



North Shore Schools

Discovering Your Dreams

Parent University

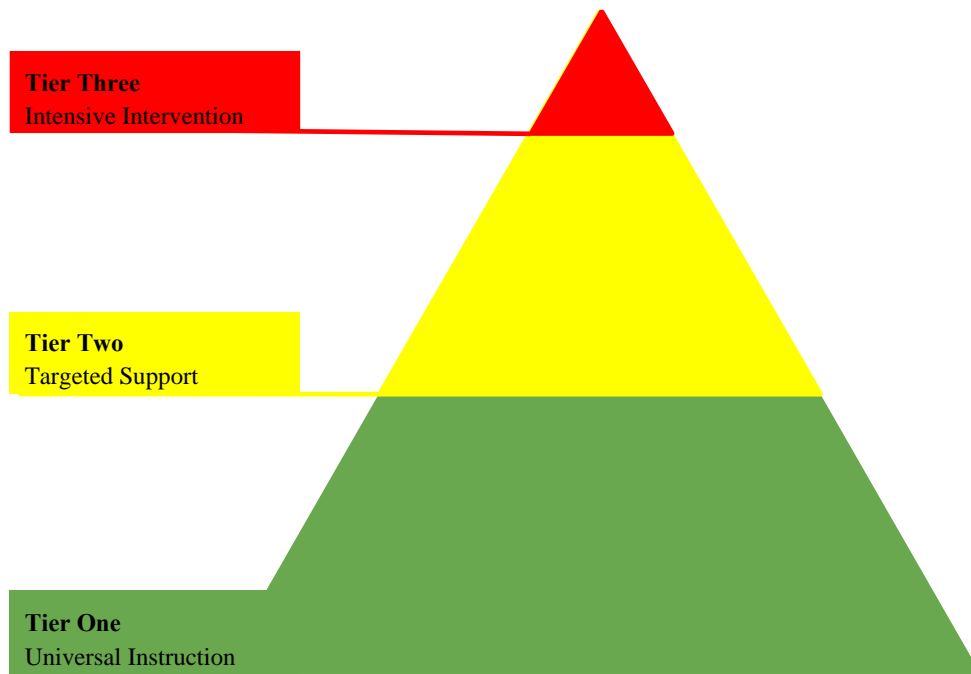
Special Education
Programs & Procedures

October 15, 2024

Pre-referral and Multi-Tiered Systems of Support (MTSS) Process

- MTSS is a systematic, collaborative, and evidence-based approach to differentiating and personalizing instruction and intervention. MTSS uses various screening and progress monitoring tools to determine if students are meeting the standards.
- MTSS employs data-based problem-solving and decision-making to foster understanding of each learner's needs in order to make informed and strategic decisions about targeted and tiered interventions for students who are struggling to meet academic and behavioral standards.
- The MTSS process begins with the proactive identification of students in need of additional support in a skill area. Identified students receive interventions that are matched to their individual skill deficit and level of need. Student progress is monitored over time, to determine the student's response to intervention. Plans for each student area developed through collaboration among classroom teachers and support staff.
- When identified skill deficits have been remediated, interventions are discontinued because they are no longer necessary. If a student continues to struggle, further problem solving is employed to determine the need for more intensive support and/or services. At each stage of the MTSS process, data-based decision making is used as a systematic way to individualize support and interventions for students in need.

Three-Tiered System of Service Delivery



Tier I: All students receive high-quality curriculum and instruction in the classroom through differentiation.

Tier II: The school provides supplemental instruction and targeted support, with progress monitoring, for students not meeting the academic standards.

Tier III: The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards.

Academic Intervention Services (AIS)

The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards. These services include 2 components:

- Additional instruction that supplements the general curriculum (regular classroom instruction);
and /or
- Student support services needed to address barriers to improved academic performance.
- Additional Instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help student achieve the learning standards in the standards areas requiring AIS.

The intensity of such services may vary but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.



AIS & Students with Disabilities

- Academic intervention services must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities, i.e., by scoring below the designated performance level on State assessments or through the district-adopted or district-approved procedure.
- AIS are provided in addition to, and must not supplant, special education services. Because AIS are general education services, they should not be indicated on the individualized education program (IEP). The CSE cannot recommend that a student with a disability receive AIS.
- To the extent consistent with the individualized education program (IEP)” means appropriate accommodations and supports must be provided when AIS is implemented for students with disabilities to assure that these students benefit from AIS. For example, if a student’s IEP indicates that a specific adaptive material, assistive technology device, or curriculum modification is to be provided, then these same accommodations or supports must be provided when AIS are delivered.

Special Education Referral by the Instructional Support Team

- The district-based special education referral and intervention process begins when one or more team members identify some problem regarding a student's learning or to a student's general functioning in the school environment. A referral is then made to the school's *Instructional Support Team (IST)*. The IST would then review all the past interventions that were attempted and suggest new ones, which could involve a Response to Intervention (RTI) or MTSS approach to instruction. Following the implementation of the suggestions of the IST, the IST would again reconvene and review the new interventions suggested and determine the success of these interventions.
- If these interventions were not successful, then the IST would reconvene and suggest new strategies. If these new intervention strategies are successful, then they are documented. If they are not successful, then the IST could decide to make a referral to the Committee on Special Education (CSE). The referral involves completing the *IST Referral to the Committee on Special Education* form and submitting it to the Director of Special Education.
- The parents are then sent a *Committee on Special Education Consent for Evaluation* form. The parents then have the choice of either consenting to the evaluation or withholding consent. If the parent does not consent, then the evaluation will not be conducted. If the parent does consent, then the Committee would proceed to conduct an individual evaluation as per Part 200 Regulations of The Commissioner of Education.

Special Education Referral by Parent

- A parent or legal guardian may initiate a referral to the Committee on Special Education at any time during the year. The parent would be required to submit a formal request to the Director of Special Education. A referral can also be made by sending a formal request to the following email address: nsreferrals@northshoreschools.org
- The building administrator, upon receipt of a referral or copy of a referral, may request a meeting with the parent and the student, if appropriate, to determine whether the student would benefit from additional general education support services as an alternative to special education, including the provision of support services, speech and language services, academic intervention services, and any other services designed to address the learning needs of the student.
- The meeting should take place within 10 days of receipt of referral. However, such a meeting should not impact the CSE from continuing with the processes and protocols mandated by Part 200 Regulations.
- If a child is referred through the IST process, but the parent is not in agreement, the building team would still submit the referral. The parents may then exercise their legal right to withhold consent to perform the evaluation.

Evaluation Process

The Committee on Special Education is required as per the regulations to complete all evaluation components and to convene the CSE meeting to determine eligibility for classification and special education programs within *sixty (60) calendar days* of receiving parental consent for evaluation (unless extended by mutual agreement of the student's parents and the CSE).

As per Part 200 Regulations, the individual evaluation shall include a variety of assessment tools and strategies, including information provided by the parent, to gather relevant functional, developmental and academic information about the student that may assist in determining whether the student is a student with a disability and the content of the student's individualized education program, including information related to enabling the student to participate and progress in the general education curriculum. The individual initial evaluation must include at least:

- I. a physical examination;
- II. observation of the student in their learning environment (including the regular classroom setting);
- III. individual psychological evaluation;
- IV. educational evaluation;
- V. other appropriate evaluations recommended by the CSE including but not limited to speech-language, occupational therapy, physical therapy, functional behavioral assessment, psychiatric, and vocational assessment; and
- VI. a social history

Committee on Special Education (CSE) Members



- Parent(s) of the student
- Chairperson/District Rep
- General education teacher
- Special education teacher/provider
- Individual to Interpret Evaluations
- School psychologist
- Parent Member (if requested)
- Others who have knowledge or special expertise regarding the student (parent or district invite)
- School district's physician (if requested)
- Student (if appropriate)

Eligibility Determination

The Committee on Special Education consisting of qualified individuals must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all these sources is documented and carefully considered. The special education department must provide a copy of the evaluation report and the documentation of eligibility to the student's parent.

Part 200 regulations prohibit the Committee on Special Education from classifying a student with a learning disability if any of the following factors have been identified:

- ✓ lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- ✓ lack of appropriate instruction in math; or
- ✓ limited English proficiency.

Weakness vs. Disability

- It should be kept in mind that students are considered eligible for special education classification and program if they are found to be *disabled* as per the definitions of the various disability categories (e.g., Learning Disability, Emotional Disability, Speech or Language Impairment, Autism, Intellectual Impairment, Other Health Impairment) provided under state regulations.
- Having academic weaknesses, behavioral issues or poor grades is not sufficient for students to be given a legal designation as *disabled* and, therefore, eligible for special education classification and program. Moreover, not all students who present with school-related difficulties are eligible for special education classification and program.

CSE Recommendations

- The Committee on Special Education must convene prior to the conclusion of the mandated 60-day timeline to determine a student's eligibility for classification.
- Prior to the development of a recommendation, the committee must ensure that the appropriateness of reading and math instruction and other resources of the regular education program, including support services, and academic intervention services, has been considered.
- If a student has been found ineligible for special education, the CSE recommendation shall indicate the reasons the student was found ineligible. At that time, these recommendations and appropriate evaluation information shall be provided to the building administrator. The building administrator may determine if academic intervention services (AIS), shall be provided to the student.
- If a student has been determined to be eligible for special education services, the committee will develop an IEP.



Classification Categories

In developing the recommendations for the IEP, the CSE must consider the results of the initial or most recent evaluation; the student's strengths; the concerns of the parents for enhancing the education of their child; the academic, developmental and functional needs of the student, including, as appropriate, the results of the student's performance on any general State or district wide assessment programs.

The Committee on Special Education must initially determine the most appropriate educational classification based on the following thirteen classifying conditions outlined by Part 200 Regulations:

- **Autism**
- **Deafness**
- **Deaf-Blindness**
- **Emotional Disability**
- **Hearing Impairment**
- **Intellectual Disability**
- **Learning Disability**
- **Multiple Disabilities**
- **Orthopedic Impairment**
- **Other Health-Impairment**
- **Speech or Language Impairment**
- **Traumatic Brain Injury**
- **Visual Impairment including Blindness**

Identification of Students with Learning Disabilities

- When a student is suspected of having a learning disability, the evaluations must include data from a range of assessment tools and previously implemented pre-referral strategies. This evaluation should include observation of the student during targeted instructional blocks, analysis of performance data points (including Tier II and III interventions), STAR assessment, and benchmark scores.
- As outlined Part 200 Regulations, to ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures, consider the following variables:
 - (a) data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (b) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

Identification of Students with Learning Disabilities (Cont.)

In determining eligibility for a classification of learning disability, the CSE must include the child's general education teacher, and one evaluator qualified to conduct evaluations such as a psychologist, special educator, or speech-language pathologist. The committee will need to consider the following factors:

- I. the student is not able to meet approved grade level-standards in one or more of the following areas: basic reading skills, reading fluency skills, reading comprehension, written expressions, mathematics calculation, mathematics problem solving, oral expression, and listening comprehension;
- II. exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age; and
- III. findings are not primarily the result of a visual, hearing, or motor disability; an intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- IV. The CSE is not prohibited from considering whether there is a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematical calculation and/or mathematical problem solving.
- V. A school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

IEP Development and Recommendations

The IEP should include the following components:

- present levels of performance. The IEP shall report the present levels of academic achievement and functional performance and indicate the individual needs of the student according to each area;
- how the student's disability affects involvement and progress in the general education curriculum;
- disability classification. The IEP must indicate one of thirteen educational classifications;
- measurable annual goals, including academic and functional goals, consistent with the student's needs and abilities are to be developed at the initial determination meeting;
- each annual goal shall include the evaluative criteria, evaluation procedures and schedules to be used to measure progress toward meeting the annual goal during the period beginning with placement and ending with the next scheduled review by the committee.
- the IEP shall identify when periodic reports on the progress the student is making toward the annual goals (such as through the use of quarterly or other periodic reports that are concurrent with the issuance of report cards) will be provided to the student's parents;
- the recommended special education program and related services (including the potential need for a 12-month program or extended school year services);

IEP Development and Recommendations (Cont.)

- testing accommodations. The CSE may recommend testing accommodations to be used consistently by the student in their educational program and in the administration of district wide assessments of student achievement;
- recommendation of program modifications to support the student in successfully accessing curriculum and instruction;
- consider whether the student requires assistive technology devices and services;
- determine if the student will participate in state and districtwide assessments or will require alternate performance indicators provided by the New York State Alternate Assessment (NYSAA);
- a statement and explanation as to the extent, if any to which the student will not participate with non-disabled peers in the regular education setting;
- transition services. For those students beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate). This should include measurable post-secondary goals related to training, education, employment, and independent living skills.



IEP Implementation

- Within 60 school days of the receipt of consent to evaluate for a student not previously identified as having a disability, or within 60 school days of the referral for review of the student with a disability, the board of education shall arrange for appropriate special programs and services;
- except that if such recommendation is for placement in an approved in-state or out-of-state private school, the board shall arrange for such programs and services within 30 school days of the board's receipt of the recommendation of the committee

IEP Implementation (Cont.)

This notice of recommendation, also known as prior written notice, must be given to the parents of a student with a disability a reasonable time before the school district proposes to, or refuses to, initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

Prior written notice to parents will include:

- a recommendation including options considered and a rationale for rejecting those options not selected;
- a copy of the evaluation report and the documentation of determination of eligibility; procedural safeguards notice; and
- request parental consent for initial placement (including, if appropriate, initial recommendation for twelve (12) month programs and services).

IEP Distribution

The CSE must ensure that:

- each student with a disability has an IEP in effect at the beginning of each school year;
- each general education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's IEP, is provided a paper or electronic copy of the IEP prior to the implementation of such IEP or shall be able to access the student's IEP electronically.
- If students' IEPs are to be accessed electronically, the district will ensure that the individuals responsible for the implementation of a student's IEP will be notified and trained on how to access the IEPs electronically;
- any copy of a student's IEP shall remain confidential and shall not be disclosed to any other person;
- The district must provide special education and related services to a student with a disability in accordance with the student's IEP and make a good faith effort to assist the student to achieve the annual goals and, if appropriate, short-term instructional objectives or benchmarks listed in the student's IEP.

Chapter 408 of the Laws of 2002

Chapter 408 of the Laws of 2002 requires that:

Each general education teacher, special education teacher, speech/language pathologist, OT, PT, Counseling as a Related Service provider, vision teacher, hearing teacher, etc. responsible for implementing a student's IEP shall be:

- provided a paper or electronic copy of the student's IEP prior to its implementation, and
- informed of his or her responsibility to implement the recommendations on the IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services in accordance with the IEP.
- As a "Service Provider," each teacher maintains an individual responsibility in executing the IEP or 504 Plan.
- Each Teaching Assistant, Special Education Aide, or outside consultants responsible for assisting in the implementation of a student's IEP shall review a copy of the student's IEP, prior to its implementation, and maintain ongoing communication with the case manager, under whose direction the teaching assistant or other provider works

Annual Review

- ✓ The individualized education program (IEP) of each student with a disability shall be reviewed, and if appropriate, revised periodically, but not less than annually to determine if the annual goals for the student are being achieved.
- ✓ This review is conducted to determine the child's present levels of performance and educational needs, continued eligibility and need for special education service, and whether any modifications or additions to the special education and related service program are needed to enable the child to meet the measurable annual goals of the IEP.
- ✓ The annual review will consider: the strengths of the student; the concerns of the parents for enhancing the education of their child; the results of the most recent evaluations including, as appropriate, the results of any general State or district-wide assessments; the student's academic, developmental and functional needs; the educational progress and achievement of the student; and the student's ability to participate in instructional programs in regular education and in the least restrictive environment.
- ✓ After an IEP has been developed at the annual review meeting, a parent and the school district may agree not to convene a meeting of the CSE to make changes to a student's IEP, and instead may develop a written document to amend the student's IEP under the following circumstances: the parent makes a request of the district for an amendment to the IEP and the parent and the district agree in writing; or the school district provides the parent with a written proposal to amend a provision or provisions of the IEP that is conveyed in language understandable to the parent.

Reevaluation

- A reevaluation shall take place at least once every three years and will be conducted by a multidisciplinary team or group of persons, including at least one teacher or other specialists with knowledge in the area of the student's disability. The parent and the school district may agree in writing that a three-year reevaluation is unnecessary.
- If conducted, the three-year evaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education.
- The results of any reevaluations must be addressed by the committee on special education in a meeting to review and, as appropriate, revise the student's IEP. To the extent possible, the school district shall encourage the consolidation of reevaluation meetings and other Committee on Special Education meetings for the student.
- When evaluations are conducted with the purpose of determining continuing eligibility for special education, the CSE will provide a copy of the evaluation report and the documentation of the determination of eligibility to the student's parent.



School-aged Continuum of Special Education Programs and Services

Continuum of Special Education Programs and Services:

Consultant Teacher Services (Direct or Indirect)

Resource Room Program

Integrated Co-Teaching Services

Special Class

Related Services

[NYSED Continuum of Special Education Services](#)

Consultant Teacher Services

- Direct CT services is defined as specially designed instruction designed to support a student with a disability or to group of students with disabilities in the general education classroom.
- The Indirect CT model allows the special education teacher to consult with the general education teacher to assist in adjusting the learning environment and/or modifying their instructional methodology to meet the needs of students with a disability in the regular classroom setting.
- When CT services are recommended for a student or groups of students on the elementary level, the specific area of instruction is indicated on the IEP based on the identified need (e.g., reading groups (ELA), math block). Middle and secondary students recommended for Consultant Teacher services should also identify what academic subjects (e.g., English, science) the support is required for on their IEPs.
- The effective implementation of CT services requires general and special education teachers to work cooperatively to address the needs of students with disabilities.
- The development of an IEP in which CT services are recommended, the general education teachers of the student for whom the service will be provided must be given the opportunity to participate in the instructional planning process with the special education teacher to discuss the objectives and to determine the methods and schedules for such services.
- Consultant Teacher Services are currently provided in grades K, 1 and 2 (Sea Cliff and Glen Head Elementary Schools)

Resource Room Program

- Resource Room Program as a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.
- Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.
- The service may be provided using both a pull-out and push-in model, although it is predominantly provided using a pull-out model. The program consists of identification and diagnostic assessment and small group and/or individualized instruction in basic academic skills, reading, written expression, study and organizational skills.
- Ongoing consultation with general education classroom teachers is an integral part of this program in both meeting educational needs as well as in helping students develop basic skills and competency in content areas.
- Resource Room services are provided in each building to students in grades K-12 as determined by the CSE



Integrated Co-Teaching Services

- A school district *may* include Integrated Co-teaching services in its continuum of services that it provides to students with disabilities. Integrated Co-teaching services (ICT) means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.
- In this model, a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students.
- Furthermore, our teachers consistently implement a wide range of co-teaching models which are closely aligned to research-based practices and methodologies often associated with Universal Design for Learning (UDL), Differentiated and Explicit Instruction.
- The Committee on Special Education may determine that a student needs integrated teaching for specific academic subjects such as English and math classes only. The specific subject area (s) should be indicated on the IEP for secondary students.
- The North Shore School District currently offers an Integrated Co-teaching Program at both the elementary and secondary levels.

Special Class (Individualized Learning Class)

- This program provides a full-day special education learning environment at a staffing ratio of 12:1:1 or 15:1:1 (i.e., a maximum of 15 students to one special education teacher) and a classroom teaching assistant. Students in this program may benefit from spending part of the school day within a regular education classroom.
- Students are grouped according to similarity of need as per the following criteria: current rate of academic achievement; levels of knowledge and development in subject and skill areas; intellectual functioning; social development; physical development; adaptive behavior; expected rate of progress in acquiring skills; and management needs.
- In this setting, students receive specially-designed instruction, which is defined by adapting, as appropriate to the needs of an eligible student the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.
- Individuals who benefit from receiving instruction in our ILC program may present with a range of learning challenges, receptive and expressive language delays, fine motor and attentional difficulties that significantly impact upon their ability to achieve the learning standards and progress in the general education curriculum.
- The North Shore School District currently offers the ILC Program at both the elementary and secondary levels. Our elementary program (grades K-5) is located at Sea Cliff Elementary School. Secondary programs are available at both North Shore Middle School (grades 6-8) and North Shore High School (grades 9-11).

Autism Program (Special Class)

- Our intensive special class program is comprised of an 8:1:3 student to teacher ratio. The program incorporates an array of research-based approaches for students with autism spectrum disorders as well as those individuals with multiple disabilities.
- The program utilizes a multi-disciplinary team approach consisting of a special education teacher, speech-language pathologist, occupational therapist, physical therapist, psychologist, behavior consultant, and teacher assistants.
- The instructional methodology is flexible and can include the following: Applied Behavior Analysis (ABA); discrete trial instruction; small group instruction for the generalization of skills across settings; and integration into mainstream environments or larger instructional groups.
- The interdisciplinary team collaborates on a continuous basis to assess progress data, curriculum, individualized student learning objectives, and current instructional strategies. Families are encouraged to play an active role in the program through monthly team meetings, parent training, and consultation with a variety of service providers (including training with augmentative communication devices).
- The Autism special class program is currently offered at Sea Cliff Elementary School for students in grades K-2.

Out-of-District Placement

For those students, whose academic, social/emotional and or physical needs cannot be met within our district-based programs, the CSE will recommend an appropriate out-of-district placement which may consist of the following:

- special class operated by another school district
- a BOCES program
- an approved Private School (day)
- 4201 or State Operated School
- an approved Residential Placement

These students often require a wide range of services consisting of intensive individual or group counseling, psychiatric consultation, a building-wide behavioral intervention system, access to assistive-augmentative communication, daily instruction in activities related to functional living skills and community integration.

The department evaluates each student's placement annually to determine whether a particular program continues to be a suitable educational setting. Furthermore, the CSE will work in conjunction with the private school or BOCES staff to bring students back to our district-based programs when deemed appropriate.



Related Services

- Related services are defined as those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services mean developmental, corrective, and other supportive services as are required to assist a student with a disability.
- Related services are provided in each building and can include, but are not limited to *speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, parent counseling and training, behavior consultation, school social work, 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 cannot 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. The CSE determines the frequency, duration, and location of a related service recommendation based on each student's individual needs.

Declassification Support Services

- Before determining that a student is no longer eligible to receive special education services, an evaluation needs to be conducted. When the CSE determines that a student no longer requires special education services, the Committee may recommend declassification support services to the student for no more than the first year in regular education (typically provided at a reduced rate and frequency).
- These services may consist of but not limited to consultative supports, speech-language therapy, occupational therapy, counseling, and behavior consultation. In addition, a student may continue to require *Testing Accommodations* even though the student is declassified. These students would then be eligible to receive their Testing Accommodations through the end of high school.
- A new document is NOT developed every year; rather, the Declassification Document that was first created follows the student through the end of high school.

Least Restrictive Environment (LRE) Requirements

LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the LRE must:

- provide the special education needed by the student;
- provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- be as close as possible to the student's home.

The individualized education programs (IEPs) of students with disabilities must be developed in conformity with the LRE requirements as follows:

- placement must be based on the student's IEP and determined at least annually;
- placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled;
- in selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs; and
- a student with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

GUIDELINES FOR ASSURING THAT YOUR QUESTIONS & CONCERNS ARE PROMPTLY ADDRESSED

Please follow the guidelines below when you have questions, concerns or requests (*The contact information for the school district personnel indicated below is provided in the " Special Education Department Personnel "section of this website*):

Request for Evaluation: If your child is not currently a special education student and you would like to request an *initial special education evaluation*, please call the psychologist in the building that your child attends. If your child is of preschool age, please contact Assistant Director of Special Education for Elementary Programs, Ms. Amy McKee or Psychologist, Ms. Susan Liberstein. *The psychologist will explain what options are available to help your child, including the procedures for making a referral.* A referral can also be made by sending a formal request to the following email address: nsreferrals@northshoreschools.org

Status of Initial Evaluation: The district is required to complete the evaluation and hold a Committee meeting to present the evaluation results and determine eligibility for special education classification and program within 60 days of the district's receipt of parental consent to evaluate. If your child has already been referred for an initial evaluation and you have questions about the status of the evaluation, please contact the psychologist in your child's school.

CSE Scheduling: If you have questions about the scheduling of a CSE meeting or if you would like to request a CSE meeting, please contact the psychologist in your child's school. The District will continue to conduct meetings utilizing a virtual or remote format. However, if you are requesting a CSE be held in-person, please contact the special education office at (516) 277-7900 or the building psychologist within 48 hours prior to the date of the scheduled meeting.

Case Management: If your child is currently a classified student and you have questions or concerns about his or her special education services, please be aware that a case manager (typically a special education teacher or related service provider) has been assigned to your child. The name of this case manager should have been communicated to you by the special education office. However, please be aware that the psychologist in your child's school can tell you who your child's special education case manager is.

NOTE: If you do not receive a response to any inquiry within 24 hours, please contact the Assistant Director of Special Education assigned to your child's school. If you continue to have questions or concerns, please contact the Director of Special Education at (516) 277-7900.

Special Education Department Personnel

Christopher Marino: Director of Special Education

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Amy McKee: Assistant Director of Special Education for Elementary Programs

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