

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.



We believe the collaboration needed for meaningful change is built on honesty, trust and respect.



Student Support Services & Accessible Education

**Presentation to the Wappingers Central
School District**

Board Of Education - June 7, 2021

DEPARTMENT OF ACCESSIBLE EDUCATION

Mr. Richard Zipp
*Assistant Superintendent Student Support Services
& Accessible Education*

Mrs. Julia Montoya
Director of Special Education

**Mr. Tim Feron, Mrs. Karen Brown
Dr. Leah Raftis, Dr. Donise Robinson, Mrs. Shayna Cruz,
Mrs. Lauren Broadbelt, Dr. Amber Saracino**

Assistant Directors of Special Education

We believe embracing diversity in all its forms enriches the human experience.

SPECIAL EDUCATION LAW

FEDERAL:
Individuals with Disabilities Education Act
(**IDEA 2004**)

NEW YORK STATE:
Part 200 of the Commissioner's Regulation

Free and
Appropriate
Education
FAPE

Least Restrictive
Environment
LRE

*We believe the health and quality of a community are dependent
on the responsible contributions of all its members.*

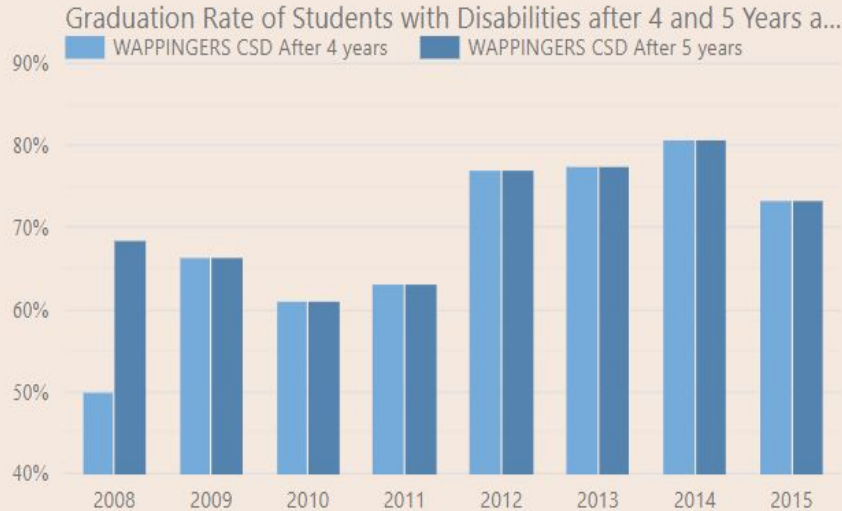
NYS and WCSD Graduation Rates Aug 2019

<https://data.nysed.gov/specialed>

All Students

Classified Students

Indicator 1: Graduation Rate of Students with Disabilities



2015 TOTAL COHORT - AUGUST 2019

Students with Disabilities and Graduation rate

120

73.3%

State target and does district meet target

60.66% or higher

Yes, met state target

We believe embracing diversity in all its forms enriches the human experience.

WCSD Graduation Credentials of SWD: 2019-20

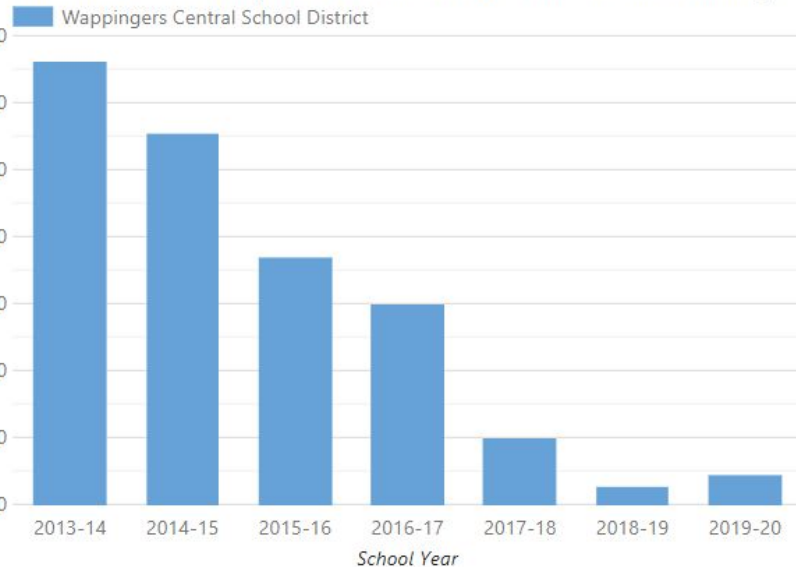
Student Cohort	Number of Students	Percentiles
Students Graduating with Advanced Regents Diploma	6	5%
Students Graduating with a Regents Diploma	85	64%
Students Graduating with a Local Diploma	16	12%
Students Graduating with a Non-Diploma Credential	1	1%
GED transfer	1	1%
Dropout	8	6%
Still Enrolled	16	12%

We believe the health and quality of a community are dependent on the responsible contributions of all its members.

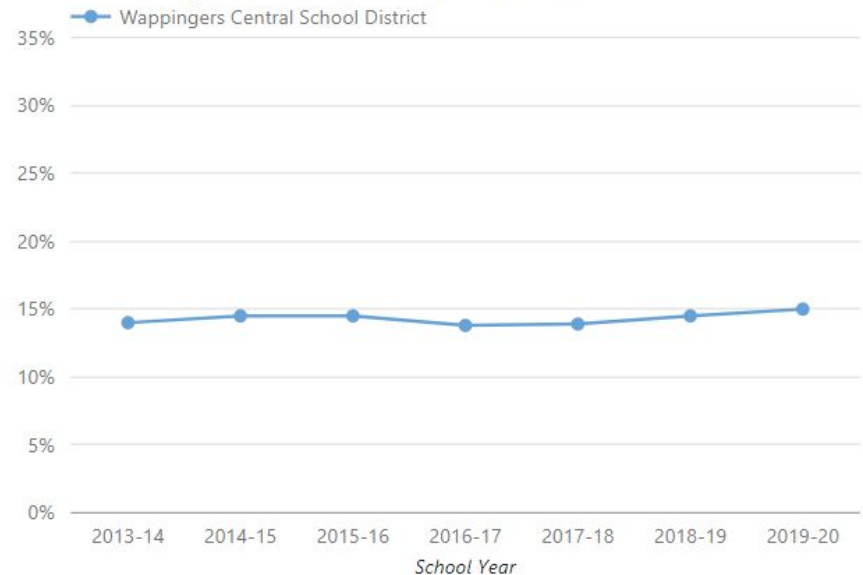
WCSD Enrollment and Classification Rate: 2019-20

Enrollment and Classification Rate

Total Public and Nonpublic Enrollment as of the First Wednesday...



Trend in Special Education Classification Rate



District Enrollment: 11,691

Data source: Special Education School District Data Profile 2019-20

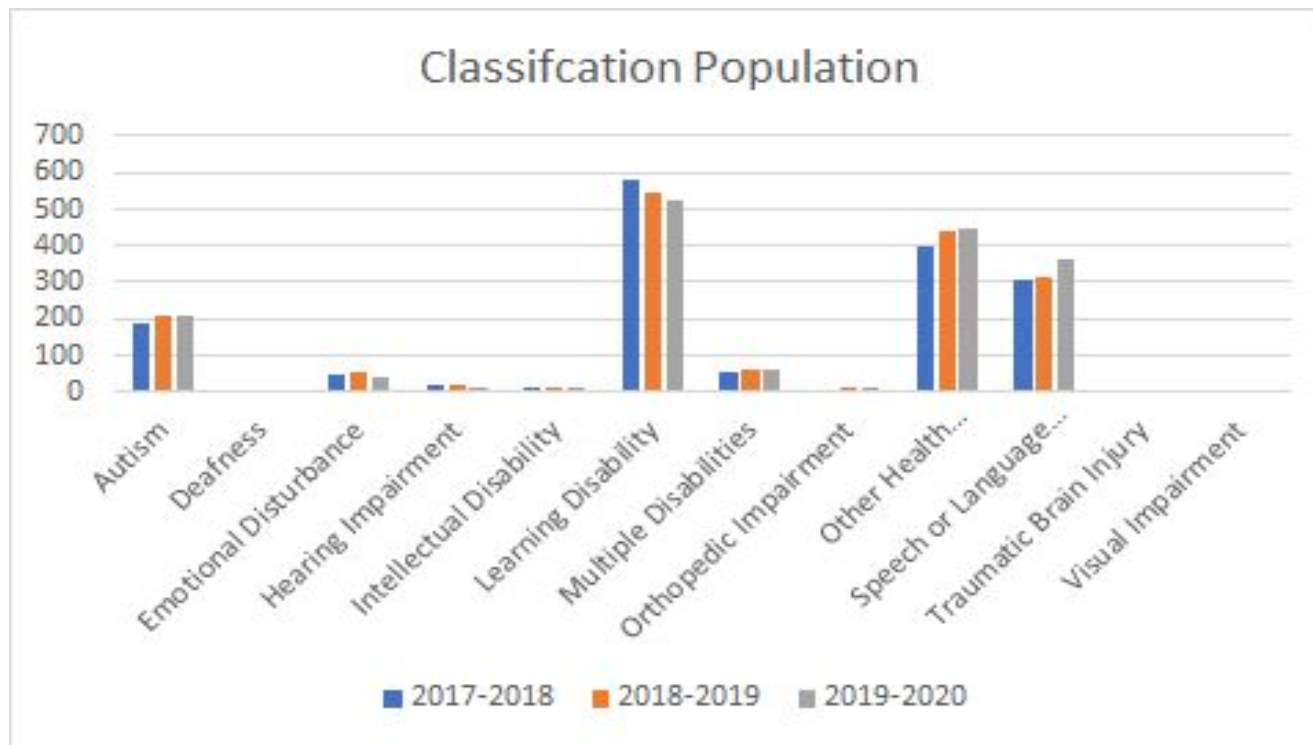


We believe everyone can realize their potential and when they do, both they and the community thrive.

Special Education Trends

School Year:	New Entrants	Exiting Students	Referrals	Newly Classified	Declass	Grads	CPSE	Diff
15-16	83	89 (-6)	171	73	142	113	68	-120
16-17	110	95 (+15)	165	65	113	99	81	-51
17-18	125	74 (+51)	177	87	86	108	81	25
18-19	120	93 (+27)	299	113	64	99	88	65
19-20	101	60 (+41)	130	66	44	112	112	63
20-21	114	82 (+32)	112	70	28	?106	98	?66

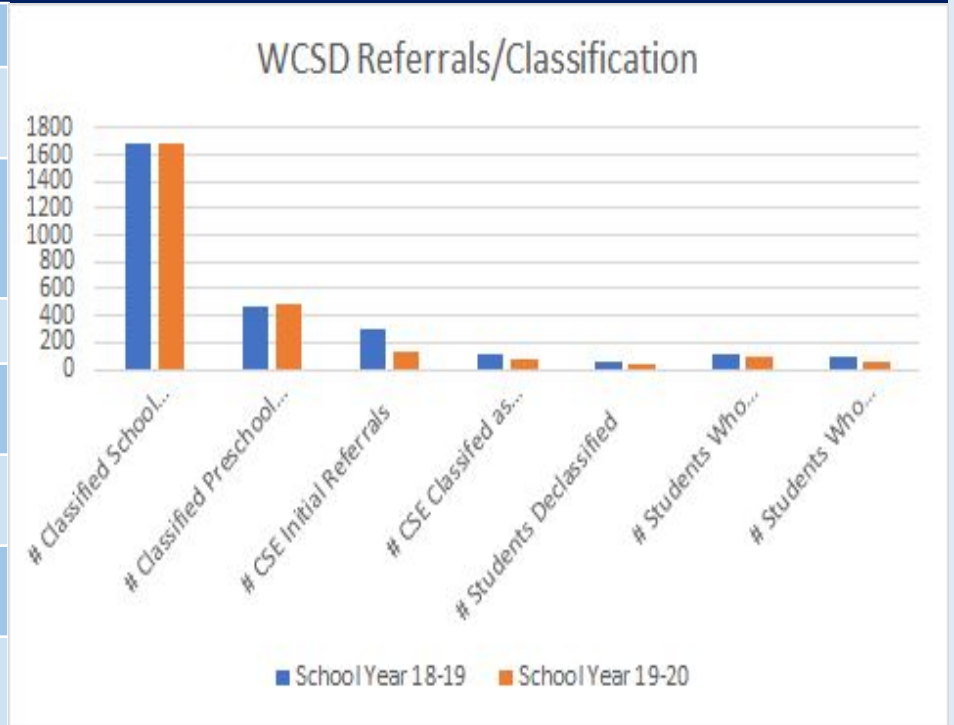
WCSD Classification Population by Disability



We believe everyone can realize their potential and when they do, both they and the community thrive.

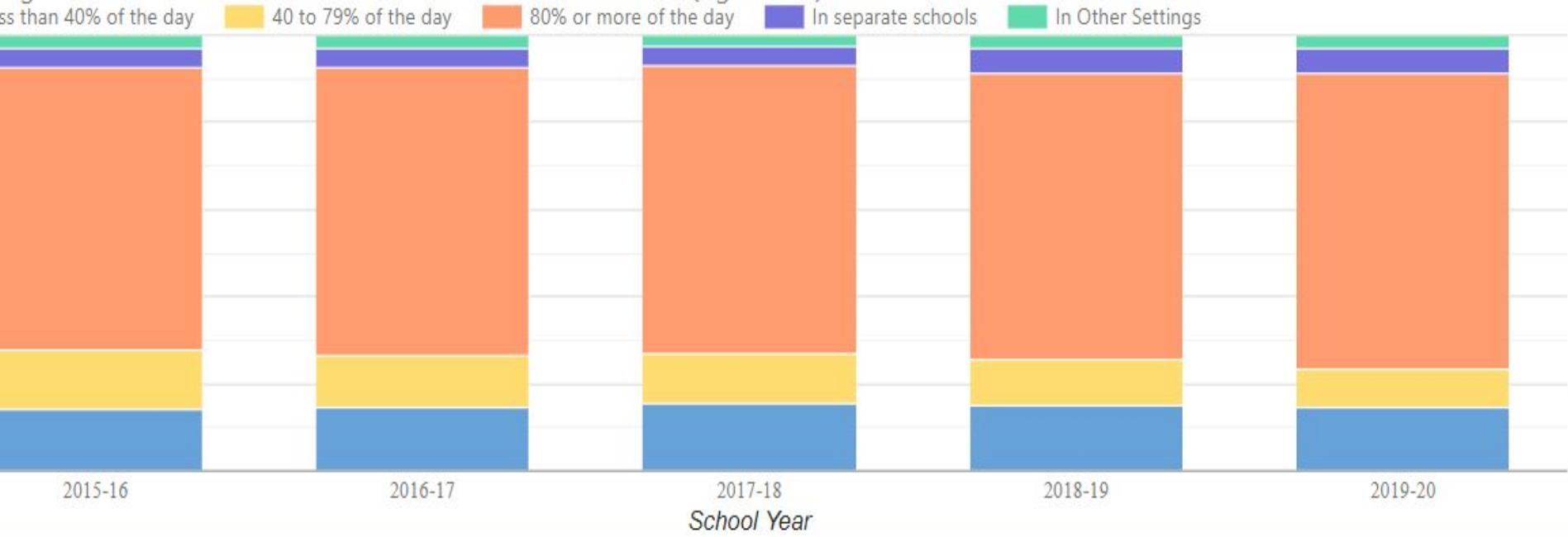
WCSD Student Referrals and Classifications

	18-19	19-20
# Classified School Age Students on BEDS day	1688	1680
# Classified Preschool Students on BEDS day (preschool services are determined by the County)	470	485
#of Initial Referrals (CSE)	299	130
#of Students Classified as a result of Initial Referrals	113	66
# of Students Declassified	64	44
# Students Who Moved into the District with an IEP	120	101
# Students Who Moved out of the District with an IEP	93	60



We believe the collaboration needed for meaningful change is built on honesty, trust and respect.

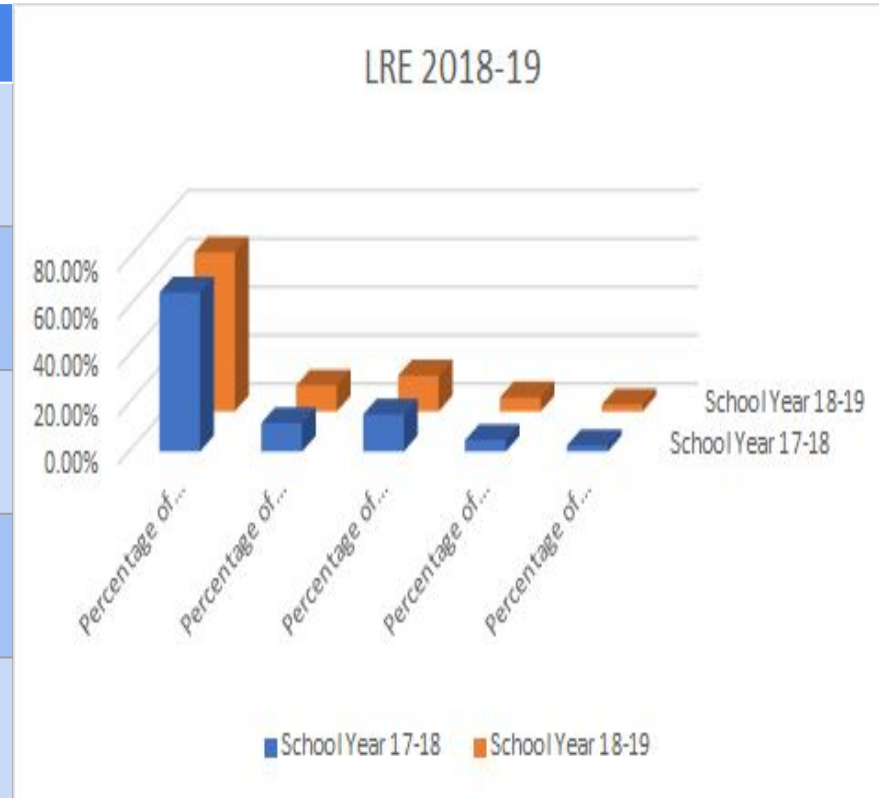
Walden Central School District % of Students with Disabilities (Ages 6-21) in Least Restrictive Environment



Total Students with Disabilities ages 6-21: 1,604

WCSD Placement in LRE for SWDs 2018-2019

School Year	2017-2018	2018-2019
Percentage of Classified Students Who Spend More than 80% of Their Day in LRE (6-21)	65.80%	65.80%
Percentage of Classified Students Who Spend 40-79% of Their Day in LRE (6-21)	11.70%	10.70%
Percentage of Classified Students Who Spend Less than 40% of Their Day in LRE (6-21)	15.30%	14.80%
Percentage of Classified Students Who Spend Their Day in a Separate school (6-21)	4.70%	5.80%
Percentage of Classified Students Who Spend Their Day in Other Specific Settings (6-21)	2.50%	2.90%



We believe embracing diversity in all its forms enriches the human experience.

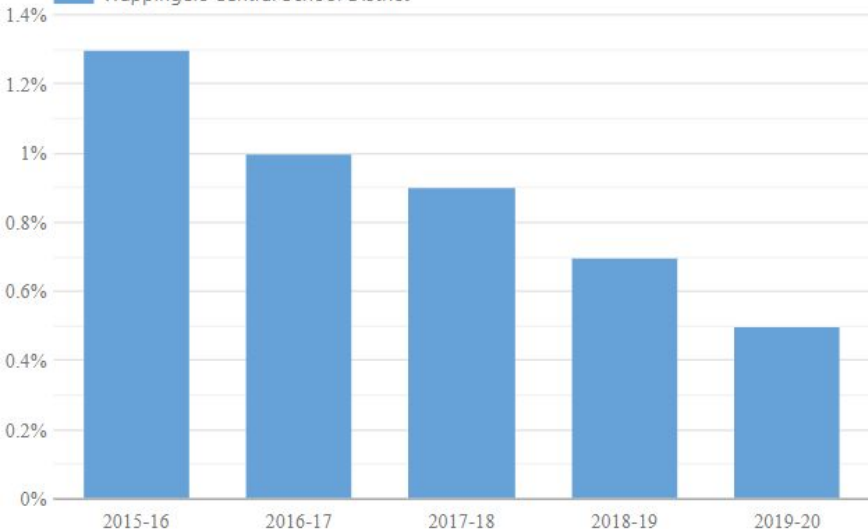
WCSD Suspension Rate for SWD's

<https://data.nysed.gov/specialed>

(based on 2018-19 school year data)

Suspension Rate of Students with Disabilities

Wappingers Central School District



Students with Disabilities: 1,688

SUSPENSION RATE 2019-20

Students with Disabilities Suspended Out-of-School for More than 10 Days and Percentage

8

0.5%

State threshold and does district meet threshold

2.7% or lower

Yes, met state threshold

We believe everyone can realize their potential and when they do, both they and the community thrive.

WCSD Programs By Building

Brinckerhoff ES	ICT K-6, (Fishkill Students attend Brinckerhoff for ICT)	Fishkill ES	Special Class K, Special Class 1-6
Evans ES	Special Class 3-6	Sheafe Road ES	ICT K-6, Resource Room (Evans Students attend Sheafe for ICT)
Oak Grove ES	Special Class 1-6	Vassar Road ES	ICT K-2, Communications Class K-2 (Oak Grove Students attend Vassar for ICT)
Fishkill Plains ES	ICT K-6	Myers Corners ES	ICT K-6, Special Class K-2
Gayhead ES	ICT K-6, Resource Room , Language Based Class 3-4, 5-6	Kinry Road ES	ICT 3-6, Special Class 3-6 (Oak students attend Kinry for ICT)
Junior High Schools	Consultant Teacher Services Resource Room Integrated Co-Teaching Self Contained Classes Special Class Setting	High Schools	Consultant Teacher Services Resource Room Integrated Co-Teaching Self Contained Classes Special Class Setting

We believe that active and continuous learning is essential for individuals and communities to flourish.

WCSD Programs By Building K-6

SCHOOL	Integrated Co-Teaching	(15:1)	12:1	Resource Room
Brinckerhoff ES	K-6	No	NO	NO
Fishkill ES	NO	K-6	NO	YES
Fishkill Plains ES	K-6	NO	NO	NO
Gayhead ES	K-6	Language Based (3/4 & 5/6)	NO	YES
Evans ES	NO	SC 3-6	NO	NO
Vassar & Kinry Road ES	K-2 & 3-6	NO	COMMUNICATION K-6	NO
Myers Corners ES	K-6	SC (K-2)	NO	NO
Sheafe Road	K-6	NO	NO	YES
Oak Grove	NO	SC (1-6)	NO	NO

We believe that active and continuous learning is essential for individuals and communities to flourish.

WCSD Programs By Building 7-12

SCHOOL	Integrated Co-Teaching	(15:1)	12:1	Resource Room	Consultant Teacher
Wappingers Junior HS	7 & 8 Core Content	SC (7 & 8) Core Content & Intensive Communications	NO	YES	YES
Van Wyck Junior HS	7 & 8 Core Content	SC (7 & 8) Core Content SC Intensive (7&8)	NO	YES	YES
Orchard View HS	9-12 Core Content	NO	NO	NO	NO
RCK High School	9 -12 Core Content	SC (9-12) Core Content SC (9-12) Intensive Levels (3 & 4)	NO	YES	YES
John Jay High School	9 – 12 Core Content	SC (9-12) Core Content	NO	YES	YES

Special Education – Historical Financial Overview

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

Year Actual	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
2018-19	\$25,975,291	\$10,649,869	\$9,470,253	\$6,066,452	\$18,788,872	\$33,372,993	1,688	\$19,380
2019-20	\$27,917,213	\$11,473,975	\$10,143,193	\$9,170,062	\$18,835,843	\$39,868,600	1,748	\$23,152

SALARIES:

- **General Fund (GF) and Special Aid Fund (SAF)**
 - Special Education Teachers
 - Teaching Assistants (assigned to Special Education Programs & Services)
 - Occupational Therapists
 - Physical Therapists
 - Speech Therapists
 - School Psychologists
 - Social Workers
 - Designated Clerical Staff

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

Diploma Options for Students with Disabilities

Regents Diploma	4 ELA, 4 Social Studies, 3 Science, 3 Math, 1 Arts, ½ Health, 1 Language Other Than English (LOTE), 2 Physical Education, 3.5 Electives
Low Pass Option	5 Required Regents Exams, 55 or Better on 1 Math, 1 Science, 1 ELA, Global History, and US History/Government
Compensatory Safety Net Option	Scores Between 45-54 on one or more required regents exams, other than ELA or Math, with the lower score compensated by a score of 65 or higher on another regents exam. The student must pass the class.
4 + 1 Pathway	4 required regents exams (ELA, Math, Science, and Social Studies) with one additional comparably rigorous assessment OR complete all requirements for the CDOS credential
Appeal Process	Up to 2 regents exams with scores of 60-64 may be appealed, when a student has taken the exam at least twice, and passed the class. Or for students needing the low pass option - Two of the following i.e., Math, ELA, Social Studies or Science scores of 52-54 may be appealed
Superintendent Appeal	Superintendent to determine proficiency in a subject area for students who did not meet the diploma requirements through the compensatory or appeal process.

We believe everyone can realize their potential and when they do, both they and the community thrive.

Other Exit Credentials for Students with Disabilities

New York State Career Development and Occupational Studies (CDOS)

- Development of a Career Plan, which includes career interest, strengths, needs and goals;
- 216 hours of CTE learning, 54 of which must be work based;
- CTE coursework which support the goals noted in the Career Plan;
- Career exploration and development, integrated learning, universal foundation skills;
- Development of an Employability Profile within one year prior to exiting school

New York State Skills and Achievement Commencement Credential

- Students who are eligible for NYS alternative assessment (students with severe disabilities)
- Focus on academic skills, work based learning skills, independent living, and transition planning
- Replaces the IEP diploma. It is an exiting credential – not a diploma. Students are awarded a certificate, and a Student Exit Summary
- Students who have attended school for at least twelve years, excluding kindergarten, or until age 21 years

We believe the collaboration needed for meaningful change is built on honesty, trust and respect.

WCSD with Respect to State Reporting and Disproportionality

- WCSD *IS* **NOT** Significantly Discrepant with Respect to Disproportionality:
 - Race/Ethnicity in Suspension Rate
 - Identification for Special Education
 - Specific Disability Categories
 - However, Special Education Placements i.e., Separate settings are 5.8% for SY 18-19 and NYSED target is 5%, so work to do in this area.

A per New York State Education Department (NYSED): Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Moving Forward: Objectives to Support The Board of Education Goals and Strategic Plan

- 21-22 Final Year build out for compete self-contained special education continuum for the southern tier schools i.e., at Fishkill Elementary School - Self-Contained Kindergarten through sixth grade.
- Ongoing training provided to staff across the district, in regards to behavioral assessments and intervention plans
 - Two staff behaviorists and outside contractors provide support regarding student behaviors and interventions in district programs, Out-of-District placements, as well as transportation.
- Continued: Academic Intervention (AIS) and Special Education Teachers (K-12) participate in research-based Orton Gillingham training during the 21-22 school year