

LETCHWORTH CENTRAL SCHOOL DISTRICT



SPECIAL EDUCATION DISTRICT PLAN 2023-2024 2024-2025

Adopted by the Letchworth Central School Board of Education on August 7, 2023.

Board of Education:

Pete Broughton, *President*
Scott Kemp, *Vice President*
Robert Jines
Vanessa Karasiewicz
William Kuipers
Mark Miller
Shane Scott
Nick Youngers
Steve Youngers

Administration:

D. Todd Campbell, *Superintendent*
John Novak, *Business Administrator*
Paul Rogers, *High School Principal*
Amy Leone, *Middle School Principal*
Tyler King, *Assistant Principal*
Rachel Webster, *Elementary Principal*
Cheryl Wilkolaski, *Director of Pupil Personnel Services*
Michelle Bergmann, *Director of Curriculum and Instruction*

Committee on Special Education

Members *Denotes Chairperson

Chairperson

Cherie Wilkolaski*, Michelle Bergmann, Alternate

School Psychologists

Special Education Staff

All Special Education Teachers & Service Providers that service the student

School Physician or designee

Committee on Preschool Special Education

Members*Denotes Chairperson

Chairperson

Cherie Wilkolaski*, Michelle Bergmann, Alternate

Special Education Staff

All Special Ed Teachers & Service Providers

Wyoming County Preschool Representative

Jamie Hudson

Evaluation Representative
 (When evaluation is conducted by an outside agency)

Assigned by outside agency

Letchworth Central School District

Mission

The mission of Letchworth Central School is to prepare each student for the challenges of his or her own distinct future in a democratic pluralistic society. Each pupil will acquire the life skills, moral values and information processing capabilities to become successful, fulfilled adults. The school community will develop and maintain high staff and student morale and encourage the love of learning as a lifelong process. This is best achieved by bringing the world to our students through the cooperative effort and common goals of staff, students, and the community.

District Beliefs & Core Values

The School District will:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach, pursue appropriate certification, and participate in professional development activities.
3. Demonstrate interest in teaching, awareness and application of the NYS standards for learning at their assignment level, and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity for All Students Coordinator in a timely manner.

Letchworth Students will:

1. Attend school daily, except when ill, and be on time to all classes.
2. Express his/her opinions and ideas in a respectful manner so as not to slander, or restrict the rights of others. (See Section VI)
3. Dress so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. (See Section V)
4. Be aware of all rules and expectations regulating student behavior and conduct him/herself in accordance with these guidelines.
5. Should be willing to volunteer information in disciplinary cases if he/she has knowledge of importance in such a case.
6. Be aware of available educational programs in order to use and develop capabilities to a maximum.
7. Be physically fit, prepared to participate, and have a positive attitude toward physical activity.
8. Be aware of all rules and expectations governing participation and conduct him/herself in accordance with these guidelines.
9. Be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
10. Be aware of the right to access information and guidelines governing such access.
11. Be aware of actions which constitute serious and dangerous wrong-doing and refrain from such acts (possession of contraband, drugs, etc.).
12. Refrain from participating in any discriminatory practices or harassment against others -students, teachers, custodians, etc.
13. Demonstrate appreciation for the dignity and integrity of all community members.
14. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity for All Students Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

It is the purpose and intent of the Letchworth 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) that states each Board of Education shall have available for public inspection and review an acceptable plan that explains the Special Education program in our school district.

Upon completion of the evaluation, the Committee on Special Education, (CSE), as appointed by the Board of Education, will determine if classification and placement are necessary. All students so identified will be placed in accordance with existing State and Federal Regulations. Students who are found to be students with disabilities will be provided educational opportunities in the Least Restrictive Environment (LRE) 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. The Letchworth Central School does not discriminate on the basis of race, creed, color, national origin, gender, sexual orientation, age, disability or marital status.

DESCRIPTION OF THE NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS

A. Purpose of the Plan

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

B. Description of District

The Letchworth Central School is located approximately 50 miles south of Rochester. It is in Wyoming County and is primarily a rural community. Present enrollment is 898 students as of June 30, 2023. As of June 22, 2023, the special education school-aged population is 110 students and 17 preschool students. The District is housed in a single connected building which contains three programs, Elementary School (grades PreK-4), Middle School (grades 5-8) and High School (grades 9-12).

C. Assumptions

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

- 1) It is assumed that State and Federal Laws and Regulations concerning the education of children with disabilities continue to be reviewed and revised.

- 2) It is assumed that financial assistance from the State and Federal government will be maintained or increased to support these programs.
- 3) It is assumed that the early identification and screening of children with disabilities will be refined and will serve to identify greater numbers of children at an earlier age.
- 4) It is assumed that educating 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.

D. Nature and Scope of Special Education Programs

Currently, the District has established positions to service special education students as follows:

Positions	Number of Staff
Certified Special Education Teachers	17
Certified Teacher Assistants	13
Teacher Aides	16
Speech Language Pathologists	3
Teacher of Speech and Hearing Handicapped	1
Licensed Occupational Therapist	1
Certified Occupational Therapy Assistant	1
Licensed Physical Therapist	(.7 FTE) 1
Licensed Clinical Psychologist	1
School Psychologist	1
Certified Social Workers	2

Each staff member reports directly to the building principal as they are assigned as well as to the Director of Pupil Personnel Services. The District contracts with agencies and/or

institutions for services not available within its facilities, such as Music Therapy and Behavioral/Autism Consultation.

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

The District also maintains a Committee on Preschool Special Education (CPSE), which is responsible for identifying and providing special education services to students ages 3-5 years old, who reside within the district boundaries. Letchworth Central is approved to operate a preschool special education program integrated with the Universal PreK program as well as two Special Classes in and Integrated Setting (SCIS) classrooms. The student's county of residence contracts with approved preschool providers to provide the appropriate services to students who are deemed eligible by the CPSE.

In accordance with the regulations, the following continuum of services are available to preschoolers with disabilities:

Preschool Special Education Services	
Program/ Service	Description
Related Services	<ul style="list-style-type: none"> - Provided by individuals with appropriate license or certification in each area of related service, at site determined by the BOE (approved or licensed preK program or Head Start, work site of provider, child's home, hospital, state facility, child care location as defined in section 4410) - May be individual or group (may not exceed 5 students; specified on IEP if group size less than 5 is recommended)
Special Education Itinerant Services	<ul style="list-style-type: none"> - Provided by a certified special education teacher of an approved program on an itinerant basis, at a site determined by the BOE - Direct specialized individual or group instruction - Indirect services: consultation to assist child's teacher in adjusting the learning environment or modifying instructional methods - May be provided in addition to related services
Integrated Special Class	<ul style="list-style-type: none"> - Special education teacher and one or more supplementary school personnel in a classroom made up of no more than 12 preschool students with and without disabilities.
12 month special	<ul style="list-style-type: none"> - Considered for preschool students in accordance with their need to prevent

services and/or programs	substantial regression if: (a) management needs are highly intensive and require a high degree of individualized attention and intervention; or (b) severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or (c) include (a) and (b) and require treatment in the home; or (d) needs are so severe that they can be met only in a seven-day residential program; or (e) preschool students not described in (a)- (d) whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration to prevent substantial regression.
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Part 200 of the Regulations of the Commissioner of Education also describes a Continuum of Services for School-Aged Students as follows:

School-Age Special Education Services	
Program/Service	Description
Related Services	<p>Related services are recommended by the CSE to meet the individual needs of a student with a disability as indicated in the Individualized Education Program (IEP). Related services may be provided in conjunction with a general education program or with other special education services.</p> <p>Related services include, but are not limited to:</p> <ul style="list-style-type: none"> ● Speech therapy ● Occupational therapy ● Physical therapy ● Counseling ● Vision services ● Orientation and mobility services ● Audiology services ● Teacher of the Deaf services ● Transition Services <p>A student with a disability may be provided with more than one related service in accordance with the needs of the student. The frequency, duration, and location of services are outlined on the IEP, based upon the individual's need for the service. Service can be provided individually, or in a group as determined by the CSE. Related services are available to <i>Letchworth Central students with disabilities both in district schools as well as in out-of-district programs.</i></p>

School-Age Special Education Services	
Consultant Teaching	<p>Consultant teacher services are direct and/or indirect services provided to students with disabilities in the student's general education classes and/or with the student's general education teachers. The IEP must indicate the general education classes in which the student will receive consultant teacher services.</p> <ul style="list-style-type: none"> • Direct consultant teacher services means specially designed individual or group instruction by a certified special education teacher to students in general education classes. • Indirect consultant teacher services means the consultation provided by a certified special education teacher to general education teachers to assist them in adjusting the learning environment and/or differentiating the instructional methods to meet the individual needs of a student with a disability in the general education classes. <p>The total number of students with disabilities assigned to a consultant teacher cannot exceed 20. Each student requiring consultant teacher services shall receive direct and/or indirect services, consistent with the student's IEP, for a minimum of two hours each week.</p> <p><i>Letchworth Central students requiring consultant teaching services receive this programming within the general education classes in the district.</i></p>
Integrated Co-Teaching	<p>Integrated co-teaching is the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The total number of students with disabilities in integrated co-teaching cannot exceed twelve. A general education teacher and special education teacher are assigned to each integrated co-teaching class based on the frequency and duration in the IEP.</p> <p><i>Letchworth Central students requiring integrated co-teaching services receive this programming within the general education classes in the district.</i></p>
Resource Room Program	<p>Resource Room is provided for the purpose of supplementing the classroom instruction to students with disabilities who are in need of such supplemental service. This support is aimed to improve student's organizational skills, planning abilities and executive functioning skills. Each student requiring resource room services shall receive services consistent with the student's IEP. Instructional groups for the resource room are not to exceed five students with one teacher during instructional time. Students cannot spend more than 50 percent of their time during the day in resource room services. The total number of students assigned to a resource room teacher cannot exceed 20 at the elementary level and 25 at the secondary level.</p> <p><i>Letchworth Central provides this service for students grades K - 12 in accordance with individual student needs and IEPs.</i></p>
Special Class Programs	<p>A student with a disability is provided with special class instruction to the extent indicated on the student's IEP. The size and composition of the class is based upon the similarity of individual needs of the students according to: the 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. The special class size for students with disabilities is determined based upon the degree of individualized attention and intervention. The maximum class size for students whose</p>

School-Age Special Education Services	
	<p>special education needs consist primarily of the need for specialized instruction is 15 students. The chronological age range within special classes of students with disabilities is not to exceed 36 months, except for special classes of students with disabilities who are 16 years of age and older.</p> <p>In accordance with the Regulations of the Commissioner there are five class size options. Recommendations for these classes are based upon management needs and degree of intensity of student need for specialized instruction in a special class setting. Options are as follows:</p> <ul style="list-style-type: none"> ● 15:1 - 15 students with 1 teacher ● 12:1:1 - 12 students with 1 teacher and 1 supplementary school personnel ● 8:1:1 - 8 students with 1 teacher and 1 supplementary school personnel ● 6:1:1 - 6 students with 1 teacher and 1 supplementary school personnel ● 12:1:4 - 12 students with 1 teacher and 1 supplementary school personnel for every 3 students. <p>The additional staff may be teachers, teaching assistants, and/or related service providers.</p> <p><i>Letchworth Central currently operates one 12:1:1 High School age special class, and five 15:1 High School Special Classes (two Math, one Social Studies, two English). Additionally students are placed in special classes though services are offered through Genesee Valley BOCES, Monroe 1 BOCES, and Cattaraugus Allegany BOCES.</i></p>
Special Schools/Out of District Programs	<p>Out of district programs include those contracted with other public school districts, BOCES, and State Education Department approved private day schools and residential schools. Out of district programs are designed for students with intense or unique special education needs that cannot be met within the district.</p> <p>Examples of these programs include:</p> <ul style="list-style-type: none"> ● BOCES operated programs ● BOCES operated classes in other school districts ● Mary Cariola Children's Center ● School of the Holy Childhood ● Hillside Family of Agencies ● Villa of Hope ● Rochester School for the Deaf ● New York State School for the Blind ● Easter Seals of New York - The Kessler Center <p><i>Letchworth Central has two students with out of district placements; The School of the Holy Childhood and New York State School for the Blind</i></p>
Home and/or Hospital Placement	<p>Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student's unique needs. Home and hospital instruction shall only be recommended if such placement is the least restrictive environment. Service must be recommended for a minimum of ten hours per week at the elementary level, preferably</p>

School-Age Special Education Services	
	two hours daily; or a minimum of 15 hours per week at the secondary level, preferably three hours daily .
Residential Facility	Refers to education programs in public or privately operated residential schools or medical facilities on an inpatient basis.
Extended School Year (special education summer school)	Students who are classified under CSE may be eligible for extended school year services if they meet the criteria and have demonstrated an inability to maintain developmental levels due to a loss of skill or knowledge during the summer months of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. The CSE must determine substantial regression for a student to participate or receive related services only during an extended school year program.

E. Test Access and Accommodations for Students with Disabilities

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

Testing accommodations are neither intended nor permitted to:

- Alter the construct of the test being measured or invalidate the results.
- Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions.
- Substitute for knowledge or abilities that the student has not attained.

F. Annual Review Meetings

Annual review meetings are held from January through June of each school year. Meetings are scheduled by grade level, beginning with 12th grade and ending with preschoolers transitioning to school-age. Parents/guardians are sent an invitation to the meeting at least 5 days in advance notifying them of the date and time of the annual review meeting. Parents are able to attend in person or virtually via Google Meet or telephone. The meeting invitation includes a list of the professional team members that are invited to the meeting. The Special Education Teacher, who is the case manager for the student, is responsible for collecting present levels of educational performance (PLEP) from the general education teacher(s). This information is used to develop the PLEP statement and goals for the IEPs.

G. Special Education Referral Process

Letchworth Central implements an integrated multi-tiered system of support (MTSS-I). This system uses quantitative and qualitative data to identify students with academic or behavioral skill and/or performance deficits. Once the deficits are identified, academic and/or behavioral interventions are implemented and progress monitored. In many cases that intensified intervention is successful, and the deficits are ameliorate. When the more intensive intervention does not result in a positive change, the MTSS-I team and or the parent may refer the student to be evaluated for special education services. That evaluation process is as follows:

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, every 3 years or triennially

H. Section 408

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.

I. Declassification Process

The Board of Education recognizes that it may be appropriate to declassify some students with disabilities. The CSE, or the CPSE, as applicable, is responsible for making this determination, while adhering to the requirements of federal and state law and regulation. In order to determine that a student is no longer eligible to receive special education services for reasons other than graduation or aging out, the committee shall meet to discuss the student's progress and determine the need for a reevaluation of the student. The District then provides prior written notice to the parents of their right to request additional testing and evaluations.

The reevaluation shall be conducted by a multidisciplinary team including at least one teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, ability to participate in instructional programs in regular education as well as continuing eligibility for special education.

The committee then reviews the reevaluation report(s) at a meeting to determine the student's continued eligibility for special education services. The District provides the parents with written copies of the reevaluation reports. If the result is that the student is declassified, support services may be provided for up to one year after the declassification.

PROGRAM GOALS AND OBJECTIVES

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 22 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 and 200.1 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 objectives.
5. The Special Education District Plan will be reviewed and updated every two years.

PLAN TO ENSURE AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS

The District will provide alternative format materials to students with disabilities who have been determined, by the CSE, to need their instructional materials 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 with a disability 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 to ensure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by GVEP.

BUDGET TO SUPPORT SCHOOL-AGED SPECIAL EDUCATION PROGRAMS

2023 – 2024 (anticipated) \$2,932,986 (local and state funds)

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.

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 July, 2023.

Preschool and School-age Data for 2023-24 School Year

Number and Age Span of Students Served (Preschool)
by disability category & recommended placement

	Age Range		
Disability	3	4	5
Preschool Student with a Disability	9	4	0
Recommended Setting	3	4	5
Preschool Itinerant Services Only	3	6	0
Approved Preschool Special Education Program	1	1	0

Number and Age Span of Students Served (School-Age)
by disability category & recommended placement

	Age Range			
Disability	5-9	10-13	14-17	18-22
Autism	4	2	5	1
Speech Language Impairment	12	1	2	0
Other Health Impairment	5	12	13	1
Learning Disability	5	11	17	2
Hearing Impairment	1	0	0	0
Multiple Disabilities	1	0	0	0
Intellectual Disability	0	1	0	0
Emotional Disability	0	3	1	0
Traumatic Brain Injury	0	0	0	0
Orthopedic Impairment	0	0	0	0
Deaf	0	0	0	0
Blind or Visual Impairment	0	0	0	0
Deaf-Blindness	0	0	0	0
Recommended Setting	5-9	10-13	14-17	18-22
Local Education Agency (LEA) Letchworth Central School	43	27	30	2
Special Class in a Neighboring District	1	0	0	0
BOCES Class in a Public School	2	2	3	0
BOCES Class (not integrated)	0	0	0	0
Alternative Education (General Education)	0	0	1	0
State Supported School	1	0	0	0
Approved Private School-Day	0	1	0	0
Approved Private School-Residential	0	0	0	0