

DISTRICT PLAN  
FOR  
SPECIAL EDUCATION



**HORSEHEADS CENTRAL SCHOOL DISTRICT**  
**HORSEHEADS, NY 14845**  
September 2016 – August 2018

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## **I. INTRODUCTION:**

This District Plan for Special Education is in accordance with Part 200 of the Commissioner's Regulations which requires school districts to submit a District Plan 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."***

**II. DESCRIPTIONS AND NATURE OF PROGRAMS FOR STUDENTS WITH A DISABILITY:**

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 3-5 years:**

**\*The Horseheads CSD is approved to operate a preschool Multidisciplinary Evaluation (MDE) program. This evaluation team is designed to conduct an individual evaluation which means procedures, tests or assessments used selectively with an individual student, including physical examination in accordance with the provisions of sections 903, 904 and 905 of the Education Law, an individual psychological evaluation, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special education needs.**

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 Physical Therapy Occupational Therapy Vision Services	CPSE	Chemung County
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)	1-5 Students	Special Education	CPSE	Pathways
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+2	Special Education	CPSE	Pathways

## II. A-2 Nature and Scope of Current School Age Programs and Services-Ages 5-12 years:

Related Service	Description	Grades/Ages	Class Size	Certification	Placement Decision	Operated By
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 (Consultant)	Speech/ Language Therapist	CSE Committee	District/BOCES
Occupational Therapy	Educationally based therapies are developed by an 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 (Consultant)	Occupational Therapist	CSE Committee	District/BOCES
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 (Consultant)	Physical Therapist	CSE Committee	District/BOCES
Counseling/ Social and Emotional Support services	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 Committee	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 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 Committee	BOCES
Teacher of the Deaf and Hard of Hearing	Itinerant teachers provide instruction to students who are diagnosed as legally deaf or hard of hearing. The goal of this service is to overcome their limitations so that they may attend classes in home schools.	K-12 or Ages 5-12	Individual or Small Group (Consultant)	Teacher of the Deaf and Hard of Hearing/ Impaired	CSE Committee	BOCES
Orientation and Mobility Services	Itinerant teachers provide instruction to students who are diagnosed as legally blind or partially sighted. The goal of this service is to overcome their limitations so that they may maneuver in their environment successfully.	K – 12 or ages 5-12	Individual	Teacher of the Visually Impaired	CSE Committee	BOCES
Skilled Nursing Services	Medical services to the students that require a doctor's prescription and are recorded daily in the related services log on the IEP.	K – 12 or ages 5-12	Individual	RN	Physician	District/BOCES

Programs	Description	Grades	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 Committee	District/BOCES
Consultant Teacher	CT Program is designed to meet the needs of students within a general education classroom. Emphasis will be given to support core subject areas.	K - 12	Individual or small group Maximum of 20 students	Special Education	CSE Committee	District
Autistic Spectrum Disorder Consultant Services (ASD)	Student who need multidisciplinary support with social and behavioral needs to facilitate growth and learning and foster independents in the home, school and community; with the goal of supporting a general education placement.	K - 12	Individual or small group Maximum of 20	Special Education	CSE Committee	District
Special Class ASD	Students who need intense support with social and behavioral needs to facilitate growth and learning and foster independents in the home, school and community.	K - 12	6:1:1	Special Education	CSE Committee	BOCES
Resource Room	Students with disabilities requiring supplemental instruction to meet specific needs identified in an IEP.	K - 12	Maximum of 20 K-6 Maximum of 25 7-12	Special Education	CSE Committee	District
Special Class	Students with disabilities requiring primary instruction to meet specific needs identified on the IEP.	K - 12	12:1:1/15:1	Special Education	CSE Committee	District
Special Class	Students have reduced mainstreaming in general education settings. Students are taught self-help skills and academics in a special class setting with the goal of enabling each child to grow to independents or semi-independent adulthood. Students in this program will require training and supervised workshop activities.	9 - 12	15:1/12:1:1	Special Education	CSE Committee	BOCES
Special Class	For students with multiple disabilities who present intensive educational cognitive life skill, communication, sensory, and motor functioning needs that cannot be met in the general education setting.	K-12	12:1:1	Special Education	CSE Committee	District/BOCES

Programs	Description	Grades	Class Size	Certification	Placement Decision	Operated By
Special Class	Counselors, special education teachers, music, art, related services and a full time social worker to provide a highly individualized approach to academic programs and behavioral modifications for severely emotionally disturbed children.	K - 12	8:1:1 6:1:1	Special Education	CSE Committee	BOCES
Special Class	Students who present management needs that can be served in the public school program with intensive social emotional and behavioral support	K - 12	8:1:1	Special Education	CSE Committee	District/ BOCES
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	CSE Committee	BOCES
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 6:1:1 EPC 6:1:1 Day Treatment	Special Education	CSE Committee	BOCES
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	N/A	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 Committee	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	CSE Committee	Various state approved schools

**III. GST BOCES Special Education Programs:**

<b>LOCATIONS</b>	<b>PROGRAMS</b>
Alfred University	12:1:1 ACCESS
Bath	Detention Center
Bath - Vernon E. Wightman Elementary	6:1:1 ED
Bath High	6:1:1 ED
Broadway Academy - Elmira	6:1:1 MD
Bryant Elementary	8:1:1 DN
Bush Campus	15:1 Elsmere
Bush Campus	6:1:1 ED
Bush Campus	6:1:1 EPC
Bush Campus	8:1:1 ID/ED
Bush Campus	8:1:1 ED
Bush Campus	8:1:1 BHA
Campbell-Savona Elementary	6:1:1 ASD
Campbell-Savona Elementary	6:1:1 MD
Campbell-Savona Jr./Sr. High	6:1:1 MD
Campbell-Savona Jr./Sr. High	8:1:1 DN
Cohen Elementary	6:1:1 ASD
Cohen Middle	6:1:1 ASD
Corning Middle	8:1:1 ED
Corning/Painted Post High	8:1:1 ED
Corning/Painted Post High	12:1:1 AD
Corning/Painted Post Winfield Elementary	6:1:1 ED
Elmira – EOP	12:1:1 ACCESS
Ernie Davis Academy – Elmira	6:1:1 MD
Ernie Davis Academy, Elmira	6:1:1 ED
Fassett – Elmira	6:1:1 MD
Hornell Intermediate	6:1:1 ED
Hornell Intermediate	8:1:1 DN
Horseheads Center Street	8:1:1 ED
Horseheads High	8:1:1 ED
Horseheads High	8:1:1 ED
Horseheads Intermediate	8:1:1 ED
Horseheads Middle	8:1:1 ED
Thomas A. Edison	6:1:1 ASD
Wildwood Campus	8:1:1 ED
Wildwood Campus	8:1:1 DN
Wildwood Campus – Hornell	6:1:1 ED



#### IV. METHODS OF PROGRAM EVALUATION:

The CSE chairpersons are Theresa Woodworth, Kelly Squires and Lisa Kelly. Theresa Woodworth is responsible for CPSE, private schools, classified home-schooled students, and grades K-4. Kelly Squires is responsible for students in grades 5-12 and Lisa Kelly is responsible for BOCES students.

In addition, the District provides the special education staff support in two ways:

1. Direct Instruction Coach - Kristen Miller
2. AIMSweb support - Sara Michelucci

Once a week office meetings are held throughout the year to discuss and evaluate our programs. Consistency in all programs is the key, especially when students transition from Elementary School to Intermediate School, Intermediate School to Middle School, and finally Middle School to High School.

#### **Data – NYS Report Card**

School Age Students with Disabilities Classification Rate:

2008 – 2009 = 14.31%

2009 – 2010 = 13.58%

2010 – 2011 = 13.2%

2011 – 2012 = 11.8%

2012 – 2013 = 11.3%

2013 – 2014 = 11.2%

**2014 – 2015 = 10.9%**

#### **Curriculum**

- Direct Instruction (DI) Reading – Reading Mastery
- DI Math – Connecting Math Concepts
- DI Writing – Language for Thinking, Language for Writing and Essentials for Writing

AIMSweb

- Curriculum Based Measurement (CBM)

**V. 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.
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 students with disabilities, who are district residents, within the Horseheads Central School District whenever possible.

**VI. SPECIAL EDUCATION BUDGET:**

<b>Expenditures</b>	<b>Funds Expended</b>	<b>Funds Budgeted</b>	<b>Estimate Funds</b>
	<i>2015 – 2016</i>	<i>2016 - 2017</i>	<i>2017-2018</i>
Salaries and Related Benefits	<b>\$5,246,367.31</b>	<b>\$5,296,540.00</b>	<b>\$5,349,505.00</b>
All other Expenses	<b>\$3,697,893.73</b>	<b>\$3,971,610.00</b>	<b>\$4,319,126.00</b>
<b>Total</b>	<b>\$8,944,261.04</b>	<b>\$9,268,150.00</b>	<b>\$9,668,631.00</b>
Total Excess Cost AIDS	<b>\$4,294,706.00*</b>	<b>\$4,307,424.00*</b>	<b>\$4,319,916.00</b>
Federal Grant Awarded	<b>\$936,565.00</b>	<b>\$972,514.00</b>	<b>\$945,840.00</b>
<b>Total</b>	<b>\$5,231,271.00</b>	<b>\$5,285,148.00</b>	<b>\$5,265,756.00</b>

*Addition State Aid received for support service personnel through BOCES.  
 \*NYS Aid calculation changed. Additional monies received through a different grant.*

**VII. THE DISTRICT SPECIAL EDUCATION PLAN:**

ON AUGUST 25, 2016 THE BOARD OF EDUCATION IS SCHEDULED TO CONSIDER FOR POLICY ACTION.

THE DOCUMENT IS AVAILABLE FOR PUBLIC INISPECTION IN THE SUPERINTENDENT’S OFFICE WEEKDAYS FROM 8:30 A.M. TO 3:30 P.M.