

THE NEW YORK STATE COALITION OF 853 SCHOOLS

2023



THE 853 COALITION

# MEMBERSHIP DIRECTORY

[WWW.853COALITION.ORG](http://WWW.853COALITION.ORG)

THE BLAKE ANNEX, 1 STUEBEN PLACE, ALBANY, NY 12207 |

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## The New York State Coalition of 853 Schools

The NYS Coalition of 853 Schools was formed in 1991 by a group of Chapter 853 residential and day schools principally located on the grounds of agencies that provide various child welfare, juvenile justice, and family/community support services. These educational programs are dedicated to improving the opportunities and outcomes for students enrolled in our schools. Schools largely serve school-aged children involved in the foster care, juvenile justice, and special education systems. The Coalition speaks on behalf of a broad spectrum of special education students enrolled in our member agency schools – from those with emotional/behavioral issues to those with developmental challenges – by advocating, assisting, and representing the schools that support and educate them.

## Board of Directors

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Heath Bloch, Vice President, Andrus  
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## The 853 Coalition Management Team

Kathleen Brady-Stepien, CEO  
Michelle Newman, Associate Executive Director, Upstate  
Dominique McLeod, Administrative Assistant  
Brian O'Reilly, Forvis, Fiscal Consultant



## Member Agencies:

Abilities First - <https://www.abilitiesfirstny.org/>  
Anderson Center for Autism - [www.andersoncenterforautism.org/](http://www.andersoncenterforautism.org/)  
Andrus – [www.andruscc.org/](http://www.andruscc.org/)  
The Arc Erie County New York - [www.arceriecounty.org/](http://www.arceriecounty.org/)  
Astor Services for Children & Families - [www.astorservices.org/](http://www.astorservices.org/)  
Cantalician Center for Learning - [www.cantalician.org/](http://www.cantalician.org/)  
Cardinal Hayes School for Special Children - [www.cardinalhayeshome.org/](http://www.cardinalhayeshome.org/)  
Center for Developmental Disabilities - [www.centerfordd.org](http://www.centerfordd.org)  
Center for Spectrum Services – [www.centerforspectrumservices.org/](http://www.centerforspectrumservices.org/)  
Charlton School - [www.thecharltonschool.org/](http://www.thecharltonschool.org/)  
Children's Home of Kingston - [www.chkingston.org/](http://www.chkingston.org/)  
Children's Home of Wyoming Conference - [www.chowc.org/](http://www.chowc.org/)  
Crossroads Center for Children – [www.crossroadcenter.org/](http://www.crossroadcenter.org/)  
Devereux Advanced Behavioral Health - [www.devereux.org/](http://www.devereux.org/)  
Easter Seals NY - [www.easterseals.com/newyork/](http://www.easterseals.com/newyork/)  
Gateway Longview - [www.gateway-longview.org/](http://www.gateway-longview.org/)  
Green Chimneys Children's Services - [www.greenchimneys.org/](http://www.greenchimneys.org/)  
Harmony Heights - [www.harmonyheights.org/](http://www.harmonyheights.org/)  
Hawthorne Foundation Inc. - [www.hawthornefoundation.org/](http://www.hawthornefoundation.org/)  
Hillside Family of Agencies - [www.hillside.com/](http://www.hillside.com/)  
House of Good Shepherd - [www.hgs-utica.com/](http://www.hgs-utica.com/)  
LaSalle School - [www.lasalle-school.org/](http://www.lasalle-school.org/)  
LearningSpring School – [www.learningspring.org/](http://www.learningspring.org/)  
Lowell School - [www.thelowellschool.com/](http://www.thelowellschool.com/)  
Martin de Porres School - [www.mdp.org/](http://www.mdp.org/)  
Mary Cariola Center - [www.marycariola.org/](http://www.marycariola.org/)  
Mountain Lake Academy – [www.mountainlakeacademy.org/](http://www.mountainlakeacademy.org/)  
New Directions Youth and Family Services – [www.fosteringgood.org/](http://www.fosteringgood.org/)  
The New Life School – [www.thenewlifeschool.com](http://www.thenewlifeschool.com)  
Norman Howard School - [www.normanhoward.org/](http://www.normanhoward.org/)  
Northern Rivers Family Services - [www.northernrivers.org/](http://www.northernrivers.org/)  
Oak Hill School – [www.oakhill.org/](http://www.oakhill.org/)  
OLV Human Services – [www.olvhumanservices.org/](http://www.olvhumanservices.org/)  
The Reece School - [www.reeceschool.org/](http://www.reeceschool.org/)  
Rising Ground – [www.risingground.org/](http://www.risingground.org/)  
SAIL at Ferncliff Manor - [www.sailatferncliff.com/](http://www.sailatferncliff.com/)  
School of the Holy Childhood - [www.holychildhood.org/](http://www.holychildhood.org/)  
SCO Family of Services – [www.sco.org/](http://www.sco.org/)  
Stanley G. Falk School - [www.falkschool.com/](http://www.falkschool.com/)  
St. Anne Institute – [www.stanneinstitute.com/](http://www.stanneinstitute.com/)

St. Catherine's Center for Children - [www.st-cath.org/](http://www.st-cath.org/)  
St. Dominic's Home - [www.stdominicshome.org/](http://www.stdominicshome.org/)  
Springbrook - [www.springbrookny.org/](http://www.springbrookny.org/)  
Summit Children's Residence Center - [www.summitnyack.com/](http://www.summitnyack.com/)  
Summit Educational Resources - [www.thesummitcenter.org/](http://www.thesummitcenter.org/)  
Upstate Cerebral Palsy - [www.upstatecp.org/](http://www.upstatecp.org/)  
Vanderheyden – [www.vanderheyden.org/](http://www.vanderheyden.org/)  
Villa of Hope - [www.villaofofhope.org/](http://www.villaofofhope.org/)  
The Westchester School for Special Children – [www.westchesterschool.org/](http://www.westchesterschool.org/)

## ABILITIES FIRST

**Main Address**

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Wappingers Falls, NY 12590  
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**CEO:**

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**Education Contact:**

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**CFO:**

Name: Ellen Griffin  
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**School Name:** Abilities First School

**School Principal:** Karyn Lange

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Intellectual Disability, Multiple Disabilities, Speech-Language Impairment, Other Health Impairment, Autism.

Areas Served: Located in the Hudson Valley serving all of New York State.

School Description: Abilities First, Inc. is a multi-faceted non-profit organization offering a variety of services to children and adults with developmental challenges. Among its other services, Abilities First has been operating an 853 School Program for over 40 years in Dutchess County. Our main location is in the Town of LaGrange where we serve 92 children in 9 classrooms. We also operate three (3) classrooms that are integrated in Red Hook Central School District buildings. A total of 24 children are served in these locations. Last year we served a total of 116 children between LaGrange and Red Hook.

This fall we opened a new satellite school location in Orange County that is authorized to serve an additional 40 students. We are in a temporary location in Cornwall for this school year while we renovate a newly acquired building in New Windsor. This year we expect to serve a total of 156 students in the 853 School Program.

In our program we serve children with the following disability classifications: Intellectual Disability, Multiple Disabilities, Speech-Language Impairment, Other Health Impairment, and Autism. Among other things, our program is known for its innovative use of assistive technologies and state-of-the-art facility for gross motor therapies.

## ANDERSON CENTER FOR AUTISM

**Main Address**

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Staatsburg on Hudson, NY 12580  
845-889-4034

**CEO:**

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**CFO:**

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**School Name:** Anderson Education Center

### SCHOOL PROFILE

Age Group Served: School-aged children up to 21 years.

Student Population: Primary diagnosis of autism.

Areas Served: Located in the Hudson Valley serving all of New York State.

**School Description:**

- Incorporates teaching and learning methodologies based on a Positive Behavioral Supports model with proactive and support strategies to assist students as they learn and grow.
- All classrooms provide a communication rich learning environment where communicative supports are readily available.
- Goals and objectives are identified for each student and target pivotal skill areas such as communication, social interaction, organization, and independent life skills.
- Services vary among classrooms with the focus of instruction aligned with the age and ability levels of students.
- For elementary age classrooms – the program addresses school readiness behaviors such as sitting, listening to a speaker, taking turns, academic functioning, and social skills development.
- For middle school age classrooms – the focus is on academic and functional academic development, social skills and vocational learning opportunities.
- For high school age classrooms – the program focuses on functional academic and/or life skills development as well as the inclusion of transition/vocational learning and training opportunities.

- Behavioral analytic teaching strategies, interventions and evaluative data review are embedded into the infrastructure with direct instruction, discrete trial teaching and visual, environmental, sensory and communication supports utilized as appropriate.
- Working within a collaborative interdisciplinary model, behavior specialist/analysts, speech and occupational therapists provide services within the classroom. Certified special educators then embed appropriate student specific supports into ongoing classroom lessons and activities.
- Special educators plan content based lessons using a curriculum that reflects New York State Learning Standards.
- Student progress and learning milestones are shared with families and school districts through quarterly IEP reports, quarterly report cards, annual and alternate assessments, meetings, phone conversations with case managers or teachers, and email correspondence.



## ANDRUS

**Main Address**

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914-965-3700

**President& CEO**

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**Education Contact**

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**CFO**

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**School Name:** Orchard School

**School Principal:** Vivian Ko-Roccio

### SCHOOL PROFILE

Age Group Served: 5-17

Student Population: Emotional Disturbance, Learning Disability, Multiple Disabilities, Other Health Impairment, Speech or Language Impairment

School Description: Andrus is a Sanctuary certified agency. Located on the sloping hill of a former apple orchard, the nationally acclaimed Orchard School embodies both the comfort of nurturing care and the promise of new opportunities. Residential and Day students are educated together in the school program. All of us at ANDRUS are proud that the Orchard School has been designated a Blue Ribbon School three times by the U.S. Department of Education, and accreditation and affiliations have earned the Orchard School numerous credentials and awards.

Students at our school receive highly specialized instructional services in classrooms with an average of eight students and at least two staff, assuring each child the tailored attention needed to reduce frustration and foster success. We emphasize hands-on projects that encourage children to see themselves as capable and creative, while individualized reading, writing and math instruction permit students to forge ahead or catch up at their own pace, without feelings of stigma or difference. To respond to the growing need for appropriate educational planning and placement for children diagnosed with Autism Spectrum Disorders (ASD), we have established the “STARS Building” for grades 6 to 9 – our school

wing catering to students on the Autism Spectrum. The STARS Building has evolved into a specialized program designed to meet the needs of children who may have primary or co-occurring diagnoses of Asperger's Disorder, Autism, or Pervasive Developmental Disorder- NOS. Andrus has a full sensory room and provides sensory therapies for children on the spectrum every day with licensed OT's.

In addition to academic skills, our program includes abundant opportunities for artistic and athletic exploration and success, including an adventure-based counseling program, chorus, dance, sports and a six week thematic summer session. Other enrichments include: Spring/Winter Concerts; International Food Festival; Field Trips to support thematic learning; Annual trips to Philadelphia and Washington D.C.; and science and art shows. Andrus has a music program that helps to realize artistic potential which allows children to sing and use a recording studio. The NYPUM program allows our residential students to ride dirt bikes around our campus.

## ASPIRE CENTER FOR LEARNING

**Main Address:**

2356 N Forest Rd  
Getzville, NY 14068  
(716) 505-5500

**CEO:**

Name: Renee Filip  
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**Education Contact:**

Name: Rochelle Hoot, Director of Educational Services  
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**CFO:**

Name: Jennifer Ball  
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School Name: Aspire Center for Learning  
School Principal: Sarah Maciejewski

**Profile**

Student Population: 5-21 years old

**School Description:**

The mission of Aspire's Educational Services is to enhance the lives of our students by providing the highest quality education and services for developmental disabilities, using state of the art technology, equipment, instructional strategies, and therapeutic interventions.

In September of 2014 Aspire proudly opened its fully renovated and expanded Center for Learning campus on Union Rd. Our developmental disabilities school now features state of the art technology, 100% accessibility, 21st century environmental controls and new specialty spaces including a cafetorium, life skills classroom and walking track.

We serve 120 school-age students and are hoping soon to open a new classroom. This would then let us service 132 school-age students. We service students who are Multiple Disabled, in a 12:1:4 setting. Students have access to community training, life skills classroom, library, art, music, and specially designed PE.

## ASTOR SERVICES FOR CHILDREN AND FAMILIES

**Main Address**

6339 Mill Street  
Rhinebeck, NY 12572  
845-871-1000

**CEO**

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**Education Contact**

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**CFO**

Name: Nancy Santiago  
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**School Name:** Astor Services for Children & Families

**School Principal:** Tiffany Helms

### SCHOOL PROFILE

Age Group Served: 5 -13

Student Population: Emotional Disturbance, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury

School Description: The Astor Learning Center located in Rhinebeck, NY is the educational component for the residential program Astor Services for Children and Families. We serve children from 5-13 in classrooms of 6 to 8 students. We offer speech/language and occupational services to our 80 students (64 residential/16 day students). Special education services are provided to our students including social skills lessons. We have program initiatives in both PBIS and CARE to meet the difficult struggles of our students. Although we teach all major subject areas, the primary focus of the learning center is to remediate deficits in reading and math. Our remedial computer lab program uses LEXIA to attend to the students reading programs and our school wide reading program uses Reading Master which contains a Corrective Reading component to help eliminate the child's deficits in reading. In addition to our school program, Astor Services provides many enriching activities to help support the whole child. Our grounds support an organic garden, children participate in Lyons Club basketball, Little League baseball and other community based activities such as the Bardavon, community days in Rhinebeck. We create a therapeutic atmosphere which attempts to heal the wounds of trauma. Our educational staff together with our residential program strives to meet the needs of our children and families to assist them in improving their lives once reentering the community.

## BEYOND SUPPORT NETWORK

**Main Address**

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**CFO**

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**School Name(s):** Cantalician Center for Learning

**School Principal(s):** Julie Davis and Mark Blesy

### SCHOOL PROFILE

Age Group Served: Preschool and School Age; Ages 3-21

Student Population: Multiple Disabilities, Intellectual Disability, Other Health Impairment, Traumatic Brain Injury, Autism, Visual Impairment, Orthopedic Impairment

Areas Served: Erie, Niagara, and Genesee Counties

School Description:

Cantalician Center was founded in 1956 by a gifted Felician sister who was a trained psychologist to serve preschool and school age children with developmental disabilities. The school was launched with the intention that every person can learn to be part of the community through patience, love and acceptance. During the earliest years, Felician sisters and parents served as staff to educate and train the children.

Through the years, the program and enrollment expanded and the school began to hire professionally trained teachers and therapists who were able to augment this humanistic approach with proven educational and therapeutic practices. Today, Cantalician Center serves more than 300 children annually from birth to 21 years of age through its daycare, preschool and school age programs, as well as adult service initiatives that include vocational, supported employment and day habilitation services.

The focus of Cantalician Center is to provide the necessary comprehensive educational, social and therapeutic services to children from birth through adulthood. Initially, we prepare them for early education success that will enable enrollment in a non-exclusionary learning environment with their peers – the most effective model for educational success for children with disabilities. In cases where children must remain in a segregated learning environment, Cantalician Center will continue to provide comprehensive educational services through school-age programming until age 21 and provide adult services for individuals over 21.

## CARDINAL HAYES SCHOOL FOR SPECIAL CHILDREN

**Main Address**

60 Joseph Drive  
Millbrook, NY 12545  
845-677-6363

**Executive Director**

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**Director of Education**

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**CFO**

Name: Trish Scott  
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**School Name:** Cardinal Hayes School for Special Children (aka Hayes Day School)

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Severe Intellectual Disability, Multiple Physical Disabilities, Other Health, Orthopedic, Visual and Hearing Impairments.

Areas Served: Mid-Hudson Valley

School Description: Hayes Day School, certified by NYSED since 1984, is situated on 10 private wooded acres in Millbrook, New York (Dutchess County) and serves the needs of students aged 5-21 with severe intellectual and physical disabilities. Our school consists of two buildings providing 21,000 square feet of unique learning space. Eight classrooms offer the support of either a 1:6:3 or a 1:12:4 staff to student configuration. On site Nursing Support is available for students with chronic medical conditions. A capacity of 60 students are provided a full spectrum of services including PT, OT, Speech, TVI and Behavioral support in a sensory learning environment. In addition, our program offers Adapted PE, Yoga Classes and Music Therapy. Many of our students utilize assistive technology to expand their daily living skills. We currently offer services to children from ten school districts. All children are referred to us through their school district Committee on Special Education.

## CENTER FOR DEVELOPMENTAL DISABILITIES

**Main Address**

72 South Woods Road  
Woodbury, NY 11797  
516-921-7650

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**Education Contact**

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**CFO**

Name: Mary Beth Lichneger  
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**School Name:** The Children's Day Program at The Center For Developmental Disabilities

**School Principal:** Paula Matthews

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Intellectual Disability, Multiple Disabilities

School Description: The Children's Day Program is a 12 month educational program serving students ages 5-21 who have classifications of Autism, Intellectual Disability or Multiple Disabilities. All referrals come through the local Committee for Special Education. We serve students living in Nassau and Suffolk Counties as well as New York City. Our goal is to provide quality educational programming in order to increase every student's level of independence so he or she is able to participate more effectively in the community. The classroom curriculum covers academic subjects such as English Language Arts, Mathematics, Science and Social Studies, while also fostering the development of each student's daily living skills and social skills. Computer and technology education are a part of each classroom's weekly schedule. Students are also provided opportunities to participate in engaging, interactive lessons presented on Smart Boards and a Smart Table. Additionally, classrooms also have access to iPads and Prox Talkers to be used as educational tools. Our Vocational Education Program focuses on preparing student's to become productive members of the community by teaching skills such as housekeeping, shopping, sorting, matching, money, budgeting, and organizational skills. The program provides some students the opportunity to go into the community to volunteer at local businesses. Related Services include; Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling Services, Nursing Services, Adaptive Physical Education, Art Therapy, and Music Therapy



## CENTER FOR SPECTRUM SERVICES

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845-336-2626

**Executive Director**

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**Education Contact**

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**CFO**

Name: Shelley Beck  
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**School Principal:** Charlotte Mennona

### SCHOOL PROFILE

Age Group Served: 4-12

Student Population: Autism

Areas Served: Hudson Valley

School Description: Center for Spectrum Services is committed to providing state-of-the-art services for people of all ages with Autism Spectrum Disorders and their families. Spectrum Services programs serve over 250 students annually from 32 school districts and 7 counties in the Hudson Valley. The mission of Center for Spectrum Services is to evaluate individual needs, develop nurturing, therapeutic learning environments, and foster professional growth. We believe that family, staff, and community collaboration is the cornerstone of our success. Located in our main facility in Kingston, and also in Ellenville, New York, our two school programs are staffed by highly trained, dedicated professionals who select treatment strategies and evidence-based interventions to meet the unique needs of each student, in well-equipped classrooms engineered to foster maximum learning opportunities.

Our school programs serve students from 3 to 12 years in full-day, self-contained classes. Our community-based programs offer special education and related services to eligible toddlers and preschoolers in home, nursery school, and childcare settings through the Early Intervention Program. Close family involvement is central to Center for Spectrum Services philosophy. Active parent participation is considered an important ingredient for student success. Frequent contact between parents and teachers keeps communication clear and collaborative. Parent education and support meetings are scheduled monthly, as are sibling groups designed to meet the needs of the siblings of our

students. Classroom visits offer family members the opportunity to observe and understand their child's programs. Whenever possible, our staff give caregivers the skills and direction they need to work with their child after school and between sessions.

Our Spectrum Services Clinic offers comprehensive diagnostic evaluations for people of all ages using state-of-the-art measures. We provide consultations to schools or agencies, and customized trainings and workshops for parents and professionals on best practices. After school social skills groups and individual counseling are available for children and adolescents with high-functioning autism. Hosting hundreds of visitors annually, Center for Spectrum Services is considered to be a model program, and New York State has recognized it Spectrum Services as a School with Effective Practices for the way students are transitioned back to their home districts. In partnership with SUNY New Paltz, Spectrum Services has been funded to offer graduate students courses in best practices in educating students with Autism Spectrum Disorders.

Our staff has served on State Policy Setting Committees focusing on autism and other special education topics. The Center for Spectrum Services produced a short educational documentary called *The Asperger's Difference*. Center for Spectrum services is fully licensed by the NYS Department of Education.

## CHARLTON SCHOOL

**Main Address**

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Burnt Hills, NY 12027  
518-399-8182

**CEO**

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**Education Contact**

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**CFO**

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**School Name:** Ketchum-Grande Memorial School

### SCHOOL PROFILE

Age Group Served: Adolescent Young Women 13-21

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Other Health Impairment

School Description: The ultimate goal of The Charlton School program is to help our students become emotionally healthy, socially well-adjusted individuals who are able to achieve their highest level of individual independence. To achieve this goal our educational and treatment interventions focus on helping our students improve competency with executive functioning and self-advocacy. The school was established in 1980 and is approved by the New York State Education Department (NYSED) as an Article 89 school. The Charlton School is highly effective at stabilizing and healing adolescent girls with histories of trauma due to integration of treatment/special education/residential programs. We have deliberately kept the number of students small so we can maximize personal relationships and communication with the students and across all staff. We innovate in combined child study and clinical teams to create crafted treatment for each student. Recent growth has included the addition of equine therapy and 5 million dollar expansion of the campus school (Ketchum-Grande).

Instruction is based on NYSED learning standards, assessments, and curriculums that guide our intensive special education program designed to prepare students to pass Regents examinations through grade level courses and earn credits toward high school graduation.

Students who have struggled with school in the past customarily achieve success through small classes and high levels of academic and counseling support. A Child Study Team monitors student progress to ensure high-quality, individualized programming. Through this process, previously unrecognized learning difficulties may be assessed.

Remediation is regularly provided through Academic Intervention Services, a consulting special education teacher, and instruction by experienced faculty. Guided by school-based counseling and the school's commitment to developing the whole child, students are empowered to change previous behavior and make constructive choices for success in school and lifelong learning. The campus-wide, choice-based treatment approach allows students to acquire and practice normative behaviors until they become personal habits. The positive change in each student's personal development ultimately leads to her successful reintegration into the home school.

## CHILDREN'S HOME OF WYOMING CONFERENCE

**Main Address**

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Binghamton, NY 13901  
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**CEO**

Name: George Dermody  
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**CFO**

Name: Phillip Strawn  
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### SCHOOL PROFILE

Age Group Served: 5-19

Student Population: Emotional Disturbance, Learning Disability, Multiple Disabilities, Other Health Impairment

School Description: The Children's Home is licensed by the New York State Education Department to provide specialized educational services in an on-campus school to children in the following programs: Residential Treatment Center, Diagnostic Program, Day Treatment Program, and Day School.

While in treatment, students are provided with an educational program in a safe and highly structured environment. It is the goal of this program to enhance each student's academic stature as well as provide a behavioral structure which will afford them an opportunity to attain a greater degree of success during their educational years and beyond. The education staff work within a multi-disciplinary team to ensure quality care to the children we serve.

We serve students in grades K-12. Students attend 6:1:1 or 8:1:1 classroom settings. Education instruction includes the core subjects of Math, Language Arts, Science and Social Studies as well as the special area subjects of Physical Education, Music, Art, Computers, Industrial Arts and Health. Related services which include Speech & Language, Remedial Reading and Guidance are also offered. We use Dialectical Behavior Therapy as our treatment model and CARE as our program model. The school also uses PBIS.

The education program provides both a regular education curriculum and special education services. If a student enters our program as a regular education student, he/she is provided with the general education curriculum, but afforded the opportunity to benefit from the specialized structure and resources of the program.

## CROSSROADS CENTER FOR CHILDREN

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### **CFO**

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**School Name:** Crossroads Center for Children

**School Principal:** Kelly Young

## SCHOOL PROFILE

Age Group Served: 5-12 yrs old

Student Population: We serve students classified with Autism, Emotional Disturbance, and/or Other Health Impairment.

Areas Served: Capital District and surrounding counties (primarily Albany, Schenectady, Rensselaer, Saratoga, Warren, Washington, Fulton, Montgomery, Greene, Schoharie)

School Description: Crossroads provides specialized education and therapy programming to children with special needs due to developmental delays such as autism. Crossroads Center for Children is a specialized, applied behavior analysis (ABA) school serving children from 18 months to 12 years old. Most of our students with special needs are diagnosed with autism, and others come with a variety of special learning needs. In addition to our school age program, we also have typically developing pre-school students with general education needs, who integrate and make our preschool classrooms wonderfully supportive environments for all.

We serve students through a centerbased (approved preschool and school age programs) model, as well as provide Related Services (speech, OT, PT) to children in the community. In addition, we have a Clinic model that provides ABA services to qualifying children with autism through their health insurance. These services are provided in a variety of settings.

Each year, we serve approximately 100 student's ages birth-12 years old from several surrounding school districts. Our vision is that every student we serve will achieve a full and productive life. Essential skills for life success are taught using only research-based methodologies.

## DEVEREUX ADVANCED BEHAVIORAL HEALTH

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**School Name:** Devereux

**School Principal:** Cindy Alterson

## SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Intellectual Disability, Multiple Disabilities

Areas Served: All NY, primarily Hudson Valley, Westchester, NYC, Long Island

School Description: Devereux's Mission is Devereux Advanced Behavioral Health changes lives- by unlocking and nurturing human potential for people living with emotional, behavioral or cognitive differences. For the children we serve this mission is achieved through our residential school program located in Red Hook, Dutchess County and at our NY Center For Autism research and Educational Services (NY CARES), a day program located in Mt Kisco, Westchester County. Classroom ratios range from 6:1:1 to 6:1:3. Our program provides students with learning opportunities in functional academics as well as extensive community learning experiences, pre-vocational and vocational training preparing the student for transition to adulthood. Each child's education is individualized to help them achieve their goals and become as independent as their abilities allow.

Devereux New York's intervention programs are structured according to student's chronologic and developmental ages as well as specific treatment considerations. All individuals' programs are behaviorally-oriented, with collateral psychosocial supports to promote goal-attainment and independence.

A multidisciplinary treatment team approach insures the development of realistic goals and objectives in



all areas of functioning. All individuals are comprehensively assessed in their initial thirty days of acceptance into the program, and the collected information/data is used to develop an Individualized Service Plan (ISP). Progress reports are issued at the quarterly, semi-annual, and annual points, with specific intensive interventions being monitored even more frequently. An individual's Case Manager coordinates the development, implementation and monitoring of treatment plans/outcome on an ongoing basis throughout the length of the placement.

The therapeutic milieu at Devereux New York embraces a positive approaches philosophy utilizing behavioral interventions at the micro and macro levels.

The Devereux NY CARES: Center for Autism Research and Educational Services provides an extended year, full day, intensive educational and behavioral intervention based on Applied Behavior Analysis to children with autism and other pervasive developmental disorders. The students served by the school present with a range of severity levels and each receives individualized intervention based on his or her needs. A behavioral assessment of developmental functioning, profiles of strengths and weaknesses, and levels of adaptive skills inform and guide these programs. Instructional staff participates in intensive and ongoing training and is held directly accountable for the child's learning. This is accomplished through ongoing data collection and intensive professional supervision. Children's progress is evaluated daily through the systematic collection of performance data.

## EASTER SEALS NY

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**School Name:** The Kessler Center

**School Principal:** Hope Kantor

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: The Kessler Center primarily serves students with developmental disabilities, particularly Autism Spectrum Disorder, Intellectual Disability, Multiple Disabilities, and Other Health Impairments, who have complex behavioral challenges such that they have not found appropriate schooling at other in-district, BOCES, or private day placements in the greater Monroe County area. Our ICF residential program serves students with the characteristics listed above whose intensive needs for support make it unable for them to remain in their family homes or other less restrictive residences.

**Areas Served:**

Day students: Greater Monroe County.

Residential students: We strive to keep students in their state of residence, which is New York. We currently serve students from 26 districts across the state.

School Description: The Kessler Center has advanced expertise in working with students with Autism and Intellectual disabilities paired with challenging behaviors. The school program has seven 6:1:3 classrooms and plans to grow to include one 8:1:3 classroom whose primary goal will be to prepare students for a successful transition to a less restrictive environment and to post-secondary settings. Students in the transition class have the opportunity to practice social skills and work-based learning skills at the Golisano Autism Center.

Students at the Kessler Center engage in experiential learning, community integration, functional academics, daily life skills, and career development through supported work-based activities on campus and off. Students enjoy instruction in ELA, Math, Science, Social Studies, Health, Social Emotional Learning, Prevocational skills, Work-based learning and Career Exploration, Art, Music, and Physical Education. Students learn both in the community as well as on the large campus, which is set back in a residential neighborhood. The campus includes a shaded playground, grassy fields, and a campus garden. Students enjoy eating fresh meals and snacks prepared by the on-site culinary team, which includes a Registered Dietician. The Dietician is available to consult with the team to meet specific the specific dietary needs of students.

As a clinically enhanced setting, the Kessler Center has its own team of full-time clinicians. Students receive Speech Language Therapy, Occupational Therapy, Physical Therapy, Art Therapy, Recreational Therapy (Residential), and Counseling. Counseling is provided by a licensed Psychologist or a Licensed Social Worker. The behavioral team includes a licensed Board-Certified Behavioral Analyst.

Students who attend the Kessler Center learn how to recognize, communicate, and regulate their emotions and behaviors in order to increase the quality of their lives through improvements in their interactions with themselves and others. Graduates from the Kessler Center earn a Skills and Achievement credential.

Students who attend the school program may also reside in the Kessler Center residences. In the residential program, students receive active treatment throughout the day, each week. Residential programming, which focus on skills for daily living and community integration, prepares students for future opportunities in less restrictive home living as well as successful community integration.

Day students and residential students are recommended for placement at the Kessler Center through the CSE process of the district of residence.

## GATEWAY LONGVIEW

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**School Name:** Gateway-Longview Lynde School

### SCHOOL PROFILE

Age Group Served: 4-19

Student Population: Emotional Disturbance, Other Health Impairment

School Description: Gateway-Longview's Educational Services programs are designed to provide highly focused special education to preschool, elementary, middle, and high school students in need of individualized scholastic assistance. Services include therapeutic preschool, day school, and day treatment programs. Creating outcomes, doing the right thing, leading the way - Gateway-Longview is here for a child's tomorrow. We offer parent counseling and training to all families in all educational programs. We have 30 of our 54 residential spots reserved for hard to serve youth.

Residential Education Program: This program includes elementary, middle and high school curriculum and it is designed to help students succeed both educationally and socially. Students placed in the Residential Education program follow all of the educational standards set forth from the New York State Department of Education. General services offered by the Day School/Treatment Program include:

- Highly structured, self-contained classrooms with up to six students with one certified special education teacher and one teacher assistant.
- Therapeutic crisis intervention staff and services are on site.
- Individual and group counseling on weekly basis.
- Educational and support groups are offered for parents.

- The academic curriculum is designed to meet or exceed the guidelines and expectations of the New York State Department of Education.

Day Treatment Program: Gateway-Longview's Day School/Treatment Program provides special education services for children ages 5 to 21 that require a high degree of structure, individualized attention, and support services. The goals are for each child we serve to learn the skills necessary to transition to a less-restrictive classroom, or to graduate from high school. The program is offered in Gateway-Longview's Lynde School, which is conveniently located on Main Street in Williamsville. The program offers transportation from school districts, a hot lunch program including daily breakfast, extracurriculars, student council, and more.

- The Day School/Treatment Program seeks to enable students to expand their sense of responsibility and develop personal coping skills while increasing their academic abilities.
- Eligible students must be referred to Gateway-Longview's Day School/Treatment Program by their home school district's Committee on Special Education and must have an educational classification of Emotionally Disturbed or Other Health Impaired.

Therapeutic Preschool provides special education for children ages 2 years 9 months up to 5 years old with social, emotional, and behavioral issues. The goal is for each child we serve to learn the skills necessary to transition to a less-restrictive classroom. The Preschool currently has locations in Buffalo, Hamburg, and Bowmansville.

- The Therapeutic Preschool works with family and community members in planning for the young student's educational needs.
- Each student's individual strengths and needs are identified by the team (school, family and community) and incorporated into a specific, individualized, treatment plan. The team evaluates the plan at scheduled times to be sure it is working.
- Occupational therapy, physical therapy, speech therapy, group counseling, parent training and case management services are provided as needed.
- The professional staff is fully licensed, accredited, and certified.

## GREEN CHIMNEYS CHILDREN'S SERVICES

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**School Name:** Green Chimneys School

**School Principal:** John Sasso

## SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Emotional Disturbance, Learning Disability, Multiple Disabilities, Other Health Impairment

School Description: Green Chimneys creates and nurtures connections to the community and the natural world utilizing human-animal contact as well as contact with all aspects of nature. Green Chimneys therapeutic treatment and management practices align with a trauma-informed approach to creating and maintaining an optimal environment for safety and recovery. Green Chimneys was designed for students who have been unsuccessful in a traditional educational setting and who require a highly structured and supportive program.

Innovation, quality of program, and community are the hallmarks of Green Chimneys School, guiding our education strategy and therapeutic approach. A unique farm and outdoor setting on two campuses provides countless activities — and opportunities — to engage young minds, support special needs, and help students overcome challenges that are often difficult to address in a typical school environment.

Green Chimneys is recognized as a worldwide leader in animal-assisted therapy and education programs to help children with emotional, behavioral, social and learning challenges. As an innovative and experiential school, Green Chimneys is considered the most diverse of its kind, integrating farming, animal- and wildlife-assisted activities into comprehensive special education and therapy programs. Its

reputation as a humane animal education and wildlife rehabilitation center is equally renowned, and its model-focused care and respect of animals is recognized across the globe.

## HARMONY HEIGHTS

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**School Name:** Harmony Heights School

### SCHOOL PROFILE

Age Group Served: Girls - age 13-21

Student Population: Emotional Disturbance, Other Health Impairment

Areas Served: Long Island, New York City, Westchester, and Rockland

School Description: Harmony Heights is a therapeutic residential and day school for girls with emotional, educational, and social challenges that cannot be adequately served in a traditional high school setting. Harmony Heights' programs and services are designed specifically for depressed, school phobic, withdrawn and fragile girls. Many of our students have been hospitalized for self- injurious behavior, suicidal ideation, gestures or attempts before being referred to Harmony Heights. All of our referrals come through a student's CSE and are classified as either Emotionally Disturbed or Other Health Impaired. All students receive individual and group therapy, as well as family counseling. We are a 12 month program. In the residence there is a 24 hour therapeutic milieu including a level system, supervised recreation, a horse program and numerous activities designed to enhance our students' social skills and self-confidence. Our school is a chartered and registered high school, accredited by the New York State Board of Regents. We follow the New York State curriculum and there are no more than 12 girls in a class with one teacher and one teacher's assistant. Besides our academic classes the school day includes electives, field trips, senior activities and a myriad of activities designed to enhance the academic day. Our guidance counselor



provides transitional planning for each student in collaboration with their families, individual clinician and school district. All students are encouraged to explore a full range of academic and vocational activities. Our summer program includes an equestrian program for day and residential students, Driver's Education and community service opportunities for selected students as well as academics. Students are able to transition between the day and residential programs as their needs and/or progress warrants in collaboration with their parents and school district. Both in our day and residential programs a multidisciplinary team strive to empower our students towards productive and independent lives.

## HAWTHORNE FOUNDATION INC.

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**CFO**

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**School Name:** Hawthorne Country Day School

**School Principal:** Nicole Prisco (Westchester), Dr. Randall Glading (Manhattan)

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: (please list all the student disabilities that you serve):

Our school age program in Westchester County, Hawthorne NY and Lower Manhattan is the largest of our Agency programs and serves children with a diagnosis of autism spectrum disorder, intellectual disability, speech and language impairments, multiple disabilities, and other health impairments.

Areas Served: Currently Hawthorne Country Day School provides an education to students residing in the 5 boroughs of NYC, Westchester County, Putnam County and Dutchess County.

School Description: Hawthorne Country Day School offers classroom sizes that include a ratio of six children, one teacher and two teaching assistants (6:1:2), or eight children, one teacher and three teaching assistants (8:1:3). The student's school day is from 8:30am to 2:30pm. Parent education, counseling, speech, OT, and PT, are provided in accordance with each child's IEP. Hawthorne Country Day School operates on a 12 month school year calendar.

Our teaching methodology uses principles of applied behavior analysis. This involves teaching methods that revolve around using scientific data to improve instructional, behavioral, and interactive techniques, and inform decision making. The methods used in applied behavior analysis focus on targeting specific behavior, defining the behavior, designing an intervention to meet the goal of behavior change, implementing the intervention, analyzing the effectiveness of the intervention, and continuing the intervention or designing a procedure to maintain the behavior change. A full list of curricula is available for review.

As appropriate, students 16 – 21 years old participate in grade appropriate, Regents, work-based learning and/or vocational programming in order to prepare them for the transition to post-secondary and/or adult services. Transition Planning involves navigating a series of steps according to a Transition Timeline in order to prepare students for exit from HS. It can involve:

- Student Transition Planning Mtgs.
- Applying for eligibility for OPWDD and/or ACCES-VR services
- Applying for guardianship, SSI
- Exploring/applying for post-secondary options (day/residential programs, vocational/educational training, employment)
- Connections to other HFI depts. (Self-Direction, Fiscal Intermediary, Care Coordination)

All HS students attending HCDS have opportunities to participate in WBL experiences reflective of their interests as self-reported on transition assessments, or by other means, and linked to their IEP goals. Students working toward the CDOS Credential are required to accrue 216 WBL hours between grades 9-12. The HCDS WBL Program is a Community-Based Work Program for Students with Disabilities as defined in the NYS WBL Manual and complies with all U.S. & NYS Dept. of Labor and NYSED regulations. Teachers, Job Coaches, & TAs provide in-situ training.

Types of WBL Experiences offered include Internships: Students engage in WBL activities on-campus such as operating our school-store and Peer Mentoring. Externships include students with appropriate prerequisite skills traveling to community-based sites across Westchester/Bronx such as FDR Park, SPCA, Rye Historical Society, DeLillo's Pastry Shop, Modell's, Concordia College, etc.

Furthermore, we use various sources of data to identify programmatic goals. For example, we utilize the Blueprint for Improved Results for Students with Disabilities, a document issued by NYSED, to align some of our programmatic goals.

## HILLSIDE

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Crestwood Campus School: Principal, Stephanie Ciccone [sciccone@hillside.com](mailto:sciccone@hillside.com) Crestwood Campus School serves residential and day treatment students (AU, MD, ED, OHI)

Werner Halpern Day Treatment: Principal, Laurie Ganger [lganger@hillside.com](mailto:lganger@hillside.com) (ED, OHI, AU, ID)

Snell Farm Residential Children's Center: Principal, Colleen Hill [cahill@hillside.com](mailto:cahill@hillside.com) Sex Offender Program ages (12-21) (ED, OHI, AU, ID)

Finger Lakes Residential Campus Principal, Elaine Quintana [equintan@hillside.com](mailto:equintan@hillside.com) (ED, LD, OHI)

Varick Residential Campus School: Principal, Lori Skelton [lskelton@hillside.com](mailto:lskelton@hillside.com) (ED, LD, OHI, MD, AU, ID)

**School Name:** Hillside Monroe Campus

**School Principal:** Emanuel Alston

## SCHOOL PROFILE

Age Group Served: 3-19

Student Population: Emotional Disturbance, Intellectual Disability, Other Health Impairment

School Description: Hillside Children's Education Centers are therapeutic in that they provide both clinical treatment, medical care and academic programming for its students. The agency's philosophy of service is family guided, youth driven, cultural competence and trauma informed which means that we endeavor to meet each student's needs and interests individually.

- Creekside Day Treatment is a collaborative program of Hillside Children's Center and Monroe No.1 BOCES. It is a unique regional program that offers academic and vocational education in combination with mental health treatment for children with dual diagnoses.
- Crestwood Day Treatment Programs were developed for children age 3 to 12 who are experiencing school related and/or family problems significant enough to disrupt their education. Day Treatment provides the special educational programming, ongoing structure, support and intensive individual group and family therapy.
- Day Treatment at Clara Barton School No.2 offers ongoing mental health services embedded in a school setting. The classrooms are 6:1:1 with the addition of a Hillside Behavior Support Specialist in each classroom. The Rochester City School District provides a teacher and a paraprofessional in each of the rooms. The program is designed to address mental health issues related to trauma, anxiety, mood disorders, academic and learning difficulties, and behavioral struggles. The student will learn more effective coping skills or the necessary skillset they need in therapy with their Clinician and the Behavior Support staff. The goal is to teach the students to utilize these skills throughout the day at school. The program is located within Clara Barton School, a K-8th grade school allowing the Hillside students the opportunity to participate in school specials, field trips and extracurricular activities if they desire.
- e-START program is collaboration between Hillside Children's Center and Monroe No.1 BOCES. The program is designed for secondary students (grades 9 – 12), who are in the average to above average range for intelligence, but have emotional challenges that have made it difficult for them to attend and function successfully in their regular community school. Students are referred to e-START by the Committee on Special Education in their local school district. The goal of the program is to provide a supportive environment that will enhance the youth's ability to experience educational success as well as learn strategies for managing mental health challenges.
- Halpern Day Treatment serves students referred by their local Committee on Special Education who are experiencing school related and/or family related problems significant enough to disrupt their education. Halpern provides special education programming and mental health treatment in a structured, supportive therapeutic environment.

- RCSD Student and Family Support Center removes barriers to academic success by increasing school attendance and the wellbeing of the students.
- Stepping-Stones-Day-Program-SS offers a structured small group therapeutic environment that helps students overcome the emotional and behavioral challenges that interfere with learning, so that they may return successfully to their home district. The Stepping Stones Day Program is a collaborative with Oswego BOCES and Hillside Children's Center. Our special education teachers and specialist support staff from Oswego County BOCES, and an on-site team of mental health professionals recruited and managed by Hillside Children's Center, will work together to promote participating students' independent functioning, along with their academic achievement and success, through the combination of psychotherapeutic interventions, mental health treatment, behavioral supports, and special education instruction.

## HOUSE OF THE GOOD SHEPHERD

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**School Name:** Tilton School

### SCHOOL PROFILE

Age Group Served: 5-19

Student Population: Emotional Disturbance, Hearing Impairment, Intellectual Disability, Learning Disability, Multiple Disabilities, Other Health Impairment, Orthopedic Impairment, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment

School Description: The Tilton School provides a 12-month educational program certified by the New York State Education Department as a K-8 Special Education residential school. The Tilton School is divided into two segments. The Tilton East segment serves students ages 5 – 13 in 8 self-contained classrooms. The Tilton West segment serves students ages 13–18. The Tilton West program offers 3 self-contained homerooms and 8 transitional homerooms. The students in the transitional homerooms travel to other classrooms for instruction in the classes that they need to successfully meet graduation requirements. A computer lab, library, gymnasium, art and music rooms are shared by both segments. Additional support services provided include occupational therapy, speech and language therapy, and diagnostic evaluations. Technology and Career Awareness classes as well as Spanish and Health are offered to students in grades 7–12. The Learning Center (TLC) provides individual and small group tutoring to students needing additional academic support as well as additional sessions to students preparing for the New York State Regents Exams, Regents Competency Tests and New York State Assessments for grades 3-8.

## LASALLE SCHOOL

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### CFO

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## SCHOOL PROFILE

Age Group Served: 11-19

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Other Health Impairment

School Description: The LaSalle Educational Services program offers a unique emphasis on addressing both the academic and behavioral problems which have interfered with the student's progress in school. A highly structured program with a success-based philosophy surrounds our students with the resources and support needed to function effectively in the classroom. The focus is on remediating academic skills, providing grade-appropriate instruction leading to a NYS Diploma, and developing age-appropriate classroom behaviors. The goal is to prepare students to successfully reintegrate into their local public school, the workforce, or post high school educational settings.

- Junior and Senior High School serving both special education and regular education students in grades 6-12.
- Registered by New York State (NYS) Education Department, and certified as a School of Special Education.
- State-of-the-art educational facility including centers for arts, technology & physical education as well as academia.
- Highly qualified faculty with specialized training in differentiated instruction.
- Compliance with CSE standards and practices, and affiliated with local vocational education programs.
- Grade appropriate NYS curriculum in Language Arts, Social Studies, Math, Science, Fine Arts, Occupational Education, and Physical Education.



- Mainstream academic programs, with departmentalized instruction meeting NYS diploma requirements.
- NYS learning standards fully integrated into courses offered to prepare students for statewide testing and diploma requirements.
- Skills and Achievement Commencement Credential.
- Highly trained school safety counselors able to support each student's attainment of positive school behaviors.
- Positive Behavioral Interventions and Supports (PBIS) principles incorporated into comprehensive behavior management strategies.

## LEARNINGSRING SCHOOL

**Main Address**

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New York, NY 10003  
212-239-4926

**CEO/Head of School**

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**Education Contact/Academic Director**

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**CFO/Director of Administration and Finance**

Name: Eileen Herzog  
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**School Name:** LearningSpring School

**School Principal:** Margaret Poggi

### SCHOOL PROFILE

**Age Group Served:** 5-14

**Student Population:** All of our students are diagnosed on the autism spectrum. We accept the following IEP classifications: autism, speech/language impaired, emotional disturbance, learning disability, other health impaired.

**Areas Served:** All five boroughs of New York City. We also accept students from other nearby school districts (New Jersey, Westchester, and Long Island).

**School Description:** In the fall of 2001, the LearningSpring Foundation opened its first program, the LearningSpring Elementary School, now the LearningSpring School (LSS), a model school that was conceived, built, and staffed to educate children with ASD. LSS celebrates the fact that its children are bright, but understands that they have social-communication, sensory-motor, organizational, and processing deficits. Thus, the underlying model for LSS is quite different from other schools. Where most schools focus almost exclusively on academic performance, LSS's curriculum is equally divided between Social/Emotional, Speech/Language, Sensory/Motor, and Academics. LSS realizes that for its children, academic performance does not necessarily lead to success in life. LSS builds into its curriculum important life skills that are often compromised in children with ASD and taken for granted in a mainstream environment.

LearningSpring has developed an integrated curriculum designed to set high standards and expectations for each student based on their ability, and provide the structure and support to enable each student to

succeed. Using a Cooperative Learning Paradigm, the needs of the whole child are addressed by integrating the learning of challenging academics with the equally important mastery of social/emotional, pragmatic language, organization and sensory-motor skills. LearningSpring celebrates each student's strengths, and works to remediate his or her weaknesses. Students at LearningSpring often benefit from:

- Activity-based learning or learning by doing
- Hands-on-learning that enables the development of abstract ideas into concrete realities
- Projects that demonstrate practical real world knowledge and experience
- Their own specific interests being incorporated and expanded upon in classroom activities and assignments

The LearningSpring Curriculum is multi-disciplinary, rich in content, and is constantly changing in order to be responsive to the student's needs. It is structured to minimize distraction and to help increase the student's flexibility. The uniqueness of the curriculum is that it is not based on one methodology, but draws on a variety of techniques and resources. It is comprised of the following:

- An academic curriculum that adheres to the New York State Education Department Learning Standards
- Social-Cognitive-Behavioral Curriculum that is taught and practiced throughout the entire school day
- Speech/language therapy
- Occupational therapy
- Adapted physical education
- Computer/keyboarding
- Enrichment classes in drama, music, and art
- Library/media resources

The LearningSpring School contends that there is no inherent reason why children with Autism Spectrum Disorders cannot graduate from high school, go on to college, and grow up to have independent, healthy, happy and fulfilling lives.

## THE LOWELL SCHOOL

**Main Address**

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Whitestone, NY 11357  
718-352-2100

**CEO**

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**Education Contacts**

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**CFO**

Name: Shaneza Mohamed  
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**Principal Name:** Susan Klein

### SCHOOL PROFILE

Age Group Served: 5-21

**Student Population:** The school is approved to accept students with the classifications of Learning Disabled, Speech or Language Impairment, Autism, Other Health Impairment, and Emotionally disturbed.

**Areas Served:** Queens, Manhattan, Bronx, Brooklyn, Staten Island, Long Island and Westchester.

**School Description:** Our goal is to close the gap between a child's potential and his/her day-to-day performance. An emphasis is placed on developing self-respect, responsibility and building character. We respect and nurture the unique qualities of all students within the context of a challenging academic program and offer an environment that encourages and provides opportunities for academic achievement and social growth. Often referred to as "the family school," close cooperation between home and school is the cornerstone of Lowell. We provide an outstanding individualized Reading Program using certified Reading/Literacy teachers as a pull out program.

The Lowell School follows the New York State Common Core curriculum guidelines at each grade level. Modified materials and specialized instruction are used to establish and build the concepts required. Core subjects such as reading, mathematics, language arts, social studies and science are taught at each grade level. Art, music, home and careers, computer science and physical education are integral parts of the curriculum. Our program is enriched through field trips, on site professional presentations, multimedia materials and interactive programs.

We maintain a 12:1:1 ratio that allows students to receive the individualized attention they need to achieve and highly qualified teachers who are state certified and trained in Special Education pedagogy, techniques and interventions.

## MARY CARIOLA CENTER

**Main Address**

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**CFO**

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**School Name:** Mary Cariola Children's Center

**School Principal:** Keri Lazenby Neathawk; Rachael Stell

### SCHOOL PROFILE

Age Group Served: 3-21

Student Population: Intellectual Disability, Multiple Disabilities, Other Health Impairment, Traumatic Brain Injury, Autism, Deafness, Hearing impairments and Vision impairments.

School Description: Mary Cariola Center, Transforming Lives of People with Disabilities provides education and life skill development to children and youth who have multiple complex disabilities. Innovative education is complemented by a variety of clinical and therapeutic services such as speech, physical and occupational therapy, music, behavior and vision therapy. Our school serves a 10-county region and students come from nearly 50 different school districts. . Over half of our students have Autism, and numerous others have cognitive delays, physical impairments, medical fragility, and challenging behaviors. More than half of our students use some kind of high tech or low tech communication device. We also provide onsite nursing, social work staffing and Medical Service Coordination. Our personalized, interdisciplinary, evidence based-education empowers students and inspires their families.

## MOUNTAIN LAKE ACADEMY

**Main Address**

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**School Name:** Mountain Lake Academy

### SCHOOL PROFILE

**Age Group Served:** Mountain Lake Academy serves boys aged 12 through 21.

**Areas Served:** Mountain Lake Academy accepts students from the State of New York and Vermont.

**Student Population:** Mountain Lake Academy provides services for a total of 44 students working through a variety of challenges including but not limited to IEP classifications including Emotional Disturbances, Learning Disabled, Other Health Impairment, and Multiple Disabilities. Mountain Lake Academy receives referrals from both Committee on Special Education and Department of Social Services in New York and Vermont's Department for Children and Families.

**School Descriptions:** Mountain Lake Academy is a residential treatment center in Lake Placid, New York. On campus we house two separate programs; Mountain View (32 students) and Brook View (12 HTP students). Both programs incorporate academics, wilderness therapy, individual and group counseling, and drug treatment into individualized treatment plans for each of our students.

Mountain View offers 12:1:1 or 8:1:1 classroom size in five subjects throughout the year with the ultimate goal of earning a regents diploma. Subjects include Mathematics, History, English, Science, and Technology. Our small class sizes allow students ample one on one instruction with teachers that extends further during a half hour long after-school program. Residentially, academics are further supported by two hours of study hall every week night that is staffed by a licensed teacher.

Students experience a unique opportunity to grow individually as they work their way through a five phase system that promotes self-examination throughout each phase. As students move up in phase they earn privileges and see opportunities to go off campus and into the Adirondack Mountains. After school programming follows a highly structured schedule that keeps our students engaged from the moment they wake up.

Similarly, Brook View offers a higher level of structure than what our students are used to. Brook View is Mountain Lake Academy's 'Hard to Place Unit.' Students at Brook view require a higher level of support and are accordingly provided with a 6:1:1 educational setting. Brook View students usually work towards Regents diplomas but can also earn a CDOS diploma if they agree on this route with their parents and school district. Brook View teachers are special education certified and provide five subjects for our students including English, Mathematics, History, Science and Art.

Each of our students in both Mountain View and Brook View is assigned a therapist and treatment coordinator. Therapists are MSWs and meet individually with students while treatment coordinators provide our parents with their point of contact for any sort of questions or updates they may need. Psychiatry services are also provided on a weekly basis for all students requiring them. In addition to these resources all of our students are evaluated for substance abuse and if need be are provided with on campus counseling through St. Joseph's Addiction and Recovery.

Mountain Lake Academy's residential, educational and clinical staffs in both Mountain View and Brook View are trained to turn struggles and failures into learning experiences through the relationship they have built with our students and proper training.



## NEW DIRECTIONS YOUTH AND FAMILY SERVICES

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### **CFO**

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**School Name:** Henrietta G. Lewis Campus School

## SCHOOL PROFILE

Age Group Served: 5-18

Student Population: Emotional Disturbance, Learning Disability, Other Health Impairment

School Descriptions: Each school program that is operated by New Directions Youth and Family Services has the philosophy that all of our students can learn! We do address our student behavior with our Pathways to Success but we also address their learning concerns meeting each student at their personal learning level. Quality instruction within small class sizes has been the key. The H. G. Lewis Campus School employs many dedicated professionals that makes the difference in student success.

Our schools use strength-based teaching strategies such as differentiated learning with small class sizes. Careful consideration is given to each child's Individual Education Plan (IEP) to ensure that our school can meet your child's specific instructional needs and that the environment will effectively support his or her level of social and emotional development.

**The Henrietta G. Lewis Campus School:** Located on the grounds of the Wyndham Lawn Residential Services in Lockport, NY, the Henrietta G. Lewis Campus School is a private, state-approved school serving Wyndham Lawn Residential Services and day students from surrounding school districts with the goal of returning students to their home districts as soon as possible. To this end, we use a number of innovative instructional strategies, including technology-assisted programs and interactive whiteboards. Fastmath and Read 180, for example, have allowed students to improve math skills by up to 30% in as little as three months.

**The Randolph Academy:** The Randolph Academy is a public Special Act school district located on the campus of Randolph Residential Services in Randolph, NY, and in Hamburg, NY. The Academy provides an intensive, quality education for special needs students. We offer therapy, counseling, and behavior management as well as a full 12-month academic program. In addition, we currently serve many area school districts with our Day Program.

The Randolph Academy recently participated in a New York State pilot evaluation program, where we ranked second out of all participating schools. The project measured student achievement during enrollment through the use of pre- and post-tests. All of our teachers and faculty members are trained in the sociological model of Normative Culture. Our goal is to engage students in the acquisition of the knowledge and skills necessary to become life-long learners – enabling their successful transition back into home, school, and community.

## THE NORMAN HOWARD SCHOOL

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**CFO**

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**School Name:** The Norman Howard School

**School Principal:** Paul Keller

### SCHOOL PROFILE

Age Group Served: 10-19

Student Population: Learning Disability, Other Health Impairment, Speech or Language Impairment

School Description: The Norman Howard School (NHS) fosters the academic growth of students with learning needs using an individualized approach. The school's supportive community promotes students' development as respectful, responsible, resilient citizens. The school promotes the understanding of diverse learning needs and serves as a resource for families and professionals. The Norman Howard School (NHS) is an independent, state approved, day school for students in grades 5 - 12. Our setting provides a quality education program for students with special learning needs including those with classifications of Learning Disability, Other Health Impairment, Speech and Language Impairment, or Autism. Candidates for admission benefit from an academic program and do not require significant behavioral and/or communication interventions. Students from over 30 school districts in eight counties attend NHS. The Norman Howard School offers a small, structured and supportive learning environment with full access to the general education curriculum. Reading and Math intervention and special education services for speech language and counseling are available. Faculty and support staff work as collaborative teams to maximize student learning and social growth. The main focus of the program at NHS is to assist students in reaching their potential by combining a general education curriculum with learning strategies and remediation through an individualized learning plan in a supportive environment. NHS encourages all students to explore their learning strengths and challenges to better understand themselves as learners.

NHS is a Schools Attuned trained school and provides remedial reading instruction using the Wilson Reading System. NHS is accredited by the New York State Association of Independent Schools (NYS AIS) and is an approved special education placement program by the New York State Education Department.

## NORTHERN RIVERS FAMILY OF SERVICES

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### CFO

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**School Names:** The School @ Northeast, Neil Hellman School at Parson

**School Principals:** Rich Danson (School @ Northeast), Jodi Ebel (Neil Hellman School)

## School Profile

**The School @ Northeast:** The School @ Northeast is a co-ed special educational program for up to 150 students in grades 6-12. The school is certified as a special education facility by the NYS Department of Education and serves both students living in some form of residential or family foster care or at home with their families. These young people typically cope with multiple challenges including educational disabilities, family instability, emotional trauma, delinquency, mental illness, truancy and substance abuse. The school offers a full curriculum in structured and supportive learning environment, providing students with a variety of academic, recreational and vocational opportunities. Services include individualized education programs, a comprehensive behavior management system, career development and transitional services, self-contained and departmentalized classrooms, small teacher to student ratios; clinical services such as individual, group and family therapy by on-site clinical staff; door-to-door transportation to and from school and computerized classrooms with assistive technology.

**Neil Hellman School at Parsons:** The Neil Hellman School provides students in grades 1 through 12 with integrated educational and behavioral health services 48 weeks per year. The school is certified as a special education facility by the NYS Education Department, serving both students living in some form of residential or family foster care or at home with their families. The Neil Hellman School includes a NYS Office of Mental Health licensed day treatment program for children, offering enriched behavioral health services both during the school day and in the community. These young people typically cope with

multiple challenges, including serious emotional disturbance, behavioral challenges, and learning challenges. The staff provide therapeutic, educational, and vocational services to empower students to reach their maximum potential. Staff members use hands-on, alternative, and experiential teaching methods in conjunction with traditional instruction to ensure student success. Enriched staff-to-student ratios allow for a supportive environment in which instruction is highly individualized. Staff meet or exceed certification requirements outlined by the NYS Education Department. Close partnerships with parents and local Committees on Special Education allow students to meet their goals to return to less-restrictive, community educational settings.

## OAK HILL SCHOOL

**Main Address**

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Scotia, NY 12302  
518-339-5048

**CEO**

Name: David Mitchell  
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**School Name:** Oak Hill School

### SCHOOL PROFILE

Age Group Served: 5-15

Student Population: Emotional Disturbance, Other Health Impairment

School Description: Oak Hill is the smallest therapeutic private school in New York State. Nine acres of wilderness allows us to incorporate the outdoors into our program which utilizes a non-traditional approach.

The mission of Oak Hill School is to provide a quality individualized education for students with emotional challenges by providing a safe and stimulating learning environment, while focusing on their positive wellbeing.

Oak Hill School's philosophy is to provide a quality, individualized education by nurturing student's self-esteem, fostering wellbeing, facilitating social development, nourishing and maintaining emotional health, fostering creativity, teaching coping and self-monitoring skills, and promoting language development and cognitive growth while working cooperatively with school districts, parents and our community.

## OLV Human Services

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**School Name(s):** Baker Hall, Baker Academy, Baker Day Treatment

**School Principal(s):** Lyndsey Torado, Diane Avecillas, Amy Tassini

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Emotional Disturbance, Intellectual Disability, Autism, Multiple Diagnosis, Traumatic Brain Injury and Other Health Impaired

School Description: All School-Age programs are certified by the New York State Education Department (NYSED) and focus on the student as an individual, promoting growth and development in a caring educational environment. Children may access these programs through the recommendation of their local school districts' Committee on Special Education, or through residential services at Baker Victory Services. Staff are trained in the use of Therapeutic Crisis Intervention (TCI). TCI is a crisis prevention and intervention model developed by Cornell University. TCI is designed to provide staff with skills, knowledge and confidence to deal with children in crisis.

Baker Hall School serves youth from ages 11-21 in grades 6 through 12th grade. A rolling admission process accepts applications throughout the school year. Baker Hall School is licensed by the NYS Education Department.

Baker Hall School has an extensive transition planning program for older students. Students may participate in career exploration field trips; work in prevocational training sites such as food service, customer service, and marketing. The Work Appreciation for Youth (WAY) program helps students create



online work resume portfolios. Students who qualify may be referred for ACCESS-VR (formerly VESID) services which may help provide job assessment and training after high school.

Baker Academy offers structured educational services in a 6:1:1 (student/teacher/aide) ratio classroom setting for children and youth grades K through 8, who experience serious emotional or behavioral challenges. Through a highly structured therapeutic environment, the Academy provides a positive experience as it blends educational services and skill building programs, focusing on self-esteem and the strengths of each student.

Baker Victory Services in conjunction with the New York State Office of Mental Health (OMH) offers a Residential Treatment Facility for males and females ages 12 to 21. These residents are treated by a multi-disciplinary team focusing on interpersonal, emotional, psychiatric, social and family issues. Educational needs are met by attending Baker Hall School.

Day Treatment is a unique combination of a school and a treatment program. We are we certified by New York State Education Department and the Office of Mental Health. This program accepts students K through 12<sup>th</sup> grades.

## THE REECE SCHOOL

### **Main Address**

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### **Education Contact**

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### **CFO**

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## SCHOOL PROFILE

The Reece School is a 501(c) (3) private non-profit elementary school in New York City serving children with special needs, ages 5 to 13. Founded in 1848 and chartered by the State of New York in 1955, it is located at 25 East 104th Street next to beautiful Museum Mile in Manhattan. The Reece School is governed by a voluntary Board of Trustees and receives funding from the State of New York and the New York City Department of Education.

Established over 65 years ago as a non-profit special education elementary school for children who are intellectually capable but face social and educational challenges, the Reece School continues the vision of its founder, Ellen S. Reece, honoring a commitment to its children and their families by:

- Striving for academic excellence while recognizing learning differences in an atmosphere where all students can feel and be successful as well as develop essential academic skills and a lifelong love of learning;
- Providing a nurturing educational environment while supporting each child's self-esteem and enhancement of social skills to ensure success in the community at large;
- Assisting students in developing self-confidence in their abilities and talents as well as pride in their accomplishments; and
- Preparing students for transition to the next educational setting.

For over 65 years it has been the goal of the Reece School to meet the educational and therapeutic needs of psychologically fragile children. The present program consists of three basic elements:

- 1) An academic curriculum which includes New York State approved, standards driven differentiated instruction in language arts, mathematics, social studies, health, science, adaptive physical education, study skills and creative arts;
- 2) Related services of speech and language therapy, occupational therapy and counseling, as mandated;
- 3) A therapeutic milieu emphasizing highly individualized behavioral and psycho-dynamic programming to assist all children in attaining both interpersonal and community related social skills to help prepare them to become competent and happy individuals, family members and citizens.

The Reece School follows the New York State Standards in all curriculum areas, including Mathematics, English Language Arts, Science and Social Studies. In addition, instruction is offered in the visual and performing arts through the Music, Drama and Art programs.

As a non-graded school for students with special needs, the Reece School employs individualized programs designed around the strengths, needs, developmental levels and unique learning style of each student. It aims to provide an atmosphere, of positive behavioral support and educational support in a setting that fosters a love of learning.

The Reece School employs a number of different research and standards based curricula to assist in the development of individual education programs, including Rigby Reading; Wilson Foundations Reading and Literacy; Harcourt Brace Math, Science and Social Studies Study Series; and Touch Math. In addition to these standard curricula, a number of individualized criterion based programs are used, devised using a variety of media to meet the individual needs of each student at the school.

The daily routine at Reece includes a variety of activities that afford each student the opportunity to develop cognitive, affective and psycho-motor abilities in an atmosphere of high expectation tempered by a sensitivity to individual ability and need.

## SAIL AT FERNCLIFF

### **Main Address**

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## SCHOOL PROFILE

Age Group Served: 5 -21

Student Population: Autism, traumatic brain injury, cerebral palsy, challenging behavior, orthopedic problems, neurological disorders, sensory impairments intellectual disability and multiply disabled (with cognitive delay).

Areas Served: Counties New York, Suffolk, Nassau, Westchester, Rockland, Dutchess, Orange and Putnam, Westchester.

School Description: S.A.I.L at Ferncliff Manor is a private residential school located in Yonkers, New York serving children with severe Autism and other developmental delays. Children are referred to Ferncliff primarily through the CSE process, however, approximately 10% of the current student population was referred by either DSS or ACS for residential and educational programs and are classified as Article 81 students.

The facility provides a comprehensive scope of services for its students. Students are educated in classrooms by New York State teachers certified in special education. Based upon need, students may be eligible for related services of physical, occupational and speech therapy. There is 24 hour nursing care, a full time psychologist, licensed BCBA therapist, specialty psychiatric and other medical professionals

available in house. The students' lives are enriched during non-school hours through frequent recreational and vocational community outings, art, music, and in-house recreation programs.

The goal of S.A.I.L at Ferncliff Manor is to give each student the skills necessary to exist as independently as possible in the community after leaving the facility. Comprehensive annual assessments are done on each student and appropriate goals established that may be carried out both in the school and in residence. As discharge approaches coordination with community based agencies ensure the correct adult placement for the student.

## SCO FAMILY OF SERVICES

### Main Address

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### CFO

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**School Name(s):** Theresa Paplin School, Westbrook Preparatory School, The Christopher School Tyree Learning Center, Madonna Heights Residential School

**School Principal(s):** Shante Spivey, Inderpal Walia, Daniel Marangiello, Eileen DiLauro, Carmen Pinto

## SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Autism, Other Health Impairment

Areas Served: Long Island and NYC

**Theresa Paplin School:** SCO Family of Services Theresa Paplin School is located on the Ottilie Residential Treatment Facility (RTF) campus in Briarwood, Queens. Theresa Paplin is a non-diploma bound, New York State certified special education school that serves up to 54 adolescents and young adults, who are dually diagnosed with a serious emotional disturbance and a developmental disability. Our students range in age from 13-21 and have IQ level from 50-79. Their instruction is based on filling their educational gaps as well as pre-vocational and vocational training to assist them in being as independent as possible upon transitioning into adulthood. SCO employs 54 staff at the Theresa Paplin School including nurses, Transition Specialist, Social Workers, Psychologists, Psychiatrists, Teachers, and Teacher Assistants. The dedicated staff at Theresa Paplin provides the right combination of support, guidance and care to help these children and youth grow and learn. Ottilie RTF provides 24-hour support, the most intensive residential mental health services available outside of a hospital and offers a highly structured setting that

emphasizes day-to-day adaptive living skills through a variety of therapeutic and educational programs. This RTF allows the young adults to maintain close contact with their families and communities. Having the students close to their homes and communities allows for a smooth transition to home or an adult placement when the youth reaches 21 years of age.

**Westbrook Preparatory School:** SCO's Westbrook Preparatory School located in Westbury on Long Island was established to serve some of New York State's most vulnerable students. It was created as an in-state residential setting for young people with high functioning autism. Frequently the students arrive with a long list of comorbid concerns including Schizophrenia, Bipolar disorder, Borderline Personality Disorder, Oppositional Defiant Disorder, Obsessive Compulsive Disorder, Eating Disorders, Suicidal Ideation and acting out aggression, etc. Generally, students are young adolescents who have experienced failure in all other placements. They are a population of students who have been bullied, rejected by their peers, adults and their families. At Westbrook Preparatory School, SCO strives to help these children connect with adults, peers, and with society as a whole. Specific to Autism Spectrum Disorder, these students have great difficulty connecting with the outside world. These students are at greater risk than most because they maintain high intellectual capacity along with an inability to utilize executive functioning, maintain healthy human relationships and at times, understand basic human dynamics. As a therapeutic educational setting Westbrook employs 21 faculty and staff consisting of nurses, Transition Specialist, social workers, Psychologists, Psychiatrists, Content area high school teachers, and teacher assistants. Westbrook maintains a high educational level, awarding NYS Regents and Advanced Regents Diplomas, along with on-going therapeutic and post high school transitional planning. Students have also graduated with the CDOS Commencement Credential. The school ensures that these students have a support network around them once they enter the adult world. We work directly with families, school districts, OPWDD, OMH and the other services to provide a network of over-site and support.

**The Christopher School:** SCO's Christopher School is a New York State certified special education school that provides a therapeutic and residential setting for youth, ages 13-21 with Intellectually Disability, Autism, Emotionally Disturbed, and Multiple Disabilities, who require 24-hour supervision. Located in the Edenwald section of the Bronx, the school allows the children and young adults to maintain close contact with their families and communities. Having the students close to their homes and communities allows for a smooth transition to a carefully chosen adult placement when the youth reaches 21 years of age. The school currently serves 24 youth who in the past were either in danger of being placed in an out of state residential school or who were already placed in residential schools outside of New York State due to shortages of schools within New York State that could accommodate their needs. The school provides students with intensive support in an integrated educational and residential setting, creating a safe and reliable environment in which the students flourish. Thanks to this approach we have observed growth and development in the acquisition of behavior control, communication development, academic development, life skills, motor control and vocational skills. SCO employs 25 staff at The Christopher School including teachers, classroom aides, crisis intervention paraprofessional, school psychologist CSE Coordinator, Curriculum Coordinator and transition coordinator. Services provided include Speech Therapy, Occupational Therapy, Physical Therapy, Counseling, and Adaptive Physical Education. The dedicated staff at The Christopher School provide the right combination of support, guidance and care to help these children and youth grow and learn.

**Tyree Learning Center:** Located in Sea Cliff on Long Island, SCO's Tyree Learning Center is a special education school approved by the New York State Education Department. The school provides individualized educational programming and related therapies of speech/language, counseling, occupational therapy and physical therapy for children ages 5 to 21 who are classified with Multiple Disabilities, Autism, Intellectual Disabilities, or Emotionally Disturbed. Currently, Tyree Learning Center serves 72 students, all residing on the campus at the Robert J. McMahon Children's Center Residential Treatment Center. SCO employs 70 staff at the Tyree Learning Center who work as an interdisciplinary team to create a therapeutic yet challenging learning environment that promotes the highest level of independence for each student in every skill area. Individualized education and behavior plans are developed for each student and are implemented across the curriculum. This integrated approach creates a consistent, predictable environment in which the students flourish. Tremendous growth is observed in the acquisition of behavior control, communication development, life skills, motor control and vocational skills.

**Madonna Heights School:** SCO's Madonna Heights Residential School is a fully accredited New York State Regents junior/senior high school located on a 56 acre campus in Dix Hills, Long Island. The school provides education and support to students ages 12-18 in grades 7-12, educating 39 young women who reside at the Madonna Heights Residential Treatment Facility and the Group Residence. The young women come to Madonna Heights with a history of substance and alcohol abuse and trauma diagnoses. The students' challenges include: Post Traumatic Stress Disorder, Mood Disorder, Bipolar Disorder, Disruptive Behavior Disorder, Anxiety Disorder, Conduct Disorder, Social Anxiety, Depression Disorder, Attention Deficient Disorder, Oppositional-Defiant Disorder and Personality Disorders. The involvement of Madonna Heights School is critical in supporting students through the emotional and physical challenges they may face. Small classes range in size from 6-8 students allowing for an interactive learning environment that gives students the opportunity to participate fully while receiving individual attention as they explore and develop their leadership potential. Madonna Heights provides support and guidance that helps these young women flourish. SCO employs 26 staff at the Madonna Heights School including teachers, classroom aides, guidance counselor and transition coordinator that provide a holistic approach, including trauma informed care and treatments. These services help these young women identify and address challenges while working towards personal and academic goals. Each student is paired with their own advocate counselor to develop individualized educational and therapeutic goals which ensures they make the most of their experience. Tapping into talents and creating different pathways to success, the school offers a Business program. Students take business classes exploring the world of careers. Students also have the ability to work on campus earning work-related experiences. A youth leadership and peer mediation program, gives the young women a sense of advocacy, power and confidence. Eighty percent of the students that enter Madonna Heights are at least three grades below grade level. In the area of reading, 76% of our student's demonstrated improvement in their grade level and in math, 68% of our students improved in their grade level. The Madonna Heights School provides many interventions that assist students to achieve success on the state exams. The schedule allows students to obtain additional instruction through block classes, team teaching, Academic Life Skills and extra help. One hundred percent of our seniors graduate in June or August. Seventy-five percent of our students earn Regents Diploma. Fifty percent of our students go on to post-secondary colleges and 50% enter the working world.



## STANLEY G. FALK SCHOOL

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**CFO**

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**School Name:** Stanley G. Falk School

**Superintendent:** Rachael Greene

### SCHOOL PROFILE

Age Group Served: 5-19

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Speech or Language Impairment

Areas Served: Forty school districts throughout Western New York

School Description: The Stanley G. Falk School provides educational services to 540 students and has three locations – with an additional 18 satellite classrooms located in four Buffalo Public Schools. Unlike many 853 schools, Falk is not a “residential school.” Our students are referred by their home school districts’ Committee on Special Education. The students are classified as severely emotionally disturbed (SED) and have Individualized Education Programs (IEPs) that mandate services. Our teachers and related services personnel all hold valid licensure and New York State teacher certification in Students with Disabilities (SWD). They are uniquely qualified to diagnose students’ learning needs. Instruction in 6:1:1, highly structured classroom settings, provides the students with the special supports that they need to make necessary connections with learning. In addition to providing required course curricula outlined by New York State, the Falk School has built Civics and Character Education into its curriculum. Students are prepared with the knowledge and skills necessary to graduate with a Regents Diploma, an Advanced Regents Diploma, or a Local Diploma via the Safety Net. Students also participate in work experiences and internships to accrue competencies required for the Career Development Occupational Studies (CDOS)

Commencement Credential or the Skills and Achievement Commencement Credential. All students are encouraged to participate in a variety of extracurricular activities. The Falk School's athletic program, for example, offers three Varsity and JV level sports: Soccer, Basketball, and Track and Field. We believe that students with special learning needs must not be denied the opportunity to participate in a traditional and meaningful school experience.

## ST. ANNE INSTITUTE

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**School Name:** St. Anne's School

### SCHOOL PROFILE

Age Group Served: 12-19, and pre-school program

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Other Health Impairment

School Description: We use the evidence based model of Collaborative Problem Solving as a philosophical and as behavior management approach, and we work with counties and school districts from across the state. Student success is directly tied to identifying and building upon students' strengths.

The Pre-School Program is an education program for 3 and 4 year olds who have speech, language, behavioral problems or developmental delays. This early intervention program provides children with a safe and nurturing environment designed to improve their social and emotional functioning. The long term focus is integration into kindergarten or other public school special education programs. Integrated within the preschool is a NYS Office of Children and Family Services licensed day care program, in which children from the community participate in all the activities afforded to the pre-school children: Parental Involvement; Play Therapy; Family Services Case Management; Psychological Assessments; Speech and Language Therapy; Auditory Screenings; Occupational Therapy; Physical Therapy; Art Therapy; Home School Reading Program; Field Trips and Special Events.

**Residential Education Program:** The St. Anne Institute Residential Education component has an enriched staff to student ratio, which allows flexibility and individualized and small group instruction within the framework of a structured, supportive classroom environment. It is certified by the New York State

Education Department and the Council on Accreditation and grants credits in all content areas so that students who transition back to their home school districts may transfer all credits obtained in the St. Anne program. The following are essential and integral to the total education program:

- 6:1:1 classroom setting;
- An array of specialized services as mandated on the student's Individualized Education Plan;
- Full spectrum of junior/senior high school curricula;
- Crisis Intervention Services;
- Vocational and career counseling, including a Work Experience Program;
- On and off campus job placement;
- Volunteer/Community Service placements;
- Volunteer Tutorial Program;
- Cultural and recreational activities;
- Senior Year Activities and Graduation Ceremony;
- Summer Education Program;
- Remedial courses in the Core subject areas including remedial reading;
- Psychological and psychiatric consultation, assessment and medication management.

## ST. CATHERINE'S CENTER FOR CHILDREN

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**School Name:** R & E May School

### SCHOOL PROFILE

Age Group Served: 5-13

Student Population: Emotional Disturbance, Other Health Impairment, Multiple Disabilities, Intellectual Disability & Autism

School Description: Located in the heart of Albany, NY, St. Catherine's Center for Children is a trauma informed agency that offers a comprehensive range of human services designed to help those struggling with problems that threaten family life. For children and families coping with issues of abuse, neglect, homelessness, mental illness and other challenging behaviors, St. Catherine's Center for Children offers programs and services that provide hope for tomorrow. The R & E May School is a licensed day treatment facility where students are referred through their school district CSE and also serves as the educational component for the residential program for St. Catherine's Center for Children. We serve children from the ages of 5-13 in classrooms of small student to teacher ratios including 6:1:1 or 8:1:1 sizes. Every student at the R & E May School (both residential and day students) has an ICMP (Individual Crisis Management Plan) that assists classroom, clinical and behavioral staff, in providing the most therapeutic environment possible for both the academic and emotional wellbeing of the whole child. As part of our day treatment services, we offer medical, psychological, psychiatric and diagnostic assessments on premise. Students who attend R & E May School are offered the same educational opportunities as their grade level peers, and are provided access to the general education curriculum in all subject areas, including music, art and gym. Leveled Literacy Intervention has been built into the day to day curriculum to address reading deficits of more than 2-3 years for each student with a deficit in their reading/writing

skills. Direct Care Staff are provided with ongoing professional development opportunities in best practice, specially designed instruction and behavior management. The school age program integrates PBIS (Positive Behavior Intervention Supports) into the building wise behavior management program, in addition to Tier Two and Tier Three Rtl supports for students who are less responsive to the universal management system. We offer Speech/language and occupational therapy, to students who require these services, as well as group and individual psychological counseling services to our 68 students (25 residential/43 day students). Clinicians at the R & E May School and have started to integrate SMART Room (Sensory Motor Arousal Regulation Techniques) into therapy sessions for students with extensive trauma histories and are responsive to this type of therapy. We create a therapeutic atmosphere which attempts to address the social/emotional and behavioral needs of each individual student, and are a 12 month program. In the residence, there is a 24 hour therapeutic milieu including a level system, supervised recreation and numerous activities designed to enhance our student's social skills and build self-confident lifelong learners and citizens of the community.

## SAINT DOMINIC'S FAMILY SERVICES

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**School Name:** Saint Dominic's School

**School Principal:** Heather Cahill

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Emotional Disability, Learning Disability, Intellectual Disability, Autism, Speech and language impairment

Areas Served: New York City, Rockland, Orange and Westchester Counties

School Description: Saint Dominic's School is nestled on a beautiful campus setting in Blauvelt, N.Y. (Rockland County) and serves a diverse population of students with social-emotional needs, neurological impairments and learning difficulties. We focus on each student by developing an individualized learning plan for success. Administrators, teachers, and counselors meet on a regular basis to ensure that each child is maximizing his or her potential. Our therapeutic special education program follows New York State Standards and Curriculum for math, literature, science and social studies, modified by the teacher to the students' level and abilities.

## SCHOOL OF THE HOLY CHILDHOOD

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### **Director of School Program**

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### **CFO**

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**School Name:** Rochester School of the Holy Childhood

**Principal:** Dr. Donna M. Moscicki

## SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Intellectual Disability, Multiple Disabilities

School Description: Serving a maximum of 120 students from more than 40 regional school districts from Monroe and the six-county surrounding region; ages 5-21 in 8:1:3 classrooms across grade levels. Full-day special education instruction is based on each student's Individual Education Plan (IEP). Instruction includes emphasis on literacy, math, science, social, life skills, music, art, adaptive physical education, transition training, and Work-based Learning.

Vocational training, activities of daily living with a focus on job readiness skills beginning at age 14. Community-based classrooms and Work-based Learning placements at community-based employers for internship-like experiences.

The School Program works directly with the Holy Childhood [Helen H. Heller Clinic](#), which provides and/or contracts for the related service needs of the students...

Students attend vocational classes within the agency and then begin to try out jobs at Holy Childhood and out in the community with the assistance of a job coach. Individual schedules are developed based on needs and interests.



## THE SUMMIT CENTER

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**School Name:** Summit Academy

**School Principal:** Kathleen Ballard

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### SCHOOL PROFILE

Age Group Served: 3-21

Student Population: Autism and related disorders, Speech or language impairment, intellectual disability, hearing impairment, Traumatic Brain Injury, multiple disabilities

Summit Academy offers a 12-month educational program and related therapeutic services (Speech, Occupational and Physical therapy) to address the needs of children with autism and other developmental disabilities in a highly-structured and nurturing environment with rich staffing ratios.

We employ methods based on Applied Behavior Analysis (ABA) and carefully monitor every student's progress to help ensure success. Our ultimate goal is to help each student achieve the highest possible degree of personal success and independence.

We serve more than 350 students in our Preschool and School Age programs.

For Preschoolers, Summit offers full- and half-day programs as well as multi-cultural and integrated classroom depending on a child's needs.

Throughout Summit Academy, small groups of 6, 8 or 12 students work in classrooms with a dedicated team of professionals. These teams include a special education teacher, instructional assistants and aides, behavior support consultant, and related services including speech professionals, and occupational and physical therapists.

Intensive supports, including functional analysis and intervention development, are available for students who display severe problem behaviors. Implementation of all procedures, as well as the students' progress, are monitored and reviewed regularly. Classroom teams also have access to our intensive feeding program and a nutritional consultant.

Academics and related services may be delivered in highly-structured situations with a rich ratio of staff to students or in a naturalistic or generalized situation, depending on the needs of the students. All students also have the opportunity to access technology, art, music, and our fitness center through enrichment activities.

Students ages 14 – 21 need the opportunity to practice activities for real-world daily living, thus fostering greater independence and community inclusion. Summit Academy has created home and work environments expressly for this purpose. Our Daily Life Skills program focuses on the development of functional academics, leisure, domestic, and self-help skills in a simulated home environment at school.

The Summit Center's Vocational Training Program provides students (ages 14-21) with disabilities the opportunity to learn the skills needed to become a productive member of the community. Real work experiences provide opportunities for our students to improve productivity, learn on-the-job social and communication skills, and develop an understanding of rules in the workplace.

In addition to Summit Academy, The Summit Center provides a range of OPWDD services (respite, afterschool, IBS, Community Habilitation etc.) and operate two day hubs "without walls" for adults. We operate a variety of behavioral health services including outpatient behavior therapy, feeding disorders clinic, summer programs, and public school consultation. We have several ongoing research initiatives and public research and clinical papers. We are an early intervention provider and offer early intensive behavioral services for children birth to five years old in an EI/SEIT model.

## SUMMIT SCHOOL AT NYACK

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**School Name:** Summit School @ Nyack

**School Principal:** Deborah Sherwood

### SCHOOL PROFILE

Age Group Served: 13-19

Student Population: Emotional Disturbance, Learning Disability, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury

School Description: Summit School and Residence Center offer day and residential programming. This includes both environmental and individual interventions to help shape the behavior and emotional stability of its students while working towards a NYS High School Diploma. Interventions include Summit's unique WISE Program which is a PBIS-based system detailing the expectations of behavior explicitly stated in positive terms for our students.

Summit's academic curriculum meets the NYS learning standards and core curriculum requirements. Students engage in academic studies, furthering their reading and writing development, while building on their basic understandings of mathematics, social studies, science, and the world around them through practical, engaging, and hands-on activities.

A multidisciplinary approach is used by our teachers to immerse students in their studies throughout every aspect of the school day. Additional subjects include art, music, technology, second language instruction, health, physical education, and swimming, as well as student activities and an after-school program.

In middle school, special focus is provided to help children progress from the primarily self-contained environment on the elementary level to a more departmentalized program in grades 6-8. The Summit School's high school provides students with a rigorous academic program in combination with its outstanding Work-Based Learning Program. The school follows NYS curriculum and core standards. Students can receive one of three diplomas: NYS Regents diploma, NYS Advanced Regents diploma, or a local diploma. A variety of activities round out the high school experience, such as technology, ensemble music, student government, interscholastic basketball, softball, track, chess, school trips, and after-school programs.

Students who exhibit excellence in academic achievement, character, and service may earn a place in the National Honor Society. In their senior year, eligible students can earn college English credits through a program with St. John's University. Students who desire to explore college level courses during their high school experience are encouraged to participate in the City University of New York's College Now Program. Throughout their years in high school, students are helped to discover their learning styles and develop strategies in time management, organization, and study skills. These strategies enable our students to become independent and successful learners during both their high school years and in their future endeavors in post-secondary programs.

Summit follows an interdisciplinary model. Our entire staff, including teachers, speech and language pathologists, social workers, school psychologists, occupational therapists, and work-based learning job coaches, meets regularly to review student progress and make necessary program modifications. This collaboration produces strategies and methods for use by all team members, allowing a fully-integrated approach for meeting the unique needs of each student.

## UPSTATE CEREBRAL PALSY

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**School Name:** Tradewinds Education Center

**School Principals:**

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Amy Kulow-Taylor – Utica (315) 798-4006

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: Intellectually Disabled, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury, Autism, Multiply Disabled

The Tradewinds Education Center of Upstate Cerebral Palsy, a Children's Residential Program (CRP), has two locations, one in Rome, NY and one in Utica, NY. In addition, one, day school is located in Chadwicks, NY and offers vocationally rich programs for area students with serious and complex learning challenges. Students admitted into Tradewinds are diagnosed with complex developmental, social emotional, physical and behavioral needs. Nearly 90% of the students enrolled have autism spectrum disorders. Social emotional, psychiatric and behavioral needs as well as trauma are frequently co-occurring conditions.

Tradewinds schools focus on assisting every student to move to the next level of independence, academically, socially, behaviorally and vocationally. The class size is small (6:1:3) and the staff working in the room are highly trained in the instruction and support of these complex children. Data is kept on all

student goals and objectives in order to make evidence-based decisions regarding their academic and social/behavioral program. Students' preferences and interests are surveyed frequently to insure that instruction continues to be motivating and engaging. Our students should be getting ready to work and live in the community as independently as possible. Occupational education, learning about jobs and learning about what it's like to work in the community is a focus from day one for students in our programs. Frequent experiences in the community are built into the teaching we do so students can take the skills they have learned in the classroom and use them in real life. Therapy supports are provided for the students by Speech, Occupational and Physical Therapists.

Students with significant behavior problems are welcome in the program and receive the supports of Functional Behavior Assessment and Behavior Intervention Plans designed to create an environment of success for each student. The program employs a Clinical Behavioral Support team who work with classroom staff using positive behavioral interventions and supports for all students and assuring progress monitoring of all goals is documented, analyzed and utilized for goal setting.

Teachers, aides, counselors, therapists, nurses, administrators and other support personnel are all located within the center to provide professional services to the more than 186 students in attendance. With state-of-the-art facilities, Tradewinds schools house 31 classrooms, gymnasiums, libraries, music rooms and cafeterias. Students also engage in instruction found in a typical school setting, such as art, music and physical education classes.

At Tradewinds Children's Residential Program, we collaborate with families in raising and educating complex children as they strive to become successful teens and adults, cultivating healthy practices and relationships. Our residential services, approved by the New York State Department of Education and licensed by the New York State Office of Mental Retardation and Developmental Disabilities, provide a nurturing and loving home environment for children to grow and thrive. Each residence accommodates either six or twelve children, staffed by residence counselors, recreation specialists, nurses and behavioral specialists. Family members are encouraged to visit and maintain positive, supportive relationships with the children. The relationships built among students and staff members are like family bonds. Leisure time makes for a well-rounded lifestyle as the children often go on outings to the park, fishing trips, or across campus to the gym where they play basketball during winter evenings. From bike riding to popcorn and a movie, these children enjoy experiences that provide relaxation in a structured setting. Within this environment, children learn self-care, social, communication and leisure skills; all necessary on the path to success.

## VANDERHEYDEN

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## SCHOOL PROFILE

Age Group Served: 12-21

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Other Health Impairment, Speech or Language Impairment

School Description: Vanderheyden provides educational residential and day programming services to youth ages 12 to 21 in Wynantskill, New York. Vanderheyden specializes in trauma-informed care and is one of 73 programs in the country certified by the National Sanctuary Institute. Our student body includes those that live residentially on campus or at a Vanderheyden Community Group Home, as well as day program students who are placed by the local CSE. Students completing high school have the opportunity to earn Regents, Local or individual Education Program diplomas.

Class sizes are typically eight students with one teacher and one teacher aide. Our 7<sup>th</sup> and 8<sup>th</sup> graders learn in a self-contained class environment. Having fewer transitions and teachers allows students to maintain better focus on their education programs. Modeling a typical high school, students in 9 – 12 grade follow their own schedules and change classrooms with eight periods in a day. Vanderheyden offers a specialized unit for older students with multiple disabilities who are given the opportunity to earn a diploma in a 6:1:3 setting, while learning vocational and job skills. Our school provides a wide variety of after-school incentive programs to acknowledge and reward students for school success. These include after-school programs such as recreation, computers, cooking, crafts and the opportunity to participate in music and talent shows, organized sports teams and Special Olympics State and Regional Games.

## VILLA OF HOPE

**Main Address**

3300 Dewey Avenue  
Rochester, NY 14616  
585-865-1550

**Executive Director**

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**Director of Education**

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**School Name:** Villa of Hope Camupus School, Avalon School

### SCHOOL PROFILE

Age Group Served: 12-19

Student Population: Emotional Disturbance, Intellectual Disability, Learning Disability, Multiple Disabilities, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury

School Description: Our students are able to gain/recover credits. We have a team who is devoted to gathering all information for the student's educational background. We have a state of the art facility with a science lab. Our school also has a state of the art kitchen where the kids can gain experience and credit in the food service industry. We have a horticulture program with a greenhouse and garden. Our staff have great success in getting student to pass Regents exams.

**Campus School:** The Villa's Campus School is a NYS approved private 853 school created by Chapter 853 of the Laws of 1976. This year-round program incorporates academic, vocational, and remedial services for youth in our Residential Treatment Center and Residential Treatment Facility. Students with emotional disturbance and learning disabilities are supported by a highly trained staff of academic classroom teachers, teachers' assistants, social workers, psychologists, psychiatrists, a school nurse, [a support coordinator and an educational diagnostician.] Nearly 65 youth in grades 7 through 12 receive specialized daily instruction to ensure that all students with disabilities achieve the knowledge and skills necessary to live independent and self-directed lives.



Avalon School: is a specialized day school offering education and therapeutic services to teens, ages 12 to 18, who live at home but need assistance in addressing their academic, social, behavioral and emotional needs. Alongside a highly trained staff of teachers and teachers' assistants are social workers, psychologists, psychiatrists, a school nurse, a support coordinator and an educational diagnostician. Twenty-four students in grades 9 through 12 are served at Avalon, with classes meeting 210 days/year, including a 30-day summer session. Most students complete a Regents diploma and more than 80 percent of graduates pursue degrees and local colleges or trade schools, while others enter the workforce or military.

## THE WESTCHESTER SCHOOL FOR SPECIAL CHILDREN

**Main Address**

45 Park Ave  
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(914) 376-4300

**CEO**

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**School Principal:**

Name: Corrine Safarowic  
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**CFO:**

Name: Rich Devlin  
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**School Name:** The Westchester School

### SCHOOL PROFILE

Age Group Served: 5-21

Student Population: intellectual disability, autism, orthopedically impaired and multiple disabilities

Areas Served: Westchester County and the surrounding metropolitan area.

**School Description:**

The Westchester School for Special Children was originally established in 1972 as a subdivision of the New York Medical College, Mental Retardation Institute, in response to the need in the Westchester County area for a comprehensive interdisciplinary school for multiply disabled children. Earlier educational programming for the disabled had, for the most part, concerned itself with easing the burden on those who cared for such children. Changes in legal standards and socio-philosophical perspectives on educational programming highlighted the need for comprehensive services for the multiply disabled child whose disabilities placed them beyond the scope of public education systems.

In 1983, the School was incorporated and chartered by the University of the State of New York Board of Regents to provide staff, administer, operate and maintain a school providing instructional services for disabled children. The School provides services to children from Westchester, Rockland and Putnam Counties in addition to New York City and the City of Stamford CT.

The purpose of the Westchester School for Special Children is to provide a comprehensive, interdisciplinary program for multiply disabled children, to offer the “most enabling” environment that will stimulate each child’s growth and potential and to select educational objectives based upon the potential and to select education objectives based upon the developmental needs of the individual child. Our ultimate program goal is to equip each multiply disabled child, or young adult, with the skills, attitudes and knowledge which will help them to function productively and as independently as possible, within a variety of settings.

The School provides special education services, including all therapeutic interventions (including speech and language therapy, physical therapy, occupational therapy, psychological counseling, nursing, and adaptive physical education), case management services and complete evaluations to all children and families referred to the School.

Children attending the School have been excluded from educational programs within their own school districts, or from programs sponsored by the Board of Cooperative Educational Services (BOCES). Some of the children referred to the School have never attended any other school program.

When originally established in 1972, the school was housed in the Mental Retardation Institute building in Valhalla, NY. In 1983, the school moved to leased space in the Harrison NY Middle School building. In 1991 the Westchester School for Special Children moved to the Blessed Sacrament High School in Yonkers NY under a lease-purchase agreement, and finalized the purchase of the building and grounds in 1993 as a permanent home.

The School is an 853 not-for-profit special education corporation, duly organized and validly existing under the laws of the New York State Education Department.