



Wappingers Central School
District

Special Education Plan

2021-2024

BOE Approved 10/18/2021

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Wappingers Central School District
School Year - 2021-2022

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Parent Letter



Dear Parents

Welcome to the Wappingers Central School District. Please take some time to review our district plan and become familiar with our programs. Additional information may be found on our district website as well as through the links provided in the appendices of this presentation.

We are proud of the continuum of services offered in our schools. We strive to maintain students in the Least Restrictive Environment while providing them with a rigorous and challenging curriculum. Our focus is on a successful school experience, and preparation for post-secondary options for all students.

We sincerely believe in empowering all students. To that end, our teams work diligently to prepare your children to become active participants in their own learning and in their communities.

Sincerely,

Richard Zipp, Assistant Superintendent Student Support Services &
Accessible Education

Regulations

In accordance with Part 200.2 of the Regulations of the Commissioner of Education, <http://www.p12.nysed.gov/specialed/lawsregs/sect2002.htm>, the district plan for students provides the following:

- A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special education program provided by the district in terms of group size and composition.
- Identification of the number and age span of students and pre-school students to be served by disability type and recommended setting.
- The method to be used to evaluate the extent to which the objectives of the program have been achieved.
- A description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities; and who attend special education programs provided by the board of cooperative educational services.
- A description of how the district intends to ensure that all instructional materials to be used in schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are made available to non-disabled peers. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b) (10) of this section.

The estimated budget to support such plan & the date on which such plan was adopted by the Board of Education. For budget information, please refer to the yearly Special Education Report to the Board of Education. Such report is listed on the district special education page.

Response to Intervention (RtI):

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, Wappingers Central School District (WCSD) has developed and implemented a plan to establish a Response To Intervention (RtI) process, to assist student's educational progress before consideration of referral to the Committee on Special Education (CSE). For specific details, please refer to the state RTi guidance document which can be found at <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf> and the WCSD developed RTi plan listed on the special education web page.

It is the responsibility of the school district to utilize a Response to Intervention (RTi) program for any student, prior to considering a referral to the Committee on Special Education. The district utilizes appropriate, scientific and research-based instruction/interventions, delivered to all students in general education classes by qualified personnel, with ongoing yearly screenings. These tools include a universal screener, "I- Ready" and progress monitoring through "Easy CBM," two among various data points. The data obtained allows staff to assess which students are not making academic progress at expected rates. Students are provided instruction matched to their need with increasingly intensive levels of targeted intervention for students who do not make satisfactory progress.

The building principal shall notify each student's parents whenever Response to Intervention Services (RtI) are initiated and shall ensure that written quarterly progress reports are provided in the native language of the parents. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the Committee on Special Education (CSE).

The referral form to the Committee on Special Education (CSE) used by district staff, will describe in detail, intervention services, and/or instructional methodologies used to remediate student performance prior to referral, including the reason why no such attempts have been made, and the duration of said services. The RTi team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions and the Response to Intervention processes have been adequately utilized, and if further interventions are deemed necessary prior to consideration by the CSE.

Special Education Referral Process:

Within 10 days of receipt of a referral made by the parent to the CSE, the building administrator may request a meeting with the parent or person in parental relationship, the student, and the referring person, to determine whether the student would benefit from additional general education support services as an alternative to special education.

These services may include but are not limited to Speech and Language Improvement Services, Educationally Related Support Services, Response to Intervention Services, and any other service designed to address the learning needs and maintain the student's placement in general education. At this meeting, if there is a written agreement that with the provision of additional general education support services the referral is unwarranted, the referral shall be deemed withdrawn and the building administrator shall provide a copy of this agreement to the Chairperson of the CSE, the referring person, the parent or person in parental relationship, and the student if appropriate.

The copy of the withdrawal agreement will be in the native language of the parent and will name the additional general education support services that will be provided as well as the length of time of each service. This agreement will be placed in the student's cumulative educational record file.

If there is no written agreement reached at this meeting, the required timeline of the CSE will be maintained.

These pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services but shall be used to assess the ability of the student to benefit from regular education services.

Culturally Unbiased Evaluations:

The CPSE/CSE is responsible for evaluating students to determine the existence of a disability that may require special education services. In order to safeguard educational opportunities for students, whose native language is other than English, the CSE must ensure that all tests and assessment procedures are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

Procedures for ensuring appropriate and non-discriminatory evaluations for youngsters who are Limited English Proficient (LEP) will be as follows:

- The CSE referral will indicate the youngster's native language, as determined by the Home Language Survey and other assessments.
- The CSE referral includes a section that must be completed on youngsters who are Limited English Proficient and may also be suspected of having a disability.
- If the student's English proficiency is determined to be insufficient to obtain valid results in English and the home language is not English, the evaluation shall be bilingual. If the home language is English but the student is considered limited English proficient, an evaluation will be conducted by a professional familiar with the culture and language dialect of the student, to the greatest extent possible.

- If the student is from a culturally and linguistically diverse background and English is the home language and the student is considered to be proficient in English, as determined by an English/Language Assessment, the evaluation may be conducted in English; however, the culture and linguistic background of the student will be taken into consideration.
- If the parents' dominant language is not English, they will receive all notifications in their dominant language. They will also receive the Parent's Guide to Special Education in their native language.
- At the CPSE/CSE meeting, an interpreter will be present to explain the results of the evaluations and the proposed recommendations.

Special Education Definitions:

Students with educational disabilities are those whose special needs are significant enough to warrant the provision of special education services in accordance with an "Individualized Educational Plan (IEP). Effective October 30, 1990, Congress substituted the term "student with disabilities" for the term "handicapped student" in the Federal Law establishing access to fair procedures and appropriate placements. **The following statutory and regulatory definitions are controlling:**

The term "**student with a disability**" means a student with a disability who has not attained the age of twenty-one prior to September 1st and who is entitled to attend public schools pursuant to Section 3202 of New York State law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who may require special services and programs approved by the department.

Such term does not include a student whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural or economic factors. In making a determination as to eligibility, a student shall not be determined to be a student with a disability if the determinant factor is lack of instruction in reading or math or limited English proficiency. The term "all students" applies to every student listed on the registry of the District.

Special education means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of Section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.

1. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
2. Such instruction includes specially designed instruction in physical education, including adapted physical education.

Specially-designed instruction means adapting, as appropriate to the needs of an eligible student under this part, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

IEP and Special Education Acronyms

- ABA – Applied Behavioral Analysis. Strategies used to improve social, emotional and behavioral functioning.
- APS – Approved Private School. Usually a more restrictive environment and/or an all special needs school, a placement option.
- AT/ACC - Assistive Technology or Augmentative Alternative Communication. What is used for children who have significant communication needs.
- BCBA - Board Certified Behavior Analyst.
- BIP – Behavior Intervention/Improvement Plan.
- ESY– Extended School Year. Services provided during the summer months for students who have demonstrated “severe regression” during the school year.
- FBA – Functional Behavioral Assessment. An evaluation that informs the development of the BIP.
- FAPE - Free and Appropriate Public Education.
- ICT – Integrated Co-Taught Class. A general education class room with an embedded special education teacher.
- IEE – Independent Education Evaluations.
- LEA - Local Education Agency. Wappingers Central School District is our LEA.
- LRE – Least Restrictive Environment.
- OCR – Office of Civil Rights.
- OT - Occupational Therapist or Occupational Therapy.
- PLOP – Present Levels of Performance. Several sections of the IEP outlining a students present levels of performance with respect to academic, social, physical and management needs.
- PT- Physical Therapist or Physical Therapy.
- PWN – Prior Written Notice.
- RR – Resource Room Program. A special education support class.
- SC – Self-Contained Special Education content bearing classes.
- SDI–Specially Designed Instruction. Instructional strategies that are specific to your child's special needs, in order to help them access and benefit from their educational experience.
- SLP-Speech and Language Pathologist.
- TVI-Teacher of Visually Impaired.
- TODHH – Teacher of Deaf and Hard of Hearing.

Special Education Programs

- Special class, resource room program, consultant teacher services, integrated co-teaching, adaptive physical education and travel training;
- Contracts with other districts for special services or programs;
- Contracts for special services or programs provided by Boards of Cooperative Educational Services (BOCES);
- Appointment by the Commissioner to a state or state-supported school in accordance with Article eighty-five, eighty-seven or eighty-eight of New York State law;
- Contracts with private non-residential schools which have been approved by the Commissioner and which are within the state;
- Contracts with private non-residential schools which have been approved by the Commissioner and which are outside the state;
- Contracts with private residential schools which have been approved by the Commissioner and which are within the state;
- Contracts with private residential schools which have been approved by the Commissioner and which are outside of the state;
- Provision of educational services in a residential facility for the care and treatment of students with disabilities under the jurisdiction of a state agency other than the State Department of Education.

Related services

Means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes

- Speech-language therapy;
- Audiology services;
- Psychological services;
- Physical therapy;
- Occupational therapy;
- Counseling services, including rehabilitation counseling services;
- Orientation and mobility services;
- Parent counseling and training;
- School health services;
- School social work;
- Assistive technology services;
- Other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.

Special Education Parent Advisory Committee (SEPAC):

SEPAC is a committee comprised of parents, involved community members, and staff of the WCSD who develop on a yearly basis, various trainings and workshops addressing topics across the special education spectrum.

Description of Special Education Programs:

The following descriptions represent special education programs and related services in our schools. Federal and State regulations, as well as best practice, require that students are educated in the “Least Restrictive Environment (LRE),” that will meet their individual needs. The LRE is determined by the Committee on Special Education (CSE).

School	Programs
Elementary School	Related Services Only Resource Room Integrated Co-Teaching Special Class Program
Junior High School	Related Services Only Resource Room Integrated Co-Teaching Special Class/Intensive
High School	Related Services Only Resource Room Integrated Co-Teaching Special Class Program Intensive Class/School to Work

Related Services

This is the lowest level of special education services on the least restrictive environment continuum. Related services are developmental, corrective, and other supportive services that are required to assist the student with a disability as they access the educational curriculum.

Related services may include:

- Speech/language Therapy,
- Occupational Therapy,
- Physical Therapy,
- Counseling,

- Vision Services,
- Hearing Services

Speech and Language Services are provided to students who need this intervention in order to access the curriculum and benefit from instruction. Service delivery can be a pull-out/push-in model, inclusive model, or consultation model. Articulation services are provided to increase intelligibility of phonemic production.

Occupational Therapy support is provided to enable students to be functional in the school setting in order to benefit from learning as they work toward the standards. Occupational Therapists provide skills and activities to improve fine and gross motor functioning, as well as sensory integration. Service models include individual pull-out, group therapy, and in class activities, as well as consultation for staff and parents.

Physical Therapy support is provided in order for physically disabled students to benefit from education or to be maintained in the least restrictive environment. Services are provided to improve strength and endurance, function, motor development, adaptive needs, and consultation with parents and staff when impact on performance is indicated. Service models include individual pull-out, group therapy, and in class activities.

Psychological Services Psychologists provide support for all district students. Psychologists complete evaluations as mandated by the Committee on Special Education. The School Psychologist can complete functional behavior assessments, behavior intervention plans and provide counseling and emotional support to improve the student's ability to function in the classroom. School psychologists advise parents, staff, and administrators on a variety of issues dealing with a student's psychological health and how it impacts a student's learning. The school psychologist is an integral member of each building level Crisis Intervention Team.

Social Work Services The role of the social worker is varied and diverse. Services include assisting students with conflict resolution, social skills, and appropriate peer interactions. In addition, the social worker serves as a liaison between the school and community agencies to provide outside supports for students and their families. The social worker is part of the crisis intervention team, which mobilizes supports for students, families, and staff.

Teacher of the Deaf Services are provided through a BOCES Teacher of the Deaf and Hearing Impaired who offers students sign language and instruction. Services may also include oversight of hearing equipment, such as hearing aids or amplification (FM) systems. These services may include training for the staff to better understand the needs and issues facing students whose deafness impairs functioning without support in the classroom setting.

Vision Services are provided through a BOCES Teacher of the Visually Impaired who offers student training, material equipment, Braille material, and mobility training. These services may include training for the staff to better understand the needs and issues facing students whose deafness impairs functioning without support in the classroom setting.

Consultant Teacher Services:

The District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classrooms, K-12. Special education consultant teachers collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education setting.

Consultation may be direct (with a student) or indirect (with a teacher or other staff member).

- Direct CT services mean specially designed instruction provided to a student or group of students with a disability by a certified special education teacher to aid in the student(s) ability to benefit from the general education class instruction. Direct CT services can be combined with indirect CT services.
- Indirect CT services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect CT can be combined with direct CT services.

Resource Room:

This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting.

Resource room programs are for the purpose of supplementing the general education or special education classroom instruction.

- No more than 5 students may be placed in a resource room at any one time, without a variance. No more than two variances are allowed bringing the total number to seven.
- Students are assigned to a resource room program for not less than three hours per week (Unless it is in combination with another program, such as consultant teacher services)
- Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs.
- The resource room supports general education curriculum through small group review, reinforcement of skills, and remediation of learning deficits, pre-teaching and re-teaching of concepts, and supplementing reading or math instruction.

Integrated Co-Teaching:

Integrated co-teaching (ICT) services, as defined by regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

- ICT may be for part of the day, may be for one or more subject areas, or may be provided in conjunction with other programs, such as resource room, or consultant teacher services
- No more than twelve students with an IEP may be placed in the ICT class without a variance.
- Typically the number of general education students who may be enrolled in an ICT classroom should be equal to the number of special education students enrolled; however, some variation is expected and allowed.

Integrated Co-Teaching, Kindergarten-6th Grade

In the Kindergarten - 6th grade Integrated Co-Teaching (ICT) classroom, the planning and instruction are shared by a general education teacher and a special education teacher. Students in ICT are exposed to grade level curriculum. Assignments may be modified or differentiated to ensure student success. Special Education students master specific skills and concepts in the general education setting, with their special education needs and IEP goals being met simultaneously.

Across the WCSD, ICT at the kindergarten and first grade level is a part time model, which means a half day devoted special education teacher and a half day devoted teaching assistant support the general education teacher during the school day. From grades second through sixth, the ICT model provides for a special education teacher full time within the class room.

In the ICT classroom, teachers take on a variety of roles and working models to help support students, such as whole group instruction, parallel groups, small group instruction, or station teaching.

Integrated Co-Teaching, Grades 7-8

The Integrated Co-Teaching program provides Special Education students access to general education curriculum with the support of two teachers: the general education teacher and special education teacher. In this model the teachers work together to differentiate instruction to meet the diverse needs in the classroom. This program is offered in Language Arts (ELA), math, science and social studies.

Resource room may also be offered at the junior high school level, with no more than five students in a group. With a variance, resource room can be increased by two additional students.

Special Class, Kindergarten-6th Grade:

The K-6 Special Class Programs consist of the following:

8:1:2: Consists of one Special Education Teacher, Two Classroom Assistants, and up to eight students. The students in this class may have a variety of diagnoses, including Multiple Disabilities, Autism, and Intellectual Impairment. The needs of these students are intensive. Students may be alternatively assessed. Mainstreaming opportunities are provided as appropriate.

12:1:1: Consists of one Special Education Teacher, one Classroom Assistant, and up to twelve students. The students in this class may have a variety of diagnoses. The needs of these students are moderate. Students may be alternatively assessed. Focus of this class are communication skills, and access to the curriculum, as well as behavior management and self care skills.

15:1:1: Consists of one Special Education Teacher, one Classroom Assistant, and up to fifteen students. The students in this class may have different educational classifications, however, the focus is on mainstreaming opportunities, and preparation for a less restrictive setting. Students in this class are accessing grade level curriculum and standards.

Special Class, (Intensive) Grades 7-8:

The Self-Contained Intensive Instruction program is designed for those students transitioning from an elementary school special class setting, who may have difficulty learning grade -level academic material at a more rigorous pace.

The program offers students an opportunity to receive direct, multi-sensory instruction in ELA, Math, Science and Social Studies.

In addition to learning core content tailored to the student's individual levels, students participate in a variety of electives including art, music, technology and PE.

A hallmark of this program is the daily vocational development activities, which take place at the beginning of the school day with individual jobs designed to promote independence, responsibility and communication skills.

Special Class Program, Grades 7-8:

The Special Class program in the junior high school offers students the opportunity to receive instruction in a smaller class environment, with a ratio of fifteen students, one teacher, and one teaching assistant (15:1:1).

Students in this program continue to work toward mastery of grade level content and standards by providing specialized, targeted instruction.

The pacing of this curriculum may be less rigorous than in the integrated co-taught setting.

In addition, students may receive a self-contained support class that focuses on ELA or Math skills and education strategies every other day.

High School Integrated Co-Teaching (ICT):

The ICT class offers students with disabilities the opportunity to be integrated with their peers while receiving the support of a special education teacher in each class.

Instruction is delivered by two certified teachers: one general education teacher and one special education teacher.

Instruction is differentiated in all ICT classes in order to meet individual learning needs. Students enrolled in ICT classes are expected to earn a NYS Regents or Local Diploma.

- Students may receive support in an ICT class for one or more subject areas
- Students may receive a combination of support, such as ICT in combination with resource room or consultant teacher services.

Intensive Instruction at John Jay High School:

The **Intensive Instruction I** program at John Jay High School is appropriate for students with disabilities who meet the NYS requirements for alternate assessment. All academic classes follow a modified curriculum, which is adjusted according to students' levels and abilities. Basic independent living and social skills are taught and applied throughout the program. The Intensive Instruction I program serves students who function at a lower cognitive ability level. Most students in this program leave John Jay High School at age twenty-one with a Skills and Academic Achievement Credential (SAAC).

The **Intensive Instruction II** program at John Jay High School is appropriate for students with disabilities who meet the NYS requirements for alternate assessment. All academic classes follow a modified curriculum, which is adjusted according to students' levels and abilities. Independent living and social skills are taught and applied throughout the program. Students are encouraged to participate in the School-to-Work component of the program, which offers students an opportunity to gain experience in an employment setting with the assistance of a job coach. The Intensive Instruction II program serves students who function at a lower cognitive ability level. Most students in this program leave John Jay at age twenty-one with a Skills and Academic Achievement Credential (SAAC).

Intensive Instruction at Roy C. Ketcham High School:

The Intensive Instruction III program at RCK is appropriate for students with disabilities who do not meet the NYS requirements for alternative assessment. All academic classes follow a modified curriculum, which is adjusted according to students' levels and abilities. Independent living skills, career skills and social skills are taught and applied by following the Career Development and Occupational Studies (CDOS) standards throughout the program. Students are encouraged to participate in the School-to-Work component of the program, which offers students an opportunity to gain experience in an employment setting with the assistance of a job coach. The Intensive Instruction III program serves low functioning students with well-below/low cognitive ability. Most students in this program leave RCK between the age of eighteen and twenty-one with a CDOS Credential and/or local diploma.

The Intensive Instruction IV program at RCK is appropriate for students with disabilities who do not meet the NYS requirements for alternative assessment. All academic classes follow a modified curriculum, which is adjusted according to students' levels and abilities. Independent living skills, career skills and social skills are taught and applied by following the Career Development and Occupational Studies standards throughout the program. Students are encouraged to participate in the School-to-Work component of the program, which offers students an opportunity to gain experience in an employment setting with the assistance of a job coach. The Intensive Instruction IV program serves low functioning students with well below/low cognitive ability. Most students in this program leave RCK between the age of eighteen and age twenty-one with a CDOS Credential and/or local diploma.

Adaptive Physical Education: is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and strengths of students with disabilities who are not able to meaningfully engage in the activities of the regular physical education program.

Assistive Technology:

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

The Wappingers Central School District Special Education Department is committed to recommending and supporting the use of assistive technology devices/services which are required by our students to access their educational program and participate with their non-disabled peers in the least restrictive environment.

Assistive Technology may:

- **Address reading, writing, and communication skills**
- **Be recommended by the student's educational team**
- **Be recommended by a district team, comprised of a learning specialist, occupational therapist, and/or speech therapist**
 - **Be supported by our Technology Integration Coaches**

***If the student's needs are complex, the evaluation may be contracted by a specialist outside of the school district.**

Arrangement of Special Education Placements:

The Board of Education shall upon receipt of the IEP recommendations, arrange for programs and services to be provided to a student with a disability after consideration of the recommendation of the Committee on Special Education or Preschool Special Education. The Board shall notify the parent that this has been arranged. Because the placement of students is often a lengthy process, the Board authorizes the Superintendent of Schools, or designee, to act as its agent in making necessary arrangements to implement the program/services prior to the Board of Education meeting.

If the Board disagrees with the recommendation of the CPSE/CSE, it will set forth in writing a statement of its reasons and send the recommendation back to the Committee, with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board shall provide the parent with a copy of this statement and notice. The Committee shall then submit its revised recommendation to the Board of Education.

Extended School Year Services (ESY):

The Committee on Preschool Special Education (CPSE) or the Committee on Special Education (CSE) will determine whether a student requires a structured learning environment of up to 12 months to prevent substantial regression. "Substantial regression", as defined by Regulations, would be indicated by a student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity so as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. A special program or service shall operate for at least 30 days during the months of July and August. Students will be considered for twelve-month special services and/or programs to prevent substantial regression if they are eligible.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a

twelve-month service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year.

The typical period of review or re-teaching ranges between 20 and 40 school days. As a guideline for the purpose of determining eligibility for an extended school year program a review period of two weeks or more would indicate that substantial regression has occurred i.e., winter break.

Exemption from Foreign Language:

Students who enter ninth grade are required to complete one unit of study in a foreign language other than English before completing the twelfth grade. This requirement is established for all schools in the State by Section 100.2 (d) of the Regulations of the Commissioner of Education. Students identified as having disabilities may be exempted from this requirement if their Individualized Education Program (IEP) indicates that such requirement is inappropriate. Only those students whose disabilities specifically and severely impair receptive and/or expressive language skills, or exhibits other behavioral or learning problems that would impact ability to benefit from foreign language instruction may be exempt from the foreign language requirements.

Transition Planning:

Transition Services are defined in the IDEA and Article 89 as a coordinated set of activities for a student designed within an outcomes oriented process, which promotes movement from school to post-school activities, including but not limited to post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment, and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition planning for secondary students with disabilities is outcome oriented and looks toward adult life. Professionals, students, and parents or other guardians work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes. The student's strengths, interests and needs are kept foremost in the decision-making process. For those students beginning not later than the first IEP to be in effect when the student is age 15 or older, the coordinated set of activities must address instruction, related services, community experiences, and the development of employment or other post-school adult living objectives. Activities of daily living and functional vocational evaluation activities should also be included when appropriate to the student's needs.

Vocational Assessments:

The goal of vocational assessment is the successful transition of students to post-secondary education or employment. The process serves to help students, parents, and staff focus on long-term planning leading to realistic outcomes. The ultimate goal is for the school, the family and community agencies to work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes. Vocational assessment is an ongoing process involving the systematic collection of information about a student's vocational aptitudes, abilities, expressed interest, and occupational awareness. Though the amount and type of information collected on each student may vary, it must be sufficient for the Committee on Special Education to make and substantiate appropriate occupational education program decisions

Vocational assessment are conducted for special education students starting at age 12, if appropriate, and those referred to special education for the first time who are age 12 or older, again as appropriate.

Level I vocational assessment includes a structured collection of information and analysis of existing information about the student. This assessment involves the participation of the student, the student's parent(s) or guardian(s), a special education teacher, and the student's guidance counselor. Other appropriate professionals may also participate in this assessment i.e., "career plan."

Level II vocational assessment are more focused and involves administration of standardized tests which look in further detail at interests, vocational skills, and specific aptitudes and abilities. It builds upon information that was recorded in the Level I assessment. Specialized vocational evaluation instruments, such as a vocational interest inventory, vocational aptitude battery and selected work samples, may be introduced at this level.

Level III vocational assessment is a situational assessment conducted while a student is actually engaged in real or simulated work activities. This may require resources such as those available in a vocational rehabilitation facility, an occupational assessment center or in an actual work setting.

Aging Out Guidelines:

Students with disabilities are no longer eligible for a free appropriate public education once they reach the age of 21 or attain a high school diploma. The district has a mandated responsibility to implement an aging-out process to transition students with severe disabilities from public education to adult services. Aging-out procedures are in addition to the transition planning services previously discussed in this plan.

Aging-out is specifically designed to meet the needs of three groups of students with severe disabilities: (1). Chapter 544 Students: Students attending residential out-of-state schools who have attained or will attain the age of 18 prior to June 30 of the current school year. (2). Chapter 570 Students: Students attending residential in-state schools who have attained or will attain the age of 18 by June 30 of the current school year. (3). Chapter 462 Students: Students attending non-residential, in-state programs 100% of the time, who have intensive management needs and who are likely to require adult services: The process for eligible students begins at the first annual review after the student reaches the age of 15.

Declassification of Students with Disabilities:

The recommendation to declassify students with disabilities is the responsibility of the (CPSE) and (CSE). As declassification constitutes a significant change of identification and placement, a reevaluation of the child prior to making this recommendation is conducted. The CPSE and CSE shall also provide prior written notice in the native language to the child's parent or guardian, that a reevaluation is being sought for the purpose of considering declassification and request written consent for this evaluation, if a formal reevaluation is warranted. If the initial request for consent for reevaluation is unsuccessful, alternate measures will be taken to obtain consent and will be documented. If reasonable attempts have been made to obtain consent and have been documented but no response is received from the parent or guardian, the CPSE and CSE shall reevaluate the child without consent.

The members of the CPSE and CSE and other qualified professionals may review the existing evaluation data on the student including evaluations provided by the parents or guardians, current class assessments, observations by teachers, reports by related services providers and other professionals. This review shall not constitute a CPSE and a CSE meeting. On the basis of this review, the District may decide that no further data is needed. In this case, the CPSE and CSE shall notify the parents or guardians that further assessment has been deemed unnecessary and that they have a right to request further assessment to determine if their child continues to be a student with a disability.

If the parent or guardian does not request further assessment, the CPSE and the CSE may meet to review the existing information and to consider declassification. A copy of this informal evaluation report shall be made available to the parent or guardian.

Declassification Support Services

Students exiting special education may be considered for declassification services. Declassification support services are defined in the Part 100 Regulations. Testing accommodations may be continued as recommended by the CSE.

If a student has been receiving special education services but the Committee on Special Education determines that the student no longer necessitates such services and can be placed in a general education program/setting on a full-time basis, the recommendation shall: identify

the declassification support services if any and indicate the projected date of initiation, frequency and duration of such services, not to be continued for more than one year.

Appendices:

Adapted Physical Education in New York State:

<http://www.nysed.gov/curriculum-instruction/adaptive-physical-education>

A Parent's Guide to Special Education in New York State:

<http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Federal Allocations for Special Education:

<http://www.p12.nysed.gov/sedcar/federal.htm>

NYS Graduation Requirements and Options:

<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>

NYSED - Medicaid in Education

<http://www.oms.nysed.gov/medicaid/>

Part 200: Regulations of the Commissioner of Education:

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Procedural Safeguards Notice:

<http://www.p12.nysed.gov/specialed/formsnotices/procedural-safeguards-notice.htm>