WASHINGTONVILLE CENTRAL SCHOOL DISTRICT

Two-Year Plan for Students with Disabilities

July 1, 2023 – June 30, 2025

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The students with disabilities of the Washingtonville Central School District are considered very much a part of the total student population, and the District's commitment to provide excellence in education is directed toward the disabled to the same degree as the non-disabled. New York State Part 200 Regulations of the Commissioner of Education mandates development of District plans for special education programs. District plans must include the description of special education services and programs and program goals and objectives.

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I. Introduction

The Individuals with Disabilities Education Act (IDEA) was formerly known as the Education of the Handicapped Act (EHA) and Public Law 94-142. Congress first enacted EHA in 1975. It required public school districts, for the first time in the history of legislation, to provide a "free appropriate public education (FAPE)" for students with disabilities. It required that the public schools provide an "individualized education program" (IEP) to all students with disabilities. In 1990, the EHA was reauthorized and renamed the Individuals with Disabilities Education Act (IDEA). In 1997 and 2004, IDEA was again reauthorized.

In its reauthorization of IDEA by Congress in 2004, its most significant change was the introduction of the term "response to intervention (RTI)." This requires that for grades K-4 schools must implement a model that evaluates how a student responds to research-based interventions and move away from a discrepancy model in determining a learning disability. The RTI process has been implemented in all of our District elementary schools.

The District has a strong philosophical commitment to the concept of least restrictive environment in order to provide all students participation in a mainstream educational and social environment. The "Least Restrictive Environment" provision of IDEA requires that the school district consider and, when appropriate, provide supplementary aids and support services before placing a student in a more restrictive environment. Supplementary aids and services include, but are not limited to, resource room or consultant teacher services, developmental or corrective support services, assistive technology devices and methodologies that support diverse learning needs. Depending on the needs of the students, this has been accomplished through the use of integrated co-teaching classes, consultant teacher services, resource room programs, related services and assistive technology devices. This has fostered a culture that involves all in the successful education of students with disabilities. By adopting a collaborative "team" approach, a belief system has been developed that allows for the unique needs of all students, disabled or not, to be met.

The District has also made a commitment to prepare students who are unable or unwilling to continue their education beyond high school in developing a realistic plan for their future. This has been accomplished through both District operated school-to-work programs as well as through vocational training programs at Orange-Ulster BOCES Career & Technology Center.

II. General Program Objectives

The long-range goals of our District operated special education programs are:

1) To provide a comprehensive continuum of services in the least restrictive environment that focuses on providing students with the support services necessary to learn and achieve.

2) To prepare our students with disabilities for productive independent living.

3) To prepare our students with disabilities for successful participation in post/secondary opportunities, college and/or career.

4) To foster a collaborative partnership with parents and the community.

5) To improve New York State test results across all disciplines and grade levels.

6) To continue to provide staff development in the areas of research-based reading and math instructional practices directed at meeting the needs of our special education students.

7) To provide staff development in the areas of social/emotional development and counseling techniques to assist staff in meeting the needs of students dealing with anxiety, depression and other psychiatric based disorders.

8) To implement curriculum changes as deemed appropriate and provide staff development to meet the changes in New York State Standards.

The short-term goals vary according to the needs of each child and are specified clearly within their Individualized Education Program (IEP).

III. Staffing

Due to an increase in our special education population as well as increased needs of our students, additional staffing will be implemented for the upcoming 2023-2024 school year. An additional special education teacher will be needed at Round Hill Elementary School to service our incoming kindergarten students. In addition, we added 2 full-time psychologists who will be assigned to Round Hill and Taft to meet the increase of students needing counseling services. We will also hire a full-time speech/language pathologist to conduct evaluations and provide speech/language therapy services. With these new additions, at this time we are appropriately staffed to meet the needs of our special education students. We will continue to monitor our staffing based on fluctuations in student enrollment and classification. We are closely monitoring all services and programs and will keep you informed should there be a need to add staff.

IV. Special Education Space Allocations

It is the intention of the Board of Education to ensure that appropriate space is allocated for special education classes. At present our space needs are being adequately met for both our school age and preschool age special education population. In the past, the Office of Pupil Personnel Services played a role in outlining the space needed in the District renovation and additions in all three Elementary Schools. Any future renovations and additions will provide the space needed for the projected needs of our special education programs.

V. Instructional Material

The District ensures that all instructional material will be made available to students with disabilities in a usable alternative format at the same time as such instructional materials are available to non-disabled peers. The District has chosen to coordinate with the National Instructional Materials Access Center (NIMAC) to ensure that all students with print disabilities, including blind students and students with visual impairments, will be provided with the appropriate instructional materials in a timely manner.

VI. Estimated Budget

For the 2022-2023 school year the Washingtonville Central School District budgeted $19,233,002 for special education services. Of that amount, $8,303,039 is for district-wide expenses, $7,130,362 is for BOCES expenses and $3,799,101 is for tuition for students placed in State approved special education settings. The largest portion of BOCES expenditures can be attributed to the cost of educating special education students at the Goshen Center. Other BOCES costs are related to itinerant teaching personnel that serve our special education students in the district.

The expenditures for the past and the budget for the current school year are represented below.

Budget Item	**2022-2023**	**2023-2024**
Instructional Salaries	$5,385,692	$7,995,898
Non-instructional Salaries	$2,412,647	$615,390
Equipment	$10,000	$22,000
Contractual & Other Expenses	$467,500	$ 804,000
Textbooks	$0	$0
Materials & Supplies	$27,700	$34,600
Tuition	$3,799,101	$4,071,759
BOCES	$7,130,362	$8,084,322
TOTAL	**$19,233,002**	**$21,627,969**

VII. Staff Training

In order to accomplish the goals outlined, the District recognizes its responsibility to provide the training that is necessary for the special education staff and Committee on Special Education members so that they may provide adequate and appropriate programs for the children with disabilities of the District.

Staff training is provided each year utilizing the following:

- Attendance at the Mid-Hudson Regional Partnership Center training workshop for new Committee on Special Education and Committee on Preschool Special Education members.

- Attendance at related professional conferences and workshops as requested by individual special education and general education staff members.

- In-service training sessions and staff development programs provided by our professional staff geared for special education and/or regular staff members.

- Contracting with consultants as needed to ensure that the staff is properly trained to meet the needs of our students.

- Regular departmental meetings of the District special education staff for the purpose of reviewing and updating procedures as well as sharing ideas and planning for the District programs. Department meetings also focus on staff development in research-based teaching strategies.

- The New York State Education Department's (NYSED) Blueprint for Improved Results for Students with Disabilities. The seven principles outlined in this guidance document will identify areas of focus and improvement.

- All CPSE/CSE Chairpersons will participate in a targeted skills group on Least Restrictive Environment (LRE).

VIII. Placement Responsibilities

The Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE) coordinates evaluations to determine whether a child meets the qualifications of a child with a disability. After considering all the information gathered in a multidisciplinary assessment, if it is determined that the child has an educational disability as outlined by New York State Educational Law, the Committee will recommend programs and services for the child. At this time, a plan is composed for meeting the child's individual needs, an Individualized Education Program (IEP).

The CSE/CPSE meets according to the number of students referred. In addition, each classified student is reviewed annually to monitor progress and plan the child's program for the following year. Also, a complete assessment of classified students is done triennially.

A. Preschool (see Appendix G)
Preschool children ages 2.5 to 5 years suspected of having a disability may be referred to the District Committee on Preschool Special Education. Preschool age youngsters with disabilities receive the services on the IEP in State-approved private preschools or through private providers.

Preschool Diagnostic Center
The Washingtonville Central School District is a contracted provider for preschool related services as well as an approved preschool evaluation center. We are the only school district in Orange County approved to evaluate preschoolers and one of only two to provide preschool special education services. We presently service District preschoolers who are in need of speech/language, occupational therapy and/or physical therapy. The Preschool Evaluation Center also provides evaluations to children referred to the Committee on Preschool Special Education. We evaluate not only District preschool age children but also those preschool children referred to us for evaluations by other districts within Orange County. The evaluation process includes a variety of evaluations: psychological, educational, speech/language, occupational therapy, physical therapy, social history, and student observation.

Since its inception in December of 2001 and as of June 30, 2023, the diagnostic center has evaluated 1,673 students, conducting a total of 5,554 evaluations. In addition, our diagnostic center also provides the related services of speech/language therapy, occupational therapy and physical therapy to District preschool students as per their IEP. Overall, the diagnostic center has grossed a total of $2,063,575 which is an average of $95,980.23 per year.

B. Transition Services
When a special education student reaches the age of 15, formalized transition services are begun. Initially, these services consist of parent and student interviews in which academic courses and post–high school plans are considered. As the student progresses toward the end of his/her school career, planning becomes more specific and goal–directed. During the 12th grade, students with disabilities are registered with ACCESS-VR (Adult Career and Continuing Education Services-Vocational Rehabilitation), a branch of the New York State Education Department that provides transition to services beyond high school. Students with more significant disabilities are encouraged to register with the Office of People with Developmental Disabilities at an early age to access community-based services.

Some students, because of intensive needs, require a continuation of services after completing school. The home school district must notify parents that these students will no longer be eligible for a free public education at the end of the school year during which they attain the age of 21. The notice describes student opportunity for assistance from State agencies offering adult services:

The Department of Social Services
The Office of People with Developmental Disabilities
The Office of Mental Health
ACCESS-VR

Parental consent to release student records to the appropriate agency is requested. Records are forwarded to the appropriate program approximately six months prior to aging-out to facilitate planning for adult services.

C. Services for Students in Private and Parochial Schools

Education Law section 3602-c, as amended by Chapter 378 of the Laws of 2007, establishes New York State's (NYS) requirements relating to the provision of special education to students with disabilities enrolled in nonpublic elementary and secondary schools by their parents. Under the provisions of section 3602-c, students with disabilities placed by their parents in nonpublic schools are entitled to receive special education services in accordance with an individualized education services program (IESP) from the public school district in which the nonpublic school is located while they receive general education from the nonpublic school where their parents enrolled them.

Under this regulation the District is also responsible for consultation and child find requirements. Consultation requires that the District consult with nonpublic school representatives and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary schools located within the boundaries of the school district. Child find is the practical method the public school district will use to identify, locate and evaluate students suspected of having disabilities who are parentally placed in nonpublic schools.

IX. Related Services (See Appendix B)

Related services are defined as appropriate developmental or corrective support services. They may include: speech/language therapy; psychological services; physical therapy; occupational therapy; counseling services, including rehabilitation counseling and parent counseling and training; medical services as defined in Part 200 State Education Law; school health services; school social work; appropriate access to recreation; and other appropriate support services.

A. Speech/Language Therapy - The District employs six full-time speech teachers who provide speech and language instruction to disabled and non-disabled

students. We will be adding a part-time (.5 FTE) speech-language pathologist for the upcoming 2023-2024 school year who will be part of our preschool evaluation team and also provides speech services to some of our classified preschool age students. In addition, one of our aforementioned speech/language pathologists is assigned as a department chairperson and thus oversees all Medicaid speech/language services as required by law.

B. Counseling - To meet our growing needs for counseling, we have eight full-time school psychologists, three full-time social workers and twelve guidance counselors. Depending on each student's individual needs, group and/or individual counseling is provided. Psychological consultation services are also provided as needed.

C. Physical Therapy - There is one full-time Physical Therapist (PT) servicing our in-district students as per their Individualized Education Plan.

D. Occupational Therapy – The District employs one full-time registered Occupational Therapist (OTR) as well as two full-time Certified Occupational Therapy Assistants (COTA). The Occupational Therapy Assistants work under the direct supervision of the Occupational Therapist.

E. Vision Services - One Teacher of the Visually Impaired is on our staff on a full-time basis to serve our visually impaired students. We also have a part-time BOCES itinerant teacher in the District.

F. Feeding Therapy - This service is provided for students who are unable to eat due to physical difficulties. One of our speech therapists provides feeding therapy services.

G. Orientation and Mobility Training - For visually impaired students, this training is designed to teach students to get around the school building. The Association for the Visually Impaired in Rockland County provides trained mobility trainers on a contract basis.

H. Teacher of the Deaf – This service is provided to students who are deaf or hearing impaired. We currently contract through BOCES for this service.

I. Sign/Language Interpreters – For the 2023-2024 school year we are not projecting a need for a sign-language interpreter. However, should the need arise, we would recommend that one be added.

J. Transportation - Special transportation is provided for students with physical or other disabilities who require special accommodations to be transported to school safely.

X. In-District Programs (see Appendix A, B)

A. Special Classes

- In-District special classes provide special education programs to students with an educational disability at an instructional level that meets their individual needs.

- At the secondary level, special classes designed to grant Carnegie units of credit provide a curriculum comparable to that of a mainstream class. Successful completion satisfies the credit requirement toward earning a Regents diploma.

- Additional special reading classes are provided daily in grades 1–8 and every other day in grades 9–12. Within these classes, research-based systematic and explicit reading programs are utilized.

- For students who are expected to receive a Skills and Achievement Commencement Credential (SACC), courses are not credit bearing and address academics needed for daily living.

- Classes are comprised of pupils with similar educational, management, social and cognitive needs.

- Special classes are available in 10:1, 15:1, 12:1:1 and 12:1:4 configurations, including full day self-contained classes for incoming kindergarten students.

- Basic skills and subject area instruction are provided daily to special class students in accordance with the total building schedule.

- Students placed in special classes may demonstrate moderate behavior management needs that interfere with independent work skills, attention to assigned tasks, organizational skills and ability to accept limits.

- Improvement in adaptive behavior and social skills are facilitated through instruction in the classroom and behavior modification techniques.

- Students are mainstreamed in appropriate regular and special area subjects.

- In order to facilitate mainstreaming, special class students are included in regular building activities such as assemblies, field day, chorus and instrumental music, intramural and varsity sports and extracurricular activities.

- Special education teachers serve as consultants to regular and special area teachers in order to facilitate the successful mainstreaming of special class students.

- Adaptive programming is provided in special area subjects as specified in the IEP and monitored by the primary special education teacher.

- Students are provided appropriate alternate testing techniques as specified in the IEP.

- Students receive appropriate related services as specified in the IEP.

- Special class students are prepared for the return to regular classes through a combination of individualized instruction and gradual mainstreaming with increased responsibility for self-management.

- Special education teachers provide parents with information and recommendations regarding the individual needs of their children as well as their progress on the goals and objectives on the IEP.

- Adaptive physical education is provided to students with disabilities who have this need specified in the IEP.

- Teaching assistants are assigned to all elementary and secondary special classes based on students' needs. The teaching assistants also provide testing modifications for students with disabilities at the secondary level.

B. Aspire Program

The New York State Education Department continues to have a priority of educating students in the least restrictive environment. Washingtonville has a history of educating students with low cognitive functioning and those with multiple needs (physical, adaptive and academic) in-District. The District will continue to explore other ways that the needs of our students with disabilities can be addressed in this setting.

We presently operate six classes for students with significant cognitive and academic deficits. In the 2023-2024 school year, the District will add a kindergarten Aspire class. The students are provided a curriculum consistent with the learning standards of the State Education Department. On the Middle and High School level, these students participate in the New York State Alternative Assessments (NYSAA) and work toward achieving a Skills and Achievement Commencement Credential (SACC). On the elementary level, the Aspire programs serve both NYSAA students as well as students who participate in the general New York State Assessments as determined by their IEP. These classes offer specialized teaching techniques that allow us to serve some of our students with a classification of Autism in District programs. They are incorporated into existing general education classes with appropriate modifications.

In addition, a strong emphasis is placed on developing skills for employment. Thus, each student in the program will also participate in District operated school-to-work programs and/or vocational training programs at Orange-Ulster BOCES Career & Technology Center.

C. Resource Room Program

Students with mild disabilities who require ongoing support in order to be successful in the mainstream are assigned to resource room programs. Their Individualized Educational Programs are developed and reviewed by the Committee on Special Education at least annually. Related services are available as required to help students benefit from instruction.

- Resource rooms provide supplemental academic instruction and verbal and perceptual skill development to students with mild disabilities.

- Resource rooms will also provide supplemental reading instruction utilizing the Wilson Tier III systematic and explicit reading program.

- Pupils may be placed in a resource room for a maximum of fifty percent of the school day.

- Resource rooms have a maximum of five students per session.

- A maximum of twenty students with disabilities may be assigned to each elementary resource room teacher. At the secondary level, the maximum caseload is twenty-five students.

- Pupils with varying disabilities may be grouped together in a resource room program if they have similar educational needs.

- Instructional groups of students with disabilities will be formed based on four areas: individual educational needs, academic achievement and learning rate, physical development, social development and management needs.

- The resource room teacher assists the Committee on Special Education in the development of the IEP.

- Students with disabilities attending the resource room program are provided alternate testing techniques as specified in their IEP.

- The resource room teacher serves as a consultant to regular and special area teachers of students with disabilities placed in the resource room programs.

- Resource room teachers participate in diagnostic evaluation for placement, as time in their schedule permits.

D. Consultant Teacher

The District continues to provide consultant teacher services in all grade levels across all of its school buildings. Consultant teacher services are provided in general

education classes on a direct/indirect model as specified on the student's Individual Education Program (IEP). In our Elementary Schools a consultant teacher model is utilized for English-Language Arts and Mathematics as well as needed in any other area. In our Middle school a consultant teacher model is utilized to provide math skills as well as in other areas of need. In the High School consultant teacher services are provided on an as needed basis. In addition, teaching assistants are utilized, as needed, to provide additional support to students in the general education environment.

As part of the Washingtonville Alternative High School, we offer a consultant teacher program to prepare students for the TASC exam. We also offer consultant teacher services for those students who are enrolled in credit bearing courses and are working towards their high school diploma. Counseling services are also provided as per each student's IEP.

E. Integrated Co-Teaching Services
The District also provides Integrated Co-Teaching Services in all core subjects at the Middle and High School as needed. In addition, the District will also operate two Kindergarten full-time Integrated Co-Teaching classrooms at Round Hill for the 2020-2021 school year. These services are provided in general education classes as specified on the student's Individual Education Program (IEP). In addition, teaching assistants are utilized, as needed, to provide additional support to students in the general education environment.

XI. Out-of-District Programs (see Appendix A, C, D, E, F)

A. BOCES (see Appendix A, C)
Students with significant academic, social and management needs who cannot be successful in-District will be provided with a program through BOCES. The academic program provides instruction for kindergarten through 12th grade with credit bearing and remedial tracks available at the secondary level. Vocational education is often a key component for students age 15 or older.

The BOCES Developmental Disabilities Program addresses the needs of students with low cognitive functioning and those with multiple needs (physical, academic and cognitive). The emphasis is on preparing the student to be as independent as possible in adulthood. A pre-vocational program prepares the student for participation in a sheltered or supervised work program.

Before leaving school, some students participate in a work experience within the BOCES complex. Students earn money based on the tasks assigned and the amount of work accomplished. Some students continue in a work–study placement in the community.

BOCES continues to offer a program for autistic students based on the TEACCH and VBA models. This program emphasizes the development of language skills using intensive speech therapy, icons to facilitate communication and a highly structured routine for students to follow. The program now serves students K through 12.

We presently have several students attending Rockland and Putnam/Northern Westchester BOCES. These students have needs that cannot be serviced by Orange-Ulster BOCES.

B. Other Public School District Placements (see Appendix A, D)
Students with significant academic, social, cognitive and management needs who cannot be successful in a District or BOCES program have been placed in a special education program in another public school district. We currently have eleven students who have been placed in the Kiryas Joel Union Free School District for their special education services.

C. Private Day Placement (see Appendix A, E)
Private day placement may be sought for a student who is unable to learn in a less restrictive environment. Services are often clinically more intensive and classes more structured than other options. These students are transported daily to and from school by this District. All placements must have funding approval by SED prior to placement.

D. Residential Placement (see Appendix A, E)
When a student needs supervision and structure on a 24-hour basis in order to benefit from an educational program, a residential placement is sought. Approval for funding must be sought from SED prior to placement. Occasionally a student has such severe needs that no in-state facility can meet their needs. When a student has been rejected from all in–state facilities suggested by the State Education Department, an out-of-state site can be pursued.

E. Home/Hospital Instruction (see Appendix F)
When a student has a temporary medical or emotional condition that makes it impossible to attend school, instruction is provided in the home or hospital. Elementary students receive 10 hours of instruction per week and secondary students receive 15 hours per week. However, the Committee on Special education may provide additional hours of services if warranted.

Occasionally a student is awaiting processing for a more restrictive program and cannot remain at the present site. Instruction is provided at the student's home until another placement can be implemented. This placement is intended to be temporary and of short duration.

XII. Evaluation Procedures

A program of special education is successful only if that program adequately meets the needs of each and every pupil within the program. For that reason, most of the program evaluation is done by measuring how successfully each pupil completes the goals of their Individualized Educational Program (IEP).

Each classified student with a disability has an IEP developed by the teacher, the parents and the Committee on Special Education. Included in the IEP are the student's present level of performance, long-range goals, short-term objectives, the specific educational services to be provided, anticipated duration of such services and the evaluation procedures to be used in measuring progress.

Student progress is monitored on a regular basis by teachers, principals and related service providers using classroom performance and classroom examinations as well as District and State testing information. Progress toward each student's individual goals and objectives is reported to the parents on a quarterly basis. In some cases, pupils are referred back to the Committee on Special Education in order to recommend modifications or changes in special education programs. Ongoing evaluation of student progress is a required aspect of our special education program.

The majority of our students with disabilities participate in year-end and State testing programs and use the same instruments as the general population. Their results can be directly compared to the general education students and are helpful in determining if they are on track for earning a diploma at the end of the high school years.

In addition, although State and Federal Special Education Regulations require that an individual educational evaluation is only required to be conducted as part of a triennial re-evaluation every three years, it is our practice to conduct an individual standardized educational evaluation for all of our special education students on a yearly basis. This provides the CSE with detailed data as to the academic progress each student has made in reading, writing and math. This data is utilized yearly in conjunction with other data to develop a student's IEP. Additionally, we also require our service providers (speech, OT, PT, etc.) to conduct a standardized assessment in their area on a yearly basis to determine progress as well as areas of need. In addition, unit assessments data from Just Words and Fundations is reviewed by teachers after each assessment.

Those students unable to participate in the New York State Assessments for all students are evaluated utilizing the New York State Alternate Assessments (NYSAA). These assessments are based on the alternative performance indicators within the Learning Standards. In addition, these students may also be evaluated with a curriculum-based assessment to provide a measure of their mastery of basic skills in the areas of math and reading. The emphasis is on developing skills that lead to independence as an adult.

An additional way of evaluating the success of the District special education program is to note how many pupils receive high school diplomas or Exiting Credentials indicating successful completion of their Individual Educational Programs.

District operated special education programs are visited throughout the year on an ongoing basis by the Director of Pupil Personnel Services and the Supervisors of Special Education. General classroom atmosphere, teacher-pupil rapport, lesson content and individual student verbal and written output are observed to determine the extent to which our program objectives are being met. Each of our BOCES classes are visited and monitored at least once a year.

Moreover, the Director of Pupil Personnel Services, the Supervisors of Special Education and the building principals routinely evaluate the teachers of these classes at least once a year. Their written observations include areas such as: classroom atmosphere, teaching styles, teacher-pupil rapport, etc. Administrators confer with each individual teacher regarding said observations.

XIII. Current Issues:

Currently the District has a 14.4% classification rate. Eighty-one percent of our special education students are serviced within District programs. Eleven percent of our special education students receive services in a BOCES setting while approximately 3.5% percent are placed in a State approved or supported private special education program. We currently have five students in a residential program. We also currently have fifteen students attending special education programs in another district's public school.

Over the past two school years we continued to deal with not only a great number of students with disabilities transferring into the District but also an increase in the level of services and equipment needed to meet their needs. The data indicates that during the 2021-2022 school year we had a total of 88 special education students transferring into the District with an IEP. Twelve (13%) students were placed by their previous District in out-of-district programs. An additional 26 (30%) students received intensive services and were placed in self-contained programs within the District. Consequently, 44% of those students who transferred into the District required an intensive in-District program or out-of-District placement. For the 2022-2023 school year we had 90 special education students transfer into the District with an IEP. Fifteen (17%) students were placed by their previous District in out-of-district programs. An additional 18 (20%) students received intensive services and were placed in self-contained programs within the District. Consequently, during the 2022-2023 school year 37% of those students who transferred into the District required a highly intensive in-District program or out-of-District placement. Overall, during the past two school years, 178 students with an IEP transferred into the District. Of those, 40% required a highly intensive in-District program or out-of-District placement.

The 2021-2022 and 2022-2023 school year data for special education students transitioning to kindergarten follows the trend seen in those students transferring to our District. During the 2021-2022 school year, we had a total of 53 special education preschool students transition to kindergarten. Twelve (23%) of those students were placed in a full-day self-contained District class, while another six (5%) students were placed in an out-of-District program. Consequently, 34% of those students transitioning into kindergarten required an intensive in-District program or out-of-District placement. This trend continued during the 2022-2023 school year, in which we had a total of 63 special education preschool students transition to kindergarten. Twelve (19%) students were placed in a full-day self-contained District class, while two (3%) students were placed in out-of-District programs. Consequently, 22% of those students transferring into kindergarten required an intensive in-District program or out-of-District placement. Overall, during the past two school years, 116 students with an IEP transitioned to kindergarten. Of those, 28% required a highly intensive in-District program or out-of-District placement. It is also important to note that the two year total of 116 special education kindergarten students is the highest the District has seen.

The District has also experienced a significant increase in the past two years in the number of pre-school students requiring special education services. On July 1, 2022 there were a total of 54 preschool students receiving special education services with 17 of those students requiring an intensive full-day special class program. In comparison, this July 1, 2023, we currently have 107 pre-school age students receiving special education services, with 30 of those students requiring an intensive full-day special class program. Consequently, an additional special education teacher was added to Round Hill for the 2023-2024 school year to help cover an additional ICT Kindergarten class for students with disabilities. Thus, for the 2023-2024 school year we will have three full time special education teachers just to service our kindergarten students. We are closely monitoring all services and programs and will keep you informed should there be a need to add staff.

Through extensive programs and supports at the High School level, the District continues to place an emphasis on student achievement. As of the 2021-2022 school year, the four-year graduation rate for students with disabilities was 83%, which exceeds the state target of 71% or higher. Our High School graduation rate for students with disabilities surpasses that of the state and county level. Through various safety nets offered to students with disabilities, the number of students receiving a local diploma far exceeds the rates of the county and state. The following chart illustrates where we stand in relation to Orange County and New York State:

Agency	Graduation Rate Students with Disabilities	Adv. Diploma	Regents Diploma	Local Diploma	Non Diploma Credential
New York State	69%	8%	59%	2%	3%
Orange County	71%	3%	65%	2%	3%
Washingtonville	**83%**	**4%**	**58%**	**10%**	**0%**

Staff development in best practices continues to be a focus. In math, we have utilized such programs as I-Ready and Saxon Math in our self-contained classrooms and/or Touch Math in our ASPIRE classrooms. In the 2023-24 school year, some of our Aspire classes will use Bridges Math. In addition, we have increased the time our students spend on math instruction. For example, in addition to a special class or consultant math class, each student in our Middle School, if recommended by the CSE, will also be provided with an additional Math Skills Class every other day for one period. This will provide our special education teachers with additional time each week to remediate math deficits. In the Elementary Schools math services are provided within the general education setting with the exception of those students who receive their instruction in a self-contained classroom. In our High School, starting in February of their freshmen year, all 9th graders will receive a Math/Science Skills Class to prepare them for the Algebra and Living Environment Regent exams. For those students who have significant math deficits we also provide a highly intensive small classroom environment where one-to-one and small group instruction is readily available. It is important to note that the vast majority of special education students receive their math instruction in a general education classroom.

Significant staff development continues to occur throughout the years on best practices in reading instruction. Starting in the 2016-17 school year we conducted significant staff development and implemented the Wilson Reading System. Twenty-six special education teachers received intensive year-long training in the Wilson “Just Words” program and an additional ten special education teachers received intensive training in the Wilson Level 1 (Tier III) Reading System. This training continued this past year with three additional teachers being trained and receiving the intensive Wilson Level 1 certification.

From 2010-2023, in addition to the aforementioned Wilson training, we have also trained our self-contained special education teachers in the Leveled-Literacy Intervention (LLI) reading program. The LLI program is a highly effective research-based reading program that focuses on not only decoding, but also on reading fluency and comprehension. For the 2023-2024 school year we have scheduled to train an additional 2 special education teachers at Little Britain, 3 special education teachers at Round Hill and 4 special education teachers at Taft.

In addition to the staff development outlined above, during previous years the District has conducted staff development and implemented research-based programs such as Orton-Gillingham and Earobics.

Orton-Gillingham is a research based systematic and explicit multi-sensory approach to teach reading to students with reading disabilities. With the exception of a few newly hired teachers, all elementary special education teachers in all three of our elementary schools have been trained in Orton–Gillingham.

Earobics is a research-based computer program that was recommended by the National Reading Panel that targets and remediates deficits with phonemic awareness

and phonics. This program is utilized by our speech/language pathologists in all three elementary schools based on individual student needs.

Consequently, research-based reading programs have been implemented at all levels to assist those students with significant reading disorders. Such programs include Earobics, Orton-Gillingham, Wilson Reading (Fundations, Just Words & Wilson Tier III) and Leveled-Literacy Intervention (LLI).

All students, if recommended by the CSE as part of their special education program, are provided with an additional special class for reading as needed or placed in a resource room program for reading.

Training with District special education teachers will continue on the implementation of research-based instructional strategies and curricular changes that support student achievement and give students with disabilities access to the Common Core State Standards. With the exception of a few newly hired special education teachers, all special education teachers throughout the District have received staff development in Explicit Direct Instruction (EDI). For our newly hired special education teachers, we are providing each teacher with the EDI book and are having follow-up discussion. In addition, the District is also planning on staff development on effective co-teaching instructional practices.

The District continues to place an emphasis on mental health. As a result, starting in the 2017-2018 school year we made it a priority to make certain that we had a highly skilled staff to address the mental health needs of our students. trend. Thus, during the 2017-2018 and 2018-2019 school years, we conducted staff development in Dialectical Behavior Therapy (DBT). This staff development targeted our school psychologists, social workers and three guidance counselors. DBT is a research-based therapeutic intervention technique with findings indicating “long-term reduction in self-harm and more rapid clinical improvements in suicidal ideation, depression and borderline symptoms (Journal of the American Academy of Child & Adolescent Psychiatry Vol 55 N. 4 April 2016).” Research data indicates that DBT has been effectively utilized in school settings where it targets areas such as impulsivity, emotional dysregulation, interpersonal problems as well as teenager and family challenges. The initial introduction training took place in June 2017 and included administrators from each building, school psychologists, social workers and guidance counselors. We currently have twelve support staff fully trained as DBT counselors following two-years of intensive training. It is important to also note that any new counseling staff that has been hired will be trained in DBT.

During the 2017-2018 school year we also implemented a new program in our high school to help meet the needs of students with social/emotional struggles. The program is called the Therapeutic Learning Classroom (TLC). This classroom was designed with the support of a special education teacher and counselor to provide a comfortable and therapeutic environment which our students can access at any time throughout the day. Students can bring their classroom work with them to complete. It

was also our plan at that time to also utilize this classroom for those students who are transitioning back from hospitalization or home instruction. This program has allowed us to meet the social/emotional needs of this growing population for both those students who require long-term interventions as well as for those students who need short-term transition supports to integrate back into our schools. Moreover, this program has allowed us to keep students in the District, another great benefit for both the students and the District.

The District also made a commitment to implement universal preventative programs designed to provide a social-emotional regulation curriculum within schools. Once such a program that was implemented is based on the Dialectical Behavior Therapy system called Step-A DBT. Secondary administrators were trained along with a group of health teachers in both the Middle and High school. The program was implemented during the 2019-2020 school year. In the High School, the Health class was extended full year to allow for the added curriculum. In our Middle School, a wellness class was added for all 6th graders. Thus each 6th grade Middle School student will be enrolled in a wellness class. In our Elementary schools the “Choose Love” universal social/emotional curricular program has been implemented. We are excited about the potential benefits of all of the preventive programs that we have implemented. The research behind these programs speaks to its effectiveness.

As we move forward, in order for us to meet the needs of all of our students, it is imperative that staff development focuses equally on instruction, curriculum and the social/emotional needs of our students. Research indicates that students who have highly developed social/emotional skills are more successful not only in school but in all aspects of their lives. With the Board of Education emphasis on the Wellness Committee, the District is fully committed to ensure that we are prepared to meet the mental health needs of our students.

Appendix A

Placement of School–Age Students with Disabilities on July 1, 2023
by Disability

Disability	District	BOCES	Other Public School	State Day Approved/ Supported	Residential Program	Home	Parentally Placed	Total
AUT	50	31	1	6	3	3	4	98
D-B								0
D				2				2
ED	8	9		2	1			20
HI	3	1						4
ID	9	1	5					15
LD	172	5	1				1	179
MD	12	13	6	1	1	1	1	35
OI	3						1	4
OHI	113	7		3		1	2	126
SLI	148	4	2	1		1	3	159
TBI								0
VI	3							3
Total	**521**	**71**	**15**	**15**	**5**	**6**	**12**	**645**

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix B

STUDENTS ATTENDING IN-DISTRICT SPECIAL EDUCATION PROGRAMS
ON JULY 1, 2023

	# of Students	Age Span	Disability
Little Britain			
Resource Room	8	6 -8, 9	SLI, OHI, LD, AUT
Consultant Teacher	4	8, 9	LD, OHI, AUT
Related Services (only)	13	5 –9, 11	SLI, OHI, AUT, OI,LD
Taft			
Resource Room	15	8 - 11	LD, SLI, OHI
Consultant Teacher	47	5 - 11	SLI, LD, OHI, AUT
Self-Contained (12:1:4)	24	4 - 9	AUT, SLI, MD
Related Services (only)	9	5,6, 9,10	SLI,
Round Hill			
Resource Room	18	7-11	LD, OHI,SLI, OI, AUT
Integrated Co-Teaching	7	4 – 5,11	SLI, OHI, LD
Consultant Teacher	52	5 - 11	SLI, LD, OHI, AUT, OI, ED
Self-Contained (12:1:1)	53	4 - 10	LD, SLI, OHI, AUT, ED,MD
Related Services (only)	16	4 – 7	SLI

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OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix B

STUDENTS ATTENDING IN-DISTRICT SPECIAL EDUCATION PROGRAMS
ON JULY 1, 2023

Washingtonville Middle School

Program	# of Students	Age Span	Disability
Integrated Co-Teaching			
English/Language Arts	39	10 – 12	SLI, OHI, LD, AU,HI, VI
English	42	11 – 13	LD, SLI, OHI, AUT
Math	73	10 – 13	LD, SLI, OHI, VI, HI, AUT
Science	90	10 – 13	SLI, OHI, LD, AUT, VI, HI
Social Studies	88	10 – 13	SLI, OHI, LD, AUT, HI, VI
Consultant Teacher			
Math Skills	57	10 – 13	LD, OHI, SLI, AUT, HI
Resource Room (Wilson Reading Program)	38	10 – 13	SLI, LD, OHI, AUT, VI
Related Services (only)	2	10,11	OHI

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ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness

ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix B

STUDENTS ATTENDING IN-DISTRICT SPECIAL EDUCATION PROGRAMS
ON JULY 1, 2023

Washingtonville Middle School

Program	# of Students	Age Span	Disability
Special Class Skills (15:1)			
Reading/Literature	59	10 – 13	OHI, SLI, LD, AUT, HI
Math Skills (15:1)	37	10 – 14	LD, OHI, SLI, AUT
Special Class (15:1)			
English/Language Arts	3	11, 12	LD, SLI, OHI
English	29	11 – 14	LD, SLI, OHI
Math	38	11 – 14	LD, SLI, OHI, AUT
Science	20	11 – 14	LD, SLI, OHI, AUT
Social Studies	22	10 – 13	LD, SLI, OHI, AUT
Special Class (12:1:4)			
ASPIRE	6	11 – 13	ID, OHI, SLI, AUT, MD

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix B

STUDENTS ATTENDING IN-DISTRICT SPECIAL EDUCATION PROGRAMS
ON JULY 1, 2023

Washingtonville High School

Program	# of Students	Age Span	Disability
Integrated Co-Teaching			
English	93	13 – 18	LD, OHI, SLI, AUT, ED, VI
Math	36	13 – 15	LD, OHI, SLI, AUT, VI, ED
Science	72	13 – 17	OHI, LD, SLI, AUT, VI, ED
Social Studies	99	13 – 18	LD, OHI, SLI, AUT, ED, VI
Related Services Only	5	13, 15, 16	OHI, AUT, HI
Special Class Skills (15:1)			
Skills Math/Science	21	13 – 14	LD, OHI, AUT, SLI
Alternative HS Program			
Evening Academy - TASC	0	—	—
Consultant Teacher	0	—	—

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix B

STUDENTS ATTENDING IN-DISTRICT SPECIAL EDUCATION PROGRAMS
ON JULY 1, 2023

Washingtonville High School

Program	# of Students	Age Span	Disability
Special Class (15:1)			
English	36	13 – 17	OHI, LD, SLI, AUT, MD
Math	31	13 – 17	LD, OHI, SLI, AUT,
Science	16	13 – 176	LD, OHI, SLI, AUT
Social Studies	34	13 – 18	OHI, LD, SLI, AUT, MD, ED
Reading			
Wilson - Tier III (10:1)	16	13 – 17	LD, SLI, MD
Special Class (12:1:4)			
ASPIRE	16	15 – 19	ID, MD, AUT, SLI

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness

ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix C

STUDENTS ATTENDING ORANGE/ULSTER BOCES CENTER BASED PROGRAMS
ON JULY 1, 2023

Program	# of Students	Age Span	Disability
Academy at Arden Hill			
6:1:1	2	14, 15	OHI
Flannery Middle School			
6:1:1	1	10	AUT
Marguerite Flood Middle School			
8:1:2	1	12	OHI
Strive Center			
6:1:2	11	6, 8-10, 13,15, 19	AUT
John A. Flannery Senior High			
6:1:1	3	13, 15, 17	LD, ED
BOCES TASC			
8:1:1	1	18	LD
Chester Academy			
8:1:1	3	12, 15, 17	SLI, LD, ED
Raymond C. Cramer Combined			
9:1:3	4	10, 11, 13, 14	MD, OHI, SLI, ED
6:1:2	8	4–6 8, 13	MD, HI, AUT, SLI
8:1:2	1	13	MD
Liberty Elementary School			
6:1:1	2	6, 7	SLI, ED

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix C

STUDENTS ATTENDING ORANGE/ULSTER BOCES SATELLITE PROGRAMS ON JULY 1, 2023

Program	# of Students	Age Span	Disability
Marguerite Flood High School			
8:1:2	3	15, 16	OHI, LD,
Chester Academy			
8:1:1	3	12, 15, 17	SLI, LD, ED
Otisville Satellite			
6:1:2	4	6, 7	AUT
Minisink Satellite			
9:1:3	1	16	AUT
Main Street Program			
8:1:1	2	14, 15	OHI, AUT
9:1:3	2	15, 18	ID, OHI
Sandfordville Satellite			
9:1:3	1	9	MD

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness

ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix C

STUDENTS ATTENDING ROCKLAND BOCES PROGRAMS ON
JULY 1, 2023

Program	# of Students	Age Span	Disability
Jesse Kaplan			
12:1:4	1	20	MD
8:1:2	6	8, 9, 15,18	AUT, MD
Riverview High School			
8:1:1	3	14, 16, 17	OHI, ED, AUT
Hilltop School			
8:1:1	1	10	AUT
Nanuet Middle School			
8:1:2	1	12	ED
Pearl River Middle School			
8:1:2	1	14	AUT
Suffern High School			
12:1:1	1	14	OHI
Suffern Middle School			
8:1:2	1	13	ED
Tappan Zee			
8:1:2	1	6	AUT

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix C

STUDENTS ATTENDING PUTNAM/NORTHERN WESTCHESTER BOCES PROGRAMS ON JULY 1, 2021

Program	# of Students	Age Span	Disability
Pines Bridge Program			
12:1:4	2	7, 19	MD
Walden School			
8:1:1	2	12	AUT

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness

ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix D

STUDENTS ATTENDING OTHER PUBLIC SCHOOL DISTRICT PROGRAMS ON JULY 1, 2023

Program	# of Students	Age Span	Disability
Kiryas Joel UFSD			
8:1:1	14	4, 5,10, 11, 13-15, 17-20	MD, AUT, ID, SLI

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix E

STUDENTS ATTENDING STATE APPROVED SPECIAL EDUCATION
PRIVATE SCHOOLS ON JULY 1, 2023

	# of Students	Age Span	Disability
Day Treatment Programs			
Abilities First – LaGrange	2	8	MD, AUT
Astor Learning Center	1	12	
The Center for Discovery	1	17	AUT
Clark Academy	2	17	ED
Hawthorne – Cedar Knolls	1	17	AUT
Hawthorne Country Day School	1	18	AUT
Kaplan Career Academy	7	10, 15	AUT, OHI,SLI
New York School for the Deaf	2	5, 18	D
The Community School	1	13	OHI
Westchester School for - Special Children	2	12,13	AUT
St. Dominic's School	1	11	AUT
Residential Programs			
Center for Discovery	1	18	AUT
Anderson School for Autism	2	17, 20	AUT

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness
ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix F

STUDENTS RECEIVING HOME/HOSPITAL INSTRUCTION ON JULY 1, 2023

	# of Students	Age Span	Disability
Home Instruction	6	5, 6,12,15	MD, OHI, AUT, SLI
Hospital Instruction	-	-	-

LD – Learning Disability
ED – Emotional Disability
SLI – Speech/Language Impairment
OI – Orthopedic Impairment
MD – Multiple Disabilities
D-B – Deaf-Blindness
D - Deafness

ID – Intellectual Disability
VI – Visually Impairment
OHI – Other Health Impairment
AUT – Autism
TBI – Traumatic Brain Injury
HI – Hearing Impairment

Appendix G

NUMBER OF PRESCHOOL STUDENTS BY PROGRAM
ON JULY 1, 2023

Preschool Program	# of Students
Related Services only	58
Special Education Itinerant Teacher (SEIT)	0
SEIT & Related Services	8
Half–day special class	1
Half–day integrated setting	1
Full-day integrated setting	9
Full–day special class	30
Total	**107**