

**SPECIAL EDUCATION DISTRICT PLAN
SOUTH SENECA CENTRAL SCHOOL DISTRICT
2016 - 2017**

Prepared by Stacey Clark, Director of Special Programs

In accordance with Part 200.2 (c) of the Regulations of the Commissioner of Education, the South Seneca Central School District is required to develop and submit an annual District Plan with required components, which are highlighted below:

(i) Description of the nature and scope of special education program and services currently available to students and preschool students residing in the district:

Pre School

In District Special Class Integrated Setting (8:1:1) program - (SCIS) in one Universal Pre K Program.

- 1 full day Program integrated with UPK
- Related Service provided in the areas of Speech, Occupational Therapy and Physical Therapy
- Home Based services provided through Seneca County
- Multidisciplinary Evaluations (MDE) - Completed by Seneca County Approved Providers

School Age: K-12

South Seneca provides the continuum of Special Education Programs and services listed below to school age students with disabilities, ages 4 - 21, across one elementary building (K-5), and one Middle School/High School Secondary School (6-12)

Consultant Teacher Direct and/or Indirect:

- Direct: Specially designed instruction provided to a student with a disability by a special education teacher in a general education classroom.
- Indirect: Consultation by a special education teacher with a general education teacher for students with disabilities who attend general education classes.
- Minimum of 2 hours/week;
- Minimum of 3 hours/week if student is also receiving resource room services.

Special Class:

- Special Classes are composed of students with disabilities with similar individual needs.
- Specially designed instruction provided to a student with a disability by a special education teacher in a separate location.
- Elementary School Special Class (15:1) in the areas of ELA and / or Math
- Middle School Special Class (15:1) in the areas of ELA and / or Math
- High School Special Class (12:1) in the areas of Math, Science and Social Studies

Resource Room:

- Resource Room programs supplement the regular or special classroom instruction of students with disabilities;
- Students receive a minimum of three hours/week;
- If recommended by the CSE, students may receive a combination of consultant teacher and resource room services for a minimum of 3 hours/week;
- A student shall not spend more than 50% of their time during the day in the resource room;
- No more than 5 students are assigned to a resource room.
- Students are grouped based on similarity of need according to:
 - Levels of academic or educational achievement and learning characteristics;
 - Level of social development;
 - Levels of physical development, and
 - The management needs of the students in the classroom.

Integrated Co-Teaching:

- Specially designed instruction and academic instruction provided to students with disabilities and non-disabled students in a general education classroom;
- General education and special education teacher share responsibility for primary instruction, planning and evaluation of all students;
- Up to 12 students with disabilities in a classroom;
- The number of non-disabled students is more than or equal to the number of students with disabilities;
- Services can be provided for part of the day (e.g., one period per day).

Adapted Physical Education

- Adapted physical education means a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Related Services

- Occupational Therapy
- Speech-Language
- Counseling
- Physical Therapy
- Vision Services
- Orientation and Mobility
- Audiological

Supplemental Aides

- One to One Aides
- Program Aides
- Adult Assistance

(ii) Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting:

Preschool (as of October 2016)

Total Preschool Children with a Disability	5 students
Special Education Itinerant Services (SEIT)	0 students
Special Class in an Integrated Setting (SCIS)	4 students

Related Services

Occupational Therapy	1 student
Speech-Language	5 students
Counseling	0 students
Parent Education	0 students
Teacher of the Deaf Service	0 students
Physical Therapy	1 student
2:1 aide	0 students
1: 1 aide	0 students

Number of School Age (as of October 2016)

Age Range: 4-21	144 students
In-district	108 students
TST BOCES	15 full day students 3 half day students
Wayne Finger Lakes BOCES	8 students
Separate School (William George Agency Day Program)	2 students
Residential Facility	1 student
Home Placement by CSE	0 students
Home Schooled at Parental Choice	1 student
Parentally Placed in Nonpublic School (Amish School)	1 student
New Roots Charter School	0 students
TASC / GED Program	1 student
Student Attending Other Public School	4 students

Type of Disability (Ages 4-21)

Autism	15 students
Emotional Disturbance	17 students
Learning Disability	68 students
Intellectual Disability	3 students
Deafness	0 students
Hearing Impairment	0 students
Speech or Language Impairment	12 students
Visual Impairment	0 students
Orthopedic Impairment	4 students
Other Health Impairment	19 students
Multiple Disabilities	6 students
Deaf Blindness	0 students
Traumatic Brain Injury	0 students
TOTAL	144 students

Recommend Setting (Ages 6-21) Time inside regular classroom:

80% or more	92 students
40% to 79%	15 students
Less than 40%	26 students
Separate School	2 students
Residential Facility	1 student
Home Placement by CSE	0 students
Hospital	0 students

*Students who are 4 and 5 are not included in this table.

Other specific settings (Court decisions or parental choices)

Home Schooled at Parental Choice	1 student
Parentally Placed in Nonpublic School- Receiving Special Education (recommendation of 80% or more if in School Setting)	1 student
Parentally Placed in Nonpublic School- Not Receiving Special Education Services	0 students
LRE (Least Restrictive Environment) setting for students with disabilities, ages 4-5, who receive school age special education and related services	7 students
Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in regular classroom	0 students
Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in some other location	0 students
Attending a Kindergarten, First Grade or other 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	5 students
Attending a Kindergarten, First Grade or other 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 in some other location	2 students

(iii) Methods to be used to evaluate the extent to which the objectives of the program have been achieved:

Preschool

- Revisit each program yearly and look through everything from efficiency (number of sessions actually provided to numbers of students who received services);
- Hold annual reviews and examine whether a specific placement and/or service is still necessary and effective;
- Review each of our employees (teachers, paraprofessionals) yearly to determine their effectiveness with students;
- Review student assessment data collected 2 times per year to evaluate our effectiveness in the following areas: social-emotional, physical, language, cognitive, literacy and mathematics

School Age

- Revisit each program yearly and look through everything from efficiency (number of sessions actually provided) to numbers of students who received services;
- Hold annual reviews and examine whether a specific placement and/or service is still necessary and effective;
- Review each of our employees (teachers, paraprofessionals) yearly to determine their effectiveness with students;
- Review student assessment data on an annual basis (graduation rate, referral and classification rate, declassification rate, Regents participation rate, LRE, etc.),

(iv) 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

- BOE policy 7611 & 5630, Allocation of Space for Special Education Programs.

(v) Description of the policies and practices of the board of education 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:

- BOE policy 7611 & 5630, Allocation of Space for Special Education Programs.

(vi) 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 nondisabled students:

- BOE policy 5410 & 7611, Availability of Alternative Format Instructional Materials for Students with Disabilities.

(vii) Estimated Budget (2016 - 2017):

- IDEA Funding
611: \$ 235,487
619: \$ 6,881
- General Fund \$1,837,950

(viii) Adoption of Plan by Board of Education: January 11, 2017