

**SPECIAL EDUCATION**  
**WARWICK VALLEY CENTRAL SCHOOL DISTRICT**  
**DISTRICT PLAN FOR 2017-2018**

M. Chris Fox  
Director  
Pupil Personnel Services

Meghan McGourty  
Director of Special Education

Adopted by Board of Education  
Date: July 10, 2017

## **TABLE OF CONTENTS**

Table of Contents	2
Children With Disabilities	3
Definition of Terms	4
Description of Program	8
Report of Pupils with Handicapping Conditions	9
General Program Objectives	10
District Plan For Student Screening	11
Integrated Co-Teaching	13
Consultant Teacher Service Model	15
Resource Room Instructional Model	18
Pupil Personnel Services Staff	20
Committee on Special Education	23
Preschool Committee on Special Education	25
School Board Approval of Surrogate Parent & Hearing Officers	26
Individualized Education Program Distribution	28
Out of District Placements	30
Class Descriptions	31
Mediation	50

## CHILDREN WITH DISABILITIES

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional, and physical development of all children attending school in the District. In recognizing these differences the Board supports a system of individualized special education services offered in the least restrictive environment which meets the special educational needs of children with handicapping conditions as required under Section 200.6 of Commissioner's Regulations. This continuum may include:

- a) All students with disabilities are afforded an equal opportunity to participate in all school district programs, extra curricular activities and services which are available to all other pupils enrolled in the district's public schools.
- b) Remedial education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a private setting.
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.
- d) Consideration of the location of a school program(s) to a student's residence, before placement into an education program.
- e) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.
- f) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
- g) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.
- h) Appointing and training qualified personnel including the members of the CSE/CPSE.
- i) All materials to be used in the schools in the district, other than a traditional print textbook, are available in a usable, alternative format. Including, but not limited to: Braille, large print, open and closed captioned, audio or electronic file.

The District Special Education plan establishes administrative practices and procedures to implement this Board of Education policy in accordance with the provisions of Section 200.6 of Part 200 of the Commissioner's Regulations.

## DEFINITION OF TERMS

### PUPIL WITH A DISABILITY

A person who has not attained the age of 21 prior to September first and who is entitled to attend public schools pursuant to section, 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having an educational disability and can receive appropriate educational opportunities from special services and programs approved by the department. This term includes the following classifications:

- 1) **Autistic** - A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4 of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.
- 2) **Emotional Disturbance** – means a student exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:
  - a) an inability to learn that cannot be explained by intellectual, sensory, or health factors
  - b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - c) inappropriate types of behavior or feelings under normal circumstances;
  - d) a generally pervasive mood of unhappiness or depression; or
  - d) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they are emotionally disturbed.

- 3) **Learning Disabled** - A pupil with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing or motor disabilities, of

intellectual disability, of emotional disturbances, or of environmental, cultural or economic disadvantage.

- 4) **Intellectual Disability** - means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.
- 5) **Deafness** - A pupil with a hearing impairment which is so severe that the pupil is impaired in processing linguistic information through hearing with or without amplification, which adversely affects educational performance.
- 6) **Hearing Impairment** - A pupil with a hearing impairment, whether permanent or fluctuating, which adversely affects the child's educational performance but which is not included under the definition of deaf in this section.
- 7) **Speech or Language Impairment** - A pupil with a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.
- 8) **Visually Impairment including blindness** - A pupil with impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.
- 9) **Orthopedic Impairment** – means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.) impairments caused by disease (poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).
- 10) **Other Health-Impairment** – means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.
- 11) **Multiple Disabilities** – means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
- 12) **Traumatic Brain Injury** - An acquired injury to the brain caused by an external physical force, or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain

injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

- 13) **Deaf Blindness** - A hearing and visual impairment the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated in special education programs solely for students who are deaf or blind.

## OTHER DEFINITIONS

**Resource Room Program** - means a special education program for an educationally disabled pupil registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

**Special Class** – means a class consisting of pupils with the same or differing disabilities who have been grouped together because of similar educational needs for the purpose of being provided a special education program.

**Integrated Co-Teaching** - Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

**Consultant Teacher Services** – means direct and/or indirect services as defined in this subdivision, provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers.

- 1) **Direct Consultant Teacher Services** - means specifically designed individualized or group instruction provided by a certified special education teacher pursuant to subdivision (YY of Section 200.1) to a student with a disability to aid such student to benefit from the student's regular education classes.
- 2) **Indirect Consultant Teacher Services** – means consultation provided by a special education teacher pursuant to subdivision (YY of Section 200.1) to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

**Special Education** - means specially designed instruction or special services or programs as defined in subdivision 2 of Section 4401 of the Education Law provided at no cost to the parent, to meet unique needs of a pupil with a disability.

**Impartial Hearing Officer** - means an individual assigned by the Board of Education pursuant to Education Law section 4404 (1) or by the Commissioner in accordance with Section 200.7(d) (2) of this Part, to hear an appeal and render a decision. An impartial hearing officer shall be independent, shall not be an officer, employee, or agent of the school district or Board of Cooperative Educational Services of which such school district is a component, or an employee of the Education Department, and shall not have participated in any manner in the formulation of the recommendation sought to be reviewed.

**Committee on Special Education (CSE)** - means a multidisciplinary team established in accordance with the provisions of Section 4402 of the Education Law.

**Committee on Pre-School Special Education (CPSE)** – means a multidisciplinary team established in accordance with the provision of Section 4402 of the Education Law.

## DESCRIPTION OF PROGRAMS

Warwick Valley Central School District directly serves approximately 641 (ages 3-21) pupils with disabilities who have been placed by the Committee on Special Education or Committee on Preschool Special Education in appropriate programs. They range along the continuum from related services to resource room assistance to full-time placement in special classes. For the 2017-18 school year within our own district buildings, we will have 13 special education teachers at the elementary level, 14 teachers serving grades 5-8 (13 full-time and 1 half-time), and 13 teachers servicing the High School grades 9-12 (12 full-time and 1 half-time).

All Special Education students have been evaluated by a multidisciplinary team consisting of the School Psychologist, a Special Education Teacher Evaluator, Social Worker, Speech/Language Therapist, Occupational Therapist and Physical Therapist (where appropriate). Individual Education Plans (IEP) have been written for each student, and their placement is reviewed by the Committee on Special Education at least annually.

Students who are unable to progress within the context of these programs and need more extensive remediation and a more restrictive environment may be referred by the CSE to:

- 1) An appropriate public day program.
- 2) An appropriate private day program.
- 3) An appropriate residential placement.
- 4) A self-contained program (within the context of another public school district) for students with very specific needs (i.e. deaf or hard of hearing).

Within the context of our district programs, we have students who receive daily speech language therapy. If required, counseling, occupational therapy, physical therapy, and services for visually impaired and hearing impaired are also available as related service programs.

### **Budget – 2017-2018 (estimated)**

A2250 471 07\* Program is additionally funded by federal funds.

## REPORT OF PUPILS WITH DISABILITIES:

As of July 10, 2017

Total number In district Students Age 5-21	439
Students in Declassification Support	0
Preschool Students	91
Students attending BOCES	96
Students Out of District Placements	8
Home Instruction	2
Parentally Placed	5
Classified No Services	2
State Supported School	0
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	794

## GENERAL PROGRAM OBJECTIVES

The long range goals of our district operated Special Education Programs are:

- 1) To provide an appropriate education for each child in the least restrictive environment.
- 2) To meet each child's unique individual needs.
- 3) To remediate weaknesses.
- 4) To bring each child as close to meeting the state education standards as possible.
- 5) To aim toward fulfilling each child's potential.

The program is monitored closely on a monthly basis with a summary submitted to the Board of Education. The program's goals and objectives are reviewed annually at the final team meeting of the Committee on Special Education. At that meeting the team reviews and discusses the following:

- a) overall number of special education students
- b) placements of students
- c) effectiveness of new programs
- d) number of students graduating, declassified
- e) review of parent correspondence, input

Additional input from the following groups is used to evaluate the program objectives, monthly administrative cabinet meetings, monthly administrative meetings, and building level meetings. At the conclusion of the year, program goals and objectives for the following year are established.

The short term goals for each student vary according to their needs, and are specified clearly within their IEP (Individual Education Plan).

Building principals and/or the Director of Special Education evaluate the teachers of Special Education at least once a year. Their observations are based on the Danielson Framework for Teaching and Learning.

Each of our BOCES and Private Day students are closely monitored and have at least an annual review for services.

## DISTRICT PLAN FOR STUDENT SCREENING

Prior to the beginning of each school year, the District Screening Program will be reviewed by the District's Administration:

1. Lists of all students to be screened will be developed by the school's RTI process. Students new to the District will be interviewed prior to starting classes by completing the approved registration forms. Any further screening will be done in the time allotted by NYS law.
2. Procedures for conducting the extended screening of students falling below Level I "in," will be determined by the RTI process. Students scoring below State reference points, or other multiple measures, will be placed in the appropriate academic intervention services program. At all levels, guidance staff, and other mental health clinicians will facilitate the screening of students new to the District.
3. The screening instrument currently employed by this District for Kindergarten Screening is the DIAL-4. The instrument will be reviewed annually by appropriate professional staff and adjustments made as determined necessary.
4. Parents will be notified of the screening process through appropriate communication avenues and through the dissemination of information upon registration of Kindergarten students entering the District.
5. Non-English speaking students will be screened in their native language, when possible.
6. Confidentiality will follow NYS Parent Bill of Rights and data collected during the screening will become part of a child's school records, when allowed.
7. The screening process will be facilitated by a team of educators who are specialists in the specific areas to be screened.

Physical Development

Cognitive Development

Receptive and Expressive Language Development

Limited English Proficiency

Articulation

Motor Development

The use of a team approach and a standardized test will ensure non-biased testing.

8. Students experiencing academic and/or behavioral difficulties will be referred to the building level Response to Intervention team for consideration of additional supports. High school students will be referred to the Instructional Support Team for similar consideration.
9. The screening of potentially handicapped students will be facilitated under the supervision of the District's Special Education Administration following consultation with the District Administration at large and the assignment of appropriate personnel staff (pursuant to Sections 207 and 3208 of the Education Law) within the allotted time by State regulations.
10. Following assignment of professional staff (including paraprofessionals and parent volunteers), in-service training will be provided to ensure continuity of assessment and philosophy.
11. The Kindergarten Screening will be conducted within the confines of one (1) full month. The dates will be determined by December of that school year.

## **INTEGRATED CO-TEACHING SERVICE MODEL**

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEPs, the number of students with - 62 - disabilities in such classes shall not exceed 12 students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

### **PROGRAM DESCRIPTION**

Upon Committee on Special Education recommendation, students will have the opportunity to benefit from integrated co-teaching in the continuum of services. This option can be independent of other special education programming or include the following support services:

1. Direct Resource Room Instruction
2. Direct Related Services Instruction

## **WARWICK MODEL OF INTEGRATED CO-TEACHING**

It is a consultative and collaborative model with the following characteristics:

1. Professionals work together with parity and reciprocity.
2. Equal professionals with complementary skills and expertise.
3. Joint approach to problem identification.
4. Cooperative effort to identify and select appropriate interventions, strategies and programs. (Plan for Action).
5. Shared responsibility in the implementation of the program strategies.
6. Create solutions to identify problems.
7. Evaluate jointly the strategy or program.
8. Redesign plan of action if needed.

There are several potential teaching arrangements that may be used with this model. The teaching arrangement utilized is dependent on several variables such as he needs of the special education child or group, the content area presented, the expertise of the teacher(s) or any combination of the above.

## **BENEFITS OF INTEGRATED CO-TEACHING SERVICES**

- 1) This service allows students to receive special education supports within the general education setting.
- 2) ICT allows for greater individualization within the mainstream class.
- 3) Children experiencing academic and/or learning difficulties can receive immediate instruction and/or curricular modifications.
- 4) Interventions are intensive, which reduce student failure.
- 5) Student's academic experience will be more positive and successful.
- 6) Positive attitudes toward learning and school will develop.
- 7) A more effective educational environment is created. It allows for students to receive supports in the least restrictive environment and be a full participating member.
- 8) Students are able to receive instruction in an educational environment with their peers.
- 9) Increased collaboration between special education and general education teachers and an increased understanding of each educator's roles and responsibilities.

The Warwick Valley School District ICT allows for the full and successful integration of students with disabilities into the mainstream general education classes. Collaborative planning, teaming, shared responsibility, collegiality and parental involvement are key process variables needed for the effectiveness of this service.

## **CONSULTANT TEACHER SERVICE MODEL**

Consultant Teacher Services (CTS) were added to the continuum of special education services in 1988. There are two types of consultant teacher services provided by a certified special education teacher. The first type is direct teacher services, which is individualized or group instruction to a classified student within a regular education classroom. Indirect consultant teacher services provide the regular education teacher with assistance in adjusting the learning environment and/or modifying instructional methods to better meet the individual needs of the classified student. The minimum time for consultant teacher services is two hours per week. The maximum caseload for the consultant teacher is twenty students.

### **PROGRAM DESCRIPTION**

Upon Committee on Special Education recommendation, students will have the opportunity to benefit from CTS in the continuum of services. This option can be independent of other special education programming or include the following support services:

1. Direct Resource Room Instruction
2. Direct Related Services Instruction
3. Study Skills

## **WARWICK MODEL OF CONSULTANT TEACHER SERVICES**

It is a consultative and collaborative model with the following characteristics:

1. Professionals work together with parity and reciprocity.
2. Equal professionals with complimentary skills and expertise.
3. Joint approach to problem identification.
4. Cooperative effort to identify and select appropriate interventions, strategies and programs. (Plan for Action).
5. Shared responsibility in the implementation of the program strategies.
6. Create solutions to identify problems.
7. Evaluate jointly the strategy or program.
8. Redesign plan of action if needed.

There are several potential teaching arrangements that may be used with this model. The teaching arrangement utilized is dependent on several variables such as the needs of the special education child or group, the content area presented, the expertise of the teacher(s) or any combination of the above.

## **BENEFITS OF DIRECT CONSULTANT TEACHER SERVICES**

- 1) This service allows students to receive special education supports within the general education setting.
- 2) CTS allows for greater individualization within the mainstream class.
- 3) Children experiencing academic and/or learning difficulties can receive immediate instruction and/or curricular modifications.
- 4) Interventions are intensive, which reduce student failure.
- 5) Student's academic experience will be more positive and successful.
- 6) Positive attitudes toward learning and school will develop.
- 7) A more effective educational environment is created. It allows for students to receive supports in the least restrictive environment and be a full participating member.
- 8) Students are able to receive instruction in an educational environment with their peers.
- 9) Increased collaboration between special education and general education teachers and an increased understanding of each educator's roles and responsibilities.

The Warwick Valley School District CTS allows for the full and successful integration of students with disabilities into the mainstream general education classes. Collaborative planning, teaming, shared responsibility, collegiality and parental involvement are key process variables needed for the effectiveness of this service.

# **STUDENT SELECTION GUIDELINES FOR CONSULTANT TEACHER SERVICES**

## **I. ACADEMIC:**

1. Reading level at or below grade level sufficient to allow the student to benefit from general education materials
2. Potential for independent work skills
3. Reasonably motivated
4. Willing to accept assistance

## **II. SOCIAL:**

1. Age appropriate social skills
2. Ability to work successfully/cooperatively in a group

## **III MANAGEMENT:**

1. Ability to stay on task when provided structure and supervision in a class of 25-28 students
2. Potential for independent work skills

## **IV. LEAST RESTRICTIVE ENVIRONMENT:**

1. Ability to manage a less restrictive environment
2. Moving the student along the continuum of services from more to less restrictive

## **RESOURCE ROOM INSTRUCTIONAL MODEL**

The Resource Room is a special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. The Resource Room service will be for at least three hours of instruction per week, except when the Committee on Special Education recommends that the student also needs CTS services in addition to Resource Room. In this instance, the student may receive a combination of such services consistent with the student's IEP for not less than three hours per week.

In accordance with the least restrictive mandate and following the CTS model, the Warwick Valley School District has received a waiver from the specific-requirements of Sections 200.6 (e) (1) and 200.6 (k) (2). As a result, in specific instances a student may receive the Innovative Resource Room, which allows for less than three hours of Resource Room per week.

### **PROGRAM DESCRIPTION**

Upon Committee on Special Education recommendation, students will have the opportunity to benefit from the Resource Room option in the continuum of services. The option can be independent of other special education programming or include the following support services:

- 1) Direct Resource Room Instruction
- 2) Direct Related Services Instruction
- 3) Direct Consultant Teacher Instruction
- 4) Indirect Consultant Teacher

## **WARWICK RESOURCE ROOM MODEL**

The Resource Room program has the following characteristics:

1. Professionals work together with parity and reciprocity.
2. Supplement the regular education or special education classroom setting.
3. Cooperative effort to identify and select appropriate intervention, strategies and programs. (Plan for Action).
5. Shared responsibility in the implementation of the program strategies.
6. Create solutions to identified problems.
7. Evaluate jointly the strategy or program.
8. Redesign plan of action if needed.

## **BENEFITS OF THE RESOURCE ROOM PROGRAM**

The Resource Room Model will allow students to begin a transition toward the least restrictive setting.

- 1) Less program fragmentation for students.
- 2) Increased time within the general education classroom.
- 3) Children experiencing academic and/or learning difficulties can receive additional instruction.
- 4) Interventions are intensive, which reduce student failure.
- 5) Student's academic experience will be more positive and successful.
- 6) Positive attitudes toward learning and school will develop.
- 7) Increased collaboration between special education and general education teachers and an increased understanding of each educator's roles and responsibilities.
- 8) A program option for a decrease in special education services.

## **EVALUATION OF ALL SPECIAL EDUCATION PROGRAMS**

The Annual Review process will be used to determine program effectiveness.

The following will be reviewed:

- 1) Student progress (including staff, student and parent input, grades, test scores and daily performance).
- 2) Teacher response to program.
- 3) Parent response to program.
- 4) Student response (where appropriate)

In the 2016-2017, the Warwick Valley School District had 28 students receiving services under the Waiver. In the 2017-2018 school year, it is anticipated that the Warwick Valley Central will have 59 students receiving services under the Waiver. On August 15, 1996 the District received a permanent waiver. The State Education Department awarded this waiver based on our continued showing of improved student achievement and enhanced LRE opportunities.

**WARWICK VALLEY CENTRAL SCHOOL DISTRICT  
PUPIL PERSONNEL STAFF  
2017-2018**

**M. Chris Fox**  
Director  
Pupil Personnel Services

**Meghan McGourty**  
Director of Special Education

**CSE TEAM**

Amanda Calabrese	Psychologist	SES
Patricia DuBois	Psychologist	MS
Debra Girardi	Psychologist	MS
Johanna Fischer	Educational Evaluator	
	Special Education Teacher	SES
Al Fringuello	Educational Evaluator/ Special Education Teacher	Park
Elissa Morabito	Psychologist	BOCES/ Districtwide
Tamara Scotto	Psychologist	HS
Cynthia Wall	Social Worker	Park
Brian Zambrzycki	Psychologist	HS

**HIGH SCHOOL**

April Beauregard  
 Laura Boettcher  
 Lillian Bonet  
 Gina Buffardi  
 John Garcia  
 Susan DeGonge  
 Whitney Finnerty  
 Matthew Hctor  
 Cynthia Kooy  
 Karen McCaffrey  
 Regina Satkowski  
 Pat Villanueva  
 Katherine Welling -shared with MS

**MIDDLE SCHOOL**

Dawn Barber  
 Sarah Begley  
 Mark Botta  
 Lena Fahringer

Joelle Haggerty  
Cathie King-Steinberg  
Madelyn Layng  
Jill McLean  
Ann Megnin  
Danielle Nicoletti  
Nicole Rose  
Amy Samman  
Kristen Van De Water  
Katherine Welling -shared with HS

**PARK AVENUE ELEMENTARY**

Katie Caswell  
Al Fringuello  
Carla Overbey

**SANFORDVILLE ELEMENTARY**

Brittany Botta  
Erin Boyle  
Johanna Fischer  
Carrie Ann Greiner  
Megan Howard  
Amy Introini  
Carol Lempka  
Christine Mullarkey  
Lorna Nyland  
Maureen Wihry

## **Related Services**

### **SPEECH THERAPISTS**

Kim Brady	MS
Julia Maione-Kelly	MS
Christine Mahon	HS
Shannon Pravetz	Park
Beverly Rice	SES
Rachel Sullivan	SES
Amanda Undersinger	SES
April Wright	SES

### **OCCUPATIONAL THERAPISTS**

Contracted by OT Plus

### **PHYSICAL THERAPIST**

Contracted by Jeannie Morrissey Physical Therapist

### **VISION**

Daryl Lynn Hahn	Teacher of Vision Impaired (BOCES)	District Wide / HS based
Dara Breitkopf	Teacher of the Hearing Impaired (BOCES)	

**COMMITTEE ON SPECIAL EDUCATION  
2017-2018**

Chairpeople:	M. Chris Fox Meghan McGourty
Alternate Chairpeople:	Amanda Calabrese Patricia DuBois Debra Girardi Johanna Fischer Al Fringuello Elissa Morabito Tamara Scotto Cindy Wall Brian Zambrzycki
Administrators:	M. Chris Fox Meghan McGourty
Psychologists:	Amanda Calabrese Patricia DuBois Debra Girardi Elissa Morabito Tamara Scotto Brian Zambrzycki
Speech Therapists:	Kimberly Brady Christine Mahon Julia Maione-Kelly Shannon Pravetz Beverly Rice Rachel Sullivan Amanda Undersinger April Wright
Special Education Teachers/Educational Evaluators:	Johanna Fischer Al Fringuello

Committee on Special Education (cont...)  
Page 2

Special Education Teachers:

Dawn Barber  
April Beauregard  
Sarah Begley  
Laura Boettcher  
Lillian Bonet  
Brittany Botta  
Mark Botta  
Erin Boyle  
Gina Buffardi  
Katherine Caswell  
Susan DeGonge  
Lena Fahringer  
Whitney Finnerty  
John Garcia  
Carrie Ann Greiner  
Joelle Haggerty  
Matthew Hoctor  
Megan Howard  
Amy Introini  
Catherine King-Steinberg  
Cynthia Kooy  
Madelyn Layng  
Carol Lempka  
Karen McCaffrey  
Jill McLean  
Ann Megnin  
Christine Mullarkey  
Danielle Nicoletti  
Lorna Nyland  
Carla Overbey  
Nicole Rose  
Amy Samman  
Regina Satkowski  
Kristen Vander Water  
Patricia Villanueva  
Kathryn Welling  
Maureen Wihry

Parent Members:

Jessica Morse  
Eileen Shea

General Education Teachers:

The individual who currently services  
the student.

**COMMITTEE ON PRESCHOOL SPECIAL EDUCATION MEMBERS**

**2017-18**

Chairpeople:	M. Chris Fox Meghan McGourty
Alternate Chairpeople:	Amanda Calabrese Patricia DuBois Debra Girardi Johanna Fischer Al Fringuello Elissa Morabito Tamara Scotto Cindy Wall Brian Zambrzycki
Parent Members:	Jessica Morse
Evaluator:	This person is a representative from the evaluation site selected by the parent.
County Representative:	This person is to be announced by Orange County.
Early Intervention Coordinator:	This person is to be announced by Orange County.
General Education:	This person is the representative from the program/their individual preschool program teacher or a general educator.
Special Education Teachers:	Johanna Fischer Al Fringuello Any District Special Educator Any Special Educator that is servicing the student

**SURROGATE PARENT**

Our Surrogate parent is appointed to act in place of parents or guardian when a child's parents or guardians are not known, are unavailable, or the child is a ward of the State is:

KATHY O'BRIEN

**REPRESENTATIVES FOR MEDIATION PROGRAM**

**2017-2018**

M. Chris Fox  
Tamara Scotto  
Cynthia Wall

## IMPARTIAL HEARING OFFICERS LIST

At the February 11, 2002 meeting, the Board of Education adopted the following policy in accordance with Section 200.2(e) of the Regulations of the Commissioner of Education which prescribes procedures that each board of education must use for the establishment and selection of impartial hearing officers. A summary of district policy follows:

- The district shall utilize the most recent rotational list of impartial hearing officers established by the State Education Department. Additional qualified impartial hearing officers requesting to serve in the District shall have their names inserted into such rotational list in alphabetical order.
- Within two (2) business days after the District receives written request for an impartial hearing, the District Clerk shall initiate attempts to contact the hearing officer whose name next follows the last hearing officer appointed by the Board of Education from the rotational list. The District Clerk shall first attempt contact by telephone call. If unsuccessful at reaching the hearing officer, the District Clerk shall leave a message (if voice mail is available) and send a letter by overnight mail, informing the hearing officer that:
  - a) A hearing has been requested concerning a student (identify the student only by number) and the name of the school district;
  - b) The hearing officer's name is the next one on the rotational list; and
  - c) The hearing officer must contact the District Clerk (leave telephone number) no later than 24 hours from the date the telephone message is left and/or the date of the correspondence.
- If the hearing officer declines appointment, or fails to respond within 24 hours after being telephoned or sent a letter by overnight mail, the District Clerk will, according to the procedures outlined above, offer the appointment to each successive hearing officer whose name appears on the rotational list, until it is accepted.
- No appointment may be accepted unless the hearing officer is available to initiate the hearing within 14 days after being contacted by the District Clerk.
- Once an appointment is accepted, the hearing officer shall be appointed by:
  - a) Resolution adopted by the Board of Education; or
  - b) A letter signed by the President or Vice-President of the Board of Education who are hereby delegated with the authority to immediately appoint impartial hearing officers who are selected in accordance with these procedures.

## INDIVIDUALIZED EDUCATION PROGRAM DISTRIBUTION

At the March 10, 2003 Board of Education meeting, the following policy was adopted:

The Board of Education believes that in order for each student with disabilities to receive the full benefit of his/her Individualized Education Program (IEP) individuals responsible for implementing the IEP must fully understand the scope of their responsibility and the specific accommodations, modifications, and supports to be provided.

Therefore, and in accordance with the state law, the Chairperson of the Committee for Special Education (CSE) shall ensure that, prior to implementation of such program, a copy of a student's IEP is provided to all persons responsible for implementing the student's IEP, including:

1. regular education teachers;
2. special education teachers;
3. related services providers; and
4. other service providers

All copies of a student's IEP provided under this policy must be identified as confidential and remain confidential, and shall not be redisclosed to any other person, in accordance with the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA).

In addition, for each student with an IEP, the CSE Chairperson shall designate a professional employee of the school district with knowledge of that student's disability and program to inform teachers, related service providers, and other service providers of their responsibilities under the IEP, and the specific accommodations, modifications, and supports that must be provided for the student, prior to implementation of the student's program.

Cross-ref: 4321, Programs for Students with Disabilities Under IDEA and Article 89  
5500, Student Records

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC § § 1400 et  
seq.  
Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g;  
34 CRF Part 99  
Educational Law § 4402(7)  
8 NYCRR §§200.2; 200.4

## **CONFIDENTIAL**

### **INSTRUCTIONS TO PERSONNEL REQUIRED TO RECEIVE COPIES OF IEPs**

TO:

FROM: CSE CHAIRPERSON/DESIGNEE

RE: (Student's Name) – IEP IMPLEMENTATION INFORMATION

DATE:

Prior to implementing IEP services for the above-named student, it is your responsibility to review a copy of the student's Individualized Education Program (IEP) as provided to you by the District pursuant to Board Policy.

You are to review those parts of the IEP that describe the present levels of performance, learning characteristics and how the student's disability affects involvement and progress in the general curriculum as applicable to your role.

You must review the nature and frequency of services that you are called upon to provide to the student in your discipline as set forth in the IEP.

You must review the goals and objectives set forth in the student's IEP and record the student's progress in achieving the goals and objectives for which you are responsible through progress reports and other reports as required.

You must familiarize yourself with the accommodations, modifications and supports, if any, provided for the student in the IEP.

If the student has a behavior intervention plan, you must be familiar with the environmental conditions that lead to the objectionable behaviors and with the positive behavioral strategies relating to such behaviors.

**OUT OF DISTRICT PLACEMENTS  
(OTHER THAN BOCES)**

<b><u># OF STUDENTS</u></b>	<b><u>SCHOOLS</u></b>
3 (12 month)	Center for Discovery, Harris, NY
1 (12 month)	Summit School, Nyack, NY
1 (12 month)	Devereux, Red Hook, NY
1 (12 month)	New York School for the Deaf, White Plains, NY
1 (12 month)	St. Dominic's Home, Blauvelt, NY
1 (12 month)	Green Chimneys, Brewster, NY

As of July, 2017







































## **REPRESENTATIVES FOR MEDIATION PROGRAM**

**2017-2018**

M. Chris Fox  
Tamara Scott  
Cynthia Wall

### **MEDIATION OF COMPLAINTS**

Mediation is available to resolve complaints regarding the identification, evaluation, or educational placement of a child, or provision of a free appropriate public education to a student with a disability. Mediation of disputes shall be conducted by mediators on a list maintained by the State Education Department. Mediation is voluntary on the part of the parties and may not be used to deny or delay a parent's right to a due process hearing. Each session in the mediation process shall be scheduled in a timely manner and shall be held in a location convenient to the parties. An agreement reached by the parties shall be set forth in a written mediation agreement. Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings. The parties may be required to sign a confidentiality pledge prior to the commencement of mediation.