

DISTRICT PLAN FOR SPECIAL EDUCATION DRYDEN CENTRAL SCHOOL DISTRICT 2020-2021

The Dryden Central School District provides a full continuum of special education services, as outlined in the commissioner's regulations. The curricular expectations for students with disabilities are in alignment with their general education peers. Students with disabilities pursue district expectations in all curricular areas. To assist students in this goal, the district offers the following programs and services.

DESCRIPTION OF SPECIAL EDUCATION PROGRAMS AND SERVICES: (District Operated)

To date during the 2020-2021 school year, from July 1, 2020 through 10/7/20, there have been 39 referrals to the Committee on Special Education and 12 students have been referred to the 504 Committee. Of the 39 referrals to the CSE, eleven (11) have meetings pending, nine (9) were deemed ineligible and 19 students were classified. Of the 12 students referred to the 504 Committee, 7 students were eligible for a 504 accommodation plan and 1 was ineligible. There are four (4) students who have meetings pending.

During the 2020-2021 school year, between July 1 and October 7, 2020, there are 277 students classified through the Committee on Special Education which is a classification rate of 18.55%. This is based on a student enrollment of 1493 students which includes all students in out of district placements/programs. The New York State average is 17%. The New York State target is 12%. There are 97 students in the district with 504 Accommodation Plans.

RELATED SERVICES:

COUNSELING:

At the elementary level, counseling is provided by three social workers who service Dryden Elementary School. There is a .5 social worker FTE position which has not been filled who was supporting Cassavant and Freeville Elementary Schools. Due to reduced class sizes as a result of COVID-19, we have been able to meet the needs of the students with the social work support that currently exists at the elementary level. All students, regardless of disability, can receive counseling services based on need. Crisis intervention services are also provided and mental health staff members are trained in Non-Violent Crisis Intervention (NCI) models of intervention.

At the middle school and high school level, there are two social workers, one school psychologist, two school counselors at the middle school level, and two school counselors at the high school level to assist in meeting the mental health needs of all students. Students receiving mandated counseling services through an Individualized Educational Program (IEP) or a 504 Accommodations Plan receive services from a School Social Worker, a School Psychologist or a School Counselor. There are several students who receive counseling services through the Tompkins County Mental Health (TCMH) Department in addition to school based therapy services. In those situations, the school mental health staff collaborates with TCMH. Many of the students receive services in the school setting to address ongoing issues of concern in the home environment, which is outside of the realm of school based counseling services. The services through TCMH have not begun at this time due to COVID-19.

At the secondary level, the social workers, school psychologist and all school counselors provide crisis intervention services as needed.

SPEECH AND LANGUAGE SERVICES:

Speech and language services are provided by six (6) full-time district employed speech and language pathologists. One provider is also a board certified behavior analyst. The district also contracts with TST BOCES for a .4 speech

language pathologist. Speech and language services are provided throughout the district on both an integrated and non-integrated model depending on the needs of the students. Services are provided to students identified with a disability through an IEP. In addition, speech improvement services are provided to students who are not identified with a disability but who demonstrate articulation or language needs that require support but do not rise to the level of a classification. Mandated services are provided in individual and/or small group sessions per the needs of the identified students with IEPs. Sessions are usually for 30 minutes. Articulation sessions may be for 15 minutes. Many of the students are identified for speech improvement at Kindergarten screening.

The district had dedicated a 1.0 FTE speech and language pathologist to foster the development of oral language skills to address the needs of students entering Kindergarten as well as the district Pre-K Program. As a result of COVID-19, this position has been reallocated to provide direct service to students in need of speech improvement and students who are classified and in need of speech and language therapy.

PHYSICAL THERAPY:

During the 2020-2021 school year, the district has contracted with Life Span to provide physical therapy services and evaluations to students with disabilities through the Committee on Special Education as well as the 504 Committee.

OCCUPATIONAL THERAPY:

There are 3.0 FTE Occupational Therapists who are employed by the District. The District also has a .4 Occupational Therapist provided through a contract (Co-Ser) with TST BOCES. Occupational therapy services are provided on either an integrated or non-integrated basis depending on the needs outlined in the 504 Accommodation Plans or Individualized Educational Programs (IEPs) of the students. The occupational therapists avail themselves to assist classroom teachers with implementing Tier 1 and Tier 2 interventions as needed.

PSYCHOLOGICAL SERVICES:

Psychological services are available in all buildings. Two school psychologists, cover all five buildings in the district. They provide mandated evaluations, re-evaluations and provide reports for students with disabilities who attend more restrictive placements and non-public schools. The psychologists evaluate all students referred to the Committee on Special Education (CSE), administer re-evaluations and assess performance. They participate on the student-based support teams (SST) and attend 504 meetings as needed for students. In addition, the school psychologists are among the first line of support for administrators and staff in response to a student in crisis. They are also frequently accessed to assist with addressing the needs of students, including those who display more aggressive behaviors. In addition, the school psychologists are team members in conducting Functional Behavioral Assessments (FBA's) and if needed, in developing Behavioral Intervention Plans (BIPs). They are also members of the crisis intervention teams and, on occasion, conduct threat assessments on students.

There are two additional full time school psychologists whose responsibilities include chairing Section 504 and Committee on Special Education (CSE) meetings K-12. They may also chair Committee on Pre-School Special Education (CPSE) meetings if needed. These two psychologists also conduct evaluations as needed to ensure compliance with state required timelines.

SPECIAL EDUCATION PROGRAMS:

ADAPTIVE PHYSICAL EDUCATION (APE):

APE services are provided to students who qualify through the Committee on Special Education (CSE). APE services are provided by a physical education teacher who is certified to provide the services to students with disabilities K-12. Eligibility is determined through evaluations with the APE teacher. All evaluations are reviewed through the Committee on Special Education.

CONSULTANT TEACHER SERVICES (DIRECT AND INDIRECT):

Consultant teacher services may be provided in a direct or indirect model for a minimum time period of two (2) hours per week. The special education teacher renders direct services to students with disabilities, in a small group basis, in the general education classroom. The special education teacher may provide indirect consultant teacher services to the general education teacher to provide support in implementing program or testing accommodations to students in the general education setting. Special educators work with general educators to adjust or modify the learning environment to meet the needs of students with disabilities. Direct and indirect services can also be combined in order to meet the unique needs of students.

In Dryden, consultant teacher services are provided K-12 based on the identified needs of the students as determined by the Committee on Special Education. Special Education Teachers K-12 providing Consultant Teacher Direct Services are assigned to one or two grade levels, usually in the areas of math and English.

INTEGRATED CO-TEACHING SERVICES: (ICT)

Integrated co-teaching services are an optional addition to the continuum of services but one which the Dryden Central School District has embraced and supported K-10 for the 2019-2020 school year. Integrated co-teaching services means that specially designed instruction is provided to a group of students with disabilities who are functioning academically 2 or more grade levels below expectations in the general education classroom. Services are provided in a general education setting providing more significant supports to students with disabilities. General education and special education teachers equally share the responsibility for primary instruction. Research indicates that all students benefit from the supports provided by both the general education teacher and the special education teacher in the general education classroom.

In the Dryden Central School District, integrated co-teaching services are provided at the K-5 level throughout the school day. There are integrated co-taught classrooms at all grade levels and the number of classrooms per grade level is adjusted to accommodate the needs of students.

Integrated co-teaching operates differently at the secondary level. At the middle school level, integrated co-teaching programs are provided in English and/or math. At the middle school level, the supports of a teaching assistant are provided for students requiring additional support in social studies and/or science as determined by the Committee on Special Education. At the high school level, integrated co-teaching programs are provided for Pre-algebra, Algebra, Global 1, Global 2 as well as English 9, English 10 and Living Environment for the 2020-2021 school year.

RESOURCE ROOM:

Resource room services are provided to students who require supplemental instruction for a minimum of three (3) hours weekly. It can be combined with consultant teacher direct services to achieve the minimum number of hours. Resource room services may be accessed in a location separate from the general education classroom, or may occur within the classroom. The total number of students supported during one period may not exceed five (5) students. The total number of students on each resource room teacher's roster may not exceed twenty (20) students at the elementary level and twenty-five (25) at the secondary level. The Dryden Central School District has caseloads that are below these maximum thresholds. This allows teachers to meet the needs of the students assigned to them and to allow them the much needed time to collaborate with general education teachers and parents regarding student needs and expectations. Whenever possible, students receiving integrated co-teaching services are supported in the resource room setting by one of the special education teachers providing the ICT services.

IN-DISTRICT SPECIAL CLASSES:

The Dryden Central School District supports an inclusive philosophy for students with disabilities. Whenever possible, students' academic and behavioral needs are met in an inclusive model within the district. For students who require additional academic and/or functional life skills, there are two classrooms available at the K-5 level, two classrooms at the 6-8 level and one at the high school level.

8:1:3 SETTING: (MAPS – Multi-Age Program and Supports)

There are three (3) classrooms at the K-5 level that provide academic, behavioral and life skills supports to students with significant developmental delays at the K-1, 2-3 and 4-5 levels. The students have significant academic as well as communication, behavioral and life skills needs. There can be up to 8 students with one special education teacher, two teaching assistants and one para-professional in each classroom. All three classrooms are based on a similar model. The classrooms are set up to provide instruction utilizing small group instruction as well as individualized instruction utilizing behavioral instructional strategies as well as evidence based teaching procedures. Students who can be integrated into the co-taught classrooms for part of their day are integrated in with their peers and supports are provided to them in the general education classroom whenever possible. Students in the classrooms are working on academic as well as social, emotional, communication and functional life skills. The classrooms are also supported in consultation with a behavioral specialist as needed. The 6-8 MAPS classroom was created in the 2017-2018 school year due to an in-district need. By opening this classroom, the students were able to remain in-district and continue to participate in the school community. The 6-8 MAPS classroom is based on a similar model of the K-5 classrooms. The K-1 classroom is currently serving the needs of 7 students. The 2-3 MAPS classroom has 5 students and the 4-5 classroom has 5 students for the 2020-2021 school year. The 6-8 classroom is currently serving 5 students.

8:1:1 SETTING:

There is one 8:1:1 classroom (eight students, one special education teacher and one paraprofessional) at the 6-8 level supporting students with significant behavioral and social/emotional needs. There are additional social emotional supports dedicated to this classroom to encourage the students to behave in a socially appropriate manner and to foster their academic success. Due to enrollment (in-person versus 100% remote) as a result of the COVID-19 pandemic, the students in the program who attend 100 % in-person are being supported in an integrated model due to the smaller class sizes overall. Since the beginning of the 2020-2021 school year the classroom is supporting 5 students.

12:1:1 SETTING:

The District opened a 12:1:1 special classroom at the high school level serving students in 9th and 10th grades in September 2018. The students in this program have significant academic needs. Some of the classes are taught through a co-teaching model where the special education teacher and general education teacher work collaboratively together to support the students' academic needs. Other classes are taught by a special education teacher with a content specific certification. There is also a teaching assistant in many classroom supporting students as well. Currently, the District is offering 12:1:1 classes in English 9, English 10, English 11, English 12, Pre-Algebra, Algebra, Living Environment 1 & 2, U.S. History, Global 1 and Global 2. Students in this program are working toward a Regents or Local Diploma.

DESCRIPTION OF NON-DISTRICT PROGRAMS:

FOUNDATIONS:

Foundations is designed for elementary students who have the classification of Autism. The curriculum will focus on the Common Core Learning Standards but will also address individual student needs. The team will provide support for Assistive Technology devices for the purposes of communication and behavior management. Related services such as speech therapy and occupational therapy are available per the recommendation of students' IEPs (Individualized Education Program). There is one student participating in the program.

BRANCHES PROGRAM:

This is a program offered at TST BOCES for students with multiple disabilities with a focus on behavior management strategies. Each student is given individual attention to address his or her particular abilities and needs. Individual academic programming focuses on Common Core Learning Standards (including reading and writing, math, science and social studies), independent living skills and prevocational work skills. All students receive the appropriate New York State Assessments. The majority of students take the New York State Alternate Assessment (NYSAA). There are two students participating in the program.

BRIDGES PROGRAM:

This program is designed for students with disabilities whose educational needs require specialized instruction with other pupils with similar educational needs. Students are assigned to a 12:1:1 classroom (12 students, 1 teacher and 1 aide). The educational program is a blend of academics and prevocational supervised work experience activities that lead to independent or semi-independent living. Regular related services are available as needed. Students in this program typically will earn the Skills and Achievement Credential and are NYSAA (New York State Alternative Assessment) eligible. There are 2 students participating in the Bridges Program.

CAREER SKILLS PROGRAM (1/2 DAY):

Half-day Career Skills is a program designed to teach vocational related skills and behaviors. The program provides student exploration of a variety of realistic career options in a highly supervised setting. Using a hands-on approach, students learn technical skills and appropriate work-related behaviors that can be transferred to any job. There are 3 students participating in the program.

STEPS PROGRAM:

This program provides intensive adult/student interaction for pupils with severe multiple disabilities. Students in this program are those with the most serious physical and intellectual disabilities, functioning with very little expressive language and with limited physical abilities. Regular related services are available as needed. Students in this program earn the Skills and Achievement Credential. The district currently has 1 student participating in this program.

8:1:1 TURNING POINT (Gr. K-12):

This program is designed for students whose emotional and behavioral needs require a therapeutic setting as well as close supervision combined with a management system that offers highly intensive interventions. Student behaviors may be aggressive, self-abusive, or extremely withdrawn. Students in this program may earn a Regents or Local Diploma, a General Equivalency diploma or the CDOS Commencement Credential.

Regular related services are available. Participation in group and/or individual counseling is a requirement of the Turning Point Program. Students are also able to participate in a licensed Day Treatment Program provided through a partnership of TST BOCES and the Franziska Racker Center. Day Treatment services may include the support of a psychiatrist, a psychiatric nurse, medication monitoring, family counseling, et cetera. Dryden currently has 14 students participating in this program.

SPRINGBOARD 12:1:1 (GR. 9-12; ages 15-21):

Springboard offers a 3 to 5 year program culminating in a Regents Diploma, a Local Diploma, or a General Equivalency Diploma. A CDOS Commencement Credential can be earned in addition to any of these credentials or as a stand-alone credential. This full-day or half-day academic program provides access to high school courses and credits as well as preparation for transition to independent adult living. Regular related services are also available as needed. There are currently 7 students participating in this program.

There is one student who is participating in the middle school Springboard program and 6 are participating in the high school program.

Many students enrolled in the high school Springboard Program also enroll in a Career and Technical Education Program or World of Work Program.

REGIONAL ALTERNATIVE SCHOOL (RAS):

The BOCES Regional Alternative School serves students who find school challenging; it offers a full academic school day for students in grades 7 through 12. It is a general education program. Dryden has 3 students with disabilities participating in this program.

TEST ASSESSING SECONDARY COMPLETION (TASC):

The TASC exam is based on the Common Core Learning Standards for mathematics and English Language Arts, as well as other national standards for science and social studies. In general, students who participate in the TASC Program are students who have struggled with larger class sizes and the academic expectations at their home schools. Most are in need of a more intimate and supportive environment. The program is open to both classified and non-classified students. It is not a special education program, but special education consultant teacher support is available. There are two students with disabilities participating in the program.

CAREER AND TECHNICAL EDUCATION PROGRAMS:

Career and Tech Programs instruct students in a variety of technical areas, preparing them for entering the work force with a marketable skill and for continuing on to higher education. All Career and Tech classes are currently New York State approved. To be approved, courses must meet rigorous guidelines related to assessment, an academically strong curriculum that is aligned with the New York State Learning Standards and relevance to industry practices. Some courses offer concurrent enrollment opportunities through TC3, and all programs have at least one articulation agreement with colleges that have a related program. There are a total of 67 students enrolled in a CTE Program, 19 of which are students with disabilities and one student with a 504 plan.

The World of Work classes serve high school students with a variety of instructional needs. Classes promote self-esteem and positive socialization, as well as cognitive and motor-skills development through a progressive curriculum. The classes integrate students into the most appropriate and least restrictive Career and Tech setting, offering instruction in both generic and job-specific skills, important for competitive employment and independent living. Whether it is cooking, rebuilding a tractor, learning how to operate equipment, or constructing projects, students are engaged in the learning process. There are currently 13 students with disabilities participating in this program.

OCM BOCES PROGRAMS:

STELLATA (12:1:4) (McEvoy Campus):

The Stellata program is designed for students with cognitive and learning deficits whose behavior significantly impacts their learning and success. The program provides increased focus on behaviors and skills needed for learning, social interactions and vocational endeavors. A school psychologist and school counselor provide support as needed. There are 2 students enrolled in this program.

OCM Transition Program – SUNY Cortland:

The OCM Transition Program is designed for students who have a variety of disabilities. This full-day 12:1:4 program services students with disabilities ages 17-21 in a post-secondary setting. Dryden has 1 student participating in the program.

DESCRIPTION OF NON-DISTRICT SPECIAL EDUCATION PROGRAMS AND SERVICES

GEORGE JUNIOR DAY SCHOOL:

The George Junior Republic Union Free School District provides educational services for the children residing at the William George Agency for Children's Services and for CSE referred day school students who live in local communities. Course offerings include mathematics, social studies, English (language arts/reading), science, physical education, health education, art, music, technology and vocational studies. The curriculum follows New York State Learning Standards and credits earned are transferable, and will be accepted by any school district in New York State. Advanced Regents, Regents, and Local diplomas are awarded to students meeting appropriate graduation requirements.

The classrooms are structured in 6:1:1 ratios (6 students: 1 teacher: 1 teacher aide). The structure of this setting allows for highly individualized instruction, enabling students to recover lost academic standing. An Individualized Education Plan (IEP) is developed for each student in the interest of helping the student be successful in the school environment. In addition to the individual attention from dually certified teachers (special education and secondary education), students benefit from experiential/hands-on learning, differentiated instruction, and the use of technology such as computer stations, laptops, interactive whiteboards, and classroom sound systems. We have 5 students currently enrolled in this program.

CHILDREN'S HOME OF WYOMING CONFERENCE – RESIDENTIAL:

The program is designed to provide services and supervision where professional staff help children to feel safe, stabilize their behavior and deal with stress and trauma. It is a place where children can learn to refocus and build on their strengths and learn to cope in a better way with life stresses with the goal of reuniting with their families and reentering the community. As of 10/7/2020, there is one student in the program.

CHILDREN'S HOME OF WYOMING CONFERENCE – DAYSCHOOL:

The Day School is a program which provides intensive clinical and special education services to enhance the functioning of children and their families with the ultimate goal of maintaining children in the community and preserving the family unit. As of 10/7/2020, there is one student in the program.

HOME-SCHOOLED:

There are currently nine (9) students with disabilities (IEPs) who are home schooled.

NON-PUBLIC SCHOOLS:

COVENANT LOVE:

Currently, there are two (2) students at Covenant Love Community School receiving special education services.

NEW ROOTS CHARTER SCHOOL:

The district currently has 1 student with disabilities who have an IEP attending New Roots Charter School. The district is billed by New Roots for special education services provided per the individualized educational programs of the district students.

METHODS USED TO EVALUATE ACHIEVEMENT OF OBJECTIVES:

1. The progress and appropriateness of placement for each student identified as a student with a disability shall be reviewed at least annually by the Committee on Special Education. After reviewing information regarding the student's performance in the special education programs, a decision and recommendation will be made as to whether the student should continue, change or terminate the program. Consequently, achievement of program objectives and goals is able to be gauged.
2. The building administrator(s), in whose building said special education programs are located, and the Director of Student Services are responsible to monitor and evaluate teacher performance relative to the objectives of the program. The building administrator in collaboration with the Director of Student

Services also evaluates the effectiveness of the program in remediating each student's difficulties relative to the academic performance of each student in the general education program.

3. Programs, particularly related services and compensatory instruction, may be evaluated relative to their success in allowing pupils to participate and achieve in the regular school environment.
4. Special education students participate in standardized testing and New York State Alternate Assessments, as methods of evaluating the student's progress, thus gauging achievement of program objectives. Students also participate in district level assessments such as Dibels, STAR Early Literacy, STAR Literacy, STAR, Math, and SRI, as well as district level formative assessments.
5. Progress notes, as related to the IEP goals, are sent home with report cards. In specific instances, this occurs more frequently as determined by the IEP. Progress notes document the students work towards mastering their individualized goals.

PROGRAM ENROLLMENT:

Based on the 2020-2021 identified students, the district-operated and non-district operated Special Education programs provided services to students with the following types of disabilities:

AU- Autism	MD – Multiple Disabilities
LD – Learning Disability	SLI – Speech Language Impairment
OHI – Other Health Impairment	ED - Emotional Disturbance
VI – Visual Impairment	HI – Hearing Impairment
ID – Intellectual Disability	

COMMITTEE ON PRE-SCHOOL SPECIAL EDUCATION (CPSE):

The pre-school special education program is funded through the Tompkins County Health Department and the State Education Department. There are a few Dryden pre-school students who are residents of Cortland County and their services are funded through the Cortland County Health Department. All pre-school special education students are identified as Preschool Students with a Disability (PSWD) and the services they receive, whether it is a related service (speech therapy, occupational therapy, physical therapy or psychological counseling services) or a pre-school special education program are not direct cost factors for the Dryden Central School District.

Between July 1, 2020 and October 7, 2020 of the 2020-2021 school year, 36 students were referred to the Preschool Committee on Special Education. Of these, 17 students were classified, 1 was deemed ineligible, and 18 are pending consent to evaluate or pending meetings to determine eligibility. There are a total of 58 pre-school students with disabilities currently being serviced. To date, in the spring of 2021, there will be 31 CPSE to CSE transition meetings.

In the 2019-2020 school year, the District was approved to open a Special Class Integrated Setting classroom. It is a class of students totaling 18, of which 8 are students with significant global disabilities. There are currently 8 students with disabilities in the classroom being supported in either a hybrid or 100 % remote instructional model.

BOARD OF EDUCATION POLICIES AND PROCEDURES:

On file, please note the various board policies outlining district obligations for students with disabilities.

The Board also ensures that general education teachers participate in all CSE meetings and that Individualized Educational Programs (IEP's) are made available to all teachers who instruct students with disabilities. IEP's and 504 Accommodation Plans are available to teachers through School Tool.

ESTIMATED BUDGET TO SUPPORT SPECIAL EDUCATION PROGRAMMING:

The 2020-2021 budget supporting Special Education Programs and services for the Dryden Central School District are as follows;

Program 400 = \$3,640,000

Federal 611 Funds = \$435,161

Federal 619 Funds = \$18,510