



SPECIAL EDUCATION

District Plan

November 1, 2018-October 31, 2020

ADOPTED BY THE BOARD OF EDUCATION ON:

August 9, 2018

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TBD
Director of Special Education

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INTRODUCTION

Section 200.2 of the Regulations of the Commissioner of Education mandates that each Board of Education which receives an apportionment for students with disabilities pursuant to subdivision 19 of Section 3602 of the Education Law, or preschool children with disabilities pursuant to Section 4410 of the Education Law, shall use such apportionments for special education programs and services which are in accordance with the provision of Part 200.

Each Board of Education that receives such apportionment shall prepare a written plan in regard to special education. The Plan is to be completed by November 1, 1998 and by November 1 every second year thereafter. The present Plan, upon adoption by the Cincinnati Central School Board of Education, shall be on file (personally identifiable student information deleted) in the Special Education District Office and available for public inspection and review by the Commissioner 8NYCRR200.2.C.(3).

The Cincinnati Central School District Plan for Special Education **2018-2020** meets the requirements of the Commissioner. Questions or comments on this plan should be directed to the Committee on Special Education (CSE), the Committee on Preschool Special Education (CPSE), or the Board of Education.

PURPOSES FOR THIS PLAN

- Serve as the District Plan for the two-year period November 1, 2018 through October 31, 2020 as required by State law as a condition for receiving funding 8NYCRR200.2.
- Provide interested residents and staff of the Cincinnati Central School District an informational document explaining how the District services children with disabilities.
- Provide a working document upon which we identify and improve weaknesses, build program capacity, and set priorities for the future.

NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS

School age students and preschool students with disabilities are afforded the full range of educational programs according to individual need. The variety of educational programs available represents a continuum from regular education to more restrictive special education. Programs within Cincinnati Central School District currently meet the needs of **approximately 83%** of students identified as having a disability in the building the student would normally attend. This represents a significant commitment to educating resident students in the least restrictive environment. In addition to school age students with disabilities attending their home school for services, **68%** of preschool students with disabilities are educated in the district UPK program.

REGULAR EDUCATION PROGRAMS

Part 100 Regulations of the Commissioner of Education affirms that, “students with educational disabilities are entitled to participate in curricular and extracurricular activities to the extent appropriate to their individual needs,” (8NYCRR100.2). It also states that, “students with

educational disabilities must have access to the full range of programs and services...to the extent appropriate to their individual needs,” (8NYCRR100.2). The Cincinnatus Central School District provides the following regular education programs and services:

Screening Program: The Cincinnatus Central School District is responsible for screening all new entrants and other qualifying students according to the Education Law. One of the purposes of screening is to identify students that might have an educational disability or to identify students who are in need of a more in-depth evaluation to determine if special services may be required (8NYCRR117.3).

Regular Education Classes: Students with disabilities are mainstreamed into regular education classes to the maximum extent appropriate to ensure the opportunity to earn a high school diploma, as well as to fully implement the concept of “least restrictive environment,” (8NYCRR200.1 and 200.6). Currently, all special education students served within district-run programs are involved in some mainstreaming that was recommended by the Committee on Special Education. Given the unique learning needs of students identified by the CSE, the requirements within the regular classroom may need to be modified to ensure that successful mainstreaming takes place. Part 100 requires that, “...instructional techniques and materials must be modified to the appropriate degree to allow students with educational disabilities to meet diploma requirements,” (8NYCRR100.2). Committees on Special Education are required to review, at least annually, the appropriateness of such modifications. The Cincinnatus CSE states on the IEP which curricular areas need to be modified and any alternative testing techniques that needs to be utilized. Teachers, students, and parents then work collaboratively to implement specific classroom modifications for each area identified by the CSE.

Remedial Programs: Students with disabilities who qualify for any remedial program (e.g. Academic Intervention Services) are enrolled in these programs based on recommendation of the remedial program administrator. The CSE will consider the unique needs of each student and the cohesiveness of the student’s total program with determining if the student will participate in any district remedial program, or receive assistance through the special education program when he or she qualifies for both.

Extracurricular Activities: Students with disabilities are encouraged to participate in appropriate extracurricular activities in order to provide the opportunity to fully benefit from all educational experiences. The full range of extracurricular activities is open to all students with disabilities who are otherwise qualified to participate.

Guidance Program: The District provides guidance services to all students, including those with disabilities, on at least an annual basis. Guidance plans are written for all students with disabilities and guidance counselors play an active role in planning for the transition to post-secondary career plans. Guidance counselors are also central in working on attendance problems, academic concerns, and behavioral problems.

Speech and Language Improvement Services: Students identified by the District speech therapists who experience communication difficulties (dysfluency, impaired articulation, and language or voice disorders) that do not have an educational disability may receive speech

improvement services. The service is focused toward each child's deficit areas in an attempt to correct the speech or language problem before it hinders learning. Children are usually seen one to two times per week for approximately 20-30 minutes in small groups. The Speech/Language therapists in consultation with the classroom teacher and the parent initiate recommendation for dismissal from the program.

Educationally Related Support Services: Temporary psychological services and non-career counseling services are offered to students with the intention of helping them remain in regular education in addition to the other educationally related support services listed above.

Declassification Support Services: This service is provided to students and/or student's teachers when a student transitions from special education programs and services to full-time regular education. This is recommended by the CSE. Support may be provided to the student's teacher including services of a teacher aide or consultation with appropriate personnel.

SPECIAL EDUCATION PROGRAMS

Special education is specially designed instruction or special services to meet the unique needs of students identified by the CSE as having a disability that interferes with grade appropriate academic progress. Any aspect of the special education continuum is available to each eligible student as determined by the CSE. Movement from one program to another is possible through ongoing evaluation of each student's abilities and needs. The type of program provided to each individual student is listed on the student's Individualized Education Program (IEP). Preschool children identified by the CPSE are provided appropriate itinerant services in regular preschool settings or are served in special preschool settings.

Transitional Support Services: are provided when a student moves to a less restrictive setting as indicated on the IEP. Transitional services are not direct services to the student but rather are consultation and training provided to the student's teacher. The district provides this service as needed.

- Cincinnatus Special Education Staff
- BOCES Special Education Staff
- Private Consultants

Related Services: assist students to achieve in their educational programs and are recommended by the Committee on Special Education. Students are grouped by similarity of need within a maximum group of five students per provider. A variety of related services are available to students that include, but are not limited to:

- Speech and language services
 - Full Time Speech Pathologist All Cincinnatus CSD Students
 - BOCES Part Time Speech Therapist Elementary and Middle School Students
 - BOCES Providers BOCES Students
 - Preschool Providers Preschool Students

- Psychological, Social Work, and Counseling Services
 - Full Time Social Worker Cincinnatus CSD Students
 - **Full Time Social Worker** **Cincinnatus CSD Students**
 - Full Time Guidance Middle School Students
 - Full Time Guidance High School Students
 - BOCES Providers BOCES Students
 - Preschool Providers Preschool Students
- Occupational therapy
 - Part Time OT Elementary and Middle School Students
 - BOCES Providers BOCES Students
 - Preschool Providers Preschool Students
- Physical therapy
 - Part Time PT Elementary and Middle School Students
 - BOCES Providers BOCES Students
 - Preschool Providers Preschool Student
- Audiology Services
 - BOCES Part Time Audiologist Cincinnatus CSD and BOCES Students
 - BOCES Providers BOCES Students
 - Preschool Providers Preschool Students
- Nursing Services
 - Full Time School Nurse Cincinnatus CSD Students
 - BOCES Nurses BOCES Students
 - Preschool Nurses Preschool Students
- Interpreter for the Deaf
 - BOCES Providers Cincinnatus CSD and BOCES Students
- Teacher of the Deaf
 - BOCES Providers Cincinnatus CSD and BOCES Students
- Teacher of the Visually Impaired
 - BOCES Providers Cincinnatus CSD and BOCES Students

Consultant Teacher Service is provided to students who are enrolled in a full-time regular education classroom. The service can be provided either in a direct or an indirect manner. Direct consultant teacher service means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such student to benefit from the student's regular education classes. Indirect consultant teacher means consultation provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes. Nondisabled students can benefit from the services of a consultant teacher at the request of the classroom teacher, and upon approval by administration.

Resource Room Programs means a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. No credit for

coursework may be awarded as a result of resource room instruction. Students are grouped by similarity of need and there may be no more than five students per instructional group. The program must be recommended for at least three hours per week but cannot exceed 50% of the instructional day. A maximum of twenty students with educational disabilities may be assigned to each resource room teacher in grade K-6 and twenty-five students in grades 7-12. The resource room program offers support services for the student who is unable to acquire certain skills in the regular classroom setting. Students develop knowledge in their deficit areas, learning strategies, study skills, and test taking skills to enhance their success in the regular classroom. Students are grouped according to need in Resource Rooms with a 5:1 ratio and may receive Direct or Indirect Consultant Teacher services within the general education classroom in addition to resource room service.

- Resource Room/Consultant Teachers
 - Full Time SE Teacher Grades K-3
 - Full Time SE Teacher Grades 1-4
 - Full Time SE Teacher Grades 5-6
 - **Full Time SE Teacher Grades 7-8**
 - **Full Time SE Teacher Grades 7-8**
 - Full Time SE Teacher Grades 9-10
 - **Full Time SE Teacher Grades 9-11**
 - Full Time SE Teacher Grades 10-12

Special Class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. Students are recommended for special class instruction when the CSE determines that they can no longer succeed academically in a regular classroom with supplemental aides or support services due to their individual needs. Special class services within the Cincinnati CSD consist of content based, core classes where grade level curriculum is modified and specially designed instruction is provided based on that curriculum.

- Special Class Teachers
 - **Full Time SE Teacher Grades 4-6**

BOCES Special Class programs are used to augment the continuum of services offered in the district. The CSE considers BOCES programs when a student’s instructional or management needs require a unique type of program not available in the district. The CSE would first consider a neighboring district, however typically these students require BOCES placement.

Students are grouped according to need within the following configurations:

- 12:1:1 Twelve students and one teacher plus one teacher assistant
 - BOCES Providers BOCES Non-Categorical Programs
- 8:1:1 Eight students and one teacher plus one teacher assistant.
 - BOCES Providers BOCES Emotionally Disabled Programs
- 12:1:4 Twelve students and one teacher plus one staff for every three students (teacher assistant, teacher aide, or related service provider).
 - BOCES Providers BOCES severely and Multiply Disabled Programs

Special Education Day Schools Approved by the Commissioner is occasionally used to meet the needs of very unique students with disabilities. The CSE maintains a list and description of programs approved by the Commissioner in the event that a student's needs cannot be met in a less restrictive setting.

Residential Schools Approved by the Commissioner is a program that provide 24-hour education and care, 365 days per year. This is a highly restrictive type of placement that is rarely utilized. The district **has one student** placed by the CSE in residential schools at this time.

Preschool Programs for students with disabilities are available for students identified by the Committee on Preschool Education (CPSE). These programs often have typical preschool students mixed with preschool students with special needs in integrated, less restrictive settings. The CPSE often recommends meeting the needs of students in Universal Pre-Kindergarten programs or placing students in programs at the Racker Center in Cortland. Programs include:

- Special Education Itinerant Teacher (SEIT)
- Special Class in an Integrated Setting
- Special Class in a Non-Integrated Setting

GRADUATION RATE OF STUDENTS WITH DISABILITIES

Graduation data for students with disabilities over the past two years indicates trend in **regards to the types of Diplomas students are earning. Often students with disabilities are earning Local Diplomas, rather than Regents Diplomas.** An analysis of the data indicates that some of the root causes of this trend include:

1. Perceptions that few students are capable of completing the requirements for Regents Diplomas.
2. Regular education classes that were not differentiated, or at the instructional level of, students with disabilities.

Course Requirements for Graduation

Students with disabilities must participate in credit bearing regular education courses and are required to earn a Regents or Local Diploma. The District continues to include the majority of students with disabilities in credit bearing classes rather than placing them in special classes. In order for students to be prepared to succeed in high school, mainstream courses, students are also being maintained in general education courses throughout their academic careers. The Committee on Special Education will recommend, as appropriate, on a case by case basis, programs that are in the Least Restrictive Environment so that students have access to the general education curriculum.

The District's commitment to providing developmentally appropriate curriculum and methodologies, implemented by teams of special education and general education teachers using a co-teaching model has been very successful.

Providing appropriate vocational training for students with educational disabilities, in credit bearing classes, is a critical component of this plan. Some students will participate in BOCES Career and Technical Education courses in 11th and 12th grade. The District recognizes the

importance of these programs in assisting students towards becoming contributing members of society.

Assessment Requirements for Graduation

Closely tied to the concept of students participating in mainstream programming is the goal of ensuring that students have a realistic opportunity of succeeding on the state assessments required for graduation. The regular and special education teachers at all grade levels have made a tremendous commitment to preparing students with disabilities to pass Regents Exams or satisfy the criteria necessary toward achieving a Local Diploma. The State Education Department has extended a “Safety Net” for classified students, effective October 31, 2012.

Additionally, the State Education Department has revised the Compensatory Safety Net option for classified students, effective January 2017.

In addition to the Regents and Local Diploma graduation options, the state has developed a credential that is considered a high school completion credential. This credential is called the CDOS (Career Development Occupational Studies) Credential. To meet the requirements to graduate with this credential, a student must still earn 22 high school credits, **or have meaningful access to general education curriculum**, and take the five mandated exams. However, for a student in this situation, they may not meet the 55% local diploma requirement, but as part of the credential they still are eligible to earn the credential. In addition to credits and exams, the student must complete 216 work-based study hours and complete a **career plan and employability profile, yearly, which documents skills that are obtained through their work.**

Instructional Strategies and Curricular Materials to Increase Graduation Rate

The instructional strategies and curricular materials used in co-taught classes are accessible by all students. All reading materials, writing assignments, and math instruction are provided at the student’s instructional level. The content that is being presented stretches the student to his or her individual limits.

Each student’s IEP must have a comprehensive “road map” of program modifications and test accommodations that will be systematically used throughout the instructional day. Students are able to complete most assignments and learning tasks independently rather than struggling at the frustration level with material that they do not understand.

Regular education and special education teachers reverse engineer from the required graduation level state assessments. Thus, a highly differentiated curriculum is currently offered in many mainstream classes.

The district provides instructional materials in an alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. This includes the use of audio books, computer programs that read to the student and alternative text books that are at the students reading level.

Staff Development Activities to Increase Graduation Rate

Staff development has enhanced the readiness of the faculty to fully implement this Special Education Plan. Staff has attended, and will continue to attend, workshops and specific trainings

to strengthen their instructional skills. Staff will continue to focus on improving the instructional programs for students in the co-taught classes during the half day staff days offered throughout the year. Staff continues to be encouraged to visit other school districts where students with disabilities are meeting success and graduating with Regents or Local diplomas. Staff will be encouraged to participate in the various trainings offered in using differentiated instruction as an important tool in meeting the needs of a wide variety of learners.

IDENTIFICATION RATE OF STUDENTS WITH DISABILITIES

Continue to Reduce the Numbers of Identified Students: Currently the district is above the state average of 17% (<https://data.nysed.gov/reportcard.php?instid=800000081568&year=2017&createreport=1&enrollment=1>) of student identified as students with disabilities. The total number of students served by the special education department is slowly decreasing to approximately 19% (<https://data.nysed.gov/enrollment.php?year=2017&instid=800000053673>), closing the gap to become closer to the state average. The district will continue to explore alternatives to identification such as teaching students at their instructional level in all regular education programs through the use of differentiated instruction.

Enrollments in Special Education had increased throughout the 1990's and decreased slightly in the early 2000's, state-wide. The state average of classified students is increasing once again (in 2016 the state average was 14.2%). In Cincinnatus CSD, our special education number saw an increase in the early-2010's, however is now beginning a gradual decline (in 2016 the Cincinnatus average was 20%). The gradual decrease in the number of special education students in the recent past had been due to various circumstances including:

- **Greater number of students entering Kindergarten already identified as preschoolers and receiving appropriate services at an early age**
- **Decreased referrals from school staff concerned that students could not achieve state standards within the Cincinnatus curriculum**
- **Academic Intervention Services and other Remedial Services are more readily available to identified students**
- **Increased number of students with disabilities in the general population continues to occur, however the way Cincinnatus is serving these students is becoming more efficient**

Two tables are attached to this report that provides an overview of the district population of school age students and preschool students with disabilities, (Appendix B and Appendix C).

SPACE ALLOCATION

The Board of Education has adopted policies and practices to ensure for the allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities. Space is provided for district run programs. This district plan contains a space plan consistent with the current BOCES special education space plan and will not be changed without notifying the BOCES superintendent. The district currently operates special education programs integrated into the mainstream building. Space is available for related services and resource room support.

Elementary School: There are three special education rooms at the elementary. **These classrooms all provide sufficient instructional space.** There is one speech therapy room, a school psychologist’s office, **two social workers’ offices**, and space to provide occupational therapy and physical therapy. Each of these rooms meets the minimum requirements for space. Space is also provided for Universal Pre-Kindergarten which serves certain students with disabilities.

Middle School: There are three special education rooms at the Middle School. The school psychologist, social workers, speech therapist, occupational therapist, and physical therapist share the same space with the elementary school. Each of these rooms meets the minimum requirements for space.

High School: There are three special education rooms at the High School. Each of these classrooms meets the minimum size in terms of square feet. The school psychologist and social workers share the same space with the elementary/middle school. Each of these rooms meets the minimum requirements for space.

BOCES Space: The district currently does not have any space available to rent to BOCES.

BUDGET 2018-2019

The sources of financial support for Special Education programs are derived from the local school budget, state revenues returned to the district and federal grants for identified children. The State of New York provides direct state aid for students with educational disabilities based on the severity of each child’s special education need and whether the class is in a public or private location. District wealth is an additional factor in determining State aid for students with educational disabilities. Federal Support is provided to the district in the form of consolidated grants. It is anticipated that these funds will continue to be allocated, and perhaps additional funds may be available in the future. This year the district budgeted the following to support the district plan to educate students with disabilities:

Function Appropriation

Instructional Salaries	2250 150	\$466,235.00
Instructional Salaries	2250 154	\$93,190.00
Non-instructional Salaries	2250 160	\$115,176.00
Equipment	2250 200	\$1,200.00
Contractual Expenses	2250 400	\$70,533.00

Professional Services	2250 440	\$2,300.00
Materials and Supplies	2250 450	\$4,000.00
Private School Tuition	2250 470	\$139,642.00
Travel, Conferences, Workshops	2250 479	\$1,500.00
BOCES Services	2250 490	\$1,476,173.00
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TOTAL:		\$2,369,949.00

Graduation Data and Expected Outcome

ID	Outcome	Graduation Date
4905	CDOS Credential	June 2018
1247	Local Diploma	June 2018
2060	Local Diploma	June 2018
2633	Regents Diploma	June 2018
7657	Regents Diploma	June 2018
0163	Regents Diploma	June 2018
7347	Local Diploma	June 2018
6726	Regents Diploma	June 2018
4434	Regents Diploma	June 2018
4171	Regents Diploma	June 2018
ID	Expected Outcome	Graduation Date
0836	CDOS Credential	June 2019
1249	CDOS Credential	June 2019
7372	Regents Diploma	June 2019
2240	Regents Diploma	June 2020
0193	Regents Diploma	June 2020
2000	Regents Diploma	June 2020
3219	Regents Diploma	June 2020
7101	Regents Diploma	June 2020
4368	Regents Diploma	June 2020
7347	Regents Diploma	June 2020
0250	Regents Diploma	June 2020

Students with Educational Disabilities

Students IEP's-June 2018

SCHOOL	GRADE	TOTAL	AU	ED	LD	OHI	SLI	ID	MD	PD
BT BOCES	UG	2	1			1				
George Jr. Republic	UG	1		1						
OCM BOCES	UG	2			1				1	
	K	1	1							
	1	1				1				
	3	3		1	1		1			
	4	3	2					1		
	8	1						1		
	9	3		1		2				
	10	3			2			1		
	11	1						1		
	12	2				1		1		
Cincinnati Elementary	K	8					7		1	
	1	8		1	2	1	4			
	2	5		1	1	1	1		1	
	3	3					3			
	4	10			4	1	5			
Cincinnati MS	5	4	1			1	1			
	6	9			5		4			
	7	7			5		1	1		
	8	16			9	5	2			
Cincinnati HS	9	7		1	4	2				
	10	14			13	1				
	11	10			7	2		1		
	12	1			1					
Home	5	1			1					
	8	1				1				
	10	1	1							
	11	3			2	1				
Preschool Racker Center	PS	1								1
Preschool Itinerant	PS	2								2
Binghamton University	UG	1	1							

- See key on page 15

Disability Count by School

Disability	Total	BT BOCES	OCM BOCES	Elem.	MS	HS	Home	Preschool Racker	Preschool Itinerant	B. U.	George Jr.
Autistic	7	1	3		1		1			1	
ED	6		2	2		1					1
LD	58		4	7	20	23	4				
OHI	20	1	4	3	6	5	1				
SLI	29		1	20	8						
ID	7		5		1	1					
MD	3		1	2							
PD	3							1	2		

UG-Ungraded

AU-Autistic

ED-Emotionally Disabled

LD-Learning Disabled

OHI-Other Health Impaired

SLI-Speech and Language Impaired

ID-Intellectually Disabled

MD-Multiply Disabled

PD-Preschool Student with a Disability