

Technology and Special Education

September 2024 Parent Training

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Today's Topics Include:

- Infinite Campus
- Parent Square
- IEP Documents
- Communication Expectations
- Initial Eligibility for Special Education
- Continuum of services/programs available

Methods of Communication

Infinite Campus

The logo for Infinite Campus, featuring the text "Infinite Campus" in white on a green square background. The word "Infinite" is on the top line and "Campus" is on the bottom line. A stylized white line graphic resembling a path or a network is positioned between the two words.

Infinite
Campus

- Stores general demographic information
 - Household information
 - Contact information
 - Emergency Contacts
- Make sure to keep phone numbers and emergency contacts up to date!
- 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 building specific messages from your administrators
- 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
- Any questions between these scheduled times contact your child's teacher(s), school nurse, social worker, psychologist, or administrator.
 - Changes to medical history or treatment
 - Changes in household or environment
 - Significant behavioral changes

Special Education Documents

Creating a binder to store all special education documents can be helpful for easy reference!

- 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**
 - 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

Attendance/Tardiness

- 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!

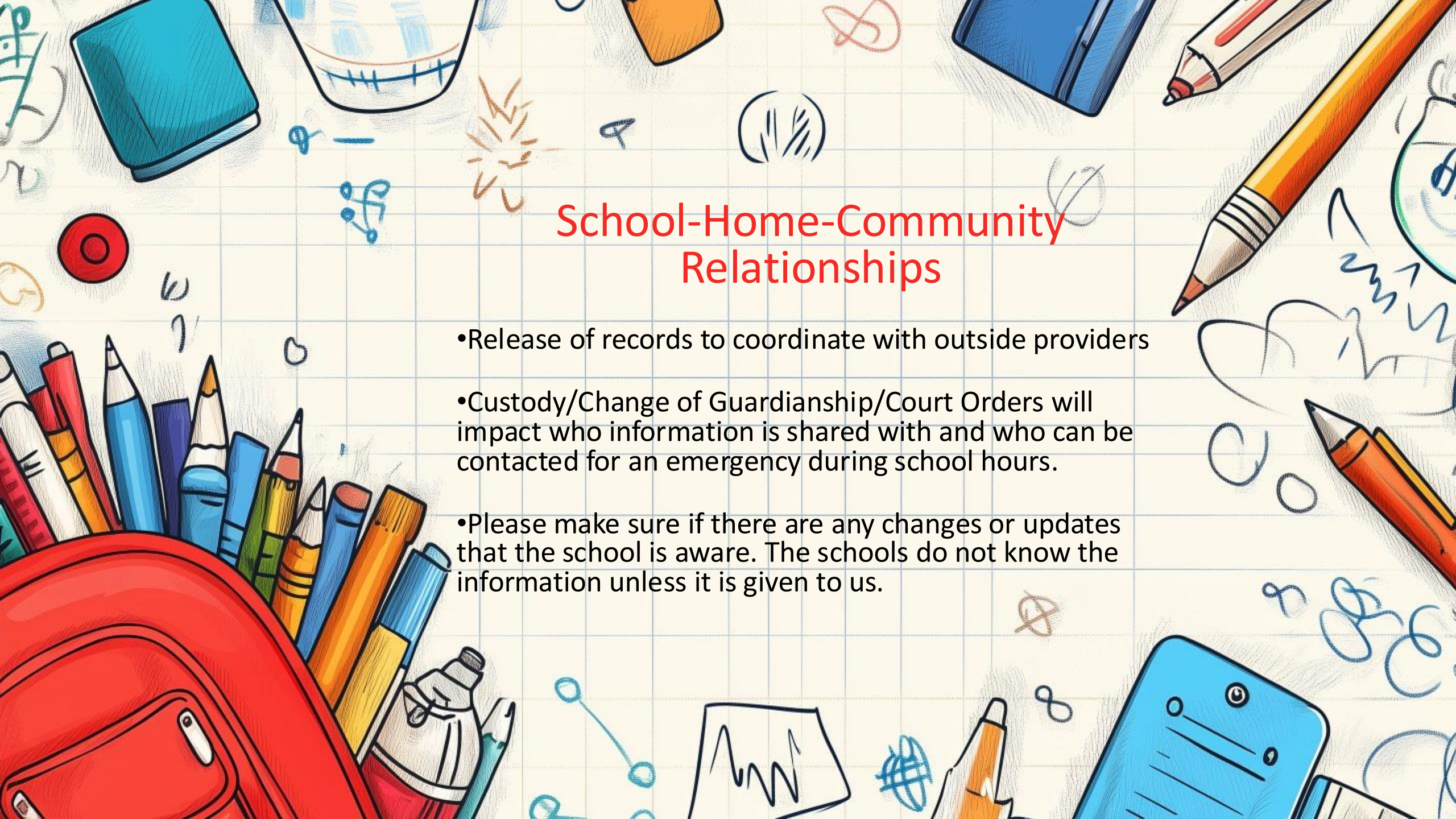
UNDERSTANDING HOW LATENESS IMPACTS ON YOUR LEARNING TIME

MINUTES LATE PER DAY <small>(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)</small>	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



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



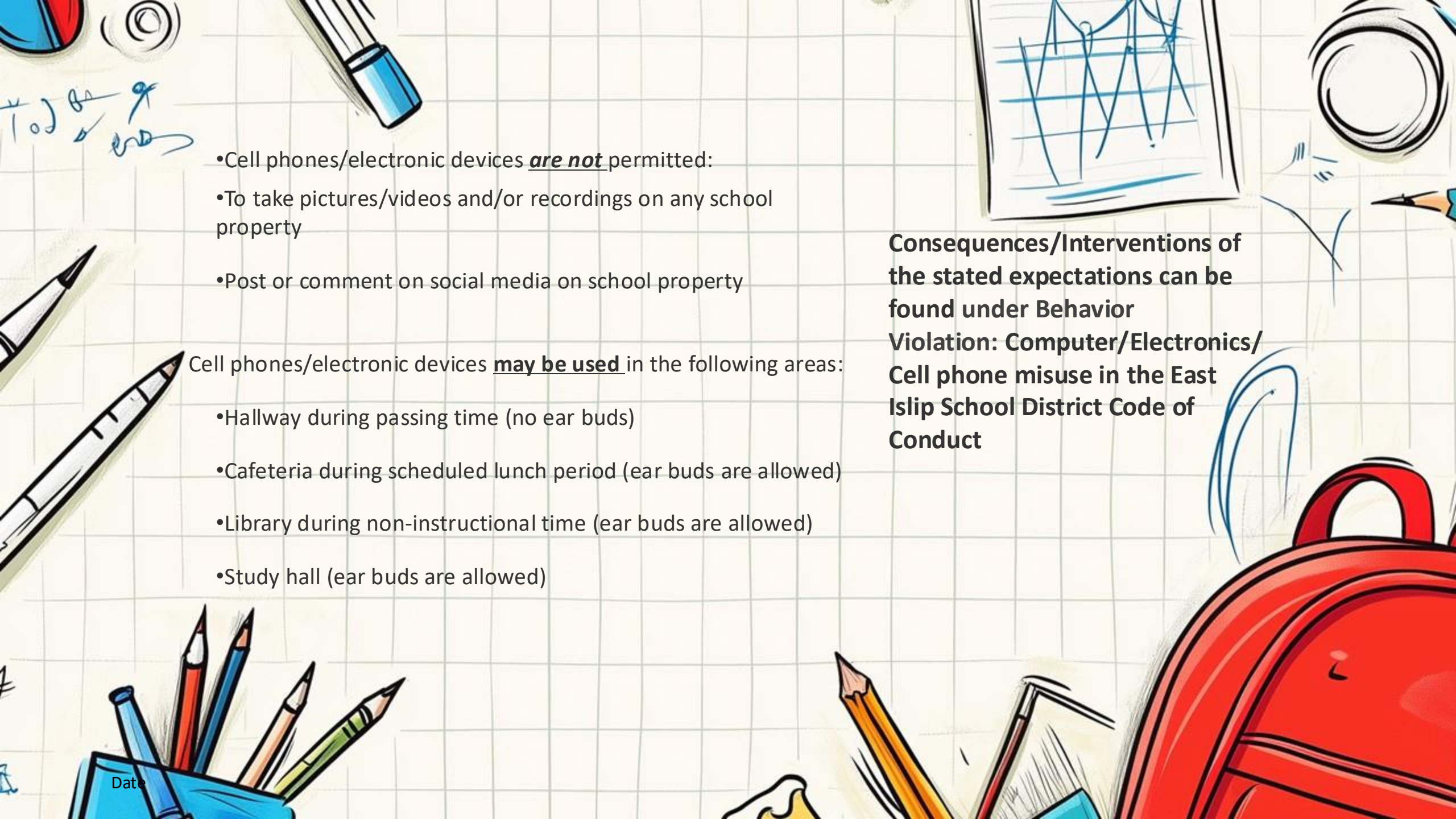
School-Home-Community Relationships

- 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.



Cell Phone Electronic Device Use and Expectations

- **Kindergarten-8th grade:** Apart from school issued devices used for instructional purposes and/or devices utilized for medical purposes (documented health plan & IEP), all student cell phone/electronic devices must be off and away during the school day. In addition, no ear buds are allowed during the school day.
- **9th-12th grade:** Cell phone/electronic devices (including ear buds) **are not** permitted in the following areas:
 - Classroom instructional time
 - Bathrooms
 - Locker rooms
 - Physical Education classes
 - In-School Suspension (ISS), In-District Suspension (IDS), Lunch Detention, After-School Detention

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- Cell phones/electronic devices **are not** permitted:
 - To take pictures/videos and/or recordings on any school property
 - Post or comment on social media on school property

Cell phones/electronic devices **may be used** in the following areas:

- Hallway during passing time (no ear buds)
- Cafeteria during scheduled lunch period (ear buds are allowed)
- Library during non-instructional time (ear buds are allowed)
- Study hall (ear buds are allowed)

Consequences/Interventions of the stated expectations can be found under Behavior Violation: Computer/Electronics/Cell phone misuse in the East Islip School District Code of Conduct



Committee on Preschool Special Education

The CPSE provides special education services and programs to eligible children between the ages of 3 and 5.

Eligibility : Children are referred to the CPSE if they are suspected of having a disability that affects their development and learning.

Referrals : Referrals can be made by parents, caregivers, professionals, program providers, or other concerned individuals.

CPSE meetings : The CPSE conducts meetings to determine eligibility and make recommendations for services and placements.

Individualized Education Program (IEP) : If a child is eligible, the CPSE will develop an IEP to provide them with a Free Appropriate Public Education (FAPE).



Common Lingo in Special Education

- IEP: Individualized Education Plan
- CSE: Committee on Special Education
- CPSE: Committee on Preschool 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
- OPWDD: Office for People with Developmental Disabilities

Any others you need us to debunk?



Referrals/Initial Eligibility for Special Education Services

- 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

- General 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 Programs

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