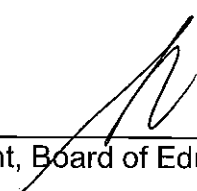


# EAST ISLIP SCHOOL DISTRICT

## SPECIAL EDUCATION TWO YEAR PLAN

January 2026- January 2028

Approved by

  
\_\_\_\_\_  
President, Board of Education

~~2/20~~ 12/17/20  
\_\_\_\_\_  
Date

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## **EAST ISLIP SCHOOL DISTRICT SPECIAL EDUCATION PROGRAM**

Under Education Law 200.2 (c), the district is responsible for maintaining a district plan for special education which is to be reviewed every second year. In the East Islip School District, as specified by Federal and State Laws and Regulations, a continuum of special education programs and services provide instructional opportunities specifically designed to meet the needs of pupils with disabilities. The East Islip Board of Education recognizes its responsibility to provide for all students (3-21) without discrimination, a full opportunity for a free public education. The Board of Education declares that its actions and policies will encourage students with disabilities to move about freely in their schools and permit them to function as normally as their personal limitations will allow. The Board of Education ensures that appropriate space will be available for special education programs in the district. The Board further ensures that appropriate space will be available to meet the needs of resident pupils with disabilities (ages 3-21) attending BOCES programs.

The overall goal of East Islip's special education program is to promote appropriate opportunities for learning and achievement by pupils who have educational disabilities. The district seeks to accomplish this goal through:

Providing programs that facilitate appropriate contact between pupils with special needs and pupils in the general school population;

Guaranteeing due process procedures with regard to identification, evaluation and placement;

Ensuring that special education will be provided to all students with disabilities in the least restrictive appropriate environment;

Guaranteeing the confidentiality of records and all personally identifiable information;

Ensuring students with disabilities have complete access to all educational programs provided by the school district, including extracurricular programs and activities;

Ensuring that students with disabilities needs are identified and provided for, through the use of individualized educational programs, (I.E.P.'s);

Promoting programs of instruction to pupils that strengthen their self-esteem and encourage the attitude that maximum potential can be achieved, and

Providing students with the knowledge, skills, and habits they will need in order to secure and maintain employment, enabling them to be as economically independent as possible

## **OBJECTIVES FOR SPECIAL EDUCATION PROGRAMS**

To comply with Board of Education Policy on special education and with Federal and State Laws and Regulations pertaining to the education of individuals with disabilities;

To implement the East Islip Mission Statement in a uniform fashion throughout the Special Education classes;

To provide in-service training for school personnel who work with pupils with disabilities;

To instruct regular classroom teachers as to the unique needs of each youngster being serviced by the Special Education Department;

To assure parallel and supportive teaching strategies to the existing curricula established for each subject area K-12;

To locate and identify all pupils with disabilities age 3 to 21 in the district;

To provide individuals with disabilities a free appropriate education in the least restrictive environment;

To provide support services for parents of children with disabilities;

To expand the practical career education program that incorporates a work-study component and that provides transition from school to work;

To continue to implement transition goals for secondary special education students in accordance with Federal and State regulations;

To provide professional development for all special education teachers, paraprofessionals and administrators;

To further develop appropriate district-based programs that will meet the needs of those students who are currently placed out of district;

To provide in-service training for teachers who will be responsible for administering and interpreting standardized assessments, including the NYSAA;

To continue to offer the Cleary Secondary Program within the East Islip High School, population;

To continue to offer East Islip Middle School services for the Cleary Secondary facility;

To continue to offer the Cleary Elementary Program within the CES and RCK population;

To integrate primary classes from Eastern Suffolk BOCES with the Early Childhood population;

To continue to offer an inclusionary self-contained model in kindergarten;

To continue the working relationship with PTA groups including the SEPTO regarding the needs of the special education population;

To train parents of the preschool population in accordance with the regulations of the Commissioner regarding three- and four-year-olds and appoint successful trainees to the C.P.S.E.;

To offer foreign language to all students with disabilities who are deemed eligible.

To continue to offer consultant teaching services in accordance with the revised regulations of the Commissioner in order to service students in a non "pull-out" system;

To continue the Autism program from Pre-K – 12 within the district;

To provide training to the staff to enable the district to meet the needs of the autistic population in self-contained classes and in inclusionary settings;

To offer intervention services by the resource room teachers and reading teachers as a preventative measure for regular students rather than through remediation after classification;

To offer a District Vision Program (utilizing BOCES staff) at both the Elementary level and the Secondary level;

To continue to offer the inclusionary model to severely disabled students at the elementary level;

To utilize Frontline (IEP Direct) computer management system responsible for longitudinal information for the entire special education population past and present;

To continue to offer a comprehensive mental health model in each of the six buildings which will provide staff with consistent support services; and

To offer conflict resolution, peer mediation, restorative justice, and anti-violence programs in each of the six district buildings.

## **CLEARY PROGRAM**

The Cleary School for the Deaf Secondary Program has been integrated into the East Islip School District since the 1988-89 school year. The Cleary program utilizes several classrooms in the District for their ICT and self-contained classes. Cleary students are mainstreamed as indicated by their IEPs into various general education classes. Interpreters are present in these mainstream classes and are part of the working team that ensures student success. Cleary students take part in all school functions and activities. They are members of extra-curricula clubs, athletic teams and the band.

A sign language course is offered at the high school. This course is open to the East Islip students to enable them to communicate more easily with the Cleary students. The integration of the secondary Cleary students with the East Islip students has proven to be beneficial for both groups.

## **CONTINUUM OF SERVICES FOR EAST ISLIP'S SPECIAL EDUCATION PROGRAMS**

As specified by New York State Education Law and Regulations, a continuum of program alternatives is available to meet the varied needs of special education pupils in the East Islip School District. The continuum represents programs that are available both within the district, by contract with neighboring districts, as well as those that are provided by BOCES or private educational agencies that have been approved by the State Education Department, or by other State supported or State operated school programs.

Students are placed into special education programs only when the nature or severity of their disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. To the maximum extent appropriate, pupils with disabilities will be educated with their non-disabled peers.

## **GENERAL EDUCATION PROGRAM**

In this setting, the pupil receives the services that are available to all students. These services include, when necessary, compensatory instruction in the areas of reading, writing and math. AIS and RTI services support all major content areas and are available to all identified general education and special education students. As needed, the regular classroom teacher(s) also receives supportive consultation and/or training: 1) from designated specialists on the Instructional Support Team; 2) from other school district instructional specialists; and 3) from other involved school staff and administrators. The regular classroom teacher(s) is included as a member of the IST whenever the student to be considered is one of his/her pupils. Every attempt is made to maintain the student in the regular classroom setting.

## **SUPPLEMENTARY SUPPORT SERVICES**

Supplementary support services mean those temporary services, specified in a student's Individualized Education Program provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a regular program or to a program or service in a less restrictive environment.

## **RELATED SERVICES**

The student with a disability may receive a number of periods a week of related or other support services, provided by appropriate specialists. The extent of these services may range from regular daily sessions to less frequent contacts depending upon the pupil's individualized education program. Services which may be provided include: Speech, Vision, Hearing, Counseling, Occupational and Physical Therapies, as well as any others necessary for the student to benefit from instruction.

## **PROGRAM FOR THE HEARING IMPAIRED**

Mainstreamed hearing-impaired students are eligible for this program. The service is provided by certified itinerant teachers for the deaf or hard-of-hearing on a daily basis or in accordance with the needs of each student. Intensive language development, auditory training, speech improvement, lip reading, and academic tutoring are the major components of this program. This program usually has a 1:1 student staff ratio.

## **PROGRAM FOR THE VISUALLY IMPAIRED**

This program provides itinerant services to visually disabled students in the district. This service is provided by a teacher of the visually impaired who provides instruction using audio, tactile, and magnification aids developed for the visually handicapped. Pupils participate in experiences designed to increase orientation and mobility skills. The program usually has a 1:1 student staff ratio.

## **CONSULTANT TEACHER SERVICES**

The implementation of this service will allow school districts to provide direct and indirect services to students with disabilities who are enrolled full-time in a regular education program, thus affording such students increased opportunities to receive their education in the least restrictive environment. The delivery of this service within the regular program will maximize the student's participation with other students who are not educationally disabled and decrease the amount of time the student will spend outside of the regular education environment. Consultant teacher services allow for effective use of both special education and regular classroom teacher expertise, since as a team they are able to have an impact on the academic and social skills of students with disabilities in a regular program.

### **DIRECT CONSULTANT TEACHER SERVICES**

Direct consultant teacher services mean specially designed individualized, or group instruction provided by a certified special education teacher pursuant to subdivision (II) of this section, to a student with a disability to aid such student to benefit from the student's regular education classes.

### **INDIRECT CONSULTANT TEACHER SERVICES**

Indirect consultant teacher services mean consultation provided by a certified special education teacher pursuant to subdivision (II) of this section to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

### **INCLUSION (ICT)**

The Inclusion (ICT) Program is designed to meet the needs of special education students who require specialized instruction within general education courses. It involves the mutual planning and expertise of the general and special education teachers to jointly create a positive learning environment for all students involved. This provides the opportunity for students with disabilities to experience Regent's level curriculum in order to meet state standards and maximize their potential within the general education classroom.

### **RESOURCE ROOM PROGRAM**

The resource room program is designed as a diagnostic prescriptive and support system to the regular class program for students with a disability. The student's specific learning needs are such that he/she needs additional compensatory and supportive assistance outside the regular classroom. Emphasis is on the involvement of the resource teacher in the remediation process. This program is provided to the pupils who require specially designed instruction to supplement regular or special classroom instruction for at least three hours per week, not to exceed 50% of the school day. Services are provided to the students by a certified special education teacher or certified reading teacher, either individually or in a small group. There are no more than five students in each period, with a total case load of twenty students assigned to each teacher at the elementary level and with a total caseload of twenty-five students at the secondary level.

The resource room program involves special education and regular classroom teachers cooperatively planning to establish appropriate goals, mutual use of diagnostic tools, teaching methods, materials, and continuous assessment procedures. Whenever possible, curriculum is selected from standard texts and workbooks used in the regular program. Additional materials may be necessary to supplement or complement the regular program curriculum. Computers, audio-visual aids, and other instructional technology are utilized to enrich the resource room program.

## **SPECIAL CLASS PROGRAM OPTIONS**

The East Islip School District recognizes that each district operating a special class wherein the range of achievement levels in reading and mathematics exceeds three years, shall provide the Committee on Special Education a description of the range of achievement in reading and mathematics, and the general levels of social development and management needs in the class by November 1<sup>st</sup> of each year. It is the policy of the East Islip School District not to exceed the three-year age span. However, should a student move in from another district and cause the necessity for exceeding the age span once the school year has begun, the district will provide a description of the class to the State Education Department and will also inform each parent of each student in such class. Upon request, each parent shall be afforded the opportunity to discuss the description with the appropriate representative of the district. Special class programs (options) are provided in the district, at BOCES or in state approved private school placements.

### **15 Students + 1 Teacher (15:1)**

These programs are designed for pupils whose special education needs require specialized instruction that can be accomplished in a self-contained setting with other pupils having similar special education needs.

### **12 Students + 1 Teacher + 1 Paraprofessional (12:1:1)**

Given the need for special class instruction, students in this program exhibit behavioral and/or learning problems that interfere with the instructional process to the extent that an additional adult is needed within the classroom to assist with the management needs of the pupil.

### **8 Students + 1 Teacher + 1 Paraprofessionals (8:1:1)**

This special class program provides individualized instruction. It offers the structure and adult-to-student ratio necessary for students whose management needs are determined to be highly intensive.

The students assigned to the alternate learning program/self-contained classes are those for whom the content, methods and/or pacing of the regular classrooms do not meet the needs of a student with a disability and must be modified. In this situation, the student's specific learning needs require a concentrated supportive program in a self-contained- placement. When assigned to the self-contained classroom, the students receive intense remediation from a certified special education teacher in a 15:1 program and a special education teacher and with the assistance of a teacher aide in a 12:1:1 and an 8:1:1 placement. No more than the maximum numbers of students are assigned to each class. The students are mainstreamed slowly back into the regular class when they begin to achieve at a level commensurate with the regular school program.

Curriculum materials are chosen in order to parallel the grade level curriculum, appropriate levels of student interest and understanding. Specialized equipment, such as computer technology and audio-visual aids, as well as special instructional strategies, are utilized to offer a multisensory approach to learning and ensure student understanding.

### **ALTERNATE INTERIM EDUCATIONAL PLACEMENTS**

The district utilizes home instruction when a student's IEP indicates an Interim Alternative Educational Setting, (IAES) is necessary.

### **SECONDARY CORE PROGRAM**

The CORE Program is designed to meet the vocational needs of students slated to receive SACC credential. The students will be provided with an opportunity to develop vocational skills while participating in a real-life setting. Agencies, such as Lee's Auto Body, Parkview Riding Center, Town of Islip Public Works, and Pat's Market may be part of the program. The students are under the direction of a district special education teacher and/or Teaching Assistant. This teacher works with the students on developing identified skills during the school day in the high school. The teacher is also present to facilitate and coordinate the staff and the East Islip students.

### **HOME AND HOSPITAL**

This program provides education on an individual basis to a student confined to the home or hospital because of an illness or a disability. This placement option is viewed as temporary and used when medically necessary to restrict the student's education to the environment of the hospital or home. Elementary students are provided with 10 hours of instruction per week and secondary students are provided with 15 hours of instruction per week.

### **GUIDELINES FOR INDEPENDENT EDUCATIONAL EVALUATIONS (IEE)**

At the time of CSE initial or reevaluation, the Office of Special Education/PPS will inform parents 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, parents may request an independent educational evaluation at district expense. A parent is entitled to only one independent educational evaluation at public expense each time the school conducts an evaluation with which the parent disagrees. The District will consider evaluations conducted within a 50-mile radius of the District. The District is not responsible for mileage to and from the evaluation site. 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 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 did not meet school district criteria, the parent is not entitled to reimbursement at district expense. Any independent educational evaluation whether paid for by the parent or by the school district, will be reviewed by the CSE and taken into consideration in its final placement determination.

If parents intend to seek funding for the cost of the evaluation they must adhere to the following criteria:

- The qualifications of the evaluator and the location of the evaluation shall be the same as the criteria which the district uses when it initiates an evaluation.
- 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;
- 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;
- The cost of the independent evaluation requested by a hearing officer shall be at district expense;
- 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.

### **GUIDELINES FOR PROVIDING PUBLIC SCHOOL SERVICES TO STUDENTS IN NONPUBLIC SCHOOLS**

The procedures to locate, identify and evaluate all nonpublic school students with disabilities, including students attending religiously affiliated schools residing in the school district must be comparable to activities undertaken for students with disabilities in public schools. A student who is enrolled in a nonpublic school and receives special education services is considered to be “dually enrolled” in both the nonpublic and the public schools.

The Board of Education, or its designee, shall consult with appropriate representatives of private school students with disabilities that may include representatives of organizations of nonpublic school groups, selected parents of students with disabilities enrolled in the school district, on how to carry out the activities described in the Regulations of the Commissioner of Education.

The Board of Education is required to furnish special education programs and services to a student who is a resident of the district and who attends a nonpublic school located within New York State, upon the written request of the student’s parent. If a parent of a student with a disability wishes to have his or her child receive special education programs and services while enrolled in the nonpublic school, the parent must file a written request for special education services with the school district of residence by June 1<sup>st</sup> of the year preceding the school year for which services are requested.

### **Referrals for Evaluation of Students Thought to be Disabled**

- Resident children who attend nonpublic schools within the district may be referred to the Committee on Special Education of the East Islip Union Free School District in exactly the same manner as children who attend public schools.
- If the East Islip CSE receives a referral on a non-resident child, the referral will immediately be directed to the building administrator of the nonpublic school. The CSE will determine what types of diagnostic testing are needed and will obtain parental consent for evaluation.
- The CSE or building designee obtains parental consent for evaluation and schedules the evaluation with the multidisciplinary team.

### **Services to students Identified as Disabled**

- If a child is identified by the Committee on Special Education as being in need of special education, the Committee must notify the parent that the child is entitled to an appropriate education at public expense. The school of location must offer all of the recommended IEP services. A parent may, in writing, request that only some of those services be provided to his or her child with a disability. In such cases, the district of location should document that the student's parents have requested that only certain specified services be provided.
- At least annually, the school district of location must review and, if appropriate, revise the student's IEP, even when the parent has not accepted any or all of the recommended services and in instances when the parent has failed to request services by June 1<sup>st</sup>.
- The CSE of the district of location identifies the location where the special education services will be provided. Special education services may be provided to the student on the premises of the nonpublic school "to the extent consistent with law." If the school is a religiously affiliated one, the school district must have safeguards in place to ensure that the secular purpose of providing special education services is not compromised by the provision of those services on the premises of the religiously affiliated school.
- The public school district and the nonpublic schools have an obligation to cooperate in a reasonable manner in the scheduling of classes and transportation in the provision of special education services.
- A parent may initiate an Impartial Hearing on matters relating to the identification, evaluation, or educational placement of a student with a disability, or the provision of a free appropriate public education to the student.

## **Implementation of IDEA 2004 and Nonpublic School Students**

- The school district where the nonpublic elementary or secondary school is located will be responsible for the equitable provision of services, child find and consultation requirements in IDEA 2004.
- If the school district where the nonpublic school is located determines through its child find process that a student is suspected of having a disability, it must immediately refer the students to the CSE for evaluation and possible identification as a student with a disability by the CSE.
- The school district where the nonpublic school is located must expend a proportionate amount of its Federal funds made available under Part B of IDEA for the provision of services to students with disabilities attending nonpublic schools in the jurisdiction of its public school. Such Federal funds may not be used for child find purposes.
- The school district where the nonpublic school is located can recover tuition from the district or residence for special education services provided to nonresident students. Such tuition must exclude costs paid with Federal or State funds by the school district where the nonpublic school is located who provided the special education services.
- State the local funds provided by the school district of residence must supplement and in no case supplant the proportionate amount of Federal funds expended by the school district in which the nonpublic school attended by the student is located.

## **EASTERN SUFFOLK BOCES**

### **ELEMENTARY SCHOOL PROGRAMS**

#### **Tecumseh Elementary School (Center Based Program/Included Site)**

Tecumseh Elementary School, in collaboration with Sagamore Children's Center, services students with mild to severe learning disabilities and moderate to severe behavioral and/or intensive counseling concerns. A comprehensive, structured school wide behavior management system is used. The program is for students between the ages of 5 – 12. The class size options are 6:1 and 8:1:1. The staff provides specialized individual and small group instruction utilizing the following methodologies:

Program exit outcomes are:

Return to District  
BOCES Included Placement  
Other BOCES Programs  
Regents or Local Diploma

### **Premm Learning Center (Center based/Included Sites)**

The Premm Learning Center serves students between the ages of 5-11 with moderate to severe developmental disabilities. The students participate in a Life Skills and significantly modified New York State curriculum. The 12:1:4 class emphasizes a multi-sensory approach to learning. Other class size options include 6:1:1 and 8:1:1. Students' classifications include Autism, Mental Retardation, and Multiply Disabled. Program exit outcomes are:

- Return to District
- Other BOCES Programs
- Supported Employment
- BOCES Included Placement
- Vocational Educational Services for Individuals with Disabilities (VESID)
- Outside Placements

### **Sayville Elementary School (Center Based/Included Site)**

The Sayville Elementary School provides a transdisciplinary program, reflecting the principles of Applied Behavior Analysis, to address the needs of elementary through middle school aged students with Autism and related developmental disabilities. This program is for students between the ages of 6 – 11, with a class size of 8:1:1. Common Core Standards are presented through individualized and small group goal driven instruction. All instruction fosters the development of communication, social skills, on-task appropriate behaviors, academics, life skills and pre-vocational skills; through a hierarchy of structured specialized learning opportunities. The staff provides specialized individual and small group instruction utilizing the following best practice methodologies:

- Discrete Trial Instruction
- Multi-Media Instruction
- Community Integration Experiences
- Social Stories
- Pre-Vocational Skills
- Applied Behavioral Analysis
- ADL (Activities for Daily Living) Skills
- Functional Behavioral Assessment/Behavior Intervention Plans
- Task Analysis

The program exit outcomes are:

- Return to District
- BOCES Included Placement

Other BOCES programs  
Skills and Achievement Commencement Credential (SACC)

**Westhampton Beach Learning Center (Center Based/Included Site)**

The Westhampton Beach Learning Center consists of a Developmental Program, an Academic Program, and an Autism Program. These programs are for students aged 5 – 11 years old, with class sizes of 8:1:1 and 12:1:1.

The Developmental Program services students with various developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his/her disability. Program components include improving cognition with an emphasis on sensory motor skills development. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

The Academic Program services students with learning and behavioral disabilities. The primary goal of the program is to maximize each student's potential. Program components include instruction that is comprised of the general education curriculum and which supports the Common Core State Standards. Behavior management, self advocacy and social skills are addressed. A building-wide behavior management plan is an integral part of the program. Functional behavior assessments (FBA's) and behavior intervention plans (BIP's) are implemented for support when needed.

The Autism Program services students with various developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his/her disability. Program components include academics with an emphasis on functional skill development. Behavior management, independent living, and social skills are also addressed. Where needed, discrete trial instruction and applied behavioral analysis are utilized in conjunction with grade level curriculum. Functional assessments of behavior and behavior intervention plans are implemented for support when needed.

The program exit outcomes are:

Return to District  
WHBLC Secondary Program  
Other BOCES Programs

## **MIDDLE SCHOOL PROGRAMS**

### **Jefferson Academic Center (Center Based/Included Site)**

The Jefferson Academic Program is available to special education students between the ages of 12-14. The academic program at the Jefferson Academic Center is available to special education and non-classified "at risk" students who require an alternate approach to learning. The students have moderate to severe learning disabilities, Autism Spectrum Disorders, or moderate to severe behavioral and/or intensive counseling concerns. Psychiatric services are also available through collaboration with Sagamore Children's Center. The class size options are 6:1:1 and 8:1:1. Career awareness and post-secondary transition planning is integrated with the program during the school year. Related services are available to meet the requirements of the students' I.E.P. Program exit outcomes are:

- BOCES Included Placements
- Return to District
- Other BOCES Programs

### **Premm Learning Center (Center Based)**

The Functional Academic Skills Program at Premm Learning Center services students with moderate to severe development disabilities. The program is for students between the ages of 11 – 14 with a class sizes of 8:1:1 and 12:1:1. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of their disability. Program components include academics with an emphasis on functional skill development, utilizing a modified Common Core Curriculum. Behavior management, independent living and social skills are also addressed. Functional assessments of behavior and behavior intervention plans are implemented for support when needed. All students are assessed using the New York State Alternate Assessment. The programs exit outcomes are:

- Secondary BOCES programs
- Return to district
- Graduation – Regents or local diploma
- SACC- Skills and Achievement Commencement Credential

### **Westhampton Beach Learning Center (Center Based/Included Site)**

This program has an Academic Center Middle School Program, a Secondary Developmental Program, and a Prevocational Program. These programs service students aged 11 – 14, with class sizes ranging from 6:1:1. 8:1:1 and 12:1:1. These programs service students with learning and behavioral disabilities. The primary goal of the program is to maximize each student's potential. Program components include instruction that is comprised of the general education curriculum and which supports the Common Core State Standards. Behavior management, self-advocacy and social skills are addressed. A building-wide behavior

management plan is an integral part of the program. Functional assessments and behavior intervention plans are implemented for support when needed. The programs exit outcomes are:

- Secondary BOCES programs
- Return to District
- Graduation – Regents or local diploma
- SACC- Skills and Achievement Commencement Credential

### **Masera Middle School**

The Masera Middle School provides a transdisciplinary program, reflecting the principles of Applied Behavior Analysis, to address the needs of middle school students with Autism Spectrum Disorder and related developmental disabilities. Next Generation Learning Standards are presented through individualized and small group goal driven instruction. All instruction fosters the development of communication, social skills, on task appropriate behaviors, academics, life skills and prevocational skills; through a hierarchy of structured specialized learning opportunities. All students are assessed using the New York State Alternate Assessment. The programs exit outcomes are:

- Secondary BOCES programs
- Return to district
- Graduation – Regents or local diploma
- SACC- Skills and Achievement Commencement Credential

### **Brookhaven Learning Center (Center Based/Included Site)**

The Brookhaven Learning Center provides a continuum of services for students with moderate to severe developmental disabilities. Students participate in a modified New York State Curriculum with an emphasis on life skills. This program serves students aged 12-14 years old, with class sizes of 8:11 and 12:1:1. Program exit outcomes are:

- Return to District
- Secondary BOCES programs
- Graduation – Regents or local diploma
- SACC – Skills and Achievement Commencement Credential

## **SECONDARY SCHOOL PROGRAM**

### **Bellport Academic Center (Center Based)**

The Bellport Academic Center services students between the ages of 14-21 who have moderate cognitive impairment with a pattern of moderate intermittent acting-out behaviors with a possible psychiatric history. The class ratio consists of eight students, one teacher, one teacher assistant and two classroom-shared aides. Students participate in either the NYS General or Alternate Assessments. The focus of this program is on social/emotional skills, career

development, and transition to post-secondary placements/employment. Beginning at age 14, all students taking the NYSAA will participate in Special Education Career Training at the Islip Career Center. Students participating in the general education curriculum and working toward a Regents diploma begin career classes in the eleventh grade.

Program exit outcomes include:

- Return to District
- High School Graduation
- Higher Education
- Post Secondary Training (ACCES-VR, OPWDD, OHM))
- Employment
- Other BOCES Programs

### **Brookhaven Learning Center (Center Based/Included Site)**

The Brookhaven Learning Center provides a continuum of services for students with moderate to severe developmental disabilities. Students participate in a modified New York State Curriculum with an emphasis on life skills.

The students whose ages range from 14 to 21 have moderate to severe learning disabilities, moderate to severe behavioral and/or intensive counseling concerns. The class size options are 8:1:1 and 12:1:1. Program exit outcomes include:

- Return to District
- Day Habilitation Program
- Supported Employment
- Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)
- OPWDD eligibility
- SACC- Skills and Achievement Commencement Credential

### **Transition Services Program @ Brookhaven Learning Center**

TSP @ BLC is made up of five courses and the Work Activity Center:

- Culinary
- Horticulture
- Retail
- Basic Technology
- Academics
- Work Activity Center

The Transition Services Program provides a half or full day applied academics program, which emphasizes life and employability skills to students with mild to moderate developmental disabilities. The program is for student aged 14-21 with a class size of 12:1:1. By utilizing a variety of simulated and real-life settings students are prepared to transition from school to post-secondary outcomes. Included in the Transition Services Program is the Work Activities Center

(WAC) for students sixteen to twenty-one, who meet established criteria, to have a volunteer work experience in the community under the direct supervision of a job coach.

Program Exit Outcomes

- Day Habilitation Programs
- Supported Employment
- Employment
- Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)
- OPWDD eligibility
- SACC- Skills and Achievement Commencement Credential

### **Islip Academic Center**

This multifaceted academic program at Islip Academic Center is available to secondary special education and non-classified "at-risk" students with severe behavioral concerns and limited anger management skills. The Islip Academic Center offers both a 6:1:1 modified program and an 8:1:1 departmentalized program based on the New York State Regents Curriculum. All students receive weekly counseling at least one time individually and one time in a group setting to address social skills and behavior management needs. Program exit outcomes are:

- Return to District
- High School Graduation
- BOCES Included Placement
- Post Secondary Training
- Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)
- Military
- Employment

### **Sequoia High School**

The Sequoia High School services students who have mild behavioral and/or intensive counseling and/or mild to moderate learning disabilities. This program services students aged 14 - 21. The class size is 12:1:1. Ninth and tenth grade students receive a full day departmentalized academic program aligned to New York State Regents Curriculum. This same program is offered to eleventh and twelfth grade students with options available for students interested in a half day academic program and a half day Career and Technical Education component. Psychiatric services are also available through collaboration with Sagamore Children's Center. Program exit outcomes are:

- Return to District
- High School Graduation

Higher Education  
BOCES Included Placement  
Post Secondary Training  
Adult Career and Continuing Education Services – Vocational Rehabilitation  
(ACCES-VR)  
Military  
Employment

### **Interim Alternative Educational Program (IAEP)**

This new program serves non-disabled and disabled students in middle school and high school who require highly structured services in an alternative setting. It is for non-classified students who are on long term, out of school suspension as a result of a Superintendent's Hearing and classified students who need an Interim Alternative Education Program as described in 201.7 of the Commissioner's Regulations. Placement may extend beyond the minimum of 45 days. This highly individualized, academic program includes Regents-level instruction. School-based counseling, behavioral management training, substance abuse treatment and court probationary services, as well as support services from psychologists and social workers, are also available. This full-day program is housed in a self-contained location at the James E. Allen Alternative School in Wheatley Heights. Class size is 8:1:1.

## **WESTERN SUFFOLK BOCES PROGRAMS**

### **James E. Allen Elementary School**

Student displaying a wide variation of disabilities, ages 5-12, are educated at the Elementary School of the Special Education Division. This program provides instruction in basic skills of reading, writing, communication and math. For those students with multiple disabilities, instruction emphasis is on Activities of Daily Living, mobility and basic communication. Class size options are 9:1:1, 8:1:1 and 6:1:1.

In addition to basic classroom instruction, all students receive adaptive physical education. An enrichment program in basic skills and basic technology education is part of the core curriculum which assists students in preparing for the New York State standardized test of Alternative Assessments. A wide range of special activities help stimulate each student's social skills. In addition, some students receive services from a consulting psychiatrist.

Classes are available in Applied Behavioral Analysis (ABA). The services of a consulting psychiatrist are provided to students in the Intensive Counseling Experience (ICE) program.

### **James E. Allen Jr./Sr. High School**

This program services students ages 12-21 who present a range of disabilities and require intensive support to become successfully placed upon graduation in supportive employment, workshop placement, or a day treatment program. Class size options are 12:1:1, 8:1:1 and 9:1:3.

Heavy emphasis is placed on developing work skills for placement following graduation. A variety of training opportunities for supportive employment, including a comprehensive Work Activities Center, is available. Many of the students participate in travel training to assist them in independent ambulation within the community. Most students participate in community-based vocational sites and receive training by working with non-disabled individuals.

The program's team approach brings together the related service staff, program psychologists, and social workers who work in concert with the classroom staff to maximize each child's potential. The services of a consulting psychiatrist are available for those developmentally disabled students who also have psychiatric needs. The highest priorities within this program are to help students develop functional skills for daily living activities and prepare for success in the New York State Alternate Assessment.

### **Brennan Middle School**

The Middle School Program serves disabled adolescents, ages 11-14. Class size is 8:1:1. This program provides an enriched educational environment while responding to many of the students' social and psychological needs. Beyond basic academic instructions, many students receive services from consulting psychiatrists either employed by the Office of Mental Health or BOCES, and participate in a wide range of extra curricular activities. The classroom teacher, the paraprofessional(s), a psychologist and a social worker assigned to each classroom unit create a team approach. Outreach services to involve families within the school community are an integral part of the Middle School Program.

### **PASS Program at Brennan Middle School**

The PASS program at the Brennan Middle School offers a highly structured environment in which instructional and behavioral deficits can be addressed within a small group setting for middle school aged students. All are in need of alternative education. Truancy, non-compliance with school rules and generally disruptive behavior often characterize a student in crisis; such a student is appropriate for the PASS program. Students who are at risk due to poor achievement may also be referred to this program where they will be afforded many support services to ensure success. Class size is 8:1:1.

### **Brennan High School**

This alternative program serves disabled and non-disabled youngsters of high school age who present a variety of educational and emotional needs. A failure to succeed in school is often tied to a variety of emotional problems frequently linked to a disturbance with the family unit. Class size is 8:1:1. They receive ongoing services from consulting psychiatrists, either employed by the Office of Mental Health or BOCES. Transitional classes are available for those students capable of being mainstreamed into a regular high school.

### **PASS Program at Brennan High School**

The PASS Program, the Option II component of the Brennan High School, offers a highly structured environment in which instructional and behavioral deficits can be addressed within a small group setting for high school aged students. Students may or may not be classified as special education students. All are in need of alternative education. Truancy, non-compliance with school rules and generally disruptive behavior often characterize a student in crisis; such a student is appropriate for the PASS Program. Students who are at risk due to poor achievement may also be referred to this program where they will be afforded many support services to ensure success. Class size is 12:1:1.

### **Intensive Day Treatment (IDT)**

The Intensive Day Treatment Program assists school age students from Nassau and Suffolk Counties to avert hospitalization for severe emotional/psychiatric problems. The IDT Program is also a therapeutic program to help a youngster adjust to the community following a period of inpatient psychiatric hospitalization. Instructional staff provided by the Special Education Division of Western Suffolk BOCES, in concert with professionals funded by the Office of Mental Health/Sagamore Children's Psychiatric Center, provide intensive intervention to students on an extended day basis. The program also works with pupils who have been in a day treatment or other intensive school placement and have not been successful. IDT may also be a short-term placement for youngsters leaving psychiatric hospitalizations en route to day treatment or other specialized school-based services. Class size is 6:1:1.

### **James E. Allen Alternative School**

This program serves disabled students, ages 11-21 who require highly intensive management needs due to conduct disorders. The program provides ongoing educational instruction to students requiring an 8:1:1 class size. The services of a consulting psychiatrist are available for those conduct disordered students who also have psychiatric needs. In addition, strong emphasis is placed upon having each student's parents and family become part of the treatment services.

### **PASS Program at James E. Allen Alternative School**

The PASS Program offers a highly structured environment in which instructional and behavioral needs due to conduct disorders are met. Class size is 12:1:1. Disabled and non-disabled students ages 12-21 are served. All students are in need of alternative education. Truancy, non-compliance with school rules and generally disruptive behavior characterizes the conduct disorder student who benefits from this program.

### **Manor Plains High School**

This secondary program, a collaborative effort between the Special Education Division

and the Career and Technical Education Division, prepares high school students for graduation and enables them to be self-sufficient adults with ongoing employment and the ability to live independently. Class size is 8:1:1. Special Education staff provides academic instruction while vocational education teachers teach the skills needed in each student's chosen vocation.

### **PASS Program at Manor Plains High School**

The PASS Program offers Special Education and Career and Technical Education to disabled and non-disabled students in 12:1:1 classes. This program prepares high school students for graduation and enables them to be self-sufficient adults with ongoing employment and the ability to live independently.

### **ALTERNATIVE LEARNING CENTERS**

Alternate Learning Centers have special classes that bridge the gap between classes for the disabled at Western Suffolk BOCES centers and classes for the disabled and non-disabled students located in local school districts. Classes, staffed by Western Suffolk BOCES teachers and paraprofessionals, deliver instruction to students referred by participating school districts. Mainstreaming within the host school classes is available where appropriate.

ALC classes serve a variety of youngsters, ages 5-21. Groupings are determined by the severity of need and similarity of educational, social and physical functioning. Class size is 8:1:1. Classes serve disabled students ages 5:21 in district elementary, middle and high schools. An in-district class for Applied Behavior Analysis (ABA) is available for elementary school children.

### **South Oaks**

The Western Suffolk BOCES hospital program located at South Oaks Hospital in Amityville offers an educational program for hospitalized adolescents. Both disabled and non-disabled students can enroll in this program. Close contact is established initially with each child's home school guidance counselor to identify the level of instruction needed.

The education program at South Oaks consisting of basic high school subjects in English, Social Studies, Mathematics and Science, is considered an integral part of the treatment program by hospital administration. The educational staff works in partnership with doctors, nurses and psychologists to facilitate comprehensive treatment.

### **Itinerant Services for the Visually Impaired**

Itinerant Services are available to blind and partially sighted students in their home schools. The itinerant teacher carries out an ongoing program with local school staff so they can help a student develop those skills needed to function optimally in the regular school setting. these skills can include the use of optical and visual aids, tactile and auditory aids, Braille reading and writing, listening and oral communication, orientation, mobility, travel, proficiency in the skills of daily living, counseling in social adjustment, independence, efficient use of

resources and personal organization.

### **Itinerant Services for the Hearing Impaired**

Mainstreamed hearing impaired students are eligible for this complete language oriented, academic support program in their home schools. Based upon individual need, certified teachers of the deaf provide intensive language development, auditory training, speech correction, lip-reading and academic tutoring program as well as sign language, manual alphabet and lip-reading. The service is coordinated with the curriculum, thus requiring close cooperation with the teacher in the home school.

### **Related Services**

Students with disabilities may require specific related services as part of their overall educational program. The following related services are available:

- Speech/Language Therapy
- Physical Therapy
- Occupational Therapy
- Counseling:
  - Individual
  - Group
  - Family

Service for the Visually Impaired  
Orientation and Mobility Service  
English as a Second Language  
Individual Aide

Requests for these services should be included in the child's Individual Education Plan specifying the number of units per week requested for each service. Evaluations to determine the need for the above-named services can be arranged through the Director's staff.

### **NYS Alternate Assessment Coordinator Service**

BOCES will provide technical support and assistance to help districts meet the participation criteria, age eligibility and the generation of authentic standards-based evidence for inclusion into the NYSAA. BOCES will work with districts to identify NYSAA "age eligible" students.

The service includes informational updates to Pupil Personnel and to parents/families/caregivers of students participating in the NYSAA. BOCES will also work with districts to ensure student registration through the state data collection system and the RIC is accurate.

## **PRIVATE SCHOOL PROGRAMS**

In addition to the in-district and BOCES programs, when it is appropriate to their special educational needs, the district places students in private special education programs. The following private programs are used by the district:

Ascent  
Association for Children with Down Syndrome  
Association for the Help of Retarded Children  
Center for Developmental Disabilities  
Cleary school for the Deaf  
Developmental Disabilities Institute  
Eden II School for Autistic Children  
Henry Viscardi  
Little Flower UFSD  
United Cerebral Palsy Center  
Nassau/Suffolk Services for Autism  
Mill Neck Manor School for the Deaf

### **Residential Programs**

Residential programs provide needed twenty-four hour-a-day comprehensive services that are unavailable to a pupil being educated in a special class and living at home. The program may be in a state operated state supported or an approved private residential school setting and requires approval or appointment by application to the Commissioner of Education prior to placement.

## **PLAN TO ENSURE AVAILABILITY OF INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS**

*This plan pertains to a student with a disability who attends East Islip Schools and who has a need for his or her instructional materials in an alternative format as identified on the student's Section 504 accommodation plan or individualized education plan (IEP).*

### **IDENTIFICATION OF THE NEEDS OF STUDENTS RESIDING IN THE DISTRICT OR ATTENDING THE BOCES**

The needs of students are assessed yearly during the Annual Review process. At this time, the psychologist, speech pathologist, special education teacher, and others who may have information pertaining to the student, assemble to review the student's Individualized Education Plan (IEP). Based upon the student's needs, provisions are made in terms of alternate assessments, testing accommodations, related services, and goal development. In addition, as part of the Annual Review process, a list of students who require alternative format materials will be generated based upon the diploma option, supplemental aides and materials, and special alerts. This list will then be forwarded to the psychologists in each building. At the secondary level, the psychologists will then coordinate with the guidance counselors, who in turn will acquire the necessary materials. At the elementary level, the psychologist will coordinate with the special education teacher, who will then be responsible for obtaining the materials.

In addition to the Annual Review, Re-Evaluations are conducted every three years on students who have an IEP. These evaluations include updated assessments using standardized intelligence and achievement tests. There are several alternative formats of these standardized tests that are available for working with visually and/or hearing-impaired students. For example, psychologists at the Cleary School for the Deaf use assessment tools that can be signed to the students, i.e., Wechsler Intelligence Scale for Children – IV (WISC-IV), Wechsler Adult Intelligence Scale –III (WAIS-III), Leiter International Performance Scale—R, and Test of Nonverbal Intelligence – III (TONI-IV). In order to complete the academic assessment, they use Stanford Achievement – 9<sup>th</sup> Edition; Brigance Diagnostic Comprehensive Inventory of Basic Skills; Wechsler Individual Achievement Test 4<sup>th</sup> Edition (WIAT) and Test of Early Reading Ability—Deaf or Hard of Hearing.

Visually impaired or blind students may also require alternative formats during evaluations. It is important to note that the majority of these assessment tools have not been normed or standardized on deaf or blind populations; therefore, the results must be reviewed with caution. In the event that an evaluation needs to be conducted on a student who is both blind and deaf, it becomes imperative to review the student's records, interview staff, family members, and the student, conduct a classroom observation, and consult with the Helen Keller National Center.

### **Access to and Conversion of Electronic Files**

East Islip School District publishes its own website ([www.eischools.org](http://www.eischools.org)). This website has links to all of the schools within the district. Many of the teachers utilize this website to post homework assignments, class projects, field trip notifications, try-outs for extracurricular activities, and extra-help sessions. Others publish classroom notes. Every student in East Islip has a laptop or Chromebook. Many teachers utilize Google Classroom. All classrooms have interactive whiteboards, or SMART Boards.

The district has access through Columbia Teacher's College and Dominican College to personnel who are trained in converting electronic files to Braille and large print. The district also employs assistive technology consultants and technology specialists who convert electronic files to audio or alternative displays and/or download apps when necessary.

### **Ordering Timelines**

State assessments in alternate formats can be ordered directly from the State Education Department's Office of State Assessment. Orders for the Grade 3 - Grade 8 assessments must be placed by the school principal during the third week of September, on or about September 18<sup>th</sup>. Supplemental orders for these tests can be placed until December 1<sup>st</sup>. Any additions made after this date will have to be picked up directly from the regional office. On the secondary level, orders for the state Regents Exams are to be placed three months prior to the testing dates. For the January Regents Exams, orders will be placed on or about October 15<sup>th</sup>, and for the June Regents Exams, orders will be placed on or about March 15<sup>th</sup>. For all of these assessments, Braille and large type booklets need to be indicated on the regular request form, and they will be shipped with the regular materials.

### **Selection and Procurement of Instructional Materials**

At the elementary level, the teacher for the upcoming school year will be notified in late spring of his or her scheduling of a youngster who requires alternative test forms and customized materials. The teacher will review the materials for the upcoming school year and order the materials from the procurement sites listed below before the current school year. These orders need to be forwarded to the Office of Special Education and processed through the Account Clerk.

At the secondary level, every effort is made to select the IEP teacher responsible for the student. In those rare cases where the level of customized materials is so extraordinary that the materials are not reasonably available (10 days), every effort will be made to assign the IEP teacher responsible no later than June 15<sup>th</sup>.

In certain circumstances, teacher aides are hired to work a specific amount of time per week converting the classroom materials for individual student use. Most times, the aide is noted on the IEP or 504 plans.

## Procurement Sites

American Printing House for the Blind  
Web: <http://www.aph.org>

NYS Resource Center for Visually Impaired  
2A Richmond Avenue  
Batavia, NY 14020  
Ph: (585) 343-8100  
Fax: (585) 343-3711  
Email: [identsanti@mail.nysed.gov](mailto:identsanti@mail.nysed.gov)  
Recording for the Blind and Dyslexic (RFB&D)  
Web: <http://www.rfbd.org>  
Universal Learning Center  
Skip Stahl  
Ph: (978) 531-8555  
Email: [sstahl@cast.org](mailto:sstahl@cast.org)  
Web: <http://ulc.cast.org>

### ***Audio Text***

BTS Talking Books and Braille Library  
Cultural Education Center

Albany, NY 12230  
Ph: 1-800-342-3688  
Web: <http://www.nysl.goiv/talk/htm>

Andrew Heiskell Library for the Blind  
And Physically Handicapped  
40 West 20<sup>th</sup> Street  
New York, NY 10011-4211  
(212) 206 5400/5425  
Web: [http://www.nypl.org/branch/central\\_untis/lb/LB.html](http://www.nypl.org/branch/central_untis/lb/LB.html)

Talking Books Plus  
Outreach Services, Suffolk Coop.  
Library System  
627 North Sunrise Road  
Bellport, NY 11713  
Ph: (631) 286-1600/4685  
Web: <http://www.suffolk.lib.ny.us/tbp>  
National Library Service for the Blind  
and Physically Handicapped  
Ph: (202) 707-5100  
Web: <http://www.loc.gov/nls>

Braille and Talking Books Libraries

Web: <http://www.loc.gov/nls/libs.html>

Talking Tapes  
Web: <http://www.talkingtapes.org/default.asp>

Talking Books  
Nassau Library System  
900 Jerusalem Avenue  
Uniondale, NY 11553  
Ph: (516) 292-8920  
Email: [nls@lilrc.org](mailto:nls@lilrc.org)

Talking Book Publishers, Inc.  
1055 West Arizona Avenue  
Denver, CO 80223  
Ph: (303) 778-8606

### ***Large Print Text***

RR Bowker  
630 Central Avenue  
New Providence, NJ 07974  
Ph: 1-800-269-5372  
Email: [info@bowker.com](mailto:info@bowker.com)

Helen Keller Braille Library  
Karen Barrett  
One Helen Keller Way  
Hempstead, NY 11550  
Ph: (516) 485-1234 x246  
Fax: (516) 538-6785

InfoCon, Inc  
Gordon Rawlins  
2423 W. March Lane; Suite 200  
Stockton, CA 95207  
Ph: 1-800-544-4551  
Fax: (209) 478-7074

Thorndike/G.K. Hall  
Nicole Buker  
PO Box 159  
Thorndike, ME 04986  
Ph: (207) 948-2962 x212 or x211  
MATR—Michigan's Assistive Technology  
Resource  
1023 S. US 27

St. Johns, MI 48879-2423  
Ph: 1-800-274-7426

Educational Services for the Visually  
Handicapped  
1700 West State Street  
Janesville, WI 53546  
Ph: (608) 758-6146

Prose and Cons Braille Unit  
Dominic Inzodda  
800 Pioneer Blvd.  
Lincoln, NE 68502  
Ph: (402) 471-3161 x3373

Library Reproduction Service (LRS)  
The Microfilm Company of California  
1977 S. Los Angeles Street  
Los Angeles, CA 90011  
Ph: (213) 749-2463

Specialty Publishing and Printing  
Bruce or Scott Howard  
PO Box 414  
Quitman, MS 39355  
Ph: (888) 697-3768

***Straight Literary Braille Text***  
Eastern Correction Facility  
John Cosh, Braille Coordinator  
PO Box 338, Institution Drive  
Napanoch, NY 12458  
Ph: (845) 647-7400  
Fax: (845) 647-9895

Mohawk Valley Braille Transcribers  
Central Assoc. for the Blind and  
Visually Impaired  
Nancy Hester  
507 Kent Street, Utica, NY 13501  
Ph: (315) 797-2233  
Braille Group of Buffalo  
Jill Pariso, Sue Kahn  
4660 Sheridan Drive  
Buffalo, NY 14221  
Ph: (716) 689-1560  
Email: brlgrp@juno.com  
Braille Institute of America  
Lori Shilling (recordings)  
Carol Jimenez (Braille)  
741 North Vermont Avenue

Los Angeles, CA 90029  
Ph: (323) 663-1111  
Fax: (323) 663-2332

Johanna Bureau for the Blind  
Edith Weiner  
8 S. Michigan Avenue; Suite 300  
Chicago, IL 60603-3305  
Ph: (305) 332-6076

Florida Instructional Materials Center  
Lois Langham, Judy Trudelle  
5002 N. Lois Avenue  
Tampa, FL 33614  
Ph: (813) 872-5281  
Fax: (813) 872-5284  
Email: [llangham@fimcvi.org](mailto:llangham@fimcvi.org)

Foundation for Blind Children  
Inge Durre  
1235 E. Harmont  
Phoenix, AZ 85020  
Ph: (602) 678-5810  
Email: [idurre@the-FBC.org](mailto:idurre@the-FBC.org)

Lehigh Valley Braille Guild  
Helen Klitsch  
614 North 13<sup>th</sup> Street  
Allentown, PA 18102  
Ph: (610) 559-0962  
Fax: (610) 433-4856

MATR—Michigan's Assistive Tech. Resource  
1023 S. US 27  
St. Johns, MI 48879-2423  
Ph: 1-800-274-7426

Metrolina Association for the Blind  
Robert Scheffel  
704 Louise Avenue  
Charlotte, NC 28204  
Ph: 1-800-926-5466 x121 or x123

Metropolitan New Jersey Chapter  
Jane Bente  
2 Gardner Road  
Fairfield, NJ 07004  
Ph: (973) 575-0880 x336  
Web: <http://www.aph.org/names.txt>

National Braille Press Education  
Services c/o Eileen Curran  
88 St. Stephen Street  
Boston, MA 02115  
Ph: (617) 266-6160 x17

Pattan Production Services  
Julie Breneman  
6340 Flank Drive; Suite 600  
Harrisburg, PA 17112-2764  
Ph: (717) 541-4960 x3329

Seedlings, Braille Books for Children  
Debra J. Bonde  
PO Box 51924  
Livonia, MI 48151-5924  
Ph: 1-800-777-8552

Educational Services Center for the  
Visually Handicapped  
David Cederstrom  
1700 West State Street  
Janesville, WI 53546  
Ph: (608) 758-6146

Prose and Cons Braille Unit  
Dominic Inzodda  
800 Pioneer Blvd.  
Lincoln, NE 68502  
Ph: (402) 471-3161 x3373

West Virginia Braille Program  
Shelia Waldron Simmons  
PO Box 1  
Huttonsville, WV 26273  
Ph: (304) 335-2291 x276

***Nemeth Code and Tactile Graphics Production  
and Support***

American Printing House for the Blind, Inc.  
PO Box 6085  
Louisville, KY 40206-0085  
Ph: 1-800-223-1839  
Fax: (502) 899-2274  
Email: [info@aph.org](mailto:info@aph.org)  
Web: <http://www.aph.org>

Anamosa Braille Center  
Rhonda Sturtz, 406 N. High Street

Anamosa, IA 52205-0010  
Ph: (319) 462-3507 x235

Computers to Help People  
John J. Boyer, Executive Director  
825 East Johnson Street  
Madison, WI 53703  
Ph: (608) 257-5917  
Fax: (608) 257-3480  
Email: [chpi@execpc.com](mailto:chpi@execpc.com)  
Web: <http://www.chpi.org>

GHBraile  
Dave Schleppenbach, President  
3000 Kent Avenue; Suite E2-201  
West Lafayette, IN 47906  
Ph: (765) 775-3776  
Email: [info@ghbraille.com](mailto:info@ghbraille.com)  
Web: <http://www.ghbraille.com>  
National Braille Association, Inc.  
3 Townline Circle  
Rochester, NY 14623-2513  
Ph: (585) 427-8260  
Fax: (585) 427-0263  
Email: [nbaoffice@compuserve.com](mailto:nbaoffice@compuserve.com)  
Web: <http://www.nationalbraille.org>

The Technical Braille Center  
Region 20 Education Service Center  
Braille Department  
Robert D. Walling, Coordinator

1314 Hines Avenue  
San Antonio, TX 78208-1899  
Ph: 1-800-514-9310  
Fax: (210) 370-5696  
Email: [rwalling@tenet.edu](mailto:rwalling@tenet.edu)

Natl. Library Serv. for Blind and Phys. Hand.  
Library of Congress  
Washington, DC 20542  
Ph: 1-800-424-8567  
Fax: (202) 707-0712  
Email: [nls@loc.gov](mailto:nls@loc.gov)  
Web: <http://www.lcweb.loc.gov/nls>

National Braille Press, Inc.  
88 St. Stephen Street  
Boston, MA 02115  
Ph: 1-800-548-7323  
Fax: (617) 437-0456

Email: [orders@nbp.org](mailto:orders@nbp.org)  
Web: <http://www.nbp.org>

Visual Aid Volunteers  
Elizabeth C. Gross, Chairperson  
617 State Street  
Garland, TX 75040  
Ph: (214) 272-1615  
Email: [Txbraille@aol.com](mailto:Txbraille@aol.com)

Region IV Education Service Center  
Computer Braille Center  
Diane Spence, Coordinator  
7145 West Tidwell  
Houston, TX 77092-2096

***Braille Translation Software Programs***

MacKichan Software, Inc.  
600 Ericksen, Suite 300  
Bainbridge Island, WA 98110  
Ph: (877) SCI-NOTE  
Fax: (206) 780-2857  
Email: [sales@mackichan.com](mailto:sales@mackichan.com)  
Web: <http://www.mackichan.com>

Duxbury Systems, Inc.

435 King Street  
PO Box 1504  
Littleton, MA 01460  
Ph: (978) 692-3000  
Fax: (978) 486-9712  
Email: [info@duxsys.com](mailto:info@duxsys.com)  
Web: <http://www.duxburysystems.com>

Accessible to Visually Impaired Math Students  
Chris Weaver, MAVIS Program  
New Mexico State University  
Math Department MSC 3MB; PO Box 30001  
Las Cruces, NM 88003  
Ph: (505) 646-1064  
Fax: (505) 646-1064  
Email: [chrweave@nmsu.edu](mailto:chrweave@nmsu.edu)  
Web: <http://www.nmsu.edu/~mavis>

***Captioned Media***

Captioned Media Program  
National Association of the Deaf  
1447 E. Main Street  
Spartanburg, SC 29307  
Ph: 1-800-237-6213  
Fax: 1-800-538-5636

### **Procedures for New Entrant Students during the School Year**

Upon entrance into the district, a new special education student is assessed within the first few days of beginning school. Records from the student's previous school are obtained for review. A psychologist, special education teacher, speech pathologist, and others who may have information pertaining to this student's assessment needs participate in the evaluation process. A Committee on Special Education (CSE) meeting will be held within 30 days. Prior to the CSE, the psychologist will contact the student's former educational site and review the IEP. Instructional materials that require alternative formats will then be coordinated with GUIDANCE on the secondary level and with the special education teacher at the elementary level.

Additionally, for a new student who is blind or deaf, consultations will be made with the Cleary School for the Deaf, the Helen Keller National Center, and the American Printing House for the Blind. There are several alternative formats available for assessing the abilities and academic achievements of these youngsters. An example of some of the tests available in alternative formats include: the Brigance; the Woodcock Johnson; the WIAT, the Leiter; and the Stanford Achievement Test. When necessary, outside agencies, such as those listed above, will be utilized to conduct the assessment themselves.

### **The Plan for Special Education Program Evaluation**

The methods 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. The utilization of the compliance guidelines as identified in the State Education Department Special Education Program Review Guide.
2. The Annual Students with Disabilities State Education Department Report (PD-1-4).
3. The C.S.E. program assessment and report to the Board of Education on the status of programs, services and facilities for the district's disabled children.
4. The C.P.S.E. program assessment and report to the Board of Education on the status of programs, services and facilities for the district's disabled children.
5. Ongoing assessment of program needs for the purpose of budget development.
6. Ongoing assessment of the special education programs levels K – 12.
7. The C.S.E. annual review process for each of the district's students with disabilities.
8. The C.P.S.E. annual review process for each of the district's students with disabilities.

9. The annual standardized testing results for all students with disabilities, including the NYSAA.
10. The PD 5 which identifies the number of students with disabilities declassified each year and the number of students receiving Regents Diplomas.

### **Funding**

Special Education programs and related services provided by the East Islip School District are provided at no cost to the children or their parents. The public funds come from three major sources:

- Local school district property tax revenues;
- State general and excess cost aid to local school districts;
- Federal aid to the states that is available through Federal programs for the students with disabilities.

The local funds for special education services are part of the Annual District Budget that is approved by the Board of Education.

This revised plan will be sent to the Board of Education for approval by December, 2025 and will remain in effect until January, 2028.