



COMMITTEE ON SPECIAL EDUCATION
(CSE)
HANDBOOK



Avoca Central School District
17-19 Oliver Street
Avoca, New York 14809



Prattsburgh Central School District
1 Academy Street
Prattsburgh, New York 14873

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Avoca – Prattsburgh Central School Districts

Special Education Handbook

Special Education Handbook Goal

This handbook is intended to provide basic information to staff, parents, and community members. The handbook is a reference and should be used to help aid understanding of the process of special education. With this said, please feel free to contact the special education office at any time with questions.

The Avoca and Prattsburgh Central School Districts are committed to educating students with disabilities to their fullest potential in a setting that is integrated with non-disabled students to the maximum extent possible while encompassing their needs and developing skills for independent living.

Special Education

Special Education is a specially designed program which may consist of individualized or group instruction, special services, or programs and/or transportation. It is provided at no cost to the parent(s) to meet the unique needs of students with disabilities.

A student with a disability is a student whose academic, physical, or emotional difficulty adversely affects his or her education and ability to navigate the educational setting even with interventions.

There are thirteen categories of disabilities. These categories include the following:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbances
- Hearing Impairment
- Learning Disability
- Multiple Disability
- Orthopedic Impairment
- Other Health Impairment
- Speech or language impairment
- Traumatic Brain Injury
- Visually Impaired which includes Blindness

The Committee on Special Education, as a team, determines whether a student has a disability based on data. If the committee determines that the child has a disability, they then decide which classification listed above best describes the disability of the particular student, and what services may be necessary to support this child in his or her educational setting.

The Committee on Special Education

The Committee on Special Education (CSE) in accordance with the provisions of Education Law, section 4402, involves a multidisciplinary team of people who ensure timely evaluation and placement of students. Following the completion of the evaluation, the committee convenes to determine if a child has a disability and qualifies for one of the thirteen (13) categories under Individuals with Disabilities Education Act. If the Committee determines that the student is eligible, an Individualized Educational Program (IEP) will be developed to meet the unique needs of the student.

The committee should be made up of, but not limited to, the following:

- The parent(s) or guardian of the student
- Student, if appropriate
- Not less than one General Education Teacher* of the student (whenever the student is or may be participating in the general education environment).
- Not less than one Special Education Teacher of the student
- Related Service provider(s) of the student (i.e., Speech Language Pathologist, Occupational Therapist, Physical Therapist, etc.) if appropriate
- A School Psychologist
- A representative of the school district who is qualified to supervise special education and who is knowledgeable about the general curriculum (Chairperson or LEA).
- A physician when appropriate or is specifically requested by the parent at least 72 hours prior to the meeting.
- An additional parent member who is requested by the parent, the students, or the district in writing at least 72 hours prior to the meeting.
- A disability advocate, if invited by the parent
- Other persons who have knowledge regarding the student.

*All general education teachers are responsible for participating in CSE meetings in accordance with State Education Law.

Roles and Responsibilities

CSE/CPSE/504 Chairperson:

- works to assure that appropriate programs are in place for students with disabilities.
- oversees special education programs, staff, and budget within the district.
- assures compliance to all Special Education laws and regulations.
- completes all state reports in special education including all PD reports and may be responsible for System to Track and Account for Children (STAC).
- has an awareness of special education programs for students with disabilities in and out of the district.
- schedules, facilitates, and follows up on all CSE and CPSE meetings.
- assures that Individual Education Programs (IEPs) are created and maintained appropriately for students with disabilities.
- confers with the building principal about any possible changes of placements when warranted

Special Education Teacher:

- implements IEP and collaborates with the general education staff in differentiating instruction, modifying curriculum, supporting social/emotional/behavioral needs, and administering test accommodations to students with disabilities.
- collects data prior to CSE meetings and prepares portions of the student's Individualized Education Program (IEP) in collaboration with the general education teacher.
- presents the information collected about the student's present levels of performance at the CSE meeting
- communicates the needs of students with IEPs and 504s to the student's general education teachers, interventionists, and related services providers.
 - Signatures will be collected on the 408 Distribution Forms agreeing that they have knowledge of the student's disability or impairment and understand their responsibility for implementing the recommended accommodations.

General Education Teacher:

- delivers the general education curriculum for all students and collaborates with the Special Education Teacher in differentiating instruction, modifying curriculum, and supporting social/emotional/behavioral needs for students with disabilities.
- reviews and implements the IEP, attends CSE meetings, and provides input on the present levels of performance for students with disabilities.
- follows up with the special education teacher on any questions with implementation of the IEP.

Ongoing Service Coordination Policy and Procedure

The Avoca and Prattsburgh Central School Districts will provide ongoing service coordination to students with disabilities. This service coordination will be for the purpose of assuring that all service providers communicate about the needs of the students and the Individualized Educational Program on a regular basis.

The Ongoing Service Coordinators will:

- be a district employed special education teacher.
- be a BOCES employed special education teacher for students in BOCES placements.
- be responsible for the IEP of each student they are servicing.
- work with the provider assigned to the student and be placed on the student's Individualized Educational Plan under service notation and/or be listed in the letter accompanying the newly created or updated IEP following the CSE meeting.
- work with the student and/or parent to review/interpret the accepted Individualized Educational Plan of the student.

Additionally:

- A list of the service coordinators and the student's assigned to them will be kept in the CSE office and updated regularly.
- All staff involved with the student will be notified of the service coordinator assigned to each student.
- 408 Distribution Forms will be used to assure service providers have read and understand each IEP.

Types of Special Education Support

The Avoca and Prattsburgh Central School Districts' Special Education Departments offers several options of programs that assist in meeting the needs of students with disabilities. The instructional options are determined in accordance with New York State and Federal guidelines and in accordance with the districts' mission and vision.

Related Services

The purpose of the related services is to provide developmental, corrective, and other supportive services by licensed and certified professionals. Common related services include:

Consultant Teacher (CT) Service – a direct or indirect service provided by a special education teacher to a student with a disability who attends regular education classes. Consultant Teacher Services must be provided for a minimum of two hours per week.

Indirect Consultant Teacher Service - a least restrictive service provided to students with disabilities. It is most often used as a consultation between the child's general education teacher and a certified special education teacher to assist them in adjusting the learning environment and or modifying their instructional methods to meet the individual needs of the student. Indirect CT can be combined with direct CT services.

Some possibilities of Indirect Consultant Teacher Services include:

- Working together as teachers to modify class work, tests, or homework to meet the needs of an individual student.
- Meeting with teachers weekly or daily to provide strategies, differentiation of instruction, and show ways to help meet IEP goals.
- Coordinating and communicating remediation with Academic Intervention Teacher, reading teacher and/or a related service provider.
- Providing ideas on how to remediate behavioral concerns within a general education setting. This may include developing a behavior modification plan with the classroom teachers.

Direct Consultant Teacher Services – a process of specially designed, individualized instruction provided by a certified special education teacher. Instruction is provided to a student with a disability and allows such student to benefit from a general education class. This service takes place inside the general education setting.

Some possibilities of Direct Consultant Teacher Services include:

- Working directly with individual student or small group of students in the area or areas specified on the IEP.
- Providing alternate instruction or alternate curriculum in extreme cases.
- Prioritizing IEP goals for the particular student.

Counseling - a related service that strives to improve social, emotional, and behavioral concerns as they relate to a child's academic functioning. These services may be provided in a group or individual setting.

Enhanced Staffing - an additional support person (aide or teaching assistant) may be placed in a particular instructional group to help general education teachers meet the needs of students with disabilities in the general education classrooms. A plan for the expectations of this person should be put in place if the staff member is placed on the IEP.

Occupational Therapy (OT) - a related service provided to meet the fine motor, visual-perceptual, and sensory integration needs of students when they adversely affect a student's educational performance. A child may receive this service in a group or individual setting within the general education classroom or therapy room. This service requires a prescription.

Physical Therapy (PT) - a related service provided to ensure the students ability to participate physically in the educational environment. This includes navigation of the school building and classroom. A child may receive this service in a group or individual setting within the general education classroom or therapy room. This service requires a prescription.

OT and PT Consultation – a consultation may also be provided by the OT or PT to the child's teacher and other staff.

Speech and Language Therapy (SLP) - a related service provided that strives to improve a child's expressive and/or receptive language or articulation skills as they relate to the child's academic functioning. A child may receive this service in a group or individual setting within the general education classroom or in a therapy room. This service requires a prescription.

Resource Room - a special education program for a student with a disability who needs specialized supplementary instruction in an individualized or small group setting for a minimum of three hours per week and a maximum of five students per instructional group. The three-hour requirement can be a combination of consultant teacher services and resource room time.

Special Class – a service that is a most restrictive for students with significant disabilities. It is a class that consists of students with disabilities who have been grouped together because of similar 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 nondisabled peers. This class shall not exceed the number of students specified (i.e., 12:1:1, 15:1, 8:1:1).

One on One Aide - a very restrictive service. It should be considered only when absolutely necessary, when all other options have been exhausted, and is only provided to students with disabilities when a student is proven to be unsuccessful or unsafe in his/her academic setting without constant supervision due to significant academic and/or physical delays or when no gains are being made by the student. When the CSE determines that a student needs a one-to-one aide, it should always be considered a time-limited recommendation and specific conditions/goals must be established to wean the use of the one-to-one aide. The IEP should be very specific regarding the responsibility of the aide. A plan for the expectations of this person should be put in place as the aide is added to any student's IEP. A goal for all students with disabilities is to promote and maximize independence. CSEs are responsible for developing and implementing IEPs that promote such independence.

The CSE must make certain considerations prior to determining that a student needs a one-to-one aide. These considerations **must** include:

- the management needs of the student that would require a significant degree of individualized attention and intervention;
- the skills and goals the students would need to achieve that will reduce or eliminate the need for the one-to-one aide;
- the specific support that the one-to-one aide would provide for the student (i.e., assistance with personal hygiene or behaviors that impede learning);
- other supports, accommodations and/or services that could support the student to meet these needs (i.e., behavioral intervention plan, environmental accommodations or modifications, instructional materials in alternative formats, assistive technology devices, peer-to-peer supports);
- the extent (i.e., portions of the school day) or circumstances (i.e., for transitions from class to class) the student would need the assistance of a one-to-one aide;
- staff ratios in the setting where the student will attend school;
- the extent to which assignment of a one-to-one aide might enable the student to be educated with nondisabled students and, to maximum extent appropriate, in the least restrictive environment;
- any harmful effect on the student or on the quality of services that he or she needs that might result from the assignment of a one-to-one aide; and
- the training and support provided to the one-to-one aide to help him or her understand the student's disability-related needs, learn effective strategies for addressing the student's needs, and acquire the necessary skills to support the implementation of the student's Individualized Education Program (IEP).

*The Avoca and Prattsburgh Central School Districts utilize and share services for our self-contained programs.

All other special classes (K-12) are currently available in other districts and through BOCES.

Types of General Education Support

The Avoca and Prattsburgh Central School Districts believe that students with disabilities should be a part of our school environment to the maximum extent possible.

Response to Intervention (RtI)/Academic Intervention Services (AIS) - a multi-tier approach to the early identification and support of students with learning and behavior needs. This instruction and support:

- begins with high quality instruction and universal screening of all children in the general education classroom.
- provides struggling learners interventions at increasing levels of intensity to accelerate their rate of learning.
- provides a variety of personnel, including general education teachers, special educators, and specialists.
- monitors progress closely to assess both the learning rate and level of performance of individual students.
- decides about intensity and duration of educational decisions on the interventions based on individual student response to instruction.
- is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.
- is a proactive, preventative approach to education that provides high quality instruction and interventions matched to student needs.
- establishes programs that are student oriented and individualized.
- relies on practitioners continuing to problem solve and apply data to make decisions about what instructional changes are needed or what new goals should be set for the student.
- consists of monitoring progress in achievement for all students as a method to determine eligibility of students with learning disabilities.
- provides immediate visual results.
- shows immediately whether students are moving toward their target.
- uses multiple assessment tools at various grade levels.
- assess the results to determine level of service the student may need.

**These services shall be made available to students with disabilities on the same basis as non-disabled students, however, such services shall be provided to the extent consistent with the student's Individualized Educational Program (IEP).

Classification Process

Child Study Team (CST) – a system used to provide tracking of student progress in academics or behavior. Students of concern are referred by classroom teachers. Strategies are provided in order to improve student progress prior to a special education referral. The CST follows an RtI approach and meets regularly to assess student progress.

Team members will include:

- The General Education Teacher
- A Special Education Teacher, as needed
- Related Service Providers, as needed
- School Psychologist
- RtI/AIS Coordinator
- The principal or a person appointed by the principal, as needed
- District Curriculum Coordinator/CSE Chairperson

Strategies used by the Child Study Team (CST)

Prior to referral for special education services there are many services and accommodations that can be offered to a student on a temporary basis. At times, a child may have external forces such as death, divorce or lack of food which may create difficulties for them in the academic setting. These environmental factors should be ruled out prior to a referral. Examples of options include but are not limited to:

- Contact with the parents on a regular basis
- Agenda checking
- Use of a word processor
- Test accommodations (with the exception of State and Standardized tests)
- Extended time
- Separate location
- Modified assignments
- Additional Reading and Math support
- Speech
- Counseling
- RtI/AIS
- Afterschool Study Hall
- Structured Study Hall

A referral made to the Committee on Special Education should be a last resort and should be made through the CST Committee. When a professional decides to refer the child to the CSE team, it is the professional's obligation to complete the written referral thoroughly and contact the parents to discuss their intent. A copy of the referral may be obtained from the CSE Chairperson.

CSE Referral

Once the CST determines that the child should be referred to the Special Education Committee the CSE Chair and Building Principal are to be notified. This referral form provided to the CSE Chairperson will include the following:

1. State reasons for the referral.
2. Include any test results, records, or reports upon which the referral was based.
3. Describe in writing any intervention services, programs, or instructional methodologies that were used to remediate the student's performance.
4. Demonstrate the lack of progress in the area of concern.
5. Explain the extent of parental contact or involvement prior to referral. The staff member must contact the parents prior to making a referral.

Referral by parents

Any referral to the CSE may also be made by the parent, district designee, commissioner, or designee of a public education agency with responsibility for educating the student or a judicial officer. Parents should contact the chairperson to schedule a meeting for further discussion of options and possible next steps. If a teacher knows a parent is requesting a referral it is imperative that the teacher notify the chairperson of special education as soon as possible.

Evaluations

Once the referral is made, the evaluation will be initiated by the Committee and will include a variety of assessment tools and strategies. The evaluation will include information from the parent as well.

Consent to evaluate must be obtained by the parent prior to evaluation. Once consent is received the evaluation must be completed and the Committee must convene within sixty (60) calendar days.

The following are examples of what is included in all initial evaluations:

1. A physical examination (hearing and vision screening)
2. An individual psychological evaluation, except when a school psychologist determines that, after an assessment of a school-aged student, further evaluation is unnecessary
3. A Social History
4. An observation of the student in the current educational placement; and
5. Any other appropriate evaluations and assessments, including a Functional Behavioral Assessment for students whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral, and emotional factors which contribute to the suspected disabilities.
 - Assessment tools are chosen based on the referral request and what the school psychologist deems necessary for the committee to make an informed decision. A list of possible tools can be found in the CSE office and will be sent home with new referrals

Evaluations will only take place when the Committee on Special Education process has been initiated and a parental consent, in writing, has been obtained. This includes Occupational Therapy, Physical Therapy, and Speech evaluations.

Determining Eligibility

After all evaluations are completed, the committee and other qualified individuals must determine whether the student is a student with a disability under one of the thirteen categories listed earlier or under section 504 of the Education Law. A student may not be determined eligible if the determinant factor for the disability is lack of instruction, environmental in nature or limited English proficiency.

CSE Meetings

Parents are an important part of their child's educational plan. The Committee on Special Education of both the Avoca and Prattsburgh Central School Districts encourage parents to actively participate in CSE meetings. Parents with questions or concerns should contact the Special Education Office prior to their child's meeting and at any time throughout the year.

Responsibility of case managers (special education teachers) and related service providers:

- Write a draft Individualized Educational Plan prior to the CSE meeting
- Communicate changes that are being considered to the special education office prior to the meeting
- Participate actively in the meeting
- Work with staff to ensure that the IEP is implemented appropriately
- Monitor progress toward IEP goals
- Communicate with parents regarding the child's progress
 - Teachers should plan a year ahead.
 - Changes to the IEPs should, whenever possible, occur during annual review meetings.

The Individualized Educational Program (IEP)

If the student is found to be eligible, an Individualized Educational Program (IEP) must be developed. The IEP includes such information as:

- demographics
- present levels of performance in the child's academic, social, physical, and management areas of development. This section should be completed in a team approach by both the general education and special education teachers along with any related service providers.
- how the disability affects the success in the classroom.
- area of classification
- measurable annual goals that are consistent with the needs of the student. The goals must include objectives or benchmarks that are measurable.
- recommended special education program.
- whether the child will participate in state or local exams.
- a statement as to how parents will be notified of the student's progress. (i.e., Progress reports quarterly).
- the date of initiation of services
- any assistive technology if applicable
- a statement of test accommodations
- transportation
- participation in state and district wide assessments
- special factors, classroom accommodations, and interventions.

** Measurable Postsecondary Goals/Transition Needs are for students turning 15 years of age or older. Transition services means a coordinated set of activities for a student with a disability, designed within a results-oriented process. That is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to:

- postsecondary education;
- vocational training;
- integrated employment (including supported employment);
- continuing and adult education;
- adult services, and
- independent living or community participation.

**The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and including:

- instruction;
- related services;
- community experiences;
- the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Special Education Programming

We, as two separate districts, work collaboratively to offer each district additional options for our students. Once it is determined that the student need a program and/or services beyond what the regular education classroom can provide, the chairperson from each district will work together to best meet the needs of our individual students.

All services will be provided to students in the least restrictive environment. Special education programs and services provided in our districts include:

- Related services – Speech (SLP), Occupational Therapy (OT), Physical Therapy (PT), Counseling
- Consultant Teacher Services Direct (CTD)
- Consultant Teacher Services Indirect (CTI)
- Resource Room
- 15:1:1 Academic Delay program for ELA and Math
- 12:1:1 Elementary Self-Contained Academic Delay program (Avoca only)

* All other self-contained programs are available through BOCES and neighboring out-of-district placements.

Terms Related to Support Services

Adapted Physical Education (APE) – a specially designed program of developmental activities suited to the capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Alternative Assessment – New York State Alternative Assessment (NYSAA) for eligible students with severe cognitive disabilities. The CSE determines whether a student with a severe cognitive disability is eligible to take the NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; and
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (i.e., home, school, community, and/or workplace); and
- the student requires educational support systems, such as assistive technology personal care services, health/medical services, or behavioral interventions

Assistive Technology – any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a student with a disability. FM system, spell check device, word processor, communication device, prone stander, are some examples.

Behavioral Intervention Plan (BIP) – a plan based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global, and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

The CSE must consider the development of a behavioral intervention plan for a student with a disability when:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school wide or classroom-wide interventions;
- the student's behavior places the student or others at risk of harm or injury;
- the CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior; and/or
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

Career Development and Occupational Studies (CDOS) - a credential that recognizes each individual student's preparation and skills for post-school employment. Where in the past, many students graduated with an Individualized Education Program (IEP) diploma, this credential provides a more meaningful substitute for these students. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.

Declassification Support Services – continuation of services for students who, during a formal CSE meeting, were deemed no longer in need of formal special education services. These services are available for up to one year from the date of declassification. If the student is at or above 8th grade, he/she may be able to receive test accommodations and a safety net for the remainder of their high school years.

Extended Year Program (EYP)/Extended School Year (ESY) - a special education service and/or program provided for students requiring a structured learning environment for up to twelve (12) months duration to prevent substantial regression.

Functional Behavioral Assessment (FBA) - a process for determining why the student engages in behaviors that impede learning and how the student's behavior relates to the environment.

A student's need for an FBA must be considered whenever:

- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- the student's behavior places the student or others at risk of harm or injury;
- the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

Individuals with Disabilities Education Act (IDEA) – a federal mandate that requires schools to meet certain guidelines for serving children with disabilities. This includes providing students with a free and appropriate education in the least restrictive environment.

Individualized Education Program (IEP) - a legally binding, written document developed and reviewed by a Committee on Special Education team, which includes components to meet the unique needs of a student with a disability.

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

- provide the special education needed by the student;
- provide for the education of the student to the maximum extent appropriate
- meet 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 Individual Education Program (IEPs) of a student 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;
- placement must consider potential harmful effects on the student or on the quality of services that he or she needs; and
- a student with disabilities must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Section 504 of the Rehabilitation Act - a federal statute, which guarantees the rights of disabled people to a fair and equal opportunity in all programs and activities and eliminates discrimination on the basis of disability. It is required that school districts remove any barriers that prevent a student from participating in or benefiting from activities for education. 504 plans may be implemented for students with disabilities such as, but not limited, seizure disorders, diabetes, Cystic Fibrosis, other medical disorders as certified by a doctor, or mental health disorders (i.e., ADHD, anxiety). Students with 504 plans do not have a need for special education services, but rather a need for classroom or testing accommodations. In some cases, the building principals may request a temporary 504 plan for a student due to a short-term medical disability, such as a broken arm, if they deem it necessary including in emergency situations.

Substantial Regression - a student's inability to maintain developmental levels due to a loss of skill or knowledge of such severity following breaks from school during weekends, holiday vacations, and summer months of July and August as to require an inordinate period of review at the beginning of the school year.

District Contacts

Please feel free to contact your Special Education Office with any questions or concerns.

	Avoca CSD (607) 566 – 2221	Staff Ext.	Prattsburgh CSD (607) 522 - 3795	Staff Ext.
CSE/CPSE/504 Chair	Kelly Buisch kbuisch@avocacsd.org	1111	Penny Kephart pkephart@prattsburghcsd.org	1504
Administrative Assistant	Kelliann Abbott kabbott@avocacsd.org	1121	Daun Nichiporuk nichiporukd1@prattsburghcsd.org	1531
School Psychologist	Kelly Buisch kbuisch@avocacsd.org	1111	Olivia Sunzeri osunzeri@gstbooces.org	1311
School Counselor (Elementary)	Paula Pimm (PreK-6) ppimm@avocacsd.org	1113	Aimee Bristol abristol@prattsburghcsd.org	1528
School Counselor (High School)	Heidi Burn (7-12) hburns@avocacsd.org	1135	Aimee Bristol bristola@prattsburghcsd.org	1528
High School Principal	Scott Carroll (7th – 12th) scarroll@avocacsd.org	1127	Erin Peck (6th – 12th) pecke1@prattsburghcsd.org	1516
Elementary School Principal	Deanna Wilkinson (PreK-6) dwilkinson@avocacsd.org	1119	Erin Peck (PreK-5) pecke1@prattsburghcsd.org	1516

RESOURCES

<u>Title</u>	<u>Website/URL</u>
Avoca CSD Webpage	https://www.avocacsd.org/
Prattsburgh CSD Webpage	https://www.prattsburghcsd.org/
New York State Department of Education	https://www.nysed.gov/
Finger Lakes Parent Network	https://www.aspirehope.org/
New York State Special Education Regional Associate Office	http://www.nysed.gov/special-education/special-education-quality-assurance-regional-offices
New York State Special Education	https://www.p12.nysed.gov/specialed/
Southern Tier Independent Center	https://stic-cil.org/