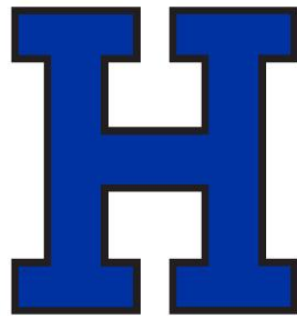


Haldane Central School District

SPECIAL EDUCATION DISTRICT PLAN

2022 – 2024

Adopted by the Board of Education: April 18, 2023



HALDANE

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Haldane Central School District Mission & Beliefs

THE HALDANE CENTRAL SCHOOL DISTRICT MISSION & BELIEFS

Haldane Central School District will prepare all students to succeed in an ever-changing global society.

In pursuit of this mission, we believe:

- Learning and the education of the whole child is a shared, collaborative, community-based responsibility
- We must be inclusive, provide multiple pathways to success, and strive to meet the needs of all learners
- Instruction should be authentic, challenging, and rigorous, and elicit the most critical skills and disposition from our students
- All facilities should be safe, environmentally respectful, and supportive of student learning

THE HALDANE ESSENTIALS

Critical Thinking
Problem Solving
Communication

Growth Mindset
Emotional Intelligence
Wellness

Special Education District Plan Haldane Central School District

Introduction

The Haldane Central School District recognizes the existence of individual differences in the intellectual, social, emotional, and physical development of children attending school, as well as those not yet of school-age. As reflected in our mission and in the Haldane Essentials, we believe that students need to feel respected, valued, included and safe in order to engage in meaningful learning experiences. To that end, the district strives to educate the *whole child* by providing authentic and rigorous instruction, while also attending to the individual needs of each person. The district also views each student via a strength-based lens, rather than from a deficit model, in order to foster a positive learning environment focused on meeting each student where they are and using what they know and can do as a starting point. The goal is to ignite each student's passion for learning, which can only be done when the child feels connected and capable.

The Haldane Central School District further recognizes the rights of students with disabilities as established by the Individuals with Disabilities Education Act ([IDEA](#)). The district is committed to providing a free and appropriate public education (FAPE) in the most inclusive, and least restrictive environment (LRE), as outlined by both [Federal Law](#) (Part 300 of the Code of Federal Regulations) and by [New York State Education Law](#) in Parts 200 and 201 of the Regulations of the Commissioner of Education. As part of this commitment, the district seeks to provide a continuum of services that is responsive to the needs of all students identified as having a disability, from preschool through graduation.

Additionally, the Haldane Central School District is committed to providing “student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students’ abilities to connect across lines of differences; and elevate historically marginalized voices” as per NYSED [Culturally Responsive-Sustaining Framework](#) (2018). This includes, but is not limited to, ensuring compliance with the Rehabilitation Act of 1973 such that our facilities are accessible to all students.

General Policies

The District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the District in accordance with the following administrative practices and procedures:

- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the needs of each student, including nonacademic and extracurricular programs and activities, which are available to all other students in the public schools of the District.
- To ensure that each preschool student with a disability residing in the District has the opportunity to participate in preschool programs, including timely evaluation and placement.
- To appoint and train appropriately qualified personnel, including the members and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education.
- To implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, and to enable the student to be involved in and progress in the general education curriculum.
- To ensure that parents have received and understand the request for consent for evaluation of a preschool student.
- To ensure the confidentiality of personally identifiable data, and information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
- To implement school-wide approaches, which may include the use of a multi-tiered system of supports (MTSS) and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure the selection and board appointment of an impartial hearing officer consistent with Regulations.
- To ensure, to the extent possible, that all instructional materials to be used in the schools in the District are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students. Alternative format

materials not readily on hand will be ordered in a timely manner. The process for obtaining such materials for students who move into the School District during the school year will be initiated without unnecessary delay.

- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation, and are informed of their responsibility to implement the recommendations of the IEP.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.
- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to ensure the academic achievement and functional performance of the student in the administration of district wide assessments.
- To ensure that universal design principles be used, to the extent feasible, in developing and administering any district-wide assessment programs and curriculum.
- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.
- To ensure that students who reside in the District have received the protection of all other applicable State and Federal laws and regulations

Evaluation of Objectives for Special Education Programs

The Haldane Central School District is committed to a collaborative approach to educating students with disabilities leading to multiple pathways for success. We believe that the best way to achieve this goal is through careful and consistent reflection on how we are personalizing learning and engaging all students, as well as how effective our practices are.

The District utilizes the following methods to evaluate the extent to which the objectives of the District's programs and services for students with disabilities have been achieved.

1. The measurement of student achievement through:
 1. Annual Goals as specified on IEPs
 2. Report Cards and curriculum-based measures
 3. Response to interventions administered using a multi-tiered system of supports (MTSS) for academic, social-emotional, and behavioral growth
 4. Performance on State and other standardized assessments
 5. Re-evaluation by the Committee on Special Education (CSE) using norm-referenced, standardized, diagnostic testing
 6. Participation of students with disabilities in general education classes and activities
 7. The awarding of Regents and Local diplomas and/or CDOS credentials
2. Evaluation of the effectiveness of pre-referral intervention strategies to ensure that student needs are met in the least restrictive environment.
3. Implementation of qualitative techniques including observations, interviews, teacher reports and anecdotal data.
4. Continual review of the ongoing involvement of faculty and staff in activities that promote professional development.
5. Continual review of strategies to encourage and enhance parental involvement in their child's educational program:
 - Attendance at CSE meetings
 - Parental participation in the Annual Review process
 - Opportunities for learning about the special education process
 - Collaboration with the Haldane Parent-Teacher Association (PTA) and the Learning Differences Committee
6. Yearly evaluation of course offerings and assessments of students' needs to provide appropriate programming to meet those identified needs.
7. Ongoing assessment of the special education program and district plan to ensure that all students with disabilities have the opportunity to meet the requirements for graduation.

Allocation of Space

The Haldane Central School District Board of Education, as well as the District leaders, affirm their responsibility to provide appropriate, adequate and safe spaces and facilities for its students who require special education programs and services, to the fullest extent possible, in order to meet the needs of school-age students with disabilities.

Because it is the goal of the District's special education program to provide each student's education in the least restrictive environment, special education services and programs will be provided within the District to the greatest extent possible and appropriate. At times, a student's unique needs are best met in a program with a cohort of peers who have a similar profile.

The District affirms its responsibility to ensure that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by Putnam Northern Westchester-Putnam Board of Cooperative Educational Services (PNW BOCES). PNW BOCES serves students with disabilities whose educational needs cannot be met appropriately in District programs. District staff will visit the placement of each resident student who attends a PNW BOCES special education program to assure the appropriateness of the space allocated for that placement.

The District will provide space, to the extent available, for school-age students from other school districts who need special classes not available in their home schools. The District will also continue to work towards the New York State Education Department's requirement in developing the regional plan that reduces the number of special education students in center-based, non-integrated settings.

Multi-tiered Systems of Support (MTSS) and the Response to Intervention (RTI) Process

In an attempt to assure a successful educational experience for all students and in accordance with Part 200 Regulations, the Haldane Central School District utilizes a building level intervention process to provide support services, typically prior to a referral to the Committee on Special Education. Through this process, appropriate modifications, services and supports to maintain the student's placement in general education may be recommended and implemented.

This building level process is coordinated through the Student Support Team (SST). The committee consists of at least one administrator and other multi-disciplinary staff. Referrals to the building level teams are typically made by teachers or related service providers, however, a student may be referred based upon other data, such as their performance on standardized or local assessments. Parents may also seek support for their child via the SST in collaboration with the school team.

These committees use an interdisciplinary problem solving approach to assist teachers in accommodating the needs of their students. Effectiveness of the strategies is monitored to determine if additional interventions are required. The Haldane Central School District's updated Multi-Tiered System of Support was originally adopted by the Board of Education on September 21, 2021. The following is an excerpt from that plan:

Multi-Tiered System of Supports (MTSS)

The multi-tiered system of supports (MTSS) is a framework that defines tiered supports provided to students who are struggling to meet academic and/or social, emotional standards. The framework is implemented within a school-based student support model. Various screening tools are used to determine student needs. Multiple measures are used to monitor student progress and adjust supports.

In the Haldane Schools, the MTSS model includes several components that are integrated to form a system that provides targeted support for all students as they strive to achieve the Haldane Essentials.

The left side of the MTSS framework defines the academic supports available through the district Response to Intervention (RtI) model and Academic Intervention Services (AIS.) The right side of the MTSS framework defines the supports available through the district Social and Emotional (SEL) options.

Academics (RtI/AIS)	Multi-Tiered System of Supports (MTSS)	Social and Emotional (SEL)
Differentiated large and small group instruction and universal interventions for all students.	Tier 1 Typically effective for 80-85% of students	Explicitly taught social and emotional behaviors within all settings of the school environment.
Targeted academic interventions for students who are not making adequate progress with Tier 1 instruction and universal interventions.	Tier 2 Typically needed for 10-15% of students	Targeted social and emotional interventions for students who are not making adequate progress with Tier 1 instruction and universal interventions.
Intensive interventions for students who are not responding to Tier 2 targeted interventions	Tier 3 Typically needed for 1-5% of students	Intensive interventions for students who are not responding to Tier 2 targeted interventions

Response to Intervention (RTI)

New York State regulations define Response to Intervention (RTI) as a school district's process to determine individual students' response to high-quality, research-based curriculum, instruction, and assessment practices. Student performance on state, district and classroom assessments are used to make educational decisions about individual students. The tiers of the framework are intended to define a path to close achievement

gaps for all students, including; students at-risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps.

Within the Response to Intervention (RtI) process, students who are identified as needing additional services to support their academic progress are considered for Academic Intervention Services (AIS.)

Academic Intervention Services (AIS)

New York State regulations require school districts to provide Academic Intervention Services (AIS) to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the New York State Next Generation Learning Standards. This instruction is supplemental to the general curriculum, and regular classroom experiences. This level of support falls within Tiers 2 and 3 of the Response to Intervention structure. Academic Intervention Services shall be made available to students with disabilities on the same basis as nondisabled students.

Nature and Scope of Special Education Programs and Services

Administration

The administration of the District's Special Education program and the operation of the Committee on Special Education is the responsibility of the Director of Pupil Personnel Services (PPS). The Director is also the CPSE/CSE Chairperson charged with the coordination of the Committee on Preschool Special Education (CPSE) program and with conducting CPSE and CSE meetings. An additional chairperson, who is also a school psychologist, has been trained to assist with chairing reevaluation meetings and annual review meetings. The PPS Department also oversees eligibility criteria and chairing meetings for 504 Plans.

The Haldane Central School District recognizes the right of every child with special education needs to receive a free and appropriate public education in the least restrictive environment. The Haldane Central School District ensures that students with disabilities are educated in age-appropriate settings, and to the maximum extent appropriate, with students who are not disabled. The Haldane Central School District ensures that placement of students with disabilities in special classes, separate schools, or other removal from the regular education environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be achieved satisfactorily. The least restrictive environment is determined following consideration of the proximity of the placement to the pupil's place of residence.

As a reflection of the District's commitment to provide a continuum of programs and services in the least restrictive environment, District planning has focused on programs and services which include and support students in the general education setting.

The District shall provide special education programs and services through district-operated programs, consortium programs, contracts with neighboring districts, Northern Westchester/Putnam BOCES, Southern Westchester BOCES, private agencies, and home and hospital instruction when necessary. These programs and services shall be provided to students who have been classified by the Committee on

Special Education. The type of special education programs and services for each child is based upon each student's:

- level of academic achievement
- level of social development
- level of physical development
- management needs in the classroom

Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs and placed in an appropriate program as described in the Continuum of Services (section 200.6) in the Part 200 Regulations of the Commissioner of Education.

Following is a list and description of the continuum of programs and services offered by the District. Offerings change yearly to meet the needs of our students.

District Programs

The programs and services available to school-aged students in the district are subject to change from year to year as the needs of the students change. The list below includes some of the programs that have been offered in the past as well as during the 2022-2023 school year, beginning with the least restrictive level of support:

- **Transitional Support Services**
Upon the recommendation of the Committee on Special Education, this temporary service may be provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a regular program or to a program or service in a less restrictive environment. A student is eligible for this service at any age or grade level.
- **Declassification Support Services**
Declassification support services are provided to a school aged student who has been declassified from special education. The services are provided for only one year following declassification. A student is eligible for this service at any age or grade level.
- **Consultant Teacher Services**
Consultant teacher services are recommended in order to provide direct and/or indirect services to students with disabilities who attend general education classes and/or to such student's regular education teachers.
 - Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher to a student with a disability to aid such student to benefit from the student's regular education classes.
 - Indirect consultant teacher services means consultation provided by a certified special education teacher 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

- **Related Services**

Related services are those developmental, corrective and other supportive services as are required to assist a student with a disability and include speech- language therapy, occupational therapy, counseling services, orientation and mobility services, medical services as defined by regulation, parent counseling and training, school health services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and include the early identification and assessment of disabling conditions in students. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

The Committee on Special Education recommends any related service that is appropriate to a youngster's individual needs. Related services currently provided by the district include psychological services, counseling services, assistive technology services, speech and language therapy, medical services for diagnostic purposes, physical therapy (PT), occupational therapy (OT), vision services (Blindness), hearing services (Deafness), and parent counseling and training.

The District employs two school psychologists (one full-time, one part-time) as well as one full-time behavioral specialist who is a Board Certified Behavior Analyst (BCBA). The district also employs one full-time OT and privately contracts for the physical therapy services. Teachers of the hearing impaired and vision services are provided through Putnam Northern Westchester BOCES. Additionally, specialized behavioral services may be provided through PNW BOCES as well.

- Speech and Language Therapy

The goal of speech and language therapy is the early identification of communication disorders and the remediation of articulation and phonological deficits, stuttering, voice disorders, and receptive and expressive language problems, which adversely affect a student's educational performance. Services are provided either individually or in small groups of up to five students at a frequency rate established by the Committee on Special Education.

- School Psychological Services

School psychologists have a number of responsibilities including the following: Individual assessments of cognitive and social/emotional functioning and interpretation of testing results, chairing CSE and 504 Committee meetings, participation in Student Success Team meetings and Committee on Special Education meetings, consultation with staff, parents and outside agencies and other professionals. Crisis intervention is another facet of the responsibilities of the school psychologist. The psychologist works with school staff to conduct Functional Behavioral Assessments and implement Behavioral Intervention Plans as well as to proactively support inclusive learning environments.

The school psychologist is also responsible for the provision of IEP mandated counseling for individual students and parent training, as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs

impact their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional difficulties that interfere with the educational process. Counseling services are provided district-wide by school psychologists as well as by the social workers and school counselors.

- Occupational Therapy and Physical Therapy

Occupational therapy as a related service is concerned with the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon receipt of an appropriate prescription, provides remediation in the areas of deficit such as postural control, motor planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group or as a consult to the classroom teacher, based on the recommendations of the Committee on Special Education. Services may be delivered in the therapy room or within the classroom in a push-in model.

Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely negotiate the school environment.

Occupational Therapy is provided through our full-time employee, Mr. Kevin Moon, MS, OTR/L; Physical Therapy is provided through a private contractor, Ms. Jennifer Rotando, PT.

- Itinerant Services for the Hearing Impaired or Visually Impaired

Hearing and vision impaired services are designed to provide direct specialized instruction to students with hearing and visual impairments. Itinerant Services for the Hearing or Visually Impaired are provided through Putnam Northern Westchester BOCES.

- Resource Room Services

Resource room services are supplemental in nature and are designed to remediate academic skill deficits and to develop the study skills and organizational skills to effectively manage the general education curriculum. The goal of the resource room program is to promote independence and self-advocacy skills. Ongoing consultation with general education classroom teachers is an integral part of this service. The instructional group in each resource room period does not exceed five students (without a variance), who are grouped according to similarity of need. Each resource room period is instructed by a special education teacher. Students receive at least three hours per week of resource room services unless combined with consultant teacher services for a total of at least 180 minutes per week. Resource room services are available at Haldane at the elementary,

middle and high school levels based upon student need. For the 2022-2023 school year, Resource Room is running in grades 6 through 12.

- Integrated Co-teaching Classes

Integrated Co-teaching (ICT) is defined as one general education teacher and one special education teacher teaching a single group of students (both non-disabled and disabled) for specific content or objectives. Teachers share the responsibility and delivery of instruction, with mutual ownership, pooled resources and joint accountability. At Haldane, the ICT classes are only for the subject specified on the student's IEP; both teachers are not present in the same classes throughout the day. As of the 2022-2023 school year, most of Haldane's students who have an IEP are supported via the ICT model.

- Special Class Instruction

Special Class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. Specially-designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students. Special educators meet regularly with related service providers to coordinate instruction and monitor student progress. All students participate in general education for specials, including art, music and library.

At the elementary level, Special Classes in either English Language Arts (ELA) and/or Math are created based upon student need as per their IEPs. When there are too few students with a similar profile to form a group, students' needs are met using a combination of other programs and supports, including services provided by the Literacy Specialist.

For the 2022-2023 school year, one multi-grade Special Class 12:1 is being run for ELA in the elementary school. Another Special Class 12:1 is being run in the middle school for reading in 6th grade, and in the high school for 10th grade. These classes offer a smaller student to staff ratio, ensuring intensive support, as well as a multi-sensory approach to reading and literacy.

Currently, there are no Special Classes with smaller ratios and more intensive support (12:1:2, 8:1:2 or 6:1:2) being run in any of the buildings due to too few students within a similar age-range to form a cohort. (The budget proposal for the 2023 - 2024 school year calls for the addition of a special class at Haldane Elementary School, however.) Students from Haldane requiring a more supportive classroom environment are typically recommended to attend out-of-district placements such as with PNW BOCES and other state-approved programs in the least restrictive environment possible.

Program Support

Across the grades, teaching assistants or teacher aides support the students in situations where student needs warrant such services. Appropriate aids and accommodations are made individually so that each student may achieve success. Instruction may be modified to provide educational benefit to the student.

Declassified Support Services

Students may be declassified (no longer qualify for special education services), but continue to need support to assist in transitions to non-special education programs. Services may include involvement of support personnel and/or test accommodations. If a student is declassified with test accommodations, he/she may continue with those accommodations until graduation from high school.

Public Out-of-District Programs: Whenever possible, students are placed in special education programs within the District. Students whose needs cannot be met in an in-district program are placed in an appropriate setting outside of the District. Programs are provided through BOCES, neighboring school districts, or private day or residential schools that are approved by the State Education Department.

1. Special Education Programs Through BOCES

BOCES special education programs can either be located on the Putnam Northern Westchester BOCES campuses, or in local school buildings. Additional Information about BOCES programs can be accessed through the websites listed below:

Putnam/Northern Westchester BOCES www.pnwboces.org

The following PNW BOCES programs or schools have had Haldane students currently or recently attending:

- Pines Bridge PNW BOCES)
- Walden (PNW BOCES)
- Fox Meadow Middle and High School (PNW BOCES)
- Primrose Elementary School in Somers CSD (PNW BOCES)
- Lincoln Titus Elementary School in Lakeland CSD (PNW BOCES)

2. Neighboring School District Programs through Contract

Haldane students attend neighboring district programs in those situations when Haldane cannot provide the specialized type of program a student may need. The following school districts have had Haldane students attend over the last several years.

- Garrison Union Free School District (consortium class)
- Lakeland Central School District
- Hendrick Hudson Central School District
- Putnam Valley Central School District

Private Programs: The Haldane Central School District offers programs through private schools to students who require a more restrictive educational environment. Eligibility of students for such programs is determined by the CSE according to the guidelines outlined in Part 200.6 (h) of the Commissioner’s Regulations. Schools that are on the list of Schools approved by the Commissioner of Education for School District contracts can be found at the web site for the [New York State Education Department](#).

Haldane students have recently attended the following private day schools:

- Green Chimneys Clearpool
- Hillside School (part of Fox Lane High School in Bedford, NY)
- The Karafin School
- Hayes Day School
- Westchester Exceptional Children’s School

At times, the Committee on Special Education may determine that a state-approved residential school placement is the least restrictive environment. This determination is made according to the guidelines outlined in Chapter 600 of the Laws of 1994 regarding Students with Disabilities At Risk Of or In Residential School Placements. Haldane students have recently attended the following state-approved residential schools:

- Center for Discovery
- Devereux School
- REACH Academy

Home and Hospital Instruction: When circumstances require that students receive individualized home or hospital instruction, it is provided for five hours per week at the elementary level or ten hours per week at the secondary level. Beginning on July 1, 2023, New York State will require ten hours of tutoring on the elementary level and fifteen hours on the secondary level. Classified and non-classified students who are referred by parents or physicians to hospital programs receive their educational instruction through contract between the hospital education unit and the Haldane Central School District.

Transition Services

The Part 200 of the Commissioner’s Regulations describe transition services as a coordinated set of activities for a student with a disability, designed within a results-oriented process. The process is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post school activities including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supportive employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the student’s strengths, preferences and interests and shall include needed activities in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (Part 200.1(fff)).

Transition planning begins by age 15 for all students with disabilities. By age 15, (or earlier if deemed appropriate by the CSE), the full array of transition service needs in instruction, related

services, community experiences, development of employment and other post-school living objectives will be considered. In order to create and implement this plan, parents, school personnel, adult services agencies, the student, and the CSE must jointly consider the total life needs of the student and identify transition services which both support the individual needs of the student in school and after the student leaves school.

Occupational Preparation for Classified Students

Project Careers

Project Careers, which began in 2007, is a vocational program for special education high school students. The goal of the program is to provide students with both the skills needed to graduate from high school and on- the-job training for a variety of entry level positions.

Students participate in a variety of pre-vocational experiences in preparation for independent or supported employment. Student needs are addressed in the classroom and through credit bearing, supported work experiences in the community. All students participating in Project Careers are full members of the High School learning community and can take part in extra-curricular activities as appropriate.

Haldane has partnered with local businesses to give students the opportunity to sample various job skills. Students walk to local businesses each day, where they participate in a variety of experiences for 2-3 periods a day. Job coaches may accompany the students to the work site if they need additional support.

General Education Vocational Program

All special education students have the option of participating in Career and Technical Education through BOCES if they qualify. There are numerous programs offered, giving students opportunities to explore a range of career options. High school and college credits are available, as is the Regents Diploma with a technical endorsement.

Diploma Requirements

<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>

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Beginning on July 1, 2013 and thereafter, IEP diplomas will be eliminated as a graduation option for students with disabilities. Pursuant to Commissioner's Regulation Section 100.6, a Skills and Achievement Commencement Credential will be available for students with severe disabilities who have been designated to take the New York State Alternative Assessment. Pursuant to Commissioner's Regulation Section 100.5, the Local Diploma Compensatory Option will be available for those students with disabilities who are pursuing a Local Diploma.

Students pursuing either a Regents or a local high school diploma must acquire a certain number of units of credit in specified courses and also meet subject sequence requirements. It is critical that students with disabilities be provided access to the required courses and testing programs needed for graduation with these awards.

Regents Diploma Requirements

To earn a high school Regents diploma, all students, including students with disabilities, need to take and pass five (5) specific Regents examinations with a score of 65 or higher and earn twenty-two (22) units of credit. The required Regents Examinations are English, Mathematics, Science, Global History and Geography, and U.S. History and Government.

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

(**) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

Local Diploma Safety Net Options for Students with Disabilities

Local Diploma Compensatory Option

As of October 31, 2012, the Board of Regents has provided an additional option for students with disabilities to earn a local diploma. This option is known as the Local Diploma Compensatory Option. To earn a local diploma using this compensatory option a student must:

- a) Score between 45-54 on one (1) or more of the required Regents exams, other than on the English Language Arts (ELA) or the mathematics exams, in which case the lower score(s) can be compensated by the higher scores;
 1. A score of at least 55 must be earned on both the ELA and mathematics exams;
 2. A score of 65 or higher on a single examination may not be used to compensate for more than one exam; and
- b) Obtain a passing grade that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54; and
- c) Have a satisfactory attendance rate in accordance with the District's or school's attendance policy for the school year during which the student took the examination in which he or she received a score of 45-64, exclusive of excused absences; and
- d) Not already be using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma. A student may not use the compensatory score option if he or she is using a passing score on one (1) or more RCTs to receive a local diploma.

A student meeting all of the necessary components listed above, using the compensatory option, may be issued a local high school diploma.

Skills and Achievement Commencement Credential

Beginning with the 2013-14 school year and thereafter, the Board of Education or the trustees of a school district **shall**, and the Principal of a nonpublic school **may**, issue a skills and achievement commencement credential to a student who has taken the New York State Alternative Assessment for students with severe disabilities.

Prior to awarding the skills and achievement commencement credential, the governing body of the School District shall ensure that:

- a) The student has been recommended by the Committee on Special Education (CSE) to take the alternate assessment in lieu of a required State assessment;
- b) Such student meets the definition of a student with a severe disability as defined in Section 100.1(t)(2)(iv); and
- c) The student has been given appropriate opportunities to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment.

The credential option may be issued at any time after a student has attended school for at least twelve (12) years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year that the student turns twenty-one (21) years of age.

The skills and achievement commencement credential shall be similar in form to the diploma issued by the School District except the credential must contain a clear annotation on it that it is based on alternate academic achievement standards. The credential shall be issued with a summary of the student's academic achievement and functional performance as defined by Commissioner's Regulations Section 200.4(c)(4).

If the student receiving the credential is less than twenty-one (21) years of age, the credential shall be accompanied with a written statement of assurance that the student receiving the credential is eligible to attend the public schools without payment of tuition until the student has either received a regular high school diploma or until he/she turns age twenty-one (21), whichever occurs first.

Information regarding graduation requirements, including the local diploma option and the appeals process, may be found at: <http://www.p12.nysed.gov/part100/pages/1005.html>

Career Development and Occupational Studies (CDOS) Commencement Credential

While not required, all students with disabilities should be encouraged and all districts must provide students with disabilities the opportunity to earn the CDOS Commencement Credential as a supplement to their local or Regents diploma.

At their March 2016 meeting, the New York State Board of Regents approved through emergency action an amendment to sections 100.5 and 100.6 of the Regulations of the Commissioner of Education to establish a new [Career Development Occupational Studies \(CDOS\) graduation pathway](#) for all students. The regulations were approved as a permanent rule at the June Regents meeting and are applicable to all students who are otherwise eligible to graduate in June 2016 and thereafter.

Under the new “4+CDOS” pathway option, beginning June 2016 and thereafter, a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

In addition, the regulations were revised to expand the opportunity to all students to earn the NYS CDOS commencement credential. Previously, only students with disabilities could exit school with a NYS CDOS Commencement Credential as a supplement to a regular high school diploma. Students who are unable to earn a regular diploma may graduate with the NYS CDOS Commencement Credential as their only exiting credential. A copy of the full text of the amendment may be found at <http://www.regents.nysed.gov/common/regents/files/316p12a1.pdf>.

Plan to Ensure Availability of Instructional Materials in Alternative Formats

Effective May 16, 2002, section 200.2 of the Regulations of the Commissioner has been amended to implement Chapter 377 of the Laws of 2001. To implement Chapter 377 the Board of Education has established a plan to ensure that every student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that those materials are available to students without disabilities. "Alternative format" is defined to mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, which is needed to assure access to text material. It would include but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

Identification of the Needs of Students Residing in the District

- If the CSE determines that a student needs his or her instructional materials in an alternative format, the IEP will specify the accommodations for the individual student and any related instruction and/or assistive technology devices needed for the student to access the alternative format materials.
- When a new student who was previously classified enters the district, the Director of Pupil Personnel Services will review the student's previous IEP to determine if the IEP has specified the need for materials to be provided in an alternative format. If the need is specified, the District will immediately either provide the necessary software or hardware needed for the conversion or arrange for the purchase or conversion of the materials. This provision will be reviewed at the District's initial CSE meeting for the student.
- The CSE should review the following considerations in making such recommendations:
 - a. What alternative format is needed?
 - b. What instruction is needed for the student to use the alternative format materials?
 - c. What assessment technology devices or services are needed for the student to access the alternative format materials?
 - d. What test accommodations might a student need related to the alternative formats?
 - e. What supports for school personnel may be needed related to the alternative format(s) recommended?
 - f. What assistance do the parents need to help them acquire skills necessary to support the child's use of the instructional materials and/or related assistive technology devices?

Access to and Conversion of Electronic Files

Instructional materials provided in electronic files can offer many flexible options for a student with a disability when the files are used with such adaptations as computer screens using highlighted or enlarged text, screen readers or Braille printers. Students will have access to appropriate software and hardware in order to gain access to their materials in such alternative formats. Software and hardware will include, but will not be limited to, computers, printers, scanners, alternative keyboards, Braille note takers, tape recorders, screen readers, speaking browsers, screen magnification devices, scan and read, and Braille translation. The district will also access appropriate agencies and resource centers to assist in the conversion of materials into large print and/or Braille format.

3. Ordering Timelines

- Once the CSE has made the recommendation for instructional materials in alternative formats, the recommendation, with supporting documentation for a specific purchase, will be forwarded by the CSE Chairperson to the Director of Special Services. For meetings conducted mid-year, recommendations will be forwarded within three weeks of the meeting. For CSE Annual Review recommendations, the documentation will be forwarded in a timely manner to be in place for the new school year.
- The Director of Pupil Personnel Services will follow all Haldane policies for purchasing procedures and provide the required vendor quote(s).
- The special education teacher who implements that child's IEP is responsible for notifying the principal of the school building if large font test booklets are needed and for checking to see that all other alternative format materials are available.
- Braille and large-type test booklets will be obtained from the State Education Department for the Elementary and Intermediate State assessments and each Regents and Regents Competency Examination. The Braille and large-type test booklets requested will be included in the regular shipment to the school. These tests will be ordered at the same time that tests are ordered for students without disabilities. If reproduction and/or reformatting of test booklets is required, written advance permission of the State Education Department will be obtained in sufficient time so as not to delay administration of the test for students with disabilities.
- The district will inquire of publisher sales representatives about available formats. If the instructional materials needed by the student cannot be purchased in alternative formats, the district will make reasonable efforts to adapt or convert the materials or provide substantially equivalent materials to the student in a format he or she can access. Consideration will be given as to sufficient time to convert these materials so that the student will be able to participate and progress in the general curriculum.

Selection and Procurement of Instructional Materials

When the district selects any new instructional materials for a course, consideration will be given to whether such materials are available from the vendor in the alternative format(s) which have been identified as necessary for the coming school year. Where different textbooks meet the district's criteria for a particular subject matter, the district will give preference to vendors who agree to provide materials in alternative formats.

If competitive bidding is required for the purchase of instructional materials, bid specifications will be drafted to allow the district to select the bidder who can provide materials in alternative formats in a timely fashion by making alternative format availability a specification of the bid.

The Committee on Pre-School Special Education (CPSE)

The CPSE is a program for preschool children, ages 3 and 4, suspected of having a disability. This program is administered by the Haldane Central School District, but is funded by the New York State Education Department (SED) and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). For children eligible for this program, participation is voluntary.

Referral Procedure

The child's parents initiate a referral to the CPSE chairperson. Other professionals who are familiar with the child may make a referral to the CPSE; however, the parent(s) must complete the referral process and consent to the evaluation. The CPSE referral is completed during a meeting or a phone conversation between the CPSE chairperson and the parent(s). The referral process is discussed with the parent(s) at the time of intake.

During the intake process, parents are given the following information in either English or Spanish (other languages available as needed):

- Haldane registration packet which includes a Student Health History Form
- A housing questionnaire as is required by the McKinney Vento Act to determine eligibility for support for all students considered to be homeless

Once the Registration packet is returned to the CPSE office, parents will then receive the following:

- County approved evaluation sites
- [Procedural Safeguards Notice](#) (2017)
- [Special Education in New York State for Children Ages 3-21, A Parent's Guide](#)
- Consent to Evaluate form

Parents of children who have received Early Intervention Services through the Department of Health (DOH) discuss referral to the CPSE with their appointed DOH service coordinator. Parents voluntarily choose to make a referral to the CPSE.

The parent(s) signs a Consent to Evaluate form which allows the CPSE chairperson to then authorize evaluations from Putnam approved evaluation sites. Evaluations are not conducted by Haldane. The parent(s) selects an evaluation site.

Eligibility for Classification as a Preschool Child with a Disability (PCWD)

The CPSE chairperson arranges for the evaluations with the approved site. Determination of eligibility is made through review of the CPSE multidisciplinary evaluations. These include a Social History, Psychological Evaluation, and additional evaluations pertinent to the child's suspected disability (i.e., Speech/Language Evaluation, Physical Therapy Evaluation).

Once the evaluations are completed, a CPSE meeting is scheduled to discuss the results and to determine if the child meets the eligibility requirements to be classified as a Preschool Child with

a Disability (PCWD). There is a specific criterion to establish if a child has a disability that may be affecting his/her learning.

Preschool Special Education Placements

If the CPSE determines that the child meets the criteria to be classified as a PCWD, an Individualized Education Plan (IEP) is developed for the child. CPSE recommends appropriate programs or services to meet the child’s individualized needs and the location (i.e., home, community, facility) where they will be provided. Children receive CPSE services in the least restrictive environment (LRE).

The majority of children with disabilities receive special education services in a setting with their non-disabled peers. Services may be provided at a variety of locations, but not limited to, a site-based special education program, an approved licensed nursery school, the work site of the provider, a Head Start program, the child’s home, a hospital, a state facility, or a child care location.

Types of programs offered to disabled children are Preschool Itinerant Services (PIS) (such as Speech/Language services), Special Education Itinerant Teacher (SEIT), Special Class in an Integrated Setting (SCIS), and a Special Class (SC). At times, a dual program combining different programs is offered for the most disabled children.

When the CPSE is planning programs and/or services for the PCWD, there is consideration of the transportation needs. For children receiving PIS and/or SEIT services, transportation is not provided at public expense. The county may provide transportation for children receiving a SCIS or SC programs, or parents may be reimbursed from the county for transporting their child to these programs.

Summer services are offered to the most disabled students and for those children who demonstrate regression following interruptions of service (i.e., school vacation). The services may or may not be at the same level of intensity as during the school year.

In the past, Haldane preschool students in District are receiving services through the following placements:

Related Services:	Half Day Programs:	Full Day Programs:
<ul style="list-style-type: none"> ● All Together Children’s Service ● Abilities First ● Bright Beginnings ● Putnam County ● HTA of New York 	<ul style="list-style-type: none"> ● Abilities First ● Mid-Hudson Valley Early Education Center ● WestCop 	<ul style="list-style-type: none"> ● Abilities First ● Mid-Hudson Valley Early Education Center ● WestCop

CSE/CPSE Records

In accordance with the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA) and pursuant to Regulations of the Commissioner of Education, the Haldane Central School District has adopted a policy on student records which assures parental access to school records and guarantees that these records will be kept confidential. Access to individual records is in accordance with the Education Law. All authorized persons, including parents, must sign an access log book before having access to records. The Haldane Central School District shall permit parents to inspect and review any education records related to their child. In order to accomplish this, the District will:

4. Comply promptly with parents' request to review their child's education records.
5. Provide copies of education records at a reasonable cost.
6. Provide staff assistance, if necessary, to reasonable requests for explanation, and/or interpretations of these records.
7. Consider parental requests to amend, add, or remove information from the child's record. Requests must be made in writing. The District maintains the right to either accept or refuse such requests. If the District refuses, parents have the right to appeal the District's decision through due process procedures.

Classified Student Register

A register of all classified children is maintained and revised annually by the District. Procedures are in place to insure the availability and accuracy of statistical data for all classified students.

Procedural Safeguards

Parent/guardians are vital members of the CSE or CPSE and have a right to participate in the decision making process. Procedural safeguards are the legal rights under Federal and State law for parent/guardians to be informed about, and involved in the process to ensure their child receives a free appropriate public education (FAPE). The complete [New York State Education Department Procedural Safeguards Notice](#) updated in 2017 is available at the District Office and at the following website: <https://www.p12.nysed.gov/specialed/formsnotices/>

Special Education Board Policies

Special education policies are available on the District's website listed under Board of Education, Policy Manual via BoardDocs, [linked here](#), or from the Office of the Superintendent. Please refer to Policies 7611 through 7690 for the District's Special Education Board Policies.

ADDENDA

New York State Education Department Definitions of Disability Categories

(As defined in the Student Regulations of the Commissioner of Education) Part 200 February 2014

Student with a disability means a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st 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 a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows:

1. *Autism* means 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. *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.
3. *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
4. *Emotional Disability* means a condition 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:
 - (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - (iii) inappropriate types of behavior or feelings under normal circumstances; 15 200.1
 - (iv) a generally pervasive mood of unhappiness or depression; or
 - (v) 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 have an emotional disturbance.

5. *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of *deafness* in this section.
6. *Learning disability* means 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, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.
7. *Intellectual disability* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.
8. *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.
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 (e.g., 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

Special Education Mediation

Mediation is available as a means to improve communication and resolve differences of opinion between the parents or guardian of a student with a disability and the School District. At Mediation, the parents and a representative of the School District meet with an independent mediator to reach a more complete understanding of one another's concerns and to reach an agreement about the special education programs and services the student will receive.

Unlike an impartial hearing, at the end of which an impartial hearing officer makes a decision, the mediator does not make a decision but assists the parent and School District in coming to an agreement. At the end of the mediation session, whatever the parents and the School District representative agree should be done is written down and will then be provided to the student by the School District. Agreement may be reached on any or all of the concerns or issues which were discussed during the mediation session. Any issues which remain unresolved after mediation can be discussed further with the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) or can be reviewed by an impartial hearing officer, if desired. During the Mediation and any other due process procedures, the child will remain in the current educational program.

Participation in Mediation is a choice which is available to parents. Choosing to participate in mediation does not limit other alternatives parents have, such as requesting a meeting with the CSE or CPSE or requesting an impartial hearing, which can be done at any time.

To request special education mediation, parents must complete the following request form and return it to the Special Services Office, in regard to the Committee of Special Education.

Special education mediation is a voluntary process for parents and a school district which all school districts must offer parents as a way to work out disagreements with the recommendations of the CPSE/CSE. The parent/s and a person chosen by the Board of Education (BOE) meet with a qualified and impartial mediator from the Community Dispute Resolution Center (CDRC) who helps in reaching agreement about the recommendation for the child. Mediation is at no cost to parents. If parents decide to use mediation, they must ask for it by writing to the BOE. If a parent decides not to use mediation, someone may call them from the CDRC to talk about the benefits of mediation.

Parents have the right to:

1. Mediation by a qualified and impartial mediator from a CDRC.
2. Mediation held in a timely manner and at a place that is good for the parent and the district.
3. Have any agreements made during mediation written down. Written agreements may be presented as part of the record at an impartial hearing.
4. Have discussions that occur during the mediation process be confidential and not used as evidence in any impartial hearing or civil proceedings. Parties to the mediation process may be required to sign a confidentiality pledge prior to the mediation.
5. Request an impartial hearing at any time.

Sources for Legal Services

<p>Lawyer Referral Services of the Putnam County Bar Association P.O. Box 44 Carmel, NY 10512 (845) 225-4904</p>	<p>Lawyer Referral Services of the Westchester County Bar Association 300 Hamilton Avenue Suite 301 White Plains, NY 10601 (914) 761-5151</p>
<p>Student Advocacy, Inc. Administration 3 West Main Street Elmsford, NY 10523 (914) 347-7039</p>	<p>Protection and Advocacy Project Westchester/Putnam Legal Services 4 Cromwell Place White Plains, NY 10601 (914) 949-1305</p>
<p>Legal Aid Society of Westchester 1 North Broadway White Plains, NY 10601 (914) 286-3400</p>	<p>Commission for the Blind & Visually Handicapped 150 Grand Street White Plains, NY 10601 (914)-993-5370 or (866)-871-3000</p>
<p>Legal Services of Hudson Valley 4 Cromwell Place White Plains, NY 10601 (914) 949-1305</p>	<p>American Civil Liberties Union 2 Williams Street White Plains, NY 10601 (914) 997-7479</p>
<p>Student Advocacy, Inc 3 West Main Street Suite 2 Elmsford, NY 10523 (914) 347-3313 HOURS: M-F 1-3</p>	
<p>Others as listed in the yellow pages</p>	

Selected Agencies Which Provide Psychological/Educational Services

To our knowledge there are no agencies available to Putnam residents which provide free evaluations, but some of these may function on a “Sliding Scale” based on income or ability to pay. This list is not intended as an endorsement of these agencies but is provided for your information as required by the Regulation of the Commissioner of Education.

Multi-Disciplinary Evaluations

Burke Rehabilitation Hospital 785 Mamaroneck Avenue White Plains, NY 10605 (914) 597-2200 burke.org	Children’s Rehabilitation Center 317 North Street White Plains, NY 10605 (914)-597-4114 (Early Childhood Develop. Disabilities) setonchildrens.org
New York Presbyterian Hospital Westchester Division Westchester Division of Child & Adolescent 21 Bloomingdale Road White Plains, NY 10605 (914) 682-9100 nyp.org/locations/westchester-behavioral-health-center	New York Presbyterian Hospital Westchester Division Outpatient Department 21 Bloomingdale Road White Plains, NY 10605 (914)-997-4081 nyp.org/psychiatry/adult-psychiatry/outpatient-psychiatric-services-for-adults
New York Presbyterian Hospital Columbia Irving Medical Center 622 West 168 th Street New York, NY 10032 (212) 305-2500 or (877) 426-5637 (General Comprehensive Evaluation) cuimc.columbia.edu	Westchester Institute for Human Development Cedarwood Hall, 20 Hospital Oval W, Valhalla, NY 10595 (914) 493-8150 wihd.org
The Child Mind Institute 101 E 56th Street New York, NY 10022 (212) 308-3118 childmind.org	New York School for the Deaf 555 Knollwood Road White Plains, NY 10603 (914) 949-7310 (Evaluation of Hearing Impaired/Deaf) nysd.net
Columbia U Center for Anxiety & Related Disorder CUCARD - Westchester Division 155 White Plains Rd #200, Tarrytown, NY 10591 (212) 342-3800 childadolescentpsych.cumc.columbia.edu/locations/cucard-westchester	Boston Children’s Health Physicians - Westchester (Developmental Behavioral) 40 Sunshine Cottage Road Skyline Suite 1N-C26 Valhalla, NY 10595 914-594-2323 childrenshospital.org/bchp/
Yale University Child Study Center 230 South Frontage Road New Haven, CT 06520 (203) 785-2540, 203-688-5900 medicine.yale.edu/childstudy	Center for Autism & the Developing Brain 21 Bloomingdale Rd, White Plains, NY 10605 (914) 997-5848 nyp.org/psychiatry/center-for-autism-the-developing-brain

**If you would like additional resources, please contact the
Haldane Central School District Pupil Personnel Services Office at 845-265-9254 x142**

Clinics

<p>Andrus 1156 North Broadway Yonkers, NY 10701 (914) 965-3700 https://andrus1928.org/</p>	<p>Family Services, Dutchess County 29 North Hamilton St Poughkeepsie, NY 12601 845.452.1110 https://familyservicesny.org/</p>
<p>The Mental Health Association in Putnam County 1822 Route 6 Carmel, NY 10512 (845) 278-7600 https://mhaputnam.org/</p>	<p>Westchester County Department of Community Mental Health Peekskill Community Service Ctr. 750 Washington Street Peekskill, NY 10566 (914) 862-5130 Crisis Services</p> <p>The Arc, Westchester (Supports for people with developmental disabilities)</p>
<p>New York Presbyterian Hospital Westchester Division 21 Bloomingdale Road White Plains, NY 10605 (914) 682-9100 Westchester Behavioral Health Center</p>	<p>Sun River Health Peekskill Clinic 1037 Main Street Peekskill, NY 10566 (914) 737-8800 Medical and Dental: (914) 734-8800 Pediatrics: (914) 734-8530 Women's Health: (914) 734-8790 Behavioral Health: (914) 734-8740 Podiatry: (914) 734-8710 Optometry: (914) 734-8780 WIC: (914) 734-8505 Urgent Care: (914) 402-7400</p>
<p>Westchester Jewish Community Services (WJCS) https://www.wjcs.com/</p> <p>Family Mental Health Clinics https://www.wjcs.com/services/mental-health/family-mental-health-clinics/</p> <p>Peekskill Family Mental Health Clinic 1101 Main Street Peekskill, NY 10566 Contact: Donnamarie Jones, LCSW, Director 914-737-7338 x3114; djones@wjcs.com</p>	<p>The Hub, Philipstown Behavioral Health 5 Stone Street PO Box 317 Cold Spring, NY 10516 (845)-809-5050 https://www.philipstownhub.org/</p>

Haldane LEA Responsibilities for Parentally Placed Students in Private Schools

The Haldane Central School District as the District of Location serves as the Committee on Special Education (CSE). All Special Education services are provided by the Haldane Central School District's Pupil Personnel Department. The District of Residence with parent consent is responsible for reimbursement of services or the District will submit a claim to NYSED.

Upon receiving an initial request for a special education services, the Haldane PPS office with parent consent will conduct all psychological, educational, and other evaluations as deemed appropriate, as well as a social history report on campus based on the evaluator's availability and schedule. The parent/guardian is responsible for providing transportation to and from the Haldane Central School District for all initial testing and evaluations. If it is determined that a child is found eligible for special education services, the Haldane Central School District, together with the other members of the CSE, will recommend special education programs and/or services based on the child's needs. Private school students may be recommended to receive services or attend programs at the Haldane Central School District campus via Haldane transportation and arranged by the PPS Director.

Under Title I, local educational agencies (LEAs) are required to provide supplemental Title I services for eligible private school students, as well as eligible public school students. In particular, §1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services that are equitable to those provided to eligible public school children, their teachers, and their families.

Equitable services for non-public schools

Sections 1117(a)(4)(C) and 8501(a)(4)(C) of the Every Student Succeeds Act requires that each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits that the local educational agencies have determined are available for eligible private school children.

[This link](#) provides access to guidance and legislation that provide details regarding LEA responsibilities in these areas and resources to assist LEAs in carrying them out. Formulas for calculating equitable expenditures for instructional services for eligible private school students that are based on Title I attendance area per pupil amounts, as well as required proportional shares of applicable reserves, and details regarding their use, are described succinctly in the Private School Equity PowerPoint and in greater detail in the Federal Non-Regulatory Guidance for which links are provided below.

These documents also address the LEA's responsibilities to engage in, and document, meaningful consultation with appropriate private school officials in: developing the Title I program for eligible private school students, their parents, and families; deciding how student eligibility will be determined and how academic need will be assessed; developing benchmarks to measure student and program progress; and evaluating the effectiveness of the Title I program and making adjustments to the program as needed.

McKinney-Vento Homeless Policy

Under the [McKinney-Vento Act](#), it is the obligation of all districts to affirmatively identify all students in temporary housing. The McKinney-Vento Liaison is the Director of Pupil Personnel Services. Please refer to the BOE Policy #7132.

The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless. McKinney-Vento eligible students have the right to:

- receive a free, appropriate public education;
- enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness;
- enroll in school and attend classes while the school gathers needed documents;
- continue attending the school of origin, or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth;
- receive transportation to and from the school of origin, if requested by the parent or guardian, or by the local liaison on behalf of an unaccompanied youth; and
- receive educational services comparable to those provided to other students, according to each student’s need.

HALDANE CENTRAL SCHOOL DISTRICT

Request for Special Education Mediation

This form has been developed by the New York State Education Department (NYSED) to assist parents in describing disagreements and accessing special education mediation to resolve disputes. State law requires that a request for mediation be in writing. Although it is not required to use this form, it will assist all parties to better understand the issues in dispute and proposed resolution.

Directions: When completed submit the form to your school district.

Student's Name:		Date of Birth:
Parent or Legal Guardian:		
Legal Residence	Street:	
	City or Town:	Zip Code:
Daytime Telephone number: ()		Email Address:
Current School:		
School Address	Street:	
	City or Town:	Zip Code:
School district of attendance, if different from district of residence:		

Subject of the Complaint

Mediation is requested to assist in resolving the following issue(s):

Name of Person Completing this Form:

Signature:

Date:

Relationship to Student: _____

Date of Receipt of Form: _____