

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.



**Department Of Special Education
Presentation to the Wappingers CSD
Board Of Education
June 3, 2024**

WCSD - DEPARTMENT OF SPECIAL EDUCATION

Mrs Julia Montoya
Executive Director Special Education

Mrs. Karen Brown - *Assistant Director Special Education*

Mrs. Shayna Cruz - *Assistant Director Special Education*

Mrs. Lauren Broadbelt - *Assistant Director Special Education*

Mrs. Christina Martinez - *Assistant Director Special Education*

Mrs. Desiree Hofbauer - *Assistant Director Special Education*

Mr. Chad Richter - *Assistant Director Special Education*

Mrs. Amanda Watson - *Assistant Director Special Education*

Mrs. Michelle O'Gara - *Assistant Director Special Education*

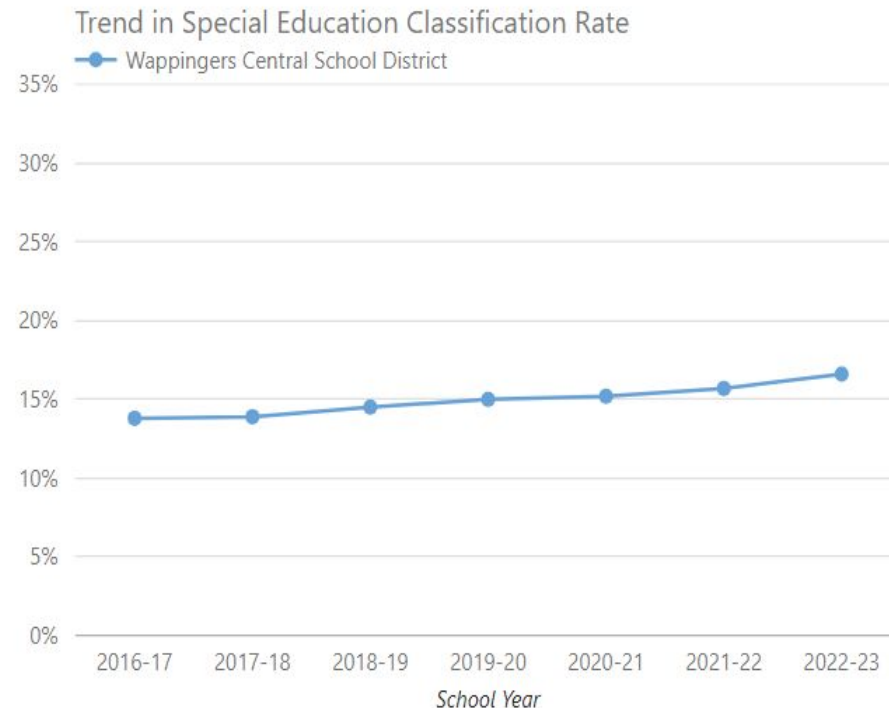
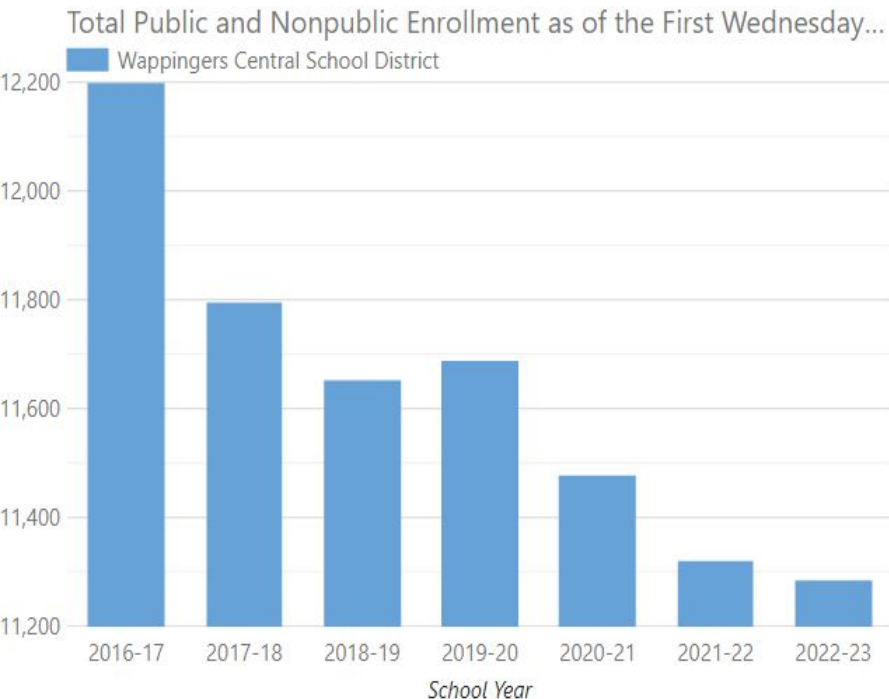
Mrs. Chante Brooks (Sub Admin) - *Assistant Director Special Education*

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

WCSD Enrollment and Classification Rate: 22-23 - 16.6%

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

Enrollment and Classification Rate

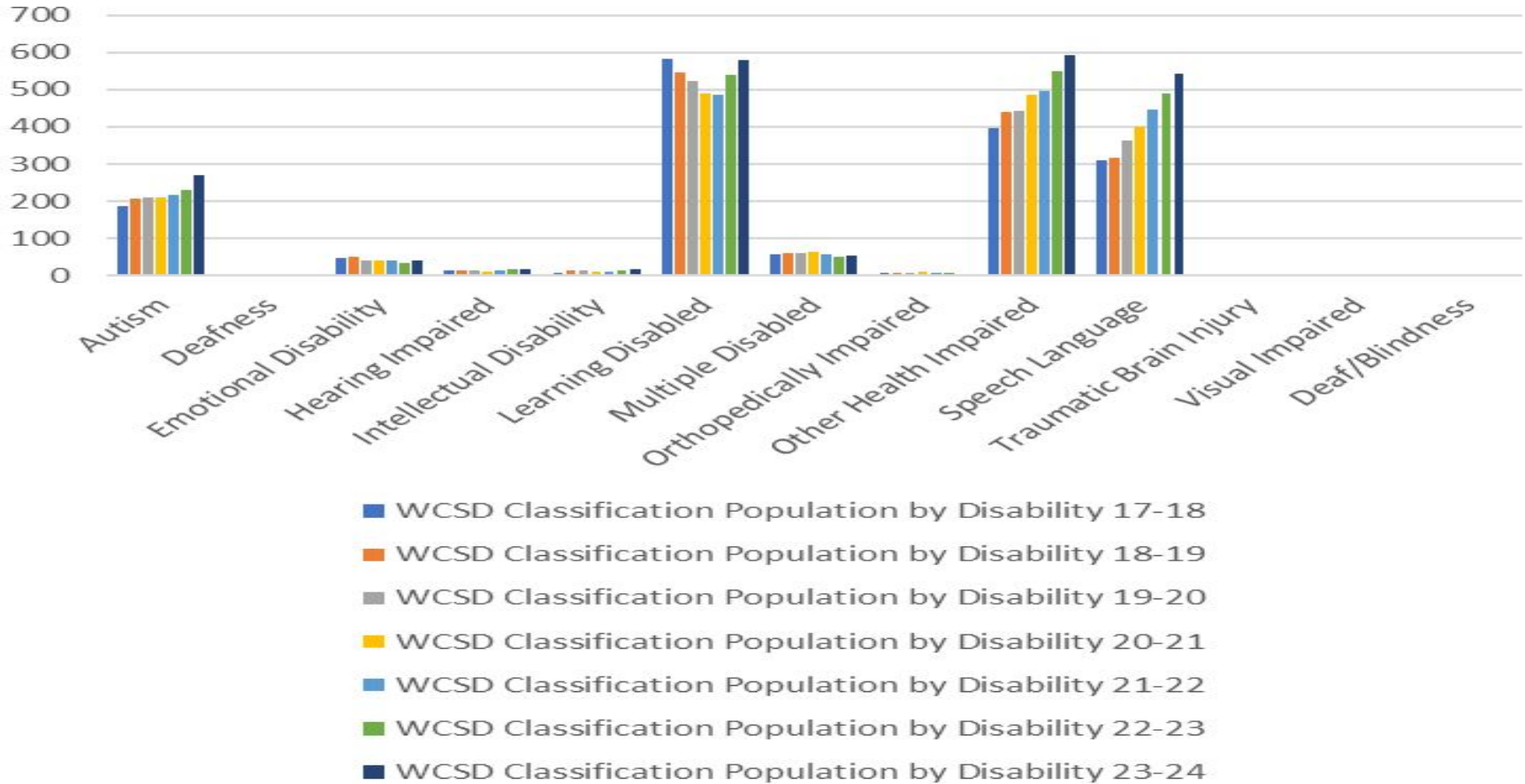


Data source: Special Education School District Data Profile 22-23



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

WCSD Classification Population by Disability



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WCSD Graduation Credentials of SWD: 2022-23

Student Cohort: 109/ 79%	Number of Students	Percentiles
Students Graduating with Advanced Regents Diploma	11	8%
Students Graduating with a Regents Diploma	97	71%
Students Graduating with a Local Diploma	1	1%
Students Graduating with a Non-Diploma Credential	3	2%
GED transfer	3	2%
Dropout	5	4%
Still Enrolled	17	12%

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

WCSD Graduation Pathways of SWD: 2022-23

Student Cohort: 109/79%	Number of Students	Percentiles
Students Graduating with Humanities Pathway	104	95%
Students Graduating with Math Pathway	4	4%
Students Graduating with Science Pathway	1	1%
Humanities Alternative	0	0
Arts/Career & Technical Education	0	0
Language Other Than English	0	0
Civic Readiness	0	0

WCSD Graduation Credentials of SWD: 2014-15

Student Cohort: 88/56%	Number of Students	Percentiles
Students Graduating with Advanced Regents Diploma	4	3%
Students Graduating with a Regents Diploma	53	32%
Students Graduating with a Local Diploma	31	20%
Students Graduating with a Non-Diploma Credential	4	3%
GED transfer	0	0%
Dropout	26	17%
Still Enrolled	39	25%

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WCSD Graduation Credentials of SWD: 2018-19

Student Cohort: 89/68%	Number of Students	Percentiles
Students Graduating with Advanced Regents Diploma	7	5%
Students Graduating with a Regents Diploma	47	36%
Students Graduating with a Local Diploma	35	27%
Students Graduating with a Non-Diploma Credential	2	2%
GED transfer	2	2%
Dropout	11	8%
Still Enrolled	27	20%

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WCSD with Respect to State Reporting and Disproportionality

- WCSD NOT Significantly Discrepant with Respect to Disproportionality:
 - Race/Ethnicity in Suspension Rate
 - Identification for Special Education
 - Specific Disability Categories

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.

WCSD Programs By Building 23-24

Brinckerhoff ES	ICT K-6, (Fishkill Students attend Brinckerhoff for ICT)	Fishkill ES	Special Class Kindergarten through 6th grade Southern Tier Students
Evans ES	Special Class Kindergarten through 6th grade Northern Tier Students	Sheafe Road ES	ICT K-6, Resource Room (Evans Students attend Sheafe for ICT)
Oak Grove ES	Special Class 1-6 Northern Tier Students	Vassar Road ES	ICT K-2, Communications Class K-2 (Oak Grove Students attend Vassar for ICT)
Fishkill Plains ES	ICT K-6 Special Class 3rd through 6th grade Southern Tier Students	Myers Corners ES	ICT K-6, Special Class Kindergarten through 4th grade Northern/Southern Tier Students
Gayhead ES	ICT K-6, Special Class - Language Based 3-4, 5-6 (Southern Tier Students)	Kinry Road ES	ICT 3-6, Special Class 3-6 (Oak students attend Kinry for ICT) Special Class - Language Based 3-6 Northern Tier Students
Junior High Schools	Consultant Teacher Services Resource Room Integrated Co-Teaching	High Schools	Consultant Teacher Services Resource Room Integrated Co-Teaching

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	3/4 & 5/6	NO	NO
Gayhead ES	K-6	Language Based 3/4 & 5/6	NO	NO
Evans ES	NO	SC K-6	NO	NO
Vassar & Kinry Road ES	K-2 & 3-6	Language Based 3/4 & 5/6	Communication Program K-6	NO
Myers Corners ES	K-6	SC (K-4)	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	NO	NO	NO	NO	YES
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 SC (9-12)	NO	YES	YES

Special Education – 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 & SAF Tuitions	Total NYS & Federal Aid	Net Cost to WCSD after NYS & Federal Aid	Total Number of Classified Students	Net Cost / Total Classified Students
2022-23	\$30,741,458	\$11,151,201	\$13,900,581	\$12,002,994	\$22,991,155	\$44,805,079	1,877	\$23,870
2021-22	\$29,776,237	\$10,421,683	\$11,150,255	\$10,174,310	\$21,758,849	\$39,763,636	1,783	\$22,301

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 Credit Requirements	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
Safety Net Option	5 Required Regents Exams, 55 or Better on 1 Math, 1 Science, 1 ELA, 1 History, and another History or Math or Science
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 or
Covid Appeal Process Expired August 2023	All New York State Regents Exams scored between 50% and 64% will earn Regents credit as long as passing marks in class under consideration. (Expired)
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.

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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

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Maximizing Resources:

- **Integrated Co-Taught Plus (ICT+):** New innovative program designed to support students social, emotional and/or behavioral development/functioning while maintaining connection to general education programming and curriculum. ICT+ will be “capped” at six special education students in total. ICT classes across the district average twenty five students in total.
- **RECOVS Mental Health Grant:** Wappingers Central School District awarded 2.5 million dollars. District is currently hiring 3 grant funded school psychologists, 2 grant funded school social workers, 2 grant funded school based behaviorists, additional CAPE counselor (Council on Alcohol Prevention and Education), additional student focused mental health programming from CAPE and Mental Health America (MHA).

Maximizing Resources:

- Additional special education class housed at Myers Corners Elementary School - Self Contained classroom.
- **On -Going:** As needed to address student needs and enrollment, additional special education support at specific grade levels to maintain appropriate ratios.
- **On- Going:** Academic Intervention Services Teachers i.e., reading, Special Education Teachers (K-12), Speech/Language Therapists and Teacher Assistants participate in research-based Orton Gillingham (science of reading) instruction/training. Approximately 100 + teachers have received the training over the last several years. As of the 23-24 school year, the training has also been provided to teacher assistants who support special education students.