

# RyeNeck Schools

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## PARENT HANDBOOK

## A GUIDE TO UNDERSTANDING THE SPECIAL EDUCATION AND 504 PROCESSES

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This resource was compiled and produced by SEAC representatives with informational support from Ms. Diane Santangelo, Administrator of Special Services and the teachers and staff of Rye Neck's Special Services Department.

# Frequently Asked Questions About Special Education

## School Personnel and SEAC Contact List

### Q. Who do I call if I need answers regarding special education?

A. Diane Santangelo, Administrator for Special Services - 777-4864

Preschool/CPSE	Mrs. Michelle Bowman, school psychologist	777-4710
Daniel Warren:	Mrs. Michelle Bowman, school psychologist (Grades K,1)	777-4236
	Dr. Laura Finkelson, school psychologist (Grade 2)	777-4236
F. E. Bellows:	Mrs. Vanessa Dioguardi, school psychologist	777-4639
RNMS:	Elisa Barilli, school psychologist	777-4867
	Mrs. Meegan Lawlor, school counselor	777-4733
	Ms. Samantha Chu, school counselor	777-4732
RNHS:	Mrs. Nicole Crispinelli, school psychologist	777-4876
	Mr. Frank Gizzo, school counselor	777-4820
	Ms. Susan Hannon, school counselor	777-4873
	Ms. Amanda Mahncke, school counselor	777-4875
	Mrs. Corinne Ryan, Co-Director of Guidance/ Chief Information Officer	777-4885
	Dr. Valerie Feit, Co-Director of Guidance	777-4832
Clerical Staff:	Ms. Jane Murtaugh, Secretary to School Administrator	777-4862
	Ms. Deana Colon, Office Assistant	777-4863

### SEAC Representatives (Special Education Action Committee 2019-2020).

SEAC VP: Addy Park - [vpseac@ryeneckpts.org](mailto:vpseac@ryeneckpts.org)

High School: Tricia McNiff

Middle School: Leslie Meyer

Bellows: Leah Siegel

Daniel Warren: Nicole Alvarez

## Preschool Services

### **Q. What is the best age to begin the process?**

**A.** If you have questions or concerns about your child's development, it is important to begin the process as early as possible. Perhaps no period of time is more critical to the development of a child than the first 5 years of life. This is particularly true if the child has a disability. Appropriate early identification and special education programs can improve current levels of functioning in deficit areas and ensure that children are fully prepared to benefit from their education.

### **Q. How will I know if my preschool age child needs special education?**

**A.** If your child received early intervention services as an infant or toddler up to age three, and may still need special education, your service coordinator will assist you with transition planning and making a referral to the Committee on Preschool Special Education (CPSE).

If your preschool-age child (3-5 years old) did not receive early intervention services, but has some delays or lags in development such as difficulty in talking, moving around, thinking, or learning or is facing physical or behavioral challenges — you, or professionals who know your child, may make a referral to the chairperson of your school district's Committee on Preschool Special Education (CPSE) who will assist you in completing the referral process.

The CPSE meeting must include: the parent or legal guardian of the child, a general education teacher (if the child is enrolled in preschool), a special education teacher or related service provider, a representative of the local school district who serves as the chairperson of the CPSE, other individuals who have knowledge or special expertise about the child and a licensed or certified professional from the Department of Health's Early Intervention Program (for a child in transition from the Early Intervention Program). A certified or licensed preschool representative from the municipality must be notified of scheduled meetings; however, the CPSE meetings can be held whether or not the municipal representative attends.

### **Q. Can children from birth to age 2 be evaluated?**

**A.** The Westchester County Department of Health provides assistance, evaluations and services for this age group. This is referred to as the Early Intervention Program (EIP). They can be reached at 914-813-5094. You will be assigned a case manager who will guide you through the process. If your child continues to need services at the age of 3, they will then transition to the Committee on Preschool Special Education (CPSE). Your Early Intervention (EI) case manager will help you with this process.

**Q. What is the Committee on Preschool Special Education (CPSE)?**

**A.** If you have concerns about your child, it is helpful to discuss it with your pediatrician, nursery school teachers or other experts. If you then want to refer your child to the CPSE (programs for ages 3-4), you must contact the Chairperson, Michelle Bowman, through the Special Education Department (914-777-4710).

You will be asked to formally establish residency through the Administration Office in the Rye Neck Union Free School District. Once this has been completed, you will meet with the CPSE Chairperson to begin the referral and evaluation process. As a parent referring your child to the CPSE for evaluation, you will select an evaluation agency from the approved county list provided to you. Once all evaluations are completed and the district has received the written reports, a formal meeting will be scheduled. The committee will discuss the results, determine if your child is eligible for services and develop a special education plan for your child, if/when appropriate.

The CPSE will coordinate the entire preschool education process. However, it is the county that is responsible for placement and programs for children ages 3-4. The CPSE will determine if your child is eligible for preschool special education services according to the state guidelines. If a child is eligible, the CPSE develops an Individualized Education Program (IEP) and implements its recommendations.

**Q. What happens after preschool?**

**A.** At the age of five, your child “ages out” of the CPSE and is then referred to the CSE, (for ages 5-21). If your child has been receiving services through the CPSE, you should contact the CPSE chairperson if you have questions about services. The CPSE chairperson will begin the referral to the CSE to determine if your child continues to be eligible for services. If no special education services are determined to be appropriate in kindergarten, your child’s CPSE records will be sealed and kept confidential.

**Q. When should I start thinking about my child’s kindergarten program?**

**A.** The CPSE Chairperson will schedule an informative transition meeting to help prepare you for the transition. This meeting is typically scheduled in December or January of the year prior to registration for kindergarten.

**Q. What differences can I expect between Preschool Special Education and Special Education for School Aged Children?**

**A.** As a preschooler your child received services in a preschool, in a childcare setting, nursery school or at home. All of your child’s special education services were funded by the County and NYS Education Department. Your school district was responsible for chairing the Committee on Preschool Special Education where placement and service decisions were made and for making sure your child’s services were provided.

As a school aged child with special needs, your child can be served in a variety of settings depending upon his/her needs. Your district is responsible for providing an appropriate program for your child. The decision-making committee is now called the Committee on Special Education (CSE).

**Q. Will my child continue to have an IEP?**

A. Only if it is determined by the CSE that your child continues to present with a disability.

**Q. What should be included in the IEP?**

A. The IEP is a summary of assessment results and a statement of how your child's needs will be met, including what the teacher and support staff will do so your child can be successful.

**Q. How can I get to know my district better?**

A. Take advantage of what the district offers to all new parents of students entering kindergarten such as kindergarten orientation for parents and kids, school visit days and tours of the school. Talk to other parents of children with and without special needs who have already transitioned from preschool to kindergarten. Contact a member of the SEAC (Special Education Action Committee) and ask friends, or the school to suggest names of parents who would be willing to speak with you.

## Regular Education Support Services

### **Q. What is IST?**

**A.** The IST is the Instructional Support Team and each building has one. It is a group that meets frequently to discuss students and any academic or behavioral issues they may be having. The group consists of several people which may include the building principal, school psychologist, school counselors, special education teacher, general education teacher, other specialists, and the presenting teacher. The group reviews any data and pertinent information on the child, identifies the problem, brainstorms interventions to remediate the student's weaknesses and then follows up in a specific time frame that allows the teachers involved to implement the interventions and collect data to see if the student is responding to the interventions.

### **Q. What is the definition of “response-to-intervention (RTI)?”**

**A.** RTI is a multi-tiered, problem-solving, whole school approach for maximizing student progress. It provides research-based interventions at increasing levels of intensity based on progress monitoring and data analysis.

**Tier I:** Universal/available to all students. These interventions are usually delivered in the classroom and are those strategies that teachers are likely to put in place at the first sign that a student is struggling. The student's response to the interventions is monitored frequently to determine if a student is making adequate progress.

**Tier II:** Targeted interventions—these interventions are individualized and tailored to the unique needs of struggling learners. These interventions are more intensive in nature and are provided in addition to instruction in the general curriculum. The student's response to the interventions is monitored frequently to determine if the student is making progress.

**Tier III:** Intensive interventions—these interventions are the most intensive academic supports available and are generally reserved for students who have failed to respond successfully to Tier II strategies. Students who do not respond to these targeted interventions are then referred to the CSE (Committee on Special Education). Data collected during Tiers I, II, and III are considered in making the eligibility decision.

### **Q. How is RTI used to determine eligibility for a learning disability?**

**A.** As per state and federal mandates, the discrepancy model will no longer be used in determining if a student has a learning disability. The data collected during Tiers I, II, and III will be considered in making the eligibility decision.

### **Q. Who creates the RTI plans?**

**A.** The IST.

### **Q. What is academic intervention (AI)?**

**A.** If your child is having learning difficulties in school, the school district will provide specific intervention services geared at improving academic weaknesses. AI can be delivered within the classroom or through small group pull-out support. The school will track the progress of all students receiving AIS services.

**Q. What are academic intervention services (AIS)?**

A. Academic intervention services are designed to help students achieve the New York State and District Learning Standards in English Language Arts and mathematics in grades K-12, social studies grades 5-12, and science grades 4-12. These services include two components:

- **Additional academic instruction** that supplements regular classroom instruction. Additional instruction provides skill - specific instruction and/or increased student - teacher instructional contact time. Examples include remedial reading, extended day, and small group instruction.
- **Student support services** are interventions that address barriers preventing progress in State Learning Standards. They may include, school guidance and counseling, services to improve attendance, coordination of services provided by outside agencies, and study skills support. Support services do not include direct academic instruction.

**Q. How does a student become eligible for academic intervention services and when should they start?**

A. There are two ways a student becomes eligible for AIS.

- A student does not pass an elementary, intermediate or commencement-level state assessment in English Language Arts, Mathematics, Social Studies or Science. Not passing means that a student has not met the “state-designated performance level.”
- The school district determines that the student is at risk of not meeting state standards.

**Q. How are students enrolled in kindergarten through grade 3 identified for AIS?**

A. Each school district’s AIS plan describes procedures to determine if a student lacks reading readiness on a student assessment or is at risk of not achieving a level 3 on the English Language Arts or Mathematics assessment. The district’s procedures also include diagnostic screening for vision, hearing and physical disabilities as well as a screening for possible limited English proficiency.

**Q. What options could be used to vary the intensity of services?**

A. There are several options:

- Extra time for small group instruction during the regular school day
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, consultant teacher)
- Before and after school sessions



**Q. How should parents be notified that their child is eligible to receive AIS?**

A. Parents must be notified in writing by the principal of the school that their child will be receiving academic intervention services. This notification includes:

- A summary of the academic interventions to be provided
- The reason the student needs such services

**Q. How should the school notify parents that a student no longer needs AIS?**

A. Parents will be notified in writing by the principal of the school that academic intervention services for his or her child will be discontinued. This notice will:

- Include the reason for ending service
- Include the performance levels obtained on district-selected assessment, if appropriate
- Be translated, where appropriate, into the native language of the parents.

**Q. Is the school required to provide ongoing communication to the parents of a student receiving AIS?**

A. At a minimum, the parents of a student receiving academic intervention services must receive the following:

- At least once each semester, an opportunity for consultation with the student's regular classroom teachers and other professional staff providing academic intervention services, including those involved with academic support services.
- Quarterly progress reports during the regular school year. These reports may be by mail, telephone, telecommunications, or included in the student's report card.
- Information on ways parents can work with their child, monitor their child's progress, and work with teachers and other educators providing academic intervention services to improve their child's achievements.

**Q. What happens if the academic intervention is not helping my child?**

A. Your school is required to collect information about how the interventions provided are working to assist your child, and whether additional or different interventions are necessary. This information will be used to determine what teaching methods work well for your child. If your school determines that your child is not responding to AIS services, they may recommend that your child be referred to the CSE for an evaluation.

**Q. Who do I contact if I have questions regarding RTI or AIS Services?**

A. Daniel Warren:	Mrs. Michelle Bowman, school psychologist (Grades K-1)	777-4236
	Dr. Laura Finkelson, school psychologist (Grade 2)	777-4236
F. E. Bellows:	Mrs. Vanessa Dioguardi, school psychologist	777-4639
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	Ms. Susan Hannon, school counselor	777-4873
	Ms. Amanda Mahncke, school counselor	777-4875
	Mrs. Corinne Ryan, Co-Director of Guidance/ Chief Information Officer	777-4885
	Dr. Valerie Feit, Co-Director of Guidance	777-4832

## Special Education Referral Process

### **Q. If I think my child has a learning disability, do I ask for testing? If so, what tests?**

**A.** The first step would be to contact the school psychologist in your child's school. Share your specific concerns and discuss why you would like to have your child referred to the Committee on Special Education. If you already have some **supporting documentation, you should provide it to the school.** You should share any assessments, evaluations, or other information that you have which supports your child's need for special education services. Examples of information which may support your request for services include: I.Q. tests, psychological evaluations, evaluations of therapy needs (physical, occupational, and speech therapy), communication evaluations, vision and hearing assessments, and medical evaluations. Your school will first provide building level interventions (AIS) to address your child's learning difficulties. After providing these interventions, your school, with your involvement, will determine whether your child is responding to interventions or if further evaluation is warranted.

### **Q. Who is on the Committee on Special Education (CSE)?**

- A.**
1. A chairperson from the district who is qualified to provide or supervise special education
  2. The parent or legal guardian of the child
  3. A general education teacher
  4. A special education teacher
  5. An evaluator or someone who can interpret evaluation results
  6. A school psychologist
  7. Other people who you invite who have knowledge or special expertise about your child

### **Q. What is IDEA?**

**A.** IDEA stands for the Individuals with Disabilities Education Act. IDEA is federally funded to assist school boards to guarantee and ensure that all students with special learning needs have access to free and appropriate public education programs in the least restrictive environment.

**Q. What is a full evaluation?**

**A.** Before the school can provide special education services to your child, the school must conduct full evaluations to determine if your child is eligible for special education services. Evaluations must be conducted in a way that is not discriminatory on a racial or cultural basis and must be provided in your child's native language or other mode of communication (e.g. sign language). Your child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence (I.Q.), academic performance, communicative status, and motor abilities. The evaluation process attempts to answer the following questions:

- What do we already know about the total functioning of the student?
- What else do we need to know about the total functioning of the student or to verify continuing designation as a child with a disability?
- What conclusions can be drawn from the assessments and existing information about the student's disability and how might instruction be improved to achieve better results for the student?

**Q. What happens after the evaluations are all done?**

**A.** After the evaluation of your child is done, you will receive reports in all of the areas assessed. The CSE will meet to discuss all evaluations and determine eligibility for special education. The eligibility criteria are determined by state law and include: intellectual disability, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, and multiple disabilities.

After your child's initial evaluation for special education, your child will be re-evaluated to determine if your child continues to need special education. This re-evaluation occurs every three years or more frequently, if necessary.

**Q. How does the district determine the existence of a specific learning disability?**

**A.** According to the IDEA, the eligibility team (the CSE in New York State) may determine that a student has a specific learning disability, if:

- The student does not achieve adequately for the child's age or does not meet state-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation or mathematics problem solving.
- The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student's' response to a scientific, research-based intervention (RTI – Response To Intervention).
- The group determines that its findings are not primarily the result of: a visual, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

**Q. What are the different categories of disabilities?**

**A.** IDEA (Individuals with Disabilities Education Act) has categorized 13 different disabilities that qualify for special education services. A child who is identified under one of the categories may be eligible for special education services.

**SCHOOL AGE AREAS OF DISABILITY**

Autism	Other Health Impairment	Speech/Language Impairment
Deafness	Orthopedic Impairment	Traumatic Brain Injury
Deaf-Blindness	Multiple Disabilities	Visual Impairment
Emotional Disability	Learning Disabled	Hearing Impairment
Intellectual Disability		

**Q. How is it determined if my child is eligible for services?**

**A.** You have the opportunity to participate in any meetings with your school for the purposes of determining if your child is eligible for special education. As part of the initial evaluation of your child, the evaluation team is required to develop an evaluation plan that will review existing information available about your child. This can include information you provide, classroom assessments, observations, and information about interventions tried and their success/failure. The evaluation plan must also determine what additional information is needed to determine if your child is eligible for special education. The assessment will evaluate several areas of your child's cognitive, academic, social and physical development. Assessments are based on formal and informal evaluations and observations by the School Psychologist, Speech and Language Pathologist, Occupational Therapist, Educational Diagnostician, Teachers and Parents. Formal assessments must be delivered in the student's official first language and measure what the specialist is testing for.

**Q. What happens if your child is determined to be ineligible?**

**A.** If the CSE decides that your child is not eligible for special education, it means your child's educational difficulties are not the result of a disability that "adversely affects educational performance." The CSE formally notifies you, the building principal and the Board of Education of its recommendation in writing. Alternatives, such as educationally-related support services, RTI, a 504 or AIS building level plan will be considered.

**Q. What are procedural safeguards?**

**A.** Children with disabilities and their parents are guaranteed certain educational rights, known as procedural safeguards. Procedural safeguards for children and parents are precautions taken to ensure that an individual's rights are not denied.

**Q. My child scored in the 25<sup>th</sup> percentile – the evaluator said it is low average, but 25% sounds low to me. What does this mean?**

A. Percentiles are used to show how a student's performance compares to others tested with the same assessment. A student who scores at the 25<sup>th</sup> percentile performed at least as well as 25 percent of the students his/her age who took the test. Average scores range from the 25<sup>th</sup> percentile to the 75<sup>th</sup> percentile with the 50<sup>th</sup> percentile being solidly average.

**Q. I have heard that my child will now have to be “classified.” What does that mean?**

A. Educational law in New York does require a specific designation for children ages 5 to 21. A list of these educational “classifications” and brief definitions of them are included in the Disability Classifications section of this booklet.

**Q. If my child is identified as needing Special Education services, does it mean she/he is not as smart as her/his peers?**

A. Although this question may not be asked out loud, many students have admitted that they thought having a learning disability meant they were dumb. This is not the case. Every person has weaknesses; some are able to compensate for their weaknesses while others need different approaches, methods and reinforcement to overcome them. Being in Special Education does not mean a child is stupid. As a matter of fact, many of the students have average to above average intelligence but for various reasons are unable to learn in the same way and/or rate as others.

**Q. What is an Individualized Education Program (IEP)?**

A. An Individualized Education Program (IEP) is a written plan for a child with a disability that is developed, reviewed and revised according to federal and state regulations. It is developed to ensure that individuals with disabilities have appropriate educational planning to accommodate their unique instructional needs.

**Q. Who must be on the IEP team?**

A. The school district must ensure that the IEP team for each child with a disability includes:

- parents or legal guardian of the child;
- not less than one regular education teacher of the child;
- not less than one special education teacher with training in the area of the child's disability;
- a representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child;
- an evaluator, or some other person who is knowledgeable about the evaluation procedures used with the child and can interpret the instructional implications of evaluation results;
- additional individuals, at the discretion of the parent or the district who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- the child when appropriate, but always at age 15 and older to address transition services.

**Q. What does the “Least Restrictive Environment” mean?**

**A.** By law, a student who has a disability should have the opportunity to be educated with nondisabled peers, to the greatest extent possible. They should have access to the general education curriculum, extracurricular activities, or any other program that their non-disabled peers would be able to access. The student should be given supplementary aids and services necessary to achieve educational goals if placed in a setting with their non-disabled peers. Should the nature or severity of the disability prevent the student from achieving these goals, then the student would be placed in a more restrictive environment. Overall, the less opportunity a student has to interact and learn with non-disabled peers, the more the setting is considered to be restricted.

**Q. Will my child always be in Special Education?**

**A.** Our ultimate goal is to teach the students compensatory strategies to become independent learners. It is difficult to say whether a student will “always” be in special education because a prescription for one may not be the prescription for another. Simply put – it depends on the learner. Some students may benefit from the special education services faster, or in different ways, than another. One student may find strategies and/or approaches that s/he is able to apply across the curriculum, while another may need additional reinforcement in order to make a concept “stick”. This does not reflect on the student’s intellectual ability but rather on his/her unique needs. The Committee on Special Education (CSE) always focuses on the Least Restrictive Environment (LRE) and will make recommendations based on the performance of individual students, keeping in mind the input of special educators, teachers who work directly with the students, guidance counselors, psychologists, parents, and most importantly, the student.

**Q. How often are evaluations conducted?**

**A.** A reevaluation may occur not more than once a year and must occur at least once every three years, unless the parent and the school district agree that a re-evaluation is not necessary.

**Q. How can the school or parent tell if a student’s difficulties are due to a second language acquisition or some other reason?**

**A.** The answer to this is not straightforward. There are some ELL (English Language Learners) students who come to Rye Neck with an IEP (Individualized Education Program). If that’s the case, we continue their special services as specified on the IEP. They also receive ELL services as required. If there is no IEP from a previous school (either in the US or their native country), you need to work with the guidance counselor and teachers to try to determine what kind of problems the student is having in class. There are a number of ELL interventions that can be tried before we start any other process. The ELL teacher normally works with the content teachers and guidance for at least two quarters (sometimes a full year) before moving on to any other kind of interventions. Second language acquisition issues usually decrease as the student becomes more proficient. If the student continues to struggle, you would work with guidance and the teachers to start the RTI process. Since this process is spelled out very clearly, at the end of the process we should have enough information to determine if this is a special education issue and needs to go further. Then the normal process is followed and includes a bilingual evaluation. If the student is evaluated and deemed to need special education support, the ELL teacher continues to work with guidance and special education staff to set up schedules and assure that the student receives ELL services in addition to special education services. It continues to be a collaborative effort between ELL and special education.

## Disability Classifications

**Autism** – Autism is a behaviorally defined syndrome which may occur in children of all levels of intelligence. There is usually difficulty in responding to people, events and objects. Responses to sensations of light, sound and feeling may be exaggerated and delayed speech and language skills may be demonstrated. These difficulties are usually observed before two and one-half years of age.

**Deaf – Blindness** – This is a student with both a hearing and visual impairment, which causes educational issues that can't be accommodated in programs solely for students who are deaf or blind.

**Deafness** – A student who is deaf has a loss of hearing so severe that it prevents processing linguistic information through hearing. The severity of this hearing loss usually necessitates the use of specialized training through an alternative means of communication or use of speech sounds.

**Emotionally Disabled** – Such students have difficulties in school that cannot be explained by intellectual, sensory or health factors. Over a long period of time, the student is usually unable to build satisfactory relationships, may be generally unhappy, may develop physical symptoms, have fears associated with his or her school experience, or have inappropriate behaviors or feelings.

**Hearing Impaired** – A student in this category has a hearing impairment which adversely affects his or her educational performance. The hearing loss may or may not be permanent. He/she may have difficulty following instructions or have difficulty in other areas relating to the hearing loss; they may have problems discriminating speech, sounds, or have speech and/or language difficulties, as well as frequent ear infections.

**Intellectual Disability** – These students have a general intellectual functioning level that is 1.5 or more standard deviations below the general population. This is determined by a comprehensive evaluation, which must include an individual psychological evaluation and adaptive measures.

**Learning Disability** – These students have a psychological processing disorder that causes them to have a problem in understanding or using language. A child who is learning disabled has difficulty listening, thinking, speaking, reading, writing, or doing arithmetic. A learning disability is not primarily due to a physical, mental or emotional disability or to an environmental, cultural or economic reason.

**Orthopedically Impaired** – Students in this classification are physically disabled and have a severe orthopedic impairment which adversely affects their educational performance. The term includes impairments caused by congenital anomalies, impairments caused by disease and impairments from other causes (e.g. cerebral palsy, amputation, and fractures or burns which cause contractures).

**Other Health Impaired** – Such students have limited strength, alertness or vitality due to health problems that impact the ability to learn. This can include (but is not limited to) heart conditions, asthma, sickle cell anemia, diabetes, leukemia and Attention Deficit Disorder.

**Speech and Language Impaired** – These students have a communication disorder such as stuttering, an inability to correctly produce speech sounds, a language impairment, or a voice disorder.



**Traumatic Brain Injury** – A student who has had injuries caused by medical conditions (i.e., stroke or brain tumors), or physical force which results in impairments affecting educational performance. This term does not include injuries that are congenital or caused by birth trauma.

**Visually Impaired** – Such students may be partially sighted or blind. The visual disability, even with correction, adversely affects their education.

## Testing Accommodations

**Q. My child came home today and said she/he did not receive extra time on her/his exam which is documented on the IEP. What should I do?**

**A.** Contacting the supervisory teacher/case coordinator assigned to your student is a good starting point; they serve as your child's advocate and act as a liaison between you and the classroom teacher. They work with the classroom teachers to ensure all program and testing accommodations are being followed and can check in with the teacher to see what happened. Usually it is an honest mistake; many teachers have more than 100 students and it may have been a simple oversight. More importantly, as the students get older, they should be encouraged to advocate for themselves and be knowledgeable about their program and testing accommodations. The students' understanding of their IEP accommodations can only benefit them in the long run. While you can speak to the teacher directly, it is advantageous to apprise the supervisory teacher of the situation, especially if it occurs on several occasions.

**Q. Will my child get extra time on ALL exams?**

**A.** Yes, if this is designated on their IEP. Students receive extra time on all classroom and state exams, including New York State assessments (ELA, Math, Science, Social Studies) and Regents exams. With regard to the ACT, SAT and Advanced Placement (AP) exams, extra time may or may not be granted. With the ACT, the student applies for accommodations through the registration process. The SAT and AP (College Board) require a separate application for extended time that needs to be completed prior to registration. This is completed by the school district and includes comprehensive data documenting the child's disability to show the need for extra time. Both make the determination on a case by case basis. An IEP does not guarantee extended time on these assessments.

## Special Education Support Services

**Q. Is the special education curriculum the same as the general education curriculum?**

A. Yes. The students are required to take the same state tests that general education students take and are to be taught using NY State curriculum guidelines. Although the curriculum is the same, the instructional method will be dictated by the student's needs.

**Q. Will my child be isolated from their peers if they are placed in Special Education?**

A. As a district, our goal is to place the students with their peers as much as possible. The intensity of their services will dictate the amount of time they are with peers in the regular education classroom. For example, if the CSE recommends that a student be placed in all Special Classes for their core instruction, they will be mainstreamed for all specials (physical education, art, music, technology, etc.) and lunch. If the student receives Resource Room services, s/he typically will be pulled from an elective but will be in the regular education classroom for content area classes. For the students who receive direct instruction in reading or are pulled for related services such as speech-language therapy, occupational or physical therapy, they typically will be mainstreamed for most of the day with the exception of the "pull out."

**Q. What will my child's day (schedule) look like now that they are in special classes at Daniel Warren?**

A. Your child will attend special class for the majority of the morning. When they arrive at school they will go to their general education classroom and settle in. Usually around 9:30 they will go to their special class where they will be instructed by the special education teacher.

**Q. How are my child's needs met if there are three different grades (Kindergarten, 1<sup>st</sup> grade and 2<sup>nd</sup> grade) in the special class at Daniel Warren at the same time?**

A. Your child's IEP will guide his or her instruction. There is a special education teacher and two special education teaching assistants in the room. This allows for many different groups to occur or one on one instruction if needed. The staff in the room will work together to plan for each child and prepare how best to meet their needs.

**Q. Does my child eat lunch and attend specials with their general education class at Daniel Warren?**

A. Yes, your child will go to lunch with their general education class and attend all specials (library, gym, art, music) with them as well.

**Q. Is there an opportunity to mainstream my child once they have entered the special class?**

A. There is always the opportunity to mainstream your child back into the general education classroom. It is the goal of the special education staff to allow all children to succeed in the environment that suits them best. If it is agreed upon that your child will succeed in the mainstream environment for certain academics, then that will be worked out. There is close communication between the special education teacher and general education teacher which allows this to occur.

**Q. What will my child be missing when she/he goes out to resource room?**

A. If a student is pulled out of class, the teacher will not teach something new; the teacher would only be reinforcing skills that the student already heard in his/her general education class.

**Q. Should my child bring his or her homework into the resource room every day?**

A. All homework, complete or incomplete, should be brought into the resource room. Ideally, homework should be started at home. If your child has an issue with the work that cannot be addressed at home, then the resource room teacher will make an effort to help during class. Any assignment given with a due date of later than tomorrow (essays, weekly math sheets, social studies projects, etc.) should be attempted and brought to the resource room immediately so that the teacher may work through each stage of the assignment with the student.

**Q. What type of speech and language services are offered at Daniel Warren and F.E. Bellows?**

A. Daniel Warren and F.E. Bellows offer push-in and pull-out services.

**Q. What do push in and pull out services mean?**

A. Push-in services – The speech and language teacher goes into the general education classroom to integrate strategies. IEP goals of the students are worked on within the classroom.

A. Pull-out services - IEP goals are worked on in the speech and language classroom. Students may be placed in a small group consisting of no more than five children or individualized depending upon individual needs.

**Q. What is the difference between speech and language services?**

A. Speech is the production/articulation of sounds to produce words.

A. Language consists of processing information, following directions, listening skills, vocabulary, comprehension, and answering questions.

**Q. If my child attends Resource Room, will this affect their getting into college and do special education services appear on the transcript going to college?**

A. No, attending resource room will not affect entry to college. Nothing related to the disability shows up on the college transcript. The only thing listed is the courses that have been taken such as English 10R, Resource Room, Economics and Government, etc. as a transcript is only intended to inform post secondary institutions or prospective employers of a student's academic credentials and achievements.

## 504 Accommodation Plan

### **Q. What is a 504 plan?**

**A.** If your child is not eligible for special education through an IEP, your child may be eligible for services through a Section 504 plan. If your child has a substantial limitation in one major life activity (learning, walking, seeing, hearing, breathing, etc.) your child may be eligible for a Section 504 Accommodation Plan, which allows for specific services and/or modifications to be provided.

## Behavioral Support

### **Q. What type of behavioral supports are in place in Rye Neck?**

**A.** Within the classroom there are group or individual behavioral interventions/plans that address a specific behavioral concern if the student requires this. That would entail setting up a chart/contract that rewards (or at times delivers a consequence) for targeted behavior. Outside of the classroom, there are social skills groups and individual counseling. Consultation with teachers and parents regarding a behavioral concern, discussion of possible causes of behavior, discussion of strategies and interventions that could be put into place to increase/decrease particular behavior also occurs.

### **Q. Are all our teachers educated on how to deal with ADD/ADHD children in their classroom?**

**A.** Rye Neck hires only high quality master level teachers. In addition, the district promotes ongoing professional development of the highest quality. Weekly faculty meetings are often devoted to enhancing professional development of teachers.

## Foreign Language

### **Q. The CSE determined that my child is Foreign Language Exempt. I would like him/her to take a language. Is that possible?**

**A.** The CSE always considers the child's unique needs when making a recommendation. Team members review the data from standardized testing, classroom tests, teacher (and student and parent) input, and informal observations. A student can opt to take a language if it is of interest to him/her. However, the foreign language exemption will remain on the IEP and will ultimately serve as a safety net if the student's learning needs are impacting performance.

**Q. I thought most colleges expect students to take a language. Will my child be at a disadvantage if she/he does not take one?**

A. When applying to colleges students choose whether or not to disclose that they have a learning disability. If they do disclose it, typically colleges honor the CSE's decision when reviewing a student's application and this cannot put a student at a disadvantage. (Documentation may need to be provided). There are, however, certain majors within colleges where studying a foreign language is required and therefore would impact a student attempting to take that particular major at that particular college. The college application process is a fluid one that is constantly changing so it is important for students to research each college they are interested in to see what the latest policy is.

**Q. Can my child get into college if they don't take a foreign language?**

A. Students who are language exempt have no difficulty getting into college.

## Transition Planning

### **Q. What is transition planning?**

**A.** Transition planning is a coordinated set of activities focused on improving the academic and functional achievement of a student with disabilities to promote the student's movement from school to post-school activities. Post-school activities can include college, vocational training, employment, continuing and adult education, adult services, independent living or community participation. Good transition planning is outcome oriented and focuses on results that help the student reach his or her post-school goals. For students with disabilities, transition planning occurs during an Individualized Education Program (IEP) meeting.

### **Q. At what age does transition planning occur?**

**A.** In New York, schools must begin transition planning when the student turns 15. The focus of transition planning at age 15 is on the student's courses of study and what classes will best prepare the student for his or her transition goals. For example, a student who plans to go to college may participate in advanced-placement or college preparatory classes in high school. A student who plans to go to a vocational school may focus on a vocational education program. Other agencies that can provide transition services to the student should be invited to participate in this transition planning process. (Outside agency representatives that could be invited to the IEP meeting may include: rehabilitation counselor, county social worker, employment agency staff (day training and habilitation), independent living center staff, county board of developmental disabilities staff, disability support staff from a postsecondary educational or technical school, person knowledgeable about assistive technology, person knowledgeable about financial benefits such as Supplemental Security Income (SSI) and Medicaid or Medical Assistance (MA), personal care or health care providers, including mental health care providers, probation officer or teacher from a juvenile justice center, community parks and recreation staff, and transportation agency staff.)

These outside agencies or service providers generally have their own criteria for eligibility and may have a waiting list for services. However, if the service provider cannot provide needed services, the district must make other arrangements and ensure that the services are provided at no cost to the parent.

There will be an application process that may require follow-up. Transition planning should address how applications for services will be completed and who will follow-up. Identifying one person as the single point of contact and as service coordinator for the team helps to facilitate good transition services.

## Parenting Tips

**Q. How can parents assist their child who appears to have a learning weakness?**

**A.** Find the thing your child loves (i.e., art, computer, drawing, sports, debating, working with children/elderly) and nurture it. Find ways to possibly turn this passion into a vocation.

**Q. What activities does Rye Neck School District offer students that can be helpful in nurturing my child's strengths?**

**A.** Each school offers a variety of clubs. At **Daniel Warren and Bellows** they may change every year depending on what instructors are available.

At the **Middle School** the club list is as follows: Art club, Astronomy, Coding club, Communication Station, HS Glee club, International club, Lego club, Literary Magazine, Movie Critics, Music Appreciation, SciFi/Fantasy, Science Olympiad, Sequoia club, Snap Circuits club, Student Senate, Video Game club.

The **High School** club list is as follows: Art, Ceramics club, Chess club, Environmental Awareness club, Fishing club, French, Glee club, GSA, HOSA, International club, International Thespian Society, Italian club, Key club, Literary Magazine, Mind Your Mind club, Mock Trial, Model UN, MS Music Appreciation, Newspaper, NHS, Puzzle, SADD, MS SciFi/Fantasy, Science Olympiad, Sequoia club, Spanish, Student Awareness Coalition club, Student Senate, Technology club.

**Q. What type of file should I keep at home about my child?**

**A.** Keep school work, communication between you and the school, any notes you may take about concerns or difficulties your child is having, report cards, tests and the current Individualized Education Program (I.E.P.) or Section 504 plan.

**Q. How much support should I provide for my child at home?**

**A.** Every child, regardless of ability level, should be given “hurdle help” with any work done at home. If the central issue concerning work done at home is that your child does not even want to get started, or your child simply looks at the work and says, “I can’t do it,” then offer to help him/her get started. For example, work together to solve the first math problem, then let your child solve the rest on his or her own. If this doesn’t work, then answer the first two questions together before allowing your child to work independently. If he or she still cannot do the work, then attach a note to the homework stating why the assignment could not be completed. Always speak to your child’s teacher about any homework concerns you may have. “Hurdle help” is not doing the work for the child. Instead, you provide support to get your child started before allowing him/her to finish independently. Think of the first time your child rode a two-wheel bike. You probably stood next to the bike and held on for the first few feet. Eventually, you let go of the bike and your child took off down the road on his or her own. All your child needed was someone to run next to the bike and



provide a little bit of support before completely letting go. Sometimes the main hurdle is confidence. Success today will lead to confidence in the future.

**Q. How can I get my child interested in reading?**

**A.** A good start would be stocking up on books that are both at your child's reading level and appealing to his or her age group. If your child is a teenager, then look for books or series that have teenagers as the main characters (Twilight, Maximum Ride, Alex Rider, etc). For non-fiction selections, browse through the catalogue of High Interest Books on amazon.com or in a local bookstore. High Interest Books is a publication house that produces books at low readability levels for adolescents. Reading on-level books for ten to fifteen minutes a night should lead to improved scores in reading and English.

No child is ever too old to be read to, either. If your child is uncomfortable being read to, then purchase or borrow some books on CD for him/her to listen to. Books that are read to a child should be slightly above that child's reading level.

**Q. Is it okay to give rewards to a child for doing things that "he/she should already be doing"?**

**A.** It is up to each parent and teacher to devise his or her own reward system. Yes, it's okay to reward all good behavior if that's what your child needs. Ideally, you want to slowly phase out or cut down on the rewards if possible. For example, you might reward a student in the beginning of the school year for writing two complete sentences that answer a question. By mid-year, you might reward that same child only after he or she completes two paragraphs. Towards the end of the year, the child will be rewarded for writing a complete essay.

When devising a reward system, remember these simple rules:

1. The reward should only be given when the desired behavior is achieved.
2. The reward must be something that the child wants to receive.
3. If the reward isn't working, try letting the child choose his/her own reward.
4. Gradually increase the amount of work that needs to be done to receive the reward.
5. Use your best judgment when trying to decide when to begin phasing out rewards.

No one knows your child better than you do. Stay in touch with all of his or her teachers throughout the year and develop a collaborative approach to education. Ultimately, your child will benefit from maintaining a positive relationship with all of his or her teachers. As parents and teachers we all share two common goals: 1. Educate every child; 2. Foster independence. **Together, we can achieve these goals.**

**Q. How can I help my child study math at home?**

- A.**
1. Practice math facts (addition, subtraction, multiplication and division). Math facts are the building blocks to mathematics. Flash cards and computer games are two good ways to practice. [www.multiplication.com](http://www.multiplication.com) and [www.funbrain.com](http://www.funbrain.com) are two great sites to check out.
  2. Check over all work. It is important to check over work for mistakes. Being in the habit of checking work will help during test and quiz taking.
  3. Use graph paper. Graph paper will help students line up numbers and decimals.

4. Read directions. Reading and knowing what is being asked is half the battle.
5. Review at home. Even if your child is done with their homework, reviewing notes from the previous few days can be very helpful. Just ten minutes a day will keep the information fresh in their minds.

**Q. How can I learn more about what my child does during the school day?**

**A. Build partnerships with your child’s teacher and school.**

- Contact your child’s teacher (and other staff working with your child, such as a speech therapist, psychologist, or counselor) at the beginning of the year. Children develop in different ways, each with their own individual personalities. To help students learn, it is important that teachers know as much as they can about each child. No one knows more about your child and no one has more influence over your child than you. By working together, you and the teacher can help your child have a successful school year.
- Rye Neck Schools have Parent-Teacher conferences during the year to offer you opportunities to learn more about your child’s education, teacher and school. Sharing information and working together helps your child. What you have to say is important. You have information about your child’s strengths, talents, hobbies and interests that can help the teacher. Meeting with your child’s teacher will help build strong parent-teacher partnerships. Meetings are successful when both parents and teachers work as partners to help children succeed in school.
- Try to work out any differences informally with the school district as soon as they happen. In addition to Parent-Teacher conferences, you may want to ask for a meeting or phone conference to discuss your concerns about your child’s education with the following:
  - o Your child’s teacher(s) and/or therapist
  - o School psychologist
  - o Instructional Support Team
  - o Chairperson of the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE)
  - o Administrator for Special Services

**Q. What can I do to make my parent-teacher conference successful?**

**A.**

**Before a Parent-Teacher conference or meeting:**

- Ask your child if there is anything special you should share with or ask the teacher
- Make a list of what you want the teacher to know about your child
- Make a list of questions you may have
- Bring ideas to the meeting that you have for addressing any concerns you may have about your child’s education

**During a Parent-Teacher conference or meeting:**

- Discuss the special things about your child that you feel are important for the teacher to know
- Ask questions. Listen as well as talk
- Take notes and ask for an explanation if you do not understand something
- Ask how your child’s progress is measured. Ask to see examples of your child’s work

- Ask if there are specific ways that you can help your child at home
- If there are problems, ask for specific examples of the behavior or the class work affected so that you and the teacher can work to help your child
- Write down what was discussed at the meeting
- Write down any plan that is developed to address your child's education

**After a Parent-Teacher conference or meeting:**

- Discuss the conference with your child. Stress the good things that were discussed. Be direct about any problems that were discussed. Be clear about the steps you, your child, and the teacher will take to make sure that progress continues at school
- Keep working with the teacher. Stay in touch with the teacher to discuss your child's progress
- If necessary, request a follow-up meeting within a reasonable amount of time to revisit any concerns and to ensure that the plan developed at the meeting was carried out as planned

## Internet Educational Resources

**Q. Is there a list of good educational websites for our kids to work on (math, reading)?**

**A.**

ABCya.com	-	Diverse learning games
Algebrahelp.com	-	Math
Aplusmath.com	-	Math
Bookfix.scholastic.com	-	Username: dwarren Password: bookfix
BrainPop Jr.	-	Short, animated curriculum-based videos on a variety of topics. Short quizzes are available to follow.
<a href="http://udlguidelines.cast.org">http://udlguidelines.cast.org</a>	-	<a href="http://udlguidelines.cast.org">cast.org</a> - provides an overview of the framework for Universal Design for Learning (UDL) in order to optimize instruction for all types of learners.
CNN.com/cnn10	-	On-demand digital news show ideal for students
Commonlit.org	-	A research based literacy program.
Delta Math	-	Skill based practice
Dreambox	-	Math K-2
Education Galaxy	-	Math
EasyBib	-	Cite your work and save your bibliography too
Enchantedlearning.com	-	Learning activities on all topics
Epic	-	Digital library for elementary aged children. Students can access books, learning videos, quizzes, and more.
FactMonster	-	Kid friendly search engine
Funbrain.com	-	Education Games - K-8 – math, grammar, Science, spelling, history
Getepic.com	-	Reading resource
GloBio	-	World geography, cultures and animals for elementary and up
Happy Numbers	-	A math site that students can use for individualized instruction that supports and reinforces math lessons taught in the class.
<a href="http://Hbschool.com/thinkmath/index.html">Hbschool.com/thinkmath/index.html</a>	-	Math K-6
Infotopia	-	An academic search engine for accessing trusted sites elected by librarians, teachers and other educators

IvyJoy.com	-	Kid friendly links and search engine
ixl.com/math	-	Variety of math topics
Kids.nationalgeographic.com	-	Resources, information, and games from National Geographic
Kahoot	-	Quiz games
Lexia.com	-	Pre literacy skills. School customer ID: 1108-2663-5577-7646 Username: first and last name of child
Math.com	-	Math
Mathdrills.com	-	Math
Mathwire.com	-	Math
Multiplication.com/flashcards/classroomcapers.htm	-	Math
Newsela.com	-	20+ genres of content to support core instruction
Pbskids.com	-	Wide range of games and information
PDF help reader	-	This application reads PDFs to students that are in the specific format.
Pebblego.com	-	Research for younger elementary students); Login information: Username = daniel Password = warren
<a href="https://www.powa.org/">https://www.powa.org/</a>	-	Paradigm Online Writing Assistant helps improve written expression skills through an online writing handbook.
Quizlet.com	-	Creates flashcards
Razkids	-	Reading K-2
Regentsprep.org	-	Regents
Scholastic News	-	Teacher led- whole group) teachers have individual log-ins to support the class with current event class magazines. This site has interactive games, videos, and vocabulary to support the classroom lesson with student magazines.
Scholastic Word Wizard Dictionary	-	Grades 3-12 Word games, quizzes and more.
Sheppardsoftware.com/Geography.htm	-	Geography games
Skillstutor.com	-	Math
Son Of Citation Machine	-	For creating bibliographic citations.
Spaceplace.nasa.gov	-	Science resources, information, and games from NASA
Spellingcity.com	-	Review spelling lists that teachers have posted

Starfall.com	-	Reading K-5
Superkids.com/aweb/tools/math	-	Math
The History Place	-	Perspectives of American and Global events including differing points of view
Theschoolbell.com	-	K-3
Thinkfinity.org	-	Activities for all ages in all subject areas. Click on the “Student” tab for interactive games and activities as well as graphic organizers, homework help, maps and informational resources from partners such as National Geographic, ReadWriteThink, Smithsonian History Explorer, and more
Trueflix.com	-	Non-fiction resource); Login information: Username = dvarrenes Password = trueflix
Wildmath.com/add.10htm	-	Math

Rye Neck encyclopedia databases are great for research: WorldBook Online, Grolier Online Passport and Britannica Online Student Edition.

Each database meets a range of reading levels and links to appropriate articles and websites. World Book and Grolier also include Spanish Language Encyclopedias.

Besides encyclopedias, Grolier Passport includes these subject specific reference books: America the Beautiful, New Book of Popular Science, Amazing Animals and Lands and Peoples.

Britannica’s “Learning Materials” has student activities for review or to learn new skills in Language Arts, Science, Social Studies, and Math. It also allows students to set up a “workspace” where students can save articles.

These can be accessed from home from the Rye Neck Website – click on Libraries and scroll down to “Encyclopedias and More” on the left hand side of the web page. If you download the Citrix Portal (link is under the “Encyclopedias and other Databases” heading), the student’s logins and passwords to individual databases are distributed in the library.

## Parent Resources

1. Teachers
2. School Psychologist
3. Special Services Department
4. Following are several national Websites that provide information on family involvement:
  - **ERIC National Parent Information Network**  
A wealth of information for parents and educators working with parents. <http://www.npin.org/>
  - **Federal Resources for Educational Excellence (FREE)**  
A rich resource on teaching and learning, including A Parent's Guide to the Internet.  
[www.ed.gov/free](http://www.ed.gov/free)
  - **LD online**  
Covers all aspects of learning disabilities <http://ldonline.org>
  - **L.D.A. Learning Disabilities Association of America**  
Information and resources for teachers, state and local chapters <http://idanatl.org>
  - **N.C.L.D. National Center for Learning Disabilities**  
Information on all aspects of disabilities with resource and links <http://www.nclld.org>
  - **New York Brand, Dyslexia Association**  
Information on Dyslexia, research <http://NYbida.org>
  - **A.D.D. Association**  
Rich site on A.D.D. medications, support groups, links <http://www.add.org>
  - **ADDitude Magazine**  
A great online magazine dealing with issues of ADD (students, parents and faculty)  
<http://www.additudemag.com>
  - **C.A.C.L.D. Connecticut Association for Children and Adults with Learning Disabilities**  
They offer informational materials, referrals and consultations as well as a book with more than 200 titles. <http://www.chadd.org>
  - **Smart Kids with Learning Disabilities**  
Information to help parents help kids [http:// www.smartkidswithld.org](http://www.smartkidswithld.org)

- **Great Schools**  
New Host for valuable articles and resources developed by schools <http://www.greatschools.net>
- **National Parent Network on Disabilities** <http://npnd.org>
- **U.S. Dept of Education Publications and Productions**  
Publications for parents, plus educational research, improvement reports and studies, partnerships and family involvement. [www.ed.gov/pubs](http://www.ed.gov/pubs)
- **Parents' Page**  
Excellent source on assessment, specifically for parents.  
[www.cse.ucla.edu/CRESST/pages/info-parent.htm](http://www.cse.ucla.edu/CRESST/pages/info-parent.htm)
- **National Parent Teachers Association**  
Information on programs and advocacy to help children achieve. <http://www.pta.org/>
- **Continuum of Services:**  
<http://www.vesid.nysed.gov/specialed/publications/policy/schoolagecontinuum.html>
- **Stop Bullying Now campaign!** Learn more at: <http://www.stopbullyingnow.hrsa.gov/>.
- **Westchester County & Area Recreation Programs: Links to area programs for the students with disabilities**
  - Life Long Learning through the Arts @ Jess Because  
[http://www.jessbc.org/Jess\\_Because,\\_Inc./Home.html](http://www.jessbc.org/Jess_Because,_Inc./Home.html)
  - Backyard Sports program 2018 Schedule  
<http://byardsports.com/cpage.asp?id=127492>
  - Athletic Programs for special needs children:  
<http://byardsports.com/cpage.asp?id=127492>
  - Miracle League: [www.mlwny.org](http://www.mlwny.org)
- **Westchester County's Autism Website;** [www.westchestergov.com/autism](http://www.westchestergov.com/autism)
- **Monitoring Bracelets for Autistic Children**  
Westchester County is offering tracking bracelets for children with autism whose parents are looking for an extra layer of security, a program similar to one the county launched this year to find Alzheimer patients. The service – part of Project Lifesaver – is geared to children and adults with autism who are living with their families and who have a history of wandering from their caregivers. The program will be run by the county departments of mental health and public safety in partnership with Westchester Jewish Community Services. For information on enrollment [www.westchestergov.com](http://www.westchestergov.com) or [www.westchestergov.com/autism](http://www.westchestergov.com/autism) OR call 761 -0600 ext 228 for more information.
- For more information on the **National Downs Syndrome Society** please visit: [www.ndss.org](http://www.ndss.org)



- **WWW.SEPTA 914.** This is a website that has been created to help facilitate communication between all SEPTA (SEAC) and PTA special education. Sub-committees throughout Westchester & East Putnam Counties. Monthly updates serve as a resource to members and unit officers in our region.
- **ACCES -VR** – The New York State Education Department Office of Vocational and Educational Services for Individuals with Disabilities (ACCES) offers access to a full range of services that may be needed by persons with disabilities throughout their lives. ACCES coordinates policies and services relating to special education, vocational rehabilitation and independent living programs.  
[www.vesid.nysed.gov](http://www.vesid.nysed.gov)
- **National Dissemination Center for Children with Disabilities (NICHCY)** – NICHCY is a national clearinghouse for families and professionals that offers information about disabilities and related services, assists with referrals, produces state resource sheets that provide contacts for disability related services and programs in each state, and publishes a newsletter. NICHCY maintains a continually updated directory of local and state agencies. Be sure to ask them to send you the resource sheet from your state (or you can download it from the NICHCY website). [www.nichcy.org](http://www.nichcy.org)
- **Parent to Parent USA** - A national non-profit organization committed to promoting access, quality and leadership in parent to parent support across the country. This site highlights alliance member statewide organizations that have parent to parent support as a core program and a commitment to implementing parent to parent evidence-based practices. Parent to Parent programs provide emotional and informational support to families of children who have special needs most notably by matching parents seeking support with an experienced, trained “Support Parent”. [www.p2pusa.org](http://www.p2pusa.org)
- **LD Online** – LD Online provides information about learning disabilities, learning disorders and differences. Parents and teachers of learning disabled children will find resources on attention deficit disorder, ADD/ADHD, dyslexia, dysgraphia, dyscalculia, dysnomia, reading difficulties, speech and related disorders. [www.ldonline.com](http://www.ldonline.com)
- **The National Association of Parents with Children in Special Education (NAPCSE)** – NAPCSE is a national association that is dedicated to ensuring that all children and adolescents with special needs receive the best education possible. NAPCSE advances and strengthens its community through networking, research, publications, and membership benefits. [www.napcse.org](http://www.napcse.org)
- **Family Networks Resources** – This website provides a list of organizations that provide information, resources and support related to specific disability labels and issues.  
[www.family-networks.org/disability.cfm](http://www.family-networks.org/disability.cfm)
- **NYACTS.ORG** – Provides families with a place to go when challenged with searching for help with their children with autism spectrum disorder.

## Glossary of Terms

**ABA** - Applied Behavior Analysis  
**ADA** - Americans with Disabilities Act  
**ADD** - Attention Deficit Disorder  
**ADHD** - Attention Deficit Hyperactivity Disorder  
**AIS** – Academic Intervention Services  
**AP** – Advanced Placement  
**APE** - Adaptive Physical Education  
**ASL** - American Sign Language  
**AT** - Assistive Technology  
**BOE** – Board of Education  
**BIP** – Behavioral Intervention Plan  
**BOCES** – Board of Cooperative Educational Services  
**CAPD** - Central Auditory Processing Disorder  
**CSE** - Committee on Special Education  
**CPSE** - Committee on Preschool Special Education  
**DCEP** – District Comprehensive Education Plan  
**DD** - Developmental Delay  
**ECE** - Early Childhood Education  
**EI** - Early Intervention  
**ESD** - Extended School Day  
**ESL** - English Second Language  
**ESY or EYS** - Extended School Year or Extended Year Services  
**FAPE** - Free Appropriate Public Education  
**FAS** - Fetal Alcohol Syndrome  
**FBA** - Functional Behavioral Assessment  
**FC** - Facilitated Communication  
**HI** - Hearing Impaired  
**IDEA** - Individuals with Disabilities Education Act  
**IEP** - Individualized Education Program  
**IFSP** - Individualized Family Service Plan  
**IHE** - Institution of Higher Education  
**IST** – Instructional Support Team  
**ITP** - Individualized Transition Plan  
**LD** - Learning Disability  
**LEP** – Limited English Proficiency  
**LRE** - Least Restrictive Environment  
**MH** - Mental Health, Multiply Handicapped  
**OCD** - Obsessive Compulsive Disorder  
**ODD** - Oppositional Defiant Disorder  
**OHI** - Other Health Impaired  
**OT** - Occupational Therapy  
**PDD** - Pervasive Developmental Disorder

**PLEP** - Present Level of Education Performance  
**PP** - Paraprofessional  
**PT** - Physical Therapy  
**RCT** – Regents Competency Test  
**RS** - Related Services  
**RTI** – Response To Intervention  
**SAS** - Supplementary Aids and Services  
**SC** - Service Coordinator  
**SE** - Special Education  
**SEAC** - Special Education Action Committee  
**SECTION 504** - Section 504 of the Rehabilitation Act  
**SED** - Serious Emotional Disturbance  
**SI** - Sensory Integration  
**SLD** - Specific Learning Disability  
**S/L I** - Speech/Language Impairment  
**SPOA** - Specific Power of Attorney  
**SSDI** - Social Security Disability Income  
**SSI** - Supplemental Security Income  
**SWD** – Student With Disability  
**TBI** - Traumatic Brain Injury  
**TS** - Tourette Syndrome  
**TTY** - Teletypewriter (Phone system for the Deaf)  
**VI** - Visual Impairment  
**VOC ED** - Vocational Education  
**VR** - Vocational Rehabilitation

## Interesting Facts

### **Famous People with Disabilities**

Hans Christian Andersen – Author of children’s fairy tales

Alexander Graham Bell – Inventor

Stephen J. Cannell – Screenwriter, producer, director

Winston Churchill – Former Prime Minister of Britain

Tom Cruise – Actor

Leonardo Da Vinci – Renaissance artist, sculptor, painter

Walt Disney – Cartoonist, visionary founder of Disneyland/Disneyworld

Thomas Edison – Inventor, scientist

Albert Einstein – Scientist, philosopher

Magic Johnson – Professional athlete

Nelson Rockefeller – Former governor of New York, former Vice President of the United States

Charles Schwab – Founder of investment brokerage

Woodrow Wilson – Former President of the United States

Andrea Bocelli – Opera singer

Ray Charles – Jazz musician

Muhammad Ali – Former Professional athlete

Johnny Cash – Singer

Michael J. Fox – Actor

Katherine Hepburn – Actress

Pope John Paul II – Religious leader

Christopher Reeve – Actor

Franklin Delano Roosevelt – Former President of the United States

Ludwig von Beethoven – German composer

Bill Clinton – Former president of the United States

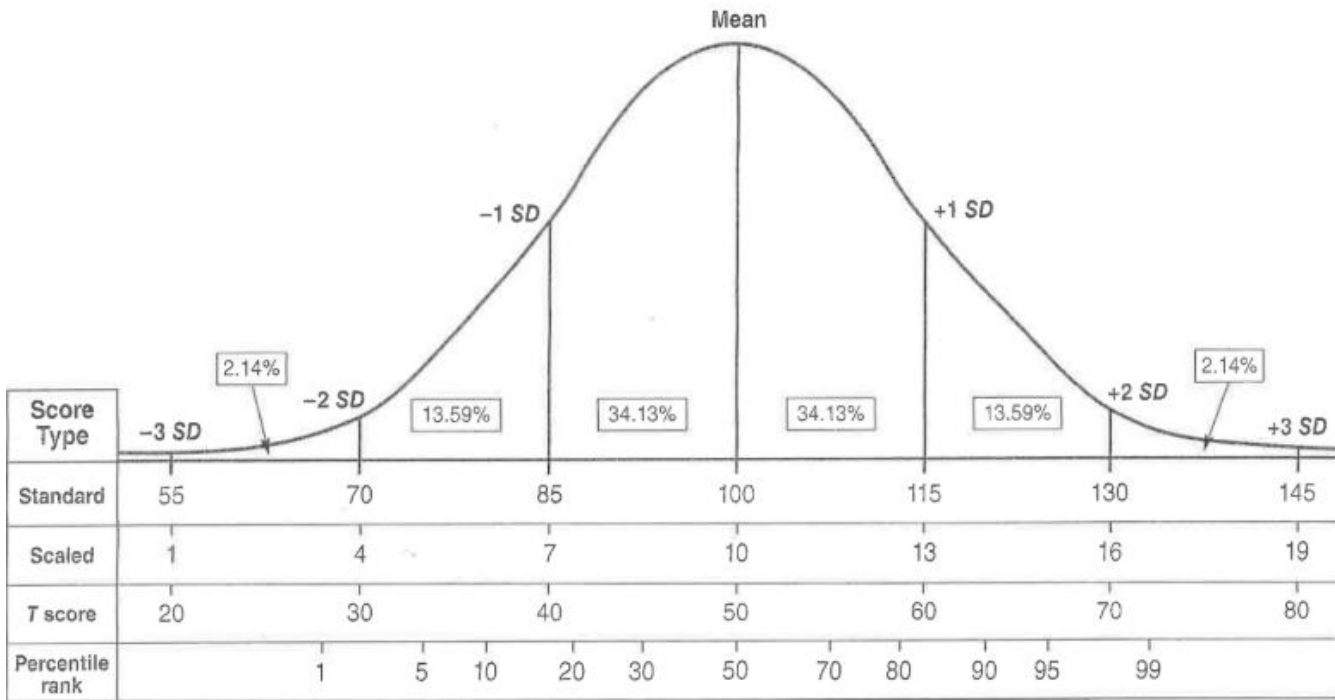
Walter Cronkite – Journalist

Marilyn Monroe – Actress

Wolfgang Amadeus Mozart – 18<sup>th</sup> century composer

# Bell Curve

## Interpretation of Evaluation Results



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