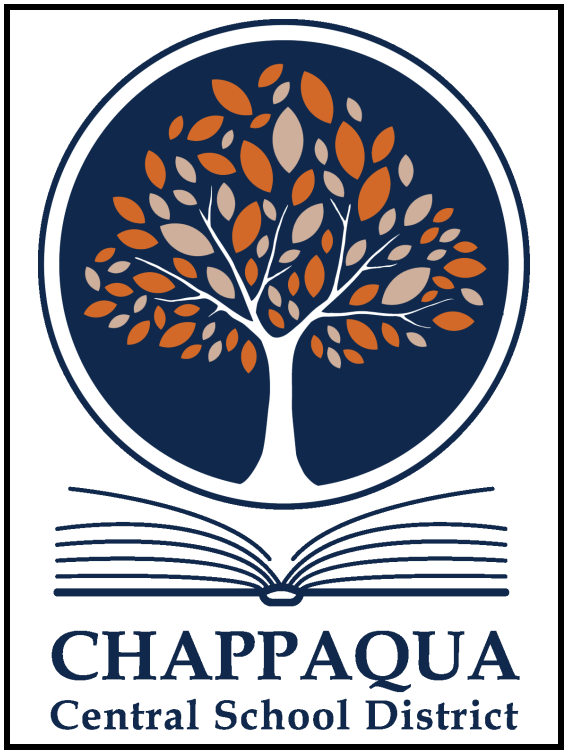

CHAPPAQUA CENTRAL SCHOOL DISTRICT

SPECIAL EDUCATION DISTRICT PLAN 2026-2027

District Policies, Practices and Procedures for Assuring Appropriate Educational Services and Due Process in the Evaluation and Placement of Students with Disabilities

Adopted by the Board of Education on September 2, 2026

STATEMENT OF ASSURANCES

The Governing Board of Education of the Chappaqua Central School District, as a part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

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

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

Board of Education

Alissa Dorfman, *President* **Allison Steinbauer**, *Vice President*

Matthew Auerbach **Cailee Hwang** **Timothy McNamara**

Central Office Administration

Christine Ackerman, Ph.D.
Superintendent of Schools

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Director of Special Education and 504 Services

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GENERAL BOARD OF EDUCATION POLICIES

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

- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the needs of each student, including nonacademic and extracurricular programs and activities, which are available to all other students in the public schools of the District.
- To ensure that each preschool student with a disability residing in the District has the opportunity to participate in preschool programs, including timely evaluation and placement.
- To appoint and train appropriately qualified personnel, including the members and chairpersons of the Committee on Special Education and the Committee on Preschool Special Education.
- To implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, and to enable the student to be involved in and progress in the general education curriculum.
- To ensure the confidentiality of personally identifiable data, and information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with Federal law and Regulation.
- To implement school-wide approaches, which may include a response to intervention process, and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure the selection and board appointment of an impartial hearing officer consistent with Regulations.
- To ensure, to the extent possible, that all instructional materials to be used in the schools in the District are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students. Alternative format materials not readily on hand will be ordered in a timely manner. The process for obtaining such materials for students who move into the School District during the school year will be initiated without unnecessary delay.
- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation, and are informed of their responsibility to implement the recommendations of the IEP.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.
- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to ensure the academic achievement and functional performance of the student in the administration of district-wide assessments.
- To ensure that universal design principles be used, to the extent feasible in developing and

administering any district-wide assessment programs.

- To ensure that adequate and appropriate space is made available to meet the needs of students with disabilities.
- To ensure that students who reside in the District have received the protection of all other applicable State and Federal laws and regulations.

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

- Eligible students with disabilities in the School District will receive a suitable Individual Education Program (IEP) tailored to their unique educational requirements, as determined by the Committee on Special Education (CSE) and organized by the Board of Education. The IEP will facilitate participation and advancement in general education as appropriate, while considering the student's current performance and expected learning outcomes. It will be based on the student's academic, social, and physical development needs, establishing written annual measurable goals.
- In keeping with this policy, the CSE will assess general education and required support services in initial, program, and annual student reviews to ensure academic advancement. Progress will be measured by academic improvement, state exam results, daily living skills, adaptive behavior, social relationships, self-perception, and physical development. This includes motor skills, health, vitality, and reduced management needs.
- The District ensures equal diploma access for all students with disabilities. The principal determines additional academic intervention services for these students, alongside CSE-approved special education. Disability designation will not prevent equivalent instruction, unless a Skills and Achievement Commencement Credential is necessary. If an out of district program is needed, the CSE will seek placement in a program that provides equivalent instruction.
- The District will also ensure equal access for students with disabilities to after school activities such as clubs, sports, or evening activities and will provide, as recommended by the CSE, appropriate services to enable this participation. Students who are receiving education in out-of-district facilities, as recommended by the CSE, shall also have an equal opportunity to participate in these activities, as deemed appropriate to meet their individualized needs.

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

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Special Education (CSE), Subcommittee and a Committee on Preschool Special Education (CPSE). The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410 and Section 200.3 of the Regulations of the Commissioner of Education. Section 4410 of the Education Law,

which established the Committee on Preschool Special Education, was signed into law on July 5, 1989, and the CPSE was established for the first time during the 1989/90 school year. Major functions of the CSE and CPSE include:

- Identifying, evaluating and recommending placement for students with disabilities;
- Assuring that appropriate due process safeguards are provided for each student;
- Maintaining an annually revised register of all students with disabilities who reside in the District and who are eligible to attend preschool or public school during the coming school year;
- Establishing a network for communication and sharing of resources with other educational and community service agencies;
- Reporting to the Board of Education on the adequacy and status of programs, services and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Westchester;
- Reporting to the State Education Department on the number of preschool students, if any, within the District who are not receiving appropriate preschool services and the reasons for any such lack of service.

RESPONSIBILITIES

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

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

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

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

TRAINING CSE/CPSE MEMBERS

The District is committed to ensuring that all members of the CSE and CPSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware

of their responsibilities to ensure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents, to carry out the provisions of Part 200 include:

- arranging for attendance at meetings regarding CSE/CPSE issues;
- conducting training on a regular basis regarding procedures and any amendments to the Regulations of the Commissioner;
- providing copies of written guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;
- inviting committee member(s) to periodic site visits of out-of district special education placements to familiarize them with placement options available to resident special education students;
- utilizing BOCES and Regional Partnership Center as a training resource; and
- utilizing the District attorney as a resource person, if needed, to interpret specific information for the committee members.

GENERAL STAFF DEVELOPMENT

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

All special education personnel shall be appropriately qualified to carry out their duties regarding students with disabilities, and shall possess the training, licensing and certification required by New York State Law.

As part of an ongoing effort to assist special and general education teachers to better understand the needs of students with special needs, staff development plays a critical role in preparing teachers to work with diverse learners. In addition to staff meetings, in-service courses, Superintendent's Conference Days, as well as individual meetings between special and general education teachers, the State Education Department has directed districts to include, as part of its professional development plan, a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.

EXTENDED SCHOOL YEAR (ESY) SERVICES

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or

knowledge during the months of July and August. In accordance with Section 200.6(k) of the Commissioner's Regulations, students will be considered for twelve-month (12) special services and/or programs to prevent substantial regression if they are:

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

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

ACCESSIBLE INSTRUCTIONAL MATERIALS

The Individuals with Disabilities Education Improvement Act (IDEA) requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials. Students with disabilities should receive materials in accessible formats at the same time as their peers receive their textbooks. The Chappaqua Central School District ensures that instructional materials, which include textbooks and related core materials such as workbooks, are provided in an accessible format pursuant to Part 200.2(b)(10) of the Commissioner's Regulations. Accessible formats include Braille, large print, audio and digital text. Accessible instructional materials afford the flexibility to meet the needs of a broad range of students, even those without disabilities.

ACCESS TO ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

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

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

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

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

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

A student's need for assistive technology is determined through the individual evaluation. The District's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis.

Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

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

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

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

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

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

disability pursuant to Section 504 of the Rehabilitation Act; or
    - The school principal, for general education students who have incurred a short or long-term disability within 30 days before administration of assessments and where sufficient time is not available for the development of an IEP or 504 Plan.
- All appropriate testing accommodations will be designated in a student's IEP or 504 Accommodation Plan and will be reviewed at least annually by the CSE or CPSE or 504 Multidisciplinary Team (except for declassification accommodations).
- Steps shall be taken to ensure that teachers and service providers are aware of test accommodations for students and how they are to be implemented.

OPPORTUNITIES TO EARN HIGH SCHOOL DIPLOMAS

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

- The Committee on Special Education (CSE) will annually review the special educational needs of each student with a disability. At each annual review after the student has entered the Middle School, the CSE will make an assessment as to whether or not the student's capabilities indicate probable success in passing state-developed or state-approved assessments or whether such students shall be evaluated using an alternate assessment in lieu of required state assessments. Where appropriate, the student will participate in this decision-making process.
- The decision will be reviewed annually. The CSE will consider the following factors:
    - Current levels of achievement, including academic, cognitive, and adaptive scores;
    - Ability to meaningfully access the high school curriculum, acquire graduation credits, and pass the Regents examinations;
    - Learning rate;
    - Preference of student and family.
- The CSE will consider if the student requires testing accommodations/modifications to participate in state or district-wide assessments.
    - These accommodations/modifications will be clearly stated on the student's IEP.
- The CSE will identify and recommend support services and supplementary instruction necessary to assist students to benefit from credit courses.
- If the Committee on Special Education recommends that a student be evaluated through the use of an alternate assessment in lieu of a required State assessment, the student will be afforded appropriate opportunities to participate in community experiences and will be provided with employment development opportunities and other instructional activities to prepare the student for post secondary living, learning, and employment. There will also be inclusive opportunities for the student to be part of the general population in the high school through elective courses, after school clubs, activities, and sports, as appropriate.

The District will identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Students will be awarded a diploma/credential based on

fulfilling requirements specified by the New York State Education Department. These include: Regents Diploma, Local Diploma, Career Development and Occupational Studies (CDOS) Commencement Credential and Skills and Achievement Commencement Credential. Regents and Local Diplomas may be granted, when appropriate, through an appeal process or Superintendent's Determination. Updated diploma/credential requirements can be found at: Exiting Credentials and Graduation Requirements.

GUIDELINES FOR ISSUANCE OF A SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL FOR STUDENTS WITH SEVERE DISABILITIES

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

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

Skills and Achievement Commencement Credential (NYSAA): Requirements

The Board of Education of the Chappaqua Central School District may issue a Skills and Achievement Commencement Credential to each student with a severe disability in accordance with the following rules:

- Only students with disabilities who have been instructed and assessed on the alternate performance level for the State learning standards are eligible for this credential award.
- The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or through the student's 22nd birthday.
- The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes. The credential must be similar in form to the diploma issued by the school district, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards.
- For students less than 22 years old, the credential must be provided with a written assurance

that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the student turns age 22, whichever occurs first.

NYSAA Eligibility Requirements

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

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

- The credential must be issued together with a summary of the student's academic achievement and functional performance and must include documentation of the student's:
    - Achievement against the Career Development and Occupational Studies (CDOS) learning standards CDOS Standards
    - Level of academic achievement and independence as measured by NYSAA; skills, strengths, interests; and
    - As appropriate, other achievements and accomplishments.

Option I:

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

Option II:

In lieu of a student meeting the requirements of Option I to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

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

Students who are otherwise eligible to receive a high school diploma in June 2015 and thereafter must take and pass four required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and either pass a comparably rigorous assessment for a fifth required exam, or in lieu of a fifth exam, complete the requirements to earn the CDOS Commencement Credential. Students may meet the fifth assessment required for graduation by passing a Department-Approved Pathway Assessment in Career and Technical Education (CTE) following successful completion of a CTE program approved pursuant to §100.5(d)(6) of Commissioner's regulations.

PARTICIPATION IN GRADUATION CEREMONY

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

The district shall retain a record of each student's ninth grade cohort. Each year, the High School Principal shall determine whether each student who entered ninth grade with the current year's graduating class is eligible to participate in that year's graduation ceremony, pursuant to law and Board policy.

During the school year in which the ninth-grade cohort enters twelfth grade, the High School Principal shall submit to the Superintendent or designee the name(s) of all students who are on track and expected to earn either a CDOS or SA commencement credential, but not a Regents or local high school diploma, by the time of graduation.

For each student so identified, the Superintendent or designee shall ascertain whether the student wishes to participate in the graduation ceremonies and related activities of that year's graduating class by discussing the matter with the student and/or parent(s)/guardian(s) either in person, in writing, by telephone, or via email.

For any student who meets such requirements and wishes to participate in the graduation ceremony and related activities, the Superintendent shall ensure, prior to graduation, that the High School Principal, the student, and his/her parent(s)/guardian(s) are notified that the student may participate in that year's graduation ceremony and related activities and shall ensure his/her participation is facilitated.

A student with a disability who participates in graduation ceremonies by earning a CDOS or SA commencement credential is entitled to continue his/her educational program through the student's 22nd birthday or until he/she earns a Regents or local high school diploma.

If a student who participates in the graduation ceremony by earning a CDOS or SA commencement

credential subsequently meets the requirements for either a Regents or local high school diploma, the student may participate in the graduation ceremony of that graduating class as well.

INDEPENDENT EDUCATIONAL EVALUATIONS

The Chappaqua Central School District has established the following procedures for obtaining an independent educational evaluation (IEE) for children who are classified by the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) as having a disability or who are suspected of having a disability.

Definition:
An independent educational evaluation (IEE) means an evaluation conducted by qualified examiners who are not employed by the school district. If a parent or guardian disagrees with the evaluation conducted by the District, the parent or guardian may have the right to obtain one IEE at public expense for each district evaluation.

Criteria for Independent Evaluations:

- A parent of a disabled child has the right, under Federal and State regulations, to obtain an IEE at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education Part 200.5(g).
- The evaluating individual must possess a current license or certification from the New York State Education Department in the area of evaluation. Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the geographic location and the qualifications of the examiner, must be the same as the criteria that the district uses when it initiates an evaluation.
- The District has also established a list of qualified professionals to whom parents may go to secure an IEE which is available to parents. This list of independent evaluators includes professionals in all areas of suspected educational disabilities. The approved list is maintained by the Chappaqua Central School District, Special Education Department, 66 Roaring Brook Road, Chappaqua, New York 10514.
- Any request for such an exception should be forwarded in writing to the District's Director of Special Education and 504 Services.

Board Policy and Regulation 4020 IEE

Public Expense:
The Chappaqua Central School District has established reasonable reimbursement rates for independent evaluators. A copy of such a rate schedule is available in the District's Special Education Department at 66 Roaring Brook Road, Chappaqua, New York 10514 and will be updated annually.

In exceptional circumstances only (e.g., if an unusual evaluation is needed, or if no appropriately certified independent evaluators can be found whose rates meet those set by the District), the Special Education Administrator, in collaboration with the Superintendent and Board of Education may authorize an independent evaluation for which the fee charged will exceed the allowable fee which may be paid for a particular type of independent evaluation.

If the qualified professional performing the evaluation is an employee of a public school district in Westchester County or Putnam/Northern Westchester BOCES, the District will pay the evaluator the current hourly rate paid by his/her respective public school district or BOCES.

Procedures:
If a parent disagrees with an evaluation by the School District, the parent should explain, in writing to the Director of Special Education and 504 Services, the reason(s) why he or she disagrees with the District's evaluation and can request an Independent Educational Evaluation (IEE) at District expense. The Director of Special Education and 504 Services will promptly make a decision as to whether the request for an independent educational evaluation at public expense will be granted and will notify the parent in writing. If such a request is denied, the District will inform the parent in writing and without unnecessary delay, of its intent to commence an impartial hearing to demonstrate the appropriateness of the challenged evaluation(s). Should the parent withdraw the request for an Independent Educational Evaluation, then the District will not commence an impartial hearing. If the hearing officer's decision is that the challenged evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. The results of any independent educational evaluation will be considered by the Committee on Special Education or the Committee on Pre-School Special Education in decisions made with respect to the student's educational program.

Requests should be in writing to the Director of Special Education and 504 Services of the Chappaqua Central School District. The School District will respond to the request either by reimbursing costs to the extent consistent with the approved payment schedule or filing a due process complaint to request impartial review.

Responsibilities:
The District can, upon request, recommend qualified professionals who are in private practice or employees of other public agencies to whom parents may go to secure an IEE. It is the responsibility of the independent evaluator to contact the School District to arrange for payment, date(s) of visitations and discussions with school staff. The independent evaluator is also responsible for sending a copy of his/her current NYS certification/license to the Director of Special Education and 504 Services.

SPECIAL EDUCATION RECORDS: ACCESS AND CONFIDENTIALITY

Definitions
Terms which are defined in Federal or State law which are used in this statement are explained below:

Student - any person who attends or has attended the School District.

Eligible Student - a student or former student who has reached age 18 or is attending a post-secondary school.

Parent - either natural parent of a student, a guardian or an individual designated to act as a parent or guardian in the absence of the student's parent or guardian.

Education Records - any record (in handwriting, print, tapes, film or other medium)

maintained by the School District or an agent of the School District which is directly related to a student, except:

1. A personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record which is used only in relation to a student's employment by the School District and which is maintained in the normal course of business. 3. Alumni records which contain information about a student after he or she is no longer in attendance at the School District and the records do not relate to the person as a student.

In addition, an eligible student may be refused access to psychiatric or treatment records; however, an eligible student may designate a physician or other appropriate professional who the school must permit to inspect the records.

FERPA - Family Educational Rights and Privacy Act of 1974.

Parents may request to inspect records or receive a copy of non-copyrighted material at a cost of .25 cents per page. For a Special Education student, such a request should be made to the Director of Special Education and 504 Services.

Custodians and Locations

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

TYPE	LOCATION	CONTACT PERSON
Cumulative School Records	School Building Office	Building Principal
Cumulative School Records: Former Students	School Building Office	Building Principal
Health Reports	School Health Office	School Nurse
Speech Therapy Records	Special Education Office	Director of Special Education
Psychological Records	Special Education Office	Director of Special Education
Transportation Records	School Bus Garage	Asst. Superintendent for Business
OT & PT Records	Special Education Office	Director of Special Education
District Standardized Testing	School Building Office	Building Principal
Educational Evaluations	School Building Office	Building Principal
Guidance Files	Building Guidance Office	Building Principal

Inspection of School District Records

Parents of students or eligible students may inspect and review the student's education records upon request. Such request shall be in writing, to the Superintendent of Schools or designee, identifying as precisely as possible, the record or records which s/he wishes to inspect. The student's records will be made available for review promptly, and in any event within 45 days of such written request. The parent or eligible student will be notified of the time and place where the records may be inspected. The School District may require that an official be present during such inspection. No documents may be removed from school premises.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

Board Policy 5085: Student Records

Transmittal of Records

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

The School District shall disclose information from a student's education records only with the written consent of the parent of eligible student, except:

1. To school officials (including administrators, teachers, support staff, board members and persons employed by or under contract with the School District to perform a special task) within the School District who have a legitimate educational interest in the records. A legitimate educational interest shall include performing a task which is specified in his or her job description or by contract, performing a task related to a student's education or the discipline of a student, or providing a service or benefit related to the student or student's family, such as health care, counseling or job placement.
2. To school officials of another school in which a student seeks or intends to enroll, upon request of such school official.
3. To certain officials of the U.S. Department of Education, the U.S. Comptroller General, and the State and local education authorities, in connection with certain state or federally supported education programs.

For High School Students: The No Child Left Behind Act requires the Chappaqua School District to disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of high school students, unless you notify the District Clerk, in writing, that you do not want such information released by the District without your prior written consent. A form is included in the annual notification with a response date.

4. In connection with a student's request for or receipt of financial aid, as necessary, to determine the eligibility, amount or conditions of the financial aid**,** or to enforce the terms of aid**.**
5. If required by a State law requiring disclosure that was adopted prior to November 19, 1994.
6. To organizations conducting certain studies for or on behalf of the School District for the purpose of developing, validating or administering predictive tests, student aid programs and instruction.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of a dependent student who claim the student as a dependent for income tax purposes.
9. To comply with a judicial order or a lawfully issued subpoena, provided that a reasonable effort is made to notify the parent or eligible student prior to compliance.
10. To appropriate parties in a health or safety emergency.

Record of Requests for Disclosure

The School District shall maintain a record of all requests for and/or disclosure of information from a student's education records, excluding requests of school officials and requests for directory information. The record will indicate the name of the party making the request, any additional parties to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parent or eligible student.

Procedure for Maintaining Confidentiality of CSE/CPSE Records

Student special education records and files are kept in locked files in the Education Center Special Education Office when left unattended. The CSE/CPSE office assistants monitor access to student files. They acknowledge and are familiar with all staff who have access. Only professionals who are working with the student and parents who are members of the CSE are allowed access to the records. Specified support staff are also allowed access to student files in order to complete tasks such as filing, sending and receiving records, etc. The student's original record is **not** allowed out of the office at any time.

Procedures to Seek to Correct Education Records

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

- The parent or eligible student shall submit a request to the Superintendent of Schools, in writing, to amend the record. The record or part of the record sought to be amended shall be identified and the reason why s/he believes the record is inaccurate, misleading or violates the privacy or other rights of the student, shall be specified.
- The School District may comply with the request or decide not to comply. The Superintendent shall provide a written response within ten (10) working days of receipt of the written challenge, indicating whether or not the challenged material will be corrected or deleted. If the request is denied, the Superintendent shall advise the parent or eligible student of their right to a hearing to challenge the decision.
- Upon request, the School District will arrange for a hearing before an impartial hearing officer and notify the parent or eligible student, reasonably in advance, of the date, place and time of

the hearing. The hearing officer may be an official of the School District.

- The parent or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parent or eligible student may be assisted by one or more individuals, including an attorney.
- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing, summarizing the evidence presented and stating the reasons for the decision.
- If the hearing officer decides that the challenged information is inaccurate, misleading or in violation of the student's right of privacy, the School District will amend the record and notify the parent or eligible student, in writing, that the record has been amended.
- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the School District will notify the parent or eligible student of his/her right to place a statement in the student's education record explaining the challenged information and/or setting forth reasons for disagreeing with the decision. This statement shall be maintained as part of the student's education records as long as the contested portion is maintained. If the School District discloses the contested portion of the records, it will also disclose the statement.

BOE Policy and Regulation 5085 Student Records

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

The procedures to locate, identify, and evaluate all nonpublic school students with disabilities, including students attending religiously-affiliated schools, must be comparable to activities undertaken for students with disabilities in public schools.

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 IDEIA 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 schedule evaluation and review of the student's educational needs.

The school district in which the nonpublic school is located must conduct the evaluation and eligibility determination and, for a student determined to be eligible for special education services, develop the IESP.

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

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

The school district where the nonpublic school is located can recover costs from the District of residence for evaluation and special education services provided to nonresident students. Such costs must exclude costs for such services paid with federal or State funds.

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

CCSD Transportation Request for Out of District

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

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

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

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

METHODS FOR EVALUATING PROGRAM OBJECTIVES

The goal of the special education program in the District is to provide each student with individualized instruction designed to help each student more fully reach his or her potential.

The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

- Ongoing evaluation of student achievement using various standardized diagnostic tests, state assessments and other teacher made assessments;
- Annual reviews of students' progress and program with revised IEP's as appropriate;
- Qualitative techniques such as teacher observations and conferences, classroom observations, anecdotal reports, and end-of-year student summary;
- Tri-State Consortium Consultancy Visit (December 2018);
- PCG Audit (December 2021);
- Re-evaluations of each student with a disability;
- Periodic review of the District Plan.

DISTRICT PROGRAMS

The Chappaqua Central School District is committed to prepare **all** students for productive lives as full members of society. Therefore, we believe it is our obligation to provide equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate general education classrooms in their neighborhood schools. To that end, to the greatest extent possible, the District will support students with disabilities in chronologically age-appropriate general education classes in their home schools and provide the specialized instruction delineated by their IEPs within the context of the core curriculum and general class activities. In order to accommodate the needs of all children with disabilities, the school district will have a continuum of programs and placements available, within and outside of the school district, extending from the general education classroom to residential settings. This is in alignment with state regulation and placing students in the Least Restrictive Environment.

Special Education Programs and Services are available to students with disabilities through their 22nd birthday or until a regular high school diploma has been attained, whichever occurs first.

The following is a description of each of the special education program options:

Related Services

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

Related services currently provided in the district may include but are not limited to the following: counseling services, assistive technology services, speech and language therapy, reading, physical therapy, occupational therapy, vision services, hearing services, and parent counseling and training.

Speech and Language Therapy

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

School Counseling Services

The school psychologist or social worker is responsible for the provision of IEP mandated counseling for individual students and parent training, as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs interfere with their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional difficulties that interfere with the educational process. Students may also be seen by their school counselor.

Occupational Therapy and Physical Therapy

Occupational therapy as a related service focuses on the functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon receipt of an appropriate prescription, provides remediation in the areas of deficit such as postural control, motor planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group or as a consult to the classroom teacher, based on the recommendations of the Committee on Special Education.
Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely negotiate the school environment.

Reading as a Related Service

Reading as a Related Service is specially designed individualized or group instruction provided to meet the student's needs in the area of reading as recommended in the Individualized Education Program (IEP). The service may be provided in the classroom or in another educational setting structured to meet the individual needs of the student(s).

Itinerant Services for the Hearing Impaired or Visually Impaired

Hearing and vision impaired services are designed to provide direct specialized instruction to students with hearing and/or visual impairments.

Consultant Teacher Services

Consultant Teacher Services allow students with disabilities to participate in a full-time general education program and also receive services from a special education teacher for a designated period of time on identified days. Consultant Teacher Service may be direct, indirect, or a combination of both. Direct Consultant Teacher Services are specially designed individualized or group instruction provided by a special education teacher to students with disabilities in general education classes. The instruction is designed to enable the student to better access and benefit from the general education program. Indirect Consultant Teacher Services provides consulting services to general education teachers to help them adjust the learning environment or modify instruction to meet the needs of students with disabilities in their classes. Students with disabilities recommended for Consultant Teacher Services receive direct and/or indirect services for a minimum of 2 hours per week.

Integrated Co-Teaching Services

Integrated Co-teaching means the provision of specially designed instruction and academic instruction in a general education class to a group of students with disabilities and non-disabled students by a special education teacher and a general education teacher. The vision for integrated co-teaching services is a general education teacher and a special education teacher jointly providing instruction to a class to meet the diverse learning needs of all students in the class. The maximum number of students with disabilities receiving integrated co-teaching services shall not exceed 12 students in a class.

Learning Center

Learning Center services are supplemental in nature and are designed to remediate academic skill deficits and to develop the study skills and organizational skills to effectively manage the general education curriculum. The goal of the Learning Center program is to promote independence and self-advocacy skills.

Ongoing consultation with general and special education classroom teachers is an integral part of this service. The instructional group in each Learning Center period does not exceed twelve students, who are grouped according to similarity of need. Each Learning Center period is instructed by a special education teacher. If there are more than 7 students in a Learning Center, a teaching assistant is also assigned to the room. The Learning Center services are available at the middle and high school level.

8:1:1 Special Class Program: Grades K–1

The 8:1:1 Special Class Program is designed for students with disabilities who benefit from a small, structured learning environment that provides individualized instruction, consistent adult support, and targeted interventions to address their academic, social-emotional, communication, and functional needs. The class consists of no more than eight students with one special education teacher and one teaching assistant. Students are grouped based upon similarity of individual needs, including academic achievement and learning characteristics, social development, physical development, communication, and management needs.

Instruction is provided through a combination of small group and individualized learning with skills taught explicitly and systematically through modeling, guided practice, repetition, scaffolded opportunities and frequent reinforcement of those skills. Multisenory and hands-on learning experiences, visual supports, predictable routines and clear expectations are used to promote engagement, understanding, independence, and generalization of skills across settings. Related services are provided in accordance with each student's IEP and may be integrated into classroom routines to support the development and generalization of skills across settings. Students are provided opportunities to participate with peers in the general education setting in academic, non-academic, and extracurricular activities to the maximum extent appropriate based upon their individual needs and IEP recommendations.

8:1:1 Special Class Program: Grades 5–6

The 8:1:1 Special Class Program for students in Grades 5–6 is designed for students with disabilities who benefit from a small, structured learning environment that provides individualized instruction, consistent adult support, and targeted interventions to address their academic, social-emotional, communication, executive functioning, and functional needs. The class consists of no more than eight students with one special education teacher and one teaching assistant.

The program provides individualized and small-group instruction with appropriate scaffolding, modifications, and supports to promote student access to the curriculum and progress toward individual IEP goals. The program also emphasizes the development of independence, self-regulation, communication, executive functioning, and the generalization of skills across educational settings.

Students receive English Language Arts and Mathematics instruction within the 8:1:1 special class, allowing for individualized and small-group instruction, targeted skill development, appropriate modifications, scaffolding, and support toward individual IEP goals. Students participate in Science and Social Studies within Integrated Co-Teaching (ICT) classes where they receive support from both general and special education teachers. Students also participate in encore classes and other school-based activities with their peers.

Related services and other supports are coordinated with classroom instruction to promote consistency and the generalization of skills across settings. This model supports academic growth, communication, self-regulation, executive functioning, and increasing independence while providing students with meaningful opportunities to participate in the broader school community.

The Transitional Support Program (TSP): Grades 5–8

The Transitional Support Program (TSP) is a flexible, school-based program designed to provide academic, social-emotional, and transitional support to middle school students who are experiencing emotional distress or other significant challenges that interfere with their ability to fully access and participate in their educational program. The program provides a supportive structure within the school environment while helping students maintain connections to their classes, teachers, peers, and school community. Educational supports are individualized based on student need and may include direct instruction and support with coursework, study and organizational skills, executive functioning, assignment completion, and strategies to address learning challenges.

Therapeutic and social-emotional supports may include individual and small-group counseling, development of coping and emotional regulation strategies, and family consultation. Intensive case management is available and may include teacher consultation, classroom-based interventions, monitoring of attendance and academic progress, individualized daily plans, regular communication with students and families, collaboration with private therapists and other outside providers, and family meetings. Families are an important component of the individualized support plan developed for each student.

Crisis management and stabilization supports are available when emotional needs interfere with a student's ability to continue with the school day. These supports may include assessment,

de-escalation, development and implementation of coping strategies, communication with families and appropriate school personnel, and ongoing progress monitoring. TSP faculty includes a social worker and teaching assistant. TSP staff also provide consultation and support to classroom teachers working with students who have significant social-emotional needs and collaborate with the student's educational team to promote consistency across settings.

TSP may be an appropriate consideration for students transitioning back to school following hospitalization, residential treatment, therapeutic programming, or another outside placement who require additional support to successfully reintegrate into the school environment. It may also be considered when a student experiences a significant decline in academic, behavioral, social, or emotional functioning; demonstrates difficulty consistently attending or remaining in classes; or experiences significant social, family, or academic stress that impacts school participation.

The goal of the Transitional Support Program is to help students build the skills, stability, confidence, and independence necessary for successful participation in their educational program and school community. TSP is designed as a flexible and transitional support and is not intended to serve as a long-term plan or a self-contained special education placement.

The Transitional Support Program (TSP): Grades 9-12

The Transitional Support Program is a flexible program providing all students who are experiencing different levels of emotional distress academic and therapeutic support. Educational supports include: direct instruction of coursework, study skills, organizational help, and assistance related to learning difficulties. Therapeutic supports include: individual, small group, and family counseling. Intensive case management services for students are available and include: teacher consultation, in class interventions, monitoring of student attendance, academic updates to students and families, individualized daily plans, consultation with private therapists, psychiatric consultation, and family meetings. Families become a component of the support plan designed for each student. The program's flexibility responds to a student's need, and can range from multiple contacts daily, course instruction for one or more classes, to a student-initiated "check-in."

Crisis management services are available for students who cannot continue their school day because of emotional reasons and include: assessment, de-escalation, development and implementation of coping strategies, follow-up to family and school personnel, and progress monitoring. TSP faculty includes a psychologist, special education teachers, and teaching assistants. They provide consultation and support to classroom teachers who are working with students with significant social/emotional needs.

TSP may be an appropriate consideration when students return from hospitalization, residential treatment or other outside placements and need additional support. It may be a consideration when a student has experienced a decline in academic and/or behavior functioning or significant social, family, or academic stress.

The TSP program is intended to help students transition to healthy, independent, and successful participation in general education classes as quickly as possible. It is not a long-term plan or self-contained special education placement.

The Pathways Program (High School)

The Pathways Program is an inclusive educational program for students whose unique needs require more than supported participation in the general education curriculum and program. The Pathways Program provides students specialized opportunities to engage in individually designed programs in their own community school, Horace Greeley High School. A process of person-centered planning considers the student's strengths and affinities as well as his/her special needs to create a plan for an independent, productive life in the community. Experiential units are designed to foster the academic, vocational, social, and behavioral skills and personal self-awareness that will prepare students to reach their potential for living productive lives in the community. Students enrolled in the Pathways Program typically engage in New York State Alternate Assessments and are usually working toward achieving the Skills and Achievement Commencement Credential.

OUT OF DISTRICT PROGRAMS

The Chappaqua Central School is committed to placing students with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the CSE when planning for the educational needs of a student with a disability. The CSE considers removal from a general education setting in the district only when, because of the nature and severity of a student's disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and service. In a small number of cases, the CSE will recommend placement in another public school district, a BOCES program, or an approved private school program. The following is a description of programs in which the Chappaqua Central School District CSE has recommended placement of a student with a disability in an out-of-district program.

It is always the intention of the district to have students return to a program in the district. As a student demonstrates progress in an out of district program, consideration can always be considered for a return to district.

Other Public School Programs

Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available. The Chappaqua Central School District may provide services not available within the District through a contract with another public school district within the state.

Board of Cooperative Educational Services (BOCES)

The Chappaqua Central School District may provide services or programs not available within the District through the Board of Cooperative Educational Services (BOCES). The District currently has students with disabilities in special education programs at Southern Westchester BOCES and Putnam/Northern Westchester BOCES.
BOCES services may be provided in another public school district or on a BOCES campus.

Additional Information about BOCES programs can be accessed through the websites listed on the net page:

PNW BOCES - http://www.pnwboces.org/Special-Education/Department-Home.aspx
SWBOCES - https://specialservices.swboces.org

Approved Private/State Supported Schools

When the needs of the individual student cannot be met in any of the programs noted above, the Committee on Special Education may consider placement in approved private school programs. Schools that are on the list of schools approved by the Commissioner of Education for School District contracts can be found at the website for the New York State Education Department, at:

https://www.nysed.gov/special-education/approved-private-special-act-state-operated-and-state-supported-schools-new-york

Home/Hospital Instruction

The Committee on Special Education may assign a student to home/hospital instruction if he/she becomes ill or physically unable to attend school. Documentation from a physician indicating the diagnosis and anticipated date of return to school is required prior to the initiation of instruction.

The Committee on Special Education may also use this restrictive program option on a temporary basis when all parties agree that a student needs to be removed from his/her current placement. This may occur when a student presents a danger to himself and/or others or when a current placement is deemed to be inappropriate for the child's needs. This option is considered short-term in nature, pending exploration of more appropriate program options.

DECLASSIFICATION SUPPORT SERVICES

Declassification support services are provided to a school aged student who has been declassified from special education. The services are provided for only one year following declassification. A student is eligible for this service at any age or grade level.

EDUCATIONAL CLASSIFICATIONS BY CATEGORY IN CHAPPAQUA

Data based on VR2 Special Education October Snapshot

Disability	Oct. 2023	Oct. 2024	Oct. 2025
Autism	49	51	49
Emotional Disability	8	10	6
Learning Disability	119	111	114
Intellectual Disability	5	5	4
Deafness	2	3	3
Hearing Impairment	3	1	2
Speech or Language Impairment	65	58	67
Visual Impairment (Includes Blindness)	1	1	0
Orthopedic Impairment	1	1	0
Other Health Impairment	129	135	150
Multiple Disabilities	11	13	13
Deaf - Blindness	0	0	0
Traumatic Brain Injury	0	0	0
	393	**389**	**408**

CSE PLACEMENTS (ON BEDS DAY)

	2024-2025 October, 2024	2025-2026 October, 2025
In District	357	379
Out of District	29	26
Homebound	3	3
TOTAL	389	408

COMMITTEE ON PRESCHOOL EDUCATION (CPSE)

	2023-2024	2024-2025	2025-2026
Initial Referrals to the CPSE	70	50	55
Preschool Students Classified	121	146	155