

Briarcliff Manor Special Education Programs

The K-12 Continuum of Services

STAFF

Briarcliff Manor UFSD is dedicated to the education of all students regardless of ability as we pride ourselves on the continuum of services offered to all students.

School Psychologists

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School Social Workers

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Speech and Language Pathologists

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Special Education Teachers

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Occupational Therapist

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Consultant Therapists of OT and PT

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PROGRAMS

The Briarcliff Manor Union Free School District is committed to educating students with disabilities within its own schools, whenever appropriate. The Committee on Special Education and the Committee on Preschool Special Education shall recommend programs and/or services which provide for a free and appropriate public education based on the individual learning needs of the student. All school-aged students with disabilities shall be provided the opportunity to participate in the curricular and extracurricular programs of the district.

RELATED SERVICES, SKILLS AND FAMILY TRAINING

Related services are available as determined by student's needs. Skills reinforcement comes in a variety of way through individual and group cohorts based on individual need. Family training is available to parents of students with autism on a monthly basis and community based instruction is available to students as appropriate.

INTEGRATED CO-TEACHING K-12 PROGRAM

An Integrated Co-Teaching program provides possibilities for disabled students in Kindergarten through Twelfth grade to be included with characteristically emergent peers. Staffing for the K-12 Integrated Co-Teaching program includes one regular education teacher, one special education teacher as well as one special education aide with the ratio of 12:1. This configuration is characteristic throughout the district, lending to a smooth transition and continuum of services throughout the K-12 model. Elementary Integrated Co-Teaching Program is available in Social Studies and Science, Middle through High School Integrated Co-Teaching Program is available in English, History, Science and Mathematics.

RESOURCE ROOM 6-12- PRE-TEACHING-RE-TEACHING-POST-TEACHING

Resource Room - Direct Instruction is a flexible program that affords students direct instruction in a 5-1 ratio for skills designated on their IEPs in conjunction with general education integration. Integration into a mainstream class is facilitated by the special education teacher. The amount of time a student is to spend in the resource room is IEP driven and not to exceed 90 minutes per day.

SPECIAL CLASS – K-12 (LIMITED TO A VERY SMALL POPULATION PER NEED)

The Special Class K-5 model is a 8:1 ratio special class Orton Methodology Reading and Fundamental Math with a multimodal approach direct instruction. These students are expected to pursue the goals of meeting (CC) New York State Standards and are provided the same courses required for a regent's diploma under Part 100.2 of the Commissioner's Regulations as are offered in the main stream regular education program.

CASSTLE PROGRAM 9-12 (COLLABORATIVE ACADEMIC SOCIAL SKILLS IN A THERAPEUTIC LEARNING ENVIRONMENT)

The CASSTLE Program—is a progressive hybrid special education program serving students with eclectic needs ranging from the emotional, motivational, and academically challenging to giftedness. This [therapeutic in nature] program has a ratio of 15:1, 12:1 or 5:1; it is designed for students in grades nine through twelve who are struggling with a range of emotionally based disabilities including but not limited to stress. Students in the CASSTLE Program may participate in mainstream classes with support and/or in modified classes as appropriate depending on individual needs. At each grade level, English, History, Mathematics and Science are offered in a smaller ratio special class or fully integrated and mainstreamed with appropriate supports. Resource Room, Study Skills, Speech and Language, Occupational Therapy, Physical Therapy and Counseling are an integral part of the program. These Related services are available depending on students' needs.

TEACHER CONSULTANT PROGRAM (TCP)

The Teacher Consultant Program services a multiplicity of students ranging from students who require individualized academic support in a mainstream setting to those students' exiting formalized supports. Staff for the program includes special education teachers who work directly with the mainstream teacher.

INDIVIDUALIZED SUPPORT PROGRAM (ISP)

The Individual Support Program services students who are multiply disabled and require a 1:1 Teaching Assistant. Direct Instruction is available on a one-on-one and/or small group basis. Transitional planning, community based instruction, travel training and job coaching are available. Related services are provided on a push-in and/or pull-out basis as appropriate for individual students. Currently the needs of such support exist in the elementary, middle and high school.

The school district must offer a variety of programming and servicing to meet the diverse needs of students with disabilities. This is referred to as the continuum of services. This continuum also includes such programming as:

- Home/ Hospital Instruction
- Private NYS Approved Day Schools
- Related Services – speech/language, counseling, physical therapy, occupational therapy
- Residential NYS Approved Schools
- Special Program in neighboring districts or BOCES

The CPSE or CSE must select and recommend the components or combination of components of the continuum that meets a student's needs in what is called the Least Restrictive Environment (LRE). Students can receive services for either a 10 or 12 month school year, if the CSE determines eligibility for extended year (ESY) services due to severe regression.