



**McGRAW CENTRAL
SCHOOL DISTRICT**

“To pursue the maximum fulfillment of each student's potential”

MCGRAW CENTRAL SCHOOL DISTRICT

SPECIAL EDUCATION

DISTRICT PLAN

2014-2016

Submitted to the Board of Education
October, 2014

District Vision Statement

***The Mission of the McGraw Central School District is to pursue the
maximum fulfillment of each student's potential.***

***We will accomplish this by identifying student outcomes based on excellence,
fostering and enhancing student opportunities, emphasizing student enthusiasm,
and promoting parent, school, and community involvement.***

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Presented for Review by the Board of Education:
October, 2014

The October 2014 edition of the Special Education District Plan has been designed to function as the CSE biennial report to the Board of Education regarding the current status of programs and services for resident students with disabilities.



Mrs. Mary Curcio, Superintendent of Schools

Document Development:

Jennifer Stanton, Director of Special Education and Curriculum

Troy Bilodeau, Business Administrator

Jeremy Dodds, OCM BOCES District Data Coordinator

Mark Dimorier, High School Principal

Susan Prince, Elementary Principal

Beverly Dodici, School Psychologist/CPSE Chairperson

Special Thanks go to the following personnel who supported development of this document:

Fleurette Clough, CPSE/CSE Secretary

Wendy Horner, CSE Secretary

Kevin Solan, Technology

Special Education District Plan

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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 provisions 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, 1988 and by November 1 every second year thereafter. The present Plan, upon adoption by the McGraw 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 McGraw Central School District Plan for Special Education 2014 - 2016 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.

The overall effectiveness of the district's special education program is based on setting specific goals, developing action plans to meet those goals, and establishing evaluation criteria to insure that the program is effective.

The concept of least restrictive environment is central to district provision of special education programs and services. This means that the special education programs and services needed by a student with a disability are provided to the maximum extent appropriate with students who do not have disabilities and located in the student's home school or home school district whenever possible. If a student's needs cannot be met by programs available within district settings, the district arranges for program provision out of district.

Many students attend general education classrooms with typical age mates and receive support services within this general education classroom. As part of a full continuum of services, the district also makes available special education classrooms (special classes) for students whose needs require this level of service.

The district has a commitment to collaboration – the bringing together of general and special education expertise for supporting student success. The services for any given student with a disability are determined on an individual basis by a multidisciplinary team. The decision-making process involves teachers, school counselors, psychologists, social workers, parents, administrators, the Committee on Special Education (CSE), and, as appropriate, the student. CSE procedures for referral, evaluation, Individualized Education Program (IEP) development, placement, and review are in accordance with SED Regulations.

PURPOSES FOR THIS PLAN

- Serve as the District Plan for the two-year period September 1, 2014 through August 31, 2016 as required by State law as a condition for receiving funding. 8NYCRR200.2
- Provide interested residents and staff of the McGraw Central School District an informational document explaining how the District supports children with disabilities.
- Provide a working document upon which to build capacity, identify and improve weaknesses and set priorities for the future.

CONTENTS OF THIS PLAN

- **NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS:** describes the special education programs and services currently available to K – 12 students and preschool children with educational disabilities residing in the District. Descriptions of programs provided by the district in terms of group size and composition are included.
- **GRADUATION RATE OF STUDENTS WITH DISABILITIES:** describes a central goal of this plan – to increase the number of students graduating with a Regents or Local diploma through June 2016 by utilizing a variety of approaches including differentiated instruction, co-teaching, and resource room support in order to meet the needs of students with disabilities.
- **IDENTIFICATION RATE OF STUDENTS WITH DISABILITIES:** presents an overview of the numbers of students identified as having educational disabilities that require an IEP.
- **SPACE ALLOCATION:** describes policies and practices of the Board of Education to ensure the allocation of appropriate space within the district for special education programs. Appropriate space assists teachers towards meeting the needs of students and preschool children with educational disabilities, including resident students and preschool children with educational disabilities who attend BOCES programs.
- **BUDGET:** reports figures and expense items from the current school budget that support the special education programs.
- **TABLES**
 - 2014 – 2015 Special Education Budget
 - Students with Educational Disabilities
 - Disability Count by School
 - 2011 – 2014 Graduation Credential Trends

AREAS OF DISABILITY

Students between the ages of 5 and 21, qualify for special education services if they meet the criteria for one or more of the 13 areas of disability, as determined by the CSE and as defined in Part 200.1 of the Regulations of the Commissioner of Education:

Autism: A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before the age of 3, that 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 four of this subdivision. A student who manifests the characteristics of autism after the age of 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness: A student with a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-Blindness: A student with a concomitant hearing and visual impairment, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disturbance: 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:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A generally pervasive mood of unhappiness or depression.
- 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.

Hearing Impairments: Impairments in hearing, whether permanent or fluctuating, that adversely affect the student's educational performance, but that is not included under the definition of deafness in this section.

Intellectual disability: Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the

developmental period, which adversely affects a student's educational performance.

Learning Disabilities: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself as an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The 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, mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage. A student who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.

Multiple Disabilities: Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairments: A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a 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, fractures or burns which cause contractures, etc.).

Other Health Impairments: Having limited strength, vitality or alertness, including a heightened awareness 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 Tourette Syndrome, which adversely affects a student's educational performance.

Speech or Language Impairments: A communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a student's educational performance.

Traumatic Brain Injury: An acquired injury 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 or brain injury 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.

Visual Impairments: Impairments in vision that, even with correction, adversely affect

a student's educational performance. The term includes both partial sight and blindness.

All students, between the ages of 3 and 5, who are determined to be eligible for special education services by the Committee on Preschool Special Education (CPSE), are considered to be a "Preschool Student with a Disability." The 13 categories as outlined above do not apply to preschoolers.

NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS

School age students and preschool children with disabilities are afforded the full continuum of educational services according to individual need. The educational programs available represent the continuum from regular education to more restrictive special education placements. Programs within the McGraw Central School District currently meet the needs of over 98% 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. Certain preschool students with disabilities are also educated in the Head Start program located in the district.

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 and 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 McGraw Central School District provides the following regular education programs and services:

Screening Program: The McGraw 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 and need more in-depth evaluation to determine if special education services may be required. 8NYCRR117.3

Regular Education Classes: Students with disabilities are mainstreamed into regular education classes to the maximum extent appropriate. This supports a student's opportunity to earn a Regents or Local Diploma. This also insures compliance with Least Restrictive Environment regulations. 8NYCRR200.1 and 200.6 Currently all special education students served within district-run programs are involved in some mainstreaming that the Committee on Special Education has recommended. Given the unique learning needs of students identified by the CSE, the requirements within the regular classroom may need to be modified to insure 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 specific diploma requirements. 8NYCRR100.2 Committees on Special Education are required to review at least annually the appropriateness of such modifications." The McGraw CSE states on the IEP which curricular areas need to be modified and which testing modifications need to be

utilized. Teachers, students, and parents work collaboratively to implement the specific classroom modifications for each area identified by the CSE.

Remedial Programs: Students with disabilities who qualify for remedial programming can be enrolled in AIS (Academic Intervention Services) and/or the district's RTI (Response to Intervention) based on the 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 when determining if the student will participate in any district remedial program, or receive assistance through the special education program when he/she qualifies for both.

Extracurricular Activities: Students with disabilities are encouraged to participate in appropriate extracurricular activities. This affords each student 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 students in grades 5 – 12. Guidance plans are written for 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 Therapist, who experience communication difficulties (dysfluency, impaired articulation, 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 - two times per week for approximately 20 - 30 minutes in small groups. The Speech/Language Therapist in consultation with the classroom teacher and the parent determines dismissal from the program.

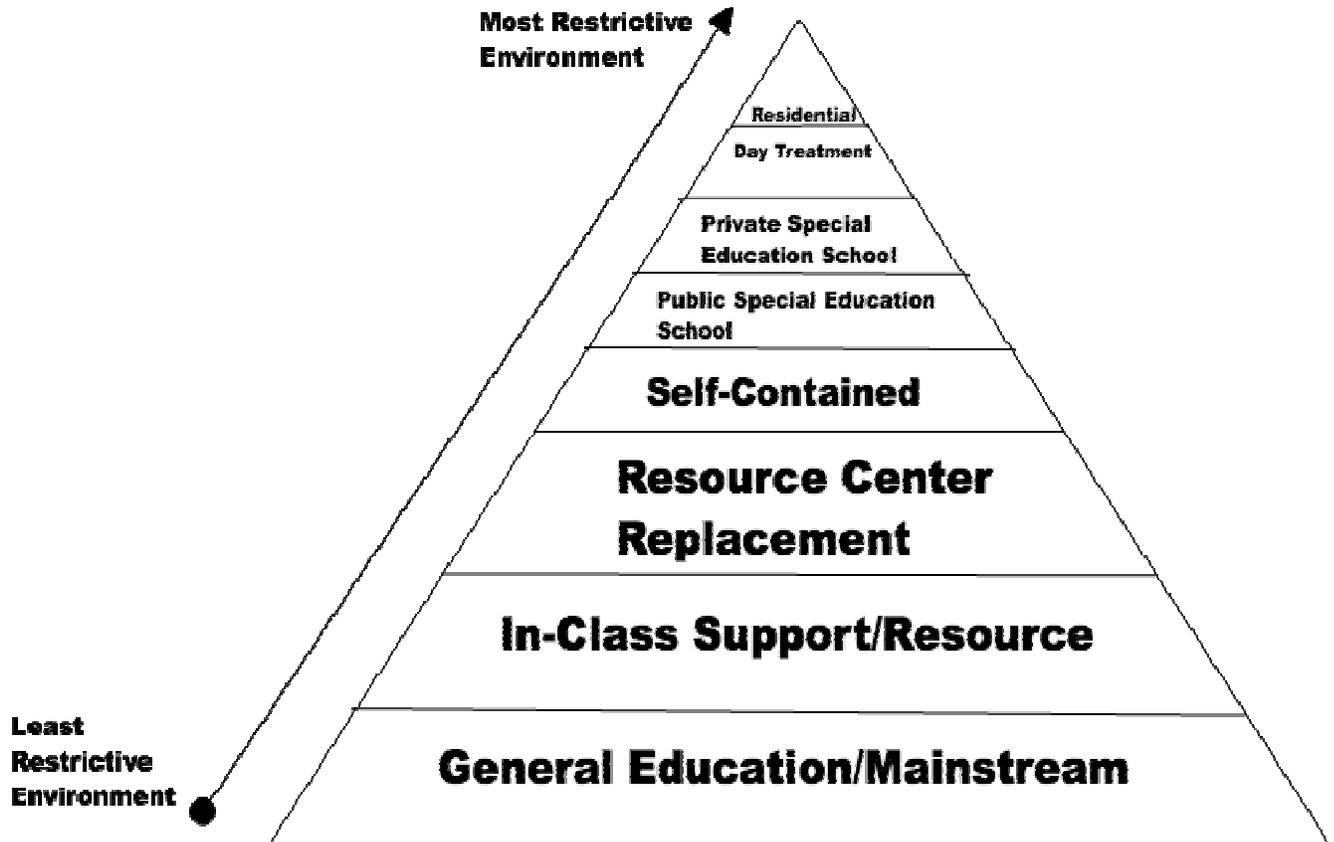
Occupational Therapy Improvement Services: Students identified by the District's Occupational Therapist, who experience difficulties in fine motor skills or upper body strength and positioning or have sensory issues, may receive occupational therapy improvement services. This service is focused on the deficit areas in order to help prevent more significant problems. Children are usually seen one – two times per week for 30 minutes in small groups. The Occupational Therapist in consultation with the classroom teacher and parent determines dismissal from services.

Physical Therapy Improvement Services: Students identified by a Physical Therapist, who experience gross motor problems such as balance, walking, jumping, catching, etc., can receive improvement services in physical therapy. Therapy is focused on deficit areas in order to strengthen skills before areas of concern become more problematic. Children are usually seen one – two times per week for about 30 minutes. The Physical Therapist in consultation with the classroom teacher and parent determines dismissal from services.

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

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

SPECIAL EDUCATION PROGRAMS



Special education programming is specifically designed instruction 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 regular 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 student abilities and needs. The type of program provided to each individual student is listed on the student's Individualized Education Plan (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: These 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.

- McGraw Special Education Staff
- BOCES Special Education Staff

Related Services: These 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,
- Psychological, Social Worker and Counseling services
- Occupational therapy
- Physical therapy
- Assistive Technology
- Behavioral Specialist
- Audiology
- Interpreter for the deaf (if needed)
- Teacher of the deaf (if needed)
- Teacher of the visually impaired (if needed)

Consultant Teacher Service: This service is provided to students who are enrolled full-time in a regular classroom. The service can be provided either in a direct or indirect basis for a maximum of 20 students per teacher. Direct consultant teacher service is when a special education teacher pushes into a regular education classroom and provides individual or group instruction to students with disabilities. Indirect consultant teacher service is when a special education teacher provides consultation to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the needs of students with disabilities who attend 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: These programs provide supplemental instruction to regular and special education classes. 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 grades 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 improve knowledge in their deficit areas, develop new learning strategies, and strengthen their study and test taking skills. This programming should bring greater success in the regular classroom. Students are grouped according to need in Resource Rooms with a 5:1 ratio.

Special Class: This refers to specialized instruction in primary instructional areas. Students are recommended for special class instruction when the CSE determines that they can no longer succeed academically in a regular classroom, even with supplemental aides or support services. The district maintains four special class programs within the district. These special classes are co-taught with general education Math, Science, Social Studies and English teachers. Students earn credit towards high school graduation and prepare to pass Regents exams or Regents Competency Tests so that they can earn a Regents or Local Diploma. Students that are not able

to complete the typical graduation requirements may prepare for the GED. Students with significant learning needs may be granted Career Development and Occupational Studies Credential.

BOCES Special Class: These programs are used to augment the continuum of services offered in the district. The CSE considers BOCES and other out of district programs when a student's intensive needs require a unique type of program not available in the district. The CSE would also consider a neighboring district.

Students are grouped according to need within the following configurations:

- 15:1 Fifteen students and one teacher per instructional group.
BOCES Providers BOCES Non-Categorical Programs
- 8:1:1 Eight students and one teacher plus one teacher assistant.
BOCES Providers BOCES Emotionally Disturbed Programs
- 12:1+1:3 Twelve students and one teacher plus one staff person for every three students.
(teacher assistant, teacher aide, or related services provider)
BOCES Providers BOCES Severely and Multiply Disabled Programs

Special Education Day Schools Approved by the Commissioner: These schools are 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. Currently the district does not have any students placed in Private Day Schools.

Residential Schools Approved by the Commissioner: These schools have programs that provide 24-hour education and care, 365 days per year. This is a highly restrictive type of placement that is rarely utilized. Currently the district does not have any students placed in residential schools.

Preschool Programs for students with disabilities: These programs are available for students identified by the Committee on Preschool Special 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 Head Start, or by placing students in programs at the Racker Center or the Family Enrichment Network in Cortland. Programs include:

- Related Services including Speech, OT and PT
- Special Education Itinerant Teacher
- 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 several years indicated a problematic trend. An analysis of that data in the previous McGraw Special Education Plan 2012 - 2014 indicated the following:

1. Perceptions that not all students are capable of completing the requirements for Regents or Local Diplomas.
2. Previous patterns of CSE recommendations that placed too many students in special class, pre-vocational, and GED programs that did not lead to Regents or Local Diplomas.
3. Regular education classes that were not differentiated or at the instructional level of students with disabilities.

This current McGraw Special Education plan continues the work that was initiated in the previous plan – to increase the numbers of students receiving Regents and Local diplomas by addressing the issues noted above.

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. Virtually all High School special education students are now either in mainstream classes, or are in co-taught credit bearing special classes 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 primary focus of special education is the support link it provides to regular education. Every opportunity for integration of special education and regular education must be pursued for all identified students. Procedures have been developed and established by the administrative team and the CSE to ensure maximum participation of students in the regular education program. Developmentally appropriate curriculum and methodologies, implemented by teams of special education and regular education teachers using a Consultant Teacher Direct model appears to be the best route to enable more students to be successful K-7. Co-taught classes (with a special education teacher and a general education teachers) at the 8-12 level has proven to be an appropriate approach for our students. Resource Room support is also provided to students, when appropriate, in grades 3 – 12. In addition, a 15:1 special class is available at the Elementary School to address skill deficits in the areas of reading and math for grades K-5.

Providing appropriate career 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 Tech Ed courses in 11th and 12th grade. The district recognizes the importance of these programs in assisting students toward becoming contributing members of society.

Assessment Requirements for Graduation

Closely tied to the concept of students participating in the mainstream is the goal of ensuring that the students have a realistic opportunity of passing the state assessments required for graduation. The regular education and special education teachers at all grade levels must prepare students with disabilities to pass Regents exams. The 3 – 8 grade assessments are geared towards evaluating whether or not a student is making sufficient progress towards a Regents diploma.

Instructional Strategies and Curricular Materials to Increase Graduation Rate

The instructional strategies and curricular materials used in co-taught classes must be at each student's instructional level, including writing assignments. All math instruction must be at the student's instructional level. The content that is being presented should stretch the student intellectually to his/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 should be able to complete most assignments and learning tasks independently rather than struggling at their frustration level with material that they do not understand.

The district will provide 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 could include the use of books on tape, computer programs that read to the student and alternative text books that are at the student's reading level.

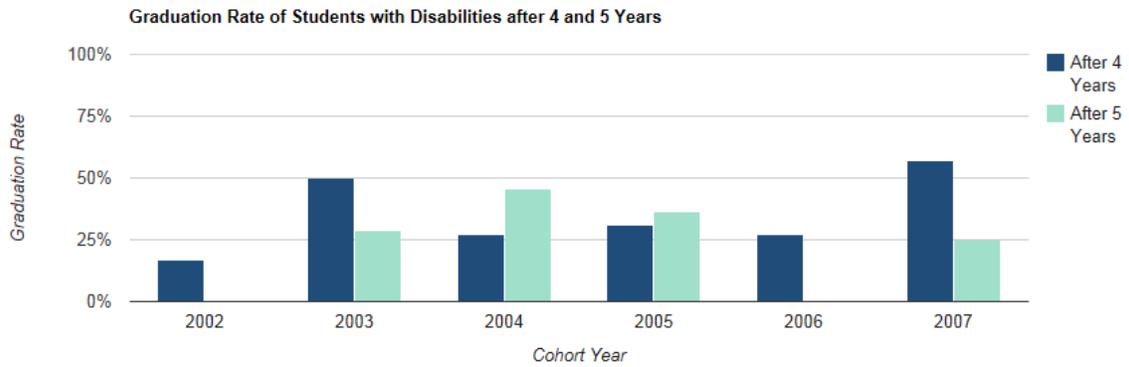
Staff Development Activities to Increase Graduation Rate

Staff development will enhance the readiness of the faculty to fully implement the specifics of this plan. Staff will work together to develop lesson plans that will meet the needs of students with disabilities in co-taught classrooms. Staff will attend workshops and conferences. Staff will focus on improving the instructional programs for students in the co-taught classes during staff days offered throughout the year. Staff will be encouraged to visit other school districts where students with disabilities are meeting success. Staff will participate in SQS and SETRC training sessions that strengthen their instructional skills.

Parental Support to Increase Graduation Rate

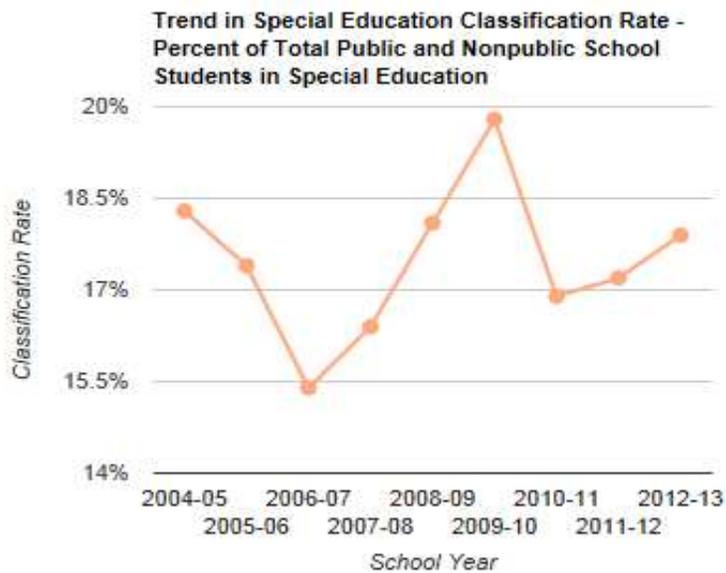
Parents are an important asset in the success of their child in school. The most important life skill that McGraw school children can receive is a well rounded education. The Director of Special Education is always available to provide information to parents who are interested in learning how the district will meet their child's needs. The CSE will also discuss the goals of this plan with parents as their child is annually reviewed.

Indicator 1: Graduation Rate of Students with Disabilities



*From the NYSED McGraw Special Education School District Data Profile 1012-1013

Enrollment and Classification Rate



Identification Rate

	2012-13
School-Age Students with Disabilities	105
District Enrollment ^[1]	586
Special Education Classification Rate	17.9%
Preschool Students with Disabilities	13

^[1] Public and nonpublic school-age students - with and without disabilities on the first Wednesday in October.

*From the NYSED McGraw Special Education School District Data Profile 1012-1013

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 children with disabilities. Space is provided for district run programs. This district plan contains a space plan that is 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 is one special education classroom at the elementary. There is also a speech therapy room, a school psychologist's office, an office for the Director of Special Education, space to provide occupational therapy and physical therapy, and a space for outside counselors. Each of these rooms meets the minimum requirements for space. Space is also provided for Head Start Pre-K which serves certain students with special needs.

Junior and Senior High School: There are two special education classrooms at the High School. There is also a speech therapist's office, a school psychologist's office, an office for the Director of Special Education, space for occupational therapy and physical therapy, and a space for outside counselors. Each of these rooms meets the minimum requirements for space.

BUDGET 2014-2015

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 the consolidated grants. It is anticipated that these funds will continue to be allocated, and perhaps additional funds may be available in the future. The 2014– 2015 Special Education budget is attached.

**Special Education Budget
2014 – 2015**

<u>Code</u>	<u>Description</u>	<u>Amount</u>
A2250.150-00-00	Instructional Salaries	\$ 3,600
A2250.150-01-00	Instructional Salaries – Elementary	199,338
A2250.150-02-00	Instructional Salaries – High School	123,124
A2250.160-00-00	Non-Instructional Salaries	59,114
A2250.160-01-00	Non-Instructional Salaries – Elementary	102,759
A2250.160-02-00	Non-Instructional Salaries – High School	44,004
A2250.400-00-00	Contractual and Professional Services	5,000
A2250.400-01-00	Contractual and Professional Services - Elementary	37,900
A2250.450-01-00	Supplies and Materials – Elementary	1,875
A2250.450-02-00	Supplies and Materials – High School	1,375
A2250.471-00-00	Tuition Other Public Districts	18,000
A2250.490-00-00	BOCES Services	<u>281,551</u>
A2250	Programs for Students with Disabilities	Total = \$877,640

Students with Educational Disabilities
Students with IEPS- July 2014

School	Grade	Total	MD	PD	A	ED	ID	LD	OI	OHI	SL	TBI	VI
Home	N/A	2						1			1		
McGraw Elementary	K	9	1		2						6		
McGraw Elementary	01	5				1				2	2		
McGraw Elementary	02	9			2			1		2	4		
McGraw Elementary	03	10						5	1	2	2		
McGraw Elementary	04	7			1			4		1	1		
McGraw Elementary	05	13						7	1	4			1
McGraw Jr./Sr. High	06	8			1			2		5			
McGraw Jr./Sr. High	07	6				1		2		3			
McGraw Jr./Sr. High	08	7						3		3		1	
McGraw Jr./Sr. High	09	8					1	3		4			
McGraw Jr./Sr. High	10	7						6		1			
McGraw Jr./Sr. High	11	6						3		3			
McGraw Jr./Sr. High	12	8			1			3	1	1	2		
OCM McEvoy	05	2				1				1			
OCM McEvoy	06	1				1							
OCM McEvoy	12	2				2							
OCM Solvay	N/A	1	1										
Children's Home of Wyoming	04	1								1			

Cortland Alternative School	11	1								1			
Preschool Child Development Council	PS	2		1	1								
Preschool Itinerant	PS	6		6									
Preschool Racker	PS	4		4									

MD= Multiply Disability

PD= Preschooler with a Disability

A= Autism

ED= Emotionally Disability

ID= Intellectual Disability

LD= Learning Disability

OI= Orthopedically Impairment

OHI= Other Health Impairment

SL= Speech and Language Impairment

TBI= Traumatic Brain Injury

VI= Visually Impairment

	Disability Count by School										
Disability	Total	OCM	Home	ME	MJr/Sr	OCM McEvoy	Children's Home of Wyoming	Preschool Child Development Council	Preschool Itinerant	Preschool Racker	Cortland Alternative
Autism	8			5	2			1			
Emotional Disability	6			1	1	4					
Intellectual Disability	1				1						
Learning Disability	40		1	17	22						
Orthopedic Impairment	3			2	1						
Other Health Impairment	34			11	20	1	1				1
Preschool Student with a Disability	12							2	6	4	
Speech or Language Impairment	18		1	15	2						
Traumatic Brain Injury	1				1						
Visual Impairment	1			1							
Multiply Disabled	2	1		1							

2013-2016 Graduation Credential Trends

ID	9 th Gr. COHORT	OUTCOME	GRADUATION DATE
2011-2014 Graduations			
610284280	2009	Regents Diploma	June 2013
610229351	2009	Regents Diploma	June 2013
610282759	2009	Local Diploma	June 2013
610260810	2009	IEP Diploma	June 2013
610334201	2009	Regents Diploma w/ Adv. Designation and/or Honors	June 2013
610334276	2009	IEP Diploma	June 2013
610334329	2009	Drop Out	June 2013
610282723	2010	Local Diploma	June 2014
610338779	2010	Local Diploma	June 2014
610338780	2010	HS Equivalency Diploma (GED)	June 2014
610248694	2010	Local Diploma	June 2014
610261229	2010	CDOS	June 2014
610246618	2010	Local Diploma	June 2014
610334216	2010	Regents Diploma	June 2014
610261922	2010	Local Diploma	June 2014
610338776	2010	Local Diploma	June 2014
610253543	2010	Local Diploma	June 2014
610334187	2010	CDOS	June 2014
610287512	2010	Drop Out	June 2014
610334509	2010	CDOS	June 2014
610298061	2011	Regents Diploma Expected	June 2015
610242416	2011	Local Diploma Expected	June 2015
610305639	2011	Local Diploma Expected	June 2015
610334119	2011	Local Diploma Expected	June 2015
610295817	2011	Regents Diploma Expected	June 2015
610334122	2011	Regents Diploma Expected	June 2015
610334292	2011	Local Diploma Expected	June 2015
610309390	2012	Local Diploma Expected	June 2016
610296523	2012	Regents Diploma Expected	June 2016
610413064	2012	Regents Diploma Expected	June 2016
610334047	2012	Local Diploma Expected	June 2016
610334048	2012	Regents Diploma Expected	June 2016