Williamson Central School District
Special Education District Plan
2026 - 2027



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Nature and Scope of Special Education

200.2 Regulation: (i) - The district plan shall include 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 each special class program provided by the district in terms of group size and composition

Definition of Special Education

Special Education is defined as specially designed individualized or group instruction or special services or programs 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 to the general education curriculum in order for the student to meet the educational standards that apply to all students. The special education services the student receives will support the student's successful participation in the general education curriculum. Special education is not considered a separate program.

Nature of Special Education

The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) are charged with providing that each student with a disability is educated to the maximum extent possible with their non-disabled peers in appropriate classes and programs. The CSE must consider the supports, services and program modifications necessary for the 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 Williamson Central School District's special education department provides access to the general education curriculum by providing a service delivery model that's primary goal is inclusion. Access is provided to all students to participate in as many academic and nonacademic component areas as possible. The department is committed to expanding this access to the general education curriculum as well as to expanding the opportunities for students with disabilities to be educated with their non-disabled peers.

Definition of Disability Classifications

200.2 Regulation: (ii) - The district plan shall include identification of the number and age span of students and preschool students to be served by type of disability and recommended setting

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, which 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.

Deafness

A hearing impairment that 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 they 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 that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or 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

This term includes schizophrenia and does not apply to students who are socially maladjusted, unless it is determined that they are emotionally disturbed.

Hearing Impairment
An impairment in hearing, whether permanent or fluctuating, adversely affecting the child's educational performance but that is not included under the definition of *deafness*.

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, 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 mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Intellectual Disability
Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a student's educational performance**.**

Multiple disabilities
Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs 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, and 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.

School Age Special Education Services

Continuum of Services and LRE

Related Services:
Related services are provided to students in K-12 (ages 5-22). The following services are provided on a regular basis for students as determined on their Individualized Education Program (IEP): Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Assistive Technology, Vision Services, Audiology Services, and Music Therapy.

Consultant Teacher Services:
Consultant teacher services are provided to K-12 (ages 5-22) students for the purpose of providing direct or indirect services to students with disabilities enrolled in regular education classes. Such services shall be recommended by the Committee on Special Education (CSE) to meet the specific needs of such students and shall be included in the student's IEP with the following provisions. The number of students assigned to a consultant teacher shall not exceed 20 for the elementary level and 25 for grades 7-12. Each student with a disability requiring consultant teacher services shall receive said services consistent with the student's IEP for a minimum of two hours per week.

Resource Room Services:
The resource room program is a special education program for K-12 (ages 5-22) students with disabilities who are in need of specialized supplementary instruction in a small group setting for a portion of the school day. Resource room students receive a minimum of three hours per week of this service. Students shall not spend more than 50 percent of their day in the resource room program. Instructional groups are not to exceed more than 5 students. Groups are to be defined according to common levels of academic achievement, learning characteristics, social development, physical development and management needs. The number of students assigned to a resource room teacher at the elementary level shall not exceed 20 and 25 at the secondary level.

Special Class Services for the 2026-2027 School Year:
Special class services are provided to 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. Specially designed instruction is defined as adapting, as needed, the content, methodology, pace 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.

Elementary School Special Classes:

- 6:1:1 Special Class - Grades 1-4: Includes a special education teacher, a teaching assistant, a classroom aide and two 1:1 aides. There are no more than 7 students with disabilities in this class with a NYSED approved variance. This class supports students with sensory-focused disabilities, specifically those with Autism.
- 12:1:1 Special Class - Grades 2-4: Includes a special education teacher, a teaching assistant, and two classroom aides. There are no more than 12 students with disabilities in this class. This class supports students with significant communication needs.

Middle School Special Classes:

- 12:1:1 Special Class - Grades 5-8: Includes a special education teacher, a teaching assistant, a classroom aide and a 1:1 aide. There are no more than 12 students with disabilities in this class. This class supports students with significant academic and/or social emotional needs.
- 15:1:1 Special Classes - Grades 5-8: Includes a special education teacher and a teaching assistant. There are no more than 15 students with disabilities in these classes. These classes support students with significant academic and/or social emotional needs in specific content area class sections.

High School Special Classes:

- 12:1+(3:1) Special Class - NYSAA: Includes a special education teacher, a teaching assistant, and two 1:1 aides. There are no more than 12 students with disabilities in this class. (Ratio 3:1) This class supports our students who participate in the New York State Alternate Assessment.
- 15:1:1 Special Classes - Grades 9-12: Includes a special education teacher and a teaching assistant. There are no more than 15 students with disabilities in this class. These classes support students with significant academic and/or social emotional needs in specific content area class sections (English and Math - Pre Algebra)

Consortium Classes:

Williamson Central School District is part of a consortium with all Wayne County school districts. Due to the small numbers of students at various grade levels, several districts have coordinated their programs in order to provide special classes to meet the unique needs of our students.

- 2026-2027 ~ The district has 1 student attending a consortium placement.
- 2026-2027 ~ Williamson accepted 7 students from surrounding Wayne County districts into our special education programs.

Special Classes – WFL BOCES:

WFL BOCES provides a wider range of services for students requiring more restrictive settings and services.

- 2026-2027 ~ The district had 5 students placed in 6:1:1 Social Skills Development classes and 1 student placed in 6:1:1 Appropriate Social Behavioral & Communication Skills.

Special Classes – Monroe #1 BOCES:

Monroe#1 BOCES provides services to students whose needs cannot be met in-district or within the WFL BOCES programs.

- 2026-2027 ~ The district had 1 student enrolled at Creekside School.

Private School Placements:

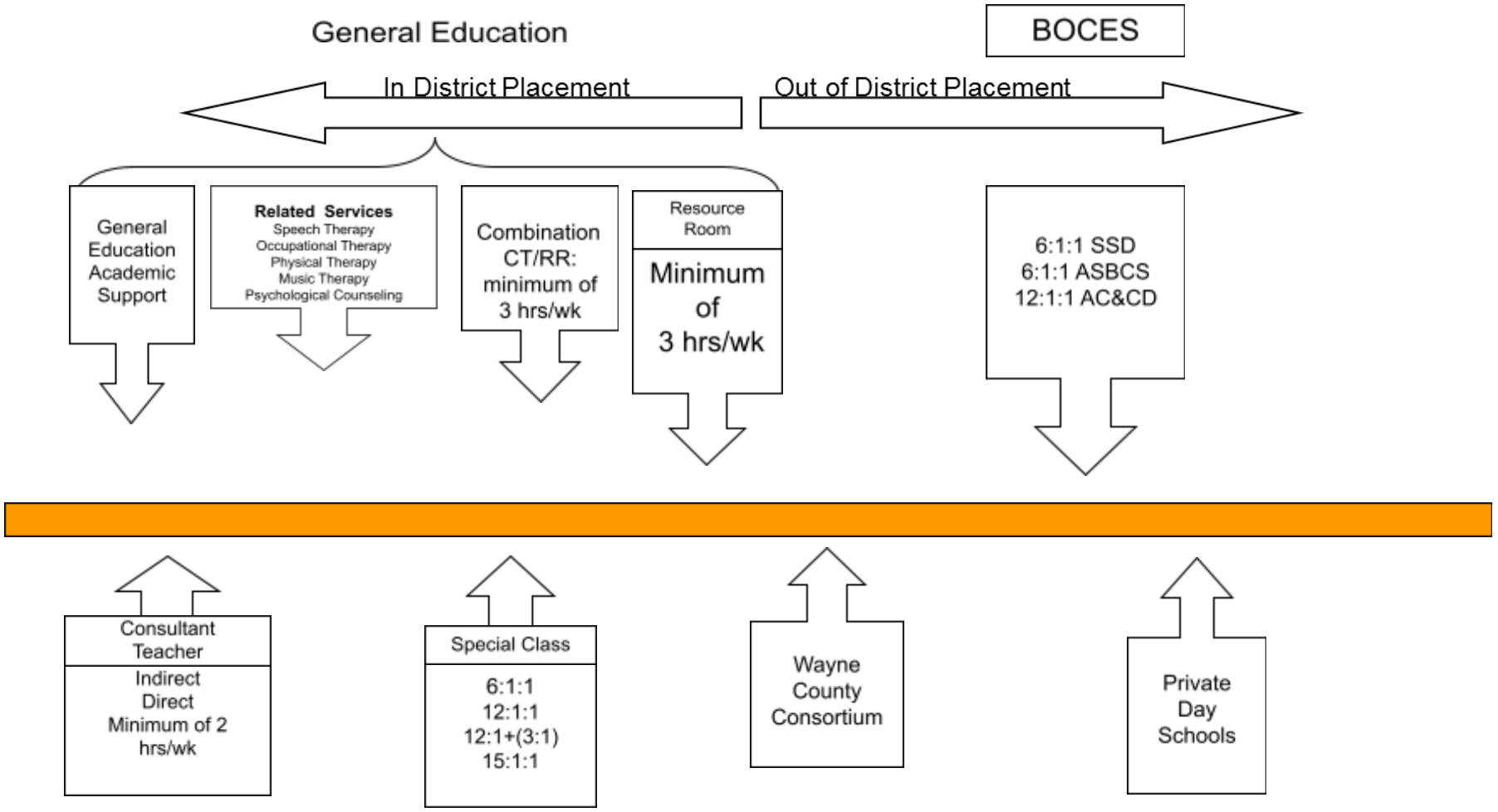
Students are placed in private school placements only when the nature or severity of the disability is such that even with use of supplementary aids and services, education is proven to not be achieved satisfactorily. Although students are to be educated to the maximum extent appropriate with students who are not disabled, students in these placements do not have access to regular education students/classes.

- 2026-2027 ~ The district had 1 student enrolled at the Villa of Hope receiving special class 6:1:1 services. The district had 1 student enrolled at Halpern Hillside Children’s Center. The district had 1 student enrolled at Norman Howard.

Residential Placements:
Students are placed in residential placements when the nature or severities of their disabilities require this level of service to meet their individual needs.

- 2026-2027~ The district had 0 students placed in a residential setting.

WCS Continuum of Special Education Services



Least Restrictive Environment – means the 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.

Related Services – means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, medical services as defined in this section, parent counseling and training, school health services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.

Consultant Teacher Services – means direct and/or indirect services, as defined in this subdivision, provided to a student with a disability who attends general education classes and/or to such student's general education teachers.

Resource Room Program – 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 in a small group setting for a portion of the school day.

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.

2026-2027 Williamson Central Students with Disabilities

Students Age 5 who are in Kindergarten Through Age 21

Line Number	Disability (as of Snapshot Date)	A	B	C	D	E	F	G	H
		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
01	Autism	4	0	0	0	0	13	1	18
02	Emotional Disability	1	0	0	0	0	9	0	10
03	Learning Disability	1	0	0	6	0	26	3	36
04	Intellectual Disability	0	0	0	0	0	0	0	0
05	Deafness	0	0	0	0	0	0	0	0
06	Hearing Impairment	0	0	0	0	0	0	0	0
07	Speech or Language Impairment	2	0	0	1	0	5	2	10
08	Visual Impairment (Includes Blindness)	0	0	0	0	0	0	0	0
09	Orthopedic Impairment	0	0	0	0	0	1	0	1
10	Other Health Impairment	5	0	0	2	0	36	1	44
11	Multiple Disabilities	1	0	0	1	0	10	0	12
12	Deaf-Blindness	0	0	0	0	0	0	0	0
13	Traumatic Brain Injury	0	0	0	0	0	0	0	0
14	Total October 7, 2026 (Lines 1-13)	14	0	0	10	0	98	7	131
15	Total (October 1, 2025)	15	1	0	10	0	100	5	131

District-Wide Programming: 2026-2027

Williamson Elementary School Special Education Programs

- Consultant Teacher
- Integrated 6:1:1 Pre-School
- Special Class 6:1:1
- Special Class 12:1:1

Williamson Middle School Special Education Programs

- Consultant Teacher
- Resource Room
- Special Class 12:1:1
- Special Class 15:1:1

Williamson High School Special Education Programs

- Consultant Teacher
- Resource Room
- Special Class 12:1+(3:1)
- Special Class 15:1
- Special Class 15:1:1

District Level Special Education Staff

District Special Education Faculty and Staff 2026-2027

- 1 CSE/CPSE chairperson
- 13.5 Special Education Teachers
- 8.2 Special Education Teaching Assistants
- 18 Classroom Aides

District Student Services Staff 2026-2027

- 2 School Psychologists
- 2 School Social Workers
- 5 School Counselors

Related Services Staff 2026-2027

- 2 Speech Pathologists, 1 Speech Therapist
- 1 Occupational Therapist; 0.6 COTA
- 2.0 Physical Therapist ~ Contracted through BOCES
- Music therapy services TBD
- 0.4 Assistive Technology Services

Preschool Special Education Services

Preschool Special Education Services:
Preschool students (ages 3-5) with disabilities receive services in a variety of approved placements and receive a wide range of services based on individual needs as determined by the Committee on Preschool Special Education (CPSE). Services range from a less restrictive setting such as itinerant related services delivered within the home or day care setting to more restrictive settings and placements such as a full day non-integrated special class within a preschool setting.

Preschool LRE Setting Report by Age

Educational Environment	A	B	C	D
	Age 3	Age 4	Total October 7, 2026	Total October 1, 2025
1. 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	2	6	8	11
2. 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 some other location.	0	0	0	0
3. 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
4. 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 some other location	0	0	0	0
5. Separate Class	1	1	2	0
6. Separate School	0	1	1	1
7. Residential Facility	0	0	0	0
8. Home	5	1	6	2
9. Service Providers Location	0	0	0	0
Total	8	9	17	14

Preschool LRE Setting Report by Gender

Educational Environment	A	B	C	D
	Male	Female	Nonbinary	Total
1. 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	6	2	0	**8**
2. 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 some other location.	0	0	0	**0**
3. 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**
4. 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 some other location	0	0	0	**0**
5. Separate Class	2	0	0	**2**
6. Separate School	0	1	0	**1**
7. Residential Facility	0	0	0	**0**
8. Home	2	4	0	**6**
9. Service Providers Location	0	0	0	**0**
Total	**10**	**7**	**0**	**17**

Preschool LRE Setting Report by Race and Ethnicity

Educational Environment	A Hispanic or Latino	B American Indian or Alaska Native (Not of Hispanic Origin)	C Asian (Not of Hispanic Origin)	D Black or African American (Not of Hispanic Origin)	E Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin)	F White (Not of Hispanic Origin)	G Two or More Races (Not of Hispanic Origin)	H Total
1. 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	4	0	0	0	0	3	1	**8**
2. 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 some other location	0	0	0	0	0	0	0	**0**
3. 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	0	0	0	**0**
4. 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 some other location	0	0	0	0	0	0	0	**0**
5. Separate Class	0	0	0	0	0	2	0	**2**
6. Separate School	0	0	0	0	0	1	0	**1**
7. Residential Facility	0	0	0	0	0	0	0	**0**
8. Home	0	0	0	0	0	6	0	**6**
9. Service Providers Location	0	0	0	0	0	0	0	**0**
Total	**4**	**0**	**0**	**0**	**0**	**12**	**1**	**17**

Preschool LRE Setting Report of Students Receiving Related Services Only

Total October 7, 2026	Total October 1, 2025
9	8

Methods Used For Evaluation

200.2 Regulation: (iii) - The district plan shall include the method of evaluation to be used to evaluate the extent to which the objectives of the program have been achieved.

The evaluation of special education programs and services is ongoing and based on the following data and information:

- Student progress and growth towards IEP goals as measured and documented quarterly and at annual review meetings.
- Student progress on state tests as indicated by the District Report Card
- Continuous review of special education data
- The Building Principals, Assistant Principals, CSE/CPSE Chairperson, and the Director of Curriculum, Instruction, and Assessment provide formal supervision of staff and programs.
- The CSE/CPSE Chairperson and the Director of Curriculum, Instruction, and Assessment meet on an ongoing basis with instructional and non-instructional staff to review students and programs.
- The district submits all of the necessary required reporting requirements to the Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) unit. The data is gathered to generate reports to determine areas of strength and need. These PD reports are required to be submitted at different times throughout the year and are part of a larger State Performance Plan that must be submitted by New York State to the federal government as a means of ensuring compliance with the Individuals with Disabilities Act (IDEA) and the No Child Left Behind Act (NCLB). A special education school district data profile is generated and is used to assess programs.
- Progress towards State Performance Plan (SPP) Indicators.

State Performance Plan (SPP) Indicators	
Indicator Number	Title of Indicator with Brief Description of Indicator
1	**Graduation Rates**: measures the % of youth with an individualized education program (IEPs) graduating from high school with a regular diploma.
2	**Drop Out Rates**: measures the % of youth with an individualized education program (IEPs) dropping out of high school.
3	**Assessments**: measures participation and performance of children with individualized education programs (IEPs) on statewide assessments. ● % of the districts with a disability subgroup that meets the State's minimum "n" size that meet the state's adequate yearly progress (AYP) targets for the disability subgroup ● Participation rate for children with IEPs

	● Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards
4	**Suspension/Expulsion**: measures rates of suspension and expulsion of students with individualized education programs (IEPs).
5	**Least Restrictive Environment (LRE) – School Age**: measures % of students with individualized education programs (IEPs) aged 6-21 served: ● Inside the regular class 80% or more a day ● Inside the regular class less than 40% of the day ● In separate schools, residential facilities, or homebound/hospitals placements
6	**Least Restrictive Environment (LRE) – Pre-School**: measures % of children aged 3-5 with individualized education programs (IEPs) attending a: ● Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program ● Separate special education class, separate school or residential facility
7	**Pre-School Outcomes**: measures the % of preschool children aged 3-5 with individualized education programs (IEPs) who demonstrate improved: ● Positive social-emotional skills (including social relationships) ● Acquisition and use of knowledge and skills (including early language/communication and early literacy) ● Use of appropriate behaviors to meet their needs
8	**Parental Involvement**: measures the % of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

9	**Disproportionality in Special Education by Race/Ethnicity**: measures the % of racial and ethnic groups in special education and related services.
10	**Disproportionality in Classification/Placement by Race/Ethnicity**: measures the % of racial and ethnic groups in specific disability categories.
11	**Child Find**: measures the % of children who were evaluated within 60 days of receiving parental consent for initial evaluation.
12	**Early Childhood Transition**: measures the % of children referred by Part C prior to age 3, who are found to be eligible for Part B and who have an individualized education program (IEP) developed and implemented by their third birthday.
13	**Secondary Transition**: measures the % of youth with IEPs aged 15 and above with an IEP that is in compliance with transitional planning as described by IDEA and state regulations.

14	**Post-School Outcomes**: measures the % of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were: ● Enrolled in higher education within one year of leaving high school ● Enrolled in higher education or competitively employed within one year of leaving high school. ● Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school
15	**Identification and Correction of Noncompliance**: (if applicable) measures the identification and correction of noncompliance issues as soon as possible but in no case later than one year of identification.
16	**Compliant Timelines**: (if applicable) tracks signed written complaints with reports issues that were resolved with 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent and public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution.
17	**Due Process Timelines**: (if applicable) tracks the number of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
18	**Hearing Requests Resolved by Resolution Session**: (if applicable) tracks the number of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
19	**Mediation Agreements**: (if applicable) tracks the number of mediations held that resulted in mediation agreements.
20	**State Reported Data**: tracks that State reported data is timely and accurate.

Indicators rotate in a 6 year cycle (all other indicators are reported annually)

School Year Federal Indicator Data must be Submitted						
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Indicator Submission	None	7	8	11	12	13

Space Allocation

200.2 Regulation: (iv) -The district plan shall include 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

200.2 Regulation: (v) - The district plan shall include a description of the policies and practices of the board of education to ensure the 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

Although we believe in integrated settings, district space has been set aside for use by each resource room/consultant teacher, as well as for each special class teacher. Below is information regarding the classroom space that has been provided for this use in each building:

During the 2026-2027 school year, 4 classroom spaces were utilized by special education teachers at the Williamson Elementary School. At the Williamson Middle School, 5 classroom spaces were provided for use by special education teachers. At the Williamson Senior High School, 5 classroom spaces were provided for use by special education teachers.

Williamson Central School District is committed to the existing philosophy that our Wayne Finger Lakes BOCES should continue to lease appropriate space, which is physically attached to or within public school buildings. This concept has already been utilized within public school buildings.

Alternate Formats for Instructional Materials

200.2 Regulation: (vi) - The district plan shall include 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, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to nondisabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b) (10) of this section

All instructional materials used in the school district are made available in a usable alternative format for those students who require such an accommodation. Materials are, whenever possible, ordered at the end of the school year for the upcoming year in order to ensure they are available at the same time instructional materials are available to non-disabled students.

Special Education Budget

200.2 Regulation: (vii) - The district plan shall include the estimated budget to support such plan

General Fund - Special Education Budget Comparison			
	2024-2025	**2025-2026**	**2026-2027**
Instructional Salaries	1,433,481	1,431,868	1,431,208
Non-Instructional Salaries	513,344	458,738	583,487
Equipment	—	—	--
Materials and Supplies	11,750	11,750	11,750
Contractual Expense	19,000	19,000	16,000
Tuition	350,000	550,000	550,000
BOCES Special Education Services	1,006,312	1,046,939	1,099,285
Total	**3,333,887**	**3,518,295**	**3,691,730**

Board of Education Adoption

200.2 Regulation: (viii) - The district plan shall include the date on which such plan was adopted by the board of education

Williamson Central School District Board of Education adopted the Special Education District Plan on October 14, 2026.