



Edgemont School District

The District Plan For Special Education November 2022 - November 2024

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Updated: November 2022**

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Statement Of Assurances

The Board of Education of the Edgemont Union Free School District as a part of a long standing commitment to excellence in education for all students supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of State and Federal laws pertaining to students with disabilities, it is the intent of the Board of Education to ensure that the District offers a free appropriate public education to eligible students identified as having a disability. To this end, and in full compliance with the Regulations of the Commissioner of Education and the Individuals with Disabilities Act of 2004 (IDEA), its implementing Regulations and New York Education Law, the Board has reviewed this District Plan for Special Education.

These programs and services are designed:

To afford each student with the appropriate level of support necessary to meet the New York State standards

To provide each student with those special educational services necessary to enable the student to meet his/her annual goals

To afford each identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the District

To give each identified student genuine opportunities to develop those skills and make Those connections necessary to meet post-secondary goals.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan, in compliance with Section 200.2 (b,c) of the Regulations of the Commissioner of the New York State Department of Education.

By action of the Board of Education in a regularly scheduled meeting held on November 22, 2022 the Board adopted its District Plan set forth below.

President, Board of Education

Date

Mission Statement

The Edgemont School District is a culturally diverse community of concerned individuals dedicated to providing exemplary education in a changing world. The community recognizes the importance of ethical behavior, mutual respect, and social conscience. We accept our shared responsibility in creating a nurturing environment that promotes diverse learning opportunities for all. We are committed to our students: encouraging and facilitating intellectual development and critical inquiry, assisting discovery, and cultivating individuality and self-esteem. We take pride in our uniqueness; the Edgemont Schools are the essence of our community.

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Regulations Governing the District Plan - 8 NYCRR 200.2

District Plans: Each Board of Education which receives an apportionment for eligible students, pursuant to subdivision 19 of section 3602 of the Education Law shall prepare satisfactory plans periodically at the intervals required by Subdivision 10 of Section 3602 of Education Law. The District Plan shall include, but need not be limited to the following:

Introduction

In accordance with Part 200.2 (c) the Regulations of the Commissioner of Education, the district plan for students is to provide the following:

- a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
- identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
- the method to be used to evaluate the extent to which the objectives of the program have been achieved;
- a description of the policies and practices of the Board of Education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities; and who attend special education programs provided by Boards of Cooperative Educational Services;
- a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are available to nondisabled students. To meet this requirement, the district plan may incorporate by reference the plan established by the board of education pursuant to paragraph (b)(10) of this section;
- the estimated budget to support such plan;
- the date on which such plan was adopted by the Board of Education

Introduction

In accordance with the regulations of the Commissioner of Education, the Board of Education adopts its District Plan. This plan outlines the continuum of programs and services available to preschool and school-age students in the District who are identified with disabilities under state and federal law. It identifies the number, age range and type of disability of the students currently receiving services in each recommended setting. The plan also includes a list of the methods used to evaluate the objectives of the program, and assurances of the allocation of appropriate space for special education programs, both within the District, and for students who attend programs through our Board of Cooperative Education Services. The plan contains a description of procedures to ensure the instructional materials are available in alternative formats, if needed, for a student with a disability who is enrolled in the school district. The estimated budget to support the District Plan is also included in this document.

SPECIAL EDUCATION PROGRAMS AND SERVICES: OVERVIEW

In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the district provides a continuum of services which allows placement of preschool and school-age students in the least restrictive environment consistent with their needs and which provides for the placement of students on the basis of similarity of individual needs.

LEAST RESTRICTIVE ENVIRONMENT

Students with disabilities have a fundamental right to receive their special education support in a classroom setting that, to the maximum extent appropriate, includes students without disabilities. Under federal law, the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

The District is committed to the policy of placing students in the least restrictive environment consistent with their needs. The district provides a wide continuum of services, ranging from placement in residential settings to placement in general education classes with support and related services. The District provides the full continuum of services as described in 200.6 of the Commissioner's Regulations.

Continuum of Services Available to Preschool Students with Disabilities

Preschool Programs and Services

The following is a listing of the preschool programs and services that are available to students who have been identified as preschool students with disabilities. The programs and services are funded by the County but administered by the District Committee on Preschool Special Education. Early Childhood Settings are designed primarily for children without disabilities and can include preschool programs and childcare facilities. Early Childhood Special Education Settings are settings designed primarily for children with disabilities.

Currently, preschool children identified with disabilities between the ages of 3 and 5 who are not age eligible for kindergarten, and who reside in the District have available to them the following special education services.

1. Related Services Only

For those children whose needs require related services only, the Preschool Committee on Special Education offers speech and language therapy, audiological services, psychological services, physical therapy, occupational therapy, counseling services, medical services, parent counseling and training, school health services and/or social work services, and assistive technology services. These services are made available in a variety of settings including a child's home, day care center, nursery school or provider's office.

2. Special Education Itinerant Teacher Services

Special education itinerant teacher (SEIT) services provide direct instruction, by a certified special education teacher, affiliated with an approved program. These services are also available to preschool students with disabilities in a variety of sites including regular nursery schools, daycare programs and at home. These services are offered on an individual and group basis, as needed, to meet students' goals.

3. Special Class in Integrated Setting

Special classes in integrated settings provide for no more than 12 preschoolers with disabilities who attend a preschool program with non-disabled children. These classes utilize an integrated co-teacher model which typically includes an early childhood teacher, a special education teacher, and a teaching assistant/aide.

4. Special Class

Special classes are currently available in approved private preschools. Classes range from six to twelve identified children. These classes are staffed by a special education teacher and one or two teaching assistants/aids.

Committee on Preschool Special Education

October Snapshots 2017-2023

Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total	32	26	31	24	18	15

Continuum of Services Available to Students with Disabilities

School-Age Programs and Services

The Edgemont Union Free School District operates a variety of programs and services that are currently available to meet the academic, social, physical and management needs of students with disabilities. These services are provided to district residents at no cost and in the least restrictive environment upon the recommendation of the Committee on Special Education and with the approval of the Board of Education.

These services are available to students with disabilities through the end of the school year during which their 21st birthday occurs, or until a regular high school diploma has been attained, whichever shall occur first.

In-District Programs and Services

The District provides a continuum of programs and services. A description of each of the special education program options from least restrictive to more restrictive follows:

1. Related Services

Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. *Related services* means developmental, corrective, and other supportive services as are required to assist a student with a disability.

Related services include, but are not limited to speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, parent counseling and training, school nurse services, and assistive technology services. When a related service is provided to a number of students at the same time, the number of students in the group can not exceed five students per teacher or

specialist. There is no regulatory minimum frequency/duration for related services to be provided to a student with a disability.

2. Consultant Teacher Services

Consultant teacher services are supplemental/support services provided for a minimum of two hours per week to a student with a disability who attends regular education classes. These services are either in the form of direct instruction to the student in the regular education class, or indirect consultation to the regular education teacher, or a combination of direct and indirect services.

3. Resource Room

A resource room program is a special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. The instructional group in each resource room period does not exceed five students who are grouped according to their similarity of need. Resource room programs provide instruction to classified students for a minimum of three hours per week. A student may receive a combination of resource room and consultant teacher services for not less than three hours per week. The District provides resource room programs to students with disabilities at grade levels based upon need.

Specialized supplementary instruction must be provided in the resource room program for each student. While the teacher may use classroom related assignments as the vehicle to provide specialized supplementary instruction to address the unique needs of a student with a disability, a resource room program for a student with a disability cannot be treated as a study hall.

4. Integrated Co-Teaching Services (Optional)

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. In the integrated co-teaching classroom, a general education teacher and a special education teacher share responsibility for all of the students in the classroom. Curriculum is modified as needed and accommodations provided to meet the individual needs of all of the students in the classroom. There can be no more than 12 students with Individualized Education Programs (IEP's) in the integrated co-teaching classroom. Integrated co-teaching classes are available at certain grade levels and in certain subjects in grades based upon need.

5. Special Classes

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs 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 non-disabled peers.

At Greenville Elementary School, for the 2022-2023 school year, there are currently two self-contained classes (8:1:2 ratio) for students with Autism Spectrum Disorder (ASD), and Multiple Disabilities (MD). These classes are the ICAP (Intensive Communication Achievement Program) classes that serve in-district students and have students from other districts as tuition paying members. A teaching assistant under the general supervision of the special education teacher assists the special education teacher in providing specially designed instruction.

Students receive special education instruction in a small class setting that utilizes research based methodologies including Applied Behavior Analysis (ABA) and the TEACH method. In addition to developing their academic skills, they participate in social and group activities that foster communication and social skill development. Students participate in community trips monthly to help to learn to generalize discrete skills learned in the classroom setting. Students are included with general education classes for art, music, library, and physical education, as well as, lunch and recess as their abilities allow. The District has partnered with the Westchester Institute for Human Development (WIHD) to provide assistive technology services and strengthen self-advocacy skills, self-direction, and prevocational skills. The classrooms have participated in research studies through the Cornell Weill Center for Autism. Students from the EHS Phaedrus program have volunteered in the ICAP program for their internship experiences. Special class instruction (15:1) is available at Seely Place and Greenville Schools in reading, writing, and math based on the needs of the cohort.

At the Junior-Senior High School, special class instruction (8:1:2) is provided for students for the purposes of instruction must be grouped in consideration of similarity of needs, including the levels of knowledge and development in subject and skill areas, (e.g., activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information.) The ICAP program is appropriate for students with disabilities who meet the New York State requirements for alternate assessment. A teaching assistant under the general supervision of the special education teacher assists the special education teacher in providing specially designed instruction. Independent living and social skills are taught and applied throughout the program. Students can remain in this program until the age of 21. Students leave the high school with a Skills and Academic Achievement Certificate.

Special classes have a ratio of 15:1 and are currently offered in various subjects including English, math, science, and social studies. Students may be recommended for one or more of the special classes depending on their individual needs.

6. Out-of-District Programs and Services

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

- a. Other Public School Programs: Special education programs in other public school districts are considered for District students with disabilities when an appropriate in-district program is not available.

- b. Approved Private Day Schools: When the needs of a student with a disability cannot be met in a program operated by the District, another public school district, or a BOCES program, the District may, with the approval of the NYS Education Department, utilize more restrictive approved private day or residential placements. These schools are approved by the NYS Education Department and provide highly individualized programs with intense supervision and structure.

7. Home/Hospital Instruction

Some students with disabilities who are unable to attend school due to medical conditions (physical or psychiatric) receive their educational program at home or in a hospital setting. Home and hospital instruction shall only be recommended if such placement is in the least restrictive environment and must be provided:

- Minimum of five hours per week at the elementary level, preferably one hour daily
- Minimum of ten hours per week at the secondary level, preferably two hours daily

8. Residential Program

The determination that a residential school placement is the least restrictive environment for the student, thus removing a child from his/her home and community, must come only after a committee on special education (CSE) has made the least restrictive environment considerations required for all placement recommendations. In accordance with State law and regulations, school districts must also consider the availability of community support services where students could access additional support for families and the supports and services that may be available from other State agency resources.

Description of Classifications

Student with a disability means a student with a disability as defined in section 4401(1) of the 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 in Part 200.1 (Definitions) as follows:

(1) Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, which 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 disability as defined in paragraph 4. 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 students' 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 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:

- (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 general 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 disability.

(5) Hearing Impairment means impairment in hearing, whether permanent or fluctuating, which 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, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(7) Intellectual Disability 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 intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities 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 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, and anorexia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head 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 impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

SCHOOL-AGE STUDENTS WITH DISABILITIES 2017-2023

Classification	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Autism	17	20	26	26	27	29
Emotional Disability	9	12	18	15	12	12
Learning Disability	61	67	72	69	68	68
Intellectual Disability	1	1	1	1	2	2
Deafness	0	0	0	0	0	0
Hearing Impaired	0	0	0	0	0	0
Speech & Language	45	47	48	52	55	51
Visual Impairment/ Blindness	1	1	1	1	0	0
Orthopedic Impairment	0	0	0	0	1	1
Other Health Impairment	77	73	71	74	71	66
Multiple Disabilities	6	5	4	6	7	5
Deaf-Blindness	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0	0
Grand Total	217	226	241	244	242	234

SCHOOL-AGE STUDENTS WITH DISABILITIES 2022-2023

Classification	Ages 4-5	Ages 6-11	Ages 12-13	Ages 14-17	Ages 18-21	Grand Total
Autism	2	14	1	8	4	29
Emotional Disability	0	2	0	9	1	12
Learning Disability	0	30	12	26	0	68
Intellectual Disability	0	1	0	1	0	2
Deafness	0	0	0	0	0	0
Hearing Impaired	0	0	0	0	0	0
Speech & Language	4	31	5	11	0	51
Visual Impairment/ Blindness	0	0	0	0	0	0
Orthopedic Impairment	1	0	0	0	0	1
Other Health Impairment	0	21	11	33	1	66
Multiple Disabilities	0	2	1	1	1	5
Deaf-Blindness	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0	0
Total	7	101	30	89	7	234

OUT OF DISTRICT PLACEMENTS

Placement	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Other Public Schools	5	5	6	7	5
BOCES	0	2	2	2	1
Private School	4	4	8	7	2
Residential	3	3	5	4	2
Home Instruction	2	1	1	1	2
Total	14	15	22	21	12

Access to Assistive Technology Devices and Services

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

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

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

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

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

A student's need for assistive technology is determined through the individual evaluation. The district's CSE/CPSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis. Since assistive technology services are provided as part of the student's special education instruction, related services and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

Extended School Year (ESY) Services

The Committee on Special Education or Committee on Preschool Special Education will determine whether a student requires extended school year special education services in order to prevent substantial regression. Substantial regression as defined by regulations would be indicated by a student's inability to maintain developmental levels due to a loss of skill, set of skill competencies or knowledge during the months of July and August. In accordance with Section 200.6G) of the Commissioner's Regulations, students will be considered for twelve-month(12) special services and/or programs to prevent substantial regression if they are:

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

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

Parent/guardian consent is required for initial placement in a twelve-month(12) program or service.

Evaluation of Program Objectives

The goal of the special education program in the District is to provide each student with individualized instruction designed to help the student compensate for his or her disability in order to access and make progress in the curriculum. The methods used to evaluate the extent to which the objectives of the special education program have been achieved are:

1. Utilization of the annual review process to establish that individual goals and objectives are met or are progressing, resulting in revised, comprehensive IEP's.
2. Ongoing review of students' performance on district standardized tests, end of year evaluations, state assessments, Regents exams and other curriculum based assessments to measure adequate progress.
3. Analysis of information from diagnostic triennial re-evaluations to gather data regarding cognitive, academic and social/emotional growth.
4. Yearly comparison of State Education Department reports to identify emerging trends.
5. Review of input, both formal and informal, from staff, administrators, parents/guardians and students.
6. Assessment of the educational and postsecondary outcomes for 12th grade graduating students with disabilities.
7. Review of State Education reports, dropout and graduation data, suspensions, types of diplomas earned, number of referrals to special education and disproportionality of racial and ethnic groups who are identified as needing special education.
8. Percentage of students with disabilities earning high school diplomas.

Allocation of Space for Special Education Programs

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

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

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

The District will continue to provide space, to the extent available, for school-age students from other school districts who need special class programs and services not available in their home schools.

The District will also consult and collaborate, upon request, with Southern Westchester BOCES in developing a special education space requirement plan in accordance with Education Law, section 1950 (17). This plan, completed every two years, shall provide a framework for the allocation of instructional space, on a regional basis, to meet the current and future special education program and service needs, to provide access to the general education curriculum, and to serve students with disabilities in settings with non-disabled peers.

Alternative Format Procedures

In accordance with Chapter 377 of the Laws of 2001 and amendments to Section 200.2 of the Regulations of the Commissioner, the District has implemented procedures to ensure that every student with a disability who needs his or her instructional materials available in an alternative format will receive those materials at the same time that they are available to non-disabled students.

Alternative Format Procedures

- Alternative format is defined to mean any medium or format for presentation of instructional or assessment materials, other than traditional print materials, that is needed as an accommodation for a student with a disability enrolled in the school district. It would include, but not be limited to, Braille, large print, open and closed caption, audio, or an electronic file.
- The need for alternative format materials will be determined by the Committee on Special Education and specified in the student's IEP or by the Section 504 Team and specified in the student's Accommodation Plan.
- The CSE or the Section 504 Team will identify a case manager who will be responsible for obtaining alternative format materials, including State assessments.
- Materials in alternative formats will be ordered or produced with sufficient lead-time to ensure that they will be available at the same time as regular format materials are provided to other students.

- The District will give preference in the purchase of instructional materials to those vendors who agree to provide such materials in alternative formats.

District Policies

Special Education Personnel – Administrative Practices and Procedures

The District has the responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations, and in Article 89 of New York State Education law and its accompanying regulations, to provide mandated special education programs and services. In addition, the Board is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The District will fulfill these obligations by taking measurable steps including, but not limited to the following:

1. Actively recruit personnel who possess prior experience working with students with disabilities.
2. Seek candidates with appropriate qualifications in education, certification and experience.
3. Seek candidates for teaching positions who are duly certified, one of which should be in special education, to the extent possible.
4. Ensure that every member of the professional staff participates in annual professional performance reviews and professional development plans.
5. Provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers, to ensure their continuing awareness of their legal obligations and responsibilities.

The Superintendent is responsible for ensuring that the professional staff is appropriately certified, licensed and trained and that they meet the “highly qualified” standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board recognizes its responsibilities to meet the alternative standards established by the State Education Department.

Ref: Individual with Disabilities Education Act, 20 USC §§ 1412(a)(14), 1413(a)(3)
34 CFR §§ 300.156, 300.207
Education Law §4410
8 NYCRR § 200.2(b)(3,12)

PREREFERRAL INTERVENTIONS 3120

The Board of Education will implement school-wide approaches and prereferral interventions in order to remediate a student's performance prior to referral for special education.

The School District will provide appropriate instruction in reading and mathematics to all students in the general education classrooms using research-based programs taught by qualified personnel. Students will be screened and instruction will be matched to student needs with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress. The building principal will notify the parents, in writing, when the student requires an intervention beyond that provided to all students in the general education class.

Following consultation with parents, the School District will consider, create, and exhaust all appropriate building level instructional support and accommodations to address the student's difficulties. These may include, but are not limited to: differentiation of instruction within the general education setting, developmental reading, math support, discretionary speech services, counseling, behavioral intervention plans and staff training.

If it appears that the Student is not responding to these interventions, the Parent or a School District designee may refer the student to the Committee on Special Education.

Prior to referral, the Child Study Team (CST) will also review the student's response to pre referral strategies. At the elementary schools, the CST includes building administration, representatives of regular and special education and related services. At EHS, the CST includes building administration, guidance counselors, and representatives of special education and related services. Each team will document that strategies have been implemented, monitored, and assessed.

DISSEMINATION OF INDIVIDUALIZED EDUCATION PROGRAM INFORMATION 3130

Each regular-education teacher, special-education teacher, related service provider, and other service provider who is responsible for the implementation of a student's individualized education program (IEP) shall be given a paper copy of this IEP or access to an electronic copy prior to the implementation of such IEP. In addition, each teaching assistant, teacher aide, and each other provider responsible for assisting in the implementation of a student's IEP shall be given the opportunity to review a copy of the IEP prior to the implementation of the program.

The Chairperson of the Committee on Special Education shall designate, for each student, a professional employee of the School District with knowledge of the student's disabilities and program who will be responsible, prior to the implementation of the IEP, to inform each teacher, assistant and support staff person of his or her responsibilities related to implementation of the student's IEP, as well as the modifications and supports provided under such program.

Any IEP and its contents shall remain confidential, in compliance with Federal and State laws and regulations, including the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act, and information from such IEP shall not be disclosed to any person other than the parents of the Student except in accordance with applicable law. Appropriate training will be provided to School District personnel, arranged by the Director of Special Services, to ensure confidentiality protections.

DECLASSIFICATION OF A STUDENT IDENTIFIED BY THE CSE OR CPSE 3140

The Board of Education recognizes that it may be appropriate to declassify some students who were previously classified. Declassification is prompted when students become independent enough that they cease accessing all, most or some of the special education services that have been part of their Individualized Education Program (IEP). A student may mature and develop skills such that they no longer require special education support services and/or accommodations stipulated in their existing IEP. The Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE), determines the need for services for all students

Prior to determining that a student is no longer eligible for special education the CSE or CPSE will conduct a reevaluation of the student. This reevaluation could include gathering evaluation data that reflects the student's academic performance and, where appropriate, conducting standardized assessments. This reevaluation may or may not lead to the student's declassification. The CSE or CPSE may determine after reviewing existing evaluation data, that no additional standardized assessment is needed to decide that the student is no longer eligible for special education.

When a determination is made that no additional assessment is needed to review a student's eligibility for ongoing special education services, the chair of the CSE or the CPSE, will hold a CSE or CPSE meeting with the student's parents, to discuss the possibility of the student's declassification, provide the reasons for any change in services or programs and advise the parents of their right to request an additional standardized assessment if they disagree. Unless the student's parents make such a request, the district will not conduct any further assessments.

The district will provide the student's parents with documentation regarding the reevaluation and declassification determinations.

Students can also be declassified and determined ineligible for special education services either because he or she has:

1. Graduated with a regular high school or Regents diploma; or
2. Exceeded the age of eligibility for services.

The district will not conduct a declassification evaluation in these instances, however the district will provide the student with a summary of his or her academic achievement, functional performance, and post-secondary goals. That summary may include recommendations on how to assist the student in meeting his or her post-secondary goals.

It is the goal of the Board of Education that a declassified student succeed in the transition to the regular education program. In order to facilitate that success, the CSE or CPSE may offer educational and support services for a period of time, not to exceed one year from the date of declassification.

Declassification support services may include:

1. For the student: psychological services, social work services, speech and language improvement services, non-career counseling, and other appropriate support services.
2. For the student's teachers: the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

The CSE or CPSE will ensure that the appropriate teachers and service providers are informed of the need for transition services, and will specify the nature and duration of those services.

Impartial Hearing Officer Selection, Appointment and Compensation 3150

It shall be the policy of the Edgemont Union Free School District to select, appoint and compensate impartial hearing officers in the following manner:

Selection and Appointment

1. The District shall utilize the most recent rotational list of impartial hearing officers established by the State Education Department.
2. Within two business days after the District receives a written request for an impartial hearing, the Deputy Clerk for Impartial Hearings shall initiate attempts to contact that hearing officer whose name next follows the last hearing officer appointed by the Board of Education from the rotational list provided by the State Education Department. The Deputy Clerk for Impartial Hearings shall first attempt contact by telephone call. If unsuccessful at reaching the hearing officer, the Deputy Clerk for Impartial Hearings shall leave a message (if voicemail is available) and send an email, informing the hearing officer that:

- a. a hearing has been requested concerning a student (identify the student only by number) and the name of the school district;
- b. the hearing officer's name is the next one on the rotational list; and
- c. the hearing officer must contact the Deputy Clerk for Impartial Hearings (leave telephone number) no later than 24 hours from the date the telephone message is left and/or the date of the correspondence.

3. If the hearing officer declines appointment, or fails to respond within 24 hours after being telephoned or e-mailed, the Deputy Clerk for Impartial Hearings will, according to the procedures outlined above, offer the appointment to each successive hearing officer whose name appears on the rotational list, until it is accepted. Pursuant to the Regulations of the Commissioner of Education, if an impartial hearing is currently pending for the same student when a new hearing request is received, the district will appoint the same IHO, if available, who will determine whether or not to consolidate hearings. Additionally, if the new hearing request concerns an issue which has been previously withdrawn in the prior 12 months, the district shall appoint the same IHO, if available.

4. No appointment may be accepted unless the hearing officer is available to make a determination of sufficiency of a due process complaint notice within five days of receiving a request for such determination and to initiate the hearing within the first fourteen days after the completion of the resolution session, if the parent initiates the hearing request, or 14 days after the date that an impartial hearing officer is appointed if the School District files the due process complaint notice.

5. The President and/or Vice President of the Board of Education are delegated with the authority to immediately appoint impartial hearing officers who are selected in accordance with these procedures. Once a prospective hearing officer has indicated a willingness to accept the appointment, the Deputy Clerk will prepare a letter of appointment which will include a copy of this policy. The appointment letter will be submitted to the President or Vice President of the Board of Education for approval.

6. The Deputy Clerk for Impartial Hearings shall maintain a log detailing any actions taken pursuant to this policy relating to the appointment of impartial hearing officers.

Compensation

1. Compensation will be made at the maximum hourly rates currently approved by the Division of the Budget as prescribed in Section 200.21 of the Regulations of the Commissioner of Education.

2. The District will not reimburse impartial hearing officers for administrative assistance, secretarial or other overhead expenses.

3. The District will, upon review and approval of properly submitted receipts, reimburse impartial hearing officers for automobile travel at the I.R.S. approved rate and for tolls reasonably and necessarily incurred as a result of the hearing.

4. In addition to hearing time itself, the Board will reimburse, at the hourly rate, for time actually expended by the impartial hearing officer for:

- a. Scheduling the hearing;
- b. Pre-hearing conference calls (if necessary);
- c. Scheduling letters;
- d. Preparing the Decision, including any Interim Decisions.

5. Absent extraordinary circumstances, as determined in advance by the District, impartial hearing officers will not be reimbursed for any other expenses associated with their appointment and service as impartial hearing officers.

6. A hearing cancellation fee will be paid by the District where two business days notice is not provided to the impartial hearing officer. The District will not be responsible for any compensation in connection with hearing cancellations when two or more business days' notice is provided to the impartial hearing officer, or for costs associated with a parent or guardian's cancellation or adjournment of a hearing. The hearing cancellation fee will be \$100. The cancellation fee will be set at the annual reorganization meeting of the Board of Education.

7. Bills for service shall not be paid until the impartial hearing officer has concluded the hearing and submitted a written copy of the decision or any report resulting from the hearing to the Parents, to the School District and to the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). All personally identifiable information is to be deleted from the copy provided to VESID.

Notice

1. A copy of this policy will be forwarded, by the Deputy Clerk, to the impartial hearing officer at the time of the appointment.
2. The Deputy Clerk will mail to parents who have requested the impartial hearing a copy of the letter appointing the impartial hearing officer together with a copy of the most current New York State Education Department Procedural Safeguards Notice.

Independent Educational Evaluations Policy 3160

In accordance with Federal and State law and regulations, the Edgemont Union Free School District arranges for student evaluations based on a variety of assessments to identify educational disabilities and to determine the content of individualized education programs. Reevaluations of students with disabilities are conducted upon request by a parent or teacher and routinely at least every three years.

If a parent disagrees with an evaluation obtained by the School District, the parent has a right to obtain an independent educational evaluation (IEE) and the right to request that the School District pay for such evaluation. The rules for obtaining an IEE at public expense are summarized in New York State's Procedural Safeguards Notice which is provided to parents at the time of CSE referral. Copies are available in the Special Education Office. The Edgemont Union Free School District has established the following criteria and procedures with respect to independent educational evaluations:

Definitions

An independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the School District.

If a parent requests an IEE or shares with the School District an evaluation obtained at private expense by a qualified evaluator, the results of the evaluation will be considered by the Committee on Special Education or CPSE in any decision made with respect to classification or placement of the student. An independent evaluation may also be presented by any party as evidence in a due process complaint regarding the student.

The School District may agree to reimburse the costs of a privately arranged evaluation or may agree to contract directly for an independent evaluation. In either case the evaluation will be considered to have been completed "at public expense."

Public expense means that the District either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. The District has established reasonable reimbursement rates for independent evaluators that do not exceed the costs which the District would be required to pay to the Southern Westchester Board of Cooperative Educational Services ("BOCES") for an IEE. The BOCES fee is established at the Board of Education's Annual Organizational Meeting.

Criteria for Independent Evaluations

The School District will not assume responsibility for the cost of an evaluation unless the evaluation is conducted by an individual who possesses a current and appropriate license or certification from the New York State Education Department and unless the cost of the evaluation is consistent with the fee schedule adopted by the Board of Education.

Reimbursement, if authorized, may be for the full cost of the evaluation or for the amount owed by the parent after payment by an insurer or agency with an otherwise valid obligation to provide or pay for such service. Reimbursement will not cover the cost of travel between home and the evaluation site unless such costs are justified by the student's individual circumstances. Any request for such exception should be forwarded in writing to the Director of Pupil Personnel Services.

The District has established reasonable reimbursement rates for independent evaluators that are within the rates that the school district would be required to pay to BOCES.

Requests for an exception to the maximum allowable fees may be approved by the District if justified by the student's individual circumstances. Any request for such an exception should be forwarded in writing to the Director of Pupil Personnel Services.

Procedures

If a parent requests an IEE at public expense, the School District will either (a) arrange for such IEE at public expense or (b) file a due process complaint to request an impartial hearing, to defend the appropriateness of the evaluation conducted by the District and/or to challenge the IEE for failure to comply with the District's criteria. A decision of an impartial hearing officer with respect to an independent evaluation may be appealed by either the School District or the parent to the State Review Officer.

Prior to arranging for an IEE or initiating due process review, the School District may ask for the reasons that the parent objects to the evaluation arranged by the School District, but the parent is not required to provide an explanation, and the School District will not delay its response if parents do not wish to discuss the nature of their objections.

Timeline

If a parent obtains an evaluation at private expense without prior authorization and wishes to submit the private evaluation to the District for reimbursement as an IEE at public expense, a copy of the private evaluation report, an itemized invoice, and proof of payment by the parent must be attached to the request for IEE reimbursement. Requests should be in writing to:

Director of Pupil Personnel Services
Edgemont Union Free School District

The School District will respond to the request either by reimbursing costs to the extent consistent with the approved payment schedule, or filing a due process complaint to request impartial review.

Responsibilities

If requested by the parent, the School District will provide information as to where an independent evaluation may be obtained. If the School District agrees to arrange for such evaluation by an evaluator or at an evaluation site selected by parents, it is the responsibility of the independent evaluator to contact the School District to arrange for payment, date of classroom visitations and discussions with school staff. The independent evaluator is also responsible for sending a copy of his/her current New York State certification/license to the Director of Pupil Personnel Services.

[34 Code of Federal Regulations§ 300.502](#)

Resources for Independent Evaluations

Psychological/Educational Evaluations

Home Therapists Associates of NY, Inc. (HTA)
1053 Saw Mill River Road Ardsley, NY 10508
(914) 674-0733

Putnam Northern Westchester BOCES
200 Boces Drive, Yorktown Heights, NY 10598
(914) 248-2383

Southern Westchester BOCES Center for Special Services
1606 Old Orchard Street, White Plains, NY 10604
(914) 948-7271, ext. 216

Theracare
20 Cedar Street, Suite 105, New Rochelle, NY 10607
(914) 576-5292, ext. 2722

Westchester Institute for Human Development (WIHD)
20 Hospital Oval West, Valhalla, NY 10595-1689
(914) 493-8150

Speech Evaluations

All About Kids
145 Huguenot Street, Suite 404, New Rochelle, NY 10801
(914) 251-0905

Home Therapists Associates of NY, Inc. (HTA)
1053 Saw Mill River Road, Ardsley, NY 10508
(914) 674-0733

Putnam Northern Westchester BOCES

200 Boces Drive, Yorktown Heights, NY 10598
(914) 248-2383

Southern Westchester BOCES Center for Special Services
1606 Old Orchard Street, White Plains, NY 10604
(914) 948-7271, ext. 216

Theracare
20 Cedar Street, Suite 105, New Rochelle, NY 10607
(914) 576-5292, ext. 2722

Westchester Institute for Human Development (WIHD)
20 Hospital Oval West, Valhalla, NY 10595-1689
(914) 493-8150

Physical Therapy/Occupational Therapy Evaluations

All About Kids
145 Huguenot Street, Suite 404, New Rochelle, NY 10801
(914) 251-0905

Blythedale Children's Hospital
95 Bradhurst Avenue, Valhalla, NY 10595
(914) 592-7555

Home Therapists Associates of NY, Inc. (HTA)
1053 Saw Mill River Road Ardsley, NY 10508
(914) 674-0733

Putnam Northern Westchester BOCES
200 Boces Drive, Yorktown Heights, NY 10598
(914) 248-2383

Southern Westchester BOCES
1606 Old Orchard Street White Plains, NY 10604
(914) 948-7271, ext. 216

Theracare
20 Cedar Street, Suite 105, New Rochelle, NY 10607
(914) 576-5292, ext. 2722

Westchester Institute for Human Development (WIHD)
Cedarwood Hall/WCMC Valhalla, NY 10595-1689

(914) 493-1247

Psychiatric Evaluations

Putnam Northern Westchester BOCES
200 Boces Drive, Yorktown Heights, NY 10598
(914) 248-2383

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROTECTION OF PUPIL RIGHTS AMENDMENT 7160

Parents and eligible students shall be notified annually of the following:

A. Access to, and Correction and Release of Student Records

(Family Educational Rights and Privacy Act)

Parents/guardians and eligible students have certain rights to inspect and review the student's education records and are entitled to limit disclosure of certain information from these records. The rights accorded to parents/guardians and eligible students are set out below:

1. Parents/guardians and eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of the day a written request for access is made. Requests may be addressed to the Principal of the school the student currently attends, and the Principal will make arrangements for inspection at a specific time and place. Parents/guardians and eligible students may also direct such a request to the Assistant Superintendent, Edgemont Jr./Sr.High School, 300 White Oak Lane, Scarsdale, New York 10583. The school is not required to provide copies of any such records, except as provided by law. The school may charge a fee for any copies provided.
2. The School District will not release information contained in a student's education record without prior written consent of the parent/guardian or eligible student, except under those limited circumstances as permitted by the Family Educational Rights and Privacy Act.
3. The School District may also release "directory information" without prior written consent. "Directory information" may include the student's name, parent/guardian's names, parent/guardian's email address address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, diplomas and awards received, the present and the most recent previous educational institutions attended. Such directory information may be released (among other forms of release) in school publications, and in media print, electronic and broadcast outlets. In addition, student addresses, email addresses and photographic and/or video images may be released in school publications, or to organizations such as the PTA and PTSA that are deemed by Superintendent to work directly with, and support, the School District schools (collectively, "School Affiliated Groups"). The release of "directory information is subject to the following limitations:

a. In no event will "directory information" be released if the School District determines that the information will be used for commercial or fundraising purposes. Provided, however, directory information released to School Affiliated Groups may be used for fundraising purposes.

b. A parent/guardian or eligible student may notify the School District that he/she does not consent to the release of "directory information." Such a notice must be sent in writing to the Director of K-12 Curriculum and Instructional Technology, Edgemont Jr./Sr. High School, 200 White Oak Lane, Scarsdale, New York 10583 within 15 days after the first day of instruction in any school year (the "Opt Out Period"). The request will be effective through the academic year and must be renewed annually.

c. The School District will try not to release directory information prior to the expiration of the Opt Out Period provided, however, that the School District may release, at any time, directory information: (i) that previously was disclosed; (ii) that was the subject of a prior disclosure authorization; and/or (iii) to a School Affiliated Group that will not publish an individual's information without affirmative consent of the individual or his/her parent/guardian.

4. (a) A parent or eligible student may ask the School District to correct (amend) any part of the student's education record that is believed to be inaccurate, misleading or in violation of the student's rights. Such requests should be addressed in the first instance in writing to the Principal of the school the student currently attends, should clearly identify the portion(s) of the record that is requested to be changed, and should specify why the record is believed to be inaccurate, misleading or in violation of the student's rights.

(b) In case of disagreement with the School District as to the appropriateness of an education record as to which a correction has been requested, the parent or eligible student will be notified of the School District's decision and of the right to a request a hearing by sending a written request to the School District addressed to the Assistant Superintendent, at 300 White Oak Lane, Scarsdale, New York 10583.

Upon receipt of such a request, the School District will furnish additional information regarding the hearing procedures.

5. A parent or eligible student may also file a complaint with the United States Department of Education if he or she believes that the School District has violated the Family Educational Rights and Privacy Act with respect to his or her record. Complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

6. School systems periodically receive requests from the United States Armed Forces, pursuant to the "No Child Left Behind Act of 2001," for the names, addresses and telephone numbers of 11th and 12th grade students so that branches of the military can send students information about education, technical training and

financial benefits available upon enlistment in the military. The School District will provide such information in response to such requests unless the parent or eligible student withholds consent to such release. To withhold consent, a parent or eligible student should send a notice to that effect in writing to the Director of K-12 Curriculum and Instructional Technology, at 200 White Oak Lane, Scarsdale, New York 10583, within 30 days after the first day of instruction in any school year. The request will be effective through the academic year and must be renewed annually.

7. The School District is required by law to give military recruiters the same access to secondary school students as is provided to postsecondary institutions and prospective employers.

B. Utilization of and Consent to Surveys and Examinations or Screenings

Administered to Students (Protection of Pupil Rights Amendment)

Questionnaires, surveys and physical examinations and/or screenings are not administered to students without prior notice to parents, and with an opportunity to parents and eligible students to grant or withhold consent to such administration. The School District is required by federal law to inform parents and eligible students about the requirements applicable to all public school systems with regard to such activities, and also with respect to certain physical examinations and/or screenings.

1. Parents and eligible students are entitled to receive notice and the opportunity either to consent or "opt out"² of any survey (and, upon request to inspect any such survey instrument) if the survey includes any of the following eight areas of "protected information"³ :

- The political affiliations or beliefs of the student or the student's parent(s);
- Mental or psychological problems of the student or of the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals of others with whom survey subjects have close family relationships;
- Legally-recognized privileged relationships, such as with lawyers, doctors or religious leaders (ministers, rabbis, priests, imams, and similar persons);
- The religious practices, affiliations or beliefs of the student or the student's parent(s); and
- Income information, other than as may be required to determine eligibility for a School District or other public program.

2. Parents and eligible students have the rights (a) to inspect upon request, and (b) to "opt out" of participation by a student in a survey that collects "personal information" (including such items as a student's or parent's first and last name, address, telephone number or Social Security number), if such information will be used for marketing or selling the information so collected, or will be provided to others for that purpose. However, these inspection and "opt-out" rights do not apply to the collection, disclosure or use of "personal information" from students for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions.⁴

3. Parents and eligible students have the rights (a) to be notified of, and (b) to "opt out" of any non-emergency, invasive physical examination⁵ or screening that is: (i) required as a condition of school attendance, (ii) administered by a public school and scheduled by the school in advance, and (iii) is not necessary to protect the immediate health and safety of the student, or of other students. However, this "opt-out" right does not apply to physical examinations or screenings that are required or permitted by New York State law, such as mandatory vaccinations and regular physical examinations of students.

4. Parents and eligible students are entitled to inspect, upon request and before administration or use, (a) protected information surveys of students; (b) instruments used to collect personal information from students for marketing, sales, or other distribution purposes as described above; and (c) instructional material used as part of the educational curriculum.

5. A parent or eligible student may also file a complaint with the United States Department of Education if he or she believes that the School District has violated the Protection of Pupil Rights Amendment with respect to him or her. Complaints should be addressed as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Budget

Each year the office of Pupil Personnel Services prepares a budget to support the needs of the students with disabilities. The budget is reviewed and approved as part of the District's budget process.

Expenditures for Pupil Personnel Services 2021-2022 as per the Edgemont UFSD Adopted School District Budget.

Category	2021-22 Expenditures
Tuition & Transportation	\$ 1,920,817.34
Salaries - K-12 Certified Teachers and Teaching Assistants	\$ 4,532,513.32
Salaries - Non-Certified Teacher Aides	\$ 885,599.67
Salaries - Administrators & Clerical Support Staff	\$ 427,760.19
Contracted Services & Nursing	\$ 680,602.67
Equipment	\$ 6,785.66
Supplies & Materials	\$ 13,046.28
Consultants	\$ 19,693.75
Conferences & Travel	\$ 3,750.67
Miscellaneous (Postage, Memberships, Tests, etc.)	\$ 21,707.64
Total	\$ 8,512,277.19

