



DRYDEN
CENTRAL SCHOOL DISTRICT

#LionPride

Dryden Central School District
Home of the # LionPride
BOE Work Session-Elementary Planning
26-SEP-2022





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CENTRAL SCHOOL DISTRICT

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Mission: Our mission is to educate and empower each learner to achieve excellence and build a better world.

Vision: We aspire to be the school districts others strive to become.





Core Beliefs:

- Students come first.
- Everyone can learn.
- We have high expectations for all.
- A safe, joyful and nurturing environment promotes learning and growth.
- We encourage creativity, problem solving and innovation.
- We act with integrity and accountability.
- We cultivate resilience and build strength of character.
- We value diversity and treat everyone with respect, compassion and dignity.
- Positive relationships and partnerships are essential.



The Ground Rules

ALL of us are **LIONS!** We are the Dryden CENTRAL School District.

We recognize and value the importance that each of our three elementary schools brings to the District and that each building has a legacy that deserves to be honored and respected.

It is important to remember that regardless of your feelings on this topic, there are stakeholders sitting in front of you or next to you or lives three doors down that might have a different perspective from you that needs to be considered.

No one in this room was the architect of the current model. There will be no finger pointing or blame placed on the shoulders of previous BOE membership or Administration. This is a BOE work session held in public.





What is the purpose of this presentation?

- In Spring of 2022, BOE Leadership asked the District to look at our current Elementary configuration based on concerns of equity of programming and access to services and programs as well as consider consolidating elementary students to DES and/or repurpose elementary schools.
- In Spring of 2022, some Community Members through the lens of the taxpayer expressed concern about the age and condition of Freeville Elementary and expressed a belief that Freeville Elementary School should be closed.
- Based on the first two bullets, McLean and Freeville Community Members expressed their feelings and asked the District keep all three elementary schools in their current configuration.
- Tonight's BOE work session is an opportunity for the District to share information addressing equity, facilities, and community pride in the context of our Mission, Vision, and Core Beliefs so that the BOE can give the District a direction for next steps.
- No decision will be made tonight. This will be an ongoing process. Once the BOE solidifies its vision, the District can develop a specific course of action.



What is the format?

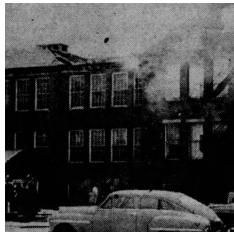
- Presentation and overview by the Superintendent (60 min)
- BOE Discussion and Follow up Questions (30 min)
- Public Comment (30 min)
- 9:00 PM-“Hard Stop”





What is our History?

- The Dryden Central School District was established in 1936 by consolidating several smaller districts that served Etna, Freeville, Dryden, and McLean.
- Our facilities correlate with poignant moments in US History. Pieces of all three of our elementary schools can be tied to the WPA and the New Deal. The construction of the MS/HS campus in 1968 and the multiple DES additions correlates to the peak of the "Baby Boom" generation.
- The Historic Eight Sided Schoolhouse constructed in 1827 was the Dryden School District No.5 which became part of the Dryden Central School District.



- On 02-FEB-1954, the Union Free School District Building now known as Dryden Elementary School suffered a fire. Records show eight classrooms and the cafeteria were destroyed but the band instruments and student records were salvaged.





Have we talked about this before?

- The reason we are the Dryden Central School District is due to consolidation in 1936.
- Anecdotal records indicate that when the MS/HS was built in 1968, there was discussion of closing all elementary schools and building an elementary school on the same campus as the MS/HS.
- In the late 2002, the BOE put forward a referendum to close both schools. 1,643 opposed the motion. 958 voted in favor. Follow by 2003 referendum. 865 voted in favor of renovating all three schools. 424 opposed to renovating all three schools.
- This was considered again in 2010 after a space utilization study indicated that one of the smaller schools could be absorbed by DES but not both without significant modifications.



What is our current model? Similarities and Differences

- Cassavant Elementary K-3, Related Services, Counseling
- Dryden Elementary PK-5, Self-contained Special Education Classes, Integrated Co-Teaching, SCIS, Counseling, ENL and Related Services
- Freeville Elementary K-3, Related Services, Counseling
- Curriculum, Shared Staffing, Size, Supports, Class Size, Resources



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What is the Geography of the #LionPride?

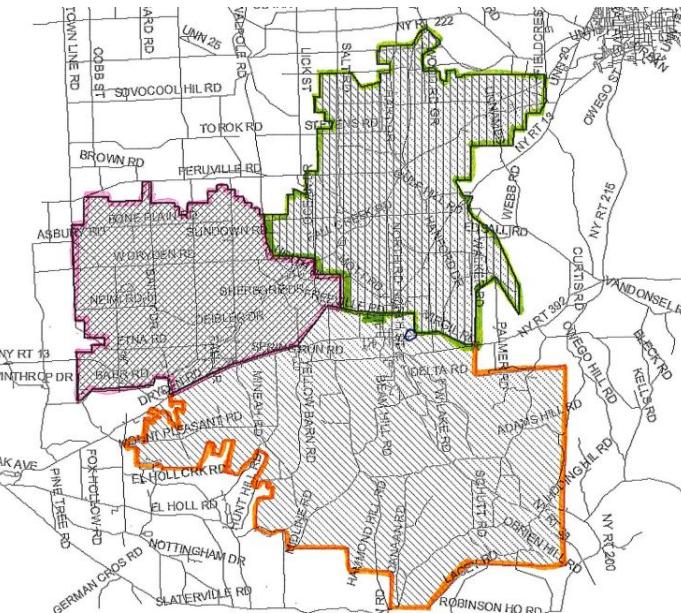
Elementary Attendance Areas

Cassavant Elementary=Orange

Dryden Elementary=Green

Freeville Elementary=Pink

Last modified: 2016





What is the Geography of the #LionPride?

- 110 square miles
- Parts of three counties (primarily Tompkins and Cortland)
- Encompasses the Village of Dryden, Village of Freeville, the majority of the Town of Dryden, parts of the Towns of Groton (primarily McLean area), Cortlandville, Harford and Ithaca.





The 35,000 Foot View

2020 Census-New York State 20,201,249 (current estimate down slightly 19.3 million)

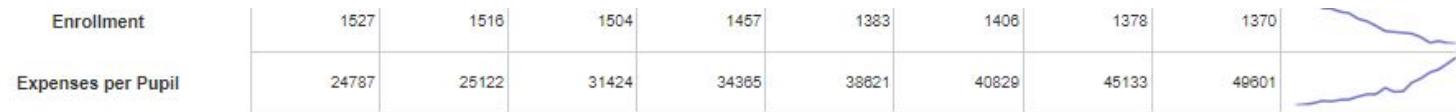
2020 Census-Tompkins County 105K (+4.1%), Cortland County 47,618 (-5.1%)

2020 Census-Dryden Central School District 13,027
[2022 Census Reporter](#)



The 35,000 Foot View

Cornell Program on Applied Demographics/NYS Center for Rural Schools-b. 2017-2018



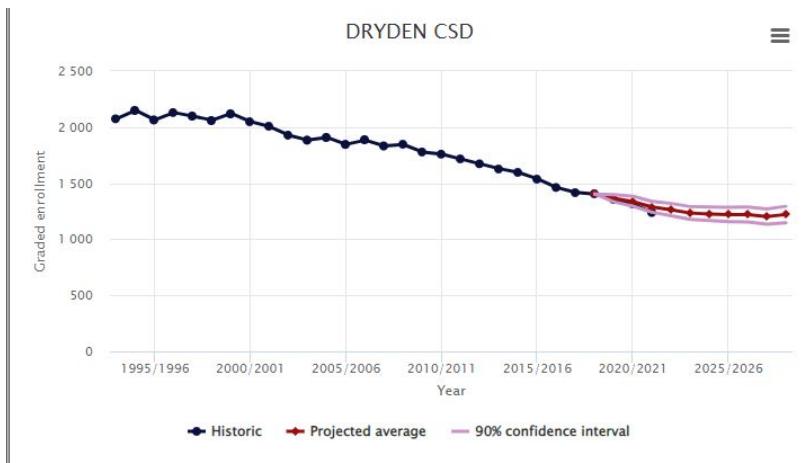
Cornell Program on Applied Demographics/NYS Center for Rural Schools

TST BOCES-just short of 16% Population Loss (Dryden reflective of this)
1990-Present Upstate NY (CNY, Southern Tier, WNY, North Country-Loss of 1 Million People



The 35,000 Foot View

Cornell Program on Applied Demographics/NYS Center for Rural Schools



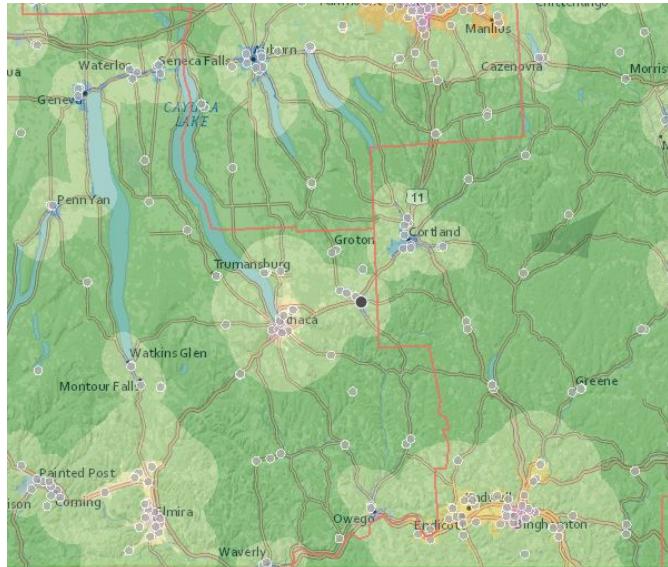


What does being rural mean?

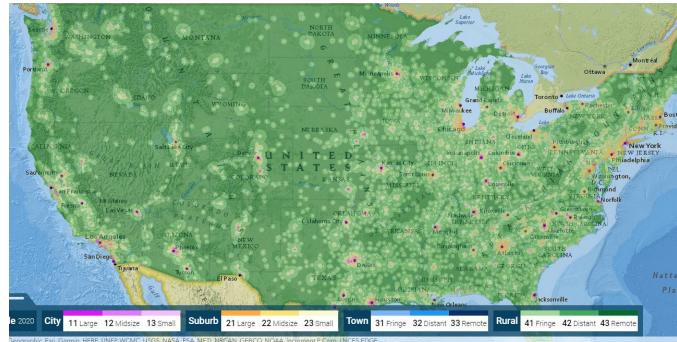
- National Center for Education Statistics, part of the Institute for the Education Sciences, categorizes school districts that are rural into three categories:
 - **Rural Fringe**: less than/equal to 5 miles from an Urbanized Area as well as territory that is less than/equal to 2.5 miles from an Urban Cluster
 - **Rural Distant**: more than 5 miles but less than/equal to 25 miles from an Urbanized Area as well as territory that more than 2.5 miles but less than/equal to 10 miles from an Urban Cluster
 - **Rural Remote**: more than 25 miles from the Urbanized Area and more than 10 miles from an Urban Cluster



What does being rural mean?



EDGE/NCES-Dryden
EDGE/NCES-United States





What does being rural mean?

2022 Census Data tells us one in four people under the age of 18 in Tompkins County lives in poverty.

NYSED uses reduced and free lunch participants as a metric of to measure the economically disadvantaged students in a District. DCSD's moves between 53%-55% but historical it has surged past 60%.

NCES estimates that 17.9%-27.8% of the population in the DCSD live in poverty and that 34% of children under 18 in the DCSD live in poverty. However, 79% of parents with children age 6-17 are employed (does not account for underemployment or difference between part time and full time employment).

Census 2022 Data indicates 14.4% of Americans live in poverty up from 9.1% in 2020.



What does being rural mean?

NCES estimates that 33.4%-46.5% of the District's population rely on public assistance for health coverage and 3% of children under 18 residing in the District and up to 2.4% of the District's population has no health coverage at all.

NCES estimates that almost 15% of the District's households have no vehicle and 25.3%-35.3% of the District's households only have 1 vehicle.

NCES estimates 1.3% of the households (region leader) in the District have nor reliable fuel source for heat.



What does being rural mean?

In 2015, 26% and 10% of Hospital Admissions in Tompkins County related to substance abuse were associated with Heroin and Prescription Opioid use respectively.

In 2015, 17% and 10% of Hospital Admission in Cortland County related to substance abuse were associated with Heroin and Prescription Opioid use use respectively.





So what? Geography Matters.

The basics (full employment, food security, full health care coverage, access to vehicles, remoteness, even heat) are difficult for segments of our District's Population despite almost 80% of parents earning income through employment.

Aside from TC3, the DCSD is the largest employer in the Town and Village of Dryden. What is the responsibility that we have to our stakeholders with this "status"?

Declining enrollment (1,000,000) is caused by the above factors combined with smaller families and available housing.

Our community schools in many ways, are the centers of the communities and have filled this role for over 100 years. This role needs to be factored in as we look at consolidation/closure of any schools in the DCSD.



What's in a Name: Cassavant

Serves a total of 75 students in K-3 with an average class size of 13 in 6 sections.

Along with the McLean Fire Department, Cassavant serves as the community hub for the Hamlet of McLean. Cassavant is the largest employer in the Hamlet of McLean.

Cassavant serves children up to the Lansing and Groton boundaries to the west, into the Village of Dryden and as far east as Gutchess Lumber.

Currently, the UPK program is located at DES. At the end of 3rd Grade, all students from CES and FES transition to DES.

Strong Alumni Community with a rich and proud history (including the Bell)

District and Community Athletic Fields, Playground, Book Walk

Margie Albern!





What's in a Name: Cassavant

Challenges for Cassavant include:

No new housing growth-after a bit of a construction “boom” which bolstered the attendance at Cassavant for several years.

Cassavant Elementary School’s boilers, foundation, and well will need to be addressed in the next 5-10 years at significant cost.

Debt Service: remaining for past projects is \$1,107,256 payout through FY 2026. This debt service is primarily from the voter approved 2017 Project.





What's in a Name: Dryden

Serves 500 students PK-5 with an average class size of 15.15 in 33 sections including 3 self-contained special education classrooms. These classrooms have an average of 7 students. For this type of classroom, NYS allows us to put 8 students in the classroom. When you pull these students and classrooms out of the 500, the average class size at DES goes up slightly to 16 students.

Currently, the UPK program is located at DES. At the end of 3rd Grade, all students from CES and FES transition to DES.

Integrated Co-Teaching Classrooms comprise the majority of our academic continuum of special education services.

DES is the largest employer in the Village of Dryden. Over 30% of the District's employees are assigned to DES.

Focus of 2022 Capital Improvement Project and significant increase to parking.





What's in a Name: Dryden

Community center for the Village of Dryden

Athletic Fields used by the District and the Town of Dryden Recreation Department

District sponsored Before and After School Program

Only Elementary School in NYS with a Sprinkler System courtesy of the 1954 fire (not recently verified). Just interesting.

DES serves most children who live in the boundaries of the Village. Little Creek and Poets Landing sit just outside of the Village boundaries and are served by Cassavant. DES serves students down Route 38 to Harford and west of 392 into Cortland County/Town of Virgil. DES serves all 4th and 5th graders in the District.





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What's in a Name: Dryden

Challenges for Dryden include:

Current DES floor plan

Square footage large enough for all students but not necessarily configured for serving over 700 students in the 21st Century. Slowly doing this work.

Dryden Elementary School's boilers, the 1958 Addition and the 1990s era "temp" classrooms will need to be addressed in larger projects.

Area of the Village is flash flood prone particularly in the "lower" intermediate side.

Debt service: remaining for past projects is \$4,175,433 FY 2023-2036.

Little new housing construction





What's in a Name: Freeville

Serves 78 students K-3 with an average class size of 13 in 6 sections.

Currently, the UPK program is located at DES. At the end of 3rd Grade, all students from CES and FES transition to DES.

Freeville Residents are very active in the school and in the community.

Freeville is the community center for the Village of Freeville and is the site of many Freeville traditions and events such as the Freeville Feast, the Farmer's market, Harvest Festival, ice cream socials and outreach events.

Katie Willson and Sarah Powell, both mentored by Audrey Ryan, began their Teaching careers at Freeville before moving to Dryden Elementary School and then their current positions.

High occupancy of single family homes due to proximity to ITH.





What's in a Name: Freeville



Freeville Elementary primarily serves students who reside in the Village of Freeville, the Hamlet of Etna, and the western end of the District on both sides of Route 13 to Hanshaw Road. The east side of Hanshaw Road is the far boundary of the District. This is where boundaries for Lansing, ICSD and Dryden all meet.



What's in a Name: Freeville

Challenges for Freeville:

Water system to include the well and water storage and delivery systems in addition to roofing issues at the “seams” of additions. It’s historical value at times makes it difficult to update to standards of a 21st Century school.



Debt Service: Freeville Elementary School's remaining debt service for past projects is \$666,442 from current FY to FY 2036.



Let's Run the Numbers: Additional Context/Expenditures and Class Size

Part C - Basic School-Level Allocations		Source: FY 2020 NYS Transparency Report				
BEDS Code	School Name	Per Pupil Allocation		Central District Costs	Total School Allocation w/ Central District Costs	Total School Funding per Pupil
		State & Local Funding per Pupil	Federal Funding per Pupil			
610301060001	DRYDEN ELEMENTARY SCHOOL	\$18,807	\$300	\$2,768,115	\$13,277,379	\$24,141
610301060003	DRYDEN HIGH SCHOOL	\$25,828	\$433	\$1,862,187	\$11,578,936	\$31,294
610301060006	CASSAVANT ELEMENTARY SCHOOL	\$16,587	\$300	\$407,668	\$1,775,510	\$21,920
610301060007	FREEVILLE ELEMENTARY SCHOOL	\$17,320	\$270	\$362,371	\$1,628,879	\$22,623
610301060008	DRYDEN MIDDLE SCHOOL	\$23,618	\$412	\$1,424,321	\$8,224,871	\$29,063
District Total				\$6,824,662	\$36,485,575	

DCSD serves a TOTAL of 1546 students

Average Per Pupil expenditure in NYS=30K (highest in US), Average in US=13.5K

Average Class Size: CES-13, DES-16, FES-13, NYS-21.8, US-20.9



Let's Run the Numbers: Additional Context/Special Education and 504

Special Education Classification Rate DCSD/NYS/US: approx. 20%, NYS 17.8% (highest in US), US14.5%. This represents approximately 300 students K-12 and 50 students who are classified as preschoolers with a disability (DCSD, TCA, Headstart, Racker).

IEPS				
	Total	DES	FES	CES
K	25	19 (*11)	3	3
1st	13	11 (*2)	1	1
2nd	19	16 (*7)	1	2
3rd	7	7 (*4)	0	0
Totals	64	53 (*24)	5	6

Number of students placed at DES outside of homeschool boundaries.



Let's Run the Numbers: Additional Context/Special Education and 504

504 Plans				
	Total	DES	FES	CES
K	3	1 (*0)	1	1
1st	3	1 (*0)	0	2
2nd	7	6 (*1)	0	1
3rd	11	5 (*2)	3	3
Totals	24	13 (*3)	4	7

Number of students placed at DES outside of homeschool boundaries.

This includes students who are medically fragile.



Let's Run the Numbers: Additional Context/Special Education and 504

Disability Category for Students Outside of Homeschool Boundaries						
	SLI	OHI	LD	Deaf	Autistic	Total
K	5	5	0	0	1	11
1st	1	0	0	1	0	2
2nd	5	2	0	0	0	7
3rd	1	1	2	0	0	4

There are 13 Special Education Classifications in NYS: Autism, Deafness, Deaf-Blindness, Emotional Disturbance, Hearing Impairment, Learning Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment Including Blindness



Let's Run the Numbers: Additional Context/Special Education and 504

ICT- Student Numbers				DCT	MAPS Classrooms		
Grade Level	Section 1	Section 2	Total		Students	Aging Up	
Kdg.	5	3	8		K-1	7	3
First	3	3	6		2-3	6	1
Second	5	5	10		4-5	7	3
Third	4	-	4	1	6-8	8	3
Fourth	5	5	10		Totals	28	
Fifth	4	4	8				
Totals	26			1			



Breaking Down MYTHS and FACTS

Myth #1: Closing Schools will save the District/Taxpayer Money.

- Fact: Cornell/RSA/PAD 20% difference between property values in communities with schools and without schools. Example: a 20% difference in property values and loss of that tax levy contribution for those residing in the Freeville community would create an approx. 114K dollar shortfall for the District that would need to be covered by the taxpayer.
- Fact: NYSED suspends state revenue streams if a school is closed even though the District still services those students in another school and NYSED will not necessarily make the District “whole” again on the back end of that consolidation. In 2010, the savings after the first year of closing either CES or FES would still create a 12K and 14K shortfall. This would still be the case today.



Breaking Down MYTHS and FACTS

Myth #1: Closing Schools will save the District/Taxpayer Money.

- Fact: The District needs to continue to pay down debt service and maintain the facility causing exceptionally small savings regarding utilities and creating no efficiencies in productivity.
- Fact: Selling the school building will NOT generate revenue for the District. For lots of reasons related to being a non-profit entity, the NYS Comptroller and NYSED would adjust the amount of aid received due to the sell of the building.



Breaking Down MYTHS and FACTS

Myth #2: The District needs to close CES and/or FES due to fiscal stress.

- Fact: The District is in good fiscal health and CURRENTLY does not need to make this decision based on fiscal stress.
- Repurposing and/or consolidation would be made to increase equity and access and strengthen or grow programming through efficiencies.
- Overtime, fiscal efficiencies would increase but still a potential loss in the first several years.
- All three building will need significant investment in perpetuity. What do we value?



Some Scenarios: “If” and “Then”

Scenario #1: IF Close “X” school THEN enrollment/equity addressed BUT issues of equity not totally addressed, one community does not have a community building/school, loss of revenue, same number of students to instruct, potential us vs. them division as District debates what school to close.

Scenario #2: IF Close “X” school and “Y” school THEN equity addressed in its entirety and creates stronger programming and efficiencies over time BUT loss of revenue, same number of students to instruct, loss of community centers.



Some Scenarios: “If” and “Then”

Scenario #3: IF DCSD keeps all three buildings open and configured in the same way AKA “Do Nothing” or “Devil You Know” or “Status Quo” THEN there is no risk, keeps community centers intact BUT equity unaddressed and continued capital investment in all three buildings.

Scenario #4: IF Close “X” school and “Y” school and lease buildings (i.e. BOCES) THEN equity addressed in its entirety and creates stronger programming and efficiencies. All three buildings still serve Dryden students while generating allowable revenue BUT still some loss of revenue/values, same number of students to instruct, loss of community centers, continued capital investment in all three buildings.



Some Scenarios: “If” and “Then”

Scenario #4: IF DCSD repurposes “X” school and “Y” school and moves all K-3 students to DES THEN the District maintains funding for buildings and the District can expand/create programming that addresses District needs not currently being addressed in our community such as Alternative Programming for General Education or Special Education or Community/Parent resource center BUT continued general and now specific capital investment to maintain buildings and make space for new program, funding needed to start new programs increasing budget and loss of community schools. We do not have a current plan for what programming would look like. Cannot “fit” both schools at DES without major investment.

Scenario #5: IF DCSD repurposes Cassavant and Freeville to serve as District Preschool and Kindergarten Centers then the buildings do not need to be altered, can possibly expand preschool programming to three year olds (non SCIS) BUT ongoing capital investment and loss of community schools. This is also an extra transition for our youngest learners.



Some Scenarios: “If” and “Then”

Scenario #6: IF DCSD keeps all schools open BUT reconfigures CES and FES slightly to be “true” primary building by having have all 3rd Graders attend DES and having one section of UPK at each elementary school while having students who have IEP’s stay at their home school by placing resources and staff in those buildings to support those students THEN issues of equity would be addressed and community schools are intact. Some adjustments to facilities may be needed.

“Extra room” at DES can be allocated to develop “collated school within in a school” innovative programming if the District wants to move forward

BUT the District will need to maintain all three building by continuing to invest in capital improvement.



What do DCSD students and the #LionPride need from the BOE?

The DCSD needs the BOE to use the information provided to them and the feedback from stakeholders to give the District Leadership clear guidance, a realistic timeline and a vision aligned to the District's mission/vision/core beliefs, BOE policy, NYS and Federal Laws, and NYSED and Commissioner regulations regarding our facilities and their use.

