



WYOMING CENTRAL SCHOOL BOARD OF EDUCATION

November 12, 2024

Policy Committee Meeting 6:30 PM

Regular Meeting 7:00 PM

I.	Call to Order, Roll Call, Pledge of Allegiance		
II.	Agenda: Additions or Deletions	1 ___	2 ___
III.	Public Forum		
IV.	Presentations		
V.	Board Discussion		
VI.	Reports		
	A. President		
	B. Superintendent		
	C. Treasurer		
VIII.	Consent Items	1 ___	2 ___
	A. Approve minutes of the 10/8/24 regular meeting		
	B. Approve Treasurer Report & Budget by Function Aug & Sept 2024		
	C. Approve Warsaw Soccer Club to utilize the gym Dec 2024-Mar 2025		
	D. Approve Budget Calendar for 2025 Annual Vote and Election		
	E. Approve Tax Collector's Report for 2024		
	F. Approve 1st reading and waive 2nd reading of policies #3421, 7554 & 7555		
	G. Approve Wyoming Central School District Special Education Plan 2024-2025		
	H. Approve Music Therapy Agreement		
IX.	Old Business		
X.	New Business		
XI.	Executive Session	1 ___	2 ___
XII.	Personnel	1 ___	2 ___
	A. Substitute Appointments		
	1. Approve non-certified substitute teacher, substitute		

	teacher assistant, substitute teacher's aide/substitute school monitor effective 11/12/24. Rate of pay is in accordance with the Board of Education adopted rates for these positions.	1 ___	2 ___
	2. Approve non-certified substitute teacher, substitute teacher assistant, substitute teacher's aide/substitute school monitor effective 11/12/24. Rate of pay is in accordance with the Board of Education adopted rates for these positions.		
	B. Probationary Appointments		
	1. Approve FTE cleaner 90 day probationary period beginning 11/18/24 and ending 02/11/2025	1 ___	2 ___
	2. Approve FTE cleaner 90 day probationary period beginning 11/13/24 and ending 02/12/2025	1 ___	2 ___
	C. Permanent Appointments.		
	D. Resignations		
	1. Accept letter of resignation dated October 15, 2025 effective October 15, 2025	1 ___	2 ___
	E. Other		
XIII.	CPSE/CSE	1 ___	2 ___
XIV.	Adjournment	1 ___	2 ___

WYOMING CENTRAL SCHOOL

WYOMING, NEW YORK

BOARD OF EDUCATION

REGULAR MEETING

OCTOBER 8, 2024

- Members present:** Kaitlyn Bush, Benjamin Chamberlain, Desiree Fioramonte, Barry True, Haley Tygart, Jordan Wetherwax, Nicole White
- Members absent:** None.
- Others present:** Emily Herman, Joelle Stroud, Nancy Norton
- Guests:** Meghan Greiner Barker
- Call to Order:** The meeting was called to order at 7:05 p.m. by Mr. Chamberlain, Board President.
- Approval of Agenda:** Resolved, the Board approves the agenda on motion by Mr. True and second by Mrs. Bush.
Yes-7 Bush, Chamberlain, Fioramonte, True, Tygart, Wetherwax, White
No-0
Motion approved.
- Public Forum:** None.
- Presentations:** The Board of Education was recognized for their commitment and dedication to our school in honor of School Board Recognition Week. They received gifts of gratitude for their service from the PTO, Wyoming Support Staff Association and Wyoming Teachers Association.
- Board Discussion:** -Discussed the Director of Student Service position with Meghan Greiner Barker.
- Reports:** President's Report: Thank you to the teachers who participated in the Virtual Ag Tour hosted by Hi-Land Farm, Wyoming, NY. Students will take a field trip to Hi-Land Farm this month.
Superintendent's Report:
-10/9/24 PreK-2nd grade field trip to Stokoe Farms
-10/15/24 PreK-5th grade field trip to Wyoming Hook and Ladder for Fire Prevention Program
-10/11/24- Early Dismissal Day for students

Yes-7 Bush, Chamberlain, Fioramonte, True, Tygart, Wetherwax, White

No-0

Motion approved.

**Out of Executive
Session:**

The Board reconvened regular session at 8:29 p.m.

Personnel:

Resolved, the Board approves items A., B., and D., on motion by Mr. Chamberlain and second by Mrs. Bush:

A. Substitute Appointments:

1. Appoint Substitute Cleaner, Traci Hoffman, effective 10/01/24, rate of pay in accordance with the Board of Education adopted substitute cleaner rate of \$15.00 per hour.
2. Appoint Substitute Bus Driver, Amy Terry, effective 9/9/24, rate of pay in accordance with the Board of Education adopted substitute bus driver rate of \$25.00 per hour.
3. Appoint Substitute School Monitor & Teacher Aide, Dawn Smith, effective 10/1/24, rate of pay in accordance with the Board of Education adopted rates for these positions.

B. Resignations:

1. Accept letter of resignation dated 9/23/24, William Fuest, Bus Driver, effective 9/23/24
2. Accept letter of resignation dated 10/02/24, Sherri Bartz, Director of Student Services, effective 11/01/24.
3. Accept letter of resignation dated 10/02/24, Leigh Buckenmeyer, Cleaner effective 10/11/24.

D. Permanent Appointment:

1. Approve Rudd Wetherwax as a Permanent Bus Driver, effective 9/29/24 at the rate of \$29.99 per hour or \$21,592.80 annually.

Yes-7 Bush, Chamberlain, Fioramonte, True, Tygart, Wetherwax, White

No-0

Motion approved.

Resolved, the Board approves Personnel item C.1., on motion by Mr. Chamberlain and second by Mrs. White:

C. Probationary Appointment:

Motion approved.

CSE/CPSE:

Resolved, the Board approves the CSE minutes dated 9/16/24, 10/1/24, 10/7/24 and CPSE minutes dated 9/27/24 on motion by Mr. True and second by Mr. Wetherwax.

Yes-6 Chamberlain, Fioramonte, True, Tygart, Wetherwax, White

No-0

Abstain-1 Bush

Motion approved.

Adjournment:

Resolved, the Board approves to adjourn the meeting at 8:53 p.m. on motion by Mr. True and second by Mr. Chamberlain.

Yes-7 Bush, Chamberlain, Fioramonte, True, Tygart, Wetherwax, White

No-0

Motion approved.

Respectfully submitted,

Nancy Norton
District Clerk

Budget Calendar

2025 Annual Budget Vote & School Board Election

11/12/24	Board Meeting-Adopt Budget Calendar
12/10/24	Board Meeting
01/14/25	Board Meeting
01/14/25	Staff Requisitions due
02/11/25	Board Meeting-Review budget
03/11/25	Board Meeting- Review budget
04/04/25	1 st Legal Notice & Absentee Ballot Applications Available
04/08/25	Board Meeting
04/18/25	2 nd Legal Notice
04/21/25	Deadline for filing petitions for BOE candidates, petitions for propositions & election officials
04/22/25	Drawing of Candidates Names for placement on the Ballot, Special Board Meeting, Budget Adoption, Approve Property Tax Report Card, Appoint Election Officials, Approve BOCES Administrative Budget/Election
04/23/25	Transmit "Property Tax Report Card" to SED
04/24/25	Military Ballot Applications due by 5:00 p.m.
04/25/25	Distribute Military Ballots
05/02/25	3 rd Legal Notice
05/06/25	Budget copies available to residents upon request
05/09/25	4 th Legal Notice
05/13/25	Public Hearing & Board Meeting Immediately Following
05/14/25	Deadline for mailing Budget Notice
05/20/25	ANNUAL BUDGET VOTE & SCHOOL BOARD ELECTION

Wyoming Central School District Policy Audit Summary Chart Supplement Sept. 2024

Important Information about this Policy Audit:

- This chart corresponds to the accompanying packet of policies that explains recommended revisions and newly recommended policies based on changes in federal and state law and various guidance documents.
- Standard revisions are shown with different colored text—deleted language blue - new language green - moved language within the current policy and the rationale for the revisions are shown in the "Recommended Revisions" column in chart below.
- It is important that anyone reviewing this audit have both the packet of policies and this chart so they can see why changes were made to current policies or why new policies were included for review. Please return this chart with the completed policy audit and the information filled in below (accepted "as is", accepted with revisions, did not adopt, adoption/deletion/revision date).

Number	Title of Policy	Recommended Revisions for the School District Policy Audit	Adopted "as is"; place X here	See revisions made by District	Did not adopt	Adoption/ Deletion/ Revision Date
By Laws						
1000 1640	Absentee, Military, and Early Mail Ballots	Now titled "Absentee, Military, and Early Mail Ballots." Revised in response to the New York Early Mail Voter Act, which created a process to allow New York State voters the opportunity to vote early by mail, in advance of an election day, closely mirroring the existing absentee voter process. As part of the New York Early Mail Voter Act, several sections were added to the Education Law: Section 2018-e, which applies to districts that provide for the personal registration of voters; and Section 2018-f, which applies to districts that utilize poll lists. There has been a legal challenge to the constitutionality of the legislation, but, as of now, the law has been upheld as constitutional.	X			9/10/2024
Community Relations						
3000 3421	Title IX and Sex Discrimination	In response to the U.S. Department of Education's amended Title IX regulations, effective August 1, 2024, Policy Services has rewritten sample policy 3421, Title IX and Sex Discrimination. The rewritten sample policy aligns with the new requirements outlined in the amended Title IX regulations, which differ significantly from the 2020 amendments, and closely adheres to the sample language provided by the U.S. Department of Education in its resource guide for drafting policies and procedures under the 2024 Title IX amendments				
Non-Instructional Business Operations						
5000 5574	Medicaid Compliance Program	Required policy if the district has received or should reasonably expect to receive at least \$1,000,000 in any consecutive 12-month period, directly, or indirectly, from the Medicaid program Revised in response to the Office of Medicaid Inspector General (OMIG) adding new subpart 18 NYCRR Part 521 to require providers to establish and maintain more detailed compliance programs (This policy was included because it was previously adopted by the District. If the District chooses to keep the policy it is recommended that you adopt the updated version included in the audit).				Delete 9/10/24
Personnel						
6000						

7521	Students with Life-Threatening Health Conditions	Education Law Section 921-a permits districts to maintain epinephrine auto-injectors (EpiPens) for use during an emergency, even if the individual suffering from the allergic reaction has no previous history of severe allergic reaction. Policy 7521 was revised in response to amendments to Education Law Section 921-a which added new language stating that districts that maintain EpiPens on-site must provide all teachers with written informational material created and approved by the Commissioner of Health on using epinephrine auto-injectors.		Delete f)	9/10/2024
7530	Child Abuse and Maltreatment	Revised in response to an amendment to Education Law Section 1125 which changed the definition of "child abuse" to include the use of corporal punishment. In response to this amendment, the definitions section concerning child abuse in an educational setting of the policy was revised to reflect the amended definition of "child abuse" to now include the use of corporal punishment.	X		9/10/2024
7554	Equal Educational Opportunities	In response to the U.S. Department of Education's amended Title IX regulations, effective August 1, 2024, Policy Services has deleted the section on Educational Services for Married/Pregnant Students as that information was moved to a separate policy due to the expanded requirements under the amended regulations. Additionally, the policy was renumbered to 7554 for better placement within a district's policy manual.			
7555	Educational Services for Married/Pregnant Students	In response to the U.S. Department of Education's amended Title IX regulations, effective August 1, 2024, Policy Services has developed new sample policy 7555, Educational Services for Married/Pregnant Students. Although pregnancy or related conditions have always been part of the Title IX regulations, the 2024 amendments expanded the obligations districts have with respect to these students. Under the amended regulations, districts must offer reasonable modifications which a student may accept or decline. Further, districts must ensure that students can access lactation spaces which must meet certain requirements outlined in law.			

**Wyoming Central School District
Special Education Plan
2024-2025**



Commitment to Lifelong Learning

Board of Education

Benjamin Chamberlain, President

Barry True, Vice President

Nicole White

Haley Tygart

Kaitlyn Bush

Desiree Fioramonte

Jordan Wetherwax

Administrative Team

Emily Herman, Superintendent

Meghan Barker, Director of Student Services

Joelle Stroud, District Treasurer

Nancy Norton, Board Clerk

Mark Bissell, Transportation Director

Matthew Hollister, IT Director

Tim Anderson, Director of Facilities

Committee on Special Education

Meghan Barker, CSE Chairperson

Erica Miller, School Psychologist

Mary Daniel, CSE Secretary

Special Education Teachers:

TBD, Deb Maples, Kristina Baker, Stephen Sovocool

Committee on Preschool Special Education

Meghan Barker, CPSE Chairperson

Mary Daniel, CSE Secretary

Professional from Evaluation Center, as assigned

Jamie Hudson, Wyoming County Preschool Representative

Deborah Johnson, Genesee County Preschool Representative

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Mission

The mission of the Wyoming Central School, in partnership with the community, is to enable each student to reach his or her highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community.

School History

The Wyoming Central School traces its history back to 1817.

We are a member of the Genesee Valley Educational Partnership, located on a site of approximately twenty acres just outside the village of Wyoming in the picturesque county of Wyoming. We are proud of our small class size and high achievement goals. The average class size in grades K-8 is sixteen. We have tuition agreements with four area high schools for students (and parents) in grades nine through twelve to select from. Transportation is provided by the District.

We offer unique educational opportunities to our students. Music and art are offered to all students in grades K-8. Students receive instruction in Spanish at the middle school level. We have after-school sports and transportation provided for additional educational opportunities. The District enjoys a very high ratio of computers to students. A comprehensive special education program serves the District's classified students. The District benefits from an excellent relationship with the community. The PLUS-PTO (People Lending Us Support) program is a very active group and offers its support to the district throughout the year.

With small classroom sizes, family atmosphere and community support, students receive the attention they need to become the best they can be.

Belief Statements

All students have the right to:

- A personal and caring connection.
- Competent, caring teachers and administrators.
- Learn based on their innate abilities and effort through the creation of an educational environment that engages students in academic work and rigorous expectations, resulting in high achievement.
- Attend a school that promotes health and safety.
- Reach their full potential through an engaging, creative, and supportive environment.
- Be encouraged to think critically.
- Literacy instruction that prepares them for participation in a democratic society.

It is the purpose and intent of the Wyoming Central School 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), which 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 have 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 and social potential, regardless of individual, physical, emotional, or socioeconomic limitations. All children have equal access to all school programs. Wyoming Central School does not discriminate on the basis of race, creed, color, national origin, sex, age, disability, or marital status.

Description of the Nature and Scope of Special Education Programs

Purpose of Plan:

In line with current regulations detailing Board of Education responsibilities, Wyoming Central School has created and outlined this District Plan. The aim of this plan is to provide a comprehensive overview of the special education programs within the Wyoming Central School District. The District Plan contains no personally identifiable data and is available for public inspection.

Description of District:

The Wyoming Central School District, situated in Wyoming County, is primarily a rural community located about 45 miles south of Rochester. The district consists of one school, Wyoming Central School, which offers education from pre-kindergarten through 8th grade. As of August 2023, the district serves a total of 147 students ([Public School Review](#)) ([Public School Review](#)).

For more details, you can visit the Wyoming Central School District's official website or educational resources such as Public School Review and New York Schools.

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 special education students 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 special education children being served.

Nature and Scope of Special Education Programs:

Wyoming Central School in New York employs a total of 20 teachers for the K-12 enrollment of 147 students for the 2022-23 school year. The school is dedicated to providing quality education and services to meet the needs of all students within the district.

The District contracts with external agencies and institutions for services not available within its facilities. These partners include Genesee Valley BOCES, Monroe I BOCES, School of the Holy Childhood, Crestwood Children's Center (Hillside).

The special education program serves all students identified by the Committee on Special Education (CSE). Referrals for consideration are made by parents or school staff. Each student undergoes a comprehensive psychological and educational evaluation, physical examination, social history, and classroom observation before being recommended for placement by the CSE.

The District also operates a Committee on Preschool Special Education (CPSE), responsible for identifying and providing services to students aged 3-5 within the district boundaries. The county contracts with approved preschool providers to deliver appropriate services to students deemed eligible by the CPSE.

For further details, you can visit the New York State Education Department's data site ([NYSED Data](#)) ([NYSED Data](#)).

Related Services:

Wyoming Central School is committed to ensuring that special education students receive the related support services they require. These services are recommended by the Committee on Special Education (CSE) to address the specific needs of

students with disabilities. Details such as the provider, frequency, and duration of each service are clearly outlined in the student's Individualized Educational Plan (IEP).

The related services available to students at Wyoming Central School include, but are not limited to:

- Speech and Language Therapy
- Psychological Counseling
- Occupational Therapy
- Physical Therapy
- Vision Therapy
- Autism Consultant Hours

These services are tailored to support students in achieving their educational goals and improving their overall well-being.

Resource Room:

Resource room programs shall be for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental programs.

The composition of instructional groups in a resource room program shall be based on the similarity of the individual needs of the students according to:

- levels of academic or educational achievement and learning characteristics;
- levels of social development;
- levels of physical development; and
- the management needs of the students in the classroom.

Consultant Teacher – Direct/Indirect Services:

Wyoming Central School employs special education teachers who are assigned to each grade level to provide Consultant Teacher and Academic Support services 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 peers who do not have disabilities. 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.

15:1 Special Classes:

Special class means 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 maximum class size for special classes containing students whose management needs interfere with the instructional process, to the extent that an additional adult is needed within the classroom to assist in the instruction of such students, cannot exceed 15 students.

Out-of-District Programs:

An out of district placement is made when an appropriate program is not offered within the district. Neighboring school districts and the Genesee Valley BOCES provide the least restrictive environment for a majority, but not all, of these students. Cross Contracts with other BOCES, as well as private programs, are considered on an as-needed basis for individual students, as well.

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.

Requests for Annual Review Meetings:

Annual reviews are within a 12-month calendar. We schedule students by anniversary dates. If you are classified on May 15, 2023, your next meeting will be on or before May 14, 2024. All parents are sent a letter at least five (5) days in advance notifying them of the date and time. Also, they are notified of who will be in attendance at that meeting. All general education teachers submit paperwork declaring performance being made in their class. The Special Education Teacher assigned to that student is responsible for notifying and collecting such reports and submitting them to the CSE office as well as completing the draft document of the new IEP prior to the meeting.

Special Education Referral Process:

Wyoming Central School uses the (RTI) Response To Intervention as a guide to help refer student to the CSE process. The process is as follows:

- 1) **TIER 1:** List of steps taken in the classroom as classroom-based interventions by the teacher.
- 2) **TIER 2:** Detailed narrative of the tier 2 intervention services the student has received during the current year.
- 3) **TIER 3:** Detailed narrative of the tier 2 intervention services the student has received during the current year. The referring teacher should also research & identify any interventions the student received in previous school years that lend support to the referral.

The following data must be collected and be no less than 30 days elapsed (updated assessments may be necessary if referral falls between benchmarks):

- a) i-Ready
- b) Diagnostic Testing Completed on Data Wall
- c) Oral Reading Fluency

- d) Sample of student work (reading, writing, math)
- e) Any current medical/diagnosis information relevant to the referral

4) Administrator's Authorization

They also use teacher observation, parent concern and testing results to guide them. However, these should not be held in isolation. Meaning, if a student does poorly on a test, they should not be referred. If a parent thinks that their child would benefit from Special Education services, does and should not mean to automatically start the CSE process. Other steps and communication must occur before moving forward in the process.

Once they have been identified by the RTI process and communicated with the parents, the following things start to move forward;

1. REFERRAL

2. PARENTAL NOTICE AND CONSENT

3. EVALUATION

4. ELIGIBILITY RECOMMENDATION/IEP

5. IMPLEMENTATION

6. ANNUAL REVIEW within one year of IEP

7. REEVALUATION triennially

Section 408:

Each student with a disability who needs special education 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 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.

Declass Paperwork:

The Board of Education recognizes 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 law and regulation. 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. 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, shall conduct the reevaluation. 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 services.

Program Goals and Objective:

The primary goal of the District's special education program is to maximize the academic and functional 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 in and to progress in the general education curriculum to the maximum extent appropriate to the needs of each individual student and to provide them 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, IEP 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 make individual student IEP adjustments and improvements.

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 objective

5. The Special Education District Plan will be reviewed and updated annually.

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 to be 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 and Recordings for the Blind and Dyslexic (RFB&D).

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 and 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 BOCES (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 BOCES.

Budget to Support Special Education Programs (including staff salaries):

2023-24 Final Expenditures = \$657,289.25

2024-25 Projected SPED Budget = \$892,936

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.

Number and Age Span of Students Served:

The following data tables summarize the District students served in preschool or school-age programs by age, disability area and type of placement, as of the Special Education Snapshot date as of October, 2023.

**School-Age Child Count by Age and Disability October 2023 Snapshot
(Students Receiving Special Education Services as of October 4, 2023)**

Line Number	Disability (As of Snapshot Date)	Age as of October 4, 2023					Grand Total for 2023-24	Grand Total for 2022-23
		Total Ages 4-5	Total Ages 6-11	Total Ages 12-13	Total Ages 14-17	Total Ages 18-21		
01	Autism	0	2	2	0	0	4	6
02	Emotional Disability	0	0	0	0	0	0	0
03	Learning Disability	0	4	2	2	0	8	6
04	Intellectual Disability	0	0	0	0	0	0	0
05	Deafness	0	0	0	0	0	0	0
06	Hearing Impairment	0	0	0	0	0	0	0
07	Speech or Language Impairment	0	0	1	0	0	1	2
08	Visual Impairment (Includes Blindness)	0	0	0	0	0	0	0
09	Orthopedic Impairment	0	0	0	0	0	0	0
10	Other Health Impairment	0	3	0	0	0	3	4
11	Multiple Disabilities	1	1	0	0	0	2	1
12	Deaf-Blindness	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	0	0	0	0	0	0
14	Total (Lines 1-13)	1	10	5	2	0	18	19

Preschool Child Count Report by Race and Ethnicity October 2023 Snapshot (Preschool Children Receiving Sp. Education Services As of October 4, 2023)

	A	B	C	D	E	F	G	H	I
Preschool Students with Disabilities Receiving Special Education Services on October 4, 2023 (Age Is as of October 4, 2023)	Hispanic or Latino	American Indian or Alaska Native (Not of Hispanic Origin)	Asian (Not of Hispanic Origin)	Black or African American (Not of Hispanic Origin)	Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	White (Not of Hispanic Origin)	Two or More Races (Not of Hispanic Origin)	Total (2023-24)	Total (2022-23)
Age 3	0	0	0	0	0	3	0	3	2
Age 4	0	0	0	0	0	3	0	3	2
Total	0	0	0	0	0	6	0	6	4

Preschool LRE Setting Report by Age

Educational Environment		A	B	C	D
		Age 3	Age 4	Total October 4, 2023	Total October 5, 2022
Attending a regular early childhood program for 10 or more hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	1
	and receiving the majority of hours of special education and related services in some other location.	0	0	0	0
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0
Separate Class		0	0	0	1
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		3	3	6	2
Service Providers Location		0	0	0	0
Total		3	3	6	4

Preschool LRE Setting Report by Gender

Educational Environment		A	B	C	D
		Male	Female	Nonbinary	Total
Attending a regular early childhood program for 10 or more hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location.	0	0	0	0
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	0	0	0	0
	and receiving the majority of hours of special education and related services in some other location	0	0	0	0
Separate Class		0	0	0	0
Separate School		0	0	0	0
Residential Facility		0	0	0	0
Home		5	1	0	6
Service Providers Location		0	0	0	0
Total		5	1	0	6

School-Age LRE Setting Report October 2023 Snapshot

Table 1: In regular school programs in buildings attended by disabled and non-disabled students

Line Number	Time INSIDE Regular Classroom	A	B	C	D	E	F	G
		Gender Ages 5-21				English Language Learners Status Ages 5-21		
		Male	Female	Nonbinary	Total	Yes	No	Total
01	80% or more	11	2	0	13	0	13	13
02	40% to 79%	1	0	0	1	0	1	1
03	Less than 40%	1	1	0	2	0	2	2
04	Total	13	3	0	16	0	16	16

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F	G
		Gender Ages 5-21				English Language Learner Status Ages 5-21		
		Male	Female	Nonbinary	Total	Yes	No	Total
01	Separate School	0	0	0	0	0	0	0
02	Residential Facility	0	0	0	0	0	0	0
03	Hospital (In-patient)	0	0	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0	0	0
05	Total	0	0	0	0	0	0	0

Table 3: 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	F	G
		Gender Ages 5-21				English Language Learner Status Ages 5-21		
		Male	Female	Nonbinary	Total	Yes	No	Total
01	Incarcerated in County Correctional Facilities *	0	0	0	0	0	0	0
02	Home Schooled by Parental Choice	1	1	0	2	0	2	2
03	Parentally Placed in Nonpublic School-Receiving Special Education Services	0	0	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0	0	0
05	Total	1	1	0	2	0	2	2

Agreement Between
Wyoming Central School
and
Music Therapy Pathways-Creative Arts Therapy PLLC

This agreement is made between Wyoming Central School District, having its district offices in Wyoming, New York, hereinafter called "District" and Music Therapy Pathways-Creative Arts Therapy PLLC, 80 South Main Street, Oakfield, New York 14125, hereinafter called "Contractor."

1. Term.

This agreement will commence on October 21, 2024 and will terminate on August 31, 2025, provided either party may terminate this Agreement at any time upon at least sixty (60) days advance written notice to the other party. In the event of termination, accounts between the parties will be adjusted and prorated as of the termination date.

2. Services.

Music Therapy:

The contractor agrees to provide the District with the services of a Board-Certified music therapist or a licensed creative arts therapist to provide music therapy services, as requested, for each child approved for such services of the Wyoming Central School District. Specific responsibilities are outlined below:

The music therapist will plan and implement an appropriate music therapy program for each child approved for such services by the Committee on Special Education or District administrator.

The music therapist will provide necessary paperwork to the District, in the form of initial evaluations and annual reviews, and periodic updates.

Upon request of the District, the music therapist will attend CSE meetings and parent meetings.

The music therapist will adhere to the Wyoming Central School District calendar. Although every attempt will be made to reschedule missed visits due to student absences and school closings, the music therapist will not be held accountable in these situations.

3. Payment.

The District agrees to pay \$53.00 for each thirty minute session of individual music therapy and \$30.00 for each student receiving group services. A group is considered 2 or more students receiving music therapy as outlined on the IEP. An individual student receiving music therapy within the context of a group of peers is considered an individual session. Initial evaluations will be completed following written request from the district and will be billed as \$175.00 per evaluation. Cancelled sessions will not be billed.

The Contractor will submit a monthly bill for actual services rendered by the tenth (10th) day of each month, following the provision of these services.

4. Insurance.

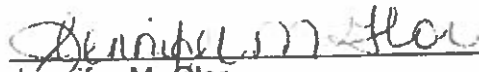
The Contractor will obtain and keep in force professional liability insurance coverage for the staff of Music Therapy Pathways-Creative Arts Therapy PLLC during the term of this Agreement for the benefit and protection of the District and the Contractor.

5. Renewal.

This agreement may be renewed for additional one year terms upon the written consent of both parties, with additional or revised terms as appropriate to be incorporated into the renewal agreement.

6. Acceptance.

The parties to this agreement accept the terms as herein outlined as attested to their signatures below.



Jennifer M. Glor
Director-Music Therapy Pathways-Creative Arts Therapy PLLC

10-21-24

Date

Superintendent-Wyoming Central School

Date

ATTACHMENT A

October 15, 2024

Board of Education
Wyoming Central School District
Wyoming, New York 14591

Ladies and Gentlemen:

I hereby irrevocably resign from my employment with the Wyoming Central School District,
effective OCT 15.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Cory Bisson', with a long horizontal flourish extending to the right.

Cory Bisson