

Intervention  IDEA  Speech 
 Special  Accommodations
Therapy  Autism
 Teaching Education 
Learning  Disabilities Alternative

Parent Night: 10/07/2024

Meet Your Special Education Administrators.....

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The goal of this presentation is to provide information so that:

Parents, and other family members, are engaged as meaningful partners in the special education process.

Common Acronyms

AIS: Academic Intervention

CSE: Committee on Special Education

ESSA: Every Student Succeeds Act

FAPE: Free and Appropriate Education

IDEA: Individuals with Disabilities Education Act

IEP: Individual Education Plan

IST: Instructional Support Team

LRE: Least Restrictive Environment

NYSED: New York State Education Department

NCLB: No Child Left Behind

MTSS: Multi-Tiered System of Supports

UDL: Universal Design for Learning

RTI: Response to Intervention

Individuals with Disabilities Education Act (IDEA) 2004

IDEA is a Federal law governing special education ages 3-21, entitles students to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

- Structured Framework that ensures that children are identified, assessed, and provided with support.
- The framework emphasizes parent involvement, collaboration and data driven decisions.
- The creation of IEPs and ongoing monitoring of progress are central to the process.

Key Principles in IDEA

- Procedural Safeguards
- Free Appropriate Public Education
- Appropriate Evaluation
- Individualized Education Program
- Least Restrictive Environment
- Parent Participation

IDEA Principle: Parent Participation

- Only you have an in-depth, long-term, daily relationship, with your child.
- You are the only permanent member of the special education committee.
- Research and experience show that when parents are involved, students do better and schools become better.
- The development of an IEP is a collaborative partnership and process between the student, family, service providers, teachers, and district.

What is general education support for all students?

- School-wide approaches and interventions to remediate a student's performance prior to referral for special education services (AIS, RTI).
- Instructional Support Team to develop and implement intervention strategies.
- Student Centered approach such as whole-child, differentiation, universal design for learning
- Standards-based general education curriculum
- Data-based decisions to inform next steps
- Targeted support (instructional or behavior)

What is Special Education?

Special Education is:

- Specially designed instruction and services
- Available at no cost to families
- Designed to meet the unique needs of an eligible child with a disability
- Provided in the most least restrictive setting for the child
- Best option for the student's needs

Special education is not a place.

What qualifies a student for special education?

For a student to be identified as a 'child with a disability' and be eligible for special education, the student's academic performance must be adversely affected by one of the 13 educational disability classifications, AND the student must need specifically designed instruction or special services or programs to meet their unique needs.

What does 'adversely affected' really mean?

The disability must interfere with their learning and education for them to be considered "adversely affected." For example, a student may be medically diagnosed with a condition (autism, cerebral palsy, dyslexia, etc.), this doesn't automatically make the student eligible for special education.

In order to qualify for special education, the IEP Team must determine that a child has a disability in one of the 13 categories and it must adversely affect their educational performance:

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

13 Categories of Disability Under IDEA Law

AUTISM SPECTRUM DISORDER: Is a neurodevelopmental disorder that impairs a child's ability to communicate and interact with others. It also includes restricted repetitive behaviors, interests and activities. These issues cause significant impairment in social, occupational and other areas of functioning. It is defined as a single disorder that includes disorders that were previously considered separate – autism, Asperger's syndrome, childhood disintegrative disorder and pervasive developmental disorder not otherwise specified.

DEAF-BLINDNESS: Concomitant (simultaneous) hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

DEAFNESS: a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

EMOTIONAL DISABILITY: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(a) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) Inappropriate types of behavior or feelings under normal circumstances; (d) A general pervasive mood of unhappiness or depression; (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(Examples: Anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder and depression)

HEARING IMPAIRMENT: An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

(* Being hard of hearing is not the same thing as having auditory processing disorder)

INTELLECTUAL DISABILITIES: Significantly sub-average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

(Note: "Intellectual Disability" is a new term in IDEA. Until October 2010, the law used the term "mental retardation.")

(Example: Down Syndrome)

MULTIPLE DISABILITIES: Concomitant (simultaneous) impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

ORTHOPEDIC IMPAIRMENT: Severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes.

(Examples: Cerebral palsy, amputations, and fractures or burns that cause contractures).

OTHER HEALTH IMPAIRMENT: Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

- (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome;
- and, (b) adversely affects a child's educational performance

(Example: Attention Deficit Hyperactivity Disorder)

SPECIFIC LEARNING DISABILITY: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

(Examples: Dyslexia, Dysgraphia, Dyscalculia, Auditory processing disorder, and Nonverbal learning disability)

13 Categories of Disability Under IDEA Law

SPEECH OR LANGUAGE IMPAIRMENT: A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

(Examples: Stuttering, impaired articulation, language impairment or voice impairment)

TRAUMATIC BRAIN INJURY: An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

VISUAL IMPAIRMENT, INCLUDING BLINDNESS: An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

(Examples: Partial sight and blindness)

District Programs and Services

ELEMENTARY

Duzine:

Integrated Co-teaching (K, 1, 2)
Special Class 12:1:1
Special Class 8:1:2
Specialized Reading
Related Services

Lenape:

Integrated Co-teaching (3,4,5)
Special Class 12:1:1
Special Class 8:1:2
Special Class 8:1:1
Specialized Reading
Related Services

SECONDARY

Middle School

Integrated Co-teaching
Special Class 15:1
Resource Room
Reading
Related Services

High School

Integrated Co-teaching/Consultant
Teacher
Special Class 15:1
12:1(+) (Life Skills)
Resource Room
Related Services

Continuum of Services for Students with Disabilities

Specially Designed Instruction:

Students with disabilities shall be provided special education in the **least restrictive environment**, as defined in section 200.1(cc) of this Part. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, **specially designed instruction** and **supplementary services** may be provided in the regular class.

Continuum of Special Education Services

The continuum of special education services for school-age students with disabilities is an array of services to meet an individual student's needs that includes (LRE to MRE):

- Regular classroom with modifications and supportive services available
- Regular classroom plus resource room services
- Part-time special class (part-time regular classroom)
- Full-time special class
- Special day school
- Residential School
- Homebound Instruction
- Hospital and treatment centers

Regular Education Classes/Inclusion

- Collaboration/consultation/co-teaching services focus on special educators (Intervention Specialists) and general educators working together to best meet the needs of students with disabilities as well as children who may be "at risk".

Resource Room

Small group instruction that provides students with disability support that helps to increase their opportunity to benefit from regular class placement. This is supplemental instruction that focuses on targeted IEP goals and objectives.

This is not a study hall or a homework center.

Special Class or Self-Contained Classroom

A **special class**, often referred to as a **self-contained classroom**, is a type of educational setting designed for students with special needs who require more intensive support than what is typically available in a general education classroom.

IDEA Recommendation before referral

Under IDEIA (Individual with disabilities Education Improvement Act), students who are at risk should receive RtI interventions before a referral to special education can be considered.

Why?

- To reduce the number of referrals to special education for students who have NOT received adequate instruction in the general education setting (No Child Left Behind).

Least Restrictive Environment

All children with a disability must be educated in the least restrictive environment or LRE.

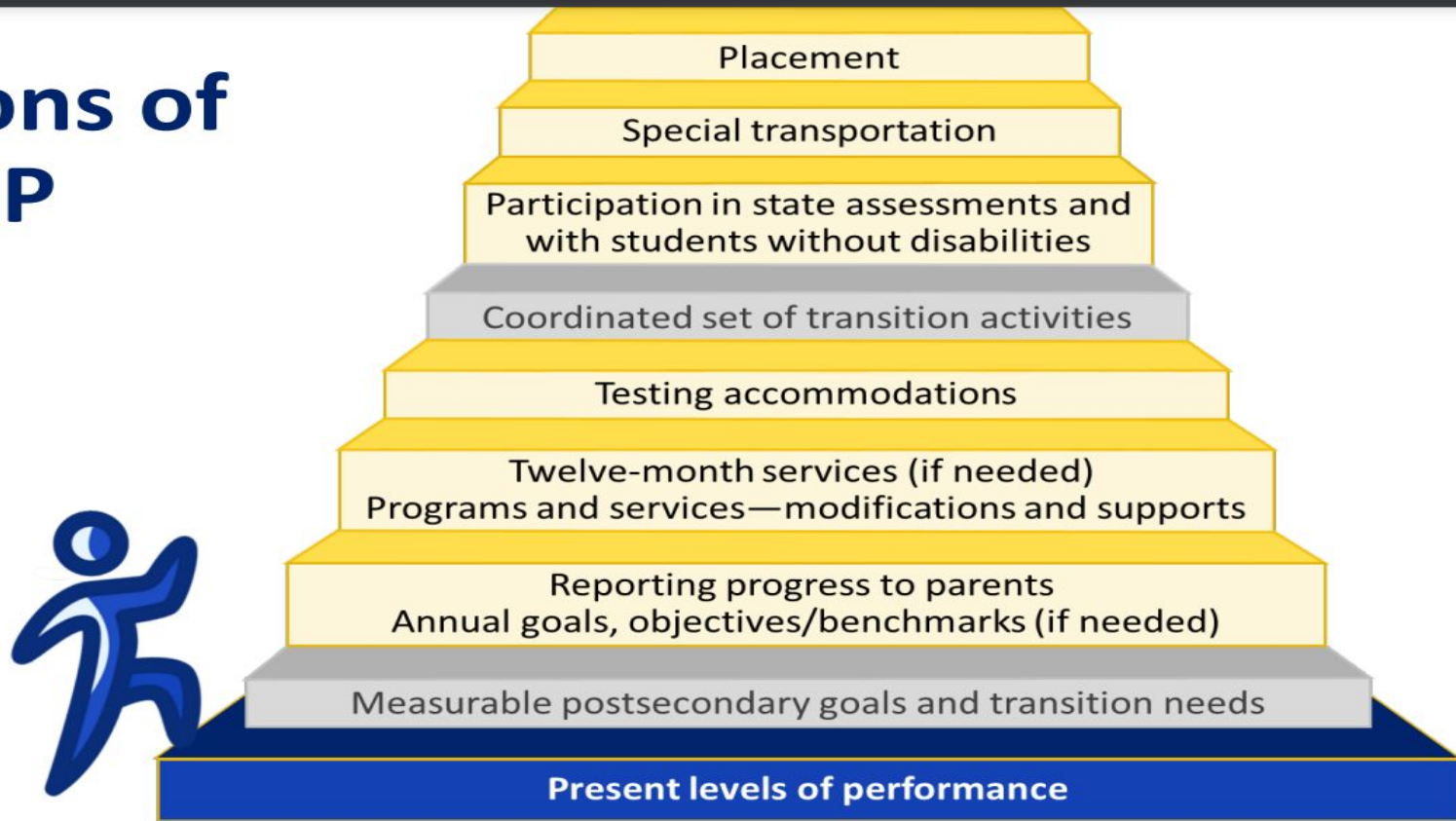
To the maximum extent appropriate, children with disabilities are educated with typical peers.

Separate schooling only when nature and severity of disability prevents satisfactory education in regular education (with use of supplementary aids and services).

Failure to consider less restrictive options and be able to document consideration of LRE can result in liability.

IEP Form

Sections of the IEP



Resources:

[Archived Information - A Guide to the Individualized Education Program](#)

[NYSED Office of Special Education Educational Partnership](#)

[Special Education in New York State for Children Ages 3–21 A Parent's Guide](#)