

Waterloo Central Schools

Special Education
District Plan

2023-2025

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SPECIAL EDUCATION DISTRICT PLAN

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Waterloo Central Schools

Standards of Excellence

Our Mission:

We put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.

Our Vision:

All Students. All Staff. One Family.

INTRODUCTION

According to the Commissioner's Regulations, Part 200.2 (c), each Board of Education that receives an apportionment for eligible pupils with disabilities, pursuant to section 3602 of the Education Law, or preschool students with disabilities pursuant to section 4410 of the Education Law shall use such apportionments for special education programs and services in accordance with the provisions of this Part. Each Board of Education, which receives such apportionment, shall prepare satisfactory periodically, keep on file and make available for public inspection and review. The plan shall include the following:

- a. a description of the nature and scope of special education programs and services currently available to pupils residing in the district, including descriptions of the district's resource room programs and special class programs provided by the district in terms of group size and composition;
- b. identification of the number and age span of pupils to be served by type of disability and recommended setting;
- c. the method used to evaluate the extent to which the objectives of the program have been achieved;
- d. a description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the district for special education programs that meet the needs of students with disabilities;
- e. a description of the policies and practices of the Board of Education to ensure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by boards of cooperative educational services;
- f. a description of how the district intends to ensure that all 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 non-disabled students;
- g. the estimated budget to support such plan; and
- h. the date on which such plan was adopted by the Board of Education

NATURE AND SCOPE OF SPECIAL EDUCATION SERVICES

The New York State Education Department Office of Special Education states that President Bush signed the Individuals with Disabilities Education Improvement Act, which reauthorized the Individuals with Disabilities Education Act (IDEA), on December 3, 2004. During this authorization, the President stated, "The Individuals with Disabilities Education Improvement Act of 2004 will help children learn better by promoting accountability for results, enhancing parent involvement, using proven practices and materials, providing more flexibility, and reducing paperwork burdens for teachers, states and local school districts." These amendments focus on the Individual Education Plan (IEP) development and implementation process to strengthen the connection between special education services and the general education curriculum. This is intended to bring the attention to the accommodations, adjustments, and services that may be necessary for the student with a disability to:

- ◆ Advance appropriately toward attaining his or her annual goals and objectives;
- ◆ Be involved and progress in the general education curriculum and participate in extra curricular and other nonacademic activities
- ◆ Be educated and participate in activities with other students with disabilities and nondisabled students.

Special education is defined as specially designed individualized or group instruction, or special services or programs to meet the unique needs of a student with disability. Specially designed instruction will ensure access of the student to the general education curriculum for the student to meet the educational standards that apply to all students. The special education services the student receives will afford and support the student's successful participation in the general education curriculum. Special education is not considered a separate program.

The Committees on Special Education (CSE) and Preschool Special Education (CPSE) are charged with providing that each student with a disability is educated to the maximum extent possible with their nondisabled peers in appropriate classes and programs. The CSE must consider the supports, services, and program modifications necessary for a school age student with a disability to participate in general education classes, as well as extracurricular and nonacademic activities. The CPSE must consider how the student's disability affects his or her involvement in developmentally appropriate activities.

The Waterloo Central School District's special education department provides for access to the general education curriculum by providing a service delivery model that is weighted heavily in inclusion. Access is provided for all students to participate in as many academic and nonacademic component areas as possible. The department is committed to expanding this access to general education curriculum as well as expanding the opportunities for students with disabilities to be educated with their nondisabled peers.

COMMITTEE ON SPECIAL EDUCATION
(CSE)
COMMITTEE ON PRESCHOOL SPECIAL EDUCATION
(CPSE)

Purpose and Organization

The primary purpose of the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) is to determine whether a student, between the ages of 3 and 21, meets the criteria to be classified as having a disability. If he or she is determined to be eligible, the CSE/CPSE will:

1. Make recommendations on classification, evaluation, and educational programs and services for students who require special education by:
 - a. Determining the present levels of performance relative to how the student's disability affects his or her involvement and progress in the general education curriculum. The CSE/CPSE must assess present levels of performance and individual needs in the following areas:
 - i. Academic/Educational Achievement and Learning Characteristics
 - ii. Social Development
 - iii. Physical Development
 - iv. Management Needs
 - b. Recommending a program placement and/or services, based on the student's identified educational needs.

2. Ensure that the IEP of each student addresses the unique needs of the student relative to his or her disability for the student to progress in the general education curriculum.
3. Assure that the focus of the IEP is designed to be clear about the accommodations, adjustments, and services that may be necessary for the student to:
 - a. Advance appropriately toward attaining the annual goals and objectives.
 - b. Be involved in and progress in the general education curriculum and to participate in extracurricular and other non-academic activities.
 - c. Be educated and participate in activities with other students with disabilities and students without disabilities.
4. Make recommendations on the frequency and nature of appropriate reevaluations for eligible students.
5. Ensure that the student's parent(s) have input to the IEP and that concerns are noted in that document.

In addition, the CSE/CPSE is responsible for the following:

1. Ensuring that the adequacy of existing programs of special education is evaluated. The committees prepare annual reports and long-range predictions for the State Education Department.
2. Informing the Board of Education about the adequacy of existing special education services and programs and advising them about the needs of students with disabilities in the district.
3. Maintaining, annually, the census of all resident students with disabilities.

The Waterloo Central School District has one CPSE, which is responsible for students between the ages of 3 and 5. The district also has one district wide CSE, which is responsible for students between the ages of 5 and 21. Each CSE/CPSE assumes responsibility for the following:

- New referrals
- Initial placement into a special education program
- Placements external to the district
- Annual Reviews
- Reevaluations

The Waterloo Central School District CSE/CPSE acts as more than a committee that reviews eligibility and recommends placement. The CSE/CPSE also acts as an advisory group for all ongoing procedures regarding special education within the district.

The CSE/CPSE monitors all special education programs and ensures that procedures regarding referral, screening, and evaluation of students are implemented in a uniform manner.

CSE and CPSE Membership

In accordance with Part 200 of the Updated Regulations of the Commissioner, it is the responsibility of the Board of Education to appoint Chairperson(s) of the Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE).

In appointing CSE/CPSE Chairperson(s), consideration is given to the types of expertise needed by the CSE/CPSE to carry out its responsibilities, such as:

- Experience in working with children with disabilities in the classroom, at home, in the community, in counseling, rehabilitation, and/or medical situations.
- Experience in working with individuals with a variety of disabilities.
- Experience in working with parents of children with disabilities.
- Knowledge and skill in analyzing and interpreting diagnostic test data relative to instructional implications of evaluation results.
- Knowledge and skill in assessing the educational needs of children with disabilities.
- Knowledge of general education programs, support services and extracurricular activities within the district schools.
- Skill in group processing.
- Skill in evaluating educational programs.
- Knowledge of community resources available to persons with disabilities.

New and existing Chairperson(s) are offered training and in-service opportunities. Generally, the district or BOCES provides these.

Method of Evaluation

Systematic program evaluations provide information for making decisions regarding the impact of special education programs and services provided for students with disabilities. Program evaluation procedures provide for the following practices:

- Systematic and routine evaluations of special education and related services for students with disabilities.
- Routine evaluation of program effectiveness indicators, including: identification and referral processes, evaluation, IEP development, service delivery, staff behaviors and attitudes, school climate, student progress, and compliance with state and federal regulations governing the education of students with disabilities.
- Review of reevaluation results to determine whether programs are meeting the needs of students.
- Review of special education data as provided to and received from the State Education Department.

Student progress monitoring procedures include using information about student progress and performance for the improvement of instruction.

The evaluation of programs and services for students with disabilities is primarily the responsibility of the Committee on Special Education (CSE). Parents are included as decision-makers in any CSE meeting making evaluation, program and placement recommendations for their child. The CSE recommends and monitors annual goals and instructional objectives for each student through the IEP development and review process. The CSE reviews the appropriateness of each student's program, and, if appropriate, revises the IEP periodically, but not less than annually. The CSE annual review of each student with a disability considers the educational progress and achievement of the student with a disability. The CSE review process assures consideration of appropriate special education services, related services and supplementary aids and services that will enable the student to be involved in and progress in the general curriculum and in extracurricular activities and non-academic activities.

The IEP specifies annual goals for each student. For preschool students and students identified as requiring the New York State Alternate Assessment (NYSAA), both annual goals and short-term instructional objectives/benchmarks are specified. Teachers, in collaboration with other staff members including school counselors, are responsible at the building level for monitoring the progress of students toward meeting these goals. Parents are encouraged to be partners in the program monitoring process, to meet periodically with teachers to review their child's progress toward annual goals. Parents are invited at least annually to meet with the CSE to review their child's progress. Parents are part of the CSE decision-making processes especially in the development of their child's IEP.

Evaluation of program appropriateness for a given student also occurs through the reevaluation process. Students receiving special education services are reevaluated every three years. In accordance with Part 200 Regulations, a reevaluation refers to the need to evaluate each student with a disability at least every three years by a team or group of persons, including at least one teacher or other specialist with knowledge 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.

Students with disabilities participate in State and district-wide assessments. If the CSE determines that a student will not participate in State or district-wide assessments, the IEP must contain a statement of why these assessments are not appropriate for the student and that the New York State Alternate Assessment will be used to assess the student.

The State Education Department annually provides statistical data related to the results of pupils with disabilities on state tests, diplomas received, and the percentage of pupils with disabilities enrolled in out of district programs. In addition, data is available, for every district in the state, regarding the percentages of pupils who are classified. Such data must be carefully reviewed by the CSE.

DEFINITIONS OF SPECIAL EDUCATION SERVICES

Waterloo Central School District offers a continuum of special education services to meet the needs of students with disabilities, ages 3-21. These services include transitional support service, related services, consultant teacher service, resource room service, integrated co-teaching, special class instruction, and home/hospital service. A range of programs is provided to allow each student an equal opportunity for instruction in the least restrictive environment as required by law.

Transitional Support Services

Transitional support services mean those temporary services, specified in a student's individualized education program, provided to a general education or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a general education program or to a program or service in a less restrictive environment.

Related Services

Related services pursuant to section 4401 of the Education Law mean developmental, corrective, and other supportive services as are required to assist a student with a disability. Related Services include: speech-language therapy, audiology services, psychological services, physical therapy, occupational therapy, music therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in Part 200 of the Regulations of the Commissioner of Education, parent counseling and training, school health services, school social work, assistive technology services, and other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.

Consultant Teacher Services

Direct consultant teacher service is defined as specially designed individualized, or group instruction provided by a certified special education teacher to a student with a disability to aid such student to benefit from the student's general education classes. Indirect consultant teacher service includes consultation provided by a certified special education teacher to general education teachers 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.

Integrated Co-Teaching

A school district may include integrated co-teaching services as part of the continuum of services. Integrated Co-Teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. The number of students with disabilities in such classes shall not exceed 12 students. School personnel shall minimally include a special education teacher and a general education teacher.

Resource Room Program

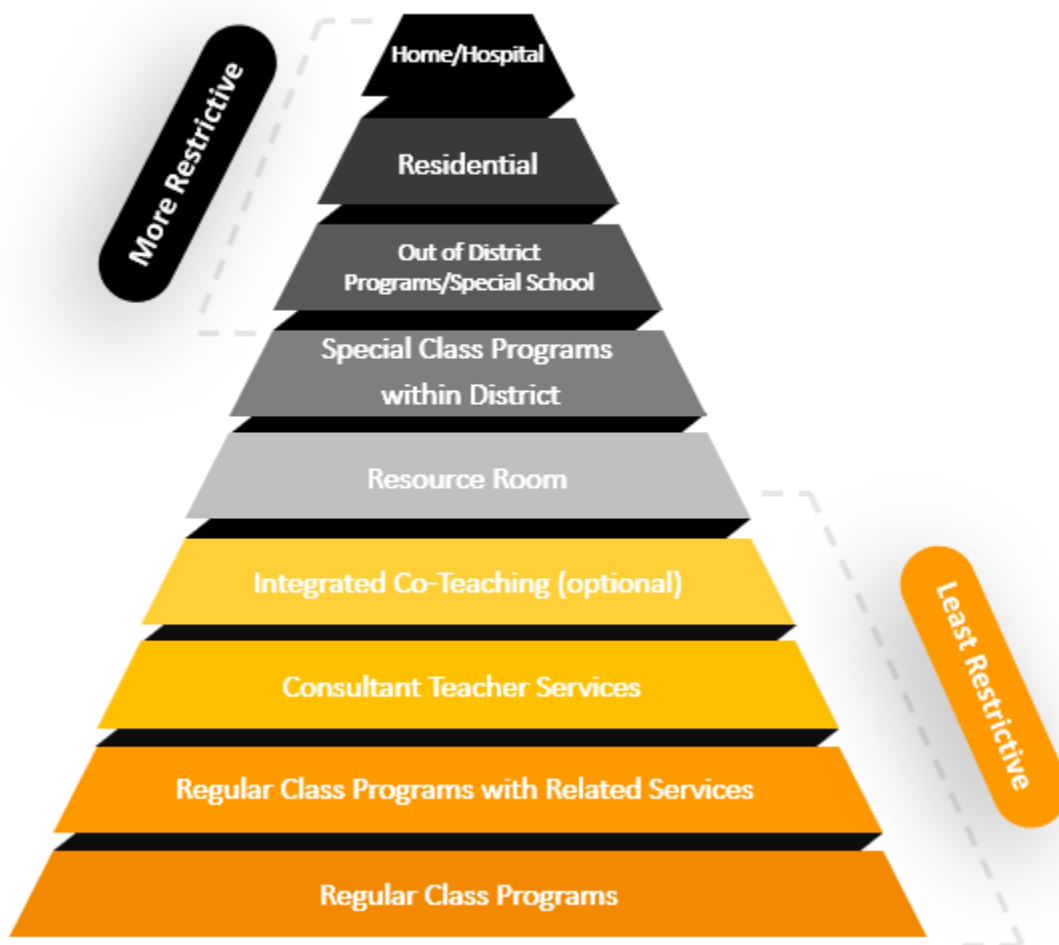
Resource room means a special education program for a student with a disability registered in either a special class or general education class who needs specialized supplementary instruction in an individual or small group setting for a portion of the school day. Students shall receive neither less than three hours of instruction per week nor more than fifty percent of the day in the program.

Special Class Program

Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. Specially designed instruction means adapting 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 education curriculum, so that he or she can meet the educational standards that apply to all students.

LEAST RESTRICTIVE SERVICES CONTINUUM

- ◆ General Education
- ◆ General Education with Supplementary Aids and Services
- ◆ General Education and Transitional Services
- ◆ General Education and Declassification Support
- ◆ General Education with Related Services
- ◆ General Education with Consultant Teacher
- ◆ General Education with Integrated Co-Teaching
- ◆ General Education with Resource Room
- ◆ Special Class (Home District)
- ◆ Special Class (Out of District Placement)
- ◆ Residential Care
- ◆ Home and Hospital Care



DEFINITIONS OF DISABILITY CLASSIFICATIONS

Autism

A student who manifests a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness

A student with a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-Blindness

A student with a concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disability

A student with an emotional disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance: an inability to learn which cannot be explained by intellectual, sensory or health factors and who exhibits one or more of the following characteristics over a long period of time and to a marked degree; an inability to build and maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a generally pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disability.

Hearing Impairment

A student with a hearing impairment, whether permanent or fluctuating, which adversely affects the child's educational performance, but which is not included under the definition of deafness in this section.

Learning Disability

A student with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, or spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of

visual, hearing or motor disabilities, of an intellectual disability, of an emotional disturbance, or of environmental, cultural or economic disadvantage.

Intellectual Disability

A student who has significant sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

Multiple Disabilities

A student with concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment

A student who has a severe orthopedic impairment, which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

Other Health Impairment

A student who has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette syndrome, which adversely affects a student's educational performance.

Speech or Language Impairment

A student with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a student's educational performance.

Traumatic Brain Injury

Means an injury caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

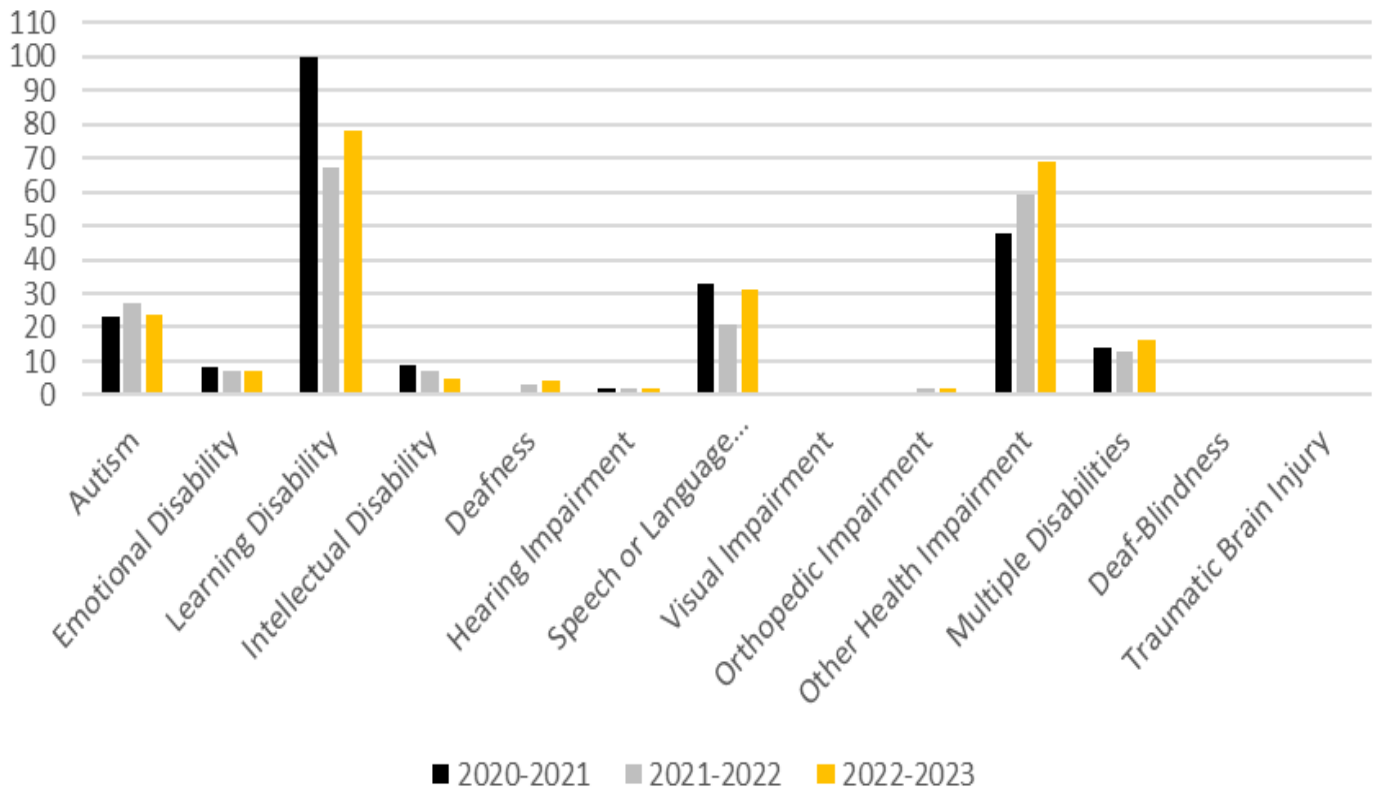
Visual Impairment (including blindness)

A student with a visual disability, which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind students.

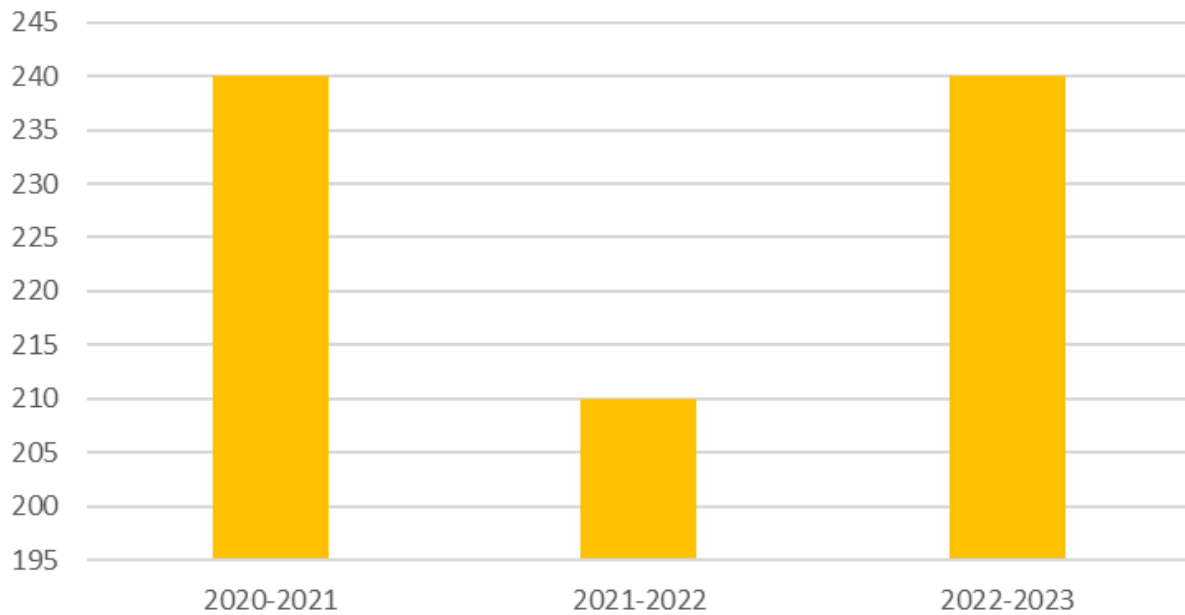
DATA RELATED TO SCHOOL-AGE STUDENTS
STUDENTS RECEIVING SCHOOL-AGE (K-12) SPECIAL EDUCATION SERVICES
ACCORDING TO CLASSIFICATION

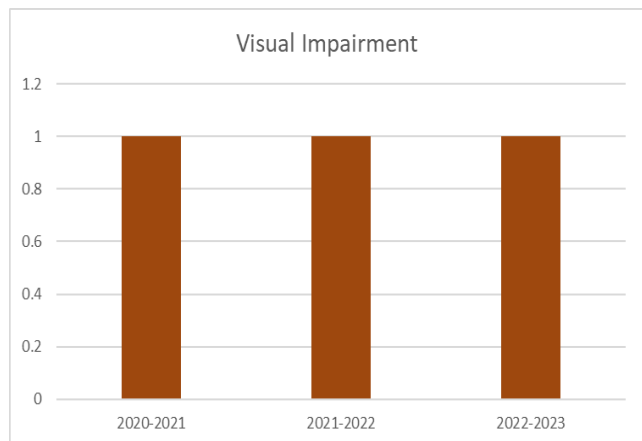
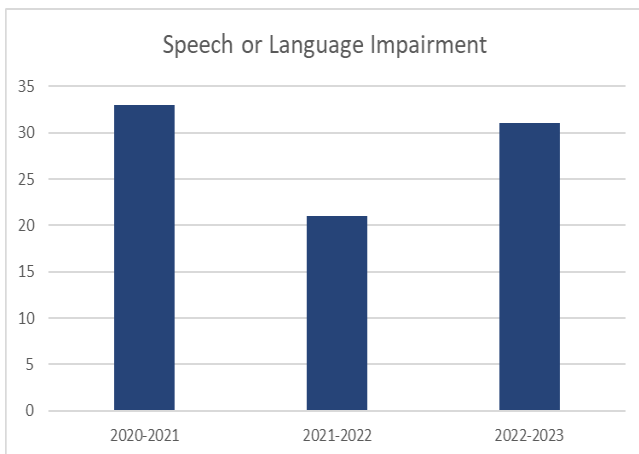
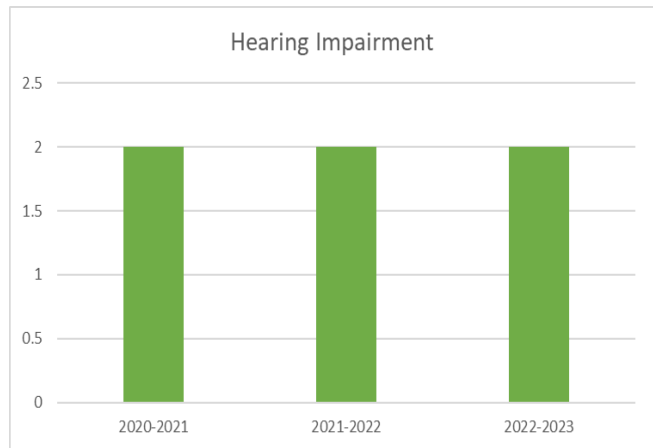
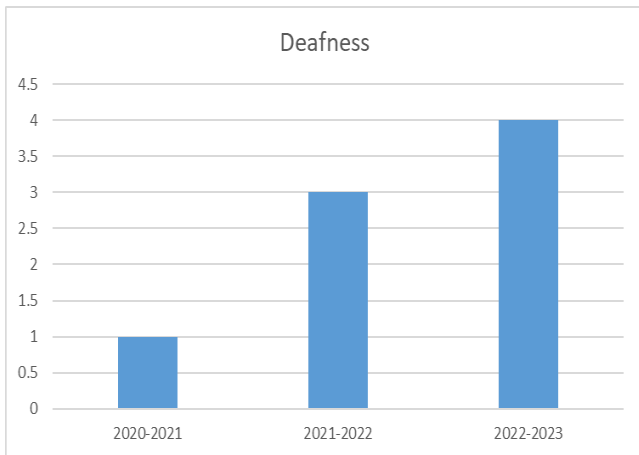
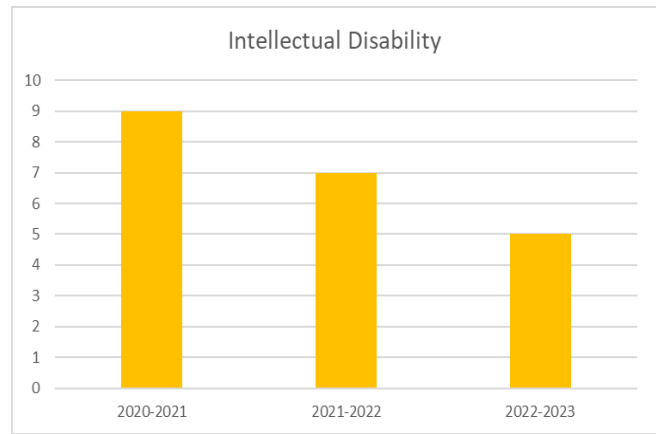
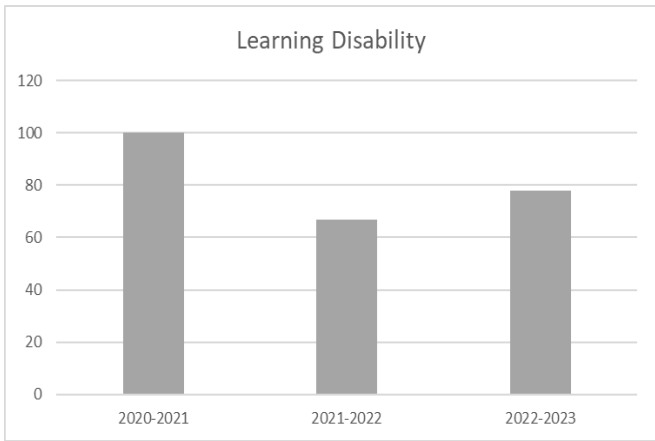
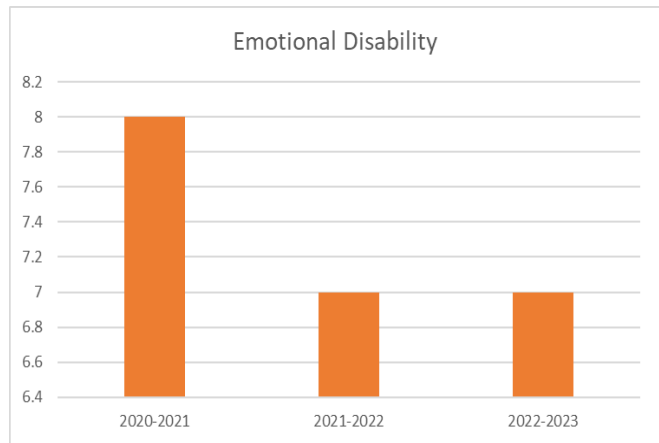
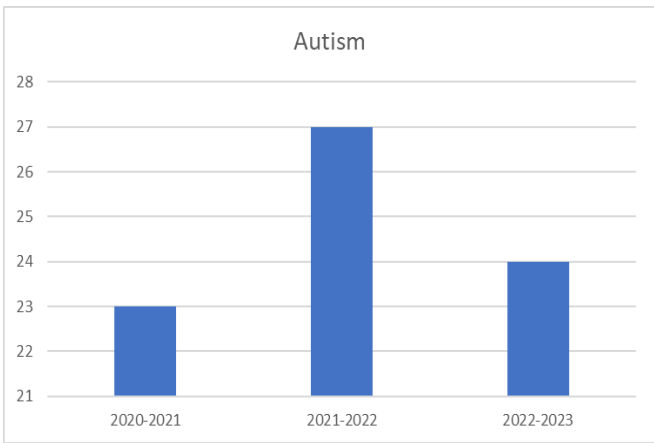
<u>Disability Classification</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Autism	23	27	24
Emotional Disturbance Disability	8	7	7
Learning Disability	100	67	78
Intellectual Disability	9	7	5
Deafness	1	3	4
Hearing Impairment	2	2	2
Speech or Language Impairment	33	21	31
Visual Impairment (Includes Blindness)	1	1	1
Orthopedic Impairment	1	2	2
Other Health Impairment	48	59	69
Multiple Disabilities	14	13	16
Deaf - Blindness	0	0	0
Traumatic Brain Injury	0	1	1
Total Number of Students	240	210	240
Total Students District- Wide (Students with disabilities and students without disabilities)	1537	1578	1513
Classification Percentage	15.6%	13.3%	15.8%

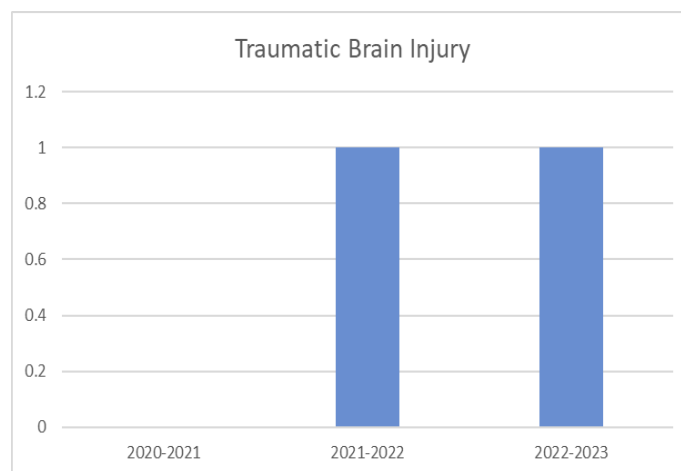
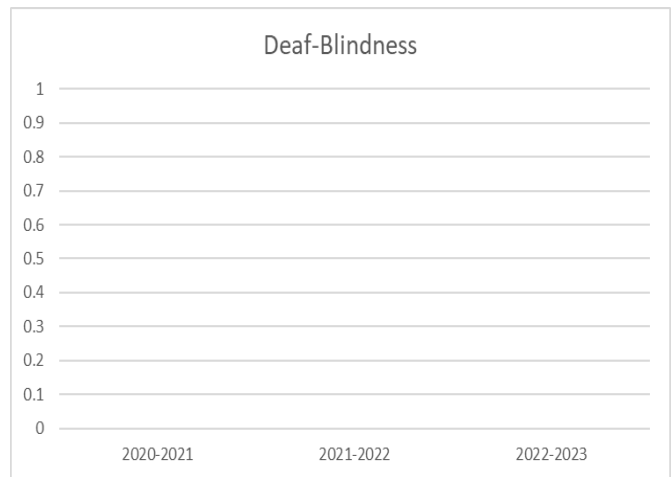
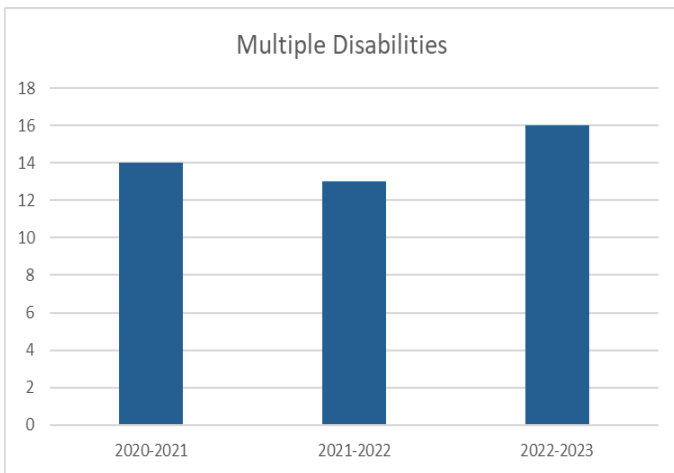
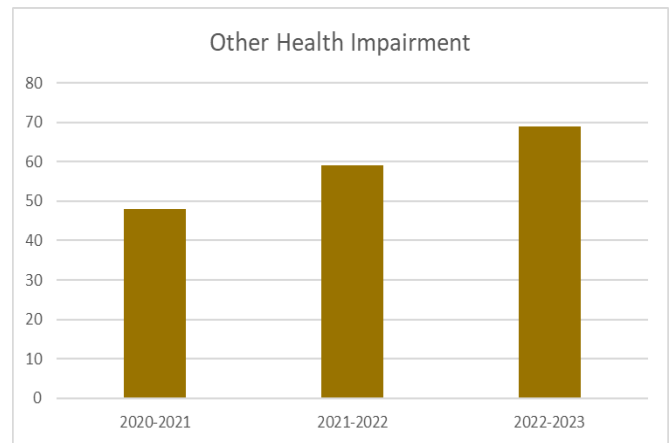
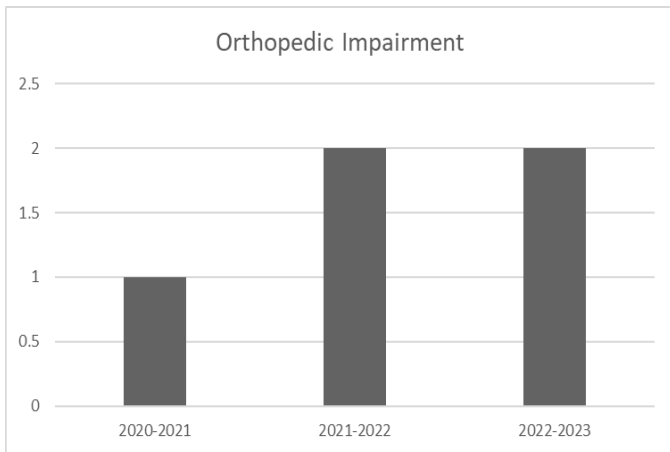
Classification by Disability



Total Number of Students







WATERLOO SCHOOL DISTRICT POPULATION AND PLACEMENT DATA 2022-2023

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total by Program
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Declassification Support Services	0	0	0	0	0	0	0	0	0	0	1	1	2	4
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District Based Programs	K	1	2	3	4	5	6	7	8	9	10	11	12	Total by Program
Consultant Teacher	8	7	6	7	5	8	9	6	15	10	14	10	9	114
Integrated Co-Teaching	3	2	0	0	0	0	0	0	0	0	0	0	0	5
Resource Room	0	0	0	1	0	1	6	7	11	6	11	10	12	65
Special Class (15:1)	0	0	2	6	2	2	4	6	7	8	8	9	3	57

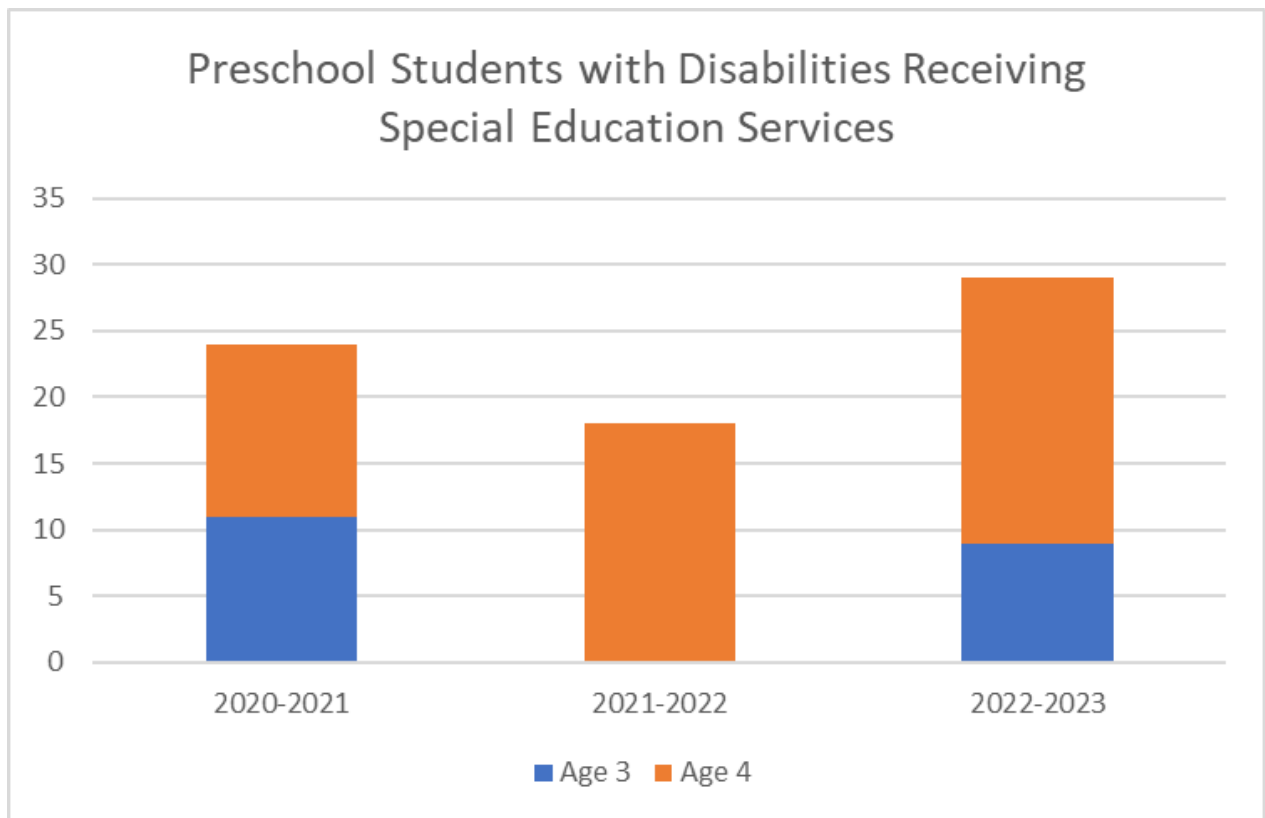
B.O.C.E.S. Programs	K	1	2	3	4	5	6	7	8	9	10	11	12	Total by Program
Social Skills Development (6:1+1)	1	0	3	0	1	1	2	1	0	4	0	1	2	16
Functional Skills Development (12:1+4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Academic, Communication and Career Development (12:1+1)	0	0	0	1	2	1	0	1	3	0	0	0	3	11
Communication and Physical Mobility Development (1:6:1)	0	0	0	0	0	0	0	0	0	0	2	1	1	4
Appropriate Social, Behavioral and Communication Skills (6:1:1)	4	2	1	2	3	1	0	0	0	1	0	1	2	17

Outside Placement	K	1	2	3	4	5	6	7	8	9	10	11	12	Total by Program
Creekside	0	0	0	0	0	0	0	1	1	0	0	0	0	2
O'Connor Academy	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Rochester School for the Deaf	0	0	0	1	0	0	1	0	0	1	1	1	0	4
Mary Cariola Children's Center	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Hillside Children's Residential	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Cayuga Onondaga BOCES	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Easter Seals- The Kessler Center	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Other Placement	K	1	2	3	4	5	6	7	8	9	10	11	12	Total by Program
PTECH	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Home/Home Schooled	0	1	1	0	2	1	0	0	1	2	0	0	2	11
Romulus	0	1	0	0	0	0	1	0	1	0	1	0	1	5
South Seneca	0	0	0	0	0	0	0	1	0	0	0	0	0	1

STUDENTS RECEIVING PRESCHOOL SPECIAL EDUCATION PROGRAMS

Preschool Students with Disabilities Receiving Special Education Services	2020-2021	2021-2022	2022-2023
Age 3	11	0	9
Age 4	13	18	20
Total	24	25	14



ALLOCATION OF SPACE

Classroom space for special education services shall be allocated to support an environment that is conducive to learning. The allocation of space for special education shall be provided in accordance with the concept of least restrictive environment. The least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall provide the special education needed by the student; provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and be as close as possible to the student's home.

Although students with disabilities are educated to an increasing extent with their nondisabled peers, the need for additional space exists. This space is utilized for direct, small group instruction, such as resource room, related service provision, and small group nonintegrated intensive service in need area(s). This space should be provided in a distraction-free environment, which is conducive to the educational needs of the students and provide an atmosphere appropriate for testing and evaluation.

As we look toward educating our Waterloo students with disabilities in the least restrictive environment, we will consider providing instruction for as many students as possible in our district operated special education programs. This may require additional space but be fiscally prudent and educationally beneficial.

Alternative Formats for Instructional Materials

The purpose of instructional materials shall be to implement, enrich, and support the educational program of the school. Instructional materials should contribute to the development of positive social and intellectual values of the students. The Board of Education shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability. In addition, the Board will ensure that all instructional materials 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 non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard (NIMAS) defined in federal law.

BUDGET

The general fund budget for the special education program for the 2022-2023 school year is detailed below. The financial report does not include indirect costs, or federal funds received. Federal funding for the education of students with disabilities, ages 3-21, this year amounts to \$493,876; this includes monies for the disbursement of federal flow-through allocations as regulated by the federal IDEA and Chapter 6 of the Laws of 2000, amended by Chapter 254. The district receives additional apportionment state aid (public excess cost aid and high cost aid), which partially offsets the cost of its special education programs.

2022-2023 Budget Appropriation:

<u>Item Code</u>	<u>Description</u>	<u>Appropriation</u>
A2250.400-02-0000	Contractual Expense	\$10,000
A2250.400-05-0000	Contractual Expense-Medicaid	\$25,000
A2250.450-01-0000	Materials/Supplies	\$5,668
A2550.450-02-0000	Materials/Supplies	\$3,500
A2250.450-03-0000	Materials/Supplies	\$1,768
A2250.450-04-0000	Materials/Supplies	\$8,000
A2250.470-05-0000	Materials/Supplies	\$4,000
A2250.470-05-0000	Tuition	\$640,000
A2250.490-26-0210	OCM X-contract	\$900,000
A2250.490-26-0213	SWD BOCES (SSD)	\$1,513,942
A2250.490-26-0232	SWD BOCES (DT)	\$880,087
A2250.490-26-0242	SWD BOCES (ASBC)	\$1,626,727
A2250.490-26-0252	SWD BOCES (CPMD)	\$406,147
A2250.490-26-0262	SWD BOCES (ACCD)	\$1,066,202
A2250.490-26-0304	Occupational Therapist	\$42,000
A2250.490-26-0311	Physical Therapist	\$120,000
A2250.490-26-0314	Deaf Interpreter MONROE	\$70,000
A2250.490-26-0315	Deaf Interpreter MONROE	\$30,000
A2250.490-26-0318	Hearing Impaired	\$30,000
A2250.490-26-0319	Visually Impaired	\$59,161

A2250.490-26-0324	Clinical Support Services	\$35,000
A2250.490-26-0362	BOCES Services	\$50,000
A2820.450-01-2816	Materials/Supplies (K screening)	\$1,030
A2820.450-06-0000	Psych. Materials/Supplies	\$3,626
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	Total:	\$7,531,858

BOARD OF EDUCATION APPROVAL

The Waterloo Board of Education approved this plan for special education programs and services on July, 10, 2023.

President, Board of Education

Date