

**ABCs  
of  
Special Education**

# Goals & Purpose

- ★ **To increase parents' familiarity with and understanding of the Special Education Process.**
- ★ **To build parents' capacity to be active, knowledgeable, partners in Committee on Special Education meetings for their child.**

# Student Support Services- Who are we?

- Administrators
- Special Education Teachers
- Psychologists
- Social Workers
- Guidance Counselors
- Teaching Assistants
- Behavior Specialists
- 504 Coordinator
- Speech/Language Therapists
- Occupational Therapists
- Physical Therapists
- Nurses
- Teacher Aides
- Clerical Staff
- Evaluation Team

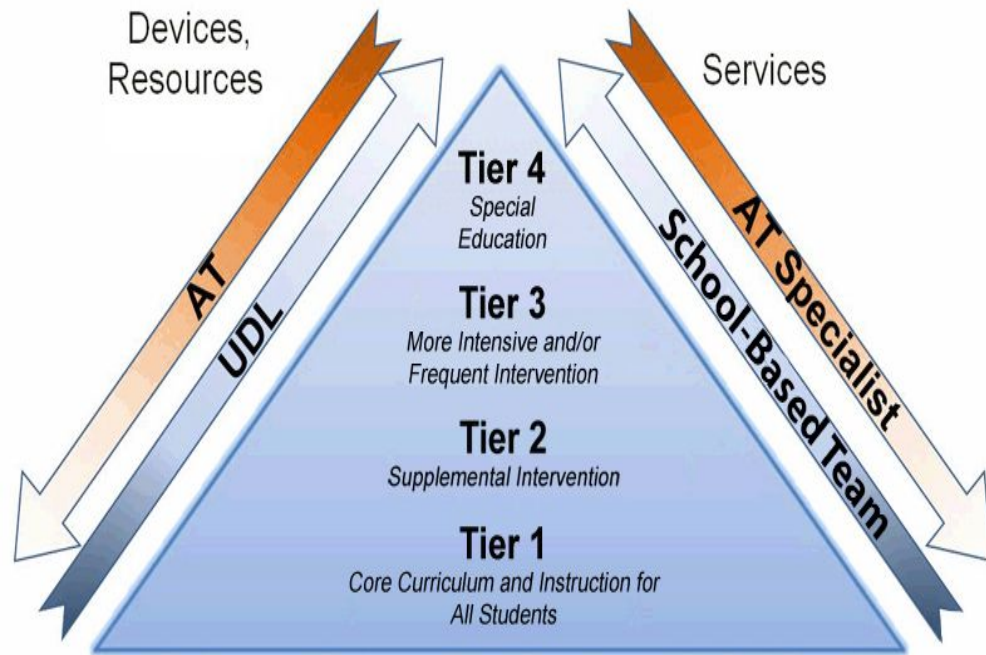
# The Role of the Directors of Special Education

- **Work closely with the SSS staff in each of the 6 schools, including non-public schools within Mamaroneck/Larchmont**
- **Supervise all programs and conduct observations of all SSS staff across the district**
- **Chair CSE meetings at all levels - Pre-K - 12**
- **Utilize the “Point Director” model - Each Director works closely with three of the six schools**
- **Meet monthly with the building Administrators and key staff members (e.g. psychs, dept chairs)**
- **Ongoing program design in response to cohort of need**
- **Complete State and Federal compliance reports, measures, and practices**

# **The Role of the School Psychologist**

- **Psychologists are specially trained in cognitive development, social emotional functioning and school based assessments.**
- **Work closely with parents, teachers, administrators and other mental health providers to ensure that every child learns in a safe, healthy and supportive environment**
- **Provide direct services to students through general and special education (both individual and group settings) to help them build the skills necessary to access the curriculum**
- **Help to provide early identification of learning and social emotional needs and collaborate with families to provide necessary resources.**

# The Potential Road to Special Education Starts with RTI



**Tier 1** - In-class interventions. Possible case-conference to discuss student's challenges and identify inter-disciplinary next steps.

**Tier 2** - Referral to the IST committee for further monitoring and programmatic interventions

**Tier 3** - IST may refer to either the 504 committee or for special education evaluation.

**Tier 4** - Special Education

# What is the IST?

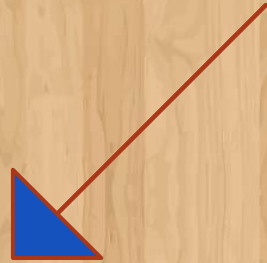
The instructional support team consists of a child's general education teacher, a building level administrator, the school psychologist, related service providers as appropriate and the parent. The role of the IST is to work to develop a building level plan to provide targeted support in a specific area of need ( reading, math, writing, behavior, speech, etc)

The goal of the IST is to develop a plan to provide TIER 1,2 and 3 supports to students



# RTI May Lead to 504 or CSE

RTI



504

- Consider the presence of a disability and the impact on the student
- A 504 plan removes the barrier(s) and provides accommodations to allow students to access physical space and/or the curriculum/classroom instruction
- There are no explicit goals on the plan/direct service



CSE

- Consider the presence of a disability and if the impact is so significant that interventions impeded the student's progress
- An Individualized Educational Plan (IEP) includes accommodations AND direct support from a special education teacher or service provider
- Goals are developed based on the student's needs and an appropriate service identified to provide instruction or remediation towards the goals



# Timeline

CSE Referral by either parent or school

A consent form is sent home (PWN)

Signed Consent is received

The clock starts

Evaluation

Within 60 calendar days

Pre-CSE

Usually 5 days prior to CSE

CSE - IEP Developed

CSE held within 60 school days from signed consent

Finalization & Implementation

Within 30 days of receipt of recommendation

Annual Review

Within one year from initial CSE meeting

# The Evaluation Process

## The Eval Team

### Multidisciplinary

- Psychologist
- Special Education Teacher
- Therapist as indicated (S/L, OT, PT, Psychiatrist, TVI)

## Evals included

### Cognitive, achievement and supplemental as needed

- Psychological
- Educational
- If needed: Speech, OT, PT, Vision, Psychiatric

## When are the evals done?

### Student is assessed during the school day

- Parents will be contacted via email and phone call for social histories and will need to complete rating scales

# *How is Eligibility Determined ?*

**A Comprehensive and “Whole Child” Approach.....**

- Consideration of all evaluations
- Previous academic and behavioral information or any factor that could impact progress (e.g. attendance, cultural or relevant factors)
- Response to intervention RTI data
- Significance of impact on school functioning

# The CSE Meeting

A Committee collaborates in order to:

- Identify a student's academic and social emotional needs based on data

If determined eligible:

- Develop goals to address those needs
- Recommend the least restrictive program within which to achieve goals
- Determine what modifications and accommodations are necessary to access instruction and expressed acquired knowledge.

# 13 Categories of Classification

1. **Autism Spectrum Disorder**
2. **Deaf-Blindness**
3. **Deafness**
4. **Emotional Disability**
5. **Hearing Impairment**
6. **Intellectual Disability**
7. **Multiple Disabilities**
8. **Orthopedic Impairment**
9. **Other Health Impairment**
10. **Learning Disability**
11. **Speech or Language Impairment**
12. **Traumatic Brain Injury**
13. **Visual Impairment, including Blindness**

# What are the Major Components of an IEP?

- Present Levels of Performance (Academic, Social, Physical)
- Special factors (Behavior Supports, Assistive Technology, etc.)
- Goals
- Programs and Related Services (Least Restrictive Environment)
- Modifications and Accommodations
- Supports for Staff (Consultations with Specialists)
- Special Transportation

# The Continuum of Services in Mamaroneck

**Least Restrictive**



**Most Restrictive**

- **Related Services Only (RSO)**
- **Consultant Teacher Services (CTS)**
- **Resource Room**
- **Integrated Co-Teaching (ICT)**
- **Special Class**
- **Out of District (OOD)**

# **If Classified: What Can a Parent Expect**

- **A copy of the child's IEP or 504 plan within a few weeks of classification or any time a CSE meeting is held**
- **An Annual Review (AR) meeting to revise and plan for the year ahead**
- **A Requested Review (RR) meeting can be held at any time if the school or parents want to discuss any part of the IEP or to consider new information presented.**
- **A Re-Evaluation meeting - a full battery of evaluations every three years used to re-establish eligibility.**



# Questions/Answers

**Thank you for attending!**