

West Canada Valley CSD
Special Education Plan
Update 07/07/2021

The West Canada Valley Central School Special Education Plan is developed with the belief that all students have a fundamental right to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities. Under federal law, the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services. For students requiring more restrictive programs than what West Canada Valley provides in-house, the district utilizes a variety of programs through Herkimer and/or Oneida BOCES.

A new census and register is updated annually and tracked through the district data collection and tracking software. The West Canada Valley School Written Policy establishes administrative practices and procedures that ensure students with disabilities are afforded the same opportunities as students without disabilities.

Special Education Plan:

Each Board of Education which receives an apportionment for eligible students with disabilities, 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 which are in accordance with the provisions of this Part. Each Board of Education which receives such apportionment shall keep 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 the Education Law.

1. A description of the nature and scope of special education programs and services currently available to students (including 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: Parents/Guardians and students with disabilities are invited to participate in all CSE meetings and yearly annual review meetings where classroom location, composition, roster size, and other available resources are discussed and recommended for the upcoming school year. Families of preschool children are invited to attend all CPSE meetings where all relevant special education services are discussed and/or recommended.

2. Identification of the number and age span of students (school age and preschool) to be served by type of disability, and recommended setting: This information is all contained within the West Canada Valley Central School Special Education Census and Register. This annually updated document contains but is not limited to total number of students identified, student age, student disabilities by type, and recommended programs and services.

3. The method to be used to evaluate the extent to which the objectives of the program have been achieved: All students are assessed monthly and the results are recorded on their quarterly progress notes. These progress notes contain Evaluation Criteria, Evaluation Method, Schedule, and Service

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Provider's Comments. These quarterly progress notes are mailed home to parents/guardians. In addition to the progress notes, student report cards are used to assess student achievement in the both general education and alternate curriculums. This information is reviewed and shared with parents at annual review meetings in the spring of each school year. Based off the collective evidence and teacher observations, recommendations for placement and programming are made for the following school year.

4. A description of the policies and practices of the Board to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities: West Canada Valley currently employs seven Special Education Teachers that all have their own classrooms for instruction and testing accommodations. Therefore, Special Education instruction can happen within the general education classroom and/or the Special Education classroom.

5. A description of the policies and practices of the Board 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 (BOCES): West Canada Valley utilizes the services of Herkimer BOCES, Oneida BOCES, Upstate Cerebral Palsy and various Preschool Speech, OT, and PT providers approved by Herkimer County to serve populations of students who require a more restrictive academic program than what can be provided at the district setting.

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. The alternative format must meet the National Instructional Materials Accessibility Standard defined in federal law: As outlined in the District Written Plan, all instructional materials are made available in alternative formats as needed. This is a prioritized consideration when purchasing new instructional materials. The district provides students with disabilities the appropriate services, technologies, and devices to permit them to have equal access across all curricular areas.

7. Estimated budget: On file in the West Canada Valley Business Office.

Mrs. Shawn Shultz – Board of Education President

Date