

Pioneer Central School District - Special Education Plan Updated 12-6-10

Pioneer is committed to providing special education services and programs to students with disabilities in the least restrictive education setting appropriate for each student. We currently provide a range of school-age special education programs spanning the placement continuum, as follows:

Regular education setting with special education Consultant Teacher support, including a Teacher of the Blind and Partially Sighted (“TBPS”), as well as a Teacher of the Deaf (“ToD”), when/if indicated. In some instances an integrated co-teaching model is used (district-wide). One of the Consultant Teachers, and the TBPS as well as the ToD are BOCES employees. Also when indicated, paraprofessional assistance is used to support inclusion of students with special needs in the regular education setting.

Resource Room services, sometimes in combination with Consultant Teacher services (district-wide).

15:1 classes, Pioneer-operated, subject-specific, for grades 9-12 in the high school.

15:1 / 12:1:1 Pioneer-operated classes in grades 7-8, through two middle school teachers.

12:1:1 classes (one for grades K-1 and one for grades 2-3, both BOCES-operated and one Pioneer-operated class for grade 4, in Delevan; one grades 5-6 Pioneer class in the middle school; one BOCES-operated class in the high school).

8:1:1 classes (one BOCES-operated K-2 in Delevan; two BOCES-operated classes in the middle school: one 5th-6th and one 7th-8th grades; one BOCES-operated and three Pioneer-operated core subject classes in the high school, working collaboratively as the “Panther Project” for grades 9-12).

6:1:1 classes (one operated by Pioneer in Arcade for primary level students with autism spectrum disorders; one operated by BOCES in Delevan for students in grades 2-4 with intensive emotional and behavior management needs).

12:1/3:1 classes (one in the middle school; one in the high school – both Pioneer-operated for students with significant developmental and/or physical disabilities);

When in-district options are not sufficiently structured, specialized and/or self-contained to meet the needs of school-age students with severe disabilities, the district utilizes out-of-district programming options, including: Erie 2 BOCES; C/A BOCES (6:1:1 class for 4th-7th grades in Salamanca); Aspire’s Center for Learning; the Stanley Falk School; Randolph Academy; Gateway-Longview’s Day School/Treatment Program; Baker-Victory’s Day Treatment Program; the League for the Handicapped; Autistic Services; the Cantalician Center for Learning; and St. Mary’s School for the Deaf.

Pioneer also provides Home Instruction and related services for two medically fragile students.

When needed to ensure placement in the least restrictive setting, we provide 1:1 aide services. We also provide related services (e.g., occupational therapy, speech therapy, physical therapy, counseling, adapted physical education, orientation and mobility training, and assistive technology services) when indicated.

When necessary, small vehicles are used for transportation to/from school; bus aides are utilized when needed. Wheelchair vans are used as needed.

Some neighboring school districts have contracted directly with Pioneer for programming unavailable to those districts. Six current students were placed by the CSE's of other districts in Pioneer's more intensive special class settings.

Pioneer also endeavors to enable students with special needs to have equal access to participation in school-sponsored activities that occur after school.

Pioneer is responsible for coordinating provision of preschool special education programs and services, which are provided by approved private agencies and BOCES. Special Education Itinerant Teacher (SEIT) services, separately or in combination with related services, are designed to enable students to participate in normative early childhood settings. Some preschool students with a disability require only related services. Currently two private agencies (Springville League for the Handicapped and Gateway-Longview Therapeutic Preschool) and BOCES are utilized when students require a special class in an integrated setting or a special class in a separate setting.

We evaluate our programs and services in two ways: by monitoring individual student progress toward accomplishment of IEP goals and objectives; and by monitoring program achievement relative to NYSED's special education performance indicators, including parent satisfaction surveys.

As an integral aspect of the budgeting process, the district annually projects special education program, service and space needs, and, as part of that process, collaboratively plans with BOCES to fulfill those needs. The district's special education plan is consistent with the current space requirements plan developed by BOCES. The district will provide input into the development of the next five year regional space requirements plan, thus ensuring that anticipated needs are accounted for and that our district plan is consistent with that of the region.

The district ensures that all instructional materials are 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. In particular, we have extensive material and equipment, software and specialized personnel resources to help us fulfill these important responsibilities to students with visual impairments.

The district's special education program (excluding federal IDEA grants) expenditure in 2009-10 was \$5,813,819. The corresponding budget projection for 2010-11 is \$5,834,499.