

Program Descriptions

Pre-School Special Education

Evaluations and specially planned individual or group instructional services or programs are provided to eligible children, ages 3-5, who have a disability that affects their learning. The Frank Pierce Early Childhood Center is one of three New York State approved pre-school evaluation sites in Steuben County.

An eligible child classified as a “Pre-schooler with a disability”, can receive one or more of the following special education programs and/or services recommended by the CPSE including, but not limited to: speech therapy, occupational therapy, physical therapy, parent education, counseling, special education itinerant teacher or special class.

Consultant Teacher (CT) Services

Consultant Teacher services can be direct and/or indirect and are provided by a certified special education teacher to students identified with a disability. Consultant Teacher services are provided to a student while he or she is participating and progressing in the general education curriculum. The consultant teacher works with general education staff to modify and adapt curriculum as necessary to meet individual student needs. The minimal amount of time for Consultant Teacher services is two hours weekly (this can be combined direct and indirect).

Direct CT:

Special Education teacher provides the support to the student in the general education classroom.

Indirect CT:

Special Education teacher consults with the general education teacher to provide support for a student.

Integrated Co-Teaching

Integrated Co-Teaching is special education services provided by a certified special education teacher to a group of students with disabilities in a general education classroom. Integrated Co-Teaching needs to be designated by content area and indicated on the IEP. The maximum number of students with disabilities in one classroom shall not exceed 12 classified students. The classroom is staffed by a special education teacher and a general education teacher.

Resource Room Services

Resource room is a specially designed classroom staffed by a certified special education teacher, who provides individual or small group supplemental instruction to students classified as having a disability. Resource room teachers collaborate with the students' general education teachers. Each student receives no less than 3 hours of resource room support per week which can be provided in the resource room setting or a combination of the resource room setting and the general education classroom. Most students in the district receive between 3 and 5 hours of instruction per week. The maximum number of students in an instructional group may not exceed 5 students per teacher. Supplemental or specialized instruction is utilized to help the student progress in the general education curriculum while addressing the individual needs stated in the Individual Education Program (IEP).

Special Class/Self-Contained Services

Special class means an instructional group consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. Self-contained setting means students are receiving their primary instruction separate from their nondisabled peers.

15:1 Services

The 15:1 program is designed for students with disabilities who need individualized instruction and/or a smaller class size. There may be up to 15 students in the class with one full time certified special education teacher. Instruction is prescribed in each student's IEP and is conducted in a supportive, self-contained environment. Students in a 15:1 program are working towards grade level expectations with additional individualized instruction that is adapted to their instructional level. At the secondary level, students continue to work towards a Regents level diploma.

12:1:1 Academic Delay (AD) Services

The 12:1:1 AD program is specifically designed for students with significant learning difficulties. There may be up to 12 students in the class with a full time certified special education teacher and at least one teaching assistant. The student's program includes instruction that will follow New York State Learning Standards with a focus on skills of daily living. This program provides a high level of classroom structure with adult support. Supports such as social skills training, visual environmental cues and alternative communication devices allow for student success. Collaboration among the Special Education Teacher, Speech- Language Pathologist, Occupational Therapist/Assistant and the Physical Therapist fosters the development of skills and support for the individual student in the specialized areas of communication, socialization, sensory-motor processing, behavior management, and academics.

At the elementary level transitional services support the student from one classroom to the next. At the high school level there are transitional services preparing students for the working environment.

12:1:4 Services

The 12:1:4 program is designed for the multiply disabled student who needs highly structured and individualized instruction. There may be up to 12 students in the class with a full time certified special education teacher and a ratio of at least one teaching assistant for every three students. The curriculum focuses on functional academic skills geared to the individual student's grade level and ability and is based on the New York State Alternative Assessment Standards, independent living skills and pre-vocational/vocational experiences. Collaboration among the Special Education Teacher, Speech- Language Pathologist, Occupational Therapist/Assistant and the Physical Therapist fosters the development of skills and support for the individual student in the specialized areas of communication, socialization, sensory-motor processing, behavior management, and academics.

8:1:2 Services

The 8:1:2 program is designed for elementary students who need a highly structured classroom environment incorporating positive behavior supports. Collaboration among the Special Education Teacher, Speech- Language Pathologist, Occupational Therapist/Assistant, Physical Therapist and the autism psychologist fosters the development of skills and support for the individual student in the specialized areas of communication, socialization, sensory-motor processing, behavior management, and academics. The curriculum corresponds with guidelines from the NYS Autism Program Quality Indicators (APQI) and the NYS Standards for Elementary Education.

12:1:1 ED Services

The 12:1:1 ED program is designed for students whose learning is significantly impacted by both their emotional and behavior management needs. There may be up to 12 students in the class with a full time certified special education teacher and at least one teaching assistant. Students in a 12:1:1 ED program are working towards grade level expectations with additional individualized instruction that is adapted to meet their learning and behavioral needs. At the secondary level, students continue to work towards a Regents level diploma.

8:1:1 ED Services

The 8:1:1 ED program is designed for students whose learning is significantly impacted by both their emotional and behavior management needs. There may be up to 8 students in the class with a full time certified special education teacher and at least one teaching assistant. Students in an 8:1:1 ED program are working towards grade level expectations with additional individualized instruction that is adapted to meet their learning and behavioral needs. At the secondary level, students continue to work towards a Regents level diploma.

6:1:1 ED Services

The 6:1:1 ED program is a therapeutic environment designed for students whose learning is significantly impacted by both their emotional and behavior management needs. There is a maximum class size of 6 students with a full time certified special education teacher and at least one teaching assistant. In addition, a certified social worker provides individual, group and family counseling as well as daily classroom support. Students in a 6:1:1 ED program are working towards grade level expectations with additional individualized instruction that is adapted to meet their learning and behavioral needs. At the secondary level, students continue to work towards a Regents level diploma.

Special Education Related Services

Related Services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.

Related services most commonly accessed in the Corning-Painted Post Area School District include but are not limited to: speech and language therapy, occupational therapy, physical therapy, counseling, skilled nursing, visually/hearing impaired services, interpreting services, and adaptive physical education.

Speech and Language Therapy

Speech and Language services are direct and indirect services provided by a certified Speech/Language Pathologist or Teachers of Students with Speech and Language Disabilities. Speech and Language services are provided to students ages 2.5-21 who have been identified by the CPSE/CSE as having a communication difficulty.

Speech/Language Pathologists and Teachers of Students with Speech and Language Disabilities may see students in individual sessions, small groups, or in the classroom using a collaborative model. Indirect services are provided to the classroom teacher(s) in a consultation model.

Occupational Therapy (OT)

Occupational Therapists (OT) and Certified Occupational Therapy Assistants (COTA) are part of the education team within the school district. Occupational therapy services can be provided in a variety of ways as determined by the CPSE/CSE for students identified as having a fine motor, self-help or sensory processing deficit. Based on educational needs, time may be used to work directly with the student, consult with the teaching staff or parent, and to address equipment/modification needs. Occupational Therapists and Certified Occupational Therapy Assistants support academic outcomes.

Physical Therapy (PT)

Physical Therapy is a related service provided to students who have been identified by the CPSE/CSE as having need related to positioning and mobility. Physical Therapists provide environmental modifications for students in order to enhance the academic success of the student. Physical therapy services address a student's range of motion, strength, posture, balance and equilibrium as it relates to gross motor development and mobility in the school environment. In addition, Physical Therapists are available to consult with families and school personnel to ensure successful participation in the school environment.

Counseling

Counseling support is provided by district Social Workers. Counseling sessions may be individual or group. The frequency and type is indicated by the students' IEP.

Skilled Nursing

School nurses provide necessary services to students throughout the school day as indicated by the IEP.

Visually Impaired/Hearing Impaired Services

Students with significant visual or hearing concerns may receive additional support from a certified teacher of the vision or hearing impaired. The services may either be direct support working with the student or working in collaboration with the classroom teacher. The Corning-Painted Post Area School District typically contracts with GS BOCES for these services.

Interpreting Services

Students requiring an interpreter to allow them to participate in the school environment will be provided as indicated by the IEP.

Adaptive Physical Education

Adaptive physical education means a specially designed program of developmental activities suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation and the activities of the regular physical education program. Students will receive adaptive physical education as indicated by their IEP.