

Mamaroneck UFSD

Department for Student Support Services - 2008-09 Areas of Focus

Systemwide Areas of Focus:

- Through the Special Education Task Force, examine present PreK-12 Student Support Services and where appropriate make changes to continue to improve services/programs for students with special needs.
- Further develop a cohesive system wide counseling delivery structure with Guidance, Psychologists and Social Workers.
- Expand upon the collaboration with the Curriculum Department to design the mandated Response To Intervention (RTI) structure for implementation in 2010-11.
- Enhance the system wide Assistive Technology structure for the coordination, implementation, and staff training of specialized technology devices for students with special needs.
- Improve the implementation of IEP Direct 504 K-12 Accommodation Plans, for expanded student data management and teacher notification.
- Continue to strengthen community partnerships with SEPTA, Community Counseling Center, Hispanic Resource Center and others.

MAMARONECK UNION FREE SCHOOL DISTRICT SPECIAL EDUCATION PARENT HANDBOOK

A Guide to Understanding The Special Education Process



2008-2009

A warm welcome from SEPTA

SPECIAL EDUCATION PARENT TEACHER ASSOCIATION

Who we are:

We are a district-wide PTA. Our membership includes parents, teachers, administrators, caregivers, professionals, and others with an interest in issues concerning special education in the Mamaroneck school district and beyond.

What we do:

Recognizing that students have a broad range of learning styles and abilities, SEPTA works to promote a quality learning experience for all children. SEPTA aims to promote a better understanding of children's learning differences and to be a resource for all parents. We present evening programs on topics of interest to our membership. In addition, we hold parent network meetings where parents meet to discuss common concerns and ideas about parenting children with special education needs. We maintain a SEPTA website with a wealth of information. This can be found at www.mamkschools.org. SEPTA maintains close contact with district administrators and helps provide the parents' point of view regarding special education issues in our district.

About us:

We know from experience that having a classified child carries many questions and concerns, and we are here to serve as a support in these areas. Therefore, we warmly invite you to contact us with your questions. The place to start is with your school's SEPTA representative whose number is listed in the school calendar. Many Parent Members at CSEs and CPSEs are also members of SEPTA and can help you find answers to your questions.

What we hope:

We hope we can be of help or guide you to someone who can be. We sincerely wish that you will join us by becoming a member, attending our meetings and getting involved.

SEPTA Website <http://mamkschoolspta.org/septa/>

SEPTA GENERAL MEETINGS 2008-2009

Special Education Parent Teacher Association of Mamaroneck-Larchmont

Welcome Back Breakfast—Wednesday, September 17 at 8:45 am

Tuesday, October 21 at 7:30 pm

Monday, December 8 at 7:30 pm

Wednesday, February 11 at 7:30 pm

Thursday, April 16 at 7:30 pm

Thursday, May 28 at 7:30 pm

Recognizing that students have a broad range of learning styles and abilities, SEPTA works to promote a quality learning experience for all children. SEPTA aims to promote a better understanding of children's learning differences and to be a resource for all parents.

All meetings are held at Hommocks School, free of charge and open to all. Programs are funded through SEPTA membership and your purchase of our calendar.

Thank you for your support!

International Dyslexia Association

www.interdys.org

Kidsource:

www.support@kidsource.com

LD On-Line:

www.LDOnline.org

Learning Disabilities OnLine

www.ldonline.org

Learning Disabilities Assn. of America (LDA)

www.LDAAmerica.org

Materials/Book/Disposables

www.readinglady.com

www.epsbooks.com

**National Library Service for the Blind and Physically Handi-
capped**

www.loc.gov./nls/

NCLD

www.NCLD.org

Parents Helping Parents:

www.php.com

Recordings for the Blind & Dyslexic

www.rfbd.org

The National Reading Panel

www.nationalreadingpanel.org

Westchester District PTA:

www.lhric.org/westchpta

***A Letter from the
Assistant Superintendent
for Student Support Services***

The Mamaroneck School District is committed to providing all students with a challenging and rewarding education. Students with disabilities at all levels are considered an integral part of the total student population. The district's commitment to provide an excellent education is equally directed towards students with disabilities to the same degree as their non-disabled peers.

This guide was created by parents and Special Education administrators with the purpose of assisting families and professionals through the complex process of federal and state regulations for assessing and securing services for students with disabilities. It is our sincere belief that when such a partnership is forged that both the system, and most importantly the students benefit.

Dr. Anthony T. Minotti

Table of Contents

| | |
|---|----|
| Overview of Special Education | 5 |
| Beginning the Process | 7 |
| Committee on Pre-school Education (CPSE) | 7 |
| Committee on Special Education (CSE) | 9 |
| Referral and Evaluation Process | 12 |
| The Individualized Education Program (IEP) | 16 |
| Continuum of Services | 21 |
| Services to Parentally Placed Private School Students | 22 |
| Glossary | 23 |
| Resources | 26 |

LOCAL RESOURCES

Office of Vocational and Educational Services for Individuals with Disabilities (VESID)

New York State Education Department
55 Church Street
Room 300B
White Plains, NY 10601
(914) 946-1313, www.vesid.nysed.gov

Advocate for the Disabled Office of New York State 1-800-522-4369

Early Intervention (serves children from birth to 3) (914) 813-5094

Early Childhood Direction Center 305 North Street White Plains, NY 914-681-4656

Westchester Student Advocacy Coalition

3 West Main Street
Elmsford, NY 10523
(914) 347-3313

Provides an array of services for children with special needs including legal advice, advocacy and aid in IEP development; will give advice free on the phone, office visits are arranged on a sliding scale.

INTERNET RESOURCES

CACLD:

www.net.spc.com/cacid/

Children & Adults with Attention Deficit Disorder www.chadd.org

Council for Learning Disabilities (CLD) www.cldinternational.org

Division for Learning Disabilities (DLD) www.dldcec.org

New York State Office of Mental Retardation and Developmental Disabilities (NYSOMR)

Public Affairs Office
44 Holland Avenue
Albany, NY 12229
(518) 474-6601

Office for the Disabled

(914) 995-2957
Programs, special events, newsletter, free informational guides, and a speakers bureau.

**Putnam & Northern Westchester BOCES SETREC
(Special Education Training Resource Center)**

200 BOCES Drive
Yorktown Heights, NY 10598
(914) 245-2700

Provides training for parents serving as members of the CPSE/CSE; provides course work for teachers on Special Education issues; open to Southern Westchester parents and teachers as well as Northern.

**Westchester 2 BOCES SETRC
(Special Education Training and Resource Center)**

Instructional Services Department
2 Westchester Plaza
Elmsford, NY 10523
(914) 345-8500

Provides training for parents serving as members of the CPSE/CSE; gives training to teachers on issues, concerns and regulations to help in the classroom; provides written materials published by the State Education Department including the Parents Guide to Special Education, State regulations, etc.; provides disability awareness programs for the classroom as well as workshops related to disabilities; open to both Southern and Northern Westchester parents and teachers.

Overview of Special Education

What federal legislation pertains to students with disabilities?

The Individual with Disabilities Act of 1990, commonly referred to as "IDEA", requires school districts to provide children ages 3-21 who have various disabilities with special education services. In 1975, IDEA, formerly known as the Education for All Handicapped Children's Act, was passed entitling "handicapped individuals to a free and appropriate public education in the least restrictive environment." In 1997 and 2005, IDEA was reauthorized.

The Rehabilitation Act of 1973, which includes Section 504, designates that a student or adult can be afforded accommodations and services through the educational system without the specific classifications furnished under IDEA. Later amendments to this Act in 1986 and 1992 provided that recipients of federal financial assistance could not discriminate against individuals with handicaps.

Additional information on IDEA, as well as other legislation, is available through VESID, the Office of Vocational and Education Services for Individuals with Disabilities at www.vesid.nysed.gov, or NICHY, the National Information Center for Children and Youth with Disabilities, at www.nichcy.org.

Who is eligible for Special Education Services?

All children learn differently and have varied strengths and weaknesses. However, only students who are considered disabled under the law are entitled to special education services. Students are considered disabled when the Committee on Preschool Special Education, described on page 8, or the Committee on Special Education, described on page 10, determines that a child's educational difficulties are the result of an educational disability that adversely affects educational performance. This determination is based on a multidisciplinary evaluation.

Students with medical diagnoses who do not qualify for specific special education services may be entitled to certain accommodations under a Section 504 Plan. A 504 team at each school rather than the Special Education office determines these accommodations. Parents should contact the building principal for more information.

How can information and services be accessed?

If you suspect that your preschool child has a disability, there are many resources available:

- You should contact your child's pediatrician for information about appropriate developmental milestones.
- You should discuss your concerns with your child's preschool teacher.
- If you have not received services through Early Intervention, you can make a written request an evaluation to the Committee on Preschool Special Education. The Committee on Preschool Special Education will contact children who are transitioning from Early Intervention.

If you suspect that your child between the ages of 5 and 21 has a disability, there are many resources available:

- You should contact your child's pediatrician for information about appropriate developmental milestones.
- You should discuss your concerns with your child's teacher.
- You should talk with the school psychologist who can bring together a team of professionals to discuss your child's needs and provide support through building resources (i.e. reading support, speech and language improvement, and counseling). The school psychologist can assist you in understanding the referral process if you think your child may be eligible for special education services.
- You can contact the Special Education Parent Teacher Association, SEPTA, for some guidance. Their contact information is in the Mamaroneck school calendar.

What is "Due Process"?

Every parent has certain rights by law to protect their child's education. The Special Education office will provide you with a copy of your due process rights.

Office of Special Education and Rehabilitative Services Department of Education

400 Maryland Avenue, S.W.
Washington, DC 20202-7100
(202) 245-7468

Orton Dyslexia Society

Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21286

They offer specialized training to treat dyslexia utilizing the Orton method as well as addressing issues related to learning disabilities and dyslexia.

Recordings for the Blind

20 Roszel Road
Princeton, NJ 08540
(866) 732-3585

Recordings for the Blind and Dyslexic

(212) 557-5720, www.rfbid.org

Council for Learning Disabilities (CLD)

(913) 491-1011, www.cldinternational.org

International Dyslexia Association

(410) 296-0232, www.interdys.org

Learning Disabilities Assn. of America (LDA)

(412) 341-1515, www.LDAAmerica.org

STATE RESOURCES

New York State Department of Social Services

Westchester County Local Office (914) 995-5000

New York State Education Department, Westchester Division Office of Special Education Services

1950 Edgewater Street
Yorktown Heights, NY 10598-4325
(914) 245-0010; Fax # (914) 245-2952

Offers technical assistance and complaint resolution and monitoring services; provides written materials to help learn new information for parents, teachers, and students.

RESOURCES

NATIONAL RESOURCES

Children with Attention Deficit Disorders (CHADD)

499 Northwest 70th Avenue

Suite 308

Plantation, FL 33317

(305) 792-8100 or (305) 384-6869

This national organization services children, adults and families with ADD. They hold a yearly conference, advocate at the federal and local level, foster research and have publications.

Children & Adults with Attention Deficit/Hyperactivity Disorder

(800) 233-4050, www.chadd.org

Council for Exceptional Children (CEC)

1920 Association Drive

Reston, VA 22091

(703) 620-3660

This is the only professional organization in the world dedicated to advancing the quality of education for all exceptional children and improving the conditions under which special educators work.

Division for Learning Disabilities (DLD)

(888) 232-7733, www.dldcec.org

International Dyslexia Association

(212) 691-1930, www.interdys.org

National Center for Learning Disabilities (NCLD)

381 Park Avenue, Suite 1401

New York, NY 10016

(212) 545-7510, www.NCLD.org

Formerly the Foundation for Children with Learning Disabilities. They foster awareness about learning disabilities, neurological disorders, and deficits that can be a barrier to literacy. They offer resources and referrals on a national level to a wide range of volunteers and professionals.

PO Box 1492

Washington, DC 20013-1492

(703) 893-6061 (voice) (703) 893-8614 (TDD), www.nichcy.org

National Library Service for the Blind and Physically Handicapped (NLS)

(202) 707-5100, www.loc.gov./nls/

1-888-657-7323

Beginning The Process

All eligible children with disabilities are entitled by law to special education and related services that will meet their needs at no cost to their parents. Special education assures that each student will have the necessary programs, supports and services to access a free and appropriate public education.

Early Intervention (EI) -- Birth to age 2

The Westchester County Department of Health provides assistance, evaluations and services for this age group. For more information, call the Early Intervention Program (EI) at 914-813-5094. A caseworker will be assigned to guide you through the process. If your child continues to need services at the age of 3, he/she will then transition to the CPSE (Committee on Pre-school Special Education). Your EI caseworker will help you with this process.

The Committee on Preschool Special Education (CPSE)-ages 3-5

What is the CPSE?

- The CPSE coordinates the entire preschool education process for three and four year old children who live in the Mamaroneck School District. However, it is the Westchester County Department of Health, not the school district, that is responsible for placement and programs for children ages 3-4.
- The CPSE is a multidisciplinary team (see below) who meet to determine if a child is eligible for preschool special education services according to New York State regulations. If a child is eligible, the CPSE develops an IEP (Individualized Education Plan) and implements its' recommendations. Parents have the legal right (see Due Process above) to agree or disagree with any recommendation, goals or objectives recommended for their child.

Who is the CPSE Chairperson?

Ellen Most is the CPSE Chairperson. She can be contacted through the Special Education office at 914-220-3060. If you have questions or concerns about your child, please call Ms. Most. She can help you to start the evaluation process, if appropriate.

What is the process for a preschool child to get services?

The process begins with a meeting, either in person or by telephone, between you, the parent, and the CPSE Chairperson.

- You will be required to provide documents that verify residency in the Mamaroneck School District.
- Your child must be formally evaluated at an evaluation site approved by Westchester County. The Special Education office will provide you with a list of approved sites from which you can select one.
- Once the evaluations are completed and the district has received the written reports, a formal meeting of the CPSE will be scheduled. (See below for information about who attends the CPSE, when and where it is held.)• The CPSE will discuss the results, determine if your child is eligible for services and develop an Individual Education Plan, called an IEP, for your child, when appropriate. The CPSE is responsible for implementation of the specific recommendations in the plan.

Who attends the CPSE meeting?

The following people attend the CPSE meeting:

- The CPSE chairperson (who represents the school district)
- The child's parent(s) and or legal guardian(s)
- A representative from Westchester County's Department of Health
- A regular education classroom teacher
- A parent member (see glossary) to the CPSE appointed by the Board of Education (unless parent of the child declines the participation of the parent member)
- A representative from the agency that provided the evaluation of your child

These people may attend, where appropriate:

- Early Intervention Representative, if applicable
- Any person(s) invited by the parents who have knowledge or special expertise regarding your child, including related services personnel. If you intend to do so, you need to inform the CPSE Chair.

Integrated classrooms include both general and special education students. Non-integrated classrooms consist of only special education students.

Individualized Education Program (IEP): A plan developed by the CSE, that describes the student's level of functioning and the special education services and goals necessary to address specific academic, social, emotional, physical and management needs.

Least Restrictive Environment (LRE): Least restrictive environment means that 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.

Mainstreaming into General Education Classes and Services: Children who are identified as having an educational disability will have access to general education classes when appropriate according to CSE recommendations. Mainstreaming is the placement of a child who is in a special education class in a general education program for part of the school day. A child may be mainstreamed into an academic program such as math, language arts, science or social studies; or a non-academic program such as music or art.

Modifications: Program Modifications are provided to students with disabilities and are determined by the CSE. Modifications provide equal opportunity for demonstrating acquired skills that may otherwise be impeded by the student's disability. Specific student modification appears in the IEP.

Parent Member: A parent of a child in the district who is classified as eligible to receive Special Education services and who is appointed by the School Board and specially trained to be a member of the CPSE/CSE.

Parent Member Declination: A decision in writing by the parent of a special education student to decline the participation of a parent member at the CPSE/CSE meeting. This signed declination must be in place prior to the meeting in order to proceed without a parent member.

Pre-Referral: A request by a teacher or parent for a student to be reviewed by a building level Instructional Support Team (IST). This request should be made to the student's guidance counselor or school psychologist.

Confidentiality: The obligation of the school system to maintain the student's CSE records in a locked records room or password protected secure computer environment with access allowed only to authorized personnel who need the information. Requests for material from outside the system require parental consent.

Continuum of services or program options:

- Declassified Support Services (no goals and objectives)
- Related Services Only
- Consultant Teacher
- Resource Room
- Inclusion
- Special Class English, Social Studies, Science and/or Math
- Special Class
- Out of District

Declassification: A CSE determination that a student no longer needs special education services.

Due Process: The provision in law that guarantees and protects the rights of both parents and students during the referral, evaluation, and placement process and ensures the appropriate delivery of instructional services.

Evaluation: The process of collecting information about a student's strengths and weaknesses to improve his/her educational program. The information collected through tests, observations, and interviews will assist the team in determining the levels of functioning and educational needs.

Exemption: A student with an educational disability may be considered exempt from participating in a requirement that must be met by non-handicapped students. Exemptions must be supported by CSE recommendations. However, there are no exemptions from state assessments.

General Education: Non-special education classes and programs.

Home Instruction: An educational service provided at home for students with severe medical, physical, or emotional disabilities that prevent them from attending school.

Hospital Instruction: An educational service provided to special education students who are hospitalized for long-term medical conditions.

IEP Diploma: The diploma that is given to students who reach age 21 and have successfully completed the educational goals that are specified on the IEP.

Integrated Classrooms: Integrated and Non-Integrated Classrooms:

When and where is the CPSE meeting held?

CPSE meetings are usually held in the Special Education Conference Room on the Palmer Avenue side of Mamaroneck High School. Upon receipt of all evaluations, the Special Education office will schedule the CPSE meeting, giving all members at least five (5) business days notice. The meeting is to be held at a mutually convenient time for all members.

What happens after preschool?

At the age of five, a child "ages out" of the CPSE and may be declassified or referred to the CSE, for ages 5-21. If your child has been receiving services through the CPSE, you will be invited to a Transition Meeting in January or February to explain the CPSE to CSE process. If the CPSE determines that your child may be eligible for school age services, a referral to the CSE will be made. If no special education services are determined to be appropriate in kindergarten, the child's CPSE records will be sealed and kept confidential.

If your child has not been in the CPSE process, he/she is still eligible for a referral to CSE. The full process is outlined below.

The Committee on Special Education (CSE), ages 5-21

What is the CSE?

- The CSE coordinates and administers the entire school education process for students ages 5 to 21 who reside in the Mamaroneck School District.
- The CSE, like the CPSE, is a multidisciplinary team (see below) who meet to determine if a student is eligible for special education services according to New York State regulations. The committee oversees initial evaluations, placements, annual reviews and reevaluations for all Mamaroneck School District students. Like the CPSE, if a child is eligible, the CSE develops an IEP (Individualized Education Plan) and implements its' recommendations. Parents have the legal right (see Due Process above) to agree or disagree with any recommendation, goals or objectives recommended for their child.

Glossary

This Committee meets for the initial referral and at least annually regarding every child receiving special education services.

- The Board of Education annually appoints the employees of the district by their titles that are qualified and may serve on a CSE. The Board also appoints those parents who may serve as parent members of a CSE.

Who attends the CSE meeting?

The following people attend the CSE meeting:

- CSE Chairperson (who may be the Director of Special Education and who is appointed by the Board of Education)
- Subcommittee Chairs can be other administrators, psychologist or department chair
- The school psychologist
- A special education teacher
- A parent or legal guardian of the child
- A parent member (unless the parent of the child declines the participation of the parent member) Not required for a Subcommittee CSE meeting
- A regular education teacher

These people MAY attend when appropriate:

- Other professionals may attend when appropriate
- Parents are entitled to invite other individuals to the CSE meeting who have knowledge or special expertise regarding the child, including related services personnel. If parents intend to do so they need to inform the special education director before the scheduled CSE meeting.
- When appropriate, the child may be invited to attend the CSE meeting.

When and where do CSE meetings occur?

CSE meetings are held in the Special Education Conference Room on the Palmer Avenue side of Mamaroneck High School or at the school the child attends. Parents are notified by mail of the exact time, date and location. Although it may delay the meeting, parents have the right to reschedule the meeting to a mutually agreeable time if the

Alternate Assessment: Assessment for students who are profoundly disabled with severe cognitive impairments. The Alternate Assessment is a datafolio (portfolio) assessment in which students demonstrate their performance toward meeting the alternate performance indicator level of the New York State learning standards.

Annual Goals: Goals written on the IEP that describe what a child is expected to achieve in academic, social, physical and management areas.

Annual Review: A review of a special education student's program and progress that is completed at least once each school year by the Committee on Special Education. Program changes may be recommended at this time.

Bilingual Evaluation: An assessment conducted in both English and a child's other than English language by professionals who understand both languages. A Board of Education bilingual assessment provider, a contract agency evaluator, an independent evaluator or a monolingual evaluator may conduct the assessment with an interpreter.

Classification: An official term for the type of disability that affects a student's education. State regulations require that one of the following classifications be used:

| | |
|-------------------------|-------------------------|
| Autistic | Other Health Impaired |
| Mentally retarded | Hard of hearing |
| Deaf | Speech impaired |
| Multiply disabled | Learning disabled |
| Deaf-blind | Traumatic brain injured |
| Orthopedically impaired | Visually impaired |
| Emotionally disturbed | |

*All preschoolers are classified as "preschooler with a disability".

Committee on Pre-School Special Education (CPSE): A multi-disciplinary team established to determine eligibility for special education for a pre-school child ages 3 and 4 and to develop the IEP if the child is classified.

Committee on Special Education (CSE): A multi-disciplinary team established to determine eligibility for special education, ages 5- 21 and to develop the IEP if the student is classified.

Services to Parentally Placed Private School Students with Disabilities

- Education Law Section 3602-c currently reads: “The school district where the student resides must contract with the school district in which the nonpublic school attended by the pupil is located, for the provision of services pursuant to this section, except that in the case of services to students with disabilities in the two thousand six– two thousand seven school year, the school district of residence may contract with school district in which the nonpublic school attended by the student is located or may provide such services directly”
- District of location responsible for the following with respect to parentally placed nonpublic school students with disabilities attending nonpublic schools located in the geographic region of the school district:
 - Consultation process
 - Child find, including evaluations
 - CSE meetings
 - Delivery of special education and related services
 - Due process
- Parents of privately placed students with disabilities must submit a written request for services to the district of residence by June 1st preceding the school year for which the request for services is made. Parent consent is required to forward such request to district of location
- - Regulations prohibit the sharing of educational records by the district of location and the district of residence without consent (including the initial request for services and billing records)
 - Consent required before sharing personally identifiable information with the private school
- Parent has opportunity to request evaluations, as well as independent educational evaluations, by both district of residence and district of location
- Preschool students are not eligible for 3602-c services. New requirements for services plans are not applicable unless the preschool that the child attends meets the definition of an elementary school set forth at 34 CFR 300.13

proposed time is not convenient. CSE meetings take place for all initial evaluations and if a change in program or IEP is being considered. Depending on the change, this type of meeting may only require a subcommittee and may meet in the school the child attends. The CSE meets for an Annual Review in the latter part of the school year. The purpose of these meetings is to review progress and make recommendations for the following year. Many of these meetings only require a subcommittee and are usually held at the child’s school. Notification of these meetings is sent to parents via regular mail.

What is a parent member/parent member declination?

The CSE full committee includes a parent (in addition to the parent of the child being evaluated). This is a parent of another child residing in the district who is classified as eligible to receive Special Education services. In order to serve as a parent member of a CSE, a parent must receive training in Special Education law, regulations and policy including the need to maintain confidentiality and be appointed by the Board of Education.

A parent of a student receiving special education services has the right to decline the participation of a parent member at the full CPSE/CSE meeting. A signed declination form, available from the Special Education office, must be in place prior to the meeting in order to proceed without a parent member.

If a subcommittee is to be used, the parent has the right to request the presence of a parent member. This request should be made as soon as the parent receives notice of the meeting.

Referral and Evaluation Process

How is a referral initiated?

Referrals can be initiated in a variety of ways:

- As a parent, if you have concerns about your child, meet with your child's teacher(s), the school psychologist, the guidance counselor or the school principal who will help you determine if a referral to Special Education is appropriate for your child.
- Federal and State law requires the school to implement intervention services and or accommodations to remediate a student's performance prior to a referral to special education. Often, prior to referring to the CSE, a classroom teacher refers a child to Instructional Support Team (IST) when a problem arises. The team may consist of a building psychologist, school nurse, special education teacher, classroom teacher and other administrator, school support staff (i.e. reading teachers, speech/language therapists). After an IST meeting is held, a pre-referral intervention plan with strategies and types of instruction is implemented. The IST meets again to assess the success of the plan and determine if further recommendations are necessary. These may include a formal referral to CSE.
- If appropriate, the school psychologist will begin the formal referral to the CSE for evaluations. You may also contact the Special Education Department at 914-220-3060 for additional assistance.

What is Consent for Evaluation?

In order for an evaluation be completed for your child, your written consent is required. A consent form will be sent to you. The evaluation process cannot begin until the parental consent form is signed and received in the Special Education office. Consent for Reevaluations is also required and will be sent to you every 3 years once a child is classified.

What is the evaluation process?

When a child is referred to the CSE, a team will evaluate him or her in order to provide a comprehensive assessment to determine whether or not a disability that impacts education exists. Testing is administered by the school psychologist, a special education teacher and other district professionals, if necessary (i.e. Speech/Language, Occupational Therapist, Physical Therapist). The testing is reviewed at a formal CSE meeting. Formal testing may be completed in conjunction with annual reviews. Parent consent must be obtained before any evaluation is to proceed, including initial evaluations and re-evaluations.

Continuum of Services

| SERVICE | PROGRAM DESCRIPTION |
|--|--|
| Declassification Support Services (DSS) | Student may not require support services. CTS or resource may be recommended only if the student requires specialized instruction. Student can be monitored through articulated plan. Foreign Language exemption, if appropriate, and testing accommodations continue through graduation. |
| Consultant Teacher Services (CTS) May be a direct and/or indirect service | The development of academic skills and/or compensatory strategies through direct intervention in the mainstream classroom. Consultation with the general education teachers to assist in the modifications necessary to meet the individual needs of students. Teacher consultation services that may be direct to the student within the classroom or indirect provided to the general education teachers. Special education teacher provides direction and support to ancillary staff. |
| Resource Room (RR) Resource Room/ Consultant Teacher Services (Resource and Consultant Services can be combined) | Small group instruction designed to enable the student to benefit from learning in general education academic classes. Direct service including remediation of basic skills and study and organizational strategies to reinforce primary instruction. Consultation with general education teachers to assure that modifications and adaptations will be provided as necessary. |
| Consultant Teacher Services/Special Class Skills (Program offered at the secondary level) | Special education teacher provides support in the form of direct and indirect services to facilitate general education participation. The academic areas requiring support through the consultant teacher service in the classroom will be based on individual student need. Student will attend a daily special skills class that will reinforce and support general education instruction through remediation of basic skills, pre-teaching and re-teaching of curriculum, modification of materials, and study and organization support to reinforce primary instruction. |
| Integrated Co-Teaching Services | Specially designed academic instruction provided to a group of students with disabilities in a general education classroom by both a special education teacher and a general education teacher. Curriculum and assignments are modified to meet the individual needs of the student. |
| Special Class Services Design and intensity of class is reflected in the staff to student ratio | Special education teacher provides direct instruction in the academic subjects. (English, Math, Social Studies, Science, Reading. Special Instruction is equivalent to general education instruction in the academic subjects. Materials, facets of the curriculum, and assignments are modified to meet the needs of students. Students are mainstreamed as appropriate. For some students, a high level of supervision throughout the school day to ensure safety and well being in an environment where academic instruction is individualized according to cognitive and developmental levels. A non-equivalent, modified curriculum that includes daily life skills, behavior management and social skills training. |
| Related Services Only | Some special education students may only receive related services (speech language, OT, PT, counseling) in conjunction with their general education classes to assist them in their total education program. These students receive all their instruction in general education but are provided with related services as recommended on their Individualized Education Program (IEP). |
| Out of District | A student recommended for an out of district placement only when the CSE determines that the Mamaroneck School District does not have an appropriate program for the student. Due to state regulations, the district is required to seek placement in other public school districts and BOCES programs. If not appropriate public school setting is found, the district considers private New York State approved settings. Out of district placements are generally reserved for students with sever disabilities or students with low incidence disabilities. |

provision of such services promoting the student's movement from school to post school opportunities or both, before the student leaves the school setting. Specific activities relating to these plans are included as part of the goal and objectives section of the IEP.

16. Committee Meeting Information – includes attendance at the meeting, the committee holding the meeting and meeting date.
 - Reason for the meeting – states the purpose of the meeting, such as annual review or planned reevaluation. It also specifies if the meeting was a full committee or subcommittee meeting.
 - Rationale – provides a summary of the committee meeting
 - The Committee's decision was based on the following reports and previous records – notes the dates of the social history, educational evaluation, observation report, psychological evaluation, and physical evaluation in the student's file on which the CPSE/CSE's decision was based.
17. Annual goals and benchmarks/short-term objectives – relate to meeting the student's needs that result from the student's disability, to enable the student to be involved in and progress in the general education curriculum. They include evaluative criteria, evaluation procedures and schedules to be used to measure performance toward the annual goals. Progress toward achieving these projected goals and short-term objectives/benchmarks will be reported to the parents or guardian at least annually.

What is an IEP Progress Report?

Every student receiving special education services will receive an IEP Progress Report each time they receive an Achievement Report in elementary school or a report card in middle school/high school. Special Education teacher and related service providers assess the student's progress towards meeting their IEP goals and objectives.

What is a case manager?

The case manager is the person responsible for coordinating the program and services for each child receiving special education. (S)he will oversee the IEP, meetings, and necessary forms and documentation. Parents can contact their child's case manager for information and discuss any aspect of their child's program. The case manager facilitates procedures for each student receiving special education. For initial referrals the case manager is the building psychologist. Once a student is classified the case manager is the student's special education teacher or related service provider.

What evaluations are required?

- Social History-a parent interview or questionnaire
- Psychological– performed by the school psychologist
- Educational Evaluation-done by a special education teacher
- Classroom Observation
- Physical-can be completed by the child's pediatrician
- Other evaluations as needed
- Parents may submit private evaluations prior to the start of the evaluation process. The CSE will review them and determine what additional assessments are needed. It is important to note that many assessments cannot be used within the same year so coordination between private and school evaluations is necessary.

How does a child become classified?

When a student is referred to the CSE for an initial evaluation, a consent form is sent to the parents. Once the form is signed and returned to the special education office, the evaluation team has 60 school days to conduct a formal CSE meeting, develop an IEP and make a placement. Parents should share all reports or relevant information with the CSE chair prior to the meeting. At the formal CSE meeting, the results of the evaluation are reviewed, including testing by the school psychologist, special education teacher and other professionals. After reviewing all the information, the committee discusses the data and comes to a consensus. The committee determines if the child has a disability and if so, what his/her classification will be, i.e., learning disabled, speech impaired, autistic, other health impaired, etc. If a child is given a classification at his/her initial CSE meeting, an IEP is written which includes the program, related services, testing accommodations, program modifications, and goals. See IEP on page 14.

What is the reevaluation?

The CSE arranges for an appropriate reevaluation of each student with a disability at least every three years by a multi-disciplinary team or group of persons, including at least one

teacher or other specialist with knowledge in the area of the student's disability . The reevaluation shall be sufficient to determine the student's eligibility for classification, individual needs, educational progress and achievement and the student's ability to participate in instructional programs in general education. If a child is declassified the child may continue to receive a recommended level of support for one year.

What is Least Restrictive Environment (LRE)?

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

- Provide the special education needed by the student
- Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities
- Be located at the student's home school or as close as possible to the student's home

What services and programs are offered by the Mamaroneck School District:

The Mamaroneck School District offers a variety of programs to meet the needs of students based upon the continuum of services designated by the laws of New York State. The programs range from less restrictive to more restrictive. Less restrictive refers to keeping special education students in general education settings as often as possible. More restrictive settings include special classes and out of district placements. Less restrictive settings are always looked at before more restrictive settings are considered. Students are placed in programs based upon their needs.

The following services are listed from less restrictive to more restrictive: It should be noted that not all services are available at all levels. Explanations of these services can be found on page 19 of this booklet.

- Related Services Only
- Consultant Teacher Service
- Resource Room
- Integrated Co-Teaching

8. Events on Non-Participation in General Education – This section specifies the least restrictive program options considered, but not recommended by the Committee. Alternative programs to public school settings with their peers will be considered for students only if the student's needs cannot be met within the general school setting with supplementary aids and services.
9. How does the Student's Classification Affect Progress in the General Education Curriculum - explains how the student's disability impacts on learning. Included is information on how the student's disability affects the student's ability to progress in the general education curriculum; or for pre-school students, how the disability affects the student's participation in appropriate activities. If appropriate it includes information on how the student's behavior impedes his or her learning or the learning of others.
10. Educational Achievement and Learning Characteristics – Levels of development in subject and skill areas, including cognitive functioning, learning style, rate of progress and if appropriate, activities of daily living and adaptive behavior – specifies the current performance levels of the student and the individual needs of the student in the following areas: reading, mathematics, and written language. It also includes information about a student's learning rate and speech/language skills.
11. Standardized Test Results – indicates scores on standardized tests administered.
12. Social Development – indicates the levels of development in relationships with peers and adults, self-concept, social adjustment in the school and community environment and behaviors that impede the learning process.
13. Physical Development – indicates the level of motor and sensory development, health or vitality issues, physical skills or limitations that pertain to the learning process.
14. Management Needs – indicate the level of teacher support, supervision, environmental structure and, if appropriate, behavioral interventions or strategies required to address learning, social and physical needs.
15. Transition Plans – for students age 15 (and at a younger age if deemed appropriate), a statement of the needed transition services. It may include the responsibilities of the school district and participating agency for the

disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment, e.g. access to a word processor for written assignments.

- Appropriate strategies, including positive behavioral interventions and supports to address behaviors that might impede a student's learning or that of others.
- Appropriate strategies or services to address the language needs of a student with limited English proficiency as such needs relate to the implementation of the IEP.
- As appropriate, instruction in Braille and the use of Braille for a student who is blind or visually impaired.
- As appropriate, for students who are deaf or hard of hearing, opportunities for direct instruction or modifications.

4. Testing Accommodations – The student's modifications are determined by the CSE. Modifications are designed to help the student compensate for the impact of their disabilities. Determination of modifications is based on demonstrating needs and consistent use. Students are not entitled to, nor do they receive all of the modifications available. Students are entitled to only those modifications that are indicated by their IEP's. It should be noted that not all accommodations will be available on state tests.
5. Program Supports and Modifications/Accommodations/Supplementary Aides and Services – This section provides a statement of the program modifications or supports for school personnel that will be provided for the students to:
 - Advance appropriately toward attaining the annual goals
 - Be involved and progress in the general curriculum
 - Be educated and participate with other students in the general education classes, state and local assessments and general education programs
6. Assistive Technology Devices/Services – Equipment or product systems needed for a student to benefit from education, based on an evaluation and the decision of the CPSE/CSE.
7. Support for School Personnel --may include regularly scheduled team meetings.

- Special Class for one or more academic subjects (Social Studies, Science, Math, Language Arts/English, Reading)
- Special Class
- Out of District –
 - Special Class
 - Special School

The needs of the students influence the specific services they receive based upon the committee's decision. Instructional techniques vary depending on the needs of the students. Students can be moved from one type of service to another at any point in the school year through the CSE process.

Can my child receive services without being classified?

Students can receive extra support through building level services (reading, speech improvement, and counseling) based upon individual needs.

What are Academic Intervention Services (AIS)?

AIS provide additional instruction in reading and math to assist all students in meeting state standards. The services are supplemental to the instruction provided in the regular education classroom. Students who are classified by the CSE may not be excluded from receiving AIS.

What other support services are available?

Through a kindergarten screening process in September, children may be recommended for speech improvement to address mild articulation and language delays.

Counseling is available to all students on an as-needed basis. Many schools conduct lunchtime "rap" groups and/or social skills groups.

Occupation Therapists and Physical Therapists are available to consult with classroom teachers to assist in making appropriate accommodations and modifications in the classroom.

The Individualized Education Program (IEP)

This is the name of the plan developed by the CPSE/CSE to meet a child's unique needs once it is determined that the child is eligible for special education services and/or programs. The plan includes critical information about the child's special education program. It provides a framework for instruction in the areas of the child's disability.

The IEP is developed at a CPSE/CSE meeting. Parents are members of this committee and are part of the process of developing an IEP along with other members of the committee.

The IEP development process must consider:

- Your child's strengths and present levels of performance
- Your concerns for your child's education
- The results of your child's individual evaluation
- The results of any standardized assessments; and
- Any unique needs related to your child's disability (such as communication, behavior, etc.)

IEPs are developed annually. However, IEPs may be amended within the year, if appropriate, by convening a CPSE/CSE meeting or through an amendment form. A teacher, related service provider or parent may make a request for a CPSE/CSE meeting.

As parents you have a very important role in the development of your child's IEP. You have first hand knowledge of your child's abilities. Sharing this information is an important contribution to the IEP process.

The following components are a part of all IEP's:

1. Student and Guardian Information – student name, date of birth, names of parent or guardian, address, phone number and the dominant language of the student and his or her parents or guardian.
Special alerts – When appropriate, this section provides special information like a notation of a student's pertinent health condition such as allergies or medications.
2. Recommended Classification and Placement Information – (see glossary for disability categories). This section includes classification, school, projected start date and end date and grade.

- a) Committee Decision – specifies the committee's recommendation to classify or not classify the student.
 - b) Review By - is the projected date of review of the student's need for special education services, and if appropriate, 12-month special services or programs. Every three years a mandated reevaluation occurs.
 - c) Physical Education - specifies regular or adapted
 - d) Transportation – special transportation needs of the student as appropriate.
 - e) Second language requirement for secondary – If the student is exempt from a second language requirement a rationale based on the student's disability is provided.
 - f) State Testing – specifies whether or not the student will participate in State assessments, and if not, why the assessment is not appropriate and how the student will be assessed.
 - g) Extended School Year Eligibility – notes the student's eligibility for a 12-month service or program and the identity of the provider of services during the month of July and August. These include a special education service and/or program provided on a year round basis, for students determined to be eligible and whose disabilities require a structured learning environment of up to 12 months duration to prevent substantial regression determined by the CPSE/CSE and prescribed by Part 200.6(j)(1) of the Regulation of the Commissioner of Education.
3. Recommended Programs and Services – notes the recommended special education program and services set forth in section 200.6 of the Regulations of the Commissioner, such as special class, resource room, resource room/consultant teacher services, consultant teacher. Related services usually include speech and language, occupational therapy, counseling and physical therapy. These regulations also include specification of the following:
 - Language or communication mode
 - Class size, if appropriate
 - Supplementary aids and services to be provided to the student in regular education classes or other education-related settings, or on behalf of the student, that enables the student with