

HOLLAND PATENT CENTRAL SCHOOL DISTRICT

Special Education Plan

2026-2027

The Holland Patent Central School District has a district special education program plan which is designed to provide parents and community members with information about the special education programs and staff. The plan reflects the spirit of the Holland Patent's Mission Statement.

It is the mission of the Holland Patent Central School District to provide a safe, caring, positive environment where all students can achieve their maximum innate potential and acquire the skills, attitudes, and abilities necessary to succeed in an ever-changing world.

The plan reflects the challenging New York State Education Department standards requiring all students, including students with special needs, to demonstrate a higher level of knowledge and skills than was required in the past. It is also based on the Federal Individuals with Disabilities Education Act (IDEA) and Part 200 of the New York State Education Commissioner's Regulations.

The district special education plan is one of several components included in the District Education Plan. The Comprehensive District Education Plan links all of the components of our district as we pull together to meet the challenge of realizing the district mission and meeting the State Education Department standards.

I. IDENTIFICATION

Pursuant to New York State Education Law, the Holland Patent Central School District Board of Education shall be responsible for the location and identification of all students with disabilities from birth to twenty-one years of age who reside in the district. This will be accomplished by the following means:

- I. Every year, the district's attendance officer updates the census of children between birth and 18 years of age. A register of all students with disabilities will be developed and maintained by the school district.
- II. The register of students with disabilities will be revised annually.
- III. The revised register of students with disabilities will be reported to the District Committee on Special Education by September 15 of each year.

- IV. The register of students with disabilities, identifying the number and age span of pupils to be served by type of disability and recommended setting shall be kept and maintained by the Pupil Personnel Services Director.
- V. Pursuant to New York State Education Law, all new students will be screened for the purpose of identifying possible disabilities as well as for the gifted and talented.

II. DISABILITY CATEGORIES TO BE SERVICED:

- A. Autism
- B. Deafness
- C. Deaf-Blindness
- D. Emotional Disability
- E. Hearing Impairment
- F. Intellectual Disability
- E. Learning Disability
- F. Multiple Disabilities
- G. Orthopedic Impairment
- H. Other Health Impairment
- I. Speech or Language Impairment
- J. Traumatic Brain Injury
- K. Visual Impairment

III. STAFFING

A. Administrative

- 1. Pupil Personnel Services Director/CSE Chairperson
- 2. Pupil Personnel Services Administrative Assistant

B. Instructional

- 1. Elementary - 5 Special Education Teachers
- 2. Middle School - 3 Special Education Teachers
- 3. High School - 4 Special Education Teachers

C. Pupil Service Staff— School Counselors, Social Workers, Psychologists

- 1. Elementary School Counselor (K-5) - 0.2
- 2. Elementary Social Worker (K-5) - 2
- 3. Middle School Counselor (6-8) - 1
- 4. Middle School Social Worker (6-8) - 1
- 5. District-Wide Social Worker (K-12) - .5
- 6. High School Counselors (9-12) - 2
- 7. High School Social Worker (9-12) – 1.5
- 8. School Psychologist (K-12) - 2
- 9. Speech Therapists - 2

- 10. Occupational Therapist – 1
- 11. Physical Therapist - 0.6 BOCES Itinerant
- 12. Medical Personnel - 4 School Nurses, 1 Licensed Practical Nurse; School physician; School Nurse Practitioner .2 BOCES Itinerant

IV. COMMITTEE ON SPECIAL EDUCATION (CSE)

- A. Personnel - To be appointed annually by the Board of Education, consistent with the requirements of New York State Education Law.
- B. Procedures - The District Committee on Special Education has adopted the basic guidelines as published by the Office for Education of Children with Handicapping Conditions.
 - 1. Referral Process - All students suspected of having a disability are located and referred to the CSE prior to evaluation.
 - 2. Evaluation - Upon parental consent, referred students receive a multi-disciplinary evaluation within 60 days that provides all information necessary for classification and program recommendations.
 - 3. CSE, recommendation (IEP) - Recommendations as to eligibility, classification, special education services and setting are based on least restrictive environment.
 - 4. Arranging for entrance into a recommended program - students eligible for special education services, with parental consent, are placed in the recommended setting for continued assessment within 30 days of CSE recommendation.

V. LONG RANGE OBJECTIVES:

- A. The Holland Patent Central School District will continue the identification of all children with disabilities - ages birth to twenty-two (updated 2025 regulation).
- B. The School District through its Committee on Special Education will annually assess each child's abilities and disabilities and prepare an effective Individual Education Program which will include the participation of the child's parents.
- C. The School District via newsletters and other means will promote the understanding of the basic rights of the disabled within the community.
- D. The School district will evaluate programs and services available for students with disabilities annually to ensure that the District's classified students are in receipt of adequate educational and related services.

- E. The District will continue to move toward a more inclusive educational system by placing students into regular education classrooms with necessary support services.
- F. The District will prepare students to acquire the skills and knowledge which promotes self-confidence and prepares the graduate for post-secondary education and/or entry level employment.

VI. RECORDS FOR STUDENTS WITH DISABILITIES AND THEIR LOCATION:

- A. Cumulative folders and records - these records are maintained in a locked file in the PPS Office located at the Holland Patent District Office.
- B. Students with Disabilities (SWD) Confidential Folders - These records are maintained in the PPS Office at the Holland Patent District Office and include the following:
 - 1. Copies of all Committee on Special Education correspondence to parents and agencies.
 - 2. Copies of all disabled evaluation data including:
 - psychological evaluations, psychiatric evaluations,
 - social history, medical data, speech, vision, behavioral,
 - language and hearing, all other pertinent data

VII. PERSONNEL WITH ACCESS TO PERSONALLY IDENTIFIABLE INFORMATION CONCERNING STUDENTS WITH DISABILITIES:

- A. Pupil Personnel Staff:**
 - 1. School Counseling Staff
 - 2. School Psychologists
 - 3. Related Service Staff: Speech/Language Therapist, Occupational Therapist, Physical Therapist and Social Workers
 - 4. CSE Secretary
- B. Building Principals**
 - 1. Elementary Schools (2)
 - 2. Middle School (1)
 - 3. High School (1)
- C. Central Administration**
- D. Health Services Staff**
 - 1. School Nurses (4) and LPN (1)
 - 2. School Physician

E. Special Education Teachers

1. Elementary Schools
2. Middle School
3. High School

F. Committee on Special Education Members, including parent and physician (when requested)

G. State/Federal Education Department representatives in the capacity of program audit evaluation, review and/or research.

H. Professional Teaching Staff, as necessary through the building administrator.

NOTE: access to records is maintained in the PPS Office and in the Cleartrack system.

VIII. EVALUATION DESIGN:

The evaluation process utilized shall be formative in design and will be performed by the Committee on Special Education on an ongoing basis.

The following basic criteria will be used:

1. The success of individual plans, as measured by student growth based on a pre/post measure of student performance.
2. Parent concerns and attitudes toward programs will be surveyed with an analysis of input conducted annually.
3. The Committee on Special education will review total program effectiveness through parent communications and student progress.
4. The placement program will provide assistance in development and remedial instruction in the least restrictive environment.
5. Additional evaluative feedback will be solicited from the Committee on Special Education.

IX. The Holland Patent Central School District is committed to providing instructional programs to all children in the district who have been designated as having a disability by the Committee on Special Education and who have been approved by the Board of Education. Instructional programs are to be organized as follows:

A. Consultant Programs are located at the Elementary, Middle School, and High School level.

Characteristics of Consultant Service Programs:

1. The teacher shall be certified in special education.
2. The student must be in regular education classes 100% of the instructional day.
3. Direct Services will be provided to students within the general education classroom.

4. Indirect Services may be provided in a consultative model.
5. Each student will receive a minimum of two hours of service (Direct or Indirect) per week.
6. Consultant services may be combined with other services.

B. Resource Room Programs are located at the Elementary, Middle School, and High School levels.

Characteristics of resource room programs:

1. The teacher shall be certified in special education.
2. The total number of Students with Disabilities per resource teacher shall not exceed 20, except in buildings with departmentalized structure (Middle School, High School) where the numbers shall not exceed 25.
3. Each instructional group will not exceed 5 in number, and be composed of students who have a similarity of needs based on levels of achievement, social and physical development, and management needs.
4. Each student will receive a minimum of three hours of instruction each week but will not spend more than 50% of their daily time in the resource room.

C. Integrated Co-Taught program - Based on student need, each grade level at K-5 may have an integrated co-taught classroom for ELA and Math. Supervision is provided for Social Studies/Science in the form of an additional adult (special education teacher or teaching assistant). In grades 6-8, each grade level has an Integrated Co-Taught ELA and/or Math classrooms, based upon student needs.

Characteristics of the Integrated Co-Taught programs.

1. One certified general education teacher and one certified special education teacher plan and deliver lessons together.
2. The total number of students with a disability will not exceed twelve.

D. BOCES Programs:

1. The district Committee on Special Education may recommend to the Board of Education the assignment of children with a disability for the following BOCES programs:
 - a. Severe Emotional Deficits
 - b. Autism
 - c. Moderately Delayed
 - d. Multiply Disabled (severe deficits)
 - e. Intense Management
2. BOCES classes are held at the BOCES Special Education Center at OHM BOCES and Madison-Oneida BOCES in multiple locations. The Holland Patent Board of Education is supportive of providing students with the programs to meet their unique individual needs.

3. The chairperson of the district's Committee on Special Education shall participate in an area chairpersons' group that meets regularly with BOCES Administrative personnel to review special education provisions programs and services and to assist in ensuring that appropriate space will be available to meet the needs of resident students with a disability who attend special education programs provided by BOCES.

E. Other Programs for Students with Disabilities:

In instances where a disabling condition can best be served by an agency other than the Holland Patent district or by Oneida County BOCES, the Committee on Special Education will request the Board of Education to approve services at the following:

1. House of the Good Shepherd: for students with severe emotional deficits who require daily individual and family counseling.
2. Upstate Cerebral Palsy Center for pre-school children with moderate to severe deficits.
3. Trade Winds: for school-age students with significant cognitive deficits and significant behaviors.
4. Madison-Oneida BOCES

Other SED approved private schools dealing with a unique special education population.

F. Other Related Services:

The Holland Patent Central School District provides a full complement of related services as identified in the Commissioner's Regulations 200.1 (dd). These services include the following:

1. Speech Pathology
2. Audiology
3. Counseling
4. Psychological Services
5. Physical Therapy
6. Occupational Therapy
7. Services for the Hearing Impaired (interpreters)
8. Services for the Visually Impaired (itinerant teacher)

Services are also available to district children whose parents have elected private school attendance.

- X. The Holland Patent District allocates a budget to support the needs of special education students; included in this budget are monies for new placements and other contingencies such as supplies and equipment.

PROCEDURES FOR THE PROVISION OF PRESCHOOL SPECIAL EDUCATION SERVICES AND PROGRAMS

XI. District Plans for Preschool Special Education Program:

The district shall maintain, as a requirement for the receipt of State Aid, a two-year plan for the provision of services and programs offered to preschool children with disabilities. The plan shall include:

- A. A description of the nature and scope of the programs and services currently available to preschool children residing in the District;
- B. Identification of the number and age span of preschool children to be served by type of disability and recommended setting;
- C. A description of the policies and practices of the board to ensure that allocation of special education programs that meet the needs of preschool students with disabilities. Although each District will not have to ensure allocation of such space, the space needs of these children must be considered in the plan;
- D. A description of the policies and practices that ensure that appropriate space will be available to meet the needs of preschool children with disabilities who attend special education programs provided by the Board of Cooperative Educational Services; and
- E. The program's estimated budget.

Such plan, with personally identifiable information deleted, shall be filed and made available for public inspection and review by the Commissioner of Education.

PRESCHOOL SPECIAL EDUCATION

- I. The Board of Education recognizes its responsibility in ensuring that all resident preschool children with a disability have the opportunity to participate in special programs and services from which they may benefit. Such opportunity is limited to

approved preschool special education programs and services available within a reasonable distance from the preschool child's daycare location, including his/her home.

- II. A. The Board of Education shall appoint a Committee on Pre-School Special Education (CPSE) composed of:
 - 1. An appropriate professional employed by the School District who shall serve as the Chairperson of the CPSE;
 - 2. A parent or guardian of a child with a disability who resides in the District and is enrolled in preschool or elementary level education; provided the parent is not employed by the District or the County of Oneida;
 - 3. A professional who participated in the evaluation of the particular child; and
 - 4. An appropriately licensed or certified professional designated by the Department of Health with responsibility for administering early intervention services, if any.
- C. The Chief Executive Officer of the County of Oneida may also appoint an appropriately licensed or certified professional to the CPSE.
- D. In any meeting held to review or evaluate a preschool child, the CPSE must allow the child's parent, the child's teacher and other individuals invited by the parent to be present.