



DOBBS FERRY UNION FREE SCHOOL DISTRICT PARENT'S GUIDE TO SPECIAL EDUCATION

TABLE OF CONTENTS



1-3	Program Objectives/Overview
4-5	Committee on Special Education
8-9	Referrals/Eligibility
10-11	Disability Classifications
12-13	Outcomes/Meeting Types
14-21	District/Building Programs and Services
22-23	Acronyms
24	Resources
25	Special Education Department

The district is committed to the provision of an appropriate education for resident students with disabilities and has established the following special education program objectives:

- To establish a Committee on Preschool Special Education, a Committee on Special Education, and appropriate Subcommittees on Special Education for the purpose of evaluating students suspected of having a disability and for placement of students with disabilities in appropriate programs;
- To provide a free appropriate education (FAPE) in the least restrictive environment (LRE) for all district students with disabilities between the ages of three and twenty-two, or until the students have achieved a high school diploma, whichever shall occur first;
- To have high expectations for all preschool and school-age students with disabilities and to ensure that they have the opportunity to participate in all district programs to the maximum extent appropriate considering the needs of all students in a proposed setting;
- To ensure that policies and procedures for establishing and operating special education programs are clearly defined and that the special education program is an integral part of the district's educational program;
- To provide the human and material resources necessary to implement a continuum of special education programs and services to meet the academic, social, physical, and management needs of district students with disabilities;
- To support high-quality professional development for all personnel who work with students with disabilities;
- To build close working relationships among all stakeholders in the special education community;
- To provide meaningful opportunities for parent/guardian participation in the special education decision-making process;
- To provide, to the greatest extent appropriate, adaptation and modification of instructional materials and techniques, and collaborative models of instruction, to enable students with disabilities, as appropriate, to benefit from instruction within the general education setting, pass state assessments, and meet diploma requirements;
- To ensure that procedures are in place for disciplining students with disabilities that promote and support responsible student behavior, protect the rights of students with disabilities to a free appropriate public education, and promote collaboration and communication among school personnel and the Committee on Special Education;
- To ensure the confidentiality of personally identifiable data, information or records pertaining to students with disabilities. Such information will not be disclosed except in accordance with regulations.

What is Special Education?

Special education means specially designed individualized or group instruction or special services or programs to meet the unique needs of students with disabilities. Special education services and programs are provided at no cost to the parent/guardian. The Committee on Preschool Education (CPSE) oversees these supports for 3 and 4-year old children. The Committee on Special Education (CSE) oversees the needs of school-age children until the child attains a high school diploma or turns 21; whichever happens first.

What is the Committee on Special Education (CSE)?

The CSE is a multi-disciplinary group of professionals, parents/guardians, students (when appropriate) who meet to make decisions regarding the special education needs of a student. There are different purposes for meetings and therefore, different mandated members and different mandated responsibilities. The CSE meets for initial determinations, annual reviews, program reviews, manifestation determinations, consideration of de-classifications, amendments, and/or re-evaluations. Decisions made by the CSE are legal mandates and must be followed by all school personnel.

What is the Committee of Preschool Education (CPSE)?

The Committee on Preschool Special Education (CPSE) is responsible for evaluating and identifying 3 and 4-year old children for disabilities and then arranging for the delivery of special education services. A preschool student with a disability is one who, as determined by an individual evaluation, exhibits a significant delay or disorder in one or more functional areas:

- Cognitive (intellectual processing skills)
- Language and Communication Development
- Adaptive (self-help skills, eating, toileting, etc.)
- Social-Emotional Development
- Motor Development

which adversely affects the student's ability to learn. A broad range of related services and special education programs are available to meet the educational needs of preschool students with disabilities. Preschool students with disabilities are entitled to receive a free appropriate public education in the least restrictive environment.

**Preschool students are not classified according to their disability, as school-age students are. All preschool students are given the same classification: Preschool Student with a Disability.*

Who are the Committee Members?

CSE (also referred to as Full Committee) members include:

- The parent(s)/guardian(s)
- The student (when appropriate)
- The chairperson
- At least one general education teacher if the student participates in the general education setting
- At least one special education teacher
- A school psychologist
- Other persons having specific knowledge of the student such as a guidance counselor, a related service provider or medical personnel, if indicated
- A parent member (if requested by parent/guardian)

"Full" CSE Meetings are required for initial referral meetings, a meeting that is considering a special class program or out-of-district placement for the first time, and/or if requested by the parent/guardian or team.

CSE sub-committee members include:

- The parent(s)/guardian(s)
- The student (when appropriate)
- The chairperson
- At least one general education teacher if the student participates in general education
- At least one special education teacher
- A school psychologist, for specific circumstances
- Other persons having specific knowledge of the student such as a guidance counselor, a related service provider or medical personnel, if indicated

Psychologists are required at meetings when reviewing evaluations and/or are considering a more restrictive program with a smaller student:teacher ratio.

The Special Education Process involves five steps*:

Step 1: Initial Referral for Special Education Services

Students suspected of having a disability are referred to a multidisciplinary team called the Committee on Special Education or the Committee on Preschool Special Education.

Step 2: Individual Evaluation Process

The Committee arranges for an evaluation of the student's abilities and needs.

Step 3: Determining Eligibility for Special Education Services

Based on evaluation results, the Committee decides if the student is eligible to receive special education services and programs.

Step 4: Individualized Education Program (IEP)

If the child is eligible to receive special education services, the Committee develops and implements an appropriate IEP, based on evaluation results, to meet the needs of the student. Based on the IEP, the Committee must determine the student's placement, ensuring that services are provided in the least restrictive environment. Placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school they would have attended if not disabled.

Step 5: Annual Review/Reevaluation

The IEP is reviewed and, if needed, modified or revised by the Committee at least once a year (annual review). The student has a reevaluation at least once every three years, to review the student's need for special education programs and services to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent/guardian or teacher.

The process occurs sequentially with each step building on the previous one. In this way, comprehensive information about the student is obtained and considered. Timelines are in place so that delays are avoided. Parents are an integral part of this process, and your involvement is encouraged.

(*excerpted from NYS Handbook)

What should you do if you feel your child requires special education?

Preschool

If you have a preschool child and you have noticed that your child is not developing skills such as walking, talking or playing like other young children, you may want to talk to your family doctor. The doctor may be able to reassure you that children develop at different rates and your child is within the normal developmental scales. If, however, the doctor is concerned, or you are still not comfortable with your child's progress, you may make a referral to your school district's Committee on Preschool Special Education (CPSE).

If your three-year-old child received services from the Early Intervention Program and is in need of special education services, they will need to transition (move) from the Early Intervention Program into the preschool special education program. The Early Intervention official from your county must give written notice to the CPSE in your local school district that your child may be transitioning from the Early Intervention Program. With your consent, a transition plan must be developed no later than three months before your child's third birthday.

School Age

If your school-age child is having difficulties in school, first talk to teacher. Our school may be able to offer supports for students within regular education such as psychological services, speech and language improvement services, curriculum and instructional modifications and Academic Intervention Services. If you, the teacher and principal have not been able to help your child, your child may have a disability which affects their learning. To find out, you can make a referral to the Committee on Special Education (CSE).



Role of CSE Members

Chairperson:

The chairperson presides over the meeting, takes attendance and notes, and ensures the participation of all members of the committee. The chairperson is responsible for following the guidelines set forth the Committees on Special Education by federal and state government regulations.

Parent/guardian (and student):

The parent/guardian (and student) are integral members of the CSE. The parent/guardian provides information, expresses concerns, reports needs and goals of and for the student. The parent/guardian can request CSE meetings and can request mediation and/or an impartial hearing if necessary. It is imperative that the student attend the meetings when appropriate; particularly in secondary school. The student supplies the committee with ongoing information of their successes and needs from special education so they can participate in general education.

General Education Teacher

At least one general education teacher that teaches the student is required to attend and participate in the CSE meeting. The input of the general education teacher is invaluable at the meeting as it helps in making sound recommendations for the student so that supports can be put in place for the student to progress in general education curriculum. Teacher evaluation forms are provided by all of the student's teachers as to the student's strengths, interests and needs which can be discussed at the meeting by the general education teacher.

Special Education Teacher(s)

At least one special education teacher is required to attend the CSE meeting. The special education teacher will provide specific information regarding evaluation and assessment results, present levels of performance, and student's strengths, interests, preferences and weaknesses, and the need for any related services or accommodations. The special education teacher collaborates in the development of the IEP in terms of needs and goals.

Psychologist:

The psychologist provides evaluation, observational, and assessment information to the committee. The psychologist will address the cognitive, emotional, and behavioral abilities, strengths, weaknesses, and needs of the student. The psychologist will also interpret evaluations and reports presented to/by committee members for consideration at the meeting.

Parent Member:

The parent member is a parent in the district of a student with a disability. The role of the parent member is to provide support to the parent/guardian at the meeting. Parents/guardians may request in writing that the parent member attend the CSE. As of August 2012, the Parent Member is no longer a mandated member of the CSE in New York State. The board of education appoints trained parent members every year to serve in this volunteer capacity. The district is currently working to provide annual trainings for potential and current parent members so that more properly trained parents are available if one is requested.

Additional Members:

Additional members may attend CSE meetings. School counselors often (and should) attend CSE meetings to provide input specific to graduation requirements, course/schedule selections, and transition plans and activities for secondary students. Professionals who provide related services and/or have evaluated the student may also attend. Medical personnel may attend when appropriate. The parent/guardian may invite persons of their choosing to attend the CSE meeting. If parents/guardians bring attorneys, the district must be informed in advance as they may also bring the district's attorney.

If the student is identified as an English Language Learner (ELL), we strongly recommended that an ELL teacher and/or a person knowledgeable of the ELL needs of the student attend the meeting.

If the parent/guardian's native language is not English, someone will attend the meeting to interpret; however, this person is not a member of the Committee.

Referral Process to CSE:

Referrals to CSE are made to the Special Education Department. Before making a referral to CSE, it is important to provide the student with every opportunity to receive support through general education and the Multi-Tiered System of Supports (MTSS). A student can only be classified as having an educational disability when/if the supports available through general education are unsuccessful. Parents/guardians need to be fully informed of concerns regarding their child. When such concerns arise, pre-referral interventions are first made by the teacher(s) and/or other building staff members. If such interventions are unsuccessful, students can be referred to the building MTSS team for further tiered support. If these general education and/or non-mandated supports, services, and programs are unsuccessful, students can be referred to the Committee for Special Education.

Referrals to CSE can be made by:

- a student's parent/guardian, in writing, to the building principal and/or to a special education administrator
- a designee of the school district (e.g., the CSE chairperson)
- a professional staff member of the school district in which the student resides, or the public or private school the student legally attends or is eligible to attend
- a licensed physician
- a judicial officer
- a professional staff member of a public agency with responsibility for the welfare, health or education of children
- a student who is 18 years of age or older, or an emancipated minor, who is eligible to attend the public schools of the district.

**A referral submitted by persons other than the parent/guardian, student, or a judicial officer is really a "request for a referral" and must:*

- state the reasons for the referral and include any test results, records or reports upon which the referral is based
- describe, in writing, intervention services, programs or instructional methodologies used to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this

purpose, or state the reasons why no such attempts were made

- describe the extent of parental contact or involvement prior to the referral

Upon receipt of the written referral (or request for referral), the Special Education Administrator will, within 10 days:

Request a meeting with the parent/guardian and the student, if appropriate, to:

- determine whether the student would benefit from additional general education support services as an alternative to special education, and forward back to building MTSS for such intervention strategies, or
- request parent/guardian consent to initiate the evaluation.

Purpose of the CSE Meeting:

The purpose of the (initial) CSE meeting is to determine eligibility for special education programs and services. Evaluations, observations, pre-intervention data, pertinent medical information, social history, and anecdotal information is presented and discussed to determine if the student has an educational disability and if that disability requires a special education program and/or related service for the student to progress in general education. If the student is receiving supports through general education that are successful in that the student is making adequate progress, he/she may not need special education service or programs. Regulations require that CSE members must ensure that students have equal access to a Free and Appropriate Public Education in the Least Restrictive Environment which is as close to general education without supports as possible. Members of the CSE identify and discuss the student's abilities, strengths, interests, preferences and weaknesses and come to a consensus for determination of decisions. These decisions are made based upon needs and goals. The concerns and needs expressed by the parent/guardian must be considered. If the student is an English Language Learner (ELL) student, the ELL needs must be considered by the Committee. The CSE cannot excuse students from the New York State English as a Second Language Achievement Test (NYSESLAT) when mandated at this time; however, the Committee will consider whether the student requires specific testing accommodations specific to the NYSESLAT.

Evaluation

The initial evaluation will consist of procedures to determine whether a student is a student with a disability and to determine the educational needs of such a student. The evaluation will include a variety of assessment tools and strategies, including information provided by the parent/guardian, to gather relevant functional and developmental information about the student, and information related to enabling the student to participate and progress in the general education curriculum. The individual evaluation will appropriately assess the student in all areas of suspected disabilities including at least the following, at no cost to the parent/guardian:

- a physical examination;
- an individual psychological examination, except when a school psychologist determines after an assessment of a school-age student that further evaluation is unnecessary. Whenever a psychologist determines that a psychological evaluation is unnecessary, the psychologist will prepare a written report of such assessment, including a statement of the reasons the evaluation is unnecessary, which will be reviewed by the Committee;
- an observation of the student in the current educational placement;
- a social history;
- Other appropriate assessments or evaluations, including a functional behavioral assessment for a student whose behavior impedes their learning or that of others, as necessary to appropriately assess the student in all areas related to the suspected disabilities.

The evaluator will use professionally validated assessments that may help to determine how certain cognitive and behavioral factors, in addition to physical or developmental factors, impact the student's ability to function in an academic setting. Assessments will be administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so. The assessments will be validated for the specific purpose for which they are used and will be administered by trained personnel.

Assessments will be administered so as not to be racially or culturally discriminatory. The CSE will arrange for specialized evaluations where necessary, using appropriate resources outside of the district.

These assessments may include, but are not limited to, bilingual, psychiatric and neurological, audiological, visual, vocational, and assistive technology needs.

Specialized evaluations are not limited to the initial evaluation process and may be indicated at any time. The CSE shall maintain a list of appropriate resources and certified professionals for this purpose. A variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent/guardian, will be used in determining whether the student is a student with a disability and the content of the student's individualized education program, including information related to enabling the student to be involved in and progress in the general education curriculum. No single evaluation strategy or assessment is used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for a student. Existing evaluation data on the student will be reviewed, including evaluations and information provided by the student's parent/guardian, current classroom based assessments and observations, and teacher and related service providers' observations. The evaluation will be sufficiently comprehensive in order to identify all of the student's special education needs, whether or not commonly linked to the disability category in which the student has been identified. Assessment tools and strategies are used to provide relevant information that directly assists persons in determining the educational needs of the student. Assessments of students with disabilities who transfer from one school district to another school district in the same academic year will be coordinated with the student's prior and subsequent schools, as necessary, and as expeditiously as possible to ensure prompt completion of full evaluations. The initial evaluation to determine if a student is a student with a disability will be completed within 60 days of receiving parental consent for the evaluation unless the student enrolls in the district after the evaluation timeline has begun in the student's previous school district, or the parent/guardian of the student repeatedly fails or refuses to produce the student for the evaluation.

As a part of an initial evaluation, if appropriate, and as a part of any reevaluation, a group that includes the committee on special education, and other qualified professionals, as appropriate, shall review existing evaluation data on the

student, including evaluations and information provided by the parent/guardian, current classroom based assessments and observations, and observations by teachers and related service providers, to determine what additional data are needed by the committee on special education. The group may conduct its review without a CSE meeting. When the recommended evaluations are complete, a CSE meeting is scheduled. Reasonable measures will be made to ensure the parent/guardian attends the meeting. This means:

- A written notice is sent to the parent/guardian at least five days prior advising them of the meeting. Prior notice means written statements developed in accordance with NYS Commissioner's Regulation section 200.5(a), and provided to the parent/guardian of a student with a disability in a reasonable time before the school district proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education to the student;
- At least two additional attempts are made to notify the parent/guardian of the scheduled meeting. This may mean scheduling additional meeting times, written notices, and telephone calls to the parent/guardian to ensure their participation.

Eligibility Determination

When the evaluations are complete, the CSE, including the parent/guardian and, if appropriate, the student, will meet to review the evaluation information to determine eligibility for special education, and if appropriate, develop an Individualized Education Program (IEP). The CSE will consider all evaluation information including an evaluation provided by the parent/guardian. In making a determination of eligibility for special education, a student will **not** be identified as a child with a disability if the determinant factor is lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies, lack of instruction in math or limited English proficiency. In determining whether a student has a learning disability,

the school district may use a process that determines if the student responds to scientific, research-based intervention (e.g., phonics instruction) as a part of the evaluation procedures. The district is not required to consider whether a student has a severe discrepancy between achievement and intellectual ability. A student with a disability will remain eligible to receive special education services even if the student is advancing from grade to grade;

- The CSE will ensure that the parent/guardian is provided with copies of the evaluation reports prior to, or at, the CSE meeting. Parents will be provided with documentation of determination of eligibility. The results of the evaluation will be provided to the parent/guardian in their native language or other appropriate mode of communication. The goal of the CSE meeting is to achieve consensus amongst members in attendance.

Recommendation

The Committee on Special Education reviews the results of the evaluation to determine eligibility and submits a recommendation to the board of education. For a student not previously identified as having a disability, the Committee on Special Education shall provide a recommendation to the board of education which shall arrange for appropriate special education programs and services to be provided to the student with a disability within sixty school days of the receipt of consent to evaluate.

If the Committee determines the student is *ineligible* for special education, written notification is sent to the parent/guardian and to the principal, indicating the reasons for the finding. If a student is found ineligible to receive special education services, a copy of the recommendation and appropriate evaluation material shall be provided to the building administrator. The building administrator shall determine what educationally related support services, if appropriate, shall be provided to the student and, to the extent practicable, shall ensure the services are provided.

If the parent/guardian of a student refuses to consent or fails to respond to a request to provide such consent to the provision of special education programs and services, the school district shall not provide the special education program and services to the student and shall not use due process procedures to challenge the parent/guardian's refusal to consent.

Definitions of Education Disabilities:

Student with a disability means a student with a disability because of mental, physical or emotional reasons, who has been identified as having a disability and who requires specialized instruction and/or related services as defined by state and federal rules and regulations. The terms used in defining the needs of a student with disabilities include:

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disability. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

(2) Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification and adversely affects a student's educational performance.

(3) Deaf-blindness means co-occurring hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

(4) Emotional disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- an inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - inappropriate types of behavior or feelings under normal circumstances;
 - a generally pervasive mood of unhappiness or depression; or
 - a tendency to develop physical symptoms or fears associated with personal or school problems.
- The term includes schizophrenia. *The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.*

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance, but that is not included under the definition of *deafness*.



(6) Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disability, or of environmental, cultural or economic disadvantage.

(7) Intellectual disability means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

(8) Multiple disabilities means co-occurring impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

(9) Orthopedic impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absences of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g. cerebral palsy, amputation, and fractures or burns which cause contractures).

(10) Other health-impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette Syndrome, which adversely affects a student's educational performance.

(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect education performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

(13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Possible Outcomes of the (Initial) CSE Meeting:

- The student is determined to have an educational disability and is **determined eligible** for special education programs/services. An IEP is developed at the CSE meeting
- The student is determined to be **ineligible** due to:
 - limited or insufficient instruction in reading or math
 - limited English Proficiency as a determining factor\
 - the need for further information and the CSE will reconvene as indicated if needed
 - the guidelines set by state and federal regulations, and may be re-referred for services under general education MTSS

What if parent/guardian disagrees with the decision(s) made?

The Chairperson works hard to ensure a consensus is reached by eliciting information from the members, asking questions, restating information, suggesting compromises, informing members of regulations, etc. There are rare instances, however, where a consensus cannot be reached. In such cases the Chairperson would make the decision. Parents/guardians can disagree with decisions and can request another meeting, mediation, or an impartial hearing. The Procedural Safeguards/Due Process Rights outline the required procedures for this process. Parents/guardians can also request in writing an Independent Educational Evaluation at the district's expense. The letter from the parent/guardian should note which evaluation(s) they disagree with and what evaluation(s) they are requesting. This letter should be sent to the Director of Special Education.



The IEP:

The Individualized Education Program (IEP) is the written document which describes the specific information of the student's individual special education program, services, goals, and needs for the student to receive a Free and Appropriate Public Education. The IEP is a legal document that can only be changed by the CSE. It is required by law that all school personnel follow the programs and services outlined in the IEP. If it is determined or there is concern that aspects of the IEP are no longer appropriate, the CSE (or sub-Committee) must reconvene to address the issue(s). In certain cases the IEP can be amended by an Amendment/No Meeting agreement. Please direct these questions to the building psychologists and/or the Director/Assistant Director of Special Education. The CSE meets at least annually to re-address eligibility, classification, needs, least restrictive environment, present levels of performance, and goals and objectives. The IEP is developed at the meeting and the document reflects the discussions, concerns, and recommendation made at the meeting. The IEP is written in the order of the discussion at the meeting, so that parents/guardians and educators can see the student's levels, needs, goals/supports, programs, and related services. The student's needs drive the goals/supports. The programs are recommended appropriately to deliver the services/supports and implement the goals in the Least Restrictive Environment (LRE).

The IEP is sent home and the parent/guardian receives the Prior Written Notice (PWN) every time an IEP is developed or changed so they can be fully informed before the new IEP is implemented. Parents are encouraged to reach out to the building Psychologist or the Director or Assistant Director of special education if they disagree with or find an error in the IEP.

Teachers must provide the **Program Modifications**, if any, in all the delivery of instruction of instructional setting that must be modified for the student. These include actions such as: preferential seating, copy of class notes, and refocusing and redirecting.

The IEP may also mandate that the student receive testing accommodations, which apply to any and all tests the student takes, except for those NYS tests which may not allow specific accommodations. These accommodations may include, but are not limited to, the need for additional time to complete the tests, a separate location to take the tests, and/or tests read to the student. If students require extra time, a separate location to take tests, and/or tests read to the student. If a student requires extra time, a separate location and/or other testing accommodations that cannot be provided in the regular classroom, students are sent to a designated testing room/location in the school.

The IEP also includes sections describing the student's specific academic, social-emotional, physical, and management strengths and needs. Information provided in these sections can be very helpful in both understanding how the student learns best and under what conditions so as to provide the support needed for success in the classroom. This information is gathered during the CSE meetings with input from teachers, staff members, parent/guardian and students when appropriate.

If a student has behaviors that significantly interfere with their learning or the learning of others, the student may have a *Behavior Intervention Plan (BIP)* which is indicated on the IEP. This is developed after a *Functional Behavioral Assessment (FBA)* is conducted which looks at the student's behavior in a variety of settings. The goal of the BIP is to ensure everyone is using common language and strategies to provide positive alternatives to and consequences for certain behaviors.

Questions regarding a particular student's IEP should be directed to the special education teacher designated as the "case manager" or the building psychologist. At the elementary level, the case manager is typically the student's special education teacher or related service provider if the student only receives related services. Other special education department members can be resources as well, including psychologists and social workers. Case manager names/lists can be made available through the school psychologists and/or building administration.

Declassified Students with Support Services and/or Accommodations:

If a student is no longer eligible for special education program and/or services the CSE will "declassify" the student. Declassification support services can be provided to a school-age student declassified from special education. The services are provided for only one year after declassification. Declassified students may be eligible to receive testing accommodations if recommended by the CSE.

Transfer Students/New Entrants:

Upon registering in the district, parents/guardians who indicate that their child had received special education program and services in their previous district indicates such on the registration forms. That information is forwarded to the Office of Special Education that schedules a transfer meeting within approximately thirty school days. This will give the staff sufficient time to get to know the student before CSE convenes to decide what programs and/or services the student will receive through the Dobbs Ferry Union Free School District.

Transition Services and Supports:

An important role of the CSE is to develop a road map for the student and his/her family in preparation for moving to life post high school including, but not limited to, post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. These "transition plans" are based on the student's goals, strengths, preferences, interests, and needs including input from students, families, teachers, school counselors and relevant staff members. For all students 15+ years old, the CSE process will include assessment, discussion, and documentation in the IEP of: post-secondary goals, coordinated sets of activities, present levels of performance and needs, as well as diploma/credential options. When exiting High School, the *Student Exit Summary* is prepared to summarize levels of performance, needs and recommendations for the future.

Annual Review

At least once a year, the Committee on Special Education conducts an individual review for each student identified with a disability receiving special education services. The Committee on Special Education reviews the student's IEP and other current information pertaining to the student's performance. Updated reports, educational evaluations, teacher summaries and report cards are utilized to measure growth, assess progress and make recommendations. Team members, including administrators, special education staff, classroom teachers, and parents/guardians meet with the Committee to discuss the academic, social, and emotional progress of the child. If a revision of the student's IEP is recommended, it must address:

- any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- the results of any reevaluation and any information about the student provided to, or by, the parent/guardian;
- the student's anticipated needs; any other matters, including the student's need for test accommodations and/or modifications.

Amendments to the IEP

Amendments to an IEP may be made after the annual review without the need for a CSE meeting when the parent/guardian and district mutually agree to do so following written notice to the parent/guardian and parental consent. A written document may amend or modify the student's current IEP, provided that the parent/guardian receives prior written notice of any changes to the IEP, and that the parent/guardian receives a copy of the document that amends or modifies the IEP or, upon request, is provided with a revised copy of the entire IEP with the amendments incorporated.

Re-evaluation

The Committee on Special Education must arrange for a comprehensive reevaluation of each student with a disability by a multidisciplinary team at least every three years, but not more frequently than once a year unless the parent/guardian and a representative of the school district appointed to the CSE agree otherwise. The purpose of the reevaluation is to ensure that the student continues to qualify for and need special education services. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education, and the student's continuing eligibility for special education. The student is re-examined by a multi disciplinary team in the areas of management needs, academic, social/emotional, and physical functioning. Both standardized and non-standardized measurements (assessments) are utilized in order to clearly identify areas of strengths and weaknesses. Historical information is used together with new data from the student, parents/guardians, teachers, evaluators, and other staff to determine each student's individual needs as well as continuing eligibility for special education. The Committee on Special Education must address the results of any reevaluations in a meeting to review and, as appropriate, revise the student's IEP. To the extent possible, the school district will encourage the consolidation of reevaluation meetings and other CSE meetings for the student.

Parental consent is obtained prior to conducting the reevaluation of a student with a disability. If the district takes reasonable measures to obtain consent and the student's parent/guardian fails to respond, reevaluation may take place without parental consent.

The Committee on Special Education may determine that no additional testing is necessary as a part of the reevaluation process. In this case, the Committee will notify the parent/guardian of the reasons for the determination, and of the right of the parent/guardian to request an evaluation.

The school district will evaluate a student with a disability prior to declassification, but will not conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a high school diploma or exceeding the age eligibility for special education services. The district is required to provide a graduating or aging-out student with a summary of the student's academic achievement and functional performance, which will include recommendations on how to assist the student in meeting their postsecondary goals.

The New York State Education Department (NYSED) provides safety nets for Students with Disabilities in attaining a High School Diploma or Exiting Credential with ever-changing pathways to attaining either a Regents Diploma, a Local Diploma, a Career Development and Occupational Studies (stand alone or supplementary) Credential (CDOS), and the Skill and Achievement Commencement Credential (SACC).

Parents and students with questions about Transition Services and Supports and/or Diploma/Credential Options should direct their questions to their Case Manager, Guidance Counselor, the School Psychologist, and/or Special Education Administration. Up to date information regarding these options can be found at the following link:

<https://www.nysed.gov/specialeducation/information-related-graduation-requirements-and-exiting-credentials-students>.

How Parents Can Prepare for CSE Meetings:

It is good practice for a parent/guardian to maintain a file, notebook, or binder to keep all your child's Special Education records including IEPs, medical information, evaluations, and correspondences. You may want to create a section for work samples and space to jot down questions, information, concerns, and observations so this information will be handy when it is time to go to the meeting. Parents are encouraged to prepare written notes in advance to ensure all of their concerns and questions are discussed and addressed. Bring some paper as well to write things down during the meeting.

No one knows your child better than you, so...

- Do bring your notes, questions and paper/pen.
- Do share your child's interests, preferences, and strengths from your perspective with the Committee.
- Do try to remain calm; everyone in the room is there to help your child.
- Do look for opportunities to express gratitude to teachers and staff.
- Do express your concerns to the Committee.
- Do ask questions and for clarification if there is something you do not understand
- Do ask for examples, work samples and/or test results.
- Do bring someone for support if it makes you more comfortable.
- Do clearly state what you agree with and what you do not agree with.
- Do keep an open mind to hear what the professionals have to say and ask questions about why recommendations are made if you don't understand or agree.
- Do write down recommendations made at the meeting for future reference.

When you receive the IEP and the Prior Written Notice in the mail, be sure to read it promptly to ensure it reflects what you recall and have written down. If you have questions or disagree with the recommendations you must let the Chairperson and/or Special Education Administration know as soon as possible so we can rectify the problem. If that does not happen to your satisfaction you have a right to request another CSE meeting in writing at any time.

Have more questions?

Feel free to call the building psychologists, your child's teachers, related service provider(s), or the Director or Assistant Director of Special Education for assistance. Reach out to the Special Education Committee of the PTSA and/or Trailguides for support or to share concerns. Please visit the Special Education section of the district website (www.dfdsd.org/domain/242) for these and other resources.

When to Consider a Referral to Special Education

A referral should be initiated at any time for a student suspected of having a disability .

- There is evidence that a student has received high quality instruction (including differentiated core instruction and, when appropriate, supplemental and/or intensive interventions), appropriate for the student's age or state-approved grade level standards.
- Performance is unique when compared to peers (including culturally/linguistically similar peers and peers receiving similar intervention) who have received the same quality of instruction.

District School-Age Programs and Services

The following is a listing of the district school-age programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities.

1. **General Education with Supplementary Aids and Services.** Supplementary aids and services can be provided to a student with a disability who is educated in a general education class setting and does not receive additional teacher support, academic intervention services, assistive technology, educationally related support services, differentiated instruction, classroom modifications and accommodations, and additional support from a teacher aide or teaching.
2. **Consultant Teacher:** Consultant teacher or collaborative services are direct or indirect services provided, at least two hours weekly, to the student or the student's teacher(s) in order to support their participation in a general education program; except that the CSE may recommend that a student with a disability who also needs Resource Room services in addition to Consultant Teacher services, may receive a combination of such services consistent with the student's IEP for not less than 3 hours per week. Direct consultant teacher service is delivered through individual and/or group instruction by a special education

teacher in a regular education classroom. Indirect consultant teacher service involves consultation provided to a classroom teacher by a special education teacher in order to make the necessary instructional, curriculum, and assessment accommodations and modifications to meet the needs of a student with a disability in a regular education setting. Consultant teacher services are available in all district school buildings.

3. Integrated Co Teaching (ICT): This support is provided by both a Special Education and a General Education teacher in a General Education class setting. Differentiation of the curriculum and Specially Designed Instruction (SDI) is necessary to support these students in achieving grade level Common Core and New York State Learning Standards. Both the general education and special education teachers plan, deliver, and evaluate instruction for all students. Both educators are responsible for the implementation of students' IEPs, differentiation of instruction, and assessment of student achievement. Consultant Teacher (CT)

4. Resource Room: Resource room services support the placement of students with disabilities in general education settings. A special education teacher, either in a general education class or in a separate location, delivers these services. Students receive specialized instruction in the resource room for a minimum of three (3) hours weekly or a maximum of 50 percent of their school day; except that the CSE may recommend that for a student with a disability who also needs consultant teacher services in addition to RR services may receive a combination of such services consistent with the student's IEP for not less than three (3) hours per week. The group size for resource room is limited to five (5) students per period. Resource room services are available in all district school buildings.

5. Special Class: Students are recommended for a special class program when, because of the nature of their skill deficits or severity of their disability, their educational goals can not be satisfactorily achieved in a general ed class setting with additional special education support services (resource room, consultant teacher). Students who are placed in a collaborative

special/general education class receive specialized instruction in skill areas identified in the student's IEP (usually reading, math, and language arts) in the special class setting. They participate in general education classes with grade level peers for the majority of the school day with the support of a special education teacher or teaching assistant. Students in self-contained special classes receive specialized instruction in content and skill areas in the special class and participate in developmentally appropriate activities in the regular class setting. Elementary special class programs vary in enrollment but do not exceed twelve students to one teacher and one teaching assistant. At the secondary level, students can spend up to six periods daily in the special class program, but participate in regular education classes as appropriate based on their needs.

Secondary special class programs vary in enrollment but do not exceed fifteen students to one teacher and at least one teaching assistant. All special education classes are composed of students with a chronological age span of up to three years and similar academic, social, emotional, and management needs. Students in special education classes participate in all specials and electives.

6. School Psychological Services: The following major areas of responsibility are assigned to school psychologists: assessment; observation; test administration and interpretation; participation in Committee on Special Education (CSE) referral, evaluation and placement; monitoring of student progress; consultation with teachers; students and parent/guardian counseling; and liaison with other professionals. Additional functions include: assisting teachers in the development of interventions to help students and the development of Individualized Education Programs (IEPs); chairing subcommittee annual review meetings, conducting three-year re-evaluations; observing students in out-of-district placements.

7. Social worker services: The social worker provides individual, group and parent/guardian counseling in the elementary school, middle school and high school for CSE students as specified on the IEP's.

In addition, he/she provides counseling for other students, gives classroom presentations on relevant topics, provides crisis intervention and serves as a liaison between school and home.

8. Speech/Language Services: The speech/language pathologist evaluates, diagnoses, and provides remediation for students having, or suspected of having, a language, speech and/or hearing disorder. Language disorders include problems in the ability to attend to verbal language, comprehend and use appropriate vocabulary and sentence structures, and engage in social and academic communication by using language adequately to express ideas. Speech disorders include misarticulations of specific speech sounds, deviations in voice production, and problems of fluency (stuttering). Hearing disorders are those in which a student's ability to hear is significantly reduced, possibly requiring the use of hearing aids, or in case of students classified deaf or hearing impaired, an FM system. Students are seen individually, in small groups or in the classroom setting in collaboration with the classroom teacher. The Speech/Language pathologist consults with teachers, other school personnel and parents/guardians regarding the nature of the student's language, speech or hearing problem in order to develop strategies for meeting academic and social communication needs.

9. Occupational Therapy: The Occupational Therapist serves students whose disabilities prevent them from functioning within the school environment. The duties include individual assessment, increasing strength and quality of movement of the upper extremities necessary for handwriting and other classroom fine motor tasks, modulating a student's sensory responses that interfere with everyday activities, developing the activities of daily living, providing adaptive equipment as necessary and counseling students with disabilities around their activities. The goal of the Occupational Therapist is to provide appropriate treatment to increase the student's ability to function independently in the school environment.

10. Physical Therapy: Physical Therapy is directed towards developing and maintaining the student's physical potential for independence in all education related activities. A major focus of physical therapy is to develop the youngster's ability to safely negotiate the school environment.

Springhurst Elementary School Special Education Program Descriptions

1. **Primary Special Class 8:1:1 (Grades K-2):** This class provides specialized instruction to elementary school students whose levels of academic achievement are significantly below grade level. Students in this program option typically receive related services (e.g., speech-language therapy, occupational therapy, physical therapy, etc.). Students will attend non-academic classes (e.g., art, music) in a setting that provides a small teacher-to-student ratio. Students in this class may also require support for sensory needs and behavior management. Curricula will be modified to suit the needs of individual students. Students will work on developing daily living skills to promote independence and address significant deficits in adaptive functioning.
2. **Special Class 12:1:1 (K-2) and (3-5):** This program delivers intensive academic instruction in a highly specialized learning environment. The primary goal of the program is to provide individuals with both access and exposure to the core academic curriculum through the implementation of a variety of systematic teaching methodologies that incorporate both differentiated and explicit models of instruction. Students in this program option typically receive related services (e.g., speech-language therapy, occupational therapy, physical therapy, etc.). This program provides a full-day special education learning environment at a staffing ratio of 12:1:1 (i.e., a maximum of 12 students to one special education teacher and a classroom teaching assistant). Students in this program often benefit from spending part of the school day within a regular education classroom and will attend non-academic classes (e.g., art, music), lunch and recess in an integrated setting. In this setting, students receive specially-designed instruction, which is defined by adapting, as appropriate to the needs of an eligible student the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability;

and to ensure access of the student to the general curriculum, so that they can meet the educational standards that apply to all students. At the intermediary level students will also have access to pre-vocational learning opportunities within the school setting.

3. **Special Class Reading (SCR) 12:1:** Special class reading means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs in reading for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their neurotypical peers.

4. **Integrated Co Teaching (ICT):** This support is provided by both a Special Education and a General Education teacher in a General Education class setting. Differentiation of the curriculum and Specially Designed Instruction (SDI) is necessary to support these students in achieving grade level New York State Learning Standards.

5. **Consultant Teacher (CT):** CT services are defined as direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.



Dobbs Ferry Middle School Special Education Program Descriptions

- 1. Special Class 12:1:1 (6-8):** This class provides specialized instruction to middle school students whose levels of academic achievement are significantly below grade level. Curricula will be modified to suit the needs of individual students. Students in this class primarily take the NYS Alternative Assessment. Students who successfully complete this program will be awarded a Skills and Achievement Commencement Credential upon exit at the High School Level. Students in this program option typically receive related services (e.g., speech-language therapy, occupational therapy, physical therapy, etc.). Students will attend non-academic classes (e.g., art, music) in a setting that provides a small teacher-to-student ratio. Students in this class may also require support for sensory needs and behavior management. In this class, students will build pre-vocational skills within district-based work-based learning activities. Students will work on developing daily living skills to promote independence and address significant deficits in adaptive functioning. Students will participate in recreational activities within the community including field trips that serve to generalize the skills they are learning in the classroom and therapy setting.
- 2. Special Class 15:1 (6-8) English and Math:** A special class (15:1) consists of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction in a particular content subject. Highly modified and specialized instructional program designed for students with significant academic needs. Expanded pacing of instruction for classes designed to meet the needs of students with significant academic delays. Instruction is based on the Common Core Curriculum Standards. Specialized Instruction is provided using whole class, small group and individual methods. Small group/individualized foundational skills instruction is paired with grade level curriculum needs. Students will participate in all state and local standardized tests.

3. Special Class Reading (SCR) 12:1: Special class reading means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs in reading for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their neurotypical peers.

4. Integrated Co Teaching (ICT): This support is provided by both a Special Education and a General Education teacher in a General Education class setting. Differentiation of the curriculum and Specially Designed Instruction (SDI) is necessary to support these students in achieving grade level New York State Learning Standards.

5. Consultant Teacher (CT): CT services are defined as direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.

6. Resource Room 5:1: Resource room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

Dobbs Ferry High School Special Education Program Descriptions

1. Special Class 12:1:1 (9-12): This class provides specialized instruction to high school students whose levels of academic achievement are significantly below grade level. Curricula will be modified to suit the needs of individual students. Students in this class primarily take the NYS Alternative Assessment. Students who successfully complete this program will be awarded a Skills and Achievement Commencement Credential upon exit. Students will typically remain in this program until they are 21. Students in this program option typically receive related services (e.g., speech-language therapy, occupational therapy, physical therapy, etc.). Students will attend non-academic classes (e.g., art, music) in a setting that provides a small teacher-to-student ratio. Students in this class may also require support for sensory needs and behavior management. Students will work on developing daily living skills to promote independence and address significant deficits in adaptive functioning. Students will participate in recreational activities within the community including field trips that serve to generalize the skills they are learning in the classroom and therapy setting. Vocational training is an essential component of the program. In this class, students will continue to build pre-vocational skills within district-based work-based learning activities, as well as training at job sites located within our local community and surrounding areas. Transition services are a focus of this program and essential to building student independence and success in their post-secondary lives. Collaboration with the New York State Office for People With Developmental Disabilities ([OPWDD](#)), [ACCES-VR](#), and other agencies is an essential component of this program.

2. Special Class Transition Program 12:1:1 (ages 19-21): This class provides specialized instruction to high school students whose levels of academic achievement are significantly below grade level and who are transitioning from the High School Special Class program. Students in this class take the NYS Alternative Assessment and will be exiting at age 21 with a Skills and Achievement Commencement Credential (SACC).

Students in this program will be focusing on the transition to post-secondary employment and independent living. Students will split their time between in-district and community-based internships, including, but not limited to facilities, clerical, custodial, food services, technology. Students will be supported by a teaching assistant as they move through their internships. The purpose of the teaching assistant is to facilitate independence. Students participate in physical education. Related services will be provided within the district either as a push-in or pull-out model in order to facilitate the generalization of skills within the vocational program. A daily vocational class will target the direct instruction of vocational and adaptive living skills. Travel training will be provided. Collaboration with the New York State Office for People With Developmental Disabilities ([OPWDD](#)), [ACCES-VR](#), and other agencies to support the transition to post-secondary employment and independence is an essential component of this program.



3. **Special Class Reading (SCR) 12:1:** Special class reading means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs in reading for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their neurotypical peers.

4. **Integrated Co Teaching (ICT):** This support is provided by both a Special Education and a General Education teacher in a General Education class setting. Differentiation of the curriculum and Specially Designed Instruction (SDI) is necessary to support these students in achieving grade level New York State Learning Standards.

5. **Consultant Teacher (CT):** CT services are defined as direct and/or indirect services provided to a school-age student with a disability in the student's general education classes, including career and technical education classes, and/or to such student's general education teachers.

6. **Resource Room 5:1 - Content Lab Math/Science - Content Lab English/Social Studies:** Resource room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

7. **Structured Homework Support 15:1:** Structured homework support is a variation of a resource room program. It is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day in regard to homework completion. Structured Homework Support is for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of support with organization, executive functioning, time management, and study skills.



Extended School Year

The Committee on Preschool Special Education (CPSE) or the Committee on Special Education (CSE) will determine whether a student requires a structured learning environment of up to 12 months to prevent substantial regression. Substantial regression as defined by NYS Commissioner's Regulations, would be indicated by a student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity so as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. A special program or service shall operate for at least 30 days during the months of July and August. The decision about eligibility for extended school year services will be made at the time of the student's annual review, provided that this decision will be made in all instances prior to July 1 of the upcoming school year.

In accordance with Section 200.6(i) and 200.16(h) of the Commissioner's Regulations, students will be considered for twelve-month special services and/or programs to prevent substantial regression if they are:

- preschool students/school-age 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;
- preschool students/school-age students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment;
- preschool students/school-age students who are recommended for home and hospital instruction or students/preschool students 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;
- preschool students/school-age students whose needs are so severe that they can be met only in a seven-day residential program; or preschool students/school-age students receiving other special education services who, because of their disabilities, exhibit the need for a twelve-month special service and/or program provided in a structured learning environment in order to prevent substantial regression.

Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month service or program when the period of review or reteaching 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 reteaching ranges between 20 and 40 school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight weeks or more would indicate that substantial regression has occurred.



Glossary of Acronyms

ABA	Applied Behavioral Analysis
AAC	Augmentative and Alternative Communication
ABC	Antecedent, Behavior, Consequence
ACCES-VR	Adult Career and Continuing Education Services – Vocational Rehabilitation
ADA	American with Disabilities Act
ADHD	Attention Deficit with Hyperactivity Disorder
AIS	Academic Intervention Services
APE	Adaptive Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BOCES	Board of Cooperative Educational Services
BIP	Behavior Intervention Plan
CDOS	Career Development and Occupational Studies
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CT	Consultant Teacher
CTE	Career and Technical Education
DD	Developmental Disabilities
DI	Differentiated instruction
DSM-V	Diagnostic and Statistical Manual, Fifth Edition
ESY	Extended School Year
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
GE	General Education
ICT	Integrated Co-Teacher
IDEA	Individuals with Disabilities

Glossary of Acronyms

IDEI	Individuals with Disabilities Education Improvement Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Plan
IHO	Independent Hearing Officer
IQ	Intelligent Quotient
LD	Learning Disability
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MTSS	Multi-Tier System of Supports
NYSED	New York State Education Department
NYSAA	New York State Alternative Assessment
OPWDD	Office for People with Developmental Disabilities
OMH	Office of Mental Health
OT	Occupational Therapist
PBIS	Positive Behavioral and Instructional Supports
PLEP	Present Levels of Educational Performance
PT	Physical Therapy
RS	Related Services
RTI	Response to Intervention
SAC	School-Age Care
SE	Special Education
SLP	Speech and Language Pathologist
SWD	Students with Disabilities
VESID	Vocational and Educational Services for Individuals with Disabilities

Resources

Trailguides

dobbsferrytrailguides@gmail.com

Trailguides is a support group created by parents for parents in Dobbs Ferry who have a struggling learner: with an IEP, 504, or other learning difference. We try to connect parents/guardians to resources, programs, and other families in the area. In addition, we provide education and advocacy for families to help understand their rights, changes in the laws, and other issues. If you have questions regarding your students needs, we try to connect you with the information, organizations, or people that can help. Above all, we believe that parents/guardians are their children's best advocates and we support families through the process.

Special Education Committee PTSA

A Committee of the PTSA celebrating students of all abilities, while focusing on driving awareness, support, and connections within our community. The goal of this committee are:

- To ensure that all children receive an education that allows them to reach their full potential
- To bring together parents/guardians, families, and teachers of children with special needs in order to share their experiences. To educate parents/guardians about special education, including the identification and placement procedures for children with special needs.

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

nyconnects.ny.gov/contact-us

VESID's mission is to promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protections to which they are entitled; assure appropriate continuity between the child and adult services systems; and provide the highest quality vocational rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and to live independent, self-directed lives.

Office for People with Developmental Disabilities (OPWDD)

opwdd.ny.gov

The New York State Office for People With Developmental Disabilities (OPWDD) is responsible for coordinating services for New Yorkers with developmental disabilities, including intellectual disabilities, cerebral palsy, Down syndrome, autism spectrum disorders, Prader-Willi syndrome and other neurological impairments. It provides services directly and through a network of approximately 500 nonprofit service providing agencies, with about 80 percent of services provided by the private nonprofits and 20 percent provided by state-run services.

ACCES-VR (Vocational Rehabilitation)

acces.nysed.gov/vr

ACCES-VR assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development.



References

- **Individuals with Disabilities Education Act (IDEA)**
- **Family Educational Rights and Privacy Act of 1974 (FERPA/ Buckley Amendment)**
- **Part 300 of the Code of Federal Regulations**
- **Article 89 and Section 3214 of the New York State Education Law**
- **Parts 200 and 201 Regulations of the Commissioner of Education**

THE SPECIAL EDUCATION DEPARTMENT

Director of Special Education: Shari Kaplan
(914)693-1500 x 1480 kaplans@dfsd.org

Assistant Director of Special Education: Sarah Grosso
(914)693-1500 x 1479 grossos@dfsd.org

CSE/CPSE Chairperson: Jennifer Lotito
(914)693-1500 x 1422 lotitoj@dfsd.org

Clerical (Secondary): Jessica Greco
(914)693-1500 x 3022 grecoj@dfsd.org

Clerical (CPSE/Elementary): Jenny Kaicher
(914)693-1500 x 1481 kaicherj@dfsd.org