

Parent University

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October 4, 2023

Special Education Department Staff

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Special Education Mission

The Glen Cove School District is committed to the belief that all students must be provided with quality instruction and opportunities for academic success. We believe this success comes with the implementation of a least restrictive environment, which allows for maximum contact and participation with non-disabled peers. Our team of professionals is committed to crafting individualized instructional plans to help each student reach their full potential. Our staff is constantly exposed to professional development in order to assure they have the skills and knowledge necessary to meet the unique needs of their students. Special Education in Glen Cove includes a continuum of programs, supports, and services to meet students' individual needs. We value the importance of parent support and involvement in the education of each child with a disability and look forward to working together as a team.

Glen Cove's Special Education Philosophy & Goals

- All students must be provided with quality instruction and opportunities for academic success.
- Implementation of a least restrictive environment, which allows for maximum contact and participation with non-disabled peers.
- Committed to crafting individualized instructional plans to help each student reach their full potential.
- Ongoing professional development in order to assure they have the skills and knowledge necessary to meet the unique needs of their students.
- Value the importance of parent support and involvement in the education of each child with a disability and look forward to working together as a team.

What is RTI?

(Response to Intervention)

- RTI is preventative
- It is an educational model that promotes early identification of students who demonstrate gaps in specific academic areas.
- Refers to a process that emphasizes how well students respond to changes in instruction.
- It has tiers which involve increasing the intensity of instruction for students.
- RTI provides an improved process and structure for school teams in designing, implementing and evaluating educational interventions.

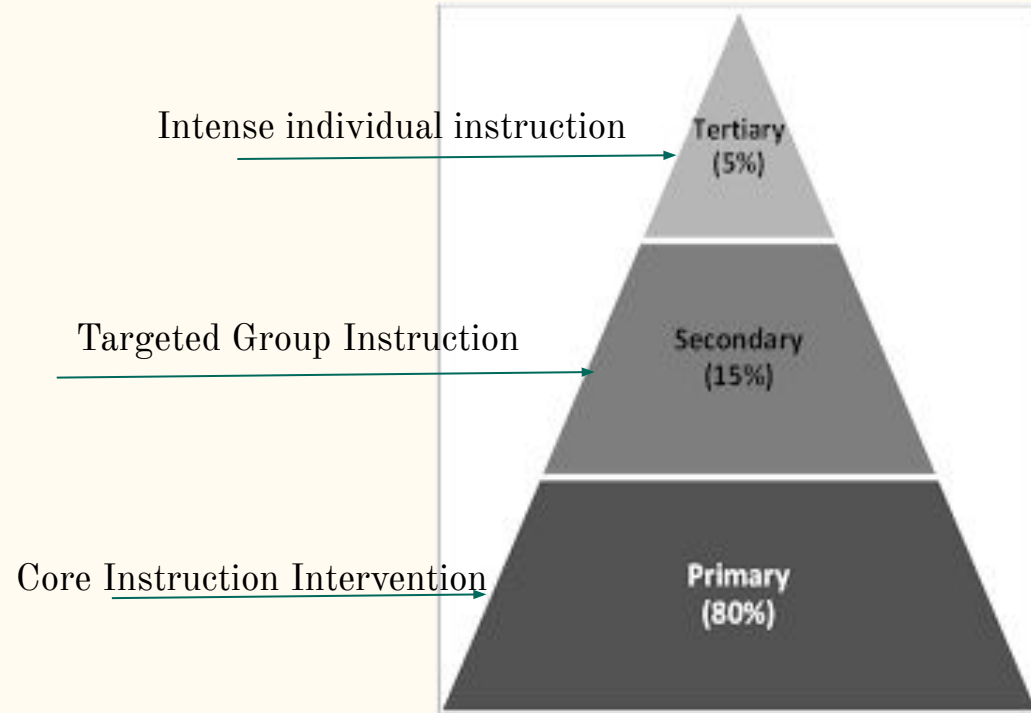
Essential Components of RTI

Three core elements:

1. Use of scientifically based instruction and interventions in general education.
2. Monitoring and measurement of student progress in response to the instruction and interventions.
3. Use of these measures of student progress to shape instruction and make educational decisions.

-NASP

RTI Pyramid



Universal Screening

An important first step in any prevention approach is the school-wide or universal screening which will help identify the students who are at risk for learning difficulties.

Overview Tier 1

- **Who receives it?**
 - Students in the classroom
- **Who implements it?**
 - General education teacher
- **What?**
 - Research based curriculum
- **Where?**
 - In the classroom
- **When?**
 - Throughout the day
- **How?**
 - By utilizing differentiated instruction, modifying and providing additional support.
 - Benchmark progress monitoring

Overview of Tier 2

- **Who receives it?**
 - Students that are not making progress with the core curriculum and Tier 1 interventions.
- **Who implements it?**
 - General education teacher and push-in teachers
- **What?**
 - Scientifically based interventions designed to supplement classroom instruction
- **Where?**
 - In the classroom
- **When?**
 - When small homogeneous group instruction is being provided
- **How?**
 - By designing goals that specifically address a student's area of deficit. The core instruction is utilized with supplemental programs and strategies to help the child meet the goal.
 - Frequent progress monitoring—at least twice weekly.

Overview of Tier 3

- **Who receives it?**
 - Students who display a sustained lack of adequate progress even after receiving Tier 1 and Tier 2 interventions.
- **Who implements it?**
 - Teacher who provides pull out services and specialized instruction
- **What?**
 - Intense scientifically based intervention
- **Where?**
 - Out of the classroom
- **When?**
 - Several times a week
- **How?**
 - Specialized instruction which targets specific deficits and goals is provided outside of the classroom in a small homogeneous group or individual basis.
 - Data collection and monitoring-weekly.

When is a Special Education Referral Appropriate?

- 1- If the student is unable to achieve the established goals after receiving intense research based interventions in all three tiers.
- 2- When there is documentation that goals were established and appropriate interventions were utilized.
- 3- When data illustrates a lack of progress.

Consent for Evaluations

According to IDEA 2004, the student's parents are allowed to request a formal evaluation to determine eligibility for special education during any point of the RTI process. An RTI process cannot be used to deny or delay a formal evaluation for special education.

Parts of Evaluation Process

Social History-

Observations-

Interviews-

Cognitive/Psychological-

Academic Achievement/Educational-

Visual-Motor Integration-

Social/Emotional/Behavioral Rating Scales-

Functional Behavioral Assessment (FBA)-

Related Service Evaluations

Classifications

- Autism
- Deaf-Blindness
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

What is the CSE and what to expect during a meeting...

- CSE -Committee on Special Education
- The CSE is a multidisciplinary team consisting of a Chairperson/Psychologist, General and Special Education Teacher, Counselor/Related Service Provider/Social Worker, Parent, Translator (if needed).
- Review Evaluations/What Brought CSE together
- Review of IEP (Individualized Educational Plan)

IEP vs. 504 Plan

IEP- (Individualized Education Plan) falls under Individuals with Disabilities Act (IDEA) to ensure access to special education and related services for eligible children with disabilities. It is a working document that allows for necessary accommodations and specially designed instruction with goals and objectives.

504- falls under the Americans with Disabilities Act to ensure that individuals are not discriminated against due to their disability. It provides support and accommodations but do not have goals or objectives. It is for students with a disability which substantially limits one or more of the individual's major life activities.

What goes Into an IEP?

- Measurable Annual Goals
- Progress Reporting
- Special education, related services, and supplemental aids and services
- Program Modifications
- Least Restrictive Environment
- Participation in State and District-Wide Assessments
- Description of Service Delivery

The IEP and IEP Development Process

The IEP is a strategic planning document that identifies a student's unique needs and how the school will strategically address those needs in IEPs:

- Preparation for graduation and adult living.
- Measure students' progress toward goals and objectives
- Access to the general education curriculum
- Provide appropriate learning opportunities, accommodations, adaptations, specialized services and supports needed.

The IEP and IEP Development Process Cont.

The IEP development process is a student-centered process. No other issues, agenda or purposes should interfere with this process.

- Parent input
- student's present levels of performance
- CSEs include individuals who know the student and who contribute meaningfully to the discussion of the student's strengths and needs and how those needs can be met in the least restrictive environment.
- document that guides instruction and provides a tool to measure progress.
- The student's parents must be regularly informed of their child's progress through progress reports.

Special Education Programs in Glen Cove

Resource Room (5:1)

Related Services (OT, PT, speech, vision, hearing, parent training, behavioral intervention services and counseling)

Integrated Co-Teaching (ICT)

Special Classes Elementary (8:1:1, 12:1:1)

Special Classes Middle (15:1:1), High School (8:1, 15:1)

Out of District Placements (BOCES or New York state approved programs)

Residential Placement (in state or out of state)

Future Parent University Topics

Topic: Parents Guide to Enhancing Study Skills and Identifying Executive Functioning

Date: Wednesday, November 15, 2023

Topic: CPSE to CSE Transition

Date: Wednesday, January 17, 2024

Topic: Post-Secondary Transition and Support for Students with Disabilities

Date: Wednesday, April 3, 2024