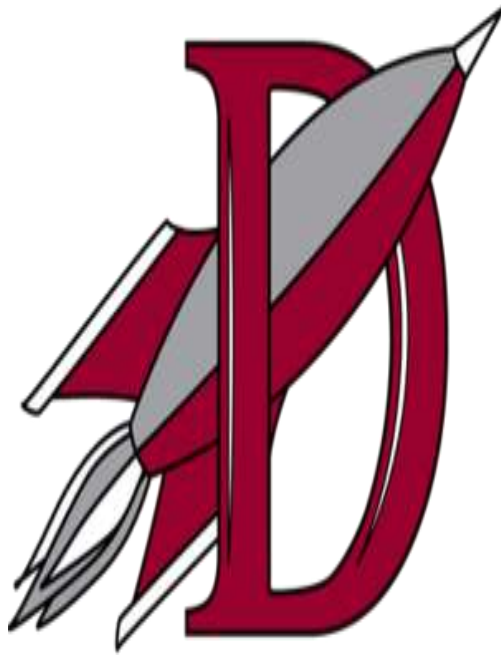


SPECIAL EDUCATION

District Plan



November 2021 - October 2023

ADOPTED BY THE BOARD OF EDUCATION ON:

January 11, 2022

BOARD OF EDUCATION

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Amanda Graham-Quirk
Business Manager

Jenny Valente
PK-5 Principal/Director of Special Education

Stephen Rafferty
6-12 Principal/Director of Special Education

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 (CSE) and the Committee on Preschool Special Education (CPSE).

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 October 10, 2018.

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 2018-2020 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 1, 2021 through October 31, 2023 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 approximately 85% 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, the District also coordinates services for preschool students with a disability. Approximately 20% of our student population receive special education services.

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 general education programs and services:

Screening and Benchmarking 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). Screening and benchmarking tools include ECERS-3 (incoming prekindergarten students), Aimsweb Plus (K-8), Fountas and Pinnell Benchmark Assessment System (K-5), assessments from the Heggerty phonemic awareness program (K-5), the LETRS Spelling Inventory (K-5) and the Scholastic Reading Inventory (6-12). These data points, along with classroom data and performance, are used to identify students needing extra support and/or evaluation for special education services.

General Education Classes: Students with disabilities are mainstreamed into general 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 (CSE). 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. CSEs 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 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 or AIS) are enrolled in these programs based on the recommendation of the education team and several points of student data. 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: All students are encouraged to participate in extracurricular activities in order to provide the opportunity to fully benefit from a rich and varied school experience. The full range of extracurricular activities is open to all students who are otherwise qualified to participate.

School Psychologist: In addition to completing all initial evaluations to determine eligibility for special education services and reevaluations to determine continued eligibility for students in grades K-12, the school psychologist provides IEP counseling when recommended by the CSE. The school psychologist works collaboratively with the school counselors and social worker to consult on academic concerns and behavior problems.

School Counseling Program: The District provides school counseling services to all students, including those with disabilities. Students in grades 6-12 meet with a school counselor on at least an annual basis. School counselors play an active role in planning for the transition to post-secondary career plans. School counselors are also central in working on attendance problems, academic concerns, and behavioral problems.

Social Worker Support: The District hired a full-time social worker in the summer of 2021. The social worker provides resources and supports to students and their families. The social worker works in close collaboration with the school counselors and school psychologist and is 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 two to three times per week for approximately 30 minutes in small groups. The Speech/Language therapist, in consultation with the classroom teacher and the parent and informed by data from evaluations and assessments, initiate recommendation for dismissal from the program.

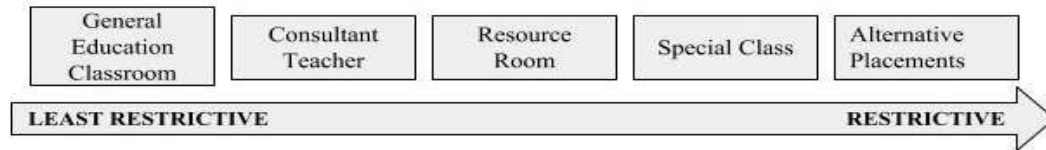
Educationally Related Support Services: Temporary psychological services (ie: lunch groups, social skills groups), Family Counseling Services and non-career counseling services are offered to students with the intention of helping them remain in general education in addition to the other educationally related support services listed above. The school psychologist, school counselors and social workers may also be involved in providing increasing levels of support.

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 general education. This is recommended by the CSE in light of student performance data and evaluations. 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.

DeRuyter seeks to provide education and support for all students in the least restrictive environment.



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 by:

- 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. Related services may include speech, OT, OT, counseling, vision therapy, audiology services and skilled nursing. Students are grouped by similarity of need within a maximum group of five students per provider. The average small group size here in DeRuyter is two. Students can also receive these services on an individual basis or a combination of small group and individual service, based on student need and the recommendation of the CSE. 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 (as assigned by the County)
- Psychological, Social Work, and Counseling Services
 - Full Time School Counselor Grades 3-7 School Counselor
 - Full Time School Counselor Grades 8-12 School Counselor
 - Full Time School Psychologist District School Psychologist
 - Full Time Social Worker District Social Worker
 - BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff (as assigned by the County)
- Occupational therapy
 - Part Time OT/BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff (as assigned by the County)
- Physical therapy
 - Part Time PT/BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff (as assigned by the County)
- Audiology Services
 - BOCES Providers BOCES Staff
 - Preschool Providers Preschool Staff (as assigned by the County)
- Nursing Services
 - Full Time School Nurse District Staff
 - BOCES Nurses (as needed) BOCES Staff
 - Preschool Nurses (as needed) Preschool Staff (as assigned by the County)
- Teacher of the Visually Impaired
 - BOCES Providers BOCES Staff

Consultant Teacher Service: Consultant Teacher Service is provided to students in their general 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 general education classroom and provides individual or group instruction and support to students with disabilities so that they may better access grade level curriculum. The consultant teacher is not considered the primary instructor, but rather provides support for identified students and works towards student IEP goals. Indirect Consultant Teacher Service is when a special education teacher provides consultation to general education teachers. This support is to assist the general education teacher in adjusting the learning environment and/or modifying their instructional methods to meet the needs of students with disabilities who attend their classes. Consultant Teacher services must be provided for a minimum of two hours per week and the subject areas in which support is provided must be specifically and individually listed. Consultant Teacher Services can be offered in combination with Resource Room for a minimum of three hours per week.

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 according to need in Resource Rooms with a maximum 5:1 ratio (five students to one special education teacher). 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 offers support services for the student who struggles to acquire certain skills in the general education setting. Students develop knowledge in their deficit areas, learning strategies, study skills, and test taking skills to enhance their success in the general education classroom. Students may receive Consultant Teacher service within the general education classroom in addition to resource room service for a minimum of three hours per week.

- Resource Room/Consultant Teachers on Staff
 - 3 Full Time Special Education Teachers Grades K-5
 - 3 Full Time Special Education Teacher Grades 6-12

Special Class: Refers to primary instruction specially designed to meet the needs of students in a setting separate from their general education peers. 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. Special class programming is intended to be recommended for as long as students need it, but the goal is to move students to a less restrictive program option. Students in DeRuyter Central School who receive special class services do not receive these services for the entirety of their school day, but rather for one specific subject area deemed to be an area of intense need (ie: math or reading). These services may be 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 and/ 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 teaching assistant

- BOCES Non-Categorical Programs (management needs)
- 8:1:1 Eight students and one teacher plus, one teaching assistant
 - BOCES Emotionally Disabled Programs (intensive management needs)
- 12:1+3:1 Twelve students and one teacher, plus one staff for every three students (teaching assistant, teacher aide, or related service provider)
 - Severe and multiple disabilities

The District currently has five students placed in BOCES Special Class programs.

Special Education Day Schools and Residential Schools Approved by the Commissioner: This is occasionally used to meet the needs of very unique students with disabilities, usually, but not always, involving serious mental health and severe behavior needs. Services are available twelve months per year. 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 currently has two students in a placement from this category.

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, PT and Counseling

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.

Multiple Pathways to Graduation

All students must be held to high expectations and be provided with meaningful opportunities to engage with and progress in the general education curriculum to prepare them for graduation. Students with disabilities may work toward this goal until the age of 21. The Multiple Pathways to Graduation offers a range of options so that all students can successfully attain the goal of graduation.

- High School Diploma
 - Advanced Regents
 - Regents
 - Local
- Career and Occupational Studies (CDOS) Commencement Credential (not a diploma)
 - Option 1- Career Planning and attainment of CDOS Learning Standards
 - Option 2- Nationally Recognized Work Readiness Credential
 - Typically earned in conjunction with High School Diploma
- High School Equivalency (Test Assessing Secondary Completion (TASC))
- Skills and Achievement Commencement Credential (this is not a diploma and is only for students who are alternatively assessed)
- 4+1 Option
 - Choose one of following pathways (STEM, Humanities, Bi-literacy, Career and Technical Education, Arts and CDOS) to fulfill requirements for and achieve 65 or better on four Regents exams
 - Safety Net available for students with disabilities (pass with a score of 55-64)

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 (passing score of 55-64) for classified students, effective October 31, 2012. Assessment requirements vary based upon pathway.

- Advanced Regents Diploma- 65 on eight Regents exams
- Regents Diploma- Score of 65 on five Regents exams or 4+1 Option
- Local Diploma- 55-64 (Safety Net) on five Regents exams or 4+1 Option
- High School Equivalency- Completion of TASC or Regents exams
- Skills and Achievement Commencement Credential- completion of New York State Alternative Assessment (NYSSA)

- 4+1 Option- 65 on four Regents exams (Safety Net available for students with disabilities) plus fulfillment of one Pathway Option

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 work together to support students in the general education setting and in the least restrictive environment. Staff continues to be encouraged to foster communication and relationships with 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 implementing program modifications and accommodations as important tools in meeting the needs of a wide variety of learners. The district-wide initiative of becoming trauma-informed also offers a variety of professional development opportunities for staff to gain strategies to engage students more deeply in their education and promote learning and success. Staff members take advantage of the many professional development offerings provided by BOCES each year.

IDENTIFICATION RATE OF STUDENTS WITH DISABILITIES

Continue to Reduce the Numbers of Identified Students: Currently, the percentage of students served by the special education department in relation to total student enrollment is 19%. This is right in line with the current New York State average of 19% (as of November, 2020). The district will continue to explore alternatives to identification, through the Response to Intervention (RtI) model, such as teaching students at their instructional level in all general 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

Program objectives and effectiveness will be evaluated 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 school. One room is shared by three special education teachers and is used for both special class and resource room services. 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 allocated for Pre-Kindergarten which, when offered, serves pre-school students with disabilities. When County appointed CPSE providers are assigned to provide related services or SEIT through the CPSE, those providers are allotted space in the building as needed.

Middle/High School: There are three special education rooms at the middle/high school. One room is shared by three special education teachers and is used for resource room services. The school psychologist, speech therapist, occupational therapist, and physical therapist share the same space with the elementary school to provide services to students in grades 6-12. 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 2021-2022

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

| <u>Budget Code</u> | <u>Item</u> | <u>Expense</u> |
|---------------------------|----------------------------|-----------------------|
| A 2250.150-20 | Instructional Salaries | \$403,590.31 |
| A 2250.150-30 | Instructional Salaries | \$222,256.86 |
| A 2250.150-10-1020 | Instructional CSE Chair | \$93,332.68 |
| A 2250.160-20 | Non-instructional Salaries | \$191,836.95 |
| A 2250.160-30 | Non-instructional Salaries | \$122,864.67 |
| A 2250.200-10 | Equipment | \$4,000.00 |
| A 2250.400-10 | Contractual Expenditures | \$9,000.00 |
| A 2250.4471-10 | Tuition | \$115,000.00 |
| A 2250.450-10 | Materials & Supplies | \$4,000.00 |
| A 2250.480-10 | Textbooks Special Ed | \$2,000.00 |
| A 2250.490-10 | BOCES Services | \$387,390.98 |
| | Total: | \$1,555,272.45 |

| Graduation Data and Expected Outcome | | | | |
|--|--|------------------|------------------|------------------|
| Diploma Type | | June 2021 | June 2022 | June 2023 |
| Skills and Achievement Credential | | | | |
| Career Development and Occupational Studies Credential (CDOS) | | | | |
| CDOS and CTE Credentials | | | | |
| Local Diploma (Compensatory Option) | | | | |
| Local Diploma (Compensatory Option) with CTE Credential | | | | |
| Local Diploma | | 3 | 1 | 3 |
| Local Diploma with CDOS Credential | | | | |
| Local Diploma with CTE Credential | | | | |
| Local Diploma with CTE Credential and STEM Pathway | | | | |
| Regents Diploma | | 4 | 3 | 3 |
| Regents Diploma with CTE Credential | | | | |
| Regents with Advanced Designation Diploma | | | | |
| | | | | |
| | | | | |
| Total Graduates/Projected Graduates: | | 7 | 4 | 6 |
| | | | | |
| Total Commencement Credential Only: | | | | |
| Total Local Diploma: | | 3 | 1 | 3 |
| Total Regents Diploma: | | 4 | 3 | 3 |

| Students with Educational Disabilities | | | | | | | | | | | |
|---|------------------|-------|----|----|----|-----|-----|----|----|----|----|
| Student IEP's- As of September 2021 | | | | | | | | | | | |
| SCHOOL | GRADE | TOTAL | AU | ED | LD | OHI | SLI | ID | MD | PD | HI |
| OCM BOCES | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Other School | | | | | | | | | | | |
| | | | | | | | | | | | |
| DeRuyter Elementary | K | 4 | 1 | | | 1 | 2 | | | | |
| | 1 st | 3 | | | | | 3 | | | | |
| | 2 nd | 8 | | 1 | 4 | | 3 | | | | |
| | 3 rd | 2 | 1 | | 1 | | | | | | |
| | 4 th | 3 | | | 3 | | | | | | |
| | 5 th | 1 | | | 1 | | | | | | |
| Lives out of District attending in DeRuyter | | | | | | | | | | | |
| DeRuyter MS | 6 th | | | | 5 | 1 | | | | | |
| | 7 th | | | | 2 | 1 | | | | | |
| | 8 th | | | 1 | 6 | 2 | | | | | |
| DeRuyter HS | 9 th | | 1 | | 6 | 1 | | | | | 1 |
| | 10 th | | | | 3 | 3 | | | | | |
| | 11 th | | | | 3 | | | 1 | | | |
| | 12 th | | | | 6 | 1 | | | | | |
| Preschool (CPSE) | PS | 4 | | | | | | | | | |

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 (As of September 2021) | | | | | | | |
|--|--------------|----------------------|--------------|-----------|-----------|-----------------------------|-------------------------|
| Disability | Total | OCM BOCES | Elem. | JH | HS | Preschool (CPSE) | Other School |
| Autistic | | | 2 | | 1 | 0 | |
| ED | | | 1 | 1 | | 0 | |
| LD | | | 9 | 13 | 18 | 0 | |
| OHI | | | 1 | 4 | 5 | 0 | |
| SLI | | | 8 | | | 0 | |
| ID | | | 0 | | 1 | 0 | |
| MD | 0 | | 0 | 0 | 0 | 0 | 0 |
| PD | 4 | | 0 | | | 4 | |
| HI | | | 0 | | 1 | 0 | |

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.