

Technology and Special Education Lingo

With Dr. Luciano and Dr. Wade

Today's topics include

- Infinite Campus
- Parent Square
- IEP documents
- Communication Expectations
- Initial Eligibility for Special Education
- Continuum of services/programs available in East Islip

Methods of communication: Infinite Campus

1. Stores general demographic information

- Household information
- Contact information
- Emergency contacts

*Please keep phone numbers and emergency contacts up to date!

1. Access to report cards

http://www.eischools.org/parents/infinite_campus_pp

Method of Communication: Parent Square

District based:

- Messages from our Superintendent such as school closures

School based:

- You will receive messages from your administrators regarding building specific procedures

Teacher communication:

- Preferred method for teachers to send messages. However, time sensitive materials should be called in to the school staff members.

Dates on the School Calendar

- Scheduled times for school-parent communication
 - Progress reports and report cards
 - K-5 trimesters, 6-12 quarters
- If you have any questions in between these scheduled times, please contact your child's teacher, school nurse, social worker, school psychologist, or administrator.
 - Changes to medical history or treatment
 - Changes in household or environment
 - Significant behavioral changes
- Consistency between home & school

Methods of Communication: Special Education Documents

- Documents:
 - IEPs will be mailed home to you annually (or when amended)
 - Progress reports sent home quarterly
 - Prior Written Notice forms
 - Consent for initial/reevaluations
 - Descriptions of actions proposed
- Questions about special education services: Who to contact (via parentsquare)
 - School psychologist is the case manager who can answer general questions about IEPs
 - Start with the teacher for questions focused on academic skills, goals, or classroom functioning
 - For questions about specific related services:
 - Counseling: contact building social worker
 - Speech therapy: contact building speech therapist
 - OT/PT/other: contact school psychologist

Helpful hint: this is often a lot of paperwork! It can be helpful to have a binder, folder to store special education documents, copies of evaluations, etc.

Attendance/Lateness

- Notify the school main office of a child's absence
- Doctor note is needed for more than 6 consecutive days related to illness
- Tardiness counts towards days of absence
- Families are contacted when a child is flagged at-risk for frequent absences or tardies
- Impacts academics and routine!
- Sleep hygiene is essential!

UNDERSTANDING HOW LATENESS IMPACTS ON YOUR LEARNING TIME	
MINUTES LATE PER DAY (If you are late by the following number of minutes each and every day, the numbers on the right show how much learning has been missed)	HOW MANY SCHOOL DAYS/SCHOOL WEEKS MISSED IN 1 YEAR
5 minutes	3.4 school days
10 minutes	1.4 school weeks
15 minutes	2.6 school weeks
20 minutes	2.8 school weeks
30 minutes	4 school weeks

WHEN IS SICK TOO SICK FOR SCHOOL?



Send me to school if...

I have a runny nose or just a little cough, but no other symptoms.

I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.

I haven't thrown up or had any diarrhea for 24 hours.



Keep me at home if...

I have a temperature higher than 100 degrees even after taking medicine.

I'm throwing up or have diarrhea.

My eyes are pink and crusty.



Call the doctor if...

I have a temperature higher than 100 degrees for more than two days.

I've been throwing up or have diarrhea for more than two days.

I've had the sniffles for more than a week, and they aren't getting better.

I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).



Adapted with permission from Baltimore City Public Schools.

Communication Expectations

- Reciprocal Relationships for any pertinent information.
- Please know it is always helpful to be made aware of any changes your child may be experiencing as that may impact academic/social functioning in school.
 - I.e., medication changes , changes in home
- Your teachers preferred contact methods.
- Social worker and school psychologist have confidential voicemails
- Call the building directly for time sensitive information (i.e., change in dismissal procedure)
- Building hours parameters & teacher school day schedule

School-Home-Community Relationships

- FERPA limits of communication to outside providers
- Release of records to coordinate with outside providers
- Custody/Change of Guardianship/Court Orders will impact who information is shared with and who can be contacted for an emergency during school hours.
- Please make sure if there are any changes or updates that the school is aware. The schools do not know the information unless it is given to us.

Common lingo in special education

- IEP: Individualized Education Plan
- CSE: Committee on Special Education
- FBA: Functional Behavior Assessment
- BIP: Behavior Intervention Plan
- RTI: Response to Intervention
- 504: formal plans for students with disabilities
- PLEP: Present Levels of Performance
- ESY: Extended School Year (Summer)
- FERPA: Family Education Rights Provider Act

Any others you need us to debunk?

Referrals/Initial Eligibility for Special Education

- A referral is a written statement asking that the school district evaluate your child to determine if he or she needs special education services.
 - Who can make referrals? Parents, teacher or other school professional, doctors, etc.
- After your child is referred, you will be asked to give your written consent to have your child evaluated. The evaluations help determine if special education services or programs are needed.
- Upon completion, a meeting is held to discuss the results. The Committee decides if your child is eligible or ineligible for special education services.

Eligibility

- In order to be eligible, a child must have a disability that affects his or her ability to learn (educational impact!)
- There are 13 different categories for classification (some examples include: Autism, Learning Disability, Speech or Language Impairment, Other Health Impairment).
- The Committee must identify the one disability category that most appropriately describes your child.
- After a student is deemed eligible, an Individualized Education Program (IEP) is implemented to meet your child's needs.

Programs/Services Offered

- Continuum of services: a continuum of program alternatives are available to meet the varied needs of students.
- Continuum represents programs that are available both within the district, by contract with neighboring districts, as well as those provided by BOCES or private educational agencies.
- Students are placed into special education programs when the nature or severity of their disability is such that education in a regular class with the use of supplementary aids and services cannot be achieved satisfactorily.

Programs

- Regular education program: available to all students, and can include compensatory instruction in reading, writing, and math. MTSS services support all major content areas and are available to all identified general education and special education students.
- Supplementary support services: Temporary services specified in an IEP provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability (classroom modifications and accommodations).
- Related services: services provided by appropriate specialists. Can range from regular daily sessions to weekly, dependent upon the student's IEP.
 - Examples include: Speech, Vision, Hearing, Counseling, OT, PT.

Programs Continued

- Hearing impaired: provided for mainstreamed hearing impaired students by a certified itinerant teacher for the deaf or hard of hearing. Consists of intensive language development, auditory training, speech correction, and lip reading.
- Visually impaired: Itinerant services provided to visually disabled students. Provided by a teacher of the visually impaired who can provide instruction using audio, tactile, and magnification aids.

Consultant Teacher Services

- Delivered within the regular education program to increase the opportunity to receive education in the least restrictive environment. Can help decrease the amount of time spent outside of the regular education classroom.

Direct Consultant Teacher: Specifically designed individualized or group instruction provided by a certified special education teacher to a student with a disability.

Indirect Consultant Teacher: Consultation provided by a certified special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the needs of a student with a disability who attends their classes.

Programs Continued

- Inclusion (ICT): designed to meet the needs of special education who require specialized instruction within general education classes. Involves the mutual planning and expertise of the general education and special education teachers.
- Resource Room: Student's learning needs are such that they need additional compensatory and supportive assistance outside of the regular classroom. The program is provided to supplement regular or classroom instruction for at least 3 hours per week. Involves special education and regular classroom teachers cooperatively planning to establish appropriate goals, teaching methods , and materials.

Special Class Program Options

- 15 students + 1 Teacher (15:1): Designed for pupils whose special education needs require specialized instruction that can be accomplished in a self-contained setting with other pupils having similar special education needs.
- 12 students + 1 Teacher + 1 Paraprofessional (12:1:1): Students in this program exhibit behavioral and/or learning difficulties that interfere with the instructional process that an additional adult is needed within the classroom.
- 8 students + 1 Teacher + 1 Paraprofessional (8:1:1): Provides individualized instruction and offers the structure and adult-to-student ratio necessary for students whose management needs are determined to be highly intensive.

Secondary CORE Program

- The CORE program is designed to meet the vocational needs of students slated to receive the SACC (Skill and Achievement Commencement Credential). The students are provided with an opportunity to develop vocational skills while participating in a real-life setting (i.e. Lee's Auto Body, Town of Islip, Pat's Market).
- Students are under the direction of a special education teacher and/or Teaching Assistant who assists with facilitating and coordinating staff and developing skills during the school day.

Examples of BOCES Programs

Eastern Suffolk BOCES:

- Tecumseh Learning Center- students with mild to severe learning disabilities and moderate to severe behavioral and/or intensive counseling concerns.
- Premm Learning Center- students with moderate to severe developmental disabilities.
- Bellport Academic Center: moderate cognitive impairment with a pattern of intermittent acting-out behaviors.

Examples of exit outcomes include: return to district, supported employment, BOCES included placement, other BOCES programs, outside placements, SAAC, Regents or Local Diploma, Post Secondary Training (OPWDD, ACCES-VR)

Private School/ Residential Programs

- In addition to in-district and BOCES programs, the district places students in private special education programs when appropriate. Examples include:
 - Developmental Disabilities Institute
 - Mill Neck Manor School for the Deaf
 - Ascent

Residential Program:

- Provide twenty-four hour-a-day comprehensive services that are unavailable to a student being educated in a special class and living at home.