Waterloo Central School District

Special Education District Plan

Submitted to the Board of Education August 2025

SPECIAL EDUCATION DISTRICT PLAN

TABLE OF CONTENTS

Introduction	3
Nature and Scope of Special Education	4
Definitions of Disability Classifications	6
Continuum of Services	8
Special Education Program and Services	10
Method of Evaluation	12
Allocation of Space	14
Alternative Formats for Instructional Materials	15
Budget	16
BOE Approval	17

INTRODUCTION

According to the Commissioner's Regulations, Part 200.2 (c), each Board of Education which receives an apportionment for eligible students, 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 keep it on file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of section 3602 of Education Law.

The plan shall include, but need not be limited to, the following:

1. A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and special class programs provided by the district in terms of group size and composition.
2. Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting.
3. The method to be used to evaluate the extent to which the objectives of the program have been achieved.
4. A description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities.
5. A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services.
6. A description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are available to non-disabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the Board of Education pursuant to paragraph (b)(8) of section 200.2.
7. The estimated budget to support such plan.
8. The date on which such plan was adopted by the Board of Education
9. Any change to the allocation of space for special education program shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.
10. The district plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the commissioner.

NATURE AND SCOPE OF SPECIAL EDUCATION SERVICES

Definition of Special Education

Special education is defined as specially designed individualized or group instruction, or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities. 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.

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, and in other settings.
2. Such instruction can include specially designed instruction in physical education, including adapted physical education.
3. For the purposes of this definition

    a. The individual needs of a student shall be determined by a Committee on Special Education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual need determination shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student. The area to be considered shall include:
        i. *Academic achievement, functional performance and learning characteristics* which shall mean the levels of knowledge and development in subject and skill areas, including daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style;
        ii. *Social development* which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments;
        iii. *Physical development* which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and
        iv. *Management needs* which shall mean the nature of and degree to which environmental modification and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with factors identified in each of he three areas described in clauses (a)-(c) of this subparagraph.

    b. Group instruction means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistency detract from the instruction provided to the other students in the group.

Nature of Special Education

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 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.

DEFINITIONS OF DISABILITY CLASSIFICATIONS

Under the Individuals with Disabilities Education Act (IDEA) there are 13 disability classifications for students who are eligible for special education services.

Autism
A developmental disability significantly affecting verbal and nonverbal 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 disability as defined in this section. A student who manifests the characteristics of autism after the age of 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness
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 a student's educational performance.

Deaf-Blindness
Concomitant hearing and visual impairments, 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 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;
- 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
An impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but is not included under the definition of deafness in this section.

Learning Disability
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 disability, or of environmental, cultural or economic disadvantage.

Intellectual Disability
Significant subaverage 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
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 severe orthopedic impairment that 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
Having 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 communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a student's educational performance.

Traumatic Brain Injury
An acquired injury to the brain 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)
An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

CONTINUUM OF SERVICES

The Waterloo Central School District offers a full continuum of special education services for students with disabilities from age 3 through age 21, ensuring access to instruction in the least restrictive environment (LRE) as required by law. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities have the right to receive special education services in settings that, to the maximum extent appropriate, include students without disabilities. Students are anticipated to attend the same schools they would if they did not have disabilities, and removal from general education settings occurs only when their individualized education program (IEP) cannot be satisfactorily implemented there, even with supplementary aids and services.

The district offers a range of services both in and out of district, including consultant teacher, resource room, integrated co-teaching, related services, special classes, transition services, programming and home/hospital instruction. These options ensure that students receive the necessary support to succeed while prioritizing inclusion whenever possible.

WATERLOO CENTRAL SCHOOL DISTRICT CONTINUUM of SERVICES FLOW CHART

Listed in order from Least Restrictive to Most Restrictive environments

General Education
Same curriculum provided to students without disabilities



General Education with Supplementary Aids and Services
Examples include Resource Room or Indirect Consultant Teacher Services for school age students



General Education with Declassification Support
Supports provided to students who are transitioning from special education services to general education to ensure smooth adjustment and academic success



General Education with Related Services



General Education with Consultant Teacher Services
Special Education support in the general education setting, minimum 2 hours weekly



General Education with Integrated-Co Teaching
Specially designed instruction directly provided in a student's general education classroom



Special Class
Instruction occurs outside of the general education classroom, either within the home district or an out of district placement.



Residential Programs



Home and Hospital Instruction

SPECIAL EDUCATION PROGRAMS AND SERVICES

The 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 related services, consultant

teacher services (direct and indirect), resource room service, integrated co-teaching, special class instruction, and home/hospital instruction. A range of programs is provided to allow each student an equal opportunity for instruction in the least restrictive environment as required by law.

Note: For the purposes of this document, the term "general education" has been substituted for "regular education" as referenced in the Commissioner's Regulations. General education refers to the standard curriculum designed for all students, encompassing a broad range of subjects and skills.

Related Services

Related Services assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.

Related services include, but are not limited to speech-language pathology/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 nurse services, 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 and/or indirect services provided to a school-age student with a disability in the student's general education classes.

Direct Consultant Teacher Services
Specially designed instruction provided to a student or group of students with disabilities by a special education teacher to support the student to access the general education class instruction. Direct Consultant Teacher services can be combined with Indirect Consultant Teacher services.

Indirect Consultant Teacher Services
Consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying instructional methods to meet the individual needs of a student with a disability who attends the general education class.

Integrated Co-Teaching

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 is in need of specialized supplementary instruction. Resource Room programs are for the purpose of supplementing the general education or special

education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

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.

Twelve-Month Special Service and/or Program

Twelve-month programming provides extended special education services for students who require continuous support to prevent substantial regression. Eligible students include those with highly intensive needs, severe multiple disabilities, or those requiring home, hospital, or residential instruction. The Committee of Special Education (CSE) determines eligibility based on individual needs, ensuring access to a structured learning environment beyond the traditional school year.

Transition Servies

A coordinated set of activities for a student with a disability beginning no later than the first IEP to be in effect when the student is age 15, designed within a results-oriented process that is focused on improving academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities.

Residential Programs

A residential program provides a structured environment where students live and receive education and related services. These programs are designed for students whose needs cannot be met in a less restrictive setting. Residential programs offer comprehensive support, including specialized instruction and therapeutic services, to ensure student's academic and social-emotional development.

Home/Hospital Instruction

Special education instruction provided on an individual basis for a student with a disability confined to the home, hospital or other institution because of a disability for the purposes of ensuring progress in the general education curriculum for a student who is unable to attend school. Instruction may also be provided in other approved settings as determined by CSE.

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.

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 general 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 and related services as well as special class services. 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

All instructional materials must be available to students with disabilities in accordance with the student's individual educational needs and course selections at the same time that such materials are available to non-disabled students. The following plan and procedures will be in place to secure the materials in a timely manner:

- The CSE/504 team will identify the student's need for instructional materials in an alternative format and will identify the alternative format type (ie. Braille, large print, audio, etc)

- A list of books and materials needed in Braille, large print, or other formats (other that audio) will be provided to each building principal.
- If necessary, the District will contract with WFL BOCES or Monroe 1 BOCES to prepare material in an alterative format if unavailable from vendors or publishers.

For purposes of this paragraph, alternative format is defined 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 enrolled in the school district, including but not limited to Braille, Large print, open and closed captioned, audio or an electronic file.

BUDGET

Account Title	Appropriation
Contractual Expense	$15,000
Contractual Expense-Medicaid	$25,000
Materials and Supplies	$5,000
Materials and Supplies	$3,500
Materials and Supplies	$1,768
Materials and Supplies	$8,000
Materials and Supplies	$4,000
Tuition	$600,000
OCM X-Contract	$945,000
Handicapped Students EH 1:6:1	$1,346,490
Handicapped Students DT	$120,000
Appropriate School Interactions/Comm	$1,723,863
Comm & Physical Mobility	$425,000
Communication & Skill Development	$1,256,806
Occupational Therapist	$42,000
Physical Therapist	$120,000
Deaf Interpreter	$25,000
Deaf Interpreter MONROE	$10,000
Hearing Impaired	$10,000
Visually Impaired	$9,161
Clinical Support Services	$30,000
BOCES Services	$50,000
Material & Supplies K Screening	$530
Materials & Supplies	$518
Total:	$6,776,636