



**Cincinnati**  
CENTRAL SCHOOL DISTRICT

## **SPECIAL EDUCATION DISTRICT PLAN**

**November 1, 2020 - October 31, 2022**

**Adopted by the Board of Education October 22, 2020**

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## INTRODUCTION

Section 202.2 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 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 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 Cincinnatus 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 Cincinnatus Central School District plan for special education 2020 - 2022 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.

### PURPOSE OF THIS PLAN

- Serve as the District Plan for the two-year period from November 1, 2020 through October 31, 2022 as required by State Law as a condition for receiving funding 8NYCRR200.2.
- Provide interested residents and staff of the Cincinnatus 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 their individual need. The variety of educational programs available represents a continuum from regular education to more restrictive special education. Programs within the Cincinnatus Central School District currently meet the needs of **approximately 76%** 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.

## 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 the screening is to identify students that might have an educational disability or to identify students who are in need of 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 high school diploma, as well as fully implement the concept of least restrictive environment, (8NYCRR200.1 and 200.6). Currently, all special education students served with 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 education 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 need 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 (Academic Intervention Services) are enrolled in these programs based on recommendation of the remedial program administrator/committee. 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 they qualify 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.

**School Counseling Program:** The District provides school counseling to all students, including those with disabilities, on at least an annual basis. The District Comprehensive School Counseling Plan is written for all students, including those with disabilities. Secondary students with disabilities are included in annual progress planning with a school counselor and counselors play an active role in transition and post-secondary planning. School counselors are also central in supporting student attendance, addressing academic concerns, and providing core instruction on effective learning skills, career and college development, and social/emotional learning.

**Speech and language Improvement Services:** Students identified by the district speech and language 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 concern before it hinders learning progress. Children are usually seen one to two times per week for approximately 20 to 30 minutes in small groups. The speech and language therapist in consultation with the classroom teacher and the parent initiate recommendation for dismissal from the program.

**Educationally Related Support Services:** Temporary psychological counseling 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. Declassification Support Services are recommended by the CSE and are typically in place for one year following declassification. Support may be provided to the student's classroom teacher through consultation with appropriate personnel and/or provided as a direct service to the student.

## SPECIAL EDUCATION PROGRAMS

Special education is specially designed instruction or special services to meet the unique needs of students identified by the CSE with 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. Moving 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:** Transition support services are provided when a student moves into 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 the service as determined necessary and appropriate by the CSE.

**Related Services:** Related Services are supportive services to assist a student with a disability with accessing the general education curriculum and are determined essential for qualifying students to make meaningful progress in their educational program. 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 personnel
  - Full Time Speech and Language Pathologist                      District Students K-12
  - BOCES Part Time Speech and Language Pathologist            District Students K-12
  - BOCES Providers    Students attending BOCES
  - Preschool Providers     Preschool Students
  
- Psychological, Counseling, and Social Work Services
  - 2 Full time Social Workers    District Students K-12
  - 2 Full time School Counselors                                         District Students K-12
  - BOCES Providers    Students attending BOCES
  - Preschool Providers     Preschool Students
  
- Occupational Therapy
  - Part Time Occupational Therapist                                     District Students K-12
  - BOCES Providers    Students attending BOCES
  - Preschool Providers     Preschool Students
  
- Physical Therapy
  - Part Time Physical Therapist    District Students K-12
  - BOCES Providers    Students attending BOCES
  - Preschool Providers     Preschool Students
  
- Audiology Services
  - BOCES Itinerant Audiologist    District Students K-12 and BOCES students
  - BOCES Providers    Students attending BOCES
  - Preschool Providers     Preschool Students
  
- Skilled Nursing Services
  - Full Time School Nurse     District Students K-12





- Full Time Special Education Teacher Grades K-2
- Full Time Special Education Teacher Grades 3-5
- Full Time Special Education Teacher Grades 5-6
- Full Time Special Education Teacher Grade 7-8 (also teaches 1 special class)
- Full Time Special Education Teacher Grade 7-8 (also teaches 1 special class)
- Full Time Special Education Teacher Grades 9-10
- Full Time Special Education Teacher Grades 10-11
- Full Time Special Education Teacher Grades 11-12

**Special Class:** Special class is 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 individualized instruction. Students are recommended for special class instruction when the CSE determines that a student’s needs can no longer be met in a regular classroom with supplemental aids, program modifications, or consultant teacher services due to their individual needs. Special class services within the Cincinnati Central School District consists of content based, core classes where grade level curriculum is modified and specially designed instruction is provided based on that curriculum. IEPs with special class services listed must include the class size ratio on the IEP. The Cincinnati CSE provides special class programming with 15:1 (fifteen students and one teacher) and 12:1+1 (twelve students, one teacher, and one teacher’s assistant/aide) ratio, depending on student need.

- Special Class Teachers
  - Full Time Special Education Teacher Grades 3-6

**BOCES Special Class:** BOCES special class programs are used to augment the continuum of services offered in the district. The CSE considers BOCES programs when the student’s instructional and/or management needs require a more specialized program that is not available in the district.

Students are grouped according to similarity of need within the following configurations:

- 12:1+1 (twelve students, one teacher, one teacher’s assistant/aide)
  - BOCES Providers            BOCES Non-categorical Programs
- 8:1+1 (eight students, one teacher, one teacher’s assistant/aide)
  - BOCES Providers            BOCES Intensive Management Needs Programs
- 6:1+1 (six students, one teacher, one teacher’s assistant/aide)
  - BOCES Providers            BOCES Highly Intensive Management Needs Programs
- 12:1(3+1) (twelve students, one teacher, one teacher’s assistant/aide per three students)
  - BOCES Providers            BOCES Severe and Multiple Disabilities Programs

**Special Education Day Schools Approved by the Commissioner:** Special Education Day Schools are occasionally used to meet the needs of their unique students with disabilities. The CSE maintains a list and a 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:** The Residential School is a program that provides 24-hour education and care, 365 days per year. This is a highly restrictive type of placement that is rarely utilized. The district does not have any students placed by the CSE in residential schools at this time.

**Preschool Programs for Students with Disabilities:** Preschool programs are provided for students identified by the Committee on Preschool Special Education (CPSE). The CPSE often recommends meeting the needs of students in Universal Pre-Kindergarten Programs with itinerant services or placing students in programs at the Racker Center in Cortland or Family Enrichment Center in Norwich, depending on the county of student residence. These programs often have typical preschool students mixed with preschool students with special needs in an integrated, less restrictive setting. Programs include:

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

## GRADUATION RATE FOR STUDENTS WITH DISABILITIES

Graduation data for students with disabilities for the 2018-2019 school year indicates that 100% of students with disabilities classified under IDEA graduated with a Regents diploma. This percentage represents one student with an IEP who graduated with a Regents diploma. In the 2019-2020 school year 40% of students with disabilities classified under IDEA graduated with a Regents diploma. The data for the 2019-2020 school year includes 10 students with disabilities with an IEP and includes four students who graduated with a Regents Diploma, three who graduated with a local diploma, two who received a Career Development and Occupational Studies (CDOS) commencement credential, and one that received a Skills and Achievement Commencement Credential (SACC).

An analysis of the data indicates that it is difficult to determine a trend in this data for several possible reasons. Given the size of the Cincinnatus CSD the number of students in a graduating cohort varies from year to year, as does the number of students with disabilities classified under IDEA in each of those cohorts. The 2018-2019 cohort included 28 total students, while the 2019-2020 cohort comprised 44 students. In 2017-2018 there were also three students with

disabilities who received local diplomas in a cohort size similar to 2019-2020. Variation in cohort size typically leads to variation in the number of students with special education services in each cohort.

Although variation in the numbers of students with disabilities served with an IEP is evident from school year to school year, we must continue our commitment to providing all students with the services and support they need to achieve at the highest levels.

### **Course Requirements for Graduation**

Students with disabilities must participate in credit bearing regular education courses that are required in order to earn a High School Diploma. Regular Education courses become increasingly difficult as students progress through the grade levels. In the past, this led to students being removed from the mainstream and placed in special class programs that did not grant credit or prepare students for Regents Exams. This trend has been reversed over the past few years. Nearly all students with IEPs are now in mainstream classes, with support, or are in credit bearing special classes that are taught by a highly qualified teacher in that subject area, at the high school level. 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 on their pathway to post-secondary success.

### **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 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 for achieving a local diploma. The State Education Department has extended a “safety net” for classified students and provides multiple pathways to graduation.

[Safety Net Options for Students with Disabilities](#)

In addition to the Regents and local diploma graduation options, the state has developed a credential that is considered a high school completion credential. The 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 the general education curriculum, and attempt five Regents Exams. In addition to the credits and exams the student must complete 216 work-based study hours and complete a career plan and employability profile, yearly, which document skills that are obtained through their work.

Students with the most significant disabilities, who are eligible to take the New York State Alternate Assessment may exit high school with a Skills and Achievement Commencement Credential. This credential indicates that a student has attended school for at least twelve years and is accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

### **Instructional strategies and curriculum materials**

The instructional materials used in consultant teacher classes are accessible by all students. All reading materials, writing assignments, and math instruction are provided at the students instructional level. Content that is being presented stretches the student to his or her individual zone of proximal development.

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 the most assignments and learning tasks independently with these supports, rather than struggling at the frustration level with material they do not understand.

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

The district provides needed instructional materials in an alternative format for each student with a disability at the same time as instructional materials are available to students without disabilities. This includes the use of audiobooks, computer programs that read to the student, and alternative text books that are at student reading level.

### **Staff Development Activities**

Staff development has enhanced the readiness of the faculty to fully implement the special education plan. Staff has attended and will continue to attend workshops and specific training to strengthen their instructional skills and will continue to focus on improving the instructional

programs for students across the continuum of services. In addition, staff will continue to attend training for supported positive student behavior and crisis intervention.

## IDENTIFICATION RATE OF STUDENT WITH DISABILITIES

According to NYS school report card data, classification of students with disabilities was 22.4% for the 2018-2019 school year, which is the latest available reported data. The district classification rate remains above the state average of 18% for the same 2018-2019 school year.

The district will continue to explore and implement alternatives to classification including, but not limited to the following:

- Enhance multi-tiered systems of support to provide interventions, especially in the areas of reading and math in the elementary school.
- Under the leadership of the district curriculum coordinator, provide training and support for implementation of early reading programs that focus on the development of phonological awareness as a foundation for literacy instruction.
- Provide greater utilization of behavior support plans and individualized strategies to differentiate classrooms to support diverse management needs, through working with school counselors and social workers
- Complete analysis of district processes for identifying and evaluating students referred to the Committee on Special Education

## SPACE ALLOCATION

The Board of Education has adopted policies and practices to ensure the allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities. Spaces are 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 two rooms in the elementary school section dedicated to providing special education services. These classrooms all provide sufficient instructional space. There is one social worker's office located in the elementary section, which meets the minimum

requirements for space. Space is also provided for Universal Pre-Kindergarten which serves some students with disabilities.

**Middle School:** There are four classrooms in the middle school section of the building dedicated to providing special education services. One of these classrooms serves both elementary and middle school students. All of these classrooms provide sufficient instructional space. There is one social worker's office that serves students K-12. There is a speech therapy room and a shared room for occupational and physical therapy, both of which meet the minimum requirements for space.

**High School:** There are three classrooms in the high school section of the building dedicated to providing special education services. These classrooms all provide sufficient instructional space. The school psychologist and school counselors both have offices in this section of the building, but provide services to students K-12. Each of these rooms meet the minimum requirements for space.

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

## BUDGET 2020-2021

The sources of financial support for special education programs are derived from 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 classes are 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 support for the district plan to educate students with disabilities:

### Function Appropriation

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Instructional Salaries	2250 150	\$509,470.00
Instructional Salaries	2250 154	\$90,328.00
Non-instructional Salaries	2250 160	\$130,610.00
Equipment	2250 200	\$2,500.00
Contractual Expenses	2250 400	\$79,500.00
Professional Services	2250 440	\$2,300.00
Materials and Supplies	2250 450	\$5,000.00
Private School Tuition	2250 470	\$60,000.00
Travel, Conferences, Workshops	2250 479	\$1,500.00
BOCES Services	2250 490	\$1,428,655.00

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**TOTAL:**  
**\$2,309,863.00**

APPENDIX A: Graduation Data and Expected Outcomes

<b>GRADUATION DATA AND EXPECTED OUTCOMES</b>		
<b>ID</b>	<b>Expected Outcome</b>	<b>Graduation Date</b>
A	Local Diploma with CDOS Credential	June 2021
B	Regents Diploma	June 2021
C	Regents Diploma	June 2021
D	Regents Diploma	June 2021
E	Regents Diploma	June 2021
F	Regents Diploma	June 2021
G	Regents Diploma	June 2021
H	Regents Diploma	June 2021
I	Regents Diploma	June 2021
J	Regents Diploma	June 2021
K	Local Diploma	June 2021
L	Regents Diploma	June 2021
M	Local Diploma	June 2021
N	Regents Diploma	June 2021
O	Regents Diploma	June 2021
P	Homeschool	June 2021
Q	Skills and Achievement Credential	June 2021
R	Regents Diploma	June 2021
a	Regents Diploma	June 2022
b	Local Diploma with CDOS Credential	June 2022



c	Local Diploma	June 2022
d	Regents Diploma	June 2022
e	Regents Diploma	June 2022
f	Regents Diploma	June 2022
g	CDOS Credential	June 2022

APPENDIX B:

Cincinnati Central School District Student Population by Type of Educational Disability

<b>Disability Classification</b>	Total # in CCSD in 2018	Total # in CCSD in 2020
<b>Preschool Student with a Disability</b>	3	3
<b>Autism</b>	7	9
<b>Deafness</b>	0	0
<b>Deaf-Blindness</b>	0	0
<b>Emotional Disturbance</b>	6	5
<b>Hearing Impairment</b>	0	0
<b>Intellectual Disability</b>	7	4
<b>Learning Disability</b>	58	51
<b>Multiple Disabilities</b>	3	2
<b>Orthopedic Impairment</b>	0	0
<b>Other Health Impairment</b>	21	24
<b>Speech/Language Impairment</b>	29	21
<b>Traumatic Brain Injury</b>	0	1
<b>Visual Impairment</b>	0	0
<b>Total # SWD PreK-12</b>	134	120

APPENDIX C:

Cincinnati Central School District Student Population by School

Disability/ Setting	CCSD Elem.	CCSD Middle	CCSD High	STAR Tully 12:1+1	STAR Homer 12:1+1	SKATE McGr. 12:1+4	Stellata 12:1:3+ 1	SED 8:1:1	BT BOCES 8:1+1
Autism	1				2	2	2		2
Deafness									
Deaf- Blindness									
Emotional Disturbance			1					4	
Hearing Impairment									
Intellectual Disability		1			3				
Learning Disability	3	16	30				1	1	
Multiple Disabilities	1			1					
Orthopedic Impairment									
Other Health Impairment	1	10	8		4			1	
Speech Language Impairment	14	6						1	
Traumatic Brain Injury		1							

Visual Impairment													
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APPENDIX D:

Cincinnati Central School District Student Population by Grade

Disability/ Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Autism	1		2	1			1	2			1		1
Deafness													
Deaf- Blindness													
Emotional Disturbance						2	1					2	
Hearing Impairment													
Intellectual Disability							1			1	1		1
Learning Disability				1	2	2	3	4	8	5	9	3	14
Multiple Disabilities			1										1
Orthopedic Impairment													
Other Health Impairment		1		1		2	2	4	3		6	3	1
Speech Language Impairment	3	2	7	3		2	2	1	1				
Traumatic Brain Injury									1				

Visual Impairment													
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APPENDIX E:

Cincinnati Central School District Preschool Population by Setting and Program

Setting	Program	Students
Racker Preschool (Cortland County Residents)	Special Class in an Integrated Setting	1
Family Enrichment Network (Chenango County Residents)	Special Class in an Integrated Setting	1
Cincinnati CSD UPK	Preschool Itinerant Services Only	1