

Romulus Central School District Special Education Program District Plan 2024-2027

Presented to the Board of Education Fall 2024

Mission: Holding the belief that all students can learn and the conviction that learning is the responsibility of each student, the Romulus Central School community will provide an educational environment to encourage achievement and scholarship. Students will be encouraged and challenged to develop responsibility toward learning, and demonstrate skills which will enable them to become productive members of society.

Vision: Romulus Central School is the distinctive small rural district, the center of a thriving community of learners, dedicated to empowering each student to be a thriving person of character and vision. Our challenging and diversified programs link Romulus to the world of the 21st Century.

Motto: "Children first, learning always at the school with the BIG ideas!"

Romulus Central School District
5705 State Rt. 96
Romulus, NY 14541

Mrs. Jennifer Hayden, Superintendent of Schools

Mrs. Jennifer Bartlett-Prati, Assistant Superintendent

Mr. Edward Ninestine– District Treasurer

Mr. Daniel Doore– Principal

Mrs. Kathleen Stuck, CSE Chairperson/ CPSE Chairperson/
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Special Education Staff

CSE Office

Kathleen Stuck

**CSE Chairperson / CPSE Chairperson
504 Coordinator/ Transition Coordinator
STAC Coordinator , Medicaid Coordinator**

Christine Lichak

Secretary

Special Education Teachers

Tammy Fullerton

Jaclyn McCann

Felicity Finn

Katharine (Katie) Smith

Carlene Augustine

Teacher Assistants

Robin Tompkins

Darlene Werner

Heidi Burke

Speech/Language Therapist

Lindsay Guy

Teacher Aides

Shyanne Bennett

School Psychologist

Steven Dolan

Occupational Therapist

Betsy Brown- WFL BOCES

Physical Therapist

Elizabeth (Liz) Rhinehart- WFL BOCES

Counselor

Victoria McCusker

School Social Worker

Katrina (Katie) Harris-Maxwell

Bonnie Stathis

Skilled Nursing Services

Babette Bennett

Jennifer Fowler

Nature and Scope of Programs

The following descriptions reflect the nature and scope of special education services for school-aged and preschool students in the Romulus Central School District. Services are consistent with the requirements set forth in the Part 200 Regulations of the Commissioner of Education.

Service Options for School-Aged Students **(Ages 5-22)** **Identified by the Committee on Special** **Education**

Related Services:

Related services are recommended by the CSE to meet the individual needs of a student with a disability as set forth in the individualized education program (IEP). Related services may be provided in conjunction with a regular education program or with other special education services.

Related services include, but are not limited to:

- Speech therapy
- Occupational therapy
- Physical therapy
- Counseling
- Vision services
- Assistive technology
- Orientation and mobility services
- Audiology services
- Teacher of the Deaf services

◇ **Skilled Nursing**

◇

The frequency, duration, and location of services are outlined on the IEP, based upon the individual needs for the service. Service can be provided individually or in a group.

For students with disabilities determined to need speech and language services, as of 12/2010 there is no minimum for provision of service delivery. The total case load of such students for teachers providing the service shall not exceed 65.

A student with a disability may be provided with more than one related service in accordance with the needs of the student.

Related services are available to all Romulus Central School District students with disabilities in district schools and out-of-district programs. In some cases, when an out-of-district program cannot provide a related service, the Romulus special education department arranges for the provision of the service for the student.

Consultant Teacher Services:

Consultant teacher services are direct and/or indirect services provided to students with disabilities in the student's regular education classes and/or to the student's regular education teachers. The IEP must indicate the regular education classes in which the student will receive consultant teacher services.

Direct consultant teacher services means specially designed individual or group instruction by a certified special education teacher to students in regular education classes. Indirect consultant teacher services means the consultation provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying the instructional methods to meet the individual needs of a student with a disability in the regular education classes.

The total number of students with disabilities assigned to a consultant teacher cannot exceed 20. Each student requiring consultant teacher services shall receive direct and/or indirect services, consistent with the student's IEP, for a minimum of two hours each week.

As of July 2007, the CSE may recommend that a student with a disability, who also needs resource room services in addition to consultant teacher services, may receive a combination of these services consistent with the student's IEP for a minimum of three hours each week.

Integrated Co-Teaching Service:

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

The maximum number of students with disabilities receiving integrated co-teaching services in a class is determined in accordance with the students' individual needs as recommended on their IEPs. Effective December 2010, the number of students may exceed 12 students, up to 14, with a State approved variance request.

School personnel assigned to each class shall minimally include a special education teacher and a general education teacher. Additional personnel, including supplementary school personnel, assigned to such classes by the District, may not serve as the special education teacher.

Resource Room Service:

Resource room service is provided for the purpose of supplementing the regular or special classroom instruction of students with disabilities who are in need of such supplemental service.

Each student requiring resource room services shall receive services consistent with the student's IEP for a minimum of three hours each week. Instructional groups for resource room are not to exceed five students with one teacher during instructional time. Students cannot spend more than 50 percent of their time during the day in resource room services.

The total number of students assigned to a resource room teacher cannot exceed 20 at the elementary level and 25 at the secondary level.

Regulation changes as of July 2007: CSE may recommend that a student with a disability, who also needs consultant teacher services in addition to resource room services, may receive a combination of these services consistent with the student's IEP for a minimum of three hours each week.

Special Class Service:

A student with a disability is provided with special class instruction to the extent indicated on the student's IEP. The size and composition of the class is based upon the similarity of individual needs of the student according to: the levels of academic or educational achievement and learning characteristics, levels of social development, levels of physical development, and the management needs of the students in the classroom.

The special class size for students with disabilities is determined based upon the degree of individualized attention and intervention. The maximum class size for students whose special education needs consist of primarily of the need for specialized instruction is 15 students. The chronological age range within special classes for students with disabilities cannot exceed 36 months

Kindergarten through 12th grade special classes may be provided in a 15:1 format. A 15:1 class includes a special education teacher and no more than 15 students with disabilities. A 15:1 class generally is designed to meet the needs of academically and/or cognitively challenged students.

The District provides for special classes for students working toward grade level standards, who take state and local assessments, and for students who require a modified instruction that leads to participation in alternative assessments.

Students with disabilities who require special class services may receive them in the Romulus Central School District, BOCES, or other locations as determined by the CSE.

The District provides for special classes for students working toward grade level standards, who take state and local assessments, and for students who require modified instruction that leads to participation in alternative assessments.

Private Schools and State-Operated or State-Supported Schools:

The CSE recommends services in an approved private special school, state-operated, or state-supported schools when the nature or severity of the student's disability is such that appropriate public facilities for instruction are not available.

Students with disabilities who require special school services receive them at programs such as, but not limited to, Mary Cariola Children's Center, Norman Howard,, Halpern Education Center, Rochester School for the Deaf, and School of the Holy Childhood.

Home and Hospital Instruction Service:

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student's unique needs. Home and hospital instruction shall only be recommended if such placement is the least restrictive environment. Service must be recommended for a minimum of ten hours per week at the elementary level, preferably two hours daily; or a minimum of fifteen hours per week at the secondary level, preferably three hours daily.

Service Options for Preschool-Aged Students **(Ages 3-5)** **Identified by the Committee on Preschool** **Special Education**

Related Services:

Related services are recommended by the CPSE to meet the individual needs of a student with a disability as set forth in the individualized education program (IEP). Related services may be provided in conjunction with other preschool special education services.

Related services include, but are not limited to:

- Speech therapy
- Occupational and Physical therapy
- Counseling
- Vision services
- Assistive technology
- Orientation and mobility services
- Audiology services
- Teacher of the Deaf services

The frequency, duration, and location of services are outlined on the IEP, based upon the individual needs for the service. Service can be provided individually or in a group.

For students with disabilities determined to need speech and language services, such services shall be provided for a minimum of two 30-minute sessions each week.

A student with a disability may be provided with more than one related services in accordance with the needs of the student. When two or more related services are the only services recommended on the IEP, the CPSE must designate one of the providers as the service coordinator.

Special Education Itinerant Teacher Services:

Special education itinerant teacher (SEIT) services are direct services provided to preschool students with disabilities by a certified special education teacher. The IEP must indicate the site at which the student will receive SEIT services. The site determined by the CPSE, can be, but is not limited to, a preschool program, the student's home, or a child care facility.

SEIT services are for the purpose of providing specialized individual or group instruction to students with disabilities. SEIT services are provided consistent with the student's IEP for a minimum of two hours each week. Related services can be provided in addition to SEIT services, in accordance with the student's IEP.

Special Classes:

Preschool special classes are provided on a half-day or full-day basis. The chronological age range within special classes for preschool students with disabilities cannot exceed 36 months. Special class services must be provided for a minimum of two and one half hours per day, two days per week.

Preschool special education classes can be provided in an integrated half-day setting. An integrated special class can be provided in a class of no more than 12 preschool children which includes typical peers and preschool students with disabilities, or a class of no more than 12 preschool students with disabilities, staffed by a certified special education teacher and paraprofessional, which is housed in the same facility as a preschool class of typical peers taught by another preschool certified teacher.

Evaluation Procedures

Preschool & School-Aged Population

Romulus is committed to providing the supports necessary for students with disabilities to achieve and be educated in the least restrictive environment. The following are methods used to evaluate the extent to which the objectives of the program have been achieved.

- ◇ Students with disabilities are included in State and local assessments. In some cases there are students who have modified or alternative curriculum, instruction and/or assessments. If their participation in State and local assessments is not appropriate, they are reviewed by CSE and, if necessary, are deemed eligible to participate in the New York State Alternate Assessment.
- ◇ Programs/services are continuously monitored to ensure that staff ratios are compliant with Part 200 regulations.
- ◇ Students are reviewed at least annually by the CSE/CPSE. Reevaluation reviews are conducted at a minimum every three years.
- ◇ Student progress toward IEP goals is monitored by special education and general education staff.
- ◇ Parents of students with IEP's are informed of their child's progress toward goals, at least as often as parents of their non-disabled peers, including the extent to which that progress is sufficient to achieve the annual goals.
- ◇ Verbal summary reports will be provided at the annual reviews for each student with a disability indicating growth and achievement toward the goals on the student's IEP. Information and data are provided to the CSE/CPSE to update the IEP and determine if the current IEP service level continues to be appropriate.
- ◇ Parental comments and concerns, with regard to school-age programs, are addressed by the Romulus Special Education Department.
- ◇ Placement and referral procedures are continuously monitored to ensure that the CSE/CPSE process is effective, efficient and in compliance with NYSED regulations. The NYS required Verification data is analyzed on an annual basis.

Allocation of Space Within the District for Special Education Programs and Services

The District's long-range plan pertaining to educational facilities considers the needs of student's with disabilities. (Part 155 of the Regulations of the Commissioner)

Special classes, resource rooms, and rooms in which related services are delivered are provided space, light, and ventilation in accordance with standards applied to general education programs.

Classes are appropriately located within the school building to ensure the integration of students with disabilities into the general education program of the school.

Nonstandard instructional spaces are adequately renovated for instructional use when needed, and are carefully evaluated to determine the most appropriate use.

Instructional Materials Made Available in Alternative Format

The District accepts responsibility to ensure that each student, who requires instructional materials in alternative format (e.g., who are blind or have other print disabilities), will receive it in a timely manner and in a format to meet the National Instructional Materials Accessibility Standard (NIMAS) (8NYCRR section 200.2(b)(10)). The District participates in NIMAS, to help guarantee timely provision of such materials to students.

CSE and CPSE Practices and Procedures

Appropriately trained and qualified personnel, including members and chairpersons of the CSE, subcommittees on special education, and CPSE are appointed to carry out the functions identified in Part 200.3 of the Commissioner's regulations.

Subcommittees conduct annual reviews, reevaluation meetings and requested reviews within established guidelines. Subcommittees cannot consider students for initial reviews or placement in a more restrictive setting.

Amendments to an IEP can be made after the annual review by rewriting the IEP. The parents will receive a prior written notice of recommended changes to the IEP pursuant to Part 200 regulations 200.5(a). The proposed amendment will be implemented with parent consent. A revised copy of the entire IEP with the amendment(s) incorporated will be mailed to the parents. The revised copy will also be distributed and reviewed by staff in accordance with District procedures. Amendments to the IEP will be sent to the Board of Education for approval.

Referrals/requests to the CSE or CPSE are to be made in writing. When a referral/request to the CSE is submitted to the District's CSE, a copy is forwarded to the building administrator within five days. When a referral/request to the CSE is received by the building administrator, it is forwarded to the District CSE immediately upon its receipt.

The CSE/CPSE conducts an individual evaluation using a variety of assessment tools and strategies, including information provided through Response to Intervention (MTSS) and parents.

In accordance with the Part 200 of the Regulations of the Commissioner of Education, students with disabilities, both school-aged and preschool-aged are provided with appropriate special education services in the least restrictive environment taking into consideration the student's special education needs. These services are specified in the student's IEP. Students with disabilities are grouped together for special education by similarity of needs in accordance with the students' range of academic/educational achievement, social development, physical development and management needs.

Parents of preschool children who contact the District for purposes of having their child evaluated to determine if a disability exists will have the CPSE process fully explained to them at that time.

Description of Preschool/School-Aged Settings

Integrated settings are those where instruction is provided in classrooms and/or schools with non-disabled peers. **The data on the following pages reports integrated settings by the percent of time inside the regular education setting.**

- ◇ 80% or more refers to students who receive related services only, resource room and/or consultant teacher services.
- ◇ 40-79% refers to students who receive instruction in special class for their core content areas.
- ◇ Less than 40% refers to students who receive special class instruction in-district or out-of-district.

Programs are reported as segregated settings when located at a school or facility outside of district facilities.

- ◇ Private Day School refers to students who the CSE has placed at private non-residential schools.
- ◇ Private Residential School refers to students who require twenty-four hour programs.
- ◇ Home, Hospital Instruction refers to students who are assigned to home instruction awaiting placement or have significant health conditions and severe physical disabilities that prevent the student from attending a school program.

Other options considered:

- ◇ Parentally Placed in a Non-Public School refers to students whose parents have privately placed in a non-public school where they receive special education services.

Identification of Preschool Students by Recommended Setting

Below is a report of preschool children with disabilities for whom the school district has Committee on Preschool Special Education (CPSE) responsibility by least restrictive environment and (LRE) setting.

School Setting	10/4/2023
Integrated Settings:	
Regular early childhood program at least 80 % of the time.	4
40-79%	0
< 40%	0
Segregated Settings:	
Separate Class	1
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	5

Special Education Settings by Disability

School-Aged Students with Autism

This table represents a count of students whose classification is Autism, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	3
40-79%	1
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	4

School-Aged Students with an Emotional Disability

This table represents a count of students whose classification is Emotional Disturbance, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	2
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	2

School-Aged Students with a Learning Disability

This table represents a count of students whose classification is Learning Disability, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	28
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	1
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	28

School-Aged Students with Intellectual Disability

This table represents a count of students whose classification is Intellectually Disabled, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Home Schooled by parent choice	0
Total	0

School-Aged Students with Deafness

This table represents a count of students whose classification is Deafness, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	0

School-Aged Students with Hearing Impairments

This table represents a count of students whose classification is Hearing Impairment, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Home Schooled by Parent Choice	0
Total	0

School-Aged Students with Speech and Language Impairments

This table represents a count of students whose classification is Speech and Language Impairment, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	13
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	13

School-Aged Students with Visual Impairments

This table represents a count of students whose classification is Visual Impairment, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	0

School-Aged Students with Orthopedic Impairments

This table represents a count of students whose classification is Orthopedic Impairment, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	0

School-Aged Students with Other Health Impairments

This table represents a count of students whose classification is Other Health Impairment, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	13
40-79%	0
< 40%	3
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	16

School-Aged Students with Multiple Disabilities

This table represents a count of students whose classification is Multiple Disabilities, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	3
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	3

School-Aged Students with Deaf/Blindness

This table represents a count of students whose classification is Deaf/Blindness, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

School Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	0
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	0

School-Aged Students with Traumatic Brain Injury

This table represents a count of students whose classification is Traumatic Brain Injury, by integrated and segregated settings as reported on the PD-1/4. Integrated settings are reported by the percentage of time inside the regular education setting.

Shool Setting	10/4/2023
Integrated Settings:	
80% or more	0
40-79%	0
< 40%	1
Segregated Settings:	
Separate School	0
Private Residential Placement	0
Other Settings	
Parentally Placed in Non-Public Schools	0
Total	1

History of Student Services as Measured by the Amount of Time in the Regular Classroom

Integrated Settings:

Time Inside Regular Classroom: In regular school-based programs in buildings attended by disabled and nondisabled students.

Time Inside the Regular Classroom	2020-2021	2021-2022	2022-2023	2023-2024
80% or more	41	46	56	57
40% to 79%	1	1	3	0
< 40%	6	7	9	10
Total	48	54	68	67

This graph represents the history of student services measured by the amount of time inside the regular classroom by the percentage of the student body receiving special education services.

School Age Students by Disability Historical Perspective

Disability	20-21	21-22	22-23	23-24
Autism	2	2	3	4
Emotional Disability	4	4	5	2
Learning Disability	13	23	32	28
Intellectual Disability	1	0	0	0
Deafness	0	0	0	0
Hearing Impairment	0	0	0	0
Speech/language Impairment	13	13	13	13
Visual Impairment	0	0	0	0
Orthopedic Impairment	0	0	0	0
Other Health Impairment	12	11	13	16
Multiple Disabilities	4	3	4	3
Deaf-Blindness	0	0	0	0
Traumatic Brain Injury	0	1	1	1
TOTAL	49	57	71	67

*The numbers are obtained from the BEDS snapshot day in October of each year and does not include the non resident students.

Students Exiting Special Education

School Year	23-24			
Regents Honor	0			
Regents with CDOS	0			
Local with CDOS	0			
Regents	2			
Local	0			
Skills and Achievement Credential	0			
Aged Out	0			
Declassified	1			
Moved Known to Continue	2			
Dropped Out	2			
TOTAL	7			

*Numbers are obtained from the VR-10 Report– Ages 14-21 on BEDS snapshot day in October

**This report does not include the non resident students.

2023-2024 CPSE & CSE Meeting Activity

CSE/ CPSE Meetings*	2023-2024
New Referrals CPSE & CSE	13
Transfers	4
Requested Reviews	11
Amendments	26
Annual Reviews	67
Reevaluations	35
CPSE Meetings	25
TOTAL	181

* Number of meetings held from 7/1/23-6/30/24

Number of Students with Disabilities by Grade Level As of 6/30/24

Grade	In District	Non Resident
K	5	0
1 st	5	0
2 nd	5	1
3 rd	6	2
4 th	4	0
5 th	9	0
6 th	10	2
7 th	5	1
8 th	3	0
9 th	6	2
10 th	6	1
11 th	4	2
12 th	2	0
Total	70	11

BUDGET TO SUPPORT THE DISTRICT SPECIAL EDUCATION PLAN

Budget Account	2023-2024 (Actual)	2024-2025 (anticipated)
Salaries including Benefits	662,570	785,344
BOCES	986,844	782,655
Contractual/tuition	39,323	66,000
Supplies	699	3,700
TOTAL	1,689,436	1,637,699