

Edgemont Union Free School District

District Plan for Educating Students with Disabilities 2010-2012

Prepared and Presented to the Board of Education by:

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STATEMENT OF ASSURANCES

The Board of Education of the Edgemont Union Free School District as a part of a long standing commitment to excellence in education for all students supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to ensure that the District offers a free appropriate public education to eligible students identified as having a disability. To this end, and in full compliance with the Regulations of the Commissioner of Education and the Individuals with Disabilities Act of 2004 (IDEA), its implementing Regulations and New York Education Law, the Board has reviewed this two-year District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the District Plan for Educating Students with Disabilities.

Adopted: _____
President, Board of Education

Date

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Regulations Governing the District Plan – 8 NYCRR 200.2

District Plans. Each Board of Education which receives an apportionment for eligible students, pursuant to subdivision 19 of section 3602 of the Education Law shall prepare satisfactory plans periodically at the intervals required by Subdivision 10 of Section 3602 of Education Law. The District Plan shall include, but need not be limited to the following:

- i. A description of the nature and scope of special education programs and services currently available to school-age and preschool students residing in the District, including but not limited to descriptions of the District's resource room program and each special class program provided by the District in terms of group size and composition;
- ii. Identification of the number and age span of school-age and preschool students to be served by type of disability and recommended setting;
- iii. The method used to evaluate the extent to which the objectives of the program have been achieved;
- iv. A 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 school-age and preschool students with disabilities;
- v. A 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 school age and preschool students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services;
- vi. 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, as such term is defined in paragraph (b) (10) of this section, for each student with a disability at the same time as such instructional materials are available to non-disabled students;
- vii. The estimated budget to support such plan;
- viii. The date on which such plan was adopted by the Board of Education;
- ix. A description of how the District plan is consistent with the special education space requirements plan developed pursuant to subdivision (g) of this section.

Introduction

In accordance with the regulations of the Commissioner of Education, the Board of Education adopts its District Plan. This plan outlines the continuum of programs and services available to preschool and school-age students in District who are identified with disabilities under state and federal law. It identifies the number, age range and type of disability of the students currently receiving services in each recommended setting. The plan also includes a list of the methods used to evaluate the objectives of the program, and assurances of the allocation of appropriate space for special education programs, both within the District, and for students who attend programs through our Board of Cooperative Education Services. The plan contains a description of procedures to ensure that instructional materials are available in alternative formats, if needed, for a student with a disability who is enrolled in the school district. The estimated budget to support the District Plan is also included in this document. This plan was presented to the Board of Education at its regular meeting on January 24, 2012.

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SPECIAL EDUCATION PROGRAMS AND SERVICES: OVERVIEW

In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the district provides a continuum of services which allows placement of preschool and school-age students in the least restrictive environment consistent with their needs and which provides for the placement of students on the basis of similarity of individual needs.

LEAST RESTRICTIVE ENVIRONMENT

The District provides a wide continuum of services, ranging from placement in residential settings to placement in general education classes with support and related services. The District is committed to the policy of placing students in the least restrictive environment consistent with their needs. **“Least Restrictive Environment”** means that the placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs **only** when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The District is committed to the policy of placing students in the least restrictive environment consistent with their needs. The District provides the full continuum of services as described in 200.6 of the Commissioner’s Regulations.

SIMILARITY OF NEEDS

Whenever students with disabilities are grouped together for purposes of special education, they are grouped by similarity of need. The CPSE and CSE identify educational needs in accordance with the following factors:

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

The levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

SOCIAL DEVELOPMENT

The degree and quality of the student’s relationships with peers and adults, feelings about self, and social adjustment of school and community environments.

PHYSICAL DEVELOPMENT

The degree or quality of the student’s motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process.

MANAGEMENT NEEDS

The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction.

Continuum of Services Available to Preschool Students with Disabilities

Preschool Programs and Services

The following is a listing of the preschool programs and services that are available to students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early Childhood Special Education Settings are settings designed primarily for children with disabilities.

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age eligible for kindergarten, and who reside in the District have available to them the following special educational services.

1. Related Services Only

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services and/or social work services. These services are made available in a variety of settings including a child's home, day care center, nursery school or provider's office.

2. Special Education Itinerant Teacher Services

Special education itinerant teacher (SEIT) services provide direct instruction, by a certified special education teacher, affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, daycare programs and at home. These services are offered on an individual and group basis, as needed, to meet students' goals.

3. Integrated Settings

Special classes in integrated settings provide for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher, and a teaching assistant/aide.

4. Special Class

Special classes are currently available in approved private preschools. Classes range from six to twelve identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aides.

Educational Placement Data

PRESCHOOL STUDENTS BY PROGRAM

Nature of Services	Number of Students	Ages
Related Services	19	3-5
SEIT Only	7	3-5
SEIT and Related Svcs.	1	3-5
Special Class	12	3-5

As of 10/6/10

On October 6, 2010, twenty-six (26) preschool students with disabilities received services in Early Childhood Programs and twelve (12) preschool students with disabilities received services in Regular Early Childhood Special Education Programs. One (1) student received services at home. (See attachment A).

On October 5, 2011, twenty-one (21) preschool students with disabilities received services in Regular Early Childhood Programs and eleven (11) preschool students with disabilities received services in Early Childhood Special Education Programs. One (1) student received services at home. (See attachment B)

We anticipate serving approximately 45 preschool students with disabilities by the end of the 2011-2012 school year.

Continuum of Services Available to Students with Disabilities

School-age Programs and Services

The Edgemont Union Free School District operates a variety of programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities. These services are provided to district residents at no cost and in the least restrictive environment upon the recommendation of the Committee on Special Education and with the approval of the Board of Education.

These services are available to students with disabilities through the end of the school year during which their 21st birthday occurs, or until a regular high school diploma has been attained, whichever shall occur first.

In-District Programs and Services

The District provides a continuum of programs and services. A description of each of the special education program options from least restrictive to more restrictive follows:

1. Related Services

Related Services are those developmental, corrective and other supportive services as are required to assist a student with a disability. Related services include but are not limited to speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, school nurse services, assistive technology services and hearing and vision services. The District provides related services for identified students with disabilities in kindergarten through twelfth grade. Related services can be combined with other services and district programs.

2. Consultant Teacher Services

Consultant teacher services are supplemental/support services provided for a minimum of two hours per week to a student with a disability who attends regular education classes. These services are either in the form of direct instruction to the student in the regular education class, or indirect consultation to the regular education teacher, or a combination of direct and indirect services. Consultant teacher services are offered to students with disabilities in grades K-12.

3. Resource Room

A resource room program is a special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. The instructional group in

each resource room period does not exceed five students who are grouped according to their similarity of need. Resource room programs provide instruction to classified students for a minimum of three hours per week. A student may receive a combination of resource room and consultant teacher services for not less than three (3) hours per week. The District provides resource room programs to students with disabilities in grades 1-12.

4. **Integrated Co-Teaching Services**

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. In the integrated co-teaching classroom, a general education teacher and a special education teacher share responsibility for all the students in the classroom. Curriculum is modified as needed and accommodations provided to meet the individual needs of all of the students in the classroom. There can be no more than 12 students with Individualized Education Programs (IEP's) in the integrated co-teaching classroom. Integrated co-teaching classes are available at certain grade levels and in certain subjects in grades 2-11.

5. **Special Classes**

A special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting.

At Greenville Elementary School, beginning in the 2011-2012 school year, there is a K/1 self-contained communication development class that addresses the needs of students who require intensive support with language development. The ratio of that class is 12:1:2. Students receive special education instruction in a small class setting that allows for a high level of structure, routine, and individualization. In addition to developing their academic skills, they participate in social and group activities that foster communication and social skill development. Students are included with general education classes for art, music, library, and physical education, as well as lunch and recess.

Special class instruction is available at Seely Place and Greenville Schools in reading, math, and language arts.

At the Junior-Senior High School special class instruction is provided for students who require multi-sensory instruction in a smaller setting. Special classes have a ratio of 12:1 and are currently offered in math and science. Students may be placed in one or more of the special classes depending on their individual needs.

Out-of-District Programs and Services

The Edgemont Union Free School District offers a full continuum of special education programs and services in District schools, and is committed to the policy of placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability. The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student's disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and services. In some cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program. The following is a description of programs in which the Edgemont School District CSE has recommended placement of a student with a disability in an out-of-district program.

1. Other Public School Programs

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. As of October 6, 2010, the District had nine students classified with autism, intellectual disabilities, and multiple disabilities in special education programs in Ardsley, Bronxville, and Scarsdale. The classes range in size from 6-12 students with one teacher and one or two teacher aides. Currently eleven students attend programs in other public school districts including Ardsley, Briarcliff, Bronxville, Greenburgh 7, Mamaroneck and Scarsdale.

2. Board of Cooperative Educational Services Programs

The Edgemont Union Free School District is a component school district of Southern Westchester BOCES. BOCES is a regional public education collaborative which functions in New York State as an extension of local school districts. The District utilizes Southern Westchester BOCES programs and services and Putnam/Northern Westchester BOCES programs and services for students with more intensive educational, emotional or management needs that cannot be appropriately met in an in-district program. The District currently has students with disabilities in the following BOCES special education programs:

- **Project AIIM (Applied Intensive Intervention Model)**

The Southern Westchester BOCES Project AIIM program is designed primarily for students with autistic spectrum disorders. Structured teaching and behavioral interventions are provided in small classes in integrated settings. Related services, including speech and language therapy, occupational therapy and parent training are provided consistent with IEP mandates. Opportunities are available for community-based instruction at all levels, and transition and career awareness services are provided on the secondary level. Staffing ratio is 8:1:2. As of

October 6, 2010, there were three students who attended this program. Currently, two students attend Project AIIM.

- **Therapeutic Support (TSP)**
The Southern Westchester BOCES Therapeutic Support program provides a structured, supportive and individualized academic program for students with more intensive emotional and behavioral needs. These small classes are usually in a public school setting and include individual and group counseling services. Students are taught how to accept responsibility for their behavior, progress academically, and have a successful school experience. Staffing ratio is 8:1:1, 12:1:1. As of October 6, 2010, three students attended this program. Currently one student attends a therapeutic support program.
- **Learning Center**
The Putnam/Northern Westchester BOCES Learning Center program provides a highly structured, individualized academic and social skill development program for students with emotional disabilities. Classes include no more than 8 students. Intensive clinical support is provided for all students, and individual and small group counseling is available to all students. Programs are located in local school buildings or on the BOCES campus in Yorktown. As of October 6, 2012, no students attended this program. Currently one student attends the Learning Center at Fox Meadow.

Approved Private Day Schools

When the needs of a student with a disability cannot be met in a program operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive approved private day or residential placements. These schools are approved by the New York State Education Department and provide highly individualized programs with intense supervision and structure. Since last year, students who are residents of the Edgemont Union Free School District have been or are currently enrolled in the Clear View School in Briarcliff Manor, New York, Community School in Teaneck, New Jersey, Eagle Hill School in Greenwich, Connecticut, and the New York School for the Deaf in White Plains, New York.

Approved Residential Schools

Summit School

This program services students with emotional needs in either a day or residential setting. This program is highly structured with intensive supports, a low student to teacher ratio and individualized programs. The program prepares students to take a Regents level curriculum. Related services are provided and include speech and language, occupational therapy, physical therapy and counseling. Currently one student attends this program.

Devereux Beneto

The Devereux Beneto Center specializes in the treatment of children, teenagers, and young adults with emotional and psychological challenges. Currently there is one student attending this residential program in Pennsylvania.

The Charlton School

The Charlton School is a residential treatment facility for emotionally troubled adolescent females located in Burnt Hills, New York. Currently there is one student attending this residential program.

Home/Hospital Instruction

Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. Elementary students receive five hours of services a week while students at the secondary level receive ten hours a week.

Educational Placement Data

On October 6, 2010, 233 students were being serviced through the Committee on Special Education; 226 students were serviced in regular school-based programs in buildings attended by disabled and non-disabled students and 7 students were in separate schools. (See attachment C.)

Attachment D shows the breakdown of school-age students by disability receiving special education services on October 6, 2010.

On October 5, 2011, 236 students were being serviced through the Committee on Special Education; 232 students were serviced in regular school-based programs in buildings attended by disabled and non-disabled students and 4 students were in separate schools. (See attachment E.)

Attachment F shows the breakdown of school-age students by disability receiving special education services on October 5, 2011.

Edgemont School District Continuum of Special Services

Least Restrictive



Most Restrictive

- Related Services
- Consultant Teacher
- Resource Room Program
- Integrated Co-Teaching Services (optional)
- Special Class
- Out-of-District Placement

The Committee on Special Education classifies students who have been identified as having a disability according to the following classifications of the Commissioner's Regulations:

DESCRIPTION OF CLASSIFICATIONS

Student with a disability means a student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined, in Part 200.1 (Definitions) as follows:

- (1) *Autism* means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, which adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
- (2) *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student's educational performance.
- (3) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
- (4) *Emotional Disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
 - (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
 - (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - (iii) inappropriate types of behavior or feelings under normal circumstances;

- (iv) a general pervasive mood of unhappiness or depression; or
- (v) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

- (5) *Hearing Impairment* means impairment in hearing, whether permanent or fluctuating, which adversely affects the child's educational performance but that is not included under the definition of deafness in this section.
- (6) *Learning Disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.
- (7) *Intellectual Disability* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.
- (8) *Multiple Disabilities* means concomitant impairments (such as mental retardation, blindness, mental retardation-orthopedic impairments, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
- (9) *Orthopedic Impairment* means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
- (10) *Other Health Impairment* means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition,

tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

- (11) *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.
- (12) *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.
- (13) *Visual impairment including blindness* means impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

EVALUATION OF PROGRAM OBJECTIVES

In evaluating the extent to which program objectives have been achieved, the Office of Special Education Services will review performance data and information, from a variety of sources, regarding the provision of special education programs and services to Edgemont School District students with disabilities. Among the information to be analyzed are the following:

- Special education data collected through the Student Information Repository System (Special Education Snapshot, School Enrollment, Student Demographic, and Program Facts templates)
- Special education data reports (PD 6, PD 8)
- Special education data collected in connection with the State Performance Plan (Indicators 7, 8, 11, 12, 13, 14)
- Performance of Edgemont School District students with disabilities on State assessments
- Percentage of students with disabilities earning high school diplomas
- Edgemont School District school report cards
- Individual student performance data from annual reviews and re-evaluations
- Progress toward mastery of IEP goals and benchmarks
- Reports and comments from stakeholders

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the Edgemont Union Free School District to ensure, to the fullest extent possible, that students with disabilities residing in the district shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a representative of the Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District will continue to provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools.

The District will also consult and collaborate, upon request, with Southern Westchester BOCES in developing a special education space requirements plan in accordance with Education Law, section 1950 (17). This plan, completed every five years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with non-disabled peers.

ALTERNATIVE FORMAT PROCEDURES

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students.

Alternative Format Procedures

- Alternative format is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that is needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.
- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.

BUDGET

Each year the Department of Special Services prepares a budget to support the needs of the students with disabilities. The budget includes materials, supplies, equipment, contractual expenses, and tuition. The budget is reviewed and approved as part of the District's budget process.

On the following page is a summary of special education program costs for District accounts from the 2011-2012 budget.

The proposed budget for 2012-2013 was presented at the Board of Education Meeting on January 24, 2012.

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Instruction - Special Education

Code	Account	2009-10 Budget	2009-10 Expended	2010-11 Budget	2010-11 Anticipated	2011-12 Budget Detail	Difference from previous budget
A 2250 401 00 0000	Contracted Services	250,000	197,883	213,000	255,000	268,390	In-District OT, PT, District of Location, costs, speech therapy, nursing, etc.
A 2250 460 00 0000	Tuition - Public	674,099	475,037	416,377	710,474	1,168,999	10 current placements, 6 new placements
A 2250 470 00 0000	Tuition - Private	217,332	262,610	177,504	408,562	369,417	9 placements
A 2250 471 00 0000	Tuition - Residential	60,000	49,276	21,500	149,386	161,165	4 placements
A 2250 490 00 0000	BOCES - Project AIIM	605,977	236,480	432,342	180,143	449,292	2 continuing and 4 new placements
A 2250 491 00 0000	BOCES Coser 230 Intensive S	141,555	134,600	147,216	55,722	0	
A 2250 492 00 0000	BOCES Coser 530	145,000	248,208	164,000	124,965	134,274	Related services for Project AIIM
A 2250 493 00 0000	BOCES Coser 231& 235	437,612	308,667	665,460	197,081	277,313	2 continuing and 2 new placements
A 2250 494 00 0000	BOCES Coser 370 Assessment	10,000	4,751	10,000	6,628	10,000	Psychiatric evaluations
A 2250 495 00 0000	BOCES Coser 842	25,000	0	25,000	0	0	
A 2250 496 00 0000	BOCES Coser 201 Multiply Dis	61,060	51,901	0	0	0	
A 2250 497 00 0000	BOCES Coser 611IEP Direct	10,130	10,130	10,231	10,231	10,477	
A 2250 498 00 0000	BOCES Coser 102 Basic Occ	24,198	0	24,688	0	0	
A 2255 150 01 0000	Inst Serv - Special Ed	1,253,565	1,176,734	1,252,406	1,292,600	1,303,748	
A 2255 150 02 0000	Inst Serv - Special Ed.	475,876	505,379	478,236	453,900	497,489	
A 2255 150 03 0000	Inst Serv - Special Ed.	307,463	345,197	482,570	525,500	567,380	
A 2255 150 04 0000	S/C Class - Instructional Salary	105,475	89,788	101,373	0	0	
A 2255 151 01 0000	Inst Sal Special Ed	0	0	15,000	0	0	
A 2255 160 00 0000	Teacher Aids - DW	713,071	554,793	639,969	639,969	672,437	
A 2255 203 01 0000	Equipment	0	0	630	314	0	
A 2255 203 04 0000	Equipment	1,000	5,794	1,000	0	0	
A 2255 450 01 0000	Supplies - Resource Room	2,683	2,412	2,555	2,797	1,008	Replacement supplies, Instr. Software
A 2255 450 02 0000	Supplies - Resource Room	5,000	3,065	2,500	1,739	2,500	Replacement of consumable supplies
A 2255 450 03 0000	Supplies - Resource Room	1,700	310	1,700	1,266	1,500	Replacement of consumable supplies
A 2255 450 04 0000	Supplies - Resource Room	500	926	500	0	0	Replacement of consumable supplies
A 2255 480 01 0000	Textbooks	715	708	98	17	0	Math and social studies textbooks
A 2255 505 01 0000	Workbooks	264	251	316	0	121	Science materials for self-contained class
A 2256 201 00 0000	Equipment - CSE	8,505	4,558	8,505	2,500	5,000	FM equipment & CD players
A 2256 401 00 0000	Repairs and SC	1,000	333	1,000	500	1,000	Service for FM equipment
A 2256 404 00 0000	Postage	2,350	2,000	2,350	2,100	2,350	
A 2256 407 00 0000	Travel and Conferences	1,800	0	1,800	1,400	1,800	
A 2256 418 00 0000	Physical Examinations	0	0	0	0	0	
A 2256 450 00 0000	Supplies - CSE	1,800	10,678	1,800	2,300	2,100	Replacement supplies & student folders
A 2256 487 00 0000	Consultations/Evals. - DW	8,640	3,600	8,640	8,640	8,640	Ed. Evaluations not completed by BOCES
A 2256 509 00 0000	Psych/Educational Testing	3,000	156	3,000	2,974	3,200	Replacement materials
A 2256 515 00 0000	Prof. Books/Memberships	1,500	1,459	1,500	1,400	1,500	
A 9901 000 00 0000	Transfer to Special Aid Fund	23,000	15,958	106,250	37,000	70,000	3 placements summer maintenance & 20% summer excess costs
A 2256	New Special Education Self-Contained Class					-300,000	
Summary: Instruction - Special Education		5,580,870	4,703,642	5,421,016	5,075,108	5,691,100	270,084

ATTACHMENTS

- A. Educational Placement of Preschool Students with Disabilities as of October 6, 2010.
- B. Educational Placement of Preschool Students with Disabilities as of October 5, 2011.
- C. Educational Placement of School-Aged Students with Disabilities as of October 6, 2010.
- D. School-Age Students with Disabilities Receiving Special Education Services on October 6, 2010.
- E. Educational Placement of School-Aged Students with Disabilities as of October 5, 2011.
- F. School-Age Students with Disabilities Receiving Special Education Services on October 5, 2011.

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**EDUCATIONAL PLACEMENT OF PRESCHOOL STUDENTS WITH
DISABILITIES AS OF OCTOBER 6, 2010**

		A	B	C	D	E	F	G	H	
Educational Environment ¹		Age 3	Age 4	Total # of Students Ages 3-4 (October 6, 2010)	Total # of Students Ages 3-4 (October 7, 2009)	Reasonability Check *	Male	Female	Total Gender	
(1.0) Students Attending Regular Early Childhood Program	(1.1) In the Regular Early Childhood Program at Least 80% of Time.	13	7	20	18		13	7	20	
	(1.2) In the Regular Early Childhood Program at Least 40% to 79% of Time.	2	2	4	5		3	1	4	
	(1.3) In the Regular Early Childhood Program Less than 40% of Time.	0	2	2	2		0	2	2	
(2.0) Students Not Attending a Regular Early Childhood Program	Attending a Special Education Program	(2.1) Separate Class	6	3	9	6		7	2	9
		(2.2) Separate School	1	2	3	1		1	2	3
		(2.3) Residential Facility	0	0	0	0		0	0	0
	Not Attending a Special Education Program	(2.4) Home	0	1	1	1		0	1	1
		(2.5) Service Providers Location	0	0	0	0		0	0	0
(3.0) Total		22	17	39	33		24	15	39	

**EDUCATIONAL PLACEMENT OF PRESCHOOL STUDENTS WITH
DISABILITIES AS OF OCTOBER 5, 2011**

Educational Environment		A	B	C	D	E	F	G	H
		Age 3	Age 4	Total # of Students Ages 3-4 (October 5, 2011)	Total # of Students Ages 3-4 (October 6, 2010)	Reasonability Check *	Male	Female	Total Gender
Attending a 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	2	3	5			4	1	5
	and receiving the majority of hours of special education and related services in some other location.	4	8	12			7	5	12
Attending a regular early childhood program for less than 10 hours a week	and receiving the majority of hours of special education and related services in the regular early childhood program	1	0	1			1	0	1
	and receiving the majority of hours of special education and related services in some other location	2	1	3			2	1	3
Separate Class		3	4	7	9		4	3	7
Separate School		2	2	4	3		4	0	4
Residential Facility		0	0	0	0		0	0	0
Home		0	1	1	1		0	1	1
Service Providers Location		0	0	0	0		0	0	0
(3.0) Total		14	19	33	39		22	11	33

* Discrepancies of plus or minus 10 students **and** 10 percent between October 5, 2011 and October 6, 2010 data are identified with asterisks in the Reasonability Check Column. Each identified discrepancy in the Reasonability Check Column will require an explanation after data are certified.

**Educational Placement of School-Aged Students with Disabilities as of
October 6, 2010**

Table 1: In regular school-based programs in buildings attended by disabled and nondisabled students

Line Number	Time INSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	80% or more	13	59	27	56	1	156
02	40% to 79%	0	28	13	15	0	56
03	Less than 40%	4	6	0	1	3	14
04	<i>Total</i>	17	93	40	72	4	226

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Separate School	0	0	3	3	1	7
02	Residential Facility	0	0	0	0	0	0
03	Hospital (In-patient)	0	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0	0
05	<i>Total</i>	0	0	3	3	1	7

Table 3: In Other Specific Settings. School districts do not place students in these settings. Instead, students are in these settings because of court decisions or parental choice.

		A	B	C	D	E	F
Line Number	Type of Setting	Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Incarcerated in County Correctional Facilities*	0	0	0	0	0	0
02	Home Schooled at Parental Choice	0	0	0	0	0	0
03	Parentally Placed in Nonpublic School-Receiving Special Education	0	0	0	0	0	0
04	Parentally Placed in Nonpublic School-Not Receiving Special Education Services	0	0	0	0	0	0
05	<i>Total</i>	0	0	0	0	0	0

**SCHOOL-AGE STUDENTS WITH DISABILITIES
RECEIVING SPECIAL EDUCATION SERVICES
ON OCTOBER 6, 2010**

OCTOBER 2010 SNAPSHOT

SCHOOL-AGE STUDENTS BY DISABILITY	# OF STUDENTS
Autism	5
Emotional Disturbance	11
Learning Disability	64
Intellectual Disability	1
Deafness	0
Hearing Impaired	3
Speech or Language Impairment	56
Visual Impairment (includes Blindness)	1
Orthopedic Impairment	2
Other Health Impairment	88
Multiple Disabilities	2
Deaf-Blindness	0
Traumatic Brain Injury	0
TOTAL	233

**EDUCATIONAL PLACEMENT OF SCHOOL-AGED STUDENTS WITH
DISABILITIES AS OF OCTOBER 5, 2011**

Ages 6 – 21

Table 1: In regular school-based programs in buildings attended by disabled and nondisabled students

		A	B	C	D	E	F
Line Number	Time INSIDE regular classroom	Age Group				Total	Total (10/6/10)
		6-11	12-13	14-17	18-21		
01	80% or more	54	32	64	0	150	156
02	40% to 79%	31	1	26	0	58	56
03	Less than 40%	7	1	1	1	10	14
04	<i>Total</i>	92	34	91	1	218	226

Table 2: In Separate Settings Outside of regular school facilities, in buildings that are attended by students with disabilities only. Line 4 includes students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice are reported in Table 3.

		A	B	C	D	E	F
Line Number	Type of Setting	Age Group				Total	Total (10/6/10)
		6-11	12-13	14-17	18-21		
01	Separate School	0	0	1	0	1	7
02	Residential Facility	0	0	1	1	2	0
03	Hospital (In-patient)	0	0	0	0	0	0
04	Home Placement by CSE	0	0	0	0	0	0
05	<i>Total</i>	0	0	2	1	3	7

**EDUCATIONAL PLACEMENT OF SCHOOL-AGED STUDENTS WITH
DISABILITIES AS OF OCTOBER 5, 2011**

Ages 4-5

This report includes all students reported in the 4-5 year old age group in Report 14A by gender and limited English proficient status. The Totals (Columns C and F) for each Line in this Report match the Total Column on each Line of Report 14A.

Line Number	Educational Environment	A	B	C	D	E	F
		Gender for Ages 4-5			Limited English Proficiency (LEP) Status for Ages 4-5		
		Male	Female	Total	Yes	No	Total
1	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in the regular classroom.	0	0	0	0	0	0
2	Parentally placed in a nonpublic elementary school and receiving majority of hours of special education and related services in some other location.	0	0	0	0	0	0
3	Parentally placed in a nonpublic elementary school and NOT receiving publicly funded special education and related services.	0	0	0	0	0	0
4	Attending a kindergarten, 1st 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.	1	1	2	0	2	2
5	Attending a kindergarten, 1st 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 some other location.	10	2	12	0	12	12
6	Attending a kindergarten, 1st grade or other regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related in the regular early childhood program.	0	0	0	0	0	0
7	Attending a kindergarten, 1st grade or other regular early childhood program for less than 10 hours a week and receiving the majority of hours of special education and related services in some other location.	0	0	0	0	0	0
8	Separate Class	0	0	0	0	0	0
9	Separate School	0	1	1	0	1	1
10	Residential Facility	0	0	0	0	0	0
11	Home	0	0	0	0	0	0
12	Service Provider Location or some other location that is not in any other code.	0	0	0	0	0	0
13	Total	11	4	15	0	15	15

**SCHOOL-AGE STUDENTS WITH DISABILITIES
RECEIVING SPECIAL EDUCATION SERVICES
ON OCTOBER 5, 2011**

OCTOBER 2011 SNAPSHOT

SCHOOL-AGE STUDENTS BY DISABILITY	# OF STUDENTS
Autism	5
Emotional Disturbance	12
Learning Disability	69
Intellectual Disability	1
Deafness	1
Hearing Impaired	2
Speech or Language Impairment	57
Visual Impairment (includes Blindness)	1
Orthopedic Impairment	2
Other Health Impairment	83
Multiple Disabilities	3
Deaf-Blindness	0
Traumatic Brain Injury	0
TOTAL	236