Plainview-Old Bethpage Central School District

Special Education Department

EVERY STUDENT MATTERS
EVERY MOMENT
COUNTS

A guide to District Programs

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Welcome

Our team

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Mission

The mission of the Plainview-Old Bethpage Central School District is to prepare civic-minded students who productively participate in a diverse and ever-changing world as self-directed, confident, creative, curious, respectful, and empathetic learners.

We do this by putting all students first and providing the necessary resources and support to:

- create a safe, inclusive environment that is focused on academic excellence, equity and where all students feel a sense of belonging;
- meet each student's academic, social, emotional, and physical needs;
- engage our learning partners in active collaboration and communication; and,
- include opportunities for student voices to be a part of the decision-making process.

Schools

High School

Plainview-Old Bethpage John F. Kennedy H.S.
Principal: Dr. Heather Dvorak
Phone: (516) 434-3125

Middle Schools

Plainview-Old Bethpage Middle School
Principal: Mr. Brian Ciampo
Phone: (516) 434-3308

H.B. Mattlin Middle School
Principal: Dr. Joseph Coladonato
Phone: (516) 434-3250

Elementary schools

Stratford Road School
Principal: Ms. Christina Psihogios
Phone: (516) 434-3389

Old Bethpage School
Principal: Ms. Suzanne Gray
Phone: (516) 434-3419

Judy Jacobs Parkway School
Principal: Ms. Joanna Clampitt
Interim Principal: Jim Murray
Phone: (516) 434-3358

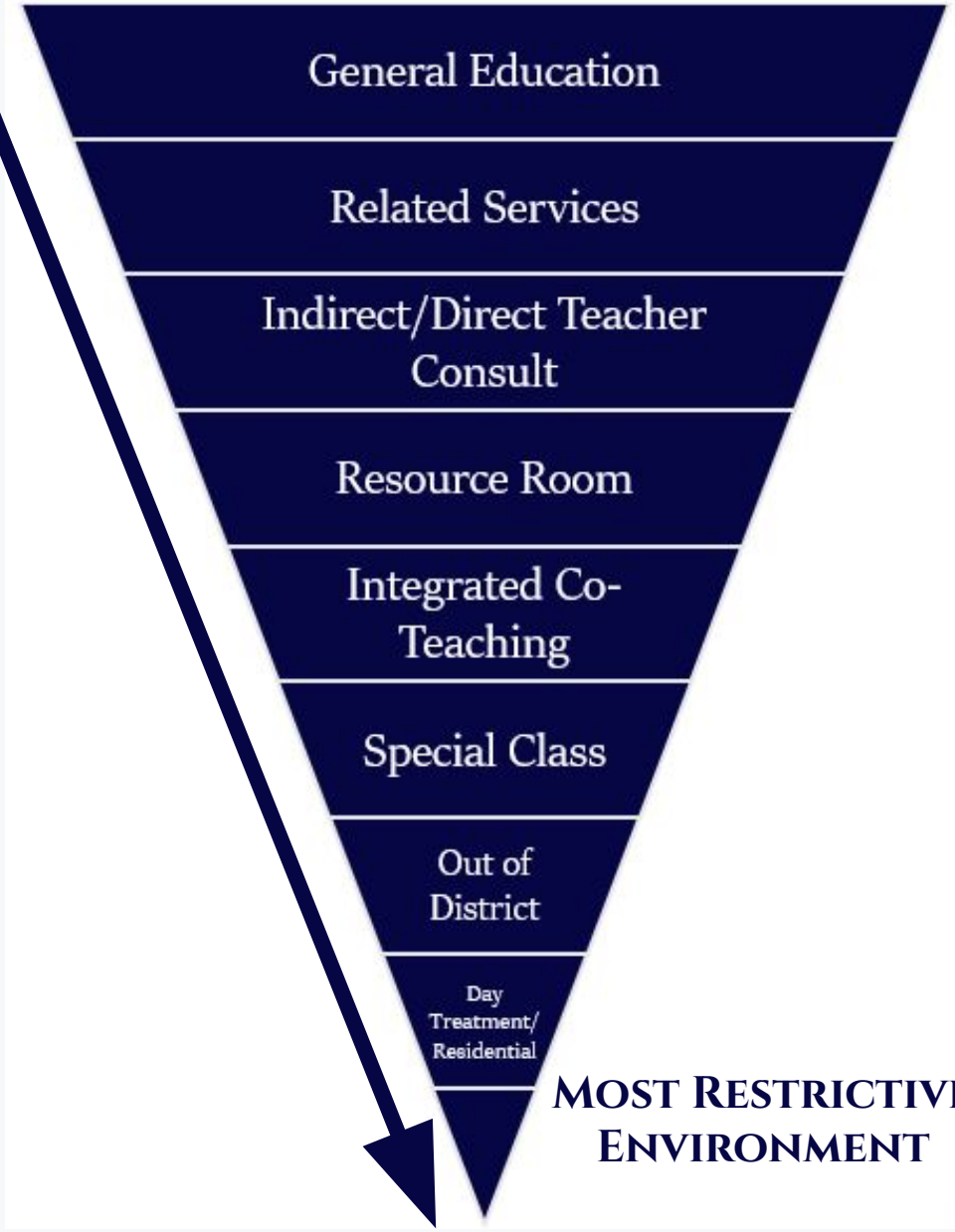
Pasadena School
Principal: Ms. Kristin Seidel
Phone: (516) 434-3451

Programs

Special Education Programs

Per NYSED, the CSE's goal is to provide services/programs in the least restrictive environment (LRE).

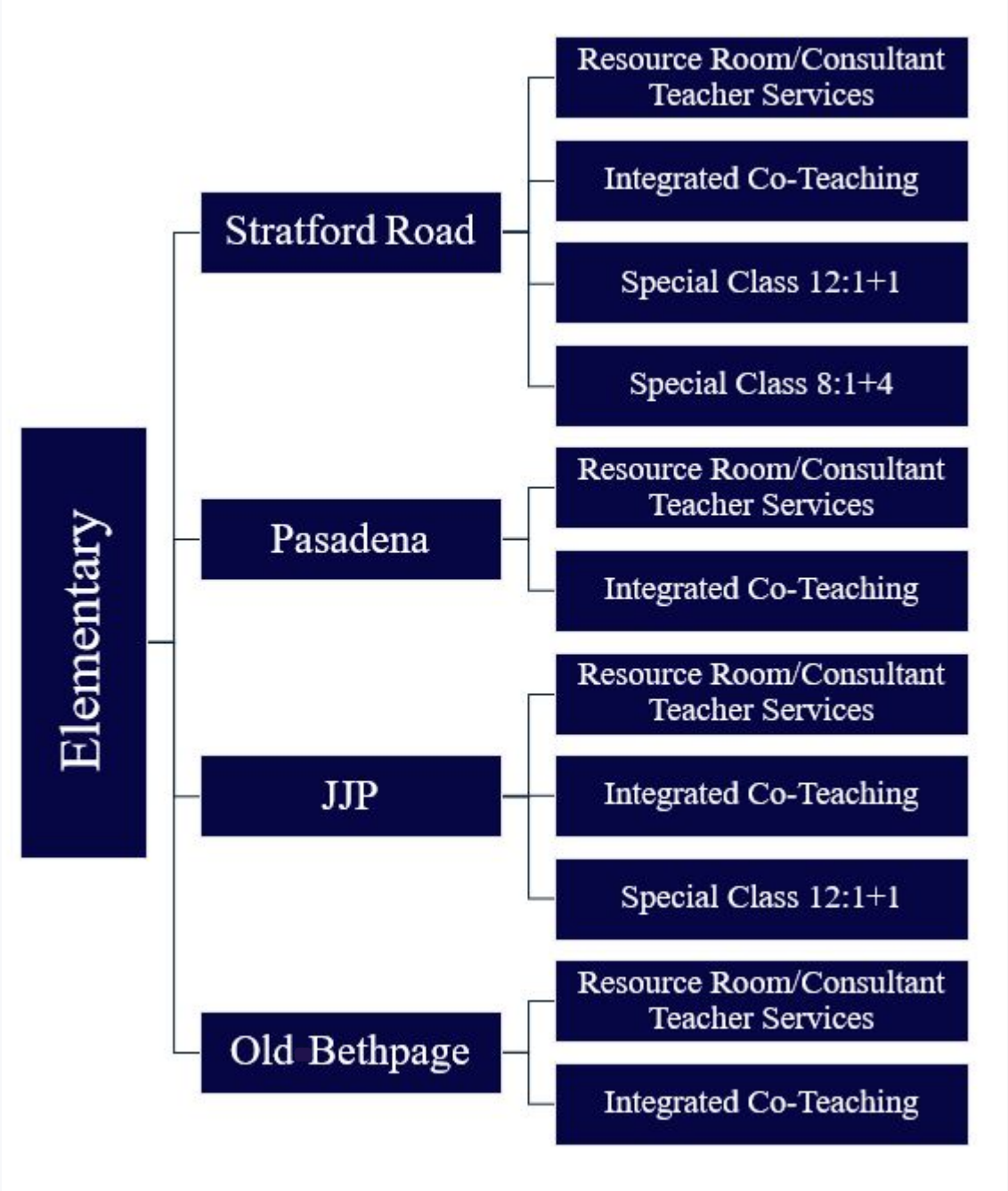
Least Restrictive Environment



Most Restrictive Environment

Elementary School

Elementary Special Education Programs



Program locations at each grade level are subject to change based on enrollment.

Elementary School

Special Class 8:1+4

- No more than 8 special education students, 1 special education teacher, and 4 special education aides
- Students follow a significantly modified curriculum across all subject areas
- Lessons are delivered using data-driven, individualized teaching strategies. Instruction may include discrete trial training, repeated practice, and other techniques based in Applied Behavior Analysis (ABA)
- Students receive support in developing essential Activities of Daily Living (ADLs), helping them gain independence in everyday tasks
- Students in this program may be considered for New York State Alternate Assessment

Special Class 12:1+1

- No more than 12 students, 1 special education teacher, and 1 special education aide
- Students follow the grade-level standards as general education classes, but the material may be adapted to focus on the most essential concepts and skills
- Students receive targeted support through individualized instruction and small-group work to help them access and understand the curriculum
- Students require specially designed instruction in all subject areas
- Students are given frequent opportunities for reteaching and extended practice to reinforce and maintain previously learned skills
- Students in this program must have the skills to engage in both whole group and small group instruction, as well as the foundational independence required to complete tasks on their own

Elementary School

Integrated Co-teaching "ICT"

- ICT classes have 1 general education teacher and 1 special education teacher and are considered a general education program (same curriculum, pacing, class size, etc.)
- Student has academic, study skills, and/or behavioral skill deficits that require full time instruction with a special education teacher
- Student goals are addressed within the context of the curriculum and goals are correlated to grade-level standards
- Students are building independence but require mild to moderate support to access accommodations and curriculum

Resource Room

- A special education teacher pulls students out of a general education class to receive specialized instruction
- Instruction is targeted and skill-based, focusing on each student's IEP goals to increase independence and confidence in academic tasks
- Addresses specific skill deficits to reinforce and support what is being taught in the general education classroom
- Students have not responded adequately to general education supports and/or MTSS interventions
- Instruction is individualized and directly aligned with each student's needs and learning profile
- Students are capable of generalizing strategies learned in the Resource Room to their general education classrooms with minimal support

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Elementary School

Consultant Services

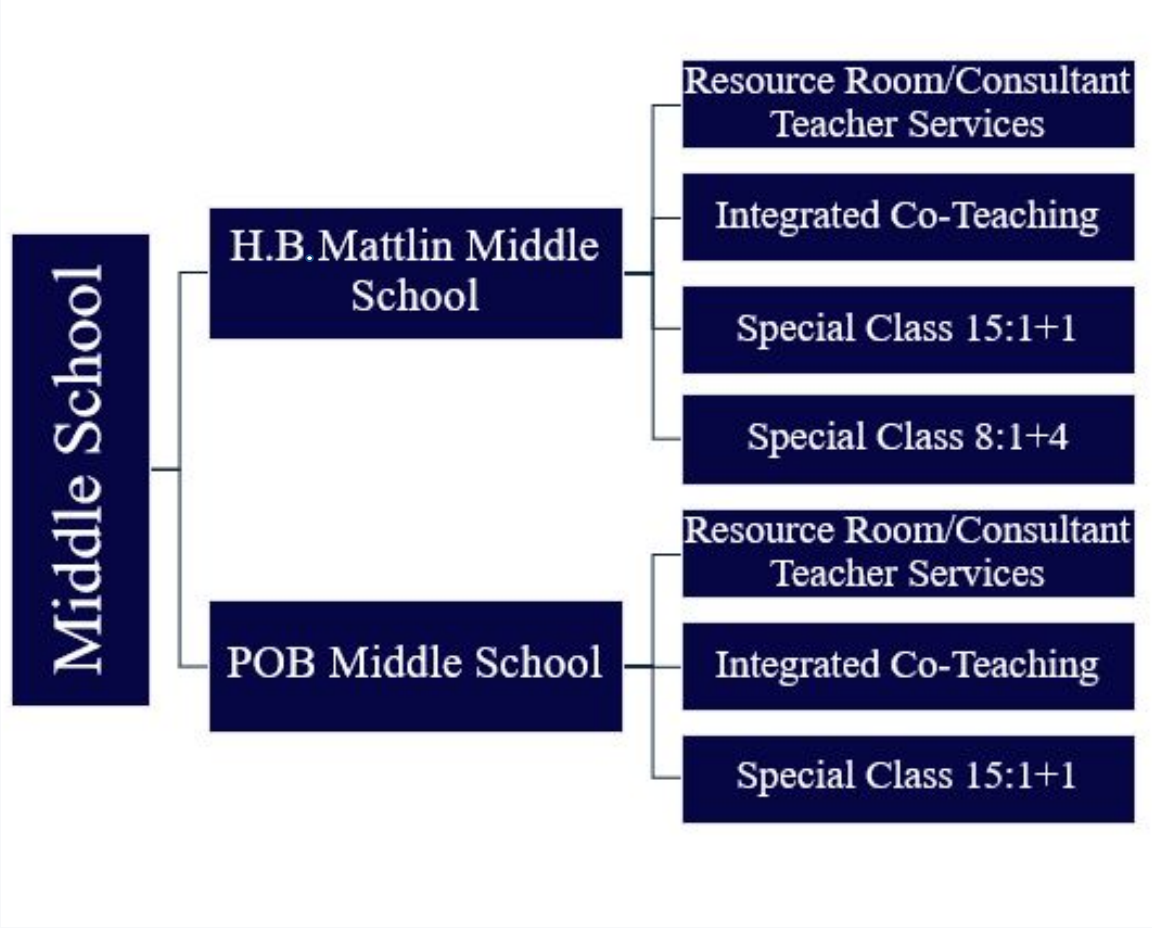
- A special education teacher provides direct and/or indirect instructional services to a student and/or teacher who is in a general education classroom
- Direct consultant services are direct to the student and take place within the general education classroom and are linked to a specific goal/skill
- Indirect consultant services are between the general education teacher and special education service provider to implement strategies or differentiate instruction for a student
- Can be recommended in combination with Resource Room to meet a minimum number of required minutes
- Can be provided by a special education teacher, Related Service Provider or Assistive Technology Specialist

Related Services

- Students have specific areas of need in areas that are not impacting their academic abilities
- Offerings include: Speech & Language, Occupational Therapy, Physical Therapy, Vision Services, Hearing Therapy, Counseling
- Can be direct or consultant services

Middle School

Middle School Special Education Programs



Program locations at each grade level are subject to change based on enrollment.

Middle School

Special Class 8:1+4

- No more than 8 special education students, 1 special education teacher, and 4 special education aides
- Students follow a significantly modified curriculum based on alternative standards
- Lessons are delivered using data-driven, individualized teaching strategies. Instruction may include discrete trial training, repeated practice, and other techniques based in Applied Behavior Analysis (ABA)
- Students receive support in developing essential Activities of Daily Living (ADLs), helping them gain independence in everyday tasks
- Students in this program may be considered for New York State Alternate Assessment

Special Class 15:1+1

- No more than 15 students with 1 special education teacher, and 1 classroom aide
- Instruction is provided by the special education teacher across core academic subjects and follows standards as general education classes, but the material may be adapted to focus on the most essential concepts and skills
- Instruction emphasizes explicit teaching, guided practice, and repetition to build foundational skills
- Students receive targeted support through individualized instruction, small groups, and frequent reteaching to reinforce skills
- Students in this program must have the skills to engage in both whole-group and small-group instruction
- Students may struggle with assessments and/or require additional time to process and complete academic tasks
- Students are working toward a Local or Regents Diploma

Middle School

Integrated Co-teaching "ICT"

- ICT classes have 1 general education teacher and 1 special education teacher and is considered a general education program (same curriculum, pacing, class size, etc.)
- The class includes general education students and no more than 12 special education students learning together
- Students can be recommended for one or multiple ICT classes in English, social studies, science, and math
- Student goals are addressed within the context of the curriculum, and goals are correlated to grade-level standards
- Student has subject specific, study skills, or behavioral skill deficits that require full time instruction with a special education teacher
- Students are building independence but still require support to access accommodations and curriculum
- All students work towards a Regents Diploma or a Regents Diploma with distinctions/additional credentials

Resource Room

- A special education teacher delivers specialized instruction in the Resource Room to support progress toward IEP goals
- Students have not responded adequately to general education supports and/or MTSS interventions
- Addresses specific skill deficits to reinforce and support what is being taught in the general education classroom
- Instruction is individualized, skill-based, and directly aligned with each student's needs and learning profile designed to support learning in the general education curriculum
- Students are capable of generalizing strategies learned in the Resource Room to their general education classrooms with minimal support

Middle School

Consultant Services

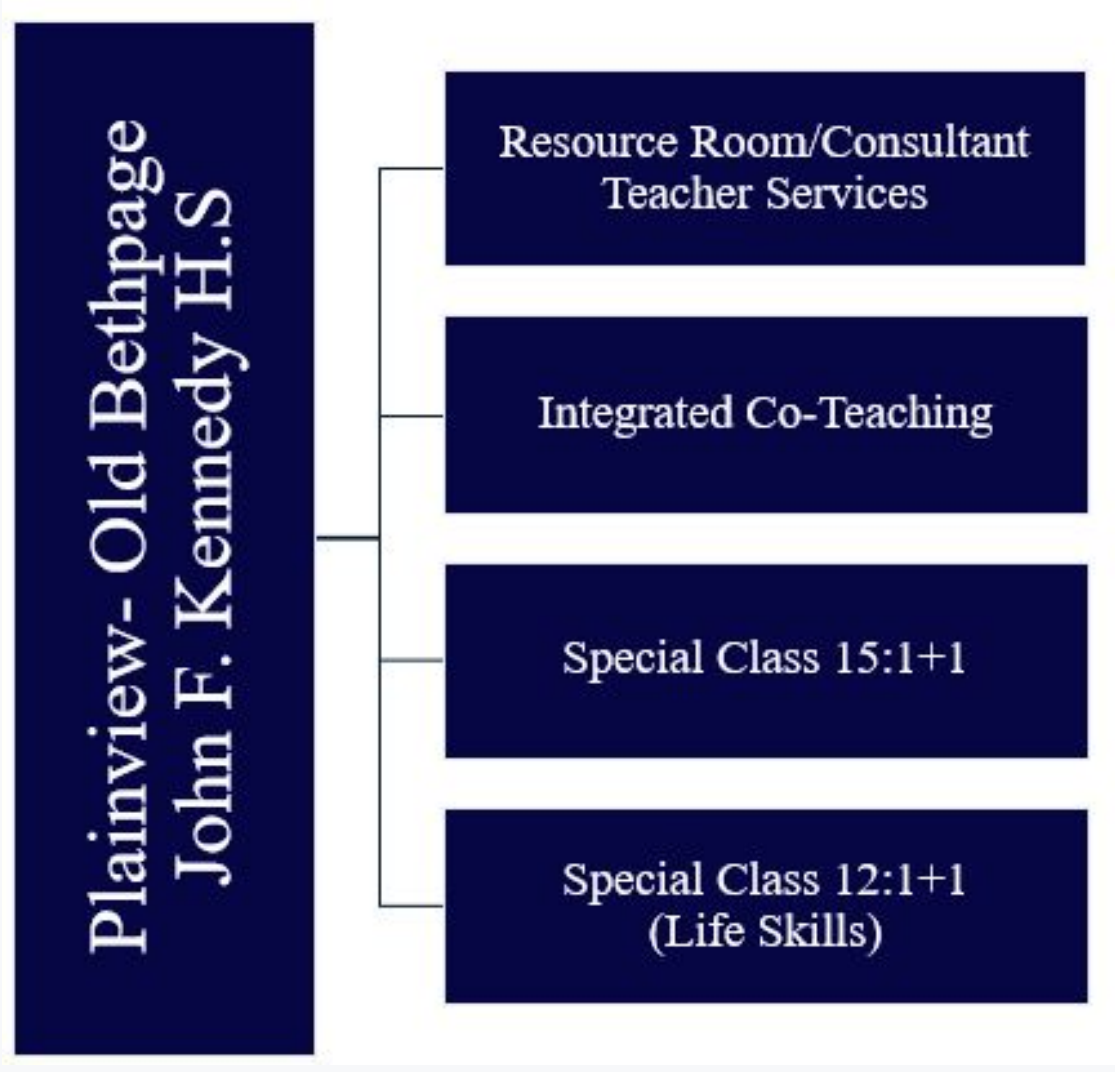
- Services are provided by a District special education teacher who provides direct and/or indirect instructional services to support a student and/or teacher in a general education classroom
- Instructional support is delivered through push-in and/or pull-out services, based on the student's individual needs.
- Special education teacher collaborates with general education teachers to differentiate instruction and implement accommodations
- Supports students in developing executive functioning skills, including organization, time management, and self-advocacy
- Primarily educated in the general education setting but requires additional support to succeed.
- Can apply learned strategies with support in the general education setting

Related Services

- Targeted therapy is recommended by the CSE based on assessments, classroom performance, and IEP goals
- Related services can be recommended in any or all of the following areas: Speech, Counseling, Behavior, Physical, Reading, Occupational, Vision, and Hearing
- Services recommended by the CSE can be for individuals or small groups
- Some related services may be provided by outside agencies

High School

High School
Special Education Programs



High School

Special Class 12:1+1

- Class contains up to 12 special education students, 1 special education teacher, and 1 classroom aide
- Lessons are delivered using data-driven, individualized teaching strategies. Instruction may include discrete trial training, repeated practice, and other techniques based in Applied Behavior Analysis (ABA)
- Specialized class designed to support students with intensive needs in functional academics, behavior, language and communication, and daily living skills
- Students engage in a specialized curriculum that emphasizes functional academics—such as reading, writing, and math as it relates to supported employment and life skills
- The goal is to support student growth by developing independence by teaching the skills they need for everyday life and future employment
- Students are alternately assessed and do not follow the standard grade-level curriculum
- Students are eligible to stay in school until the day before their 22nd birthday, allowing additional time to develop important life and job-related skills

High School

Special Class 15:1+1

- Instruction provided in a class of no more than 15 by a special education teacher and 1 classroom aide
- Students follow the same pacing and standards as general education classes, but the material may be adapted to focus on the most essential concepts and skills
- Additional time to complete course material in classes that end in a Regents that year (plus-lab)
- Students may struggle with assessments and/or require additional time to process and complete academic tasks
- A smaller class setting provides increased opportunities for targeted reinforcement and focused instruction on key concepts, while supporting the meaningful integration of IEP goals within the daily curriculum
- Electives are taken in the mainstream (music, art, health, physical education, etc.)

High School

Integrated Co-Teaching "ICT"

- ICT classes have 1 general education teacher and 1 special education teacher and are considered a general education program (same curriculum, pacing, class size, etc.)
- There is no additional instructional time (no lab attached to classes, with the exception of Regents science, all of which have labs)
- Students may struggle with assessments, require support with planning and studying, or have academic skills that are below grade level in some areas
- Student goals are addressed within the context of the curriculum and goals are correlated to grade-level standards
- Students are building independence but require mild to moderate support to access accommodations and curriculum

RESOURCE ROOM

- A special education teacher delivers specialized instruction in the resource room to support progress toward IEP goals
- Students have not responded adequately to general education supports, including MTSS Tiers 1, 2, or 3, and show academic skill deficits on standardized testing
- Student's academic skills are at or close to grade level
- Students have a particular academic weakness, or executive functioning skills that interfere with their ability to perform in a general education program
- Students are capable of generalizing strategies learned in the resource room to their general education classrooms with minimal support

High School

CONSULTANT SERVICES

- Services are provided by a district special education teacher who provides direct and/or indirect instructional services to support a student and/or teacher in a general education classroom
- Direct consultant services are direct to the student and take place within the academic classroom and are linked to a specific goal/skill
- Indirect consultant services involve collaboration between the special education teacher and other staff working with the student to implement accommodations, strategies and differentiate instruction
- Can be recommended in combination with Resource Room or other services

RELATED SERVICE

- Services address a specific area of need related to one or more of the following: Speech & Language, Occupational Therapy, Physical Therapy, Vision Therapy, Hearing Services, Assistive Technology, Counseling, and Orientation & Mobility
- Indirect consultant services involve collaboration between the special education teacher and other staff working with the student to implement strategies and differentiate instruction. Services may be delivered directly to the student or through consultation with staff to support the student's needs across settings
- Service providers address IEP goals in their specific area
- Services recommended by the CSE can be for individuals or small groups

Extracurricular activities

Everyday Social Skills (ESS)/ Social Skills in our Schools (SOS)

- Everyday Social Skills (ESS)/Social Skills in our Schools (SOS) is a building-level program that teaches students foundational social skills. The program works on social skills such as play, conversation, nonverbal communication, friendship, problem solving, and situational awareness. ESS/SOS gives students the opportunity to learn and practice skills with selected peer mentors. It focuses on the skills necessary to appropriately play, establish friendships, maintain social interactions, and navigate conflicts.
- Offered in all buildings across the district
- Meets during lunch or club period
- Building level support, can be recommended by the CSE team as well

POB Buddies @ JFK High School

- Meets twice monthly during 11th period
- Fun, engaging activities for students to do in groups to promote inclusion and friendship. Links students together with the understanding that they socialize both in school and outside of school (through organized fundraisers at local eateries).
- JFKHS: lmiller@pobschools.org

Extracurricular activities

Best Buddies @ Mattlin MS

The Best Buddies club supports the creation of friendships between individuals with and without disabilities. Students are paired in buddy matches and participate in social events throughout the year to help foster meaningful friendships. Best Buddies members at Mattlin learn to become advocates for inclusion.

This club meets about 2x per month on Wednesdays during 0 period. A detailed calendar of events is given in the beginning of the year.

Best Buddies @ POBMS

Best Buddies helps to create an inclusive school climate for students early on in their educational development. We aim to foster friendships between students. Some students are paired with a buddy based on interest levels and availability. Each month, the buddy pairs participate in activities together in order to socialize with their buddy and have fun together.

The club meets two Fridays a month during 0 period in room 225. Additional meeting times and events outside of school are announced throughout the school year.

To sign up, parents must fill out an application for their child on BB360, the Best Buddies portal.

Extracurricular activities

FUNTIME After School Program

- Stratford Road and AMF Syosset Lanes Bowling Alley
- Grades K/1- Mondays, Grades 2/3/4- Tuesdays
- Funtime is an after school club run by the POB Athletic Department. It is specifically designed for students with disabilities to enhance their social skills and teamwork in grades Kindergarten through 4th. The club's primary objective is to help students build positive peer relationships and engage in group activities independently.
- It is open to students who do not have access to the TAG program and are currently placed in 12:1+1, ICT (Integrated Co-Teaching), or RR (Resource Room) settings and receive related services. Parents sign up their child through ArbiterSports.
- Stratford Road days focus on mini social skills activities that promote friendship, meeting new people, joining groups, coping with losing during games, and resolving conflicts during structured play. We will start off with introductions and a tip of the day to help guide interactions. The kids will then move through stations and play together. During the bowling sessions, students practice turn-taking, staying attentive during the game, cheering on their teammates and developing good sportsmanship.
- Questions: K/1 jgabrinowitz@pobschools.org
  2/3/4 csalomon@pobschools.org

THE AFTER SCHOOL GROUP (TAG)

- TAG is a CSE recommended IEP-driven program designed for students in our 8:1+4 and 12:1+1 Life Skills settings. TAG is an extension of the school day and addresses needs that may be difficult to meet within regular school hours or to provide additional practice where needed. Peer mentors generously volunteer their time to support our students in developing social skills. ABA methodology is utilized throughout the program to meet the needs of our students.
- **Locations: Stratford, Mattlin & JFKHS**

Extracurricular activities

Saturday morning swim

- Saturday mornings - fee schedule available on Arbitersports
- Swim lessons with a 1:1 student to teacher ratio
- More information is available through: ArbiterSports

Challenger sports

Sign up: Parents sign up via arbiter sports by season

- Practice and Game schedule shared by Coach
- Fall- Soccer
- Winter- Basketball
- Spring -Track

Challenger sports are modified team school sports for students receiving special education services. Practices and games follow a schedule similar to other sports teams. POB Challenger sports compete against local school districts.

Questions: Coach Wojnicki: cnc2625@verizon.net

Special youth Friday night rec

- Sign up: Parent/Guardian sign up via arbiter sports
- Location: Old Bethpage Elementary School or otherwise noted
- Fridays 6:30-8:30 (According to the calendar)
- This program is open to middle and high school students with an IEP. Students attending recreation nights will have the opportunity to play many different games. Students work on socialization, engaging in movement activities, participating in organized gym activities, and learning life skills in the community.
- Questions: jgabrinowitz@pobschools.org

ACRONYMS

A

- **AAC** - Augmentative and Alternative Communication
  Tools such as communication boards or speech devices that support communication.
- **ACCES-VR** - Adult Career and Continuing Education Services – Vocational Rehabilitation
  New York State agency that helps individuals with disabilities prepare for and obtain employment.
- **ADA** - Americans with Disabilities Act
  Federal civil rights law protecting individuals with disabilities from discrimination.
- **ADL** - Activities of Daily Living
  Basic self-care skills such as dressing, eating, and personal hygiene.
- **AIS** - Academic Intervention Services
  Additional academic support provided to students who need help meeting learning standards.
- **APE** - Adapted Physical Education
  Physical education adapted to meet the needs of students with disabilities.
- **AT** - Assistive Technology
  Equipment or tools that help students access learning.

B

- **BIP** - Behavior Intervention Plan
  A plan developed to address challenging behaviors using strategies and supports.
- **BOCES** - Board of Cooperative Educational Services
  Regional educational programs shared among school districts in New York.

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C

- **CBI** - Community-Based Instruction
  Teaching life and work skills in real-world community settings.
- **CDOS** - Career Development and Occupational Studies Credential
  a New York State credential recognizing career readiness and work skills.
- **COTA -** Certified Occupational Therapy Assistant
  A professional who supports occupational therapy services.
- **CPSE** - Committee on Preschool Special Education
  Team that determines services for children ages **3–5**.
- **CSE** - Committee on Special Education
  Team that develops special education programs for students **ages 5–21**.
- **CST** - Child Study Team
  School staff who review concerns and discuss student supports.
- **CTE** - Career and Technical Education
  Programs that provide career and job-related instruction.

D

- **DB** - Deaf-Blindness
  Combined hearing and vision impairment.
- **DHH** - Deaf or Hard of Hearing
- **DOH** - Department of Health
  New York State agency that oversees early intervention services.
- **DR** - Due Process Rights
  Legal rights parents have under special education law.

E

- **EI** - Early Intervention
  Services for children **birth to age 3** with developmental delays.
- **ELL** - English Language Learner
- **ESY** - Extended School Year
  Special education services provided beyond the regular school year.

ACRONYMS

F

- **FAPE** - Free Appropriate Public Education
  Legal right for students with disabilities to receive special education services at no cost.
- **FBA** - Functional Behavioral Assessment
  Assessment used to determine the cause of a behavior.
- **FERPA** - Family Educational Rights and Privacy Act
  Federal law protecting student education records.

I

- **IAES** - Interim Alternative Educational Setting
  Temporary educational placement during disciplinary actions.
- **IDEA** - Individuals with Disabilities Education Act
  Federal law governing special education services.
- **IEE** - Independent Educational Evaluation
  Evaluation conducted by a professional outside the school district.
- **IEP** - Individualized Education Program
  Written plan outlining a student's special education services and goals.
- **IESP** - Individualized Education Services Program
  A plan for students with disabilities attending **nonpublic/private schools** who receive special education services through the public school district.
- **IFSP** - Individualized Family Service Plan
  Plan for infants and toddlers receiving early intervention services.
- **IH** - Impartial Hearing
- **IHO** - Impartial Hearing Officer
- **ICT** - Integrated Co-Teaching
  A general education teacher and special education teacher instruct together.

L

- **LD** - Learning Disability
- **LRE** - Least Restrictive Environment
  Students learn with nondisabled peers to the greatest extent appropriate.
- **LCSW** - Licensed Clinical Social Worker

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M

- **MD** - Multiple Disabilities
- **MDR** - Manifestation Determination Review
  Meeting to determine whether a disciplinary behavior was related to a student's disability.
- **MTSS** - Multi-Tiered System of Supports
  Framework providing different levels of academic and behavioral support.

N

- **NPS** - Nonpublic School
- **NYSAA** - New York State Alternate Assessment
- **NYSED** - New York State Education Department

O

- **OCR** - Office for Civil Rights
- **OHI -** Other Health Impairment
- **OMH** - Office of Mental Health
- **OPWDD** - Office for People With Developmental Disabilities
- **OSE -** Office of Special Education
- **OT** - Occupational Therapy
- **OTA** - Occupational Therapy Assistant

P

- **P3** - Parentally Placed Private School Student
  Student placed in a private school by their parent but eligible for services from the district.
- **PBIS** - Positive Behavioral Interventions and Supports
- **PLAAFP** - Present Levels of Academic Achievement and Functional Performance
  Section of the IEP describing the student's current performance.
- **PT** - Physical Therapy
- **PTA** - Physical Therapist Assistant
- **PWN** - Prior Written Notice
  Written explanation of school decisions about identification, evaluation, or placement.

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R

- **REE** - Reevaluation
- **RTF** - Residential Treatment Facility
- **RTI** - Response to Intervention

S

- **SC** - Special Class
- **SCIS** - Special Class in an Integrated Setting
- **SDI** - Specially Designed Instruction
- **SEIT** - Special Education Itinerant Teacher
- **SETSS** - Special Education Teacher Support Services
- **SLD** - Specific Learning Disability
- **SLP** - Speech-Language Pathologist
- **SRO -** State Review Officer

T

- **TBI** - Traumatic Brain Injury
- **TOH -** Teacher of the Hearing Impaired
- **TPC** - Transition Planning Conference
- **TPP** - Transition Planning Process

V

- **VI** - Visual Impairment
- **VR** - Vocational Rehabilitation

W

- **WISC** - Wechsler Intelligence Scale for Children
- **WIAT** - Wechsler Individual Achievement Test

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The Plainview-Old Bethpage Central School District Board of Education subscribes to the concept that all students must be provided with quality instruction and opportunities for academic achievement. Recognizing its responsibilities towards students with disabilities, the Plainview-Old Bethpage Central School District Board of Education has adopted the following statement of philosophy of special education which is the cornerstone of its programs:

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 the placement of students with disabilities in special classes, separate schools or other removal from the regular educational 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.

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