

SPECIAL EDUCATION

BOARD PRESENTATION JANUARY 20, 2015

IDEA/PART 200

The Individuals With Disabilities Act (IDEA) is the law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities. (US Department of Education).

Part 200: New York State Commissioner of Education's regulations which mandates how we execute IDEA in NYS.



COMMITTEE ON SPECIAL EDUCATION AND PRESCHOOL SPECIAL EDUCATION

The law requires that each school district have a Committee on Special Education(CSE) and a Committee on Preschool Special Education(CPSE)

Each Committee must include:

Chairperson

The Student's Parent

Special Education Teacher

General Education teacher

Psychologist(for initial evaluations)

Related Service Providers(if student receives services)

IDENTIFICATION OF STUDENTS

Students are identified for services through Parent Referral or by the Response to Intervention Process.

Parent Referral: If a parent has a concern about their child's academic progress, the parent can contact the District's Committee on Special Education to begin the process of determining eligibility for services.

Response to Intervention: In order to ensure that a student's difficulty is not due to lack of explicit instruction each District is required to have in place a Response to Intervention plan.



RESPONSE TO INTERVENTION

This process is used to help determine whether a struggling student has gaps in appropriate instruction or is struggling due to a disabling condition.

The plan consists of 3 Tiers of intervention.

Tier 1- Whole Class

Tier 2- Targeted Group

Tier 3- Intensive, Individual



ONCE REFERRED...

Once a student has been referred to CSE, a thorough evaluation will be done on the student to determine eligibility for services.

Students are given a Cognitive Test which determines their IQ level as well as an Educational Achievement test which determines how well students are performing academically.

If there are concerns due to speech and language or gross or fine motor difficulties a Speech Evaluation, Occupational Therapy or Physical Therapy Evaluation will also be done.



CLASSIFICATIONS

If a student is determined to be eligible for services it is the responsibility of the CSE to decide after a careful review of the evaluations the appropriate classification. In NY there are 13 classifications:

Autism

Deafness

Deaf-Blindness

Emotional Disturbance

Hearing Impairment

Learning Disability

Intellectual Disability

Multiple Disabilities

Orthopedic Impairment

Other Health Impairment

Speech and Language Impairment

Traumatic Brain Injury



LEAST RESTRICTIVE ENVIRONMENT

CSE has to determine what level of services the student's disability requires. The law dictates that the student be educated in the Least Restrictive Environment. Committees are tasked with keeping students with their peers to the extent that the student is able while meeting their educational goals.

CONTINUUM OF SERVICES

A school district has to offer a continuum of services for students so that a student is able to be educated with their peers.

Examples of programs and services:

- Related Services
- Resource Room
- Consultant Teacher Direct and Indirect- Direct, teacher works with the student. Indirect, teacher provides supports to teachers and staff working with the student.
- Integrated Co-Teaching
- Self Contained Classes

IN DISTRICT PROGRAMS AND SERVICES


Related Services:

- Occupational Therapy
- Speech Therapy
- Physical Therapy
- Reading

Programs:

- Consultant Teacher Direct and Indirect
- Special Class Reading

OUT OF DISTRICT PROGRAMS AND SERVICES

- Integrated Co-Teaching: 12:1
 - Self Contained Classes: 8:1:1, 12:1:1, 15:1:1
 - Modified Program: Consists of Self Contained classes for ELA and Math with a Co-Teach for Science and Social Studies.
 - Resource Room: Consists of children with average intelligence with achievement scores that require remediation in order for the student to meet academic goals.
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INDIVIDUAL EDUCATION PLAN IEP

Contents:

- Demographics
 - Student Performance Levels
 - Program and Services
 - Related Services
 - Program Modifications and Accommodations
 - Testing Accommodations
 - Assistive Technology
 - Goals
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CLASSIFIED STUDENTS ATTENDING POCANTICO 2015-2016

Grades K-2= 3 (with the potential of 4 more due to transition from CPSE)

Grades 3-5= 8

Grades 6-8= 9



CLASSIFIED STUDENTS IN OUT OF DISTRICT PROGRAMS

Grades K-2= 2

Grades 3-5= 3

Grades 6-8= 8

Ungraded= 1

Grades 9-12 Special Education Students: 26

Students Attending Specialized High School Programs: 3

CLASSIFIED PRESCHOOL STUDENTS

Currently we have 9 students receiving Preschool Services. 4 of those students will transition to Kindergarten, 4 will remain in the Preschool setting.

Related Services Only= 6

Special Program= 3

Of the 4 transitioning 1 will need a specialized program.



SPECIAL EDUCATION STAFF

Full Time Teachers= 2

Part Time Teachers= 1 @.5

Reading Specialist= 2 (Are utilized for building level support)

Teaching Assistants= 2

1:1 Aides= 2

Speech Therapist= .8

Occupational Therapy & Physical Therapy:

- Contracted through an agency for 2 days per week per Therapy plus evaluations.

LOOK TO THE FUTURE...

- Partnering with an outside agency to form an Integrated Class for Preschool students.
- Integrated Co-Teaching Model
- Resource Room
- Specialized Self Contained Program