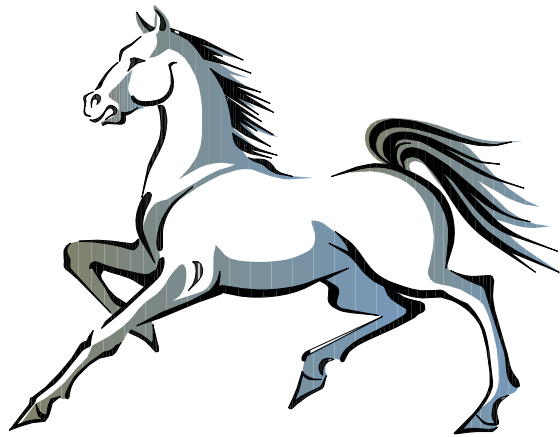


**DISTRICT PLAN
FOR
SPECIAL EDUCATION**



**HORSEHEADS CENTRAL SCHOOL DISTRICT
HORSEHEADS, NY 14845
2010-2012**

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I: INTRODUCTION

Part 200 of the Commissioner's Regulations require districts to submit District Plans every two years. It is the philosophy of the Horseheads Central School District to provide appropriate educational programs and services in regular school settings with non-disabled peers near the student's home whenever possible.

The Special Education Program adheres to the District mission statement, which states the following: *"The mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and a sense of civic responsibility."*

In accordance with **No Child Left Behind**, the following premises are adhered to:

1. All children can learn.
2. Focus on results.
3. Aim for mastery.
4. Provide the means.
5. Provide authority with accountability.
6. Reward success and remedy failure.

II. DESCRIPTIONS AND NATURE OF PROGRAMS FOR DISABLED STUDENTS

It is the philosophy of the Horseheads Central School District in accordance with both State and Federal law, to provide individual students with programs and services to the maximum extent appropriate in a regular school setting and as near the student's home as possible. The ability to do this rests with the availability of continuum of educational programs and services.

The following lists some of the available educational alternatives within the full continuum of services and programs offered in the Horseheads Central School District. Students may be placed in one or any combination of these possible options.

II.A. 1. Nature and Scope of Current preschool Programs and Services-Ages 3-4 years

Programs	Description	Grades/ Ages	Class Size	Certification	Placement Decision	Operated By
Preschool Related Services	Preschool disabled students who qualify receive speech therapy, physical therapy, and occupational therapy.	Pre-K (Ages 3-5)	1-5 students	Speech /Language School Psychology Physical Therapy Occupational Therapy	CPSE	Able 2 Outside agencies Private providers
Preschool Itinerant Special Education	Preschool students who require specialized, individualized, or group instruction and/or indirect services to preschool students with disabilities not less than two hours per week.	Pre-K (Ages 3-5)	Varies	Special Education	CPSE	Building Blocks Comprehensive Services
Preschool Integrated Special Class	Preschool students who require the support of a full-day special education program in an integrated setting to successfully engage in age appropriate activities.	Pre-K (Ages 3-5)	Integrated 8:1+1 10:1+1 (18:2+1)	Special Education General Education	CPSE	Able 2
Preschool Special Class	Preschool students whose intensity of needs permits placement in a class setting which can accommodate twelve (12) students for each teacher and teacher aide.	Pre-K (Ages 3-5)	12:1+1	Special Education	CPSE	Able 2
Preschool Special Class	Preschool students who have intensive management needs, which cannot be adequately met in a 12:1+1 setting. All students referred to the program have intensive management needs that require a teacher and teacher aide for a maximum of eight students.	Pre-K (Ages 3-5)	6:1+1 8:1+1	Special Education	CPSE	Able 2
Preschool Special Class	A total communication approach for preschool students who are hard of hearing. Students will benefit from hearing aids, speech services, auditory stimulation, and language development.	Pre-K (Ages 3-5)	12:1+1	Special Education	CPSE	Able 2

II.A. 1. Nature and Scope of Current preschool Programs and Services-Ages 3-4 years

Programs	Description	Grades/Ages	Class Size	Certification	Placement Decision	Operated By
General Education Program	In this setting students receive the general education class instruction available to all children. Transitional support services and in-services training are available.	K-12 or Ages 5-21	Varies	Teacher	CSE Sub-Committee District CSE	District
Academic Intervention Services (AIS)	This program is designed for students who fall below the State reference point on English/Language Arts, Math, Science and Social Studies. Remediation in these subjects is provided.	K-12 or Ages 5-21	Small group Teacher or Teaching Assistant	Teacher or Teaching Assistant	NY State Assessments Multiple Measures	District
Academic Intervention Services (AIS)	This program is designed for students who fall below the State reference point on English/Language Arts, Math, Science and Social Studies. Remediation in these subjects is provided.	K-12 or Ages 5-21	Small group Teacher or Teaching Assistant	Teacher or Teaching Assistant	NY State Assessments Multiple Measures	District
Classroom Intervention Model (CIM) Academic Teams	Interdisciplinary team of professionals reviews each student's progress.	K-12 or Ages 5-21	N/A	CIM/ Academic Teams	School Principal	District
English as a Second Language	This general educational program is designed for students who are not as yet proficient in oral or written English language	K-12 or Ages 5-21	Individual or Small Group	ESL Teacher	Proficiency Assessment/ESL Teacher	District
Speech/ Language Therapy	This program is designed for students who demonstrate speech and language needs requiring therapy.	K-12 or Ages 5-21	Individual or Small Group	Speech/ Language Therapist	CSE Sub-committee District CSE	District & BOCES
Occupational Therapy	Educationally based therapies are developed by a occupational therapist to help disabled students improve fine and visual motor skills. The occupational therapist utilizes knowledge based on medical, biological, behavioral, and therapeutic principles. The therapy goals are directly related to the student's individual educational goals	K-12 or Ages 5-21	Individual or Small Group	Occupational Therapist	CSE Sub-committee District CSE	District
Physical Therapy	Educationally based therapies are developed by a physical therapist to help disabled students improve gross motor skills. The therapy goals are directly related to the student's individual educational goals.	K-12 or Ages 5-21	Individual or Small Group	Physical Therapist	CSE Sub-committee District CSE	District
Counseling	Students enrolled in special education classes who require school counseling support services to maintain their current placement.	K-12 or Ages 5-21	Individual, Class, or Small Group	Social Worker Assistant School Psychologist	CSE Sub-committee District CSE	District & BOCES
Visually Impaired	Itinerant teachers provide instruction to students who are diagnosed as legally blind or partially sighted. The goal of this service is to overcome their visual limitations so that they may attend classes in home schools.	K-12 or Ages 5-21	Individual or Small Group (Consultant)	Teacher of the Visually Impaired	CSE Sub-committee District CSE	BOCES

Programs	Description	Grades/Ages	Class Size	Certification	Placement Decision	Operated By
Adaptive Physical Education/Specially Designed PE	This program is designed for students requiring modification in the regular physical education program.	5-12 or Ages 5-21	Varies	PE Teacher	CSE Sub-committee District CSE	District BOCES
Consultant Teacher	CT program is designed to meet the needs of students within the general education classroom. Emphasis will be given to support core subject areas.	K-12 or Ages 5-21	Individual or Small Group Maximum of 20 students	Special Education	CSE Sub-committee District CSE	District
Autistic spectrum disorder Consultant Services (ASD)	Students who need multidisciplinary support with social and behavioral needs to facilitate growth and learning and foster independence in the home, school, and community; with the goal of supporting a general education placement.	K-12 or Ages 5-21	Individual or Small Group Maximum of 20 Students	Special Education	CSE Sub-committee District CSE	District
Special Class	For multiply disabled students who present intensive educational, cognitive, life skill, communication, sensory, and motor functioning needs that cannot be met in general education.	K-12 or Ages 5-21	12:1+1	Special Education	CSE Sub-committee District CSE	District Sites: Gardner Rd Intermediate School Middle School High School
Resource Room	Designed for disabled students requiring individual or small group instruction and remediation to meet specific needs identified in an IEP.	K-6 7-12	Maximum of 20 students Maximum of 25 students	Special Education Special Education	CSE Sub-committee District CSE	District District
Special Class	Students are placed in this program whose intellectual and academic needs are greater than can be met in the Resource Room, and/or management needs require special class placement in a public school setting.	K-12 or Ages 5-21	15:1	Special Education	CSE Sub-committee District CSE	District
Special Class	Students have reduced mainstreaming in general education settings. Students are taught self-help skills and academics in the special class setting with the goal of enabling each child to grow to independent or semi-independent adulthood. Students in this program will require training and supervised workshop activities.	10-12	15:1	Special Education	District CSE	BOCES- Bethany Village Community Job Center (Arnot Mall)
Special Class	Counselors, special teachers or music, art, speech, and a full-time clinical social worker provide a highly individualized approach to academic programs and behavioral modification for severely emotionally disturbed children.	K-12 or Ages 5-21	8:1+1 6:1+1	Special Education	District CSE	BOCES – Broad Horizons
Special Class	Students who present management needs that can be serviced in a public school program with intensive social emotional and behavioral support.	5-12	8:1+1	Special Education	District CSE	District

Programs	Description	Grades	Class Size	Certification	Placement Decision	Operated By
Special Class	A total communication approach using lip-reading, signing, finger spelling, reading, writing, and amplification. This program is designed for profoundly deaf children. Some deaf students are assigned to regular classes and receive the services of an interpreter.	K-6	12:1+1	Special Education	CSE Sub-committee District CSE	BOCES – Riverside Elementary
Special Class	Students who have intensive management needs which cannot be adequately met in 15:1 or 12:1+1. Although primary disabilities may vary, all students referred to the program have intensive management needs that require a teacher and a teacher aide for a maximum of six (6) students.	K-12 or Ages 5-21	6:1+1	Special Education	District CSE	BOCES – Cohen Thomas Edison High District- High School
Special Class	The most seriously physically and mentally disabled children who function with very little expressive language receive intensive adult-student interaction that can encourage communication and help develop basic self-care skills.	K-12 or Ages 5-21	6:1:1	Special Education	District CSE	BOCES – Southside HS
Hospital or Homebound Instruction	This is designed for students who are required to be homebound or hospitalized for an extended period of time.	K-12 or Ages 5-21	Individual	Appropriate Teacher	District CSE	District
Extended School Year	A 6-week summer program designed as a continuation program. It is designed for students who require year round programming to prevent substantial regression.	K-12 or Ages 5-21	Varies	Special Education	CSE Sub-committee District CSE	District BOCES
Residential	This program is for the student requiring intensive special education programming that cannot be provided within the instructional day setting for the public school.	K-12 or Ages 5-21	Individual or Small Group	Special Education	District CSE	Various state approved schools

III. METHODS OF PROGRAM EVALUATION:

The CSE Sub-committee chairpersons are Theresa Woodworth and Kelly Squires. Theresa Woodworth is responsible for CPSE and grades K-5. Kelly Squires is responsible for grades 6 – 12 and is also the ASD District Consultant. The Assistant Director and Director of Student Services hold CSE meetings for those students that require a full committee and for those students that are placed outside our district. We all meet weekly throughout the year to discuss and evaluate our programs. Consistency of our programs is key, especially when students transition from Elementary to Intermediate, Intermediate to Middle School and Middle School to the High School.

IV. BOARD OF EDUCATION POLICIES AND PRACTICES

DISTRICT OPERATED Special Education Programs/Space

Students are the first concern of the district, and must receive the primary attention of the Board and all staff members. To fulfill its obligation to students, the Board will strive to spend most of its time in formulating policy and considering other matters related to students.

Space needs to serve the students, whether in regular or special education must be insured. The Director of Student Services, after consulting with the Director of Facilities Services, makes a recommendation concerning extra space needs to the Board of Education. The Director of Student Services and Building Principal (under the supervision of the Board of Education) insures that:

1. All buildings meet New York State Education Department regulations.
2. All buildings are accessible to disabled students or appropriate accommodation shall be made.
3. All hallways, classrooms, bathrooms are usable to any student.
4. Each learning environment maximizes each student's potential for learning with proper lighting, climate, space needs, etc.
5. Space needs will be reviewed on an annual basis.

BOCES OPERATED Special Education Programs/Spaces

(Note: The same issues of Space Utilization are extended to BOCES operated programs as referenced in Section III.)

The district attempts to educate disabled students who are district residents within the Horseheads Central School District whenever possible.

VI. SPECIAL EDUCATION BUDGET

	<i>Funds Expended</i>	<i>Funds Budgeted</i>
<i>Expenditures</i>	<i>2009-2010</i>	<i>2010-2011</i>
Salaries and Related Benefits Only	\$2,846,224	\$3,442,953
All Other Expenses	\$2,469,731	\$2,821,598
Total	\$5,399,767	\$6,264,551
Total Excess Cost AIDS	\$4,061,421	\$4,000,000*
Federal Grant Awarded	\$960,849	\$944,410
Total	\$10,422,037	\$11,208,961

Additional State Aid received for support service personnel through BOCES.

**NYS Aid calculation changed. Additional monies received through a different grant*

VI. THE DISTRICT PLAN...

THE DISTRICT PLAN WAS PRESENTED UNDER POLICY DISCUSSION TO THE BOARD OF EDUCATION ON SEPTEMBER 30, 2010

ON SEPTEMBER 30, 2010 THE BOARD OF EDUCATION IS SCHEDULED TO CONSIDER FOR POLICY ACTION.

THE DOCUMENT IS AVAILABLE FOR PUBLIC INSPECTION IN THE SUPERINTENDENT’S OFFICE WEEKDAYS FROM 8:30 A.M. TO 4:00 P.M.