools, and is committed to the policy of placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability. The CSE considers an out of district class when the nature and severity of a student's disability and the education of the student cannot be satisfactorily achieved in district, even with the provision of supplementary aids and services. In a small number of cases, the CSE will recommend placement in a BOCES program, or an approved private school program.

**School Age Students with Disabilities  
Receiving Special Education Services on October 1, 2018**

Line Number	Disability (As of Snapshot Date)	Age as of October 1, 2018					Grand Total
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21	
01	Autism	3	17	5	7	5	37
02	Emotional Disturbance	1	4	1	6	0	12
03	Learning Disability	0	70	39	49	8	166
04	Mental Intellectual Disability	0	5	3	1	0	9
05	Deafness	0	0	0	0	0	0
06	Hearing Impairment	0	1	0	0	0	1
07	Speech Language Impairment	10	37	4	2	0	53
08	Visual Impairment (Includes Blindness)	0	2	0	0	0	2
09	Orthopedic Impairment	0	0	0	1	0	1
10	Other Health Impairment	3	27	17	26	3	76
11	Multiple Disabilities	1	10	0	3	2	16

12	<b>Deaf-Blindness</b>	0	0	0	0	0	<b>0</b>
13	<b>Traumatic Brain Injury</b>	0	0	0	0	0	<b>0</b>
14	<i>Total (Lines 1-13)</i>	<b>18</b>	<b>173</b>	<b>69</b>	<b>95</b>	<b>18</b>	<b>373</b>

**Location 1: Total for All Buildings of Enrollment**

**Table 1: In regular school-based programs in buildings attended by disabled and nondisabled students**

		<b>F</b>
<b>Line Number</b>	<b>Time INSIDE Regular Classroom</b>	<b>Total</b>
<b>01</b>	80% or more	<b>249</b>
<b>02</b>	40% to 79%	<b>8</b>
<b>03</b>	Less than 40%	<b>39</b>

**STUDENTS ATTENDING OUTSIDE OF DISTRICT PROGRAMS**

	Number of Students for October 2018				
	2014	2015	2016	2017	2018
Center for Handicapped;BHSP	0	0	1	1	2
Mary Cariola Center (Rochester)	0	0	0	1	1
Summit Educational Resources	9	7	7	8	10
Stanley Falk School	1	0	0	1	1
Wyndham Lawn	0	0	0	0	2
ASPIRE;St Mary's School for Deaf	0	0	0	1	2
<b>Total</b>	<b>12</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>18</b>

**Students attending Orleans-Niagara BOCES**

Number of Students for October 2018						
2012	2013	2014	2015	2016	2017	2018

12:1:1 Class	2	8	8	3	2	3	1
12:1:3 or 6:1:3 Class	5	4	4	2	3	5	4
6:1:1 Class	24	18	16	21	16	17	20
Total	32	31	30	26	21	25	25

### **EVALUATION OF PROGRAM OBJECTIVES**

In evaluating the extent to which program objectives have been achieved, the Office of Special Education Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to Lewiston-Porter School District students with disabilities. Among the information to be analyzed are the following;

- Special education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Facts templates)
- Special education data reports (PD 6, PD 8)
- Special education data collected in connection with the State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of Lewiston-Porter Central School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- District school report cards
- Individual student performance data from annual reviews and reevaluations
- Progress toward mastery of IEP goals and benchmarks
- Reports and comments from stakeholders

**SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS**

It is the policy and practice of the Board of Education of the Lewiston-Porter Central 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 and funds within the District or appropriate outside placements for special education programs that meet the needs of school-age students with disabilities.

Further, 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 representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

**ALTERNATIVE FORMAT for Instructional Materials PROCEDURES**

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students.

**Alternative Format Procedures**

- Alternative format is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that are needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.
- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.



## **BUDGET**

Each year the Office of Special Education Services prepares a budget to support the needs of the students' with disabilities. The budget includes materials, supplies, equipment, contractual expenses, tuition, preschool apportionment and special education settlements. The budget is reviewed and approved as part of the District's budget process.

## LEWISTON-PORTER POLICIES FOR STUDENTS WITH DISABILITIES

Topic	Policy Number
Special Education District Plan	7610
Children with Disabilities	7611
Grouping by Similarity of Needs	7612
The Role of the Board of Education in Implementing a Student's Individualized Education Program	7613
Preschool Special Education Program	7614
Least Restrictive Environment	7615
Pre-referral Intervention Strategies in General Education (Prior to a Referral for Special Education)	7616
Declassification of Students with Disabilities	7617
Students with Disabilities Participating in School District Programs	7620
Sections 504 of the Rehabilitation Act of 1973	7621
Appointment and Training of Committee on Special Education (CSE) /Subcommittee on Special Education Members	7631
Appointment and Training of Committee on Preschool Special Education (CPSE) Members	7632
Student Individualized Education Program	7640
Transition Services	7641
Extended School Year (July/August) Services and/or Programs	7642
Transfer Students with Disabilities	7643
Identification and Register of Children with Disabilities	7650
Parent Involvement for Children with Disabilities	7660
Due Process Complaints; Selection and Board Appointment of Impartial Hearing Officers	7670
Special Education Mediation	7690

**\*Please contact the Special Education Office at 286-7248/7249 to request a copy of any of the policies listed above.**