

**RYE NECK UNION FREE SCHOOL DISTRICT
310 Hornidge Road
Mamaroneck, NY 10543**

SPECIAL EDUCATION DISTRICT PLAN

Effective January, 2025 - December, 2027

**DISTRICT POLICIES, PRACTICES AND PROCEDURES FOR ASSURING
APPROPRIATE EDUCATIONAL SERVICES AND DUE PROCESS IN THE
EVALUATION AND PLACEMENT OF STUDENTS WITH DISABILITIES**

Submitted by:

**Wil Siegel
Director of Pupil Personnel Services
Date: January, 2025**

STATEMENT OF ASSURANCES

The Board of Education of the Rye Neck UFSD, as a part of a long-standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to ensure that the educational needs of special education students are met. To this end, and in full compliance with the regulations of the Commissioner of Education, the Board has reviewed this District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan, in compliance with Section 200.2 (b,c) of the Regulations of the Commissioner of the New York State Education Department.

Adopted: _____

President, Board of Education

Date

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The Regulations of the Commissioner of Education (Subchapter Part 200.2(C)(1) require that:

Each Board of Education which receives an apportionment for eligible pupils with disabilities, pursuant to subdivision 19 of Section 3602 of the Education Law or preschool children with disabilities pursuant to Section 4410 of the Education Law, shall use such apportionments for special education programs and services which are in accordance with the provision of this part. Each Board of Education which receives such apportionment shall keep in file and make available for public inspection and review by the commissioner an acceptable plan as required by subdivision 8(b) of Section 3602 of the Education Law.

The Special Education District Plan for the Rye Neck Union Free School District represents the Board of Education's commitment to special education and to the children the plan serves. This plan describes the special education programs and services provided by the Rye Neck Union Free School District.

Each plan shall include but need not be limited to the following:

- A description of the nature and scope of special education programs and services available to school-age and preschool children residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- Identification of the number and age span of school-age students and preschool children to be served by type of disability, and recommended setting;
- The method used to evaluate the extent to which the objectives of the program have been achieved;
- A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the district for special education programs that meet the needs of students and preschool children with disabilities;
- A description of the policies and practices of the Board of Education to ensure that appropriate space will be available to meet the needs of resident students and preschool children with disabilities who attend special education programs provided by Boards of Cooperative Educational Services (BOCES);
- A description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, as such term is defined in paragraph (10) of subdivision (b) of this section, for each student with a disability at the same time as such instructional materials are available to non-disabled students;
- The estimated budget to support such a plan, and the date on which such a plan was adopted by the Board of Education.

INTRODUCTION

Rye Neck Union Free School District

The Rye Neck Union Free School District is located in Southern Westchester County, 20 miles northeast of New York City. The district schools are within walking distance for residents of the Rye Town section of Mamaroneck and the Greenhaven section of Rye City.

The district's residents are actively involved in the school system and committed to excellence in education. The school district is currently comprised of a K-2 elementary school, a 3-5 elementary school, a middle school with grades 6-8 and a high school housing grades 9-12. Rye Neck High School is a National School of Excellence as well as a selected model site included in the State Education Study of all Regents High Schools. Ninety-five percent (**95%**) of the district's high school graduates attend post-secondary educational programs.

The 2024/2025 members of the Rye Neck Administration are:

Eric Lutinski, Ed.D.	Superintendent of Schools
Corinne Ryan	Assistant Superintendent for Curriculum and Instruction
	Chief Information Officer
Carolyn Mahar, Ed.D.	Assistant Superintendent for Business and Finance
Melinda Folchetti	Principal, Rye Neck High School
Jason Doerr	Principal, Rye Neck Middle School
Michael Scarantino	Principal, F.E. Bellows Elementary School
Michael Priskie	Assistant Principal for Middle/High School
Wil Siegel	Director of Pupil Personnel Services
Tara Goldberg	Principal, Daniel Warren Elementary School
Joseph Ceglia	Director of Athletics

The school district is financially independent and governed by a six member Board of Education elected for three-year terms by voters of the district at the yearly Board of Education Meeting in May. The Board approves, and the voters ratify, the annual budget.

The 2024/2025 members of the Rye Neck Board of Education are:

President	Jason Carmel
Vice President	Erica Wagner
Trustee	Gloria Golle
Trustee	Elizabeth Yong
Trustee	Nikki Barker
Trustee	Halli Gatenio

BOARD OF EDUCATION POLICIES

Board of Education Policies that pertain to Special Education can be accessed on the Rye Neck website.

The Rye Neck UFSD 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:

- Policy to provide a free appropriate education in the least restrictive environment for resident children between the ages of three (3) and twenty-one (21) or until a regular high school diploma has been achieved by the student, whichever shall occur first; **(Policy 4321.1)**
- Policy to implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions in order to remediate a student's performance prior to referral to special education; **(Policy 4321.2)**
- Policy to ensure that adequate and appropriate space is made available to meet the needs of preschool and school-age students with disabilities; **(Policy 4321.3)**
- Procedures and policy regarding independent educational evaluations; **(Policy 4321.4)**
- Policy 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; **(Policy (4321.4-R)**
- Policy to ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations; **(Policy 4321.5)**
- Policy to ensure that all instructional materials to be used in the schools of 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; **(Policy 4321.6)**

- Policy to ensure the establishment of guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of students with disabilities in the administration of district-wide assessments; **(Policy 4321.7)**
- Policy to ensure the selection and Board appointment of an impartial hearing officer consistent with the Regulations; **(Policy 4321.8)**
- Policy to ensure the establishment of plans and policies for the appropriate declassification of students with disabilities; **(Policy 4321.9)**
- Policy to ensure that students who attend nonpublic schools located, regardless of whether such students are residents of the district, have received the protection of all other applicable State and Federal laws and regulations; **(Policy 4321.10)**
- Policy to ensure public report on revisions to district policies, practices and procedures upon a finding of significant disproportionality; **(Policy 4321.11)**
- Policy to ensure the use of time out rooms and physical restraints. **(Policy 4321.12)**
- Policy to ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services; **(Policy 4321.14)**

SPECIAL EDUCATION PROGRAM GOALS AND OBJECTIVES

The following goals and objectives reflect the mandates of the revised Regulations of the Commissioner of Education, Subchapter P, pursuant to sections 207, 4403, 4410 of the Education Law, including Part 200 – Children with Disabilities.

GOALS

- To provide a free appropriate public education program in the least restrictive environment for each resident child with a disability requiring special education, from age three (3) through twenty-one (21) years.
- To provide a continuum of programs which foster academic and social development and assimilation into general education programs and community activities wherever appropriate.

OBJECTIVES

- To provide coordinated and comprehensive instructional special education support to students from preschool through high school to enable the students to be educated with non-disabled students to the maximum extent appropriate.
- To ensure that special education programs are an integral part of the district's general education program and meet the local and state requirements to obtain a Local diploma, Regents diploma, CDOS credentials, or SACC credentials.
- To provide for equivalent education in non-categorical special classes when necessary in order to achieve a Local diploma, Regents diploma, CDOS credentials, or SACC credentials.
- To ensure that the percentage of students with Individualized Education Plans, age 5 and enrolled in kindergarten and ages 6–21, in regular education programs 80% or more of the school day meets NYSED targeted rates.
- To ensure that students with disabilities participate in the full range of occupational education programs, based on appropriate vocational assessment, in a sequential, planned manner consistent with their interests and abilities/strengths.
- To track and analyze student's test data to inform interventions.
- To provide transition planning for each student, beginning at age 15, in order to identify appropriate career/life goals and activities.
- To ensure that no particular racial/ethnic groups are overrepresented in special education and related services and suspensions.

- To assist parents in the development of post-secondary school plans for each child with a disability.
- To assure that students with disabilities are provided appropriate instruction that allows for transition to the next stage of their employment or educational development, be it post-secondary school, competitive employment, vocational training, adult services, independent living or community participation.
- To encourage parental involvement in and support of special education programs, providing quarterly progress updates on the student's progress toward the student's annual goals.
- To further advance the understanding of students with disabilities among staff, students and the community.
- To continue to provide appropriate programs, services, program modifications, and test accommodations to students with disabilities to be educated within the least restrictive environment.
- To support and advance early intervention and pre-referral interventions, as mandated through the NYSED Part 200 Response to Intervention (RTI model) requirements, to meet students' needs before referrals are made to special education.
- To support building level RTI intervention model, based on data, to ensure that students are making adequate yearly progress.
- To increase collaboration between general educators and special educators through shared staff development and collaborative teaching.
- To provide assistive technology, enabling students to succeed in the general education classroom.
- To develop behavioral intervention strategies and address students' under developed skills with the goal of maintaining students in a general education setting.
- To work cooperatively with the BOCES staff, public and private schools, which serve students placed by the Rye Neck Committee on Special Education, to ensure effective programming for students educated outside of the district.

LEAST RESTRICTIVE ENVIRONMENT STATEMENT (LRE)

In accordance with the regulations of the New York State Commissioner of Education (8 NYCRR.200.1), the Committee on Special Education (CSE) must provide each classified student with an educational placement in the least restrictive environment appropriate to meet his/her needs.

The district provides a wide continuum of services, ranging from placement in residential settings to placement in general education classes with support and related services. The district is committed to the policy of placing students in the least restrictive environment consistent with their needs.

Least restrictive environment means that placement of students with disabilities in special classes, separate schools, or other removal from the general 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 satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

1. Provide the special education needed by the student with placement to be determined annually.
2. Provide for education of the student, to the maximum extent appropriate to the needs of the student, with other students who do not have disabilities; and
3. Be located as close as possible to the student's home.
4. In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
5. A student with a disability must not be removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum.

Procedures to Implement LRE Requirements

- The student will receive a comprehensive, unbiased, individual evaluation in the student's dominant language or other mode of communication, unless it is clearly not feasible to do so, to determine his/her educational needs. In making a determination of a student's eligibility, the CSE shall not determine a student to be a student with a disability if the determination factor is lack of appropriate instruction in Reading or Math or limited English proficiency. The CSE must review evaluation information to determine whether any additions or modifications to Special Education services are needed to enable the student to participate, as appropriate, in the general curriculum.
- Prior to placement in Special Education, the CSE will ensure that the appropriateness of the resources of the general education program, including educationally related support services, has been considered.

- A student's educational program will be developed with the meaningful involvement of the student's parent or guardian, as well as the teacher and the student, when appropriate. The CSE/504 Committee will include persons knowledgeable about the student. Integrated co-taught classrooms will be considered where appropriate. The IEP must include statements of the student's present levels of educational performance, including how that student's disability affects involvement and progress in the general curriculum; for preschool students, statements must be included to address how the disability affects the child's participation in appropriate activities.
- Measurable annual goals, including benchmarks or short term objectives for preschool students and students eligible for New York State Alternate Assessment must be related to meeting the student's needs that result from the disability to enable the student to be involved and progress in the general curriculum and must also be related to meeting each of the student's other educational needs that result from the disability.
- Alternative placements, such as special classes, special schools or other removal from the general education environment, will be considered only when the CSE/CPSE determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services.
- The IEP of the student will include an explanation of the extent to which the student will not participate with students who do not have disabilities.
- The parent or guardian and the Board of Education will be provided a recommendation from the CSE/CPSE, which describes the program and placement options considered for the student and a rationale for those options not selected.
- The CSE/CPSE must indicate clearly defined expected benefits to the student from the special education program selected in the areas of academic achievement, functional performance and learning characteristics, social development, physical development and management needs.
- The CSE/CPSE will conduct an annual review of the student's needs for continuation or modification of the provision of special education programs and services. Such review shall consider the educational progress of the student and the student's ability to participate in general education programs.
- The district is committed to the policy of placing students in the least restrictive environment consistent with their needs. The district continues to work towards providing the full continuum of services as described in 200.6 of the Commissioner's Regulation.

IMPLEMENTATION OF SCHOOL-WIDE APPROACHES AND PRE-REFERRAL INTERVENTIONS

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the district must develop a policy and implement a plan to establish pre-referral interventions to assist a student's education process before consideration of referral to the CSE. In keeping with this policy, it is the responsibility of the school's principal and Instructional Support building level team to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are not limited to, Academic Intervention Services (AIS) and Educationally Related Support Services. These services must be afforded to all students who do not meet the minimum designated standards on State assessments, and to English Language Learners (ELLs) who do not achieve the annual CR Part 154 performance standards. Supplemental instruction in Reading, Language Arts, Math, Social Studies, and Science as well as support services to deal with barriers to student's progress such as attendance, discipline, health, family, and nutrition issues will be afforded to students who score below level 3 on elementary or intermediate state assessments or who score below the local state designated performance levels on any one of the state examinations required for graduation. All school-wide approaches to provide remediation activities for students who are at risk of not meeting state standards nor meeting graduation requirements will be considered prior to making referrals to the CSE. These approaches may also include but are not limited to extra teacher or teacher assistant tutorial support, student or volunteer tutorial assistance, counseling support, extended day and computer-assisted programs. The principal and/or designee shall notify each student's parent/guardian whenever Academic Intervention Services (AIS) are provided. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education programs through the CSE.

The referral form to the CSE used by the district staff will describe, in writing, intervention services, programs used to remediate the student's performance prior to services, or instructional methodologies, including any supplementary aids or support services provided. The principal and/or Instructional Support building level team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions have been adequately utilized, and if further interventions are deemed necessary.

Response to Intervention

In accordance with Part 100.2 (ii), the district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:

- Appropriate instruction delivered to all students in the general education class by qualified personnel;
- Appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

- Screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
- Instruction matched to student need with increasingly intensive levels of targeted intervention (Response to Intervention model) and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- Repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;
- The application of data about the student's Response to Intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services; and
- Written notification to the parent/guardian when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about;
 - The amount and nature of student performance data that will be collected and the general education services that will be provided;
 - Strategies for increasing the student's rate of learning; and
 - The parent's/guardian's right to request an evaluation for special education programs and/or services.
- The Instructional Support Team shall select and define the specific structure and components of the Response to Intervention program, including but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.
- A school district shall take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Response to Intervention program.

In each of the buildings, the Instructional Support Team (IST) convenes to identify the interventions that are appropriate for each of the Response to Intervention tiers. The IST makes decisions regarding the appropriateness of the interventions used and recommends changes in the student's instructional program based on the analysis of the data. For students receiving Tier II or Tier III intervention, the principals and/or designee meet with the professional staff who provide intervention in order to monitor the students' performance in the targeted areas. Students are referred back to the IST, which then determines whether or not students are making progress or if a referral to the CSE is appropriate.

PROVISION OF APPROPRIATE SPECIAL EDUCATION SERVICES TO ENABLE INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM

All students with disabilities who reside in the district shall be provided with an appropriate Individualized Education Program (IEP) that meets his or her unique educational needs as determined and recommended by the Committee on Special Education (CSE) and arranged for by the Board of Education. This IEP shall be designed to enable involvement and foster programs in general education to the extent appropriate to the needs of the student. In designing the IEP, the CSE will consider the present levels of performance and the expected learning outcomes of the student. The student's academic achievement, social development, physical development and management needs will be the basis for written measurable annual goals.

In keeping with this policy, the CSE will consider general education classes, consultant teacher services, resource room, and integrated co-teaching classes at each initial, program or annual review for the student as well as the appropriate support or related services needed for the student to make academic progress within this environment. Progress or educational benefit shall be indicated by successful academic progress, including improvement in skills, achievement on state-mandated examinations, ability to perform activities of daily living and an increase in adaptive behavior. Progress will also be considered in the social areas, including relationships with peers and adults, feelings about one's self and the adjustment to school and community environments. Physical development areas such as the student's improvement in motor or sensory areas, health, vitality and physical skills and the decrease of management needs that require environmental modifications or human resources shall also be considered as progress.

The district will ensure equal access to a diploma for all students with disabilities through its establishment of Regents classes and Special Education classes that provide equivalent instruction. Appropriate academic intervention services shall also be considered and determined by the building principal to assist students with disabilities in meeting their academic goals. These services shall be in addition to the special education services deemed appropriate by the CSE. No student, by virtue of designation as a student with a disability, shall be precluded from receiving equivalent instruction unless the CSE has determined that the student requires a Skills and Achievement Commencement Credential diploma program. If the student has the potential to achieve a regular high school diploma but requires a restrictive environment outside the district, the CSE will seek placement in a program that provides equivalent instruction.

The district will also ensure access for students with disabilities to after school activities such as clubs, sports, or evening activities and will provide, as recommended by the CSE, appropriate services to enable this participation.

Students who are receiving education in out-of-district facilities, as recommended by the CSE, shall also have an equal opportunity to participate in these activities, as deemed appropriate, to meet their individualized needs.

General Staff Development

The Board of Education is committed to hiring, training and retaining highly qualified personnel responsible for carrying out all of the mandates of the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) and the Commissioner’s Regulations regarding students with disabilities. Accordingly, it is the Board’s policy to recruit, hire and train appropriately qualified special education personnel to provide special education programs and services, including members and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education.

All special education personnel shall be appropriately qualified to carry out their duties regarding students with disabilities and shall possess the training, licensing and certification required by the No Child Left Behind Act and New York State Law.

As part of an ongoing effort to assist special and general education teachers to better understand the needs of students with special needs, staff development plays a critical role in preparing teachers to work with diverse learners.

In addition to staff meetings, in-service courses/workshops, consultants, conference days, as well as individual meetings between special and general education teachers, the State Education Department has directed districts to include, as part of its professional development plan, a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

COMMITTEE ON SPECIAL EDUCATION (CSE) AND COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) APPOINTMENT AND TRAINING

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Special Education (CSE), Subcommittee on Special Education, and a Committee on Preschool Special Education (CPSE). The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410, and Section 200.3 of the Regulations of the Commissioner of Education. Section 4410 of the Education Law, which established the Committee on Preschool Special Education, was signed into law on July 5, 1989, and the CPSE was established for the first time during the 1989/90 school year. Major functions of the CSE and CPSE include:

- Identifying, evaluating, and recommending placement for students with disabilities.
- Assuring that appropriate due process safeguards are provided for each student.
- Maintaining an annually revised register of all students with disabilities who reside in the district and who are eligible to attend preschool or public school during the coming school year.
- Establishing a network for communication and sharing of resources with other educational and community service agencies.
- Reporting to the Board of Education on the adequacy and status of programs, services, and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Westchester.

RESPONSIBILITIES

The Committees have the responsibility to ensure that all necessary procedures for the identification, classification, placement, and annual review of the status and progress of every student with a disability are carried out in accordance with federal and state law and regulations. Subcommittees are authorized to perform the functions of the Committee on Special Education except when a student is considered for a more restrictive environment or initial placement in:

- A special class; or
- A special class outside of the student's school of attendance; or
- A school primarily serving students with disabilities outside the student's home district.

Upon a written request from a parent or a legal guardian of a student, the Subcommittee will immediately refer to the Committee on Special Education for its review any recommendation of the Subcommittee concerning the identification, evaluation, educational placement, or provision of a free appropriate public education to a student that is not acceptable to the parent or person in parental relationship to the student.

The Committee on Special Education is responsible for oversight and monitoring of the activities of each Subcommittee to assure compliance with federal and state laws and regulations. Each Subcommittee must annually report the status of each student with a disability within its jurisdiction to the Committee.

TRAINING CSE/CPSE MEMBERS

The district is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to ensure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents/guardians, to carry out the provisions of Part 200 include:

- Conducting district based training on a regular basis;
- Providing copies of written guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;
- Disseminating all amendments to the regulations of the Commissioner, and informational bulletins and pamphlets, including memorandum from the Special Education Department, to all committee members;
- Inviting committee members to periodic site visits of out-of- district special education placements to familiarize them with placement options available to resident special education students;
- Utilizing BOCES as a training resource; and
- Utilizing the district attorney as a resource person, if needed, to interpret specific information for the committee members.

EXTENDED SCHOOL YEAR (ESY) SERVICES

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6(j) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs to prevent substantial regression if they are:

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
- Students with severe multiple disabilities, whose programs consist primarily of rehabilitation and treatment;
- Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily rehabilitation and treatment;
- Students whose needs are so severe that they can be met only in a seven-day (7) residential program; or
- Students receiving other special education services, who, because of their disabilities exhibit the need for a twelve-month (12) special service and/or program provided in a structured learning environment of up to twelve (12) months duration in order to prevent substantial regression.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month (12) service or program when the period of review or re-teaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or re-teaching ranges between twenty (20) and forty (40) school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight (8) weeks or more would indicate that substantial regression has occurred.

Parent/guardian consent is required for initial placement in a twelve (12) month program or service.

ACCESS TO ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

The District is committed to ensuring that assistive technology devices and/or services are made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP).

The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from instruction. IDEA requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school-age student with a disability as part of the student's special education, related services or supplementary aids or services as described in the IEP. IDEA defines assistive technology devices and assistive technology services, as follows:

Assistive technology devices means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Such terminology does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a child with a disability, including a functional evaluation of the student in the student's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of that student.

A student's need for assistive technology is determined through the individual evaluation. The district's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis. Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

GUIDELINES FOR PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATE AND DISTRICT-WIDE ASSESSMENTS

The Board of Education believes that students with disabilities should have access to all testing accommodations necessary to participate in-state and district-wide assessments in order to ensure that the student's academic achievement and functional performance is fairly and accurately measured.

Test accommodations are changes made in the administration of a test, including testing procedures or formats, in order to remove obstacles to the test taking process caused by a student's disability, that do not alter the measurement of a construct. The district recognizes that the provision of testing accommodations to students with disabilities enables such students to participate in assessment programs on an equal basis with their non-disabled peers. Testing accommodations provide students with disabilities the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by their disability. Further, testing accommodations provide opportunity for students with disabilities to gain access to more challenging courses and programs.

Therefore, the Board adopts the following guidelines to ensure that all state and district-wide assessments are administered using appropriate accommodations:

- Test accommodations must be provided on a consistent and uniform basis, as provided by each student's IEP and should not be excessive and alter the standard administration of the test to the least extent possible;
- Test accommodations are neither intended nor permitted to:
 - Alter the construct of the test being measured or invalidate the results;
 - Provide an unfair advantage for students with disabilities over students taking tests under standardized conditions;
 - Substitute for knowledge or abilities the student has not attained.
- The following students are eligible to receive test accommodations:
 - Students classified by the CSE or CPSE as having a disability;
 - Students identified as having a disability pursuant to Section 504 of the Rehabilitation Act by a 504 Multidisciplinary Team;
 - Students who incur disabilities for 30 days or less before administration of a district-wide test and who are authorized by the principal to receive test accommodations;
 - Students previously declassified by the CSE or CPSE who are provided with declassification accommodations.

- The following individuals are authorized to make the decisions regarding test accommodations for a student with a disability:
 - The CSE if the student is classified under IDEA and the Commissioner's Regulations or if the student has been declassified;
 - The Section 504 Multidisciplinary Team for those students identified as having a disability pursuant to Section 504 of the Rehabilitation Act;
 - The school principal, for general education students who have incurred a short or long-term disability within 30 days before administration of assessments and where sufficient time is not available for the development of an IEP or 504 Accommodation Plan.
- All appropriate testing accommodations will be designated on a student's IEP or 504 Accommodation Plan and will be reviewed at least annually by the CSE or CPSE or 504 Multidisciplinary Team (except for declassification accommodations).
- Steps shall be taken to ensure that teachers and service providers are aware of test accommodations for students and how they are to be implemented.

Earning a Diploma in NYS



Thinking about life after high school is exciting! A critical part of preparing for this transition is learning what is required in order for your child to graduate. Are you aware that your child must earn a required number of credits and pass certain state exams? Did you know there are different diploma options depending on test score results? Have you heard about ways your child can participate in work-based learning experiences to develop skills needed for future job opportunities? This guide provides information to understand all the requirements and multiple pathways to graduation.

22 Required Credits

- 4 ELA 4 social studies
- 3 science 3 math
- 1/2 health 2 physical education
- 1 arts 1 foreign language (unless exempt)
- 3 1/2 electives

5 Required Regents Exams/Assessment

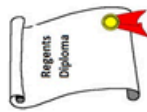
- 1 ELA Regents 1 social studies Regents
- 1 math Regents 1 science Regents
- + 1 Pathway Assessment Option

Pathway Options

- The CDO's Commencement Credential
- An additional Regents exam/assessment in a different course or department approved alternative (in English, math, social studies, or science)
- A Career & Technical Education (CTE) assessment
- An Arts assessment
- A Language Other Than English (LOTE) assessment

*Check with your school district on availability

Types of Diplomas & Required Exam Scores for All Students



Regents Diploma

- 65 on 4 Regents exams (English language arts, math, science, social studies) and meets requirements of 1 Pathway Option
- *Schools may require students to take all 5 Regents exams

Appeal Process (for Regents exams only)

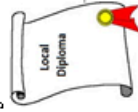
A student who has failed either one or two of the required Regents exams twice, has sought academic help and meets all credit and course requirements, may appeal to graduate with a diploma using a lower score. An appeal may be submitted to the principal by a student, parent or teacher. The appeal must be recommended by the teacher or department chairperson in the subject of the Regents exam under appeal. A school appeal committee makes a recommendation to the Superintendent to approve or deny the appeal.

Regents Diploma through 1 Appeal

- 65 on 3 required Regents exams and successful appeal of 1 Regents score (60-64) and meets requirements of 1 Pathway Option

Local Diploma

An official high school diploma which can be awarded to any student who does not meet the required Regents exams scores but scores within the acceptable range of achievement of NYS learning standards



Local Diploma through 2 Appeals

- 65 on 2 required Regents exams and successful appeal of 2 Regents scores (60-64) and meets requirements of 1 Pathway Option

Local Diploma for students who are classified as English Language Learners

- 65 on 2 required Regents exams and successful appeal of 1 Regents exam (60-64) and 1 successful appeal of ELA exam (55-59) and meets requirements of 1 Pathway Option

Local Diploma Scoring Options for Students with Disabilities

Low Pass Safety Net (for students with an IEP, if recommended in a 504 Plan or if recommended for students declassified while in grades 8-12)

- 55 or higher on 2 required Regents exams and successful appeal of up to two Regents exams scores of 52-54 and meets requirements for 1 Pathway Option

Compensatory Safety Net (for students with an IEP or if recommended in a 504 Plan)

- A score of 65 or higher on any single Regents exam may compensate for a score between 45-54 on a social studies or science Regents exam. A one for one exchange on up to two exams. Students must score 55 on math and ELA exams (or 52-54 through successful appeal) and meet course requirements

Superintendent's Determination

(for students with a current IEP only)

- If a student does not meet graduation requirements through Safety Net options, a parent may submit a written request for the superintendent to conduct a review of other documentation and evidence of graduation level proficiency in the subject areas of science, social studies or a second math (one math & the ELA scores must be 55 or 52-54 through successful appeal). To be eligible for a review, the student must actively participate in the Regents exam and meet credit and course requirements. Written notification is provided which indicates that the superintendent has determined that the student has either met or has not met the requirements for a local diploma.

OPPORTUNITIES TO EARN A HIGH SCHOOL DIPLOMA

It is the policy of the school district to encourage students with disabilities to pursue high school diplomas. Access must be provided to required courses, electives and tests as specified in Part 100 of the Regulations of the Commissioner. To ensure that students with disabilities are encouraged and assisted to achieve the credits and the skill levels necessary for attaining a diploma or an alternative commencement credential the district adopts the following procedures:

The Committee on Special Education (CSE) will annually review the special educational needs of each student with a disability. At each annual review after the student has entered the Middle School, the CSE will make an assessment as to whether or not the student's capabilities indicate probable success passing state-developed or state-approved assessments or whether such student shall be evaluated using an alternate assessment in lieu of required state assessments. Where appropriate, the student will participate in this decision-making process.

- The decision will be reviewed annually. The CSE will consider the following factors:
 - current levels of achievement;
 - learning rate;
 - preference of student and family.
- The CSE will consider if the student requires test modifications to participate in state or district-wide assessments. These modifications will be clearly stated on the student's IEP.
- The CSE will identify and recommend support services and supplementary instruction necessary to assist students to benefit from credit courses.
- If the student's special educational needs require instruction in small classes from certified special education teachers, the IEP shall so indicate and placement will be made in or outside the district in special education classes. In any such case, instruction in subjects granting credit toward graduation and a Regents or local high school diploma will be provided in accordance with curriculum objectives and required levels of achievement determined by the special education teacher in consultation with a teacher certified in the subject being taught.
- If the Committee on Special Education recommends that a student be evaluated through the use of an alternate assessment in lieu of a required State assessment, the student will be afforded appropriate opportunities to participate in community experiences and will be provided with employment development opportunities and other instructional activities to prepare the student for post-secondary living, learning and employment.

- The school district will identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Students will be awarded a diploma/credential based on fulfilling requirements specified by the New York State Education Department. These include: Regents Diploma, Local Diploma, Career Development and Occupational Studies Commencement Credential (CDOS) and Skills and Achievement Commencement Credential (SACC). Regents and Local Diplomas may be granted, when appropriate, through an appeal process or Superintendent's Determination.

SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL: REQUIREMENTS (SACC)

The Skills and Achievement Commencement Credential (SACC) will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

The Board of Education of the Rye Neck UFSD may issue a Skills and Achievement Commencement Credential to each student with a severe disability in accordance with the following rules:

Students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education, social, psychological and medical services in order to maximize their full potential for self-fulfillment and meaningful participation in society. Students with severe disabilities may experience significant speech, language, and/or perceptual- cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and assistive technology devices.

- Only students with disabilities who have been instructed and assessed on the alternate performance level for the State learning standards are eligible for this credential award.
- The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21.
- The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes.
- The credential must be similar in form to the diploma issued by the school district, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards.
- For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

GUIDELINES FOR ISSUANCE OF THE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES COMMENCEMENT CREDENTIAL

Any student in the District may be able to earn a New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. This credential will recognize each individual student's preparation and skills for post-school employment. However, this credential is not considered a high school diploma. Students with disabilities who are able to graduate high school with a diploma may also have the opportunity to add the CDOS credential to their high school diploma.

This exit credential will also assist students who are not eligible for the New York State Alternative Assessment and are unable to complete the requirements necessary to obtain a high school diploma.

Option I:

- Complete a Career Plan
- Demonstrate Achievement of the commencement level CDOS learning standards
- Successfully complete 216 hours of:
 - Career and Technical Education (CTE) coursework and/or work-based learning experiences, of which
 - At least 54 hours must be in work-based learning experiences supervised by a NYS certified work-based learning coordinator.
- Complete an Employability Profile

Option II:

In lieu of a student meeting the requirements of Option I to be awarded the NYS CDOS

Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential;
- SkillsUSA Work Force Ready Employability Assessment;
- National Career Readiness Certificate WorkKeys - (ACT);
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

Students who are otherwise eligible to receive a high school diploma must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and either pass a comparably rigorous assessment for a fifth required exam, or in lieu of a fifth exam, complete the requirements to earn the CDOS Commencement Credential. Students may meet the fifth assessment required for graduation by passing a

Department-Approved Pathway Assessment in Career and Technical Education (CTE) following successful completion of a CTE program approved pursuant to §100.5(d)(6) of Commissioner's regulations.

PARTICIPATION IN GRADUATION CEREMONY

A student who has earned either a Career Development and Occupational Studies Commencement Credential (CDOS) or Skills and Achievement Commencement Credential (SACC) by the time his/her ninth-grade cohort reaches graduation may, but is not required to, participate in that graduation ceremony and related activities.

- The district shall retain a record of each student's ninth-grade cohort. Each year, the High School Principal shall determine whether each student who entered ninth grade with the current year's graduating class is eligible to participate in that year's graduation ceremony, pursuant to law and Board policy.
- During the school year in which the ninth-grade cohort enters twelfth grade, the High School Principal shall submit to the Superintendent or designee the name(s) of all students who are on track and expected to earn either a CDOS or SACC Commencement Credential, but not a Regents or local high school diploma, by the time of graduation.
- For each student so identified, the Superintendent or designee shall ascertain whether the student wishes to participate in the graduation ceremonies and related activities of that year's graduating class by discussing the matter with the student and/or parent/guardian either in person, in writing, by telephone, or via email.
- For any student who meets such requirements and wishes to participate in the graduation ceremony and related activities, the Superintendent shall ensure, prior to graduation, that the High School Principal, the student, and his/her parent(s)/guardian(s) are notified that the student may participate in that year's graduation ceremony and related activities and shall ensure his/her participation is facilitated.

A student with a disability who participates in graduation ceremonies by earning a CDOS or SACC Commencement Credential is entitled to continue his/her educational program until the end of the school year in which the student turns 21 or until he/she earns a Regents or local high school diploma.

If a student who participates in the graduation ceremony by earning a CDOS or SACC Commencement Credential subsequently meets the requirements for either a Regents or local high school diploma, the student may participate in the graduation ceremony of that graduating class as well.

INDEPENDENT EDUCATIONAL EVALUATIONS - (Policy 4321.4)

The Rye Neck UFSD has established the following procedures for obtaining an Independent Educational Evaluation (IEE) for children who are classified by the Committee on Special Education (CSE):

At the time of a CSE initial or reevaluation, the Department of Special Services will inform parent/guardian regarding their right to an Independent Educational Evaluation by providing them with a copy of the Procedural Safeguards Notice. When they disagree with the evaluation conducted by the CSE, parent/guardian may request an Independent Educational Evaluation at the district's expense. An Independent Educational Evaluation (IEE) is an evaluation conducted by qualified examiners as defined in 34 CFR 300.12 who are not employed by the School District. **The district requests that the parent/guardian specify the areas of disagreement with the district's evaluation.** The rules for obtaining an IEE at public expense are set forth in New York State Regulations of the Commissioner of Education Sections 200.5(g)(1) and in the Code of Federal Regulations at CFR 300.502. Copies of the regulations, as well as **A Parent's Guide to Special Education: Your Child's Right to an Education in New York State** and the Procedural Safeguards Notice, which detail IEE requirements, are available from the Rye Neck UFSD Special Services Office.

The School District has a right to initiate an impartial hearing to demonstrate that its evaluation is appropriate or that the evaluation obtained by the parent/guardian does not meet School District criteria. If a hearing officer determines that the district's evaluation was appropriate or the evaluation obtained by the parent/guardian did not meet School District criteria, the parent/guardian is not entitled to reimbursement at district expense. Any Independent Educational Evaluation, whether paid for by the parent/guardian or by the School District, will be reviewed by the CSE and taken into consideration in its final placement determination.

Definitions

An Independent Educational Evaluation (IEE) is an evaluation conducted by qualified examiners who are not employed by the School District. If a parent or guardian disagrees with the evaluation conducted by the district, the parent or guardian may have the right to obtain one IEE at public expense for each district evaluation.

If a parent/guardian requests an IEE at public expense, or shares with the School District an evaluation obtained at private expense by a qualified evaluator, the results of the evaluation will be considered by the Committee on Special Education or Committee on Preschool Special Education in any decision made with respect to the classification or placement of the student.

Public expense may mean reimbursement of costs by the School District or arrangement by the School District to have the evaluation completed at no cost to the parent/guardian through other public or private sources.

Criteria for Independent Evaluations

An IEE can be provided at public expense only if it is conducted by an individual who possesses a current license or certification from the NY State Education Department in the area of the evaluation.

If the parent/guardian intends to seek funding for the cost of the evaluation they must adhere to the following criteria:

- Psychologists must be licensed by the State of New York as clinical psychologists or certified as school psychologists. If certified as a school psychologist, the evaluator must conduct the evaluation in a school setting;
- Other evaluators should be appropriately certified in the area of their specialty by the New York State Education Department; and
- The district will consider public funding evaluations conducted within a 50-mile radius of the district. The district is not responsible for mileage to and from the evaluation site. Requests for exception to this geographic area limitation may be allowed by the district if justified by the student's unique circumstances. Any request for such an exception should be forwarded in writing to the Administrator of Special Services.
- The tests performed must be norm-referenced for individual evaluations appropriate for the age and educational level of the student, and measure the same cognitive, motor, and affective skills as district tests;
- Reimbursement will not be in excess of the reasonable cost of such evaluations, less the portion of such costs paid through insurance or Medicaid payments. In the absence of unusual circumstances, costs will be deemed reasonable and allowable in accordance with the following fee schedule:

The district has set the following rates as the maximum allowable fees per evaluation:

Psychological/Cognitive	\$1,500
Psychoeducational Evaluation	\$2,500
Neurological Evaluation	\$3,000
Speech/Language Evaluation	\$ 700
Occupational Therapy Evaluation	\$ 700
Physical Therapy Evaluation	\$ 700
Psychiatric Evaluation	\$1,500
Audiological Evaluation	\$ 625
Educational Evaluation	\$1,000
Neuropsychological Evaluation	\$4,500
Social History	\$ 450
Visual Evaluation	\$ 360
Central Auditory Processing Evaluation	\$ 825
Assistive Technology Evaluation	\$1,000

Bilingual Evaluation:

Psychoeducational Evaluation	\$ 2,700
Social History	\$ 500
Speech/Language Evaluation	\$ 800

Requests for exception to the maximum allowable fees may be approved by the district if justified by the student's individual circumstances. Any request for such an exception should be forwarded in writing to the Administrator of Special Services.

Procedures

If a parent/guardian requests an IEE at public expense, the district will, without unnecessary delay, either: (a) file a due process complaint to request an impartial hearing to contest the IEE for failure to comply with the district's criteria and/or to defend the appropriateness of the evaluation conducted by the district, or

(b) provide the IEE at public expense. If the impartial hearing officer determines that the district's evaluation is appropriate, the parent/guardian would not have the right to a publicly funded IEE or the right to reimbursement for the IEE.

Timeline

A parent/guardian may request an IEE at public expense from the district at any time, but an IEE should not be requested simply to update an evaluation that is more than one (1) year old. If an evaluation is more than one (1) year old and the parent/guardian believes it no longer reflects the student's current levels of functioning or needs, a School District re-evaluation should be requested, and a new evaluation will be provided by the School District prior to the student's next annual review.

If the parent/guardian disagrees with the results of the new evaluation, the School District will consider a request for an IEE and may provide prior authorization for such re-evaluation by an agreed-upon provider. The School District will not authorize more than one IEE at public expense for each evaluation conducted by the School District.

Requests should be in writing to: Rye Neck UFSD, Wil Siegel, Director of Pupil Personnel Services, 300 Hornidge Road, Mamaroneck, NY 10543.

The School District will respond to the request either by reimbursing costs to the extent consistent with the approved payment schedule or filing a due process complaint to request an impartial review.

Responsibilities

The district can, upon request, recommend qualified professionals who are in private practice or employees of other public agencies to whom parents/guardians may go to secure an IEE. It is the responsibility of the independent evaluator to contact the School District to arrange for payment, date(s) of visitations, and discussions with school staff. The independent evaluator is also responsible for sending a copy of his/her current NYS certification/license to the Administrator of Special Services.

SPECIAL EDUCATION RECORDS: ACCESS AND CONFIDENTIALITY

Notice of Rights Concerning Student Records

Following is an explanation of the rights of parents/guardians concerning school records relating to their student pursuant to the Federal "Family Educational Rights and Privacy Act of 1974":

- Parents/guardians of a student under 18, or a student 18 or older, have a right to inspect and review any and all records, files, and data directly related to their student, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades and standardized achievement test scores), attendance data, score(s) on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings/observations, and verified reports of serious recurrent behavior patterns.
- A parent/guardian of a student under 18 years of age or a student 18 years of age or older shall make a request for access to a student's (their own) school records, in writing, to the principal of the building to which such student is assigned or the guidance counselor in the middle and high schools. Upon receipt of such request, arrangements shall be made to provide access to such records within a reasonable period of time, but in no case, no more than forty-five (45) days after the request has been received.
- Such parent/guardian and students are also entitled to an opportunity for a hearing to challenge the content of such records, to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the District Clerk.
- Student records and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parent/guardian or non-minor students without the written consent of such parent/guardian or non-minor student. There are a number of exceptions to this rule, such as other school employees and officials and certain State and Federal officials who have a legitimate educational need for access to such records in the course of their employment.

Custodians and Locations

The following is a list of the types of records that the School District maintains, their locations and their custodians:

<u>Type</u>	<u>Location</u>	<u>Contact Person</u>
Cumulative School Records	School Building Office	Building Principal/ School Counselor
Cumulative School Records (Former Students)	School Building Office	Building Principal
Health Reports	School Nurse's Office	School Nurse
Speech Therapy Records	Special Education Office	Director of PPS
Psychological Records	Special Education Office	Director of PPS
Transportation Records	Business Office	Business Office/ Transportation
Occupational and Physical Therapy Records	Special Education Office	Director of PPS
State and District Standardized Testing	School Building Office	Building Principal
CSE Educational Evaluations	Special Education Office	Director of PPS
Guidance Files	Building Guidance Office	Building Principal or School Counselor
Occasional Records (Student educational Records not identified above)	School Building Office	Building Principal

INSPECTION OF SCHOOL DISTRICT RECORDS

Parent(s), guardian(s), and eligible students may inspect and review the student's records, file,s and data directly related to the student upon compliance with the following conditions:

- The parent/guardian or eligible student should submit to the student's school principal in the elementary schools or guidance counselor in the secondary schools a written request to see the student's file. If a student's records are maintained in several locations, the school principal will, upon request, collect the records, as described below. Such review will be scheduled promptly after receipt of the written request for access and in no case take place more than forty-five (45) days from the date of that receipt.
- Records in the custody of the Department of Special Education may be obtained upon request to the Administrator of Special Services. Appointments for review of special education records will be made upon a minimum of three (3) days notice at the mutual convenience of staff, parent/guardian, or eligible student.
- Upon request, a record review will be arranged prior to any Committee on Special Education or Committee on Preschool Special Education meeting or any discussion regarding an Individualized Education Program (IEP).
- Personal notes kept by a teacher, administrator, or other staff member and not made available to others in the school district, except a temporary substitute, are not considered "Education Records" and are not subject to this policy.
- Appropriate school district personnel will be present during record inspection to interpret and explain records during the school year. Records may be inspected between 9:00 a.m. and 3:00 p.m. Copies of documents will be made available at a cost of \$.25 per page. Parent/guardian may be accompanied by any person in reviewing records or may have an appropriately authorized representative inspect and review only the information relating to their child.

Transmittal of Records

To facilitate the transition for a student, the new school district in which the student enrolls will take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education services to the student, from the previous school in which the student was enrolled.

The previous school in which the student was enrolled will take reasonable steps to promptly respond to this request from the new school.

Release of Student Records to Third Parties

- **Release with Consent:** Except under certain limited circumstances set forth in this policy and permitted by the Family Educational Rights and Privacy Act, education records will be released to third parties only with the prior written consent of the parent/guardian or eligible student.
- **Release without Consent:** Records may be released without consent only under the following circumstances consistent with Federal Law Family Educational Rights and Privacy Act (FERPA):
 - Educational records concerning a particular student may be released only to staff members who have responsibility for the student, and then only if it is educationally necessary to consult the records.
 - Records in the custody of the Department of Special Services may be released to school officials and members of the Committee on Special Education or Committee on Preschool Special Education only for purposes of the identification of a student's disability and development of an IEP.

Portions of the cumulative record or current evaluations and IEP from special education records may be released without consent to another school under the circumstances indicated below:

1. If the principal of the school maintaining the record has received written notification of the student's intent or attempt to enroll there, or
2. If the Committee on Special Education has recommended an application for or placement in such a school.

Records disclosed pursuant to this provision without express written consent will be only those deemed by the Director of PPS to be essential for the provision of educational services or educational planning. The district will notify parents/guardians of eligible students prior to the transfer of records. They may request and receive copies of records transferred under this provision. Transcripts will not identify courses as "Special Education" courses without the written consent of parent/guardian or eligible students.

- Records may be released without consent to federal and state officials in connection with the evaluation of federally supported education programs or enforcement of federal requirements. Persons reviewing records under this provision must sign a written form, to be kept in the student's folder, indicating their interest in the records.

- With the approval of the Superintendent of Schools, records may be released without consent to organizations, public and private, conducting studies for or on behalf of educational agencies for institutions. The district shall require recipients of such information to provide written assurances that personally identifiable information will not be further released and all the information received will be destroyed when no longer needed for the study.
- Records may be released without consent to comply with judicial orders or lawfully issued subpoenas. A subpoena will be considered to be "lawfully issued" when it is issued by a court, or when counsel to the school has reviewed it and found it to be "lawfully issued". Before making such a disclosure the District must send written notice to the parent/guardian or eligible student.
- Records may be released without consent in health or safety emergencies if such disclosure is deemed by the official making the disclosure to be warranted by the seriousness of the threat to the health or safety of the student or other persons and if the information is necessary to meet the emergency. Such records will be released without written consent only in the event that the person to whom the information is disclosed is qualified to deal with the emergency and time is an important factor in dealing with the emergency.

Records of Request for Access to Education Records

Current special education staff and administration have the right to continuous access to the special education student files. In addition, for all others, the district will maintain a record of all requests for disclosure of information from, or permission for access to, a student's special or general education record and will keep a record of all information disclosed and access permitted. Such a record will not include a request for access by the parent/guardian who has responsibility for the student, the student, persons whose request is accompanied by prior written consent or a party seeking Directory Information. The access record will be kept with the cumulative record, or, in the case of records pertaining to special education, with those records. It will be available only to the record custodian, the eligible student, the parent/guardian of the student, or to public officials for the purpose of auditing or enforcing the requirement of federally supported educational programs. The record will include:

- The name of the person or agency that made the request, the interest the person or agency had in the information, the date of the request,
- Whether the request was granted and if so, the date access was permitted,
- Such a record will be maintained as long as the student's education record is maintained.

Procedure for Maintaining Confidentiality of CSE/CPSE Records

Student records and files are digitally secured by Ed. Law 2d compliant software or kept in locked file drawers in an office that is also locked when left unattended.

The Special Services associates monitor access to student files. They acknowledge and are familiar with all staff who have access. Professionals visit the Special Services office when they need access to a file. Central office files are not removed or distributed unless under the direction of the attorney for the district. The CSE/CPSE associates obtain the file and the professional proceeds to a designated area where review can take place. When the professional review is complete, the file is returned to the Special Services associates.

Only professionals who are working with the student and parent/guardian who are members of the CSE/CPSE are allowed access to the records. Specified support staff are also allowed access to student files in order to complete tasks such as filing, sending and receiving records, etc. The student's original record is **not** allowed out of the office at any time.

Procedures to Seek to Correct Education Records

A parent/guardian or eligible student has the right to challenge the contents of the student's education records and to ask to have the records corrected:

- The parent/guardian or eligible student shall submit a request to the Superintendent of Schools, in writing, to amend the record. The record or part of the record sought to be amended shall be identified and the reason why s/he believes the record is inaccurate, misleading or violates the privacy or other rights of the student, shall be specified.
- The School District may comply with the request or decide not to comply. The Superintendent shall provide a written response within ten (10) working days of receipt of the written challenge, indicating whether or not the challenged material will be corrected or deleted. If the request is denied, the Superintendent shall advise the parent/guardian or eligible student of their right to a hearing to challenge the decision.
- Upon request, the School District will arrange for a hearing before an impartial hearing officer and notify the parent/guardian or eligible student, reasonably in advance, of the date, place and time of the hearing. The hearing officer may be an official of the School District.
- The parent/guardian or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parent/guardian or eligible student may be assisted by one or more individuals, including an attorney.

- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing, summarizing the evidence presented and stating the reasons for the decision.
- If the hearing officer decides that the challenged information is inaccurate, misleading or in violation of the student's right of privacy, the School District will amend the record and notify the parent/guardian or eligible student, in writing, that the record has been amended.
- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the School District will notify the parent/guardian or eligible student of his/her right to place a statement in the student's education record explaining the challenged information and/or setting forth reasons for disagreeing with the decision. This statement shall be maintained as part of the student's education records as long as the contested portion is maintained. If the School District discloses the contested portion of the records, it will also disclose the statement.

GUIDELINES FOR PROVIDING PUBLIC SCHOOL SERVICES TO STUDENTS IN NON-PUBLIC SCHOOLS

The procedures to locate, identify, and evaluate all non-public school students with disabilities, including students attending religiously-affiliated schools, must be comparable to activities undertaken for students with disabilities in public schools. Access to services for students with disabilities is in compliance with NYSED Ed. Law 3602-C.

The school district where the non-public elementary or secondary school is located will be responsible for the equitable provision of services, child find and consultation requirements in the Individuals with Disabilities Education Improvement Act (IDEA) 2004.

If the school district where the non-public school is located determines through its child find process that a student is suspected of having a disability, it must immediately schedule evaluation and review of the student's educational needs.

The school district in which the non-public school is located must conduct the evaluation and eligibility determination and, for a student determined to be eligible for special education services, develop the Individualized Education Services Plan (IESP).

The school district of location must provide the services as recommended in the IESP.

The school district where the non-public school is located, if the school district is located within New York State, must implement the IESP of students with disabilities attending non-public schools in the jurisdiction of its public school.

The school district where the non-public school is located can recover costs for evaluation and tuition from the district of residence for special education services provided to non-resident students. Such tuition must exclude costs for such services paid with federal or state funds.

State and local funds must supplement and in no case supplant the proportionate amount of federal funds required to be expended by the school district in which the non-public school attended by the student is located.

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that students with disabilities residing in the District shall be educated within the school district.

It is the policy and practice of the Board of Education (BOE Policy 4321.3) to ensure, to the fullest extent possible, the allocation of appropriate space within the District for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES). At least once per year, a staff member from the District's Special Education Department will visit the placement of each resident student who attends a BOCES special education program to assure the appropriateness of the space allocated for that placement.

BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES

Office of Special Education



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high-quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Blueprint for Improved Results for Students with Disabilities Guiding Principles

The following principles will be used by the State to review policy, technical assistance and other improvement activities. School districts and schools are encouraged to use these principles to review practice and to identify and act on areas where improvement is needed.

STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.

This is evident when:

- *Students participate in individualized education program (IEP) meetings.*
 - *Students create and monitor their progress towards academic and social goals.*
 - *Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.*
-

PARENTS/GUARDIANS, AND OTHER FAMILY MEMBERS, ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD.

This is evident when:

- *Parent/guardian report that they understand the special education process and their due process rights and actively participate in the development of their child's IEP.*
 - *Parent/guardians understand what their child is expected to know and be able to do to progress toward the State Learning Standards.*
 - *Parents/guardians and educators engage in frequent, respectful and open discussion of the educational needs of the student.*
 - *Families are invited into and feel welcome in all school environments.*
 - *Parents/guardians have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.*
-

TEACHERS DESIGN, PROVIDE AND ASSESS THE EFFECTIVENESS OF SPECIALLY-DESIGNED INSTRUCTION TO PROVIDE ACCESS FOR STUDENTS WITH DISABILITIES TO PARTICIPATE AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.

This is evident when:

- *All teachers are responsive to the pedagogical needs of students with disabilities.*
- *All students receive instruction in curriculum aligned with the State's Learning Standards.*
- *IEPs are developed in consideration of grade level standards.*
- *IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.*

- *Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability.*
- *Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.*
- *Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.*

TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES.

This is evident when:

- *All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs.*
- *All teachers are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning.*
- *Students with disabilities are taught strategies for self-regulated learning across the content areas.*
- *All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.*
- *Students' individualized needs for assistive technology devices and services are considered and accommodated.*

SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.

This is evident when:

- *Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.*
- *Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions.*
- *Educators collect and analyze data to identify individual students in need of additional support.*
- *Evidence-based interventions are provided in a timely manner to students needing more support.*
- *Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions.*

SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.

This is evident when:

- *Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.*
- *The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.*
- *District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services.*
- *Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.*

SCHOOLS PROVIDE APPROPRIATE INSTRUCTION FOR STUDENTS WITH DISABILITIES IN CAREER DEVELOPMENT AND OPPORTUNITIES TO PARTICIPATE IN WORK-BASED LEARNING.

This is evident when:

- *Students are provided age-appropriate transition assessments, guidance, courses of study and work-based learning opportunities to meaningfully engage in early and ongoing career planning and exploration.*
 - *Students with disabilities and their families are provided early and clear information on graduation requirements.*
 - *Students with disabilities receive instruction toward the Career Development and Occupational Studies Learning Standards beginning in the early grades.*
 - *Students are provided instruction to develop lifelong learning skills such as self-advocacy, social-emotional skills, higher order thinking, employability skills and consumer and life skills.*
 - *Students and their families actively participate in the transition planning process.*
 - *Schools facilitate timely student and family connections to post-secondary supports and services through ACCES-VR and other State agency programs and services.*
-

THE CONTINUUM OF SERVICES AVAILABLE TO PRESCHOOL STUDENTS IDENTIFIED WITH DISABILITIES

Preschool Programs and Services:

The following is a listing of the preschool programs and services that are available to District students who have been identified as preschool students with disabilities. These programs and services are funded by the County but administered by the district's Committee on Preschool Special Education. Early childhood settings are designed primarily for children without disabilities and can include private preschool programs and childcare facilities. Early childhood special education settings are settings designed primarily for children with disabilities. On October 6, 2024, 15 preschool students with disabilities received services in Early Childhood Settings, 3 preschool students with disabilities received services in Early Childhood Special Education Settings (i.e. special class or special class in integrated settings), and 2 students were not enrolled in early childhood programs and received services in the home. We anticipate serving approximately 32 preschool students with disabilities for the 2024-2025 school year.

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age-eligible for kindergarten and who reside in the district have available to them the following special education services:

1. Related Services Only

For those children whose needs require related services only, the Committee on Preschool on Special Education (CPSE) offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent/guardian counseling and training, school health services and/or social work services. These services are made available in a variety of settings including the child's home, daycare center, nursery school, or provider's office.

2. Special Education Itinerant Teacher Services

Special education itinerant teacher (SEIT) services provide direct instruction by a certified special education teacher affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, daycare programs, and home. These services are offered on an individual and/or group basis as needed to meet their goals.

3. Integrated Settings

Special classes in an integrated setting provide for no more than 12 preschoolers with disabilities to attend a preschool program with non-classified children. These classes utilize an integrated co-teaching model which typically includes an early childhood teacher, a special education teacher, and a teaching assistant. Both classified and non-classified students comprise these classes.

4. Special Class

Special classes are currently available in approved private schools. Classes range from six (6) to twelve (12) classified children. These classes are staffed by a special education teacher and one or two teaching assistants.

PRESCHOOL STUDENTS BY PROGRAM
as of October 6, 2024 Snapshot

Nature of Services	Number of Students	Ages
Related Services Only	10	3-5
SEIT Only	0	3-5
SEIT and Related Services	5	3-5
Special Class or Special Class Integrated Setting (SCIS)	3	3-5

DESCRIPTION OF THE NATURE AND SCOPE OF THE IN-DISTRICT SPECIAL EDUCATION PROGRAMS AND SERVICES CONTINUUM OF SERVICES

The District recognizes the right of every student with special education needs to receive an appropriate education within the least restrictive environment. The District will continue to provide a full range of programs and services designed to help each student achieve his/her IEP goals. The District will also continue to evaluate every aspect of the program and to closely monitor the progress of each of our students while ensuring that the needs of each student are being appropriately met as defined by Law and Regulation.

The District provides a continuum of programs and services as follows:

1. Declassification Support Services

Declassification Support Services are provided to students who remain classified but are in need of minimal support through guidance, psychology, or building level programs in order to transition to general education programs. These services are available at all grade levels to any student exiting the special education system. Testing modifications may be continued as recommended by the CSE.

2. Transitional Support Services

Transitional Support Services are provided to general education or special education teachers who work with students with disabilities moving to a less restrictive program. These services may be provided by the building psychologist, a special education teacher, a speech/language therapist, a physical therapist, occupational therapist, or other appropriate professionals who understand the specific needs of the student with the disability. These services are temporary and do not continue beyond one year.

3. Related Services

Related services are those developmental, corrective, and other supportive services, which are required to assist a student with a disability to benefit from his/her education. Related services include but are not limited to speech pathology, audiology, psychological services, physical therapy, occupational therapy, counseling services, parent/guardian counseling, training, and school health services. These services are provided either as stand-alone services or in conjunction with other special education services. When a related service is provided to a number of students at the same time, the number of students in the group shall not exceed five (5). The frequency, duration, and location of each service shall be specified in the IEP based on the individual student's need for service. Related services are provided in all buildings in the school district based on the recommendation of the Committee on Special Education.

4. Consultant Teacher Services

Consultant Teacher Services are supplemental/support services provided for a minimum of two hours per week (120 minutes weekly) to a student with a disability who attends regular education classes on a full-time basis. These services are either in the form of direct instruction to the student in the regular education class, or indirect consultation to the regular education teacher, or a combination of direct and indirect services. Consultant teacher services are available at all grade levels. The student's IEP shall indicate the regular education classes in which the student will receive consultant teacher services. The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.

5. Consultant Teacher/Resource Rooms allows combined service of direct and indirect for not less than 3 hours a week (180 minutes a week).

6. Resource Room

Resource Room Services are supplemental/support services provided to classified students for a minimum of three hours per week (180 minutes weekly). Students are generally seen in the Resource Room as a pull-out program but services may also be a push-in or combination of both. Each building in the district provides resource room services. The group size in each section of the resource room is limited to no more than five students. The total number of students assigned to a Resource Room teacher will not exceed 20 at the elementary level and 25 at the middle and high school levels.

7. Integrated Co-Teaching Services

Effective July 1, 2007, the Board of Regents approved amendments to section 200.6 of the Regulations of the Commissioner of Education relating to the continuum of special education services, which states that a school district may include integrated co-teaching services in its continuum of services. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEP's, provided that effective July 1, 2008, the number of students with disabilities in such classes shall not exceed twelve (12) students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher. Additional personnel assigned to such classes by the district may not serve as the special education teacher. There are several co-teaching models utilized including parallel teaching, station teaching, and team teaching. Inclusion is viewed as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning."

An important component of this program is the ongoing collaboration between the general and special education teacher and professional development. **G & R Inclusive Group provides coaching to both general and special education teachers to assist in the removal of barriers to learning.** Modifications in curriculum, methodologies, assessments, assignments, and environment are assessed and individualized for each student, in accordance with the needs specified in each IEP.

In 2015, The New York State Education Department developed a blueprint for increasing inclusive programs and ensuring improved results for students with disabilities, (see blueprint in classified section).

8. Special Class

At the elementary level, a special class is provided to students who require direct instruction in language arts and math. These students require a modified and adapted curriculum, delivered within a small group setting. Classes are grouped according to need and are non-categorical. The class size staffing ratio is 12:1 with all classes receiving enhanced teacher assistant support. The program addresses all aspects of child development with an emphasis on academic and social skills.

At the middle school and secondary level, departmentalized special class instruction is provided in all major academic subjects, for those students who require a modified and adapted curriculum within a small group setting. These classes are non-categorical and students are grouped according to similarity of need. These classes are limited to no more than fifteen (15) students with a teacher; all classes receive enhanced teacher-assistant support. The content of all academic courses parallels that of the mainstreamed program. The chronological age range of students who are less than sixteen (16) years of age shall not exceed thirty-six (36) months between the students.

9. Home Instruction

Home Instruction is provided to those classified students either as an interim placement while awaiting an outside placement, or as an individual placement to meet their unique medical needs.

Elementary school students will be provided a minimum of ten (10) hours per week. Secondary school students will receive a minimum of fifteen (15) hours of instruction per week, preferably two to three (2-3) hours daily.

10. Out of District Placement

Students with disabilities whose needs are too intense to be addressed appropriately in an in-district special education program may be placed in one of the following, (listed from least restrictive to more restrictive):

- Special class operated by another school district
- A BOCES program integrated into a public school
- A BOCES program in a separate school
- A state-approved private day school (853)
- A state-approved residential placement (853)

11. Preschool Programs

Since the passage of Section 4410 of the Education Law, school districts have assumed responsibility for making special education recommendations for preschool children with disabilities, ages three through five. Westchester County maintains a list of itinerant service providers and parent/guardian may receive a copy of this list from the Office of Special Education in Rye Neck.

Multi-Tier Support Services provided through the Office of Special Services and building resources

Formal Instructional Support Teams (IST) are provided in each elementary school to develop and implement prevention and pre-referral strategies by following the Response to Intervention Model.

Early Intervention Reading, ENL (English as a New Language), Remedial Reading, Informal Speech Support Services, and Academic Intervention Support Services (AIS) are available for eligible students within the general education environment and are used as initiatives prior to a referral to the Committee on Special Education. Instruction matched to student's needs with increasingly intensive levels of targeted intervention and instruction (Response to Intervention) is provided.

**A DESCRIPTION OF THE NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS
AND SERVICES CURRENTLY AVAILABLE TO PUPILS RESIDING IN THE DISTRICT**

200.2I(2)(i)

ELEMENTARY PROGRAMS

IN-DISTRICT SPECIAL SERVICES PROGRAMS

Daniel Warren Elementary School (K-2)

1310 Harrison Avenue

Mamaroneck, New York 10543

Principal: Tara Goldberg

Psychologist: Michelle Bowman (Grade Kindergarten)

Psychologist: Laura Finkelson, Ph.D. (Grade 1 and 2)

GRADES K-2

TEACHERS

Kimberly Duque	Occupational Therapist
Gretchen Gorsky	Special Class
Danielle Grunes	Speech/Language Pathologist
Jennifer McCue	AIS/Remedial Reading, Resource Room
Diana Attilio	Grades K-2
Anneliese Rosen	Grade 1

TEACHER ASSISTANTS

Gertrude Gallin
Veronica Hudak
Kathy Iacovelli
Monica Muir
Frances Piacquadio
Lisa Tansley-Jervis

F.E. Bellows Elementary School (3-5)

200 Carroll Avenue

Mamaroneck, New York 10543

Principal: Michael Scarantino

Psychologist: Vanessa Dioguardi

GRADES 3-5

TEACHERS

Kimberly Duque	Occupational Therapist
Elizabeth Leifert	AIS/Resource Room/Co-Teaching
Lise Martin	AIS/Reading/Special Class
Philece McCoy	Special Class Math .4
Ivy Millman	Speech/Language Pathologist
Lindsay Noymer	AIS Reading/Special Class/Specialized Reading
Rachel Paquette	ICT 4th Grade, Special Class Math 3rd
Jessica Salierno	Co-Teaching/Resource Room

TEACHER ASSISTANTS

Rosa Acocella
Betsy Bach
Jennifer Bartlett
Taylor Miller
Marianne Spoto

The Rye Neck Union Free Schools utilize a full continuum of services for the elementary programs with special classes, Resource Room, Consultant Teacher Services, Integrated Co-Teaching for both ELA and Math and related services as needed by the students during our annual assessment of student needs. Inclusiveness and early interventions are hallmarks of the elementary model that allows students to have Response to Intervention opportunities for all areas of growth. Instructional Support Teams in each building use a data and intervention response model to make informed decisions focussing on developmental appropriateness and targeted independence.

Rye Neck Middle School (6-8)

300 Hornidge Road

Mamaroneck, New York 10543

Principal: Jason Doerr
 Assistant Principal MS/HS Michael Priskie
 Psychologist: Elisa Barilli

GRADES 6-8

TEACHERS

Kim Duque	Occupational Therapist
Allison Fields	Speech/Language Pathologist
Kelly Davey	Special Class/Co-Teaching
Eric Ghiozzi	Special Class/Co-Teaching
Christina Lee	Special Class
Christopher Macli	Special Class/Co-Teaching
Michael Marino	Resource Room
Dana Prem	Special Class
Kristina Schlote	Speech/Language/Resource Room/Co-Teaching
Sandra Siegel	Resource Room/Specialized Reading
Melissa Silva	Resource Room/Special Class
Peter Wilson	Science Special Class/Co-Teaching

TEACHER ASSISTANTS

Nicole Benitez
 Julia Blondel
 Joseph DePalo
 Kristen Dimmick
 Samantha Amar
 Felicia Kasdan
 Robert Kiernan
 Theresa Michna
 Elisia Morano-Yanakis
 Amanda Pryzgoda

Students are mainstreamed as appropriate. Related services such as counseling, occupational therapy, and speech are provided as recommended by the Committee on Special Education. Transitional and declassification support services are also provided to students transitioning from special education to general education programs. Academic Intervention Support Services (AIS) at each grade level and English as a New Language (ENL) services are available for eligible students within the regular education environment and are used as initiatives prior to referral to the Committee on Special Education. Formal Instructional Support Teams exist at the middle school level to develop and implement prevention and pre-referral strategies and monitor students' response to intervention.

Extended day programs have been established at the middle school to further support students in their efforts to achieve proficiency on state tests.

Rye Neck Middle School annually assesses the needs of the students and offers departmentalized special classes (15:1) in Reading, Language Arts, Math, Social Studies and Science, (grades 6-8), Resource Room, integrated co-taught classes in ELA, Math, Social Studies and Science.

Rye Neck High School monitors Student With a Disability (SWD) performance through annual state reporting and oversight for comparison to non-identified peer performance.

Rye Neck High School (9-12)

300 Hornidge Road

Mamaroneck, New York 10543

Principal: Melinda Folchetti

Psychologist: Dr. Nicole Crispinelli

GRADES 9-12

TEACHERS

Kim Duque	Occupational Therapist
Allison Fields	Speech/Language Pathologist
Kelly Davey	Special Class/Co-Teaching
Eric Ghiozzi	Special Class/Co-Teaching
Christina Lee	Special Class
Christopher Macli	Special Class/Co-Teaching
Michael Marino	Resource Room
Dana Prem	Special Class
Kristina Schlote	Speech/Language/Resource Room/Co-Teaching
Sandra Siegel	Resource Room/Specialized Reading
Melissa Silva	Resource Room/Special Class
Peter Wilson	Science Special Class/Co-Teaching

TEACHER ASSISTANTS

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Julia Blondel
Joseph DePalo
Kristen Dimmick
Samantha Amar
Felicia Kasdan
Robert Kiernan
Theresa Michna
Elisia Morano-Yanakis
Amanda Pryzgoda

In the high school, Rye Neck annually assesses the needs of students and develops levels of support that may include counseling, speech and language intervention, declassification support services, transition, Resource Room, special classes for core content academics, Integrated Co-Teaching classes taught by a special and general education teacher in core content for eligible students.

The Rye Neck Union Free School District strongly encourages students with special education needs to pursue Regents diplomas. To achieve a diploma granted by the Rye Neck UFSD, students must earn a minimum of credits in accordance with standards established for all students by the Regents of the State of New York and the Board of Education. Procedures and programs have been developed to ensure that students who have been identified by the Committee on Special Education (CSE) as possessing special education needs are encouraged and assisted to achieve the credits and skill levels necessary for attaining a Regents diploma. Additional instructional support periods and extended day programs have been established at the high school to further support students in their efforts to pass the required tests.

Students in non-categorical special classes receive instruction in Math, Social Studies, Science and English where appropriate. All other units of study toward the high school diploma are available in the mainstream setting. Curriculum Guides (adapted) which parallel regular course content are utilized in special education classes.

The Resource Room provides support for students appropriately placed in regular education classes and is programmed into the student's daily schedule as a specific period.

Half-day BOCES Occupational Education Programs, which fulfill diploma sequence requirements, are available to students who wish to pursue vocational programs. Individual work-study programs may be arranged where appropriate.

GUIDANCE ANNUAL REVIEW

A mandated guidance review is conducted each year by each student's guidance counselor and transitional staff member, who present the student's current progress toward his/her diploma at the student's annual CSE review and determine each student's transition/vocational plans.

CLASSIFIED STUDENT INFORMATION

Students Receiving School-Age Special Education Programs or Services as of October 6, 2024

POPULATION AND PLACEMENT DATA as of October 6, 2024

- Total number of school-age students who are residents of the district including parentally placed students - 1,526
- Number of school-age residents classified as disabled & provided services - 166
- Percent of school-age residents classified as disabled & provided services - 10.87%

Time INSIDE Regular Classroom - CSE placed	K-2	3-5	6-8	9-12	Total
80% or more	15	20	27	58	120
40%-79%	10	9	17	0	36
Less than 40%	3	2	0	5	10
Total	28	31	44	63	166

Type of Setting	K-2	3-5	6-8	9-12	Total
Other Public Schools	0	1	0	2	3
BOCES Programs Integrated	1	0	0	0	1
State Approved Private Day School (853)	0	1	0	0	1
Separate School (BOCES)	2	0	0	1	3
State Approved Residential Facility (853)	0	0	0	1	1
Home, Hospital	0	0	0	3	3
Home Schooled at Parents Choice	0	0	0	1	1
Parent Placement	0	1	6	2	9
Total	3	3	6	10	22

Grand Total	K-2	3-5	6-8	9-12	Total
In District	25	29	44	58	156
Out of District - CSE	3	2	0	5	10
Total	28	31	44	63	166

Disability by Type and Age: October 2024

Disability	K-2	3-5	6-12	Total	Percent
Autism	3	1	8	12	7%
Emotional Disturbance	1	0	7	8	5%
Learning Disability	9	18	41	68	41%
Intellectual Disability	0	0	1	1	<1%
Deafness	0	0	0	0	0
Hearing Impairment	0	0	1	1	<1%
Speech or Language Impairment	7	5	12	24	14%
Visual Impairment (Includes Blindness)	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	0
Other Health Impairment	4	12	35	50	30%
Multiple Disabilities	1	0	1	2	1%
Deaf-Blindness	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0
Total	25	36	106	166	

THE METHODS TO BE USED TO EVALUATE THE EXTENT TO WHICH THE OBJECTIVES OF THE PROGRAM HAVE BEEN ACHIEVED

200.2(2)(C)(III)

The method to be used to evaluate the extent to which the objectives of the district's programs and services for the disabled have been achieved include:

1. Utilization of the annual review process to establish that individual goals and objectives are met or are progressing, resulting in revised, comprehensive IEPs.
2. Ongoing review of students' performance on district standardized tests, end-of-year evaluations, state-mandated tests, Regents exams, and other teacher-made assessments to measure adequate progress.
3. Analysis of information from diagnostic triennial re-evaluations to gather data regarding cognitive, academic, and social/emotional growth.
4. Yearly comparison of State Education Department reports to identify emerging trends.
5. Review of input, both formal and informal, from staff, administrators, parents/guardians, and students.
6. Assessment of the educational and postsecondary outcomes for 12th grade graduating students with disabilities.
7. Review of State Education reports, dropout and graduation data, suspensions, types of diplomas earned, number of referrals to special education, and disproportionality of racial and ethnic groups who are identified as needing special education.
8. Review of data documenting the percentage of students with disabilities in general education programs for 80% or more of the day, 40-79% of the day, less than 40% of the day, and in separate schools/facilities. (Least Restrictive Environment).
9. Review of the percent of parents/guardians with a child receiving special education services who report that Rye Neck facilitated parent/guardian involvement as a means of improving services and results for children with disabilities.
10. Utilize restorative practices to engage students and emphasize self-advocacy. Student's voice and choice in learning.

THE ESTIMATED BUDGET TO SUPPORT SUCH PLAN

Each year the Office of Special Education Services prepares a budget to support the needs of students with disabilities. The special education budget includes costs for materials, supplies, equipment, contractual expenses, tuition, preschool related costs, and special education settlements. The budget includes the necessary funding to support district programs as well as other local programs, BOCES special education programs, and private placements. The budget includes costs related to potential new special education students moving into the district that may require in-district or out-of-district expenses, as well as estimated costs for evolving care needs for existing students. The special education budget is a part of the district budget that is reviewed and approved by a community vote annually in May.

A historical and projected review of expenses and projected costs for services, faculty, and programs is available on the Rye Neck UFSD website budget page.

AVAILABILITY OF COPIES OF THIS POLICY

The Special Education District Plan is on file for review in the Office of the Superintendent of Schools, the Pupil Personnel Services Office, and is available at each of the district's school buildings in the Principal's Office. It is available for public inspection and review by the Commissioner.