

# Lake Shore Central School District

## *Special Education: District Plan 2022-2023*



Adopted by the LS Board of Education:  
*April 18, 2023*

## Table of Contents

*As per Board of Education Policy 7610, a District plan shall be developed and updated describing the Special Education program in the Lake Shore Central Schools. The District plan includes the following:*

<b>Table of Contents</b>	<b>1</b>
<b>Federal Disabilities Chart</b>	<b>1</b>
<b>Nature &amp; Scope of Programming</b>	<b>2</b>
<b>Students Served - CSE</b>	<b>4</b>
<b>Students Served - CPSE</b>	<b>5</b>
<b>Methods of Evaluation</b>	<b>6</b>
<b>Policies &amp; Practices of the Board of Education (BOE)</b>	<b>6</b>
<b>Instructional Materials</b>	<b>7</b>
<b>Budget</b>	<b>8</b>
<b>District Plan Consistency</b>	<b>8</b>

## Federal Disabilities Chart

Full Name	Abbreviation used in this report
Autism	AU
Emotional Disability	ED
Learning Disability	LD
Intellectual Disability	ID
Deafness	D
Hearing Impairment	HI
Speech or Language Impairment	SLI
Visual Impairment (includes Blindness)	VI
Orthopedic Impairment	OI
Other Health Impairment	OHI
Multiple Disabilities	MD
Deaf-Blindness	D-B
Traumatic Brain Injury	TBI

## Nature & Scope of Programming

*The following is 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.*

1. **Special Class:** Primary instruction in a special class separate from non-disabled peers includes one teaching assistant. Management needs, academic and educational achievement considered by CSE to place. Class size: 12:1+1

**Objective:** Specialized instruction is provided to a class of students with disabilities who have been grouped together because of a similarity of academic achievement, functional performance and learning characteristics, physical development, as well as social development and management needs.

### **Lake Shore Offers:**

- Developmental Self-Contained K-1
  - Developmental Self-Contained 1-2
  - Developmental Self-Contained 3-5
  - Developmental Self-Contained 6-8
  - Academic Self-Contained K-1
  - Academic Self-Contained 2-3
  - Academic Self-Contained 4-5
2. **Special Class:** Primary instruction in a special class separate from non-disabled peers includes one teaching assistant. Management needs, academic and educational achievement considered by CSE to place. Class size: 15:1+1

**Objective:** Specialized instruction is provided to a class of students with disabilities who have been grouped together because of a similarity of academic achievement, functional performance and learning characteristics, as well as social development and management needs.

### **Lake Shore Offers:**

- Academic Self-Contained 6-7
- Academic Self-Contained 8

- Developmental Self-Contained (Life Skills) 9-10
  - Developmental Self-Contained (Life Skills) 10-12 +
3. **Special Class**: Primary instruction in a special class separate from non-disabled peers. Management needs, academic and educational achievement considered by CSE to place. Class size: 15:1

**Objective:** Specialized instruction is provided to a class of students with disabilities who have been grouped together because of a similarity of individual academic needs.

**Lake Shore offers:**

- Academic Self-Contained (ACT Program) 9-12
    - ★ Offered in four content areas at each grade level: English, Math, Science, Social Studies
4. **Consultant Teaching**: Provide direct/indirect services to students with disabilities in regular education classes. Not to exceed 20 students.

**Objective:** Special education teachers work cooperatively with general education teachers to address the needs of students with disabilities in the general education classroom. Content, methodology, delivery of instruction are adapted for students to make progress. 2 hour minimum per week.

**Lake Shore offers:**

- Direct/Indirect Consultant Teaching (CT) K-12

*Please Note: Lake Shore Central School District does not provide preschool services.*

## Students Served - CSE

*The following chart identifies the number and age span of students to be served by disability and recommended setting for school age children.*

<b>Recommended Setting</b>	<b>Number of Students</b>	<b>Age Span in Setting</b>	<b>Disabilities</b>
Dev. SC K-1	8	5-6	AU, MD, OHI
Dev. SC 1-2	9	6-8	AU, MD
Dev. SC 3-5	10	8-9	AU, MD
Dev. SC 6-8	3	11-12	MD
Life Skills 9-10	6	14-15	AU, ID, MD
Life Skills 10-12+	7	NA*	AU, ID, LD
Acad. SC K-1	8	5-6	AU, MD, OHI, SLI
Acad. SC 2-3	12	7-10	AU, LD, MD, OHI, SLI
Acad. SC 4-5	10	9-11	LD, OHI, SLI
Acad. SC 6-7	13	11-13	AU, HI, LD, MD, OHI, SLI
Acad. SC 8	12	12-14	AU, LD, OHI
ACT 9-12	39	N/A*	AU, HI, LD, MD, OHI, VI
Consult. Teach K-12	301	N/A*	AU, ED, HI, LD, MD, OI, OHI, SLI

*\* Age spans must not exceed 36 months in special classes up to age 16.*

## Students Served - CPSE

*The following chart identifies the number of students to be served and the recommended setting for preschool age children. All students in these programs are from 3-5 years old and have the disability of “preschool student with a disability.”*

Primary Placement	Number of Students
Speech Therapy	36
Occupational Therapy	3
Physical Therapy	3
1:12+1	3
1:12+2	1
1:12+4	2
1:10+1	4
1:8+2	2
1:8+3	1
1:6+1	7
1:6+2	1

## Methods of Evaluation

*The following methods will be used to evaluate the extent to which the objectives of the program have been achieved.*

1. **Progress Monitoring:** All Individual Education Program (IEP) documents list measurable annual goals along with the evaluative criteria, procedures, and schedules to be used to measure progress. Special education teachers complete progress reports in the management system that are also sent home to parents each marking period.
2. **Annual CPSE/CSE Meetings:** Each year, the committee will meet to review students' IEPs. Included in this will be: present levels of performance, disability classification, measurable annual goals (and objectives/benchmarks for alternatively assessed students), special education programs and services, testing accommodations, transition services if applicable, and other special factors as needed.

## Policies & Practices of the Board of Education (BOE)

*The following is a description of the policies and practices of the BOE 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.*

1. Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
2. Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

*Lake Shore BOE Policy 7611*

## Instructional Materials

*The following is 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 the extent feasible, using universal design principles (defined as a concept or philosophy for designing and delivering products and services that are usable by people with the widest range of functional capabilities, which include products and services that are directly usable without requiring assistive technologies and products and services that are made usable with assistive technologies) in developing and administering District-wide assessment programs by:

1. Addressing appropriate universal design principles in IEP;
2. Having the Library Media Specialist keep Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) apprised of available products and services utilizing universal design principles;
3. Ensuring that instructional materials and activities allow learning goals to be achievable by individuals with wide differences in abilities;
4. Ensuring that flexible curricular materials and activities are built into the instructional design and operating systems;
5. Ensuring that instruction is diversified to deliver the general education curriculum to every student and diversify ways students may respond to that curriculum.

*Lake Shore BOE Policy 7611*



## Budget

*The approved budget for the 2022-23 school year is \$8,026,745.*

This total includes wages, equipment, mileage, conferences, contractual needs, testing, materials and supplies, tuition costs, textbooks, and BOCES services.

## District Plan Consistency

*The following is a description of how the District plan is consistent with the special education space requirements plan for the region as developed by the Board of Cooperative Educational Services (BOCES).*

Section 200.2 of the Regulations of the Commissioner of Education were amended in 2013-14 to repeal the requirements for the development and submission of the five-year special education space requirement plan; it replaced it with a general provision that requires each BOCES district superintendent to determine the adequacy and appropriateness of facilities space housing special education programs in the geographic area of their BOCES. District Superintendents and local school districts must still carry out the necessary planning and implementation of procedures to ensure the stability and continuity of their program placements for students with disabilities.

In addition, under section 155 of the Regulations of the Commissioner of Education, each school district's long-range plan pertaining to educational facilities must include an appraisal of the allocation of instructional space to meet the current and future special education program and service needs, and to serve students with disabilities in settings with nondisabled peers.

<https://www.p12.nysed.gov/specialed/publications/spaceplan-requirements-oct13.htm>