

Gloversville Enlarged School District



Special Education Handbook

2011 - 2012

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Administrative Office

Gloversville Enlarged School District
234 Lincoln Street
Gloversville, NY 12078
(518) 775-5796 FAX: 775-5727

Office of the Committee on Special Education and Preschool Special Education

Colleen Ulrich	Director of Student Support Services (Special Education, Home Schooling, Home Tutoring, Homeless Liaison) Medicaid Compliance Officer	775-5796 Ext. 9705
Rosanne Plumadore	Assistant Director of Student Support Services, CSE/CPSE Chairperson	775-5796 Ext. 9719
Deb McCann	CSE/CPSE Secretary, Tutor Coordinator	775-5796 Ext. 9718
Jayne Vickerson	CSE/CPSE Typist	775-5796 Ext. 9716
Danielle Graham	Medicaid Billing Clerk	775-5796 Ext. 9715

School Psychologists

The school psychologist works with the entire school community toward the goal of helping all students reach their full potential. A primary role of the School Psychologist is to act as a consultant to teachers, parents and administrators in order to develop strategies that address learning needs. They also specialize in performing sophisticated diagnostic evaluations, which help determine the student's strengths and weaknesses. Individual assessments also provide information useful in the planning of appropriate educational programs.

Nicole Morton	McNab-Meco (3 days), other schools (2 days)
Penny Lockwood	Kingsborough (1 ½ days) Gloversville Middle School (3 ½ days)
Justyna Akacka	Boulevard and Park Terrace (September – January)
Jessica Fielding	Boulevard and Park Terrace (February – June)

BOCES Psychologist

Joan Bobbette	Gloversville High School (4 days per week)
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Occupation/Physical Therapists

Robin Hill	Occupational Therapist (District-wide)	775-5740
Jamie Paige	Certified Occupational Therapy Assistant	775-5740

Occupational therapy involves the functional evaluation of a student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks. Our district licensed Occupational Therapist provides a wide range of services to assist with adaptations and compensations that allow children to participate in educational tasks. OT services focus on fine motor skills, visual-perceptual skills, sensory integration issues, functional living skills, and adaptive equipment.

Shelly Fennessey	Physical Therapist (District-wide)	775-5740
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Physical therapy involves the evaluation of a student and the planning and use of a treatment plan/program to promote and facilitate postural security and mobility so that children have the freedom to focus on educational tasks. Our district licensed Physical Therapist focuses on balance, coordination, motor planning, adaptive equipment, physical handling, and architectural barriers.

Speech Department

The Speech and Language program provides evaluation, consultation, and/or direct therapy to students with communication disorders such as stuttering, impaired articulation, language impairment, or voice disorders. Speech improvement is also provided to non-disabled students within the building.

Jane Cancio	Pathologist	Department Chairperson, Park Terrace
Holly Walrath	Pathologist	Boulevard
Mary Melucci	Therapist	Boulevard (home base)
Sharon Preston	Therapist	Kingsborough
Theresa Kovian	Pathologist	Kingsborough (home base)
Andrea Kunicki	Therapist	McNab-Meco

Special Education Teachers

BOULEVARD

Kelli Caruso	12:1:2 Special Class (Behavior)	Grades K-1
Chrisandra Symonds	12:1:2 Special Class (Behavior)	Grades 2-3
Shannon Wadsworth	12:1:2 Special Class (Behavior)	Grades 4-5
Joyce Orapello	Resource Room/12:1 Replacement	Grades 4-5
Mary Eschler	Resource Room/12:1 Replacement	Grade 5

KINGSBOROUGH

Jennifer Kevlin	12:1:1 Self-Contained (Low level)	Grades K-1
Darcy Robertson	12:1:1 Self-Contained (Low level)	Grades 2-3
Mary Kovalovich	12:1:1 Self-Contained (Low level)	Grades 4-5
Stacy Bianco	Resource Room/Consultant Teacher	Grades K-5
	12:1 Replacement	Grades 4-5

MECO

Leslie Beckett	Resource Room/Consultant Teacher	Grades K-1
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MCNAB

Leslie Beckett	12:1 Replacement ELA/Math	Grades 2-3
	Resource/Consultant Teacher	Grades 2-5
Faye Rulison	12:1 Replacement ELA/Math	Grades 4-5
	Resource/Consultant Teacher	Grades 2-5
Margie Fagel	12:1:1 Special Class	Grades 4-5

PARK TERRACE

Kristen Wilson	12:1:1 Special Class/Replacement	Grades K-1
Catherine Yvars	12:1:1 Special Class	Grades 2-3
Brett King	12:1:1 Special Class	Grades 3-4
Melissa Croucher	12:1 Replacement ELA/Math	Grade 4
	Resource Room	Grades K-5
Mary Eschler	Resource Room/12:1 Replacement	Grade 5

GLOVERSVILLE MIDDLE SCHOOL: (Depart Chairperson-Meredith Fancher)

Tricia Javarone	Direct Consultant for Science/Social Studies 15:1 Replacement ELA/Math 15:1 Study Hall	Grade 6
Tracie Grant	Direct Consultant for Math/Science/Social Studies 15:1 Replacement ELA 15:1 Study Hall	Grade 6
Christine Armstrong	Direct Consultant for Science/Social Studies/Math 15:1 Replacement ELA 15:1 Study Hall	Grade 7
Theresa Droszd	Direct Consultant for Science/Social Studies 15:1 Replacement ELA/Math 15:1 Study Hall	Grade 7
Meredith Fancher	Direct Consultant for Science/Social Studies 15:1 Replacement ELA/Math 15:1 Study Hall	Grade 8
Jillian Kremler	Direct Consultant for Math/Science/Social Studies 15:1 Replacement ELA 15:1 Study Hall	Grade 8
Matt Richardson	12:1:1 Special Class	Grade 6
Deanine Kowalski	12:1:1 Special Class	Grade 7
Christine Purcell	12:1:1 Special Class	Grade 8
Lynn Semprivivo	12:1:1 Self-contained Class (Low level)	Grades 6-7
Bill Decker	12:1:1 Self-contained Class (Low level)	Grades 7-8
St. Mary's counselor	Alicia Kern (10 hrs. week for 12:1:1 programs)	

St. Mary's Day Treatment (SMDT)

Deanna Alex 8:1:1 Self-Contained (Behavior) Grades 6-7
Cheryl Wagner 8:1:1 Self-Contained (Behavior) Grades 7-8
SMDT Support staff:
St. Mary's case manager/behavioral specialist--Tammy Cetnar-Jablonski
St. Mary's Social Worker—Sarah Caterina (LCSW)
Family Counseling Center case manager/behavioral specialist--Courtney Edwards

GLOVERSVILLE HIGH SCHOOL: (Department Chairperson-Deborah Zabella)

Carol Meinecke	Resource Room/Consultant Teacher 15:1 Replacement English	Grade 9
Joanne Hernigle	Resource Room/Consultant Teacher 15:1 Replacement Writing 9	Grades 9-10
Shawn Cleland	Resource/Consultant Teacher 15:1 Replacement Math Pre-Algebra & Algebra	Grades 9,10, 11
Millie Bearden-Metka	Resource/Consultant Teacher 15:1 Replacement English 10	Grades 9, 10, 11
Debra Zabella	Resource/Consultant Teacher 15:1 Replacement English 11	Grades 11,12
Kimberly Tyrrell-Pepper	Resource Room/Consultant Teacher 15:1 Replacement English 12	Grades 9,10,11
Terri Carlson	12:1:1 Special Class	Grade 9
Rebecca Benson	12:1:1 Special Class	Grade 10
Jennifer Gillis	12:1:1 Special Class	Grade 11
Susan Nares	12:1:1 Special Class	Grade 12
Andrea McLaughlin	12:1:1 Special Class	Grades 9-10
Andrea Warner	15:1:1 Lifeskills Class (Low level)	Grades 9-12
Salvina Michel	8:1:1 Self-Contained (Behavior)	Grade 9
Wendy Zeh	8:1:1 Self-Contained (Behavior)	Grades 10-12
Duane Hicks	8:1:1 Self-Contained (Behavior)	Grades 10-12
Andrea Bovee	8:1:1 Family Counseling Center Counselor	

Teacher Aides and Assistants

BOULEVARD

Cheryl Briggs	Classroom Aide with Kelli Caruso
Paula Merkt	Classroom Aide with Kelli Caruso
Susan Jones	Classroom Aide with Chrisandra Symonds
Lindsay Lowell	Classroom Aide with Chrisandra Symonds
Vincenza Hurd	Classroom Aide with Shannon Wadsworth
Donna Comstock	Classroom Aide with Shannon Wadsworth

KINGSBOROUGH

Andrea Chittenden	Classroom Aide with Jennifer Kevlin
Valerie Person	Classroom Aide with Darcy Robertson
Madonna Christman	Classroom Aide with Mary Kovalovich
Marilee Smykla	1:1 TA-Gr. 2

MCNAB

Sue Sofka	Classroom Aide with Margie Fagel
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PARK TERRACE

Joanne Brooks	Classroom Aide with Kristen Wilson
Debra Hennesey	Classroom Aide with Catherine Yvars
Donnolee Oare	Classroom Aide with Brett King

GLOVERSVILLE MIDDLE SCHOOL

Ann Peden	Classroom Aide with Matt Richardson, Grade 6
Margaret Valachovic	Classroom Aide with Deanine Kowalski, Grade 7
Kathy Oeser	Classroom Aide with Chris Purcell, Grade 8
Larry Ambrosino	Classroom Aide with Lynn Semprivo, Grade 6 -7
Charlotte Poyfair	Classroom Aide with Bill Decker, Grades 7-8
Kathy VanAlstine	Classroom Aide with Cheryl Wagner, SMDT
Terri Piper	Classroom Aide with Deanna Alex, SMDT
Shelly Vosburgh	1:1 Aide-grade 6

GLOVERSVILLE HIGH SCHOOL

Daneen Tomlinson	Classroom Aide with Terri Carlson Grade 9
Barbara Phillips	Classroom Aide with Rebecca Benson Grade 10
Karen Breyo	Classroom Aide with Jenn Gillis Grade 11
Pat Sweeney	Classroom Aide with Susan Nares Grade 12
Madeline VanAlstine	Classroom Aide with Salvina Michel-8:1:1
Andrew Slezak	Classroom Aide with Wendy Zeh-8:1:1
Sharon Dye	Classroom Aide with Duane Hicks-8:1:1
Brenda Young	Classroom TA in 8:1:1 program
Jane Bills	Classroom Aide with Andrea McLaughlin
Carol Puski	Classroom Aide with Andrea Warner-Lifeskills
Valerie Clay	1:1 TA-Gr. 11
Linda Winsman	1:1 Aide-Gr. 9
Darlene Bills	1:1 Aide-Gr. 11

Special Education Program/Class Descriptions (by Buildings)

BOULEVARD

12:1 Replacement ELA/Math (Mary Eschler, Joyce Orapello)

This 12:1 intermediate level replacement special class provides specialized instruction of the general ELA and Math curriculum to children in **Grades 4-5** who require a smaller, more structured learning environment than the regular education classroom can provide. Instruction is provided to students for specific classes such as Reading, Writing, and/or Math as opposed to receiving instruction in the regular education classroom. This program provides a gap for students who are struggling with one or two particular subjects in the regular education classroom but who are not appropriate for a full-day, self-contained special class. This class consists primarily of **higher level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits. Students in this class generally participate in the regular education setting the majority of the day, except for ELA and Math.

12:1:2 Special Class (Kelly Caruso, Chrisandra Symonds, Shannon Wadsworth)

These special classes provide specialized instruction of the general curriculum to children in **Grades K-5** who require a small, highly structured learning environment with a behavior management component. Students are provided with academic instruction within the context of a structured behavior management plan. Mainstreaming with support is available when educationally appropriate. This class consists primarily of **students with emotional and behavioral disorders**.

Resource Room / Consultant Teacher (Mary Eschler, Joyce Orapello)

The Resource Room and Consultant Teacher services programs provide direct and indirect supplementary academic instruction of the general curriculum to disabled students in **Grades K-5**. The purpose of the program is to reteach/reinforce concepts that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits.

Speech Therapist:	Mary Melucci Grades K-5
Speech Pathologists:	Holly Walrath- Grades K-5
Building Psychologist:	Justyna Akacka (September – January) Jessica Fielding (February – June)

KINGSBOROUGH

Self-Contained Special Classes (12:1:1)

These 12:1:1 self-contained special classes provide academic instruction to children in **Grades K-5** who require a small, structured learning environment. The program is designed for students with developmental disabilities that require an intensive instructional approach. The goal is to provide functional academic skills and independent living skills. A modified curriculum and lifeskills are addressed with strategies implemented for all academic areas. This class consists primarily of **lower level functioning students** with moderate to severe learning deficits, primarily due to mental retardation or multiple disabilities.

- **Grades K-1** **Jennifer Kevlin**
- **Grades 2-3** **Darcy Robertson**
- **Grades 4-5** **Mary Kovalovich**

12:1 Replacement ELA/Math (Stacy Bianco)

This 12:1 intermediate level replacement special class provides specialized instruction of the general ELA and Math curriculum to children in **Grades 4-5** who require a smaller, more structured learning environment than the regular education classroom can provide. Instruction is provided to students for specific classes such as Reading, Writing, and/or Math as opposed to receiving instruction in the regular education classroom. This program provides a gap for students who are struggling with one or two particular subjects in the regular education classroom but who are not appropriate for a full-day, self-contained special class. This class consists primarily of **higher level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits. Students in this class generally participate in the regular education setting the majority of the day, except for ELA and Math.

Resource Room / Consultant Teacher (Stacy Bianco)

The Resource Room and Consultant Teacher services programs provide direct and indirect supplementary academic instruction of the general curriculum to disabled students in **Grades K-5**. The purpose of the program is to re-teach/reinforce concepts that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits.

Speech Therapists: **Sharon Preston**
 Theresa Kovian

Building Psychologist: **Penny Lockwood (1 ½ days)**

MECO

Resource Room/Consultant Teacher (Leslie Beckett)

Resource Room and Consultant Teacher services provide direct and indirect supplementary academic instruction of the general curriculum to disabled students in **Grades K-1** in order to reteach/reinforce concepts that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits.

Speech Therapist: Andrea Kunicki
Building Psychologist: Nicole Morton (3 days McNab/Meco)

MCNAB

12:1:1 Special Class (Margie Fagel)

This 12:1:1 intermediate level special class provides specialized instruction of the general curriculum to children in **Grades 4-5** who require a smaller, more structured learning environment than the regular education classroom can provide. This class consists primarily of **mixed level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits.

Resource Room / Consultant Teacher/12:1 Replacement ELA / Math (Faye Rulison/Leslie Beckett)

Resource Room (**Grades 2-5**) and Consultant Teacher services (**Grades 2-3**) provide direct and indirect supplementary academic instruction of the general curriculum to disabled students in order to re-teach/reinforce concepts that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits.

This **12:1 replacement special class** provides specialized instruction of the general ELA and Math curriculum to children in **Grades 2-5** who require a smaller, more structured learning environment than the regular education classroom can provide. Instruction is provided to students for specific classes such as Reading, Writing, and/or Math as opposed to receiving instruction in the regular education classroom. This program provides a gap for students who are struggling with one or two particular subjects in the regular education classroom but who are not appropriate for a full-day, self-contained special class. This class consists primarily of **higher level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits. Students in this class generally participate in the regular education setting the majority of the day, except for ELA and Math.

Speech Therapist: Andrea Kunicki
Building Psychologist: Nicole Morton (3 days McNab/Meco)

PARK TERRACE

12:1:1 Special Class/Replacement Class (Kristen Wilson)

The 12:1:1 special classroom provides support for students K -1 experiencing difficulty with academics. This class provides specialized instruction of the general curriculum to children in Grades K-1 who require a small, highly structured learning environment for academics.

12:1:1 Special Class (Kate Yvars)

These two 12:1:1 primary level special classes provide specialized instruction of the general curriculum to children in Grades 2-3 who require a smaller, more structured learning environment than the regular education classroom can provide. The classes consist primarily of **mixed level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits.

12:1:1 Special Class (Brett King)

These two 12:1:1 primary level special classes provide specialized instruction of the general curriculum to children in Grade 4 who require a smaller, more structured learning environment than the regular education classroom can provide. The classes consist primarily of **mixed level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits.

12:1 Replacement ELA/Math (Melissa Croucher, Mary Eschler)

This 12:1 intermediate level replacement special class provides specialized instruction of the general ELA and Math curriculum to children in Grades 4-5 who require a smaller, more structured learning environment than the regular education classroom can provide. Instruction is provided to students for specific classes such as Reading, Writing, and/or Math as opposed to receiving instruction in the regular education classroom. This program provides a gap for students who are struggling with one or two particular subjects in the regular education classroom but who are not appropriate for a full-day, self-contained special class. This class consists primarily of **higher level functioning disabled students** with moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits. Students in this class generally participate in the regular education setting the majority of the day, except for ELA and Math.

Resource Room / Consultant Teacher (Melissa Croucher)

The Resource Room and Consultant Teacher services programs provide direct and indirect supplementary academic instruction of the general curriculum to disabled students in Grades K-5. The purpose of the program is to re-teach/reinforce concepts

that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits.

Speech Pathologist: Jane Cancio, Department Chairperson
Building Psychologist: Justyna Akacka (September – January)
Jessica Fielding (February – June)

GLOVERSVILLE MIDDLE SCHOOL

15:1 Replacement Classes/Resource Room/Consultant Teacher

- The direct consultant **classes** offer students with disabilities the opportunity to receive instruction in regular education classes with non-disabled peers. The special education inclusion teacher team teaches with the regular classroom teacher to provide direction instruction and support within the regular classroom. Curriculum is adapted and modified, when appropriate, to meet the individual needs of each student.
- The **15:1 Replacement classes** provide primary academic instruction to students for specific classes such as English and Math as opposed to receiving them in the regular education classroom. This program provides a gap for the **higher level functioning** students who are struggling with one or two particular subjects in the regular education classroom and require small group instruction but who are not appropriate for a full-day, self-contained special class.
- **Resource Room and Indirect Consultant Teacher** services provide direct and indirect supplementary academic instruction in and out of the general curriculum to disabled students in **Grades 6-8**. The purpose is to re-teach/reinforce concepts that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits. This program also teaches study skills and focuses on the goals and objectives identified in each student's IEP. This program provides the opportunity for students to receive the majority of their instruction in the regular education classes with non-disabled peers and learn in the least restrictive environment.
 - Grade 6:** Tricia Javarone
Tracie Grant
 - Grade 7:** Theresa Droszd
Christine Armstrong
 - Grade 8:** Meredith Fancher (Department Chairperson)
Jillian Kremler

12:1:1 Self-Contained Special Classes

The Gloversville Middle School has seven self-contained classrooms available for students needing a smaller, more structured learning environment than the regular education classroom can provide. These classes are designed to meet the needs of significantly lower functioning students, students with mild to severe learning disabilities, and students with emotional and behavioral difficulties.

1. Severely Learning Disabled Classes

Grade 6: Matt Richardson

Grade 7: Deanine Kowalski

Grade 8: Chris Purcell

These 12:1:1 self-contained special classes are designed for the **mixed level functioning disabled students** with mild to moderate learning deficits stemming from medical, speech/language, hearing, and/or cognitive processing deficits. These classes provide specialized instruction of the general curriculum of each grade level to students in **Grades 6,7,and 8** who require a smaller, more structured learning environment than the regular education classroom can provide. These students are on track for earning a local diploma.

2. Lower Level 12:1:1 Special Classes (Lynn Semprivo and William Decker)

These 12:1:1 self-contained special classes provide academic instruction to children in **Grades 6-8** who require a small, structured learning environment. Typically, students in these programs have below average cognitive skills with IQs that range from 60 – 80. The program is designed for students with developmental disabilities that require an intensive instructional approach. The goal is to provide functional academic skills and independent living skills. A modified curriculum and lifeskills are addressed and strategies implemented for all academic areas. This class consists primarily of **lower level functioning students** with moderate to severe learning deficits, primarily due to mental retardation or multiple disabilities. These students are on track for earning a Local and/or IEP diploma.

3. Emotional/Behavioral Classes

SMDT (ST. MARY'S DAY TREATMENT PROGRAM) 8:1:1

(Deanna Alex grades 6 - 7) (Cheryl Wagner grades 7 - 8)

Support staff: Case Managers/behavioral specialists

Tammy Cetnar-Jablonski (St. Mary's)

Courtney Edwards (Family Counseling Center)

Social Worker—Sarah Caterina (LCSW)

These 8:1:1 self-contained classes provide specialized instruction of the general curriculum to children in **Grades 6-8** who require a small, highly structured learning environment with a behavior management component. These classes consist primarily of **students with emotional and behavioral disorders**. The program is a school-based Day Treatment Program that is a collaborative program between St. Mary's Hospital CMHAC and the Gloversville Enlarged School District. The program serves up to sixteen (16) children ages 11-14 in the Middle School (**Grades 6-8**). St. Mary's CMHAC provides the intensive mental health services and staffing for the program (MSW level Social Worker and Case Manager) and the district provides the educational staff, space, and equipment/supplies. The program conforms with OMH requirements for outpatient day treatment services as specified in OMH regulations. The children targeted by the program are seriously emotionally disturbed and at risk of out of school or out of community placements. The program is a structured, intensive, nonresidential program, which provides integrated mental health and special educational services designed to maintain pupils in school and their community and to improve social, emotional, behavioral, and educational adjustment.

GMS Building Psychologist: Penny Lockwood (3 ½ days)

GLOVERSVILLE HIGH SCHOOL

15:1 Special Classes/Resource Room/Consultant Teacher

Millie Bearden-Metka

Joanne Hernigle

Kimberly Tyrrell-Pepper

Carol Meinecke

Debra Zaballa-(Department Chairperson)

- The **15:1 Replacement classes** provide primary academic instruction to students for specific classes in English and Math as opposed to receiving them in the regular education classroom (Grade 9: English/Pre-Algebra and Grade 10: English/Algebra). This program provides a gap for the **higher level functioning** students who are struggling with one or two particular subjects in the regular education classroom and require small group instruction but who are not appropriate for a full-day, self-contained special class. These students are on track for earning a Local or Regents Diploma.
- **Resource Room** and **Indirect Consultant Teacher** services provide direct and indirect supplementary academic instruction in and out of the general curriculum to disabled students in Grades 9-12. The purpose is to reteach/reinforce concepts that are taught initially in the regular education classrooms and provide necessary remediation of skill deficits. This program provides the opportunity for students to receive instruction in the regular education classes with non-disabled peers and learn in the least restrictive environment.

Self-Contained Special Classes

The Gloversville High School has eight self-contained classrooms available for students needing a smaller, more structured learning environment than the regular education classroom can provide. These classes are designed to meet the needs of significantly low-functioning students, students with mild to severe learning disabilities, and students with emotional and behavioral difficulties.

1. Lower Functioning/Severely Learning Disabled Classes

Grade 9:	Theresa Carlson	(Regents/Local Diploma)
Grade 10:	Rebecca Benson	(Regents/Local Diploma)
Grades 11	Jennifer Gillis	(Regents/Local Diploma)
Grade 12:	Susan Nares	(Regents/Local/IEP Diploma)
Gades 9-10	Andrea McLaughlin	(Regents/Local Diploma)

These 12:1:1 and 15:1:1 mixed special classes are designed for the lower functioning and severely learning disabled students in Grades 9-12 who have significant cognitive impairments and severe learning disabilities. The core academics are provided to assist students in preparing for state assessments

required to earn a School Diploma. Students may enroll in work study programs, Educational Employment Programs, and Career and Technical programs through the HFM BOCES in conjunction with these classes to prepare them for future employment.

2. Lifeskills Classes (Andrea Warner)

This 15:1:1 self-contained special class is designed for the lowest functioning students in **Grades 9-12** who have significant cognitive impairments. Typically, these students demonstrate below average cognitive skills with IQ levels ranging from 60 – 80. This class is designed to teach and assist students in all aspects of living as independently as possible. Basic academics, pre-vocational skills, and functional daily living skills are taught at varying sites in the high school and surrounding community. Work study programs and Educational Employment programs through HFM BOCES may be offered in concert with our Lifeskills program to enhance employment opportunities as our students transition from school to work. These students are on track for earning an IEP Diploma.

3. Emotional/Behavioral Classes

These 8:1:1 self-contained classes provide specialized instruction of the general curriculum to students in **Grades 9-12** who require a small, highly structured learning environment with a behavior management component. Students are provided with academic instruction within the context of a structured behavior management plan. Mainstreaming with support is available when educationally appropriate. These classes consist primarily of **students with emotional and behavioral disorders**. A counselor from Family Counseling Center is in the classroom to counsel and work with the students and their families. These students are on track for earning a Local or Regents Diploma.

- **Grade 9: Salvina Michel**
- **Grades 10-12: Wendy Zeh and Duane Hicks**

GHS Building Psychologist:

- **Joan Bobbette (4 days per week)**

SPECIAL EDUCATION STRANDS AND TYPICAL PROGRESSION BY GENERAL AREA OF DISABILITY

LOW FUNCTIONING MR/SEVERE LD STRAND (12:1:1 Classes)

<u>GRADE</u>	<u>BUILDING</u>	<u>TEACHER(S)</u>
K-1	Kingsborough	Kevlin
2-3	Kingsborough	Robertson
4-5	Kingsborough	Kovalovich
6-7	GMS	Semprivivo
7-8	GMS	Decker
9-12	GHS	Warner

MILD-MODERATE LD/ MIXED STRAND (12:1:1 Classes)

<u>GRADE</u>	<u>BUILDING</u>	<u>TEACHER(S)</u>
K-1	Park Terrace	Wilson
2-3	Park Terrace	Yvars
3-4	Park Terrace	King
4-5	McNab	Fagel
6-8	GMS	12:1:1 self-contained classes
9-12	GHS	12:1:1 self-contained classes

HIGHER LEVEL LD/ LANGUAGE STRAND (Replacement/ Consultant/Resource Room)

2-3	McNab	Rulison/Beckett
4-5	Bldv, McNab	Orapello, Rulison
	Park Terrace. Kings	Croucher, Bianco
6-8	GMS	15:1 Direct Consultant /Replacement Teachers
9-12	GHS	15:1 Consultant/Replacement Teachers
K-12	All Buildings	Resource Room/Consultant Teachers

EMOTIONAL/BEHAVIORAL STRAND

<u>GRADE</u>	<u>BUILDING</u>	<u>TEACHER(S)</u>
K-1	Boulevard	Caruso
2-3	Boulevard	Symonds
4-5	Boulevard	Wadsworth
6-8	GMS	Alex, Wagner
9-12	GHS	Michel, Zeh, Hicks

NOTE: Grade levels and composition may vary slightly depending on individual student needs and regulated age requirements.

REMINDERS

- The special education teacher (or a therapist for a student receiving only related services) is considered to be the **Primary Advocate** for their students.
- The Primary Advocate is responsible for:
 1. IEP coordination and development (including recommendations, goals, and objectives from other service providers) which are to be put on the net;
 2. Developing pre-conference documents or tentative IEPs and recommendations within Cleartrack Student Management System **at least 7-10 days prior to the CSE meetings**;
 3. Ensuring that all services are being provided to each student as indicated on the IEP and notifying the Special Education Office when they are not;
 4. **Sharing/explaining/disseminating the IEP and confidential information to other staff, including regular education teachers and those with a “need to know”.**
 5. Gathering information from other service providers for the purpose of developing the progress reports;
 6. Mailing of progress reports home to parents;
 7. Sending copies of year end completed progress reports to the Special Education Office;
 8. Serving as a liaison between the district, other service providers, parents, administrators, and the special education office.
 9. **Developing FBAs (Functional Behavior Analysis) and BIPs (Behavior Intervention Plans) when necessary. This process should involve a building team that includes: the school psychologist, support staff, school counselor and special area teachers. Once an FBA/BIP is developed, you are responsible for providing the CSE office with a copy of the document.**
- Complete IEPs with measurable goals and objectives for each special education program and related service are to be put directly into Clear Track 200 (a web based special education management system). The website address is <http://cleartrack3.neric.org/>.

NOTE: Training will continue to be provided throughout the school year as the program continues to evolve. You will continue to be able to access the district special education computer program on-line from any computer (school or home) and view, input, and upload information DIRECTLY to the special education office terminals. This will provide the opportunity for more effective and efficient means of managing the special education department, programs, services, and district and state education reports.

- Students referred to CSE require signed consent from a parent/guardian to evaluate **before testing can begin**. When testing is completed and **ALL NECESSARY DOCUMENTATION HAS BEEN RECEIVED BY THE CSE OFFICE** (consent to test, psychological, physical, social history, teacher input), a formal CSE meeting will be scheduled. In accordance with Part 200 Regulations, the Board of Education is required to approve/arrange appropriate special programs and services **within 60 days from the date that the consent to evaluate was received**.
- Classification and eligibility of Special Education Services is determined at the CSE meeting. As a team, the CSE will review information pertaining to the student and establish the appropriate level of services required to address the student’s needs. **Services may not begin until the CONSENT TO PLACE has been signed by the parent or guardian.** (Building staff may be

asked to help obtain parent permission or missing documentation required to complete the CSE process.)

- If your classroom aide or the 1:1 aide of a child in your room does not report to work or arrange for a substitute, please report that to the main office of the building and the Special Education office for attendance tracking purposes.
- Be prepared in January to provide projections or tentative recommendations for student/classroom needs for the following year for the purpose of program and budget development.
- Any change or recommended change in the IEP (program, services, modifications, etc.) **MUST** go through the special education office first. Please contact the Chairperson to arrange for an informal meeting or a CSE meeting.
- When acting as the advocate or liaison, be especially careful not to “promise” specific classes, programs, or services. Many times information regarding availability, appropriateness, age requirements, etc. are not available to you. Remember to explain to others that your recommendations must be reviewed and endorsed by the entire Committee on Special Education or Subcommittee.
- If parents or outside agencies request a copy of the IEP, please refer them to the Special Education Office to do so.
- To the best of your ability, always try to teach the general curriculum to your students, as most of them will be expected to take the NYS assessments.
- Always keep in mind that special education is a SERVICE and not a PLACEMENT. We must always try to provide services in the LEAST RESTRICTIVE ENVIRONMENT. Provide mainstreaming opportunities whenever possible so that students can be integrated and learn from their non-disabled peers.

NOTES

When referring students to CSE and/or providing services to a student with a disability, it can be beneficial to be aware of the thirteen disability categories and their criteria, as recognized by the NYS Department of Education.

DISABILITY TYPES:

PART 200-STUDENTS WITH DISABILITIES defines a student with a disability and explains the thirteen classifications determined by the NYS Commissioner of Education. You may find this information helpful when considering referring students to CSE.

Student With a Disability means a student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows:

(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 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 disturbance as defined in paragraph 4 of this subdivision. 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, that adversely affects a student's educational performance.

(3) **Deaf-Blindness** means concomitant 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 Disturbance** 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:

- (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (iii) inappropriate types of behavior or feelings under normal circumstances;
- (iv) a generally pervasive mood of unhappiness or depression; or
- (v) 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* in this section.

(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 as determined in accordance with section 200.4(c)(6) of this Part. 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 mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

(7) **Intellectual Disability (formally referred to as Mental Retardation)** means significantly subaverage 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 concomitant 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, absence 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 educational 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.

TEST ACCOMODATIONS & TESTING MODIFICATIONS

The purpose of testing accommodations is to enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. **Testing accommodations provide an opportunity for students with disabilities to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability.** Testing accommodations promote the access of students with disabilities to assessment programs as well as to more challenging courses and programs. Testing accommodations should not be excessive and should alter the standard administration of the test to the least extent possible.

Testing accommodations are neither intended nor permitted to:

- alter the construct of the test being measured or invalidate the results.
- provide an unfair advantage for students with disabilities over students taking tests under standardized conditions.
- substitute for knowledge or abilities that the student has not attained.

TESTING ACCOMMODATIONS VERSUS TESTING MODIFICATIONS

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. The testing accommodations most frequently required by students as indicated in their IEPs are:

- flexibility in scheduling/timing;
- flexibility in the setting used for the administration of assessments;
- changes in the method of presentation; and
- changes in the method of response.

Testing modifications are changes made to the testing process or to the content of the assessment itself, or provision of certain adaptive technologies or services, that affect the constructs being tested. Examples of testing modifications that affect the construct of the test:

- simplification or explanation of test questions;
- reading of items designed to test the student's reading skills;
- use of spell and/or grammar-checking devices on a test of the student's writing skills; and
- use of a calculator on a test of the student's computational skills.

USE OF SCRIBE

The use of a scribe as a testing accommodation is complicated and requires familiarity with the procedure. Refer to the following should a student require a scribe:

The accommodation "use of scribe" generally necessitates an alternate location and extended time in order for its implementation to be workable. These additional accommodations must also be specified in the IEP/504 Plan to be provided. If "extended time" and "separate location" are needed only when use of scribe is required, that must be indicated so that the accommodations are not provided during other times when not appropriate.

Scribes may be teachers, teacher aides, teacher assistants or other school personnel who are appropriately trained and qualified. Whenever possible, the student should have the same scribe for State assessments as they have had for classroom tests or other classroom instruction. In all cases,

the scribe must have an understanding of how to record responses using procedures described and be familiar with the test including knowledge of the vocabulary used in the test.

The following procedures may be used to implement the testing accommodation "use of scribe." Unless the IEP/504 Plan waives spelling, punctuation and/or paragraphing requirements, the student must provide all information, including spelling of difficult words, punctuation, paragraphing, grammar, etc. (For the elementary and intermediate State ELA tests, deletion of spelling, punctuation and/or paragraphing requirements is not permitted, and students must provide all information, including spelling of difficult words, punctuation, paragraphing, and grammar for the writing sections of the tests.)

- Scribes must record word-for-word what the student dictates or records, leaving out punctuation and capitalization and circling all words that are difficult to spell.
- Lined paper should be used and the scribe should write on every other line.
- When dictation is completed, the scribe should ask the student to spell aloud any difficult words and the scribe writes the student's spelling above the circled words. Difficult words are those words at or above the grade level of the test.
- The scribe shows the student the written response and asks him or her to indicate where capitalization, punctuation and paragraphing should be used.
- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.
- The scribe must then transfer the student's completed response into the test booklet, and staple the student's dictation to the test booklet.

The following procedures may be used to implement the testing accommodation "use of scribe" specific to the administration of mathematics tests.

1. Scribes must record what the student dictates on a separate sheet of paper.
2. The scribe should ask the student to indicate exactly where the numbers need to be placed and lined up.
3. Scribe must record the operational sign as dictated by the student (addition sign, subtraction sign, etc).
4. When dictating numbers the student must indicate how the number is written and indicate place value. For example, if the student says one thousand thirty eight the student should specify how that is written: one, zero, three, eight.
5. When computing a problem, the student must indicate to the scribe how they are computing and should be specific in terms of what numbers to write down including carrying. For example, when adding 23 and 9 the student should indicate 9 plus 3 is 12, put down the 2 and carry the one above the 2.
6. The scribe shows the student the written response and asks him or her to indicate if there are any further changes to be made.
7. The student does not have to provide spelling and punctuation in word responses. Therefore, it is not necessary for the scribe to leave out punctuation and capitalization and circle words difficult to spell.
8. The scribe must transfer the student's completed response into the test booklet and staple the student's dictation to the test booklet

You can access additional information regarding testing accommodations and modifications at:
<http://www.vesid.nysed.gov/specialed/publications/policy/testaccess>