

# Special Education Update

*The Orchard Park Central School District recognizes that all students are individuals who learn at different paces, with differing styles, through a variety of methods and tools. We believe in early intervention to promote student learning in their Least Restrictive Environment (LRE).*



# Mission Statement

We are committed to promoting education, reviewing department policy and procedure, developing the potential of all children and improving the understanding of individuals with special needs.

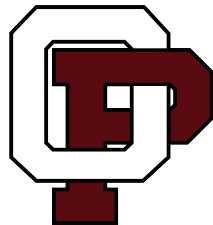
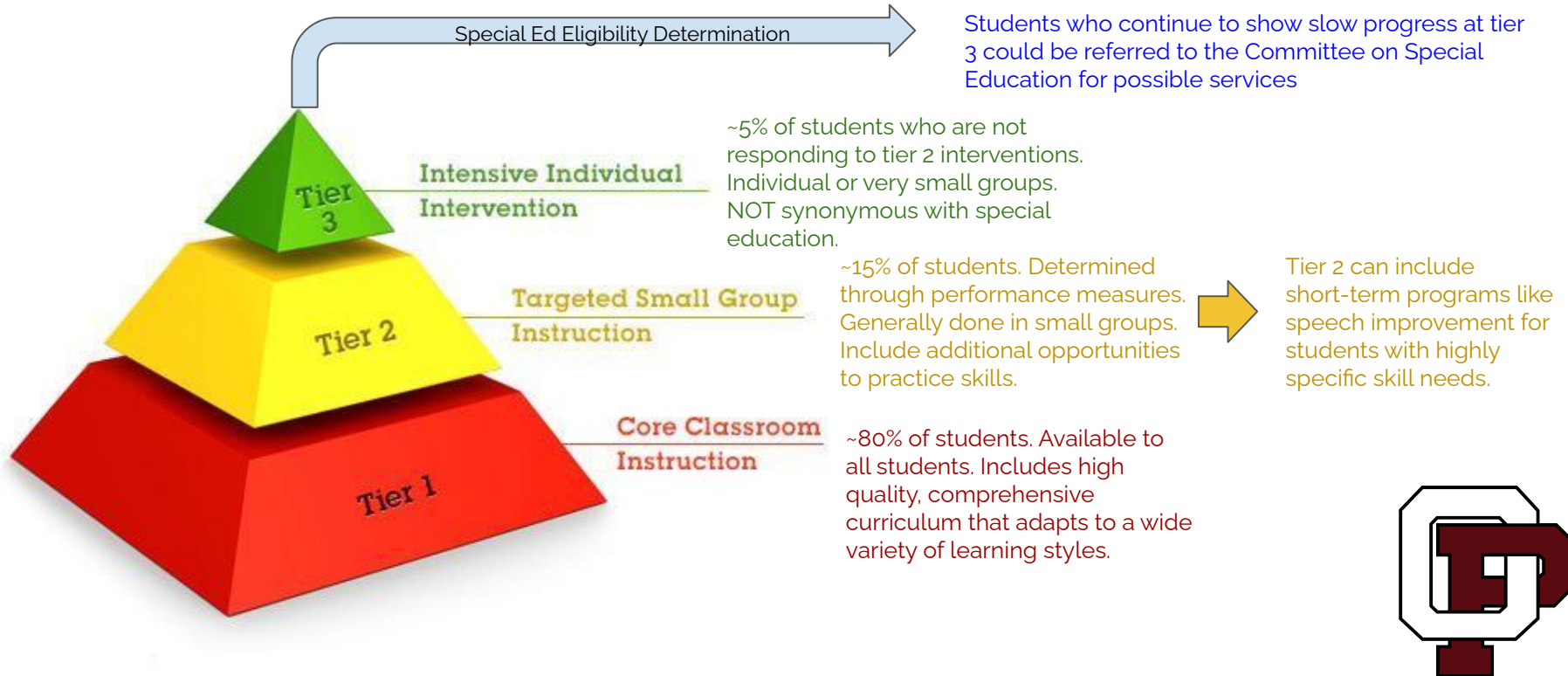


# Vision Statement

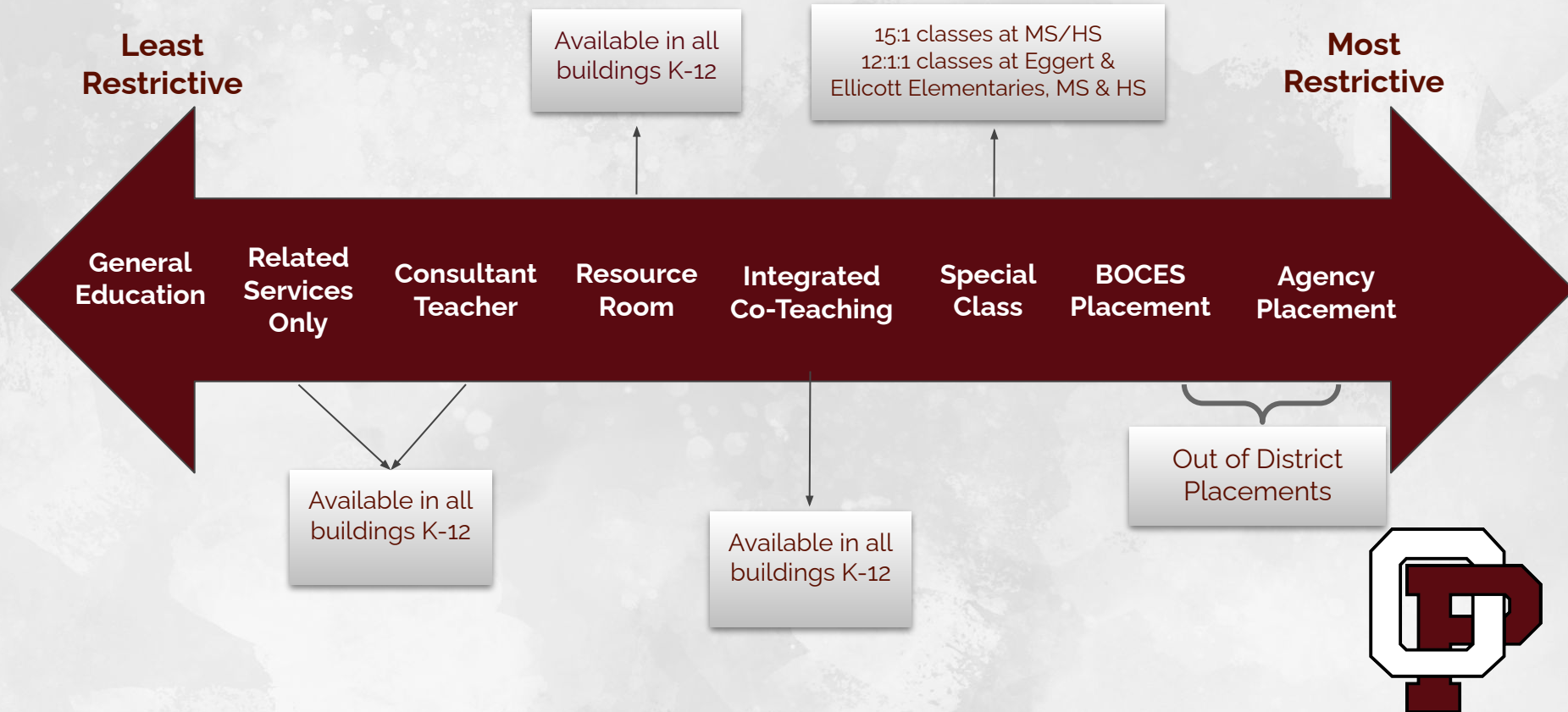
- *Enhance the learning experience* for students with special needs.
- Provide **strategic and focused staff development** through effective in-service training for teachers to keep current on strategies for students with special needs.
- *Provide clear, consistent information and communication* for parents regarding special education services.
- Create a venue for teachers to share information from various buildings and levels.
- Respond to the needs of our students, as **ALL students** are general education students first!



Special Education is a part of the supports and services students have access to, but it follows a strategic process of providing interventions to students.



# Continuum Of Services





# Philosophy

Our philosophy of Special Education embraces a multi-disciplinary approach in which the student's cognitive, social/emotional, physical and management needs are addressed through parent-professional partnerships.

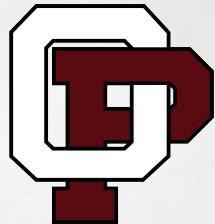


# Goal Areas

**Our Long Range Plan is broken down into the following goal areas:**



- A. Identification of Special Need Students
- B. Regulatory Compliance
- C. Evaluation of Programs and Student Performance
- D. Implementation of Least Restrictive Environment Philosophy
- E. Transition Planning/Aging Out
- F. Curriculum Development and Implementation
- G. Parent Involvement
- H. Evaluation of Long Range Plan



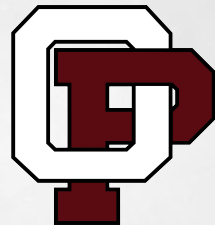
# The Team

The Orchard Park Central School District employs a variety of appropriately licensed, certified and qualified individuals to address the needs of our students. They include:



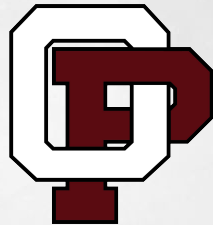
- District & Building Administrators
- General Education Teachers (K-12)
- Special Education Teachers (K-12)
- Teacher Assistants (K-12)
- Service Related Personnel:
  - ◆ Aides
  - ◆ Clerical Staff
  - ◆ Nurses
  - ◆ Bus Drivers
  - ◆ Bus Attendants
  - ◆ Custodians & Cleaners

- Related Service Providers:
  - ◆ Occupational Therapists
  - ◆ Physical Therapists
  - ◆ Speech-Language Pathologists
  - ◆ Social Workers
  - ◆ School Psychologists
  - ◆ Behavioral Specialists
  - ◆ School Counselor



# Policy Update

Corporal Punishment, Seclusion, Timeout  
and Emergency Interventions





# State Law Prohibits

- Seclusion
- Corporal Punishment
- Prone Restraint

**Corporal Punishment:** Any act of physical force upon a student for the purpose of punishing that student.

**Seclusion:** means the involuntary confinement of a student alone in a room or space that they are physically prevented from leaving or they may perceive that they cannot leave at will. Seclusion does not include timeout.

**Prone restraint:** physical or mechanical restraint while the student is in the face down position.

# Timeout and Physical Restraint

The Amended Regulations require the use of ***positive, proactive, evidence- and research-based strategies to reduce challenging behaviors for the purpose of eliminating the need for time out and physical restraints.***

- Should include multi-tiered systems of support (MTSS)

## **Timeout and physical restraints should only be used when:**

- Less restrictive and instructive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others
- There are no known medical contraindications
- Staff have the required training to use such interventions



# After Timeout or Physical Restraint

## **Parental Notification**

- Same day notification to parents/guardians following the use of timeout (even when in conjunction with a BIP) or a physical restraint.
- Parents/guardians must be provided with a copy of the documentation of the incident within three (3) school days.

## **Complete Documentation Form**

## **Debrief**

- After each incident, a debriefing must be held as soon as practicable in which a school administrator or designee
  - Meets with school staff
  - Discuss the incident with the student

