

WAPPINGERS CENTRAL SCHOOL DISTRICT

Department of Special Education

**Presentation to the Board of Education
June 6, 2016**

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community

DEPARTMENT OF SPECIAL EDUCATION

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Aligning Goals, Mandates, Laws, and Values

Department Goals	State Mandate	Federal Law	WCSD Mission Statement	Core Values
To provide every student with an opportunity to access the curriculum, to work toward a high school diploma, and to engage in work-based experiences	✓	✓	✓	✓
To utilize data to make thoughtful, insightful and student-centered decisions regarding classification for appropriate supports and services	✓	✓	✓	✓
To provide the most appropriate supports and services for students	✓	✓	✓	✓
To serve students in the Least Restrictive Environment (LRE)	✓	✓	✓	✓
To provide supports and services as close as possible to a student's home school community	✓	✓	✓	✓

SPECIAL EDUCATION LAW

FEDERAL LAW

Individuals with Disabilities Education Act
IDEA

New York State

Part 200 of the Commissioner's Regulation

Least Restrictive
Environment
LRE

Free & Appropriate
Public Education
FAPE

LRE

FAPE

Least Restrictive Environment (LRE) and WCSD

Percentage of Classified Students Who Spend More Than 80% of Their Day in LRE	61.4%
Percentage of Classified Students Who Spend Between 40%-79% of Their Day in LRE	16.2%
Percentage of Classified Students Who Spend Less Than 40% of Their Day in LRE	14.5%
Percentage of Classified Students Who Spend Their Day in a Separate School	4.2%
Percentage of Classified Students Who Spend Their Day in Other Settings	3.8%

Individualized Education Plans (IEP) are Developed for Students to Achieve the Learning Standards

“The New York State Standards apply to all students, regardless of their experiential background, capabilities, developmental learning differences, interests or ambitions. There are multiple pathways to learn effectively, participate meaningfully and work towards attaining the curricular standards. Students with a wide range of abilities may pursue multiple pathways to learn effectively, participate meaningfully and work toward attaining the curricular standards.”

<http://www.p12.nysed.gov/specialed/publications/iepguidance/IEPguideDec2010.pdf>

13 Categories to Determine Eligibility for Classification

Classification	WCSD Students	%
Autism	194	10.60%
Deafness	2	0.10%
Deaf/Blindness	0	0.00%
Emotional Disturbance	60	3.30%
Hearing Impairment	15	0.80%
Intellectual Disability	14	0.80%
Learning Disability	735	40.10%
Multiple Disability	55	3.00%
Orthopedic Impairment	8	0.40%
Other Health Impairment	425	23.20%
Speech/Language Impairment	322	17.50%
Traumatic Brain Injury	4	0.20%
Visual Impairment	1	0.10%
TOTAL	1835	100%

Our Continuum: K-12 Supports and Services

The Students Per Service reflects students who may be counted in more than one support and/or service.

For example, a student can receive Integrated Co-Teaching Algebra and Special Class Science.

Supports and Services

Students Per Service

Integrated Co-Teaching

1061

Special Class

790

Resource Room

251

Consultant Teacher Services

107

Related Services only i.e., OT/PT, Speech, Counseling, etc.

97

Out-of-district State approved public schools: BOCES

73

Out-of-district State approved private schools

49

Flex Program

41

Out-of-district State approved residential schools

24

Supports and Services

IEP PERSONNEL DIRECT CLASSROOM
RELATED INSTRUCTION

IEP SUPPORT STAFF PERSONNEL
RELATED SUPPORTS

Integrated Co-Teacher

School Psychologist

General Education/Special Area Teacher

School Social Worker

Self-Contained/Special Class Teacher

School Counselor

Speech Therapist



Speech Therapist

Resource Room Teacher

Occupational Therapist

Intensive Reading Teacher

Physical Therapist

Teacher of Deaf Services

Behavior Specialist

Teacher of Vision Services

School Nurse

Teaching Assistant



Teaching Assistant

LRE

FAPE

Wappingers Central School District Programs

Grade Levels	Programs
Elementary School	Related Services Only (RSO) Consultant Teacher Services Resource Room (RR) Integrated Co-teaching (ICT) Self-Contained (SC) 1:15:1 Self-Contained (SC) Communications 1:12:1
Junior High School	Related Service Only (RSO) Consultant Teacher Services Resource Room (RR) Integrated Co-teaching (ICT) Self-Contained (SC) 15:1 Self-Contained (SC) Communications 1:12:1 Self-Contained (SC) Intensive Instruction 1:12:1
High School	Related Service Only (RSO) Consultant Teacher Services Resource Room (RR) Integrated Co-teaching (ICT) Self-Contained (SC) 1:15:1 Self-Contained (SC) Intensive Instruction 1:12:1 (Assisted Daily Living and School-to-Work)

WCSD Student Referrals and Classifications

Total Number of Classified School Age Students	1834
Total Number of Classified Preschool Students	283
Total Number of Initial Referrals (7/1/2015-6/1/2016)	133
Total Number of Students Classified as Initial Referrals (7/1/2015-6/1/2016)	52
Total Number of Students Declassified (7/1/2015-6/1/2016)	30
Total Number of Students Who moved into the District with an IEP (7/1/2015-6/1/2016)	125
Total Number of Students who Moved out of the District with an IEP (7/1/2015-6/1/2016)	87

Special Education – Historical Financial Overview

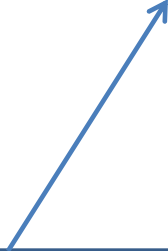
Year	GF & SAF Salaries*	GF & SAF Employee Benefits	GF & SAF Contractual & Materials	GF Tuitions	Total NYS & Federal Aid	Net Cost to WCSD after NYS & Federal Aid	Total Number of Classified Students	Net Cost / Total Classified Students
2013-2014 Actual	\$18,639,180	\$7,285,546	\$5,977,871	\$3,211,843	\$14,508,885	\$20,605,555	1,815	\$11,353
2014-2015 Actual	\$22,182,146	\$8,056,935	\$5,701,699	\$3,814,895	\$15,577,306	\$24,178,369	1,849	\$13,076
2015-2016 Budget	\$23,619,551	\$7,852,308	\$6,118,158	\$4,659,099	\$19,280,713	\$22,968,403	1,835	\$12,517

Information on this slide is by year – Actual where available and Budgeted where school year is not ended (actual data available after June 30)

General Fund and Special Aid Fund salaries include:

- Special Education teachers,
- Teaching Assistants,
- OT/PT's,
- Speech Therapists,
- School Psychologists,
- Social Workers
- Associated clerical staff

This column's data represents the unfunded portion of costs related to Special Education.



NYS and WCSD Graduation and Classification Rates 2015 Data

WCSD Graduation Rate, All Students	85%
NYS Graduation Rate, All Students	78%
WCSD Graduation Rate, Classified Students	56%
NYS Graduation Rate, Classified Students	50%
WCSD Classification Rate (Students with an IEP)	15%
NYS Classification Rate	17%

Alternative Graduation Credentials

Local Diploma

22 Units of Credits	4 ELA, 4 Social Studies, 3 Science, 3 Math, ½ Health, 1 Arts, 1 LOTE, 2 PE, 3.5 Electives
Low Pass Safety Net Option for Assessments	5 Required Regents exams with a score of 55 or better on 1 Math, 1 Science, 1 ELA, 1 Global History, 1 US History and Govt
Compensatory Safety Net Option	<p>Scores between 45-54 on one or more of the five required Regents exams, other than ELA or Math, with the lower score compensated by a score of 65 or higher on another Regents exam.</p> <p>A score of 65 or higher may only be used once to compensate for the score of 45-54 on the other exam. Student must pass class.</p> <p>May not be used for an ELA or Math exam.</p>
4+1 Pathway	<p>Four required regents exams : English, Math, Science and Social Studies.</p> <p>One additional comparably rigorous assessment.</p>
New appeals process	Up to two regents exams scores of 60 - 64 can be appealed, when exam is taken twice, and student has passed the class. Math & ELA exam scores between 52 - 54.

Alternate Credentials, cntd

CDOS: Career and Development and Occupational Studies

- Work-based Credential
- May be awarded as a stand alone credential or in conjunction with a diploma
- Combination of seat-based hours and work-based hours
- Focus on work readiness skills

NYSACC: New York State Skills and Achievement Commencement Credential

- For students with severe disabilities, who require highly specialized education or services
- Students who are exiting school after attending at least 12 years, excluding kindergarten
- Students are alternatively assessed

Ongoing Aspirations and Goals

- Continue to align our work with the mission and values of the district
- Focus on Least Restrictive Environment
- Provide a Free and Appropriate Education
- Use strong RtI model and data when considering
- classification
- Keep students in district as appropriate
- Focus on graduation rates and post-secondary success
- Remain Fiscally Responsible
- Support teachers and related services providers with professional development relevant to best practice