



Parent Training

KIMBERLEY BONANNI, DIRECTOR OF SPECIAL EDUCATION

BONANNI.K@MARITIMECHARTER.ORG

215-535-4555 EX 1208

Special Education Department

- ▶ Director : Kimberley Bonanni
- ▶ Psychologist :LaReasa Vrai
- ▶ Speech : Dr. Ladson, Shani Klein
- ▶ OT: Krista Anuzzi
- ▶ Counselors: Kelly Brennan and Jaime Donovan–Middle School, Ms. Jackson and Ms. G : High School
- ▶ Transition Coordinator : High School Stephanie Pellegrino, Middle School: Nicole Hofner

504

- ▶ 504: plan created to insure that a child who has a disability or health condition (ADHD, depression, diabetes) receives accommodations to insure access to education and maintain health

CSR

- ▶ Comprehensive Student Review (CSR) is a process used to determine if a student is struggling academically or behaviorally
- ▶ This can be initiated by teacher, parent or special education director
- ▶ It is a process– referral, parent meeting/action plan, collection of data (8 week process), admin meeting to discuss outcome
- ▶ Referral to testing
- ▶ Continuation of accommodations/modifications
- ▶ Exit

Evaluation

- ▶ 60 days to complete—begins once permission form is returned
- ▶ In person testing
- ▶ Input forms
- ▶ Possibility of referral for related service screen or testing
- ▶ Report sent home to be reviewed then psychologist will call to review

Evaluation MTG

- ▶ Occurs after parent has had 10 days to review ER
- ▶ Is there a disability?
- ▶ All Parties in agreement
- ▶ Any revisions needed
- ▶ Student assigned to casemanager—casemanager has 30 days to write IEP
- ▶ If parent does not agree or student is not eligible—student does NOT receive services

Eligible/Ineligible

- ▶ Eligible—next step is IEP
- ▶ Non-eligible-process stops

IEP

- ▶ IEP is written based on findings from the evaluation
- ▶ It is a meeting based on creating a school document to assist the child with his educational/behavioral needs
- ▶ Attendees include parent. Parent input is crucial
- ▶ Binding, legal document
- ▶ We have 30 days to write this following the date of the evaluation report
- ▶ Positive behavior support plan

Accommodation

- ▶ Change in HOW student accesses information and demonstrates learning. It does NOT change instructional level, content or performance criteria
- ▶ Includes: presentation on lesson or mastery, instructional strategies (providing note outline), time, environment, equipment (use of FM device), assignment structure—paper/pencil, computer
- ▶ Example:
 - ▶ Listen to audio recordings instead of reading text
 - ▶ Have another student share class notes with him
 - ▶ Be given an outline of a lesson
 - ▶ Dictate answers to a scribe
 - ▶ Use a calculator or table of “math facts”

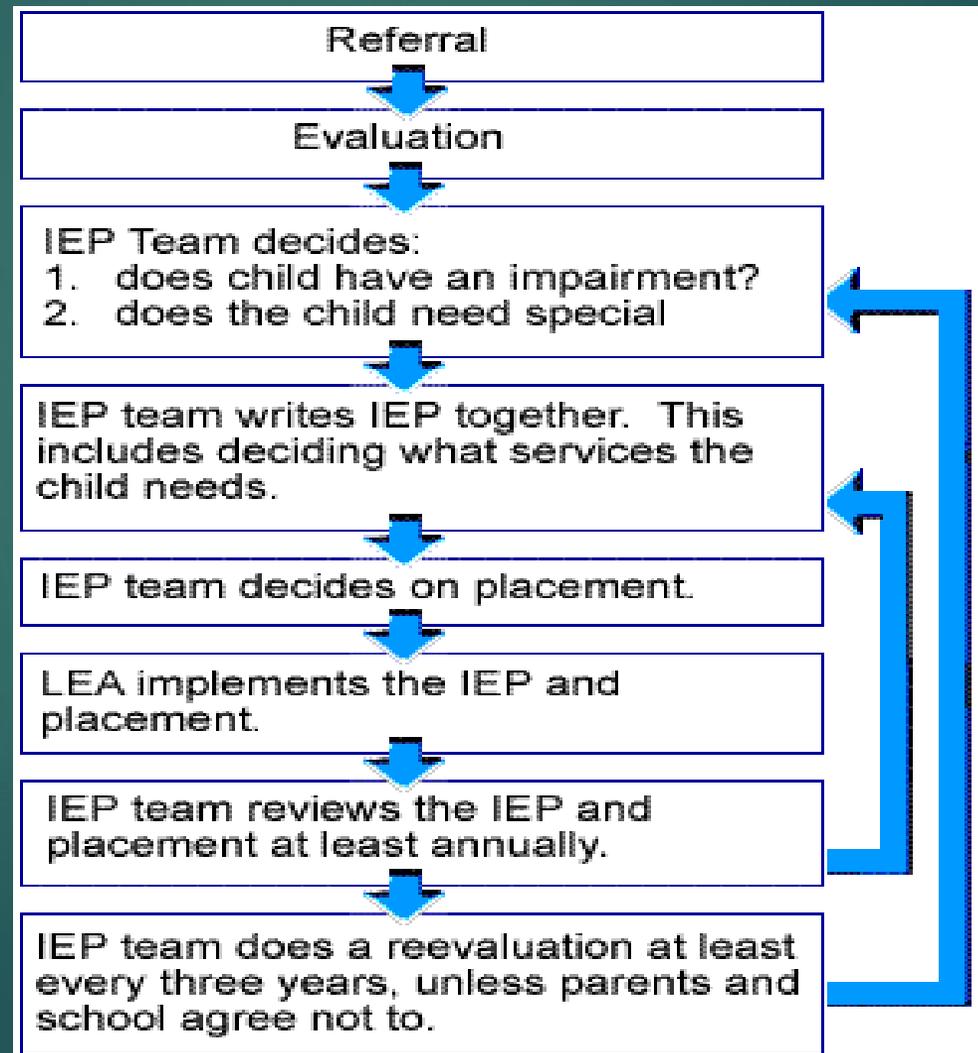
Modification

- ▶ Changes in WHAT a student learns. Changes are made to provide a student with opportunities to participate meaningfully and productively with other students in classrooms and learning experiences
- ▶ These include: instructional level (reading/math/other subject areas), content/curriculum, performance criteria (grading), assignment structure
- ▶ Example:
 - ▶ Complete fewer or different homework problems than peers
 - ▶ Write shorter papers
 - ▶ Answer fewer or different test questions
 - ▶ Create alternate projects or assignments

Re-evaluation (RR)

- ▶ Legally every 3 years except ID=2 years
- ▶ RR follows same process

Summary of IEP Process



Related Services

- ▶ Must be received as per IEP
- ▶ Speech
- ▶ Counseling—individual, group, social skills
- ▶ Psychologist
- ▶ Occupational therapy
- ▶ Nursing
- ▶ Transportation

Types of Supports

- ▶ Itinerant (80% or more)
- ▶ Supplementary (40% --79%)
- ▶ Full-time (less than 40%)

- ▶ Push-in VS Pull-out

Questions?

