



SPECIAL EDUCATION

District Plan

November 2016 - October 2018

ADOPTED BY THE BOARD OF EDUCATION ON:

November 9, 2016

BOARD OF EDUCATION

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STATEMENT OF ASSURANCES

The Board of Education of the DeRuyter Central School District as part of a long standing commitment to excellence in education for all students supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education (Section 200.2), the Board has reviewed the District Plan for Special Education on this date of November 9, 2016.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

DeRuyter Central School District

Mission Statement

The DeRuyter Central School District, in partnership with parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society.

Vision Statement

The DeRuyter Central School District will be committed to providing a safe, healthy and supportive environment where all members of the learning community will reach high expectations as they achieve confidence in their talents and pursue personal success in a complex, interconnected, dynamic world.

Belief Statements

We believe...

- ...children are our first priority.
- ...each individual has dignity and worth.
- ...in a learning community of integrity that promotes positive character and good citizenship.
- ...an emotionally and physically comfortable, safe and professional environment is most conducive to teaching and learning.
- ...the partnership of home, school and community is essential for student success.
 - ...high expectations and challenging curriculum lead to greater achievement.
 - ...frequent, clear and consistent communication is essential among all school stakeholders.
- ...in learning communities where students are supported to become self-directed, lifelong learners.
- ...diverse opportunities and challenges allow for each student's gifts and talents to be discovered.
 - ...in the optimal utilization of all resources.

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INTRODUCTION

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

Each Board of Education that receives such apportionment shall prepare a written plan in regard to special education. The present Plan, upon adoption by the DeRuyter 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 DeRuyter Central School District Plan for Special Education 2016-2018 meets the requirements of the Commissioner. Questions or comments regarding this plan should be directed to the Committee on Special Education (CSE), the Committee on Preschool Special Education (CPSE), or the Board of Education.

PURPOSES FOR THIS PLAN

- Serve as the District Plan for the two-year period November 2016 through October 31, 2018 as required by State law as a condition for receiving funding 8NYCRR200.2.
- Provide interested residents and staff of the DeRuyter Central School District an informational document explaining how the District services children with disabilities.
- Provide a working document upon which we identify and improve weaknesses, build program capacity, and set priorities for the future.

NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS

School age students and preschool students with disabilities are afforded the full range of educational programs according to individual need. The variety of educational programs available represents a continuum from regular education to more restrictive special education. Programs within DeRuyter Central School District currently meet the need 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. In addition to school age students with disabilities attending their home school for services, 100% of preschool students with disabilities are educated in the district pre-kindergarten program.

GENERAL EDUCATION PROGRAMS

Part 100 Regulations of the Commissioner of Education affirms that, “students with educational disabilities are entitled to participate in curricular and extracurricular activities to the extent appropriate to their individual needs,” (8NYCRR100.2). It also states that, “students with educational disabilities must have access to the full range of programs and services...to the extent appropriate to their individual needs,” (8NYCRR100.2). The DeRuyter Central School District provides the following regular education programs and services:

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

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

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

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

Guidance Program: The District provides guidance services to all students, including those with disabilities, on at least an annual basis. Guidance 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, and language or voice disorders) that do not have an educational disability may receive speech improvement services. The service is focused toward each child’s deficit areas in an attempt to correct the speech or language problem before it hinders learning. Children are usually seen one to two times per week for approximately 20-30 minutes in small groups. The Speech/Language therapist, in consultation with the classroom teacher and the parent, initiate recommendation for dismissal from the program.

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

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

SPECIAL EDUCATION PROGRAMS

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

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

- DeRuyter Special Education Staff
- BOCES Special Education Staff

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

- Speech and language services
 - Full Time Speech Pathologist District Staff
 - BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff
- Psychological, Social Work, and Counseling Services
 - Full Time Guidance Middle School Guidance Counselor
 - Full Time Guidance High School Guidance Counselor
 - Full Time School Psychologist District School Psychologist
 - BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff
- Occupational therapy
 - Part Time OT BOCES Staff
 - BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff
- Physical therapy
 - Part Time PT BOCES Staff
 - BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff
- Audiology Services

- BOCES Part Time Audiologist BOCES Audiologist
- BOCES Providers BOCES Staff
- Preschool Providers Preschool Staff
- Nursing Services
 - Full Time School Nurse District Staff
 - BOCES Nurses BOCES Staff
 - Preschool Nurses Preschool Staff
- Teacher of the Visually Impaired
 - BOCES Providers BOCES Staff

Consultant Teacher Service is provided to students who are enrolled in a full-time regular education classroom. The service can be provided either in a direct or indirect manner. 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. This support is 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 provide supplemental instruction to special education students. 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 develop knowledge in their deficit areas, learning strategies, study skills, and test taking skills to enhance their success in the regular classroom. Students are grouped according to need in Resource Rooms with a 5:1 ratio and may receive Direct Consultant Teacher service within the general education classroom in addition to resource room service.

- Resource Room/Consultant Teachers
 - Full Time SE Teacher Grades K-5
 - Full Time SE Teacher Grades K-5
 - Full Time SE Teacher Grades 6-12
 - Full Time SE Teacher Grades 6-12
 - Full Time SE Teacher Grades 6-12

Special Class 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 with supplemental aides or support services due to their individual needs. Students in DeRuyter Central School who receive special class services do not receive these services for the entirety of their school day. These services are provided in conjunction with resource room and consultant teacher services.

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

Students are grouped according to need within the following configurations:

- 12:1:1 Twelve students and one teacher plus one teacher assistant
 - BOCES Providers BOCES Non-Categorical Programs
- 8:1:1 Eight students and one teacher plus one teacher assistant.
 - BOCES Providers BOCES Emotionally Disabled Programs
- 12:1+1:3 Twelve students and one teacher plus one staff for every three students (teacher assistant, teacher aide, or related service provider).
 - BOCES Providers BOCES severely and Multiply Disabled Programs

Special Education Day Schools Approved by the Commissioner is occasionally used to meet the needs of very unique students with disabilities. The CSE maintains a list and description of programs approved by the Commissioner in the event that a student's needs cannot be met in a less restrictive setting. The district does not have any students placed by the CSE in special education day schools at this time.

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

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

- Special Education Itinerant Teacher (SEIT)
- Special Class in an Integrated Setting
- Special Class in a Non-Integrated Setting
- Related Service including but not limited to Speech, OT, and PT

PLAN TO ENSURE AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATE FORMATS

Section 200.2 (b)(10) of the Regulations of the Commissioner requires the Board of Education to establish a plan to ensure that every student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students. "Alternative format" is defined to mean any medium or format for the presentation of instructional materials, other than traditional print textbooks, that is needed as an accommodation for a disabled student enrolled in the school district. It may include, but not be limited to, Braille, large print, open and closed caption audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

GRADUATION RATE OF STUDENTS WITH DISABILITIES

Course Requirements for Graduation

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

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

Assessment Requirements for Graduation

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

Instructional Strategies and Curricular Materials to Increase Graduation Rate

The instructional strategies and curricular materials are accessible by all students. Reading materials, writing assignments, and math instruction are provided at the student’s instructional level. The content that is being presented stretches the student to his or her individual limits. Each student’s IEP must have a comprehensive “road map” of program modifications and test accommodations that will be systematically used throughout the instructional day. Students are able to complete most assignments and learning tasks independently rather than struggling at the frustration level with material that they do not understand.

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

Staff Development Activities to Increase Graduation Rate

Staff development has enhanced the readiness of the faculty to fully implement this Special Education Plan. Staff has attended, and will continue to attend, workshops and specific trainings to strengthen their instructional skills. Staff will continue to focus on improving the instructional programs for students. Staff will work together to strengthen the co-taught classes and will work towards offering more co-taught classes districtwide. Staff continues to be encouraged to visit other school districts where students with disabilities are meeting success and graduating with Regents or Local diplomas. Staff will be encouraged to participate in training regarding using differentiated instruction and Specially Designed Instruction (SDI) as an important tool in meeting the needs of a wide variety of learners.

IDENTIFICATION RATE OF STUDENTS WITH DISABILITIES

Continue to Reduce the Numbers of Identified Students: Currently the district is close to the state average of 17% (data.nysed.gov; most current data year 14-15) of student identified as students with disabilities. The total number of students served by the special education department is about 16.8%. The district will continue to explore alternatives to identification such as teaching students at their instructional level in all regular education programs through the use of differentiated instruction.

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

METHODS FOR EVALUATING PROGRAM OBJECTIVES

Through the use of assessment techniques including the use of standardized assessments, state assessments including 3-8 assessments and Regents examinations, teacher observations, quarterly grade reports, quarterly progress monitoring of IEP goals, samples of student work, anecdotal reports, placement in LRE, percentage of students' day in the general education classrooms, and declassification rates. The data will be analyzed to provide summary information to assist the district in decision-making regarding revisions and modifications of programs, services and procedures. The goal of the special education program in the district is to provide each student with individualized instruction designed to help each student compensate for his or her disability in order to more fully reach his or her potential.

SPACE ALLOCATION

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

Elementary School: There are two special education rooms at the elementary. There is one speech therapy room, a school psychologist's office, and space to provide occupational therapy and physical therapy. Each of these rooms meets the minimum requirements for space. Space is also provided for Pre-Kindergarten which serves certain students with disabilities.

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

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

BUDGET 2016-2017

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

Function Appropriation

Budget Code	Item	Expense
A 2250.150-10-1013	Instructional Salaries	\$404,332.00
A 2250.150-10-1020	Instructional CSE Chair	\$74,460.00
A 2250.160-10-1011	Non-instructional Salaries	\$449,428.00
A 2250.200-10-0105	Equipment	\$4,000.00
A 2250.400-10-0100	Contractual Expenditures	\$8,000.00
A 2250.400-10-0123	Tuition	\$58,917.00
A 2250.450-10-0104	Materials & Supplies	\$3,000.00
A 2250.480-10-0127	Textbooks Special Ed	\$2,000.00
A 2250.490-10-0000	BOCES Services	\$379,100.00
	Total:	\$1,383,237.00

Graduation Data and Expected Outcome				
Diploma Type		June 2016	June 2017	June 2018
Skills and Achievement Credential		1	2	
Career Development and Occupational Studies Credential (CDOS)		1	1	
CDOS and CTE Credentials			1	
Local Diploma (Compensatory Option)		1		
Local Diploma (Compensatory Option) with CTE Credential			1	
Local Diploma			1	1
Local Diploma with CDOS Credential				2
Local Diploma with CTE Credential		1	1	3
Local Diploma with CTE Credential and STEM Pathway		1	1	
Regents Diploma		1		3
Regents Diploma with CTE Credential			1	1
Regents with Advanced Designation Diploma			1	
Total Graduates/Projected Graduates:		6	10	10
Total Commencement Credential Only:		2	4	0
Total Local Diploma:		3	4	6
Total Regents Diploma:		1	2	4

Students with Educational Disabilities											
Students IEP's-September 2016											
SCHOOL	GRADE	TOTAL	AU	ED	LD	OHI	SLI	ID	MD	PD	HI
OCM BOCES	2	1					1				
	3	1					1				
	4	1				1					
	10	1				1					
	11	1				1					
	Ungraded	2						2			
DeRuyter Elementary	K	1					1				
	1	4					4				
	2	2			1		1				
	3	5			2	2	1				
	4	4			3						1
	5	4			2	2					
Lives out of District attending in DeRuyter	2	2				2					
DeRuyter Junior High	6	7		1	4	1		1			
	7	3			2	1					
	8	5			3	1		1			
DeRuyter HS	9	4			3						1
	10	4			4						
	11	6		1	2	3					
	12	7	1		2	3			1		
	Ungraded	1						1			
Preschool Itinerant	PS	2								2	

AU-Autistic

ED-Emotionally Disabled

LD-Learning Disabled

OHI-Other Health Impaired

SLI-Speech and Language Impaired

ID-Intellectually Disabled

MD-Multiply Disabled

PD-Preschool Student with a Disability

HI-Hearing Impaired

Disability Count by School September 2016						
Disability	Total	OCM BOCES	Elem.	JH	HS	Preschool Itinerant
Autistic	1				1	
ED	2			1	1	
LD	28		8	9	11	
OHI	18	3	6	3	6	
SLI	9	2	7			
ID	5	2		2	1	
MD	1				1	
PD	2					2
HI	2		1		1	

AU-Autistic

ED-Emotionally Disabled

LD-Learning Disabled

OHI-Other Health Impaired

SLI-Speech and Language Impaired

ID-Intellectually Disabled

MD-Multiply Disabled

PD-Preschool Student with a Disability

HI-Hearing Impaired

AVAILABILITY OF COPIES OF THIS POLICY

The District Special Education Plan is on file for review in the Office of Superintendent of Schools and the Special Education Office for public inspection and review by the commissioner of education. A parent may request and receive a copy of the policy from the school district at any time. Requests should be made through the Special Education Office.