



Committee on Special Education

***A Procedural Manual for General Education
Teachers, Special Education Teachers, and Related
Service Providers***

Updated June 2021

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Meet our Team: The Committee on Special Education

Megan Retchless, Director of Special Education/CSE/CPSE Chairperson
Ex. 1133, mretchless@genvalley.org

Rachele Preston, Administrative Assistant
Ex. 1130, rpreston@genvalley.org

Brianna Bouge, School Psychologist
Ext. 1125, bbouge@genvalley.org

Sara Donlon, MS/HS Principal
Ext. 1230, sdonlon@genvalley.org

Brian Edmister, Elementary Principal
Ext. 1238, bedmister@genvalley.org

Paula Mighells, Director of Curriculum/Dean of Students
Ext. 2205, pmighells@genvalley.org

Josie Preston, MS/HS Guidance Counselor
Ext. 1219, jpreston@genvalley.org

Jenn Turybury, Elementary Guidance Counselor
Ext. 1218, jturybury@genvalley.org

Brooke Bradt, Social Worker
Ext. 1214, bbradt@genvalley.org

Katy Shaw, Board-Certified Behavior Analyst (BCBA)/Special Education Teacher
Ext. 2112, kshaw@genvalley.org

Charity Cline, Assistant Board-Certified Behavior Analyst (BCaBA)/Teaching Assistant
Ext. 1106, cccline@genvalley.org

Erin Graham, Speech Pathologist
Ext. 1254, egraham@genvalley.org

Jaci Rizzo, Speech Pathologist
Ext. 1253, jrizzo@genvalley.org

Miranda Gumtow, Physical Therapist
Ext. 2260, mgumtow@genvalley.org

Brittany Clark, Occupational Therapist
Ext. 2260, britney_clark@urmc.rochester.edu

Donna Faller, Special Education Teacher
Ext. 2261, dfaller@genvalley.org

Emily Ring, Special Education Teacher
Ext. 2240, ering@genvalley.org

Karen Romance, Special Education Teacher
Ext. 2216, kromance@genvalley.org

Nanette Vossler, Special Education Teacher
Ext. 1137, nvossler@genvalley.org

Pat Kozlowski, Special Education Teacher
Ext. 2102, pkozlowski@genvalley.org

Brandy Hutchison, Special Education Teacher
Ext. 2107, bhutchison@genvalley.org

Haylee Jordan, Special Education Teacher
Ext. 1102, hjordan@genvalley.org

Brian Edmister III, Special Education Teacher
Ext. 1135, bedmister@genvalley.org

Racheal Winterhalter, Registered Behavior Technician (RBT)/Teaching Assistant
Ext. 2112, rwinterhalter@genvalley.org

Miranda Hemphill, Registered Behavior Technician (RBT)/Teaching Assistant
Ext. 2118, mhemphill@genvalley.org

Marie Dougherty, Registered Behavior Technician (RBT)/Teaching Assistant
Ext. 2112, mdougherty@genvalley.org

Michelle Crawford, Teaching Assistant
Ext. 2109, mcrawford@genvalley.org

Sabrina Schmidt, Teaching Assistant
Ext. 1281, sschmidt@genvalley.org

Nancy George, Teaching Assistant
Ext. 1112, ngeorge@genvalley.org

Alyssa Heitman, Teaching Assistant
Ext. 2118, aheitman@genvalley.org

The Role of a Special Education Case Manager

Job Goal: Serve as a coordinator of services, student advocate, and liaison between parents and school. Support general education teachers with implementation of the IEP and ensures that students are receiving accommodations and program services.

Professional Responsibilities:

August/September:

- Read IEPs prior to the start of the school year.
- Communicate your role as case manager with families for the school year and include professional contact information.
- Cross-reference IEP with student schedules to ensure implementation of the program; report any inconsistencies to the Director of Special Education.
- Meet with general education teachers to review IEPs, answer questions, and ensure an understanding of student management needs as well as accommodations and modifications by September 9.
- Meet with aides and TA's providing in-class supports to review IEP needs and their role in class support by September 15.
- Ensure any 1:1 aides attached to students on caseload are aware of roles and responsibilities as they pertain to the student.
- Obtain signatures and turn in "IEP Acknowledgement of Review" forms by September 17 on a yearly basis.

Year-Long:

- Serve as the "Central Point of Contact" for all teachers, parents, and administrators.
- Be the "expert" on the student.
- Ensure that modifications to materials are completed and appropriate.
- Attend any team meetings that have your student on the agenda.
- Communicate with parents regarding progress towards goals and include information in IEP.
- Collect data for IEP meetings and progress-monitoring.
- Update IEPs to include Present Levels of Performance no later than one week prior to CSE meetings.
- Obtain input from all providers and ensure their input is included in the IEP no later than one week prior to scheduled meeting.
- Prepare draft goals for review and feedback at the CSE meeting.
- Attend and participate in CSE meetings.
- Revise IEPs within one week following CSE meeting as needed.
- Communicate with the CSE Secretary when the IEP is ready to finalize.
- If Guidance isn't in attendance, communicate any program changes that impact scheduling.

Section One: New Referral

Description: This is the step in the process of providing students access to special education services. A written referral to the CSE means there is a reason to believe a student may have a disability that is adversely affecting educational performance, and which cannot be accommodated by established supports within the general educational environment.

1. A Request for Referral may be initiated by any of the following individuals or groups:

- Professional staff member(s) of the school district or the public or private school that the student legally attends or is eligible to attend. At GVCS, this is the RTI/504 Committee or Principal
- Licensed Physician
- Judicial Officer
- Professional staff member of a public agency with responsibility for welfare, health, or education of children
- Student who is 18 years of age or older, or an emancipated minor

Upon receipt of a request to refer, the School District within 10 days must:

- Inform the Building Principal who may request to speak with the parent.
- Request parent consent to initiate evaluation, **or**
- Provide a parent with a copy of the request for referral; **and**
- Inform the parent of his/her right to refer the child for an initial evaluation; **and**
- Offer the parent the opportunity to meet to discuss the request for referral, and, as appropriate, the availability of appropriate general education support services.

2. A referral may be made by:

- A student's parent
- CSE Chairperson
- Building Principal
- Commissioner or designee of a public agency with responsibility for the education of the student
- A designee of an education program affiliated with a child-care institution with committee of special education responsibility
- RTI Committee/504 Committee

Once a decision has been made to refer a student to the CSE, the following procedure is followed:

Step 1: Receipt of Referral: Upon receipt of referral, the Office of CSE will confirm the receipt of referral and request information from various professionals who have been working with or who are providing services to the student:

- a. Classroom Teacher
- b. Literacy Specialist or Math Intervention Teacher

- c. Counselor
- d. School Nurse
- e. Psychologist
- f. Guidance Counselor
- g. Other (Speech, OT, PT)

Information is sent to the Office of CSE as soon as possible so that if further action is necessary, it can be accomplished before the CSE meets.

Upon receipt of referral, copy of a referral, or a request to refer, a building administrator may request a meeting with the student's parents, the student (if appropriate), and the person making the request for referral. The purpose of this meeting is to determine whether the student would benefit from additional general education support services as an alternative to special education, including, among others, academic intervention services.

Please note:

The Genesee Valley Central School District adheres to a **Response to Intervention Model** and the implementation of pre-referral interventions, academic interventions, and support services. Referrals from School District personnel must be submitted via the RTI Committee.

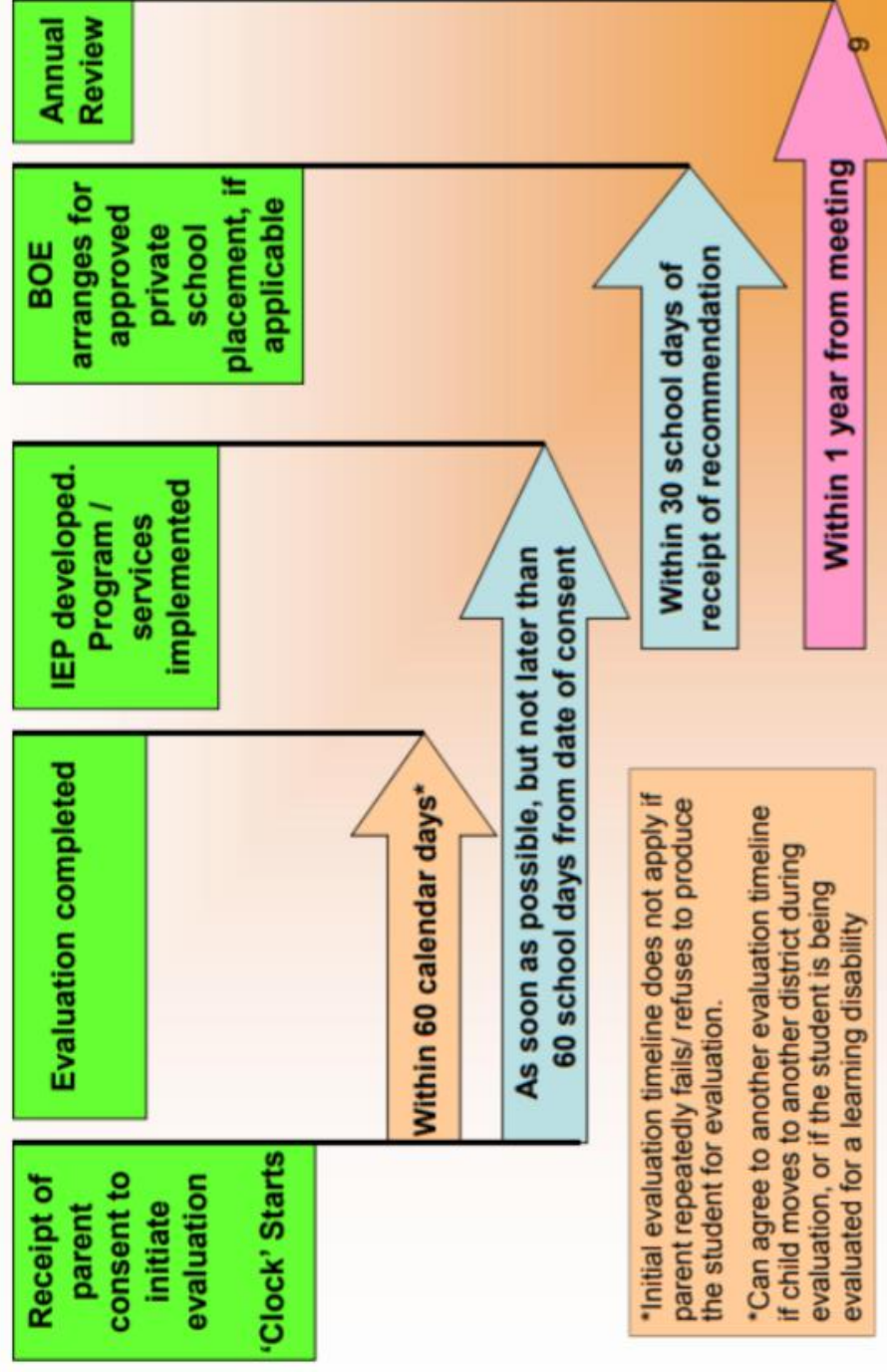
Substantial and accurate documentation must be submitted with the referral packet, documenting the building's attempt to provide 1) individualized, research-based intervention over an appropriate period of time, or 2) academic interventions and other support services.

Step 2: Solicitation of Parent/Guardian Consent: An Initial Referral Packet (IRP), which includes a **Consent to Conduct a Multidisciplinary Evaluation or Consent to Evaluate**, will be sent to the student's parents/guardians. They will be requested to sign one of the options on the consent form and return it to the Office of CSE as soon as possible. In addition, the parents/guardians may be requested to provide a physical examination and a Social History.

Parent consent is not required prior to:

- Reviewing existing data
- Administering a test or other evaluation that is administered to all children

CSE Process Timeline



CSE Process Timeline

<u>Referral</u>	<u>Evaluation, Eligibility & Recommendation</u>	<u>IEP Implementation</u>	<u>Annual Review</u>	<u>Reevaluation</u>
<p>Date of referral = date written referral is received by CSE chairperson or the building administrator, whichever is earliest.</p> <p>If received by administrator, they immediately notify CSE chairperson.</p> <p>If received by CSE, they notify building administrator within 5 school days.</p> <p>CSE chairperson immediately notifies parent, requests consent to evaluate, and gives prior written notice.</p> <p>Building administrator may request a meeting with parent to consider other interventions. Meeting must happen within 10 days.</p> <p>They may agree to withdraw the referral.</p> <p>Document agreement, including follow-up meeting date.</p> <p>If no consent after 30 days, chairperson shall document attempts to obtain consent and shall notify BOE that they may request an impartial hearing to seek permission to evaluate without consent.</p>	<p>Begin evaluation process upon receipt of consent. Prior written notice was given to parent with request for consent to evaluate.</p> <p>Evaluation must be completed within 60 calendar days of receipt of consent. The 60 days does not apply if the child transfers districts during the evaluation, or if the parent repeatedly fails to make the child available for the evaluation.</p> <p>The timeline may be extended by agreement between parent and district for a child suspected of having a learning disability.</p> <p>Meeting notice given to parent at least 5 calendar days before CSE meeting.</p> <p>Hold CSE meeting to determine eligibility and recommendations.</p> <p>Forward the recommendation to BOE.</p> <p>Send prior notice to parent of CSE recommendation and evaluation report.</p> <p>If found to be ineligible, the recommendation shall indicate the reasons for ineligibility. A copy of the recommendation and appropriate evaluation information are provided to the building administrator who determines if support services are appropriate. A copy of the recommendation and the evaluation report is provided to the parent.</p>	<p>Within 60 school days of consent to evaluate, the BOE must arrange for services per the IEP.</p> <p>If recommending an approved private school, BOE must arrange for services within 30 school days of receipt of the recommendation.</p> <p>If BOE disagrees with recommendation, it may ask CSE to reconvene, or may establish a second committee, but must still implement a program within the applicable timeline.</p> <p>Parent notified of BOE approval and asked for consent for initial provision of services.</p> <p>Parent provided copy of IEP.</p> <p>Teachers and service providers are provided a paper or electronic copy of IEP, and the Chairperson designates an employee with knowledge of the student to inform them of their responsibilities for implementing the IEP.</p>	<p>The CSE must meet at least annually, but more often if necessary, based upon the student's performance or request by parent or staff member.</p> <p>Meeting notice given to parent 5 calendar days before the meeting.</p> <p>After annual review, provide prior written notice of recommendation and copy of new IEP to parent.</p> <p>An IEP must be in place at the start of each school year.</p> <p>After the annual review, the IEP may be amended without a meeting by mutual agreement between parent and district. Amendment must be documented and provided to parent and district staff responsible for implementing the IEP.</p> <p>Amending the IEP by written agreement without meeting during the course of the year does <u>not</u> eliminate the requirement for an annual review.</p>	<p>The student must be reevaluated at least once every 3 years, but more often if necessary, based on student's performance.</p> <p>Not more than once per year, unless agreed to by parent and district.</p> <p>Reevaluation requires parental consent, unless the district can document it has attempted to get consent and the parent didn't respond.</p> <p>Parent and CSE may agree in writing that the reevaluation is not needed. Document agreement and establish date for next reevaluation.</p> <p>District must complete and consider a reevaluation prior to declassifying a student.</p> <p>Committee must meet to discuss the reevaluation results. This meeting may be consolidated with other committee meetings. If consolidating meetings, the meeting notice must indicate the dual purpose of the meeting.</p>

Section Two: Initial Evaluation

Acknowledgement of Consent to Evaluate: Upon return of consent from parents, a 60-day time limit is established. The CSE must conduct a multidisciplinary evaluation and hold a CSE meeting within 60 calendar days of the receipt of consent to evaluate. The CSE shall provide a recommendation to the Board of Education, which shall arrange for the appropriate special education programs and services within 60 school days of the receipt of consent to evaluate.

Once the Office of CSE receives the Consent to Evaluate, a copy of the form will be sent to evaluators. Other professionals who will be requested to assess, recommend, and/or plan goals and objectives will be notified. It is their responsibility to evaluate and forward the results to the Special Education Office no later than **one week** before the date of the CSE meeting. A CSE meeting date will be established, and the child's primary/regular education teacher will be invited to attend as a mandatory member of the CSE.

Return of Evaluations: All information requested on the form should be returned to the CSE Office no later than one week prior to the actual CSE meeting. This will give the Chairperson and designated members of the CSE time to review and gather all information required for the meeting.

- A. Information that must be included and who may be responsible:
 - 1. An individual psychological evaluation (school psychologist)
 - 2. A physical examination (school nurse practitioner and/or child's physician)
 - 3. An educational evaluation (school psychologist or student's teacher or a district special education teacher)
 - 4. A social history (student's parents/guardians and/or school psychologist, school counselor)
 - 5. A classroom observation by someone other than the child's teacher. **The student's initial evaluation must include an observation of the student in the student's current placement.**

- B. Additional information that may be requested includes:
 - 1. A Speech/Language Evaluation completed by the school's designated speech/language pathologist.
 - 2. An Occupational/Physical Therapy Evaluation
 - 3. A counseling evaluation
 - 4. An Assistive Technology Evaluation
 - 5. Other evaluations which may be necessary to assist in providing an overall educational profile of the student

In the event the evaluations reveal that the child is in need of the above services, the provider should be prepared to supply preliminary goals and objectives at the time of the meeting for the CSE to review.

Functional Behavior Assessment & Behavior Intervention Plans

Contains data

In multiple forms from: multiple sources

Is a NUMBER and could be graphed,

Includes baseline

IS A NUMBER

Is the test at the end of the intervention timeframe to see if our intervention was effective.

FBA compliance

Hypothesis

Clearly defined behavior

One sentence that says when, what and why

BIP compliance

Progress Monitoring

Who, What and How Often?

Plan to report to parents and CSE

Based on FBA

Clear hypothesis is written on both documents

Both documents contain the baseline

Clear Intervention Strategies

One or few strategies for each of the following:

- prevention
- teaching a new behavior
- consequences

Team

Process

Step 1

Define behavior

Record review

Plan for data collection

Step 2

Data review

Write hypothesis

FBA document is completed

Step 3

Create goal

Choose interventions

Plan for implementation

BIP document is completed

Step 4

Data review

Report to parents and CSE

Plan next steps

Section Three: CSE Meeting/Eligibility

CSE & CPSE Membership in NY

<u>Member Title</u>	<u>CSE</u>	<u>Subcommittee</u>	<u>CPSE</u>
Parents	✓	✓	✓
General Ed. Teacher	If child is or may be in general ed	If child is or may be in general ed	If child is or may be in general ed
Special Ed. Teacher / Provider	✓	✓	✓
District Representative	✓	✓	✓
Ind. to Interpret Evaluations	✓	✓	✓
Student, if appropriate	✓	✓	
Others with Knowledge	✓	✓	✓
School Psychologist	✓	For new psych eval. or change to more intensive staff ratio	For transition to CSE
School Dr., if requested	✓		✓
Rep. from Municipality			Invited
Rep. from Early Intervention			By parent request for transition to CPSE
Additional Parent Member	✓		✓

CSE Meeting Expectations:

Meeting Preparation:

- Prior to a CSE Meeting, you may receive a request for specific information regarding the student. This information should go back to the Special Education Case Manager at least ten school days prior to the CSE Meeting.
- Review the following list of guiding questions for CSE discussion of student needs and be prepared to answer and discuss during the meeting.

Academic Needs:

1. What are student's academic strengths? Where do they excel?
2. What subject area(s) show an academic need?
3. What skill areas show a deficit?
4. Are there activities of daily living that are at deficit?
5. If one or more areas are noted as areas of need, continue to explore the area until very specific needs are identified. (For example, ELA is a need. What part of ELA is most difficult for the child? Reading Comprehension? Decoding? Vocabulary? Writing? What types of writing assignments?)
6. After the area is concretely defined, ask those who know the student's abilities and skills: "What could this student accomplish in a year to close the gap?"
7. The next series of questions would focus on what services, programs, accommodations, modifications, etc. will support the accomplishment of that goal.

Social Development:

1. What are the student's social strengths?
2. Are the student's relationships with his/her peers age appropriate? If not, how are they different from normal peer relationships?
3. Are the student's relationships with adults appropriate? If not, how are they different from normal relationships with adults?
4. Are the student's feelings about himself/herself age appropriate?
5. Are there any difficulties in adjusting to the school or community environment?
6. If any of these areas are noted as areas of need, what would be a concrete goal for improvement in the next school year?
7. The next series of questions would focus on services, programs, accommodations, modifications, etc. that will support the accomplishment of that goal.

Physical Development:

1. Is the student's motor development age appropriate?
2. Is the student's sensory development age appropriate?
3. Does the student have health issues that impact learning?
4. Do the student's health issues impact his/her vitality?

5. Are the student's physical skills limited in a way that learning is affected?
6. If any of these areas are noted as areas of need, what would be a concrete goal for improvement in the next school year?
7. The next series of questions would focus on what services, programs, accommodations, modifications, etc. will support the accomplishment of that goal.

Management Needs:

1. Are the environmental modifications, human resources, or material resources necessary to allow the student to benefit from instruction?
2. Which of the goals require specific modifications or resources?
3. What specific modifications are necessary?
4. Are there any human resources needed to complete the goal?
5. What material resources are needed in order to complete the goal?

Teacher Input Questionnaire

Teacher Name: _____ Subject/Grade Level: _____ Date: _____

Return this form to the following Case Manager: _____ by _____

Scheduled Meeting Date/Time: _____

Dear Teacher, _____ is being reviewed by the CSE. As part of this review, we are asking that you comment on the following **Present Levels of Performance**:

Academic: Student's knowledge of content, skills, and approximate current average. What teaching/learning style works best? (Any actual data to support your thoughts is appreciated.)

Social Development: Social interactions with adults, peers, feelings about self, adjustments to environment(s) and school.

Physical Development: The student's overall quality of motor [fine or gross] and sensory development, overall health, vitality, physical skill, or limitations to the learning process.

Management Needs: The nature and degree that *environmental* [routines, distractions], *human* [redirection, assistance with note taking], and *material* [alternate formats, lined paper, technology] or program modifications needed in order for the child to benefit from instruction. Does the student use their modifications in your classroom? Does he/she require additional modifications to be successful?

Test Accommodations: Does the student benefit from test accommodations? If so, identify which have been tried and documented. Does the student effectively use their current test accommodations?

If necessary, you may attach additional pages to represent thorough comments. This information may be used in the development of an IEP and shared with the student and parents. An electronic version can be sent to you if you would rather type your response and have more room available for your comments. It can be returned via e-mail as well—just attach it in an e-mail to the student's Case Manager.

Genesee Valley Central School
1 Jaguar Drive
Belmont, New York 14813

Committee on Special Education
Megan Retchless/CSE/CPSE

CSE Meeting Format

Student Name:	Date:
Meeting Type:	Classification:

1. Introduction: Pass around sign-in sheet
2. Complete Chapter 408 Distribution List
3. Verify mailing address, home phone number, cell phone number, and email address
4. Review of Referral to CSE Initial Intake or Existing IEP for Transfer Intake
5. Have Parents Sign Medicaid Sheet
6. Purpose of Meeting
7. Parent Check-In
8. Present Levels of Performance and Individual Needs, Academic/Educational Achievement and Learning, Characteristics, Social Developments, Physical Developments, and Management Needs:
 - School Psychologist: Educational Testing with Report, Social History, Classroom Observations
 - Regular Education Teacher
 - Special Education Teacher (PLEPs, Goals, Services)
 - School Counselor (PLEPs, Goals, Services)
 - Speech Therapist (PLEPs, Goals, Services)
 - Occupational Therapist (PLEPs, Goals, Services)
 - Physical Therapist (PLEPs, Goals, Services)
 - Nurse, if needed (Physical Development PLEP, Services, Dates of Last Exams/Screenings)
9. Measurable Post-Secondary Goals: Ages 15 and older
10. Measurable Annual Goals (Short-Term Objectives: Only for preschool and NYSAA Students)
 - Refer to Related Service Providers and Teachers
11. Recommended Programs, Services, and Placements
 - Refer to School Psychologist and Related Service Providers
 - Get Consent for initial placement in special education or Extended School Year
12. Review Testing Accommodations
13. Removal from the General Education Environment and LOTE (Language Other Than English)
14. Reporting Progress to Parents
15. Final Thoughts and/or Questions
16. Parent Info: Procedural Safeguard Notice and Components of Evaluation

Eligibility Determination: Processes and Procedures

Prior to developing an IEP recommendation, the CSE must consider the appropriateness of the resources of the regular educational program, including support services and academic intervention services.

Within 60 calendar days of the original referral, a CSE Review is conducted. At this time, the CSE members, the student's parents, and other invited personnel have an opportunity to examine the evaluative data, hear oral presentations, and discuss educational strategies and options. The CSE must ensure that the appropriateness of the resources of the traditional educational program, including support services, classroom accommodations, speech and language improvement services, and remedial instruction, have been considered and implemented when appropriate. Teachers and other staff members will be required to demonstrate to the CSE that adequate services have been implemented.

In the event the CSE determines a student ineligible for classification as a child with a disability, the recommendation shall indicate the reasons the student was found ineligible. Additionally, the CSE may refer the student to the 504 Team. This plan will ensure that appropriate services are provided in the least restrictive environment.

Procedure: A CSE Review is scheduled and conducted.

- The CSE determines student eligibility for special education programs and/or related services.
- In the event the CSE determines that a student is eligible for classification, an IEP is developed in conjunction with the school staff and parents.
- Copies of the completed IEP are distributed to parents and appropriate school staff.
- CSE recommendations are forwarded to the Board of Education for review and action

Student with a Disability: Students with Disabilities are those that fall within one of the classifications set forth in IDEA, and who because of this, need special education or related services. These classifications include children who suffer from:

- a. Autism
- b. Deafness
- c. Deaf-Blindness
- d. Emotional Disturbance
- e. Hearing Impairment
- f. Learning Disability
- g. Mental Retardation
- h. Multiple Disabilities
- i. Orthopedic Impairment
- j. Other Health-Impairment
- k. Speech or Language Impairment
- l. Traumatic Brain Injury
- m. Visual Impairment (which includes blindness)

***All school districts should have an RTI program in place as a part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”* [8 NYCRR section 200.4 9j)]

Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

Section 200.4(j)(5) of the Regulations of the Commissioner of education requires the Committee on Special Education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the initial evaluation results for _____ which indicate that the student:
 - Has a learning disability requiring special education services
 - Does not have a learning disability
2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:
3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicate:
4. The educationally relevant medical findings, if any, indicate:

Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

5. The CSE has determined, consistent with section 200.4(j) (3) of the Regulations that:
 - The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving;
 - AND
 - The student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);
 - OR
 - Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative of age, State-approved grade level standards or intellectual development that is determined by the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b)
6. The CSE has determined the following effects of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.
7. (Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention)
 - The following instructional strategies were used, and student-centered data was collected:
 - Document how parents were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parent's right to request an evaluation for special education programs and services.

Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

8. CSE Member Certification of the Determination of a Learning Disability: The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE Member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his or her conclusions.

Title	Signature	Agree	Disagree
District Representative	_____	_____	_____
Parent of Student	_____	_____	_____
Regular Education Teacher	_____	_____	_____
Special Education Teacher	_____	_____	_____
School Psychologist	_____	_____	_____
Parent Member	_____	_____	_____
Others; Specify	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Date: _____

Definitions of Disability Categories as Defined in 200.1 (zz)- Student with Disability

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

1. an inability to learn that cannot be explained by intellectual, sensory, or health factors
2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. inappropriate types of behavior or feelings under normal circumstances
4. a generally pervasive mood of unhappiness or depression, or
5. a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Intellectual Disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Multiple Disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

Other Health-Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette Syndrome, which adversely affects a student's educational performance.

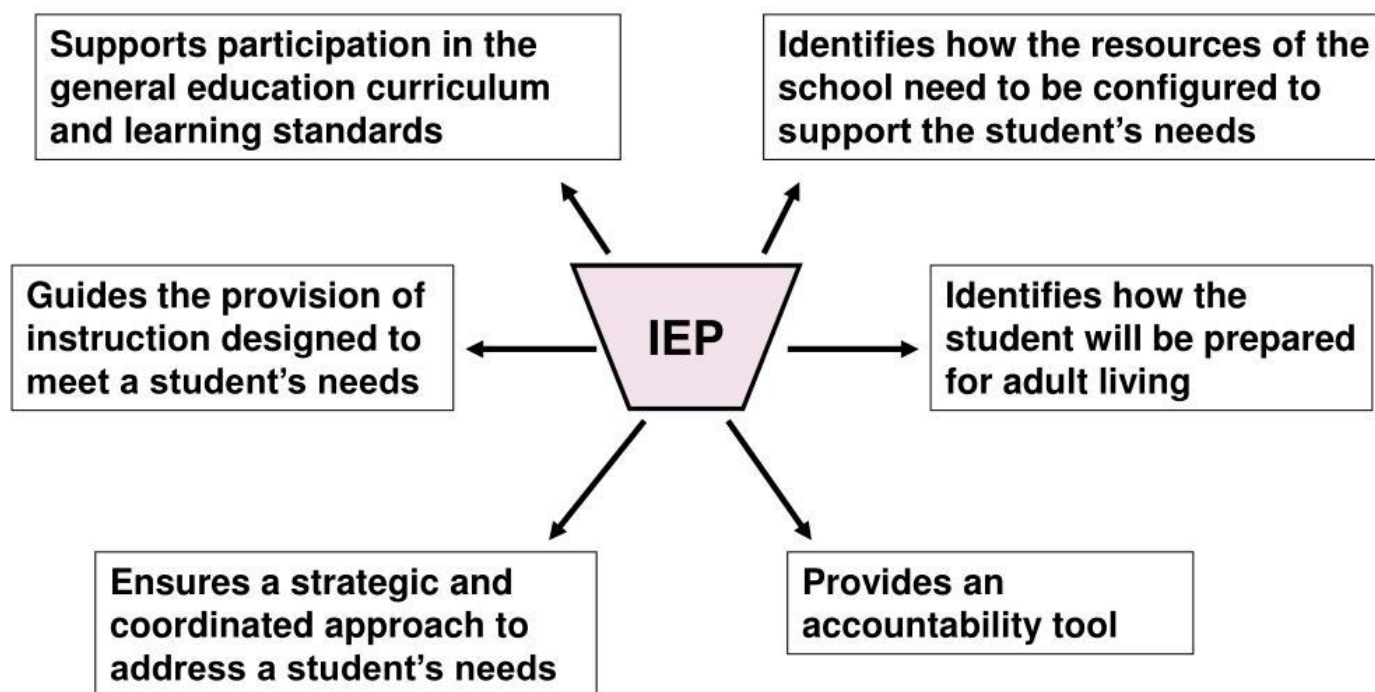
Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia, or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate, or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

Visual Impairment (Including Blindness) means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Section Four: CPSE/CSE Process

The IEP is the Cornerstone of the Special Education Process



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: [REDACTED]	LOCAL ID #: [REDACTED]	DISABILITY CLASSIFICATION: [REDACTED]
DATE OF BIRTH: [REDACTED]		
PROJECTED DATE IEP IS TO BE IMPLEMENTED: [REDACTED]		PROJECTED DATE OF ANNUAL REVIEW: [REDACTED]

<p>PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS</p> <p>DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS</p> <p>EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)</p> <p>[REDACTED]</p> <p>ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS</p> <p>LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:</p> <p>[REDACTED]</p> <p>STUDENT STRENGTHS, PREFERENCES, INTERESTS:</p> <p>[REDACTED]</p> <p>ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</p> <p>[REDACTED]</p> <p>SOCIAL DEVELOPMENT</p> <p>THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:</p> <p>[REDACTED]</p> <p>STUDENT STRENGTHS:</p> <p>[REDACTED]</p> <p>SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</p> <p>[REDACTED]</p> <p>PHYSICAL DEVELOPMENT</p> <p>THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:</p> <p>[REDACTED]</p> <p>STUDENT STRENGTHS:</p> <p>[REDACTED]</p> <p>PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</p> <p>[REDACTED]</p>

MANAGEMENT NEEDS THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:	
EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES	
STUDENT NEEDS RELATING TO SPECIAL FACTORS BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.	
Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the student need a behavioral intervention plan? <input type="checkbox"/> No <input type="checkbox"/> Yes:	
For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
Does the student need a particular device or service to address his/her communication needs? <input type="checkbox"/> Yes <input type="checkbox"/> No	
In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable	
Does the student need an assistive technology device and/or service? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, does the Committee recommend that the device(s) be used in the student's home? <input type="checkbox"/> Yes <input type="checkbox"/> No	
BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)	
MEASURABLE POSTSECONDARY GOALS	
LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT	
EDUCATION/TRAINING:	
EMPLOYMENT:	
INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):	
TRANSITION NEEDS In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:	

**ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)**

MEASURABLE ANNUAL GOALS				
ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED	
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):				
ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE	
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):				
ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE	
SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):				
(DUPLICATE TABLE / ROWS AS NEEDED)				

REPORTING PROGRESS TO PARENTS
Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: _____

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES						
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)	
SPECIAL EDUCATION PROGRAM:						
RELATED SERVICES:						
SUPPLEMENTARY AIDS AND SERVICES/ PROGRAM MODIFICATIONS/ ACCOMMODATIONS:						
ASSISTIVE TECHNOLOGY DEVICES AND/ OR SERVICES:						
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:						
* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/ or indirect consultant teacher services or other service delivery recommendations.						

12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/August: ☐ No ☐ Yes

If yes: ☐ Student will receive the same special education program/services as recommended above.
OR
☐ Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)

Name of school/agency provider of services during July and August: ☐

For a preschool student, reason(s) the child requires services during July and August: ☐

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):
INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		

*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.
**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).		
COORDINATED SET OF TRANSITION ACTIVITIES		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE / ACTIVITY	SCHOOL DISTRICT / AGENCY RESPONSIBLE
Instruction		
Related Services		
Community Experiences		
Development of Employment and Other Post-school Adult Living Objectives		
Acquisition of Daily Living Skills (if applicable)		
Functional Vocational Assessment (if applicable)		

<p>PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS (TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)</p> <p><input type="checkbox"/> The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.</p> <p><input type="checkbox"/> The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement. Identify the alternate assessment: _____ Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student: _____</p>

<p>PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES</p> <p>REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.</p> <p>FOR THE PRESCHOOL STUDENT: Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities): _____</p> <p>FOR THE SCHOOL-AGE STUDENT: Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities): _____</p> <p>If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education: _____</p> <p>EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: <input type="checkbox"/> No <input type="checkbox"/> Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.</p>

SPECIAL TRANSPORTATION	
TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY	
<input type="checkbox"/> None.	
<input type="checkbox"/> Student needs special transportation accommodations/services as follows:	
<input type="checkbox"/> Student needs transportation to and from special classes or programs at another site:	
PLACEMENT RECOMMENDATION	

SCHOOL-AGE CONTINUUM OF SERVICES SYNOPSIS

SERVICE	PURPOSE	FREQUENCY	DURATION	LOCATION	GROUPING, CLASS SIZE and CASELOAD	Hallmarks
Related Services	<p>Developmental, corrective and other supportive services. Common related services include, but are not limited to: speech-language, counseling, occupational therapy, physical therapy, assistive technology services, school health services, interpreting services, school nurse services, audiology services</p> <p>Does <u>not</u> include a medical device that is surgically implanted, optimization of that device's functioning, <u>maintenance</u> or replacement of the device</p> <p>May provide more than one <u>related service</u>, or related services in combination with other regular or special education programs</p>	IEP must specify how often each service will be provided during a particular time period- e.g., number of times per day, or week	IEP must specify the duration of each related services session	IEP must specify location where services will be provided.	May be provided individually or in a group. Maximum group size is 5 – specified on IEP if group size less than 5 is recommended Speech and language therapy maximum caseload is 65.	<ul style="list-style-type: none"> Evidence of communication with classroom teacher Evidence of data collection mechanism Utilization of communication devices Services are being received as per IEP Evidence that lesson planning includes specially designed instruction for students with disabilities
Consultant Teacher Direct or Indirect	<p>Direct: to aid the student to benefit from the general education class instruction</p> <p>Indirect: to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of the student with a disability who attends the general education class</p> <p>Direct CT services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct CT</p>	IEP must specify how often service will be provided during a particular time period- e.g., number of times per day, or week	Minimum- two hours per week, in any combination of direct and/or indirect CT services	<p>Direct: MUST be provided in the classroom, NOT pull out. IEP must identify the class subject (s) where consultant teacher service will be provided.</p> <p>Indirect: The general education class taught by the teacher receiving the</p>	<p>Individual or group basis (based on similarity of need)</p> <p>Caseload- 20 students</p> <p>Can request variance for over 20.</p>	<ul style="list-style-type: none"> Special education teacher is providing specially designed instruction to an individual or group of students with disabilities Special education and general education teachers are ensuring that students are utilizing supplemental aids and services Students with disabilities are accessing the same general education curriculum as their peers Utilization of explicit instruction to teach skills and strategies General education teacher is providing primary academic instruction Evidence of communication and collaborative planning with general education teacher is documented Evidence of data collection and ongoing monitoring of student performance

For additional information see: 1-Section 200.6, <http://www.p12.nysed.gov/specialed/publications/lawsandregssect2006.htm> ,

NYSED Continuum of Special Education Services for School-Age Students with Disabilities - Questions and Answers April 2008 Updated November 2013 <http://www.p12.nysed.gov/specialed/publications/policy/continuum-schoolage-revNov13.pdf>

SCHOOL-AGE CONTINUUM OF SERVICES SYNOPSIS

	can be combined with indirect CT.		consultation	
	<p>Indirect CT services mean consultation provided by a certified special education teacher to the general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the needs of a student with a disability who attends the general education class.</p> <p>CT services are special education services to support a student while he or she is participating in instruction in the general education class. It is not a <u>pull out</u> service. If a student with a disability needs specially designed instruction delivered outside the general education class, this service could be recommended in the IEP of the student as special class, related service or resource room, but not as CT services</p> <p>CT services are provided to adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction, so that he or she can meet the educational standards that apply to all students.</p> <p>The CT cannot provide primary academic instruction to a student with a disability</p>			<ul style="list-style-type: none"> • Services are being received as per IEP • Evidence that lesson planning includes specially designed instruction for students with disabilities • Evidence that Career Development and Occupational Studies (CDOS) standards are implemented into lesson planning

For additional information see: 1-Section 200.6, <http://www.p12.nysed.gov/specialed/publications/lawsandregs/sect2006.htm> ;
 NYSED Continuum of Special Education Services for School-Age Students with Disabilities - Questions and Answers April 2008 Updated November 2013 <http://www.p12.nysed.gov/specialed/publications/policy/continuum-schoolage-revNov13.pdf>

SCHOOL-AGE CONTINUUM OF SERVICES SYNOPSIS

	strategy. This means that instruction is not provided in place of the student's regular academic instruction. A resource room program for a student with a disability cannot be treated as a study hall. Resource Room is not homework help or a test accommodation center.	IEP must specify how often service will be provided during a particular time period Does not have to be daily (e.g., 3 days per week)	May be provided for all or part of the school day (e.g., a class period)	General education class(es) where integrated co-teaching will be provided.	Students grouped based on similarity of needs. Maximum number of students with disabilities on the class roster for integrated co-teaching is 12. The roster of 12 students includes any student with a disability in that class regardless whether all 12 are recommended for integrated co-teaching. No regulatory maximum number of non-disabled students, but the number of non-disabled students should be more than or equal to the number of students with disabilities.	with disabilities
Integrated Co-Teaching (optional)	<p>To provide specially designed instruction and academic instruction to a group of students with disabilities and nondisabled peers.</p> <p>The responsibility for planning, delivering and evaluating instruction for all students is shared by the general and special education teachers.</p> <p>Districts may choose to offer Integrated Co-teaching. It is not a mandatory service. This is the only continuum option that is not mandated to be available to all students with disabilities.</p> <p>It is now required that all districts use the terminology "integrated co-teaching" consistent with the regulatory requirements, so that the level of services being provided to a student is clear and consistent among districts</p> <p>Integrated co-teaching services means students are intentionally grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class.</p>					<ul style="list-style-type: none"> General education teacher and special education teacher working in tandem to provide instruction Students with disabilities are naturally integrated into the classroom General and special educators share roles and instructional responsibilities for working with students in such a way that there is no obvious distinction between the generalist and the specialist Students respond to both teachers equally in regard to instruction and discipline Both teachers share the responsibility of planning, lesson plan development, delivering primary instruction, and the evaluation of all students Utilization of explicit instruction to teach skills and strategies Provision of specially designed instruction to students with disabilities is occurring Evidence of lesson planning that includes specially designed instruction for students with disabilities Evidence that both teachers are equally responsible for ALL students in the room Evidence that both teachers are aware of the different readiness levels of students A variety of co-teaching models are strategically used as observed over a series of subsequent classroom visitations

For additional information see: 1-Section 200.6, <http://www.p12.nysed.gov/specialized/publications/lawsandregs/sect2006.htm> ;
 Questions and Answers April 2008 Updated November 2013 <http://www.p12.nysed.gov/specialized/publications/policy/continuum-schoolage-revNov13.pdf>

SCHOOL-AGE CONTINUUM OF SERVICES SYNOPSIS

						<ul style="list-style-type: none"> • Services are being received as per IEP and <u>Special</u> education and general education teachers are ensuring that students are utilizing supplemental aids and services • Evidence of data collection and ongoing monitoring of student performance • Evidence that Career Development and Occupational Studies (CDOS) standards are implemented into lesson planning
Special Class	<p>To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers.</p> <p>Special class means a class consisting of students with disabilities who have been grouped together because of similarity of needs for the purpose of receiving specially designed instruction in the self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers. Students receiving services in a special class must be ensured access to the general education curriculum.</p> <p>Special Class teachers at the MS and HS level need to be highly qualified to teach content areas and award credit.</p>	IEP must specify how often service will be provided during a particular <u>time period</u>	All or part of the school day	Special Class NOT in the general education classroom	<p>Grouped based on similarity of needs.</p> <p>Must include class size ratio in the IEP.</p> <p>15:1 <u>Specialized instruction</u></p> <p>12:1+1 <u>Management</u> needs interfere with</p> <p>8:1+1 <u>Instructional process</u></p> <p>6:1+1 <u>Intensive management</u> needs</p> <p>6:1+1 <u>Highly intensive</u> management needs</p> <p>12:1+(3:1) <u>Severe, multiple</u> disabilities</p> <p><u>Age Range in Special Class</u></p> <ul style="list-style-type: none"> • For students less than 16 years of age the age range shall not exceed 36 months • Age 16 and over and 12:1+(3:1) there is no age range limitation. • Age range variances can be requested 	<ul style="list-style-type: none"> • Special education teacher is providing specially designed instruction to individual or groups of students • Students have access to the same general education curriculum as their same age peers • Utilization of explicit instruction to teach skills and strategies • Evidence of data <u>collection</u> and ongoing monitoring of student performance • Provision of specially designed instruction • Services are being received as per IEP • Classroom management system is explicitly taught, <u>reinforced</u> and consistently implemented • Health and safety guidelines are being followed • Communication protocols are developed with related service providers • Evidence of lesson planning that includes specially designed instruction for students with disabilities • Evidence that Career Development and Occupational Studies (CDOS) standards are implemented into lesson planning

For additional information see: 1. Section 200.6, <http://www.p12.nysed.gov/special/publications/lausandregs/sec2006.htm> ;
 NYSED Continuum of Special Education Services for School-Age Students with Disabilities - Questions and Answers April 2008 Updated November 2013 <http://www.p12.nysed.gov/special/publications/policy/continuum-schoolage-rev/Nov13.pdf>

Genesee Valley Central School District

1:1 Aide Planning

Considerations and Recommendations

What are the needs of the student which necessitate the assignment of a 1:1 aide?	
What skills and goals must the student achieve to reduce or eliminate the need for a 1:1 aide?	
What is the potential negative impact of assignment of a 1:1 aide?	
What role will a 1:1 aide fulfill (e.g., instructional; behavior support; personal hygiene assistance)?	
For what specific activities (e.g., toileting) and/or times of day (e.g., transition to and from the bus) is the aide needed? (See Attachment 3)	
What qualifications of the individual (i.e., teaching assistant or teacher aide) is necessary to meet the needs of the student?	
What is the plan to monitor the student's progress toward the goal to be addressed by the assignment of the 1:1 aide and the student's continuing need for the one-to-one aide?	
What is the plan for progressively reducing the support provided to the student and his or her dependence on an aide over time?	
If student's 1:1 aide is absent, who will cover in order to ensure the student receives the recommended IEP services of the 1:1 aide or how will substitute staff support be arranged?	
Who/How will 1:1 aide have access to a copy of the student's IEP, and be informed of his or her responsibilities for IEP implementation for the student?	
What, if any, professional development and supervision will aide need to carry out these responsibilities?	

Genesee Valley Central School District

CHECKLIST TO DETERMINE THE STUDENT'S NEEDS AS THEY MAY RELATE TO THE NEED FOR A 1:1 AIDE

For each circle checked, attach supporting evidence/documentation

Health/Personal Care:

- Student requires non-medical specialized health care support (e.g., feeding, assistance with braces or prosthesis).
- Student requires positioning or bracing multiple times daily.
- Student requires health-related interventions multiple times daily.
- Student requires direct assistance with most personal care.

Behavior:

- Student presents with serious behavior problems with ongoing (daily) incidents of injurious behaviors to self and/or others, or student runs away and student has a functional behavior assessment and a behavioral intervention plan that is implemented with fidelity.

Instruction:

- Student cannot participate in a group without constant verbal and/or physical prompting to stay on task and follow directions.

Inclusion in General Education Classes:

- Student needs an adult in constant close proximity for direct instruction.
- Student requires individualized assistance to transition to and from class more than 80 percent of the time.
- Student needs an adult in close proximity to supervise social interactions with peers at all times.

1. This checklist does not present an exhaustive list nor is it intended to mean that every student with these needs would require individualized assistance by a 1:1 aide.
2. Use of a 1:1 aides for health-related care must be provided consistent with Department guidance.
http://www.schoolhealthservicesny.com/uploads/nursing_tasks.pdf;
<http://www.schoolhealthservicesny.com/uploads/March.pdf>

Genesee Valley Central School District

CONSIDERATIONS FOR NEED FOR A 1:1 AIDE: AVAILABLE NATURAL AND OTHER SUPPORTS FOR STUDENT'S SCHEDULE

Row 1 shows examples of the types of information to be included in this column:

Period/Class	Need of Student Requiring Additional Support:	Natural and Other Supports Available in Setting
<i>1st Period: English Class; Activity (e.g., transition between classes)</i>	<i>See "Planning and Considerations" Document</i>	<ul style="list-style-type: none"> • <i>Special Class Staff-to-Student Ratio</i> • <i>Other aides, assistants, teachers, related service providers</i> • <i># of students out of class receiving related services</i> • <i>Peer Supports</i> • <i>Environmental Structures/Supports (activities, routines, physical layout of the classroom, student seating)</i>

Testing Accommodations:

- The 2018 guide, Test Access and Accommodations for Students with Disabilities, provides guidance and tools for selecting and implementing test accommodations.

Categories for accommodations include:

- ✓ Flexibility in Setting
- ✓ Flexibility in Scheduling
- ✓ Method of Presentation
- ✓ Method of Response
- ✓ Others as Needed/Supported by PLEP

Dos and Don'ts When Recommending Testing Accommodations⁵

Do ... make accommodations decisions based on individualized needs.

Don't ... make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

Do ... select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

Don't ... select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do ... be certain to document instructional and assessment accommodations in the IEP or 504 plan.

Don't ... use an accommodation that has not been documented in the IEP or 504 plan.

Do ... be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

Don't ... assume that all instructional accommodations are appropriate for use on all assessments.

Do ... be specific about the where, when, who, and how of providing accommodations.

Don't ... simply indicate an accommodation will be provided "as appropriate" or "as necessary."

Do ... refer to state accommodations policies and understand implications of selections.

Don't ... check every accommodation possible on a checklist simply to be safe.

Do ... evaluate accommodations used by the student.

Don't ... assume the same accommodations remain appropriate year after year.

Do ... get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.

Don't ... make decisions about instructional and assessment accommodations alone.

Do ... provide accommodations for assessments routinely used for classroom instruction.

Don't ... provide an assessment accommodation for the first time on the day of a test.

Do ... select accommodations based on specific individual needs in each content area.

Don't ... assume certain accommodations, such as extra time, are appropriate for every student in every content area.

⁵ Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Retrieved from: http://www.ccsso.org/Resources/Publications/Accommodations_Manual_How_to_Select_Administer_and_Evaluate_the_Use_Of_Accomocations_For_Instruction_and_Assessment_Of_Students_With_Disabilities_.html.

Examples of Student Characteristics and Possible Testing Accommodations

The purpose of this chart is to assist in the decision-making process for each student by providing examples of testing accommodations. Not every testing accommodation indicated under “possible testing accommodations” will be appropriate for each student demonstrating a given characteristic.

Certain testing accommodations may not be permissible on specific State assessments. Additionally, reformatting requests may need to be submitted to the Office of State Assessment in order to implement some testing accommodations on specific State assessments. Please refer to the [School Administrator’s Manual](#) for each respective State test (<http://www.p12.nysed.gov/assessment/manuals/>) and to [Appendix J](#) for a chart of allowable accommodations across the New York State Testing Program.

Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Poor attention/distractibility Has difficulty remaining on task	May have difficulty concentrating on test items for extended length of time and completing exam in allotted time. May be distracted by other students.	<ul style="list-style-type: none"> • Separate setting free from distractions • On-task focusing prompts • Provide breaks during exam period • Extended time • Study carrel
	May have difficulty following or remembering directions.	<ul style="list-style-type: none"> • Directions read more than standard number of times • Directions provided for each page of questions • Directions simplified
	May have difficulty dividing attention between the test booklet and recording answers on a separate answer sheet.	<ul style="list-style-type: none"> • Record answers directly in test booklet
Processes written information at a slow rate	May not be able to complete exam within standard timeframe.	<ul style="list-style-type: none"> • Extended time
	May become fatigued and/or distracted.	<ul style="list-style-type: none"> • Separate setting • Directions read • Tests read aloud • Text-to-speech software (with reading rate adjusted to accommodate processing delays) • Multiple day administration • Breaks

Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Poor physical/motor coordination/writing difficulties	Unable to record or has difficulty recording responses using paper and pencil in standard manner.	<ul style="list-style-type: none"> • Use of computer/word processor or other writing aids • Respond orally to scribe • Separate setting when using scribe • Use of adaptive writing utensils • Speech-to-text software
	Difficulty managing or manipulating test materials.	<ul style="list-style-type: none"> • Papers taped/anchored to desk
	Unable to access a computer with standard equipment.	<ul style="list-style-type: none"> • Adapted keyboard • Adapted mouse • Switch interface • Touch screen
	Significant difficulty with typing efficiency (speed/accuracy).	<ul style="list-style-type: none"> • Keyboard access features (e.g., "sticky keys," "filter keys") • Word prediction software
	Difficulty recording answers on a separate answer sheet.	<ul style="list-style-type: none"> • Record answers directly in test booklet • Allow additional space for writing • Speech-to-text software
	Writing tasks completed at a slow rate.	<ul style="list-style-type: none"> • Extended time • Speech-to-text software
	Unable to or has difficulty using paper and pencil to solve computations.	<ul style="list-style-type: none"> • Use of calculator/math tables • Use of graph paper to align numbers when doing computations • Speech-to-text software (with speech recognition for mathematics)
Difficulty following/ understanding directions	May not understand what the test requires them to do.	<ul style="list-style-type: none"> • Directions read orally • Directions simplified • Additional examples of directions provided • Key words or phrases of directions highlighted
	May have difficulty remembering directions.	<ul style="list-style-type: none"> • Directions reread for each page of questions

Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Visual Impairments	Unable to or has difficulty accessing test in standard print format and requires tactile or oral means to obtain information.	<ul style="list-style-type: none"> • Braille • Tests read orally • Recording device
	May have low or limited vision and has difficulty with standard print.	<ul style="list-style-type: none"> • Large type • Magnifier • Digital text (to manipulate font size, color, etc.) • Tests read when fatigue sets in due to eye strain • Special desk or book stand to hold materials for easier reading • Extended time • Increase spacing between test items • Fewer items per page
	Unable to use paper and pencil to solve computations.	<ul style="list-style-type: none"> • Use of calculator/talking calculator • Use of graph paper to align numbers • Speech-to-text software (with speech recognition for mathematics)
	Difficulty tracking from test to answer sheet.	<ul style="list-style-type: none"> • Record answers on test booklet • Templates to reduce visible print
	May have low or limited vision and has difficulty with detailed visual tasks, such as printed material, graphs, charts, diagrams, etc.	<ul style="list-style-type: none"> • Highlighting entire graphs to increase contrast from color of page • Special lighting • Oral description of graphs, charts, etc., presented in a neutral manner
	Difficulty maintaining place in a standard test booklet	<ul style="list-style-type: none"> • Use of templates to reduce visible print
Visual-perceptual difficulties	Difficulty focusing on individual items if too many items are presented.	<ul style="list-style-type: none"> • Large type • Increase spacing between test items • Fewer items per page • Use of templates to reduce visible print

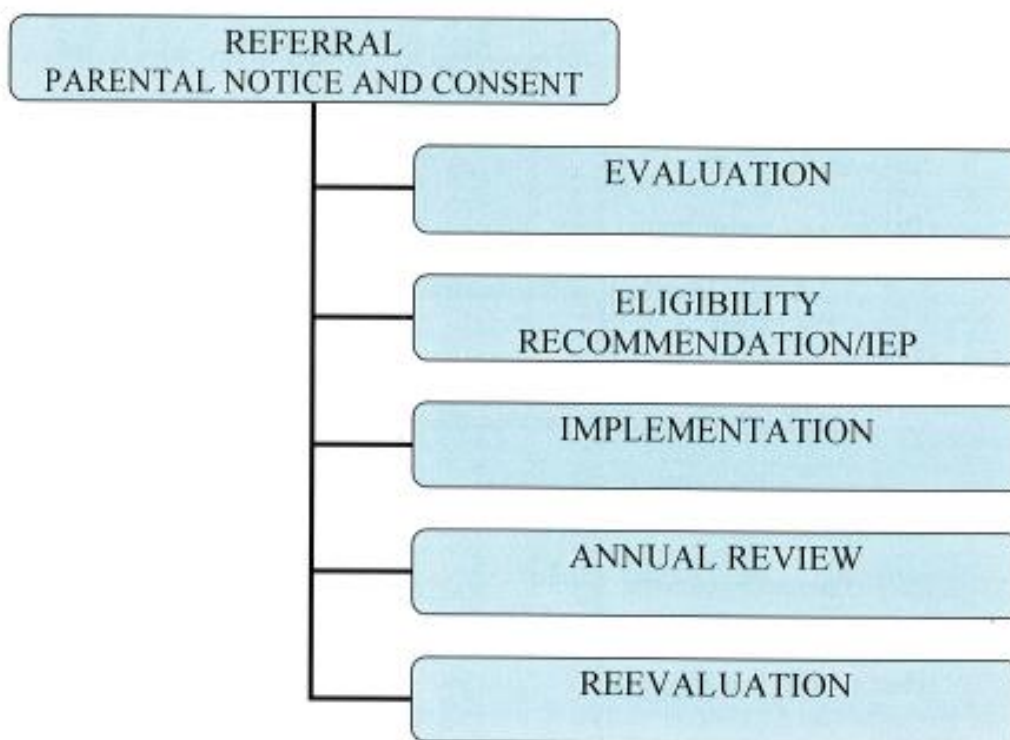
Student Characteristics	Possible Effect on Test-taking	Possible Accommodations
Emotional/Mental Health Impairments	Displays test anxiety.	<ul style="list-style-type: none"> Extended time Breaks during test
	Exhibits inappropriate behavior.	<ul style="list-style-type: none"> Separate location On-task focusing prompts
	Administered medication that may affect the student's physical stamina.	<ul style="list-style-type: none"> Test administered during optimal times when student is most alert
Health Impairments/Poor stamina	Unable to sit for extended lengths of time without changing position.	<ul style="list-style-type: none"> Extended time Breaks provided for rest periods Adaptive furniture
	Due to fatigue, unable to complete the test in the time allotted.	<ul style="list-style-type: none"> Multiple day administration Separate setting
	Increased fatigue as duration of taking test increases.	<ul style="list-style-type: none"> Use of scribe when fatigue affects ability to write Tests read when fatigue affects ability to read
Difficulty with reading	Reading skills below grade level of test.	<ul style="list-style-type: none"> Oral reading of tests Text-to-speech software
	Slow reading pace.	<ul style="list-style-type: none"> Extended time Present test reading passages in sections
Hearing Impairments	Unable to access or has difficulty accessing oral directions or listening sections of test in standard manner.	<ul style="list-style-type: none"> Use of sign language interpreter for oral directions and listening passages Listening passages may be signed more than once Written directions provided Extended time Separate setting Amplification devices Preferential seating in front of interpreter
Difficulty with auditory processing	Difficulty remembering and/or understanding oral directions.	<ul style="list-style-type: none"> Repeat directions more than standard number of times Directions simplified Provide written directions Preferential seating Repeat listening section more than standard number of times
Difficulty with math processing/computations	Unable to memorize basic math facts.	<ul style="list-style-type: none"> Use of calculator Chart of basic math facts

Section Five: Annual Review

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION AND COMMITTEE ON SPECIAL EDUCATION (CPSE/CSE)

ANNUAL REVIEW

CPSE/CSE PROCESS



IEP REVIEW

- A review of the IEP must occur whenever necessary, but not less than once a year.

WHAT IS AN ANNUAL REVIEW

- An evaluation conducted at least annually by the CSE, of the status of each student with a disability and each student thought to have a disability.....
- In order to recommend the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

Annual Review

The purpose of the annual review is to:

- Review all aspects of the current IEP to determine what goals were met during the current school year
- Consider any new information about the student's education needs; and
- If the student continues to need special education supports, write a new IEP that describes all aspects of the program for the coming school year.

During the Annual Review, the CSE Committee will complete the following:

- Review and revise annual goals (and short-term instructional objectives and benchmarks as appropriate)
- Discuss student's progress and achievement, strengths, and needs
- Discuss student's ability to participate in instructional programs in general education
- Discuss parent's concerns
- Address student's need for testing accommodations, assistive technology, and other appropriate supports
- Recommend placement in the least restrictive environment

Required Considerations:

- Strengths of the student
- Concerns of the parent
- Results of the initial or most recent evaluation
- Results of the student's performance on any general, state, or district-wide assessment (as appropriate)
- Academic, developmental, and functional needs of the student and any special factors

Section Six: Reevaluation

What is a reevaluation?

- A reevaluation is an individual evaluation that must include procedures, tests, or assessments used selectively with the individual student that are necessary in order to appropriately assess the student in all areas related to the suspected disability of the student.

When must a reevaluation be conducted?

- At least once every three years, when conditions warrant, or when the parent or teacher requests. (Exception: when a parent or district may agree, in writing, that the three-year reevaluation is not necessary)
- Reevaluation may not occur more frequently than once a year unless parent and district representative of the CSE/CPSE agree otherwise.

Notice and Consent Requirements:

- Districts must provide prior written notice of reevaluation to the parent that includes a description of the proposed reevaluation at the same time that it requests consent.
- Consent is not required before reviewing existing data or administering a test that is given to all students.
- The school district may conduct the reevaluation without parent consent if it can show that it has made reasonable attempts to obtain consent and the parent(s) have failed to respond.

What must be included in a reevaluation?

- A variety of tests/assessment tools or strategies
- Information provided by a parent
- Relevant functional, developmental, and academic information about the parent that may assist in determining whether the student is a student with a disability
- Information related to enabling the student to participate and progress in the general curriculum (or appropriate activities for preschool students)

Reevaluation Information Must be Sufficient to Determine the Following:

- If the student continues to have a disability.
- The student's present levels of performance.
- Whether the student continues to need special education.
- Whether there are any additions or modifications needed to the special education services to enable the student to meet the annual goals of the IEP and participate, as appropriate, in the general curriculum.

CPSE/CSE Meeting:

- After the reevaluation is completed, there must be a CPSE/CSE meeting to discuss the results of the reevaluation.
- While the meeting to discuss the evaluation results should be held in a timely manner, to the extent possible, the district should consolidate reevaluation meetings and other CSE meetings for the student.

Declassification:

- The district must:
 - ✓ Evaluate a student with a disability prior to determining that the student is no longer a student with a disability (exception: when a student graduates with a Local/Regents diploma or ages out at 21 years of age, the district does not need to conduct a reevaluation)
 - ✓ Provide a copy of the evaluation report and the documentation of eligibility to the student's parents
 - ✓ Provide prior written notice before discontinuing special education services.

Summary of a Reevaluation:

- Every student is reevaluated at least once every three years, when conditions warrant, or when the parent or teacher requests.
- Written consent prior to the reevaluation.
- A decision needs to be made:
 - ✓ What current data do we have?
 - ✓ What will the reevaluation consist of?
 - ✓ What information do we need to understand the current needs of the student?
- The CPSE/CSE reviews the results of the reevaluation and, as appropriate, revises the IEP to reflect the necessary changes in program and services.
- The district has an obligation and should have a procedure to complete a reevaluation before declassification.

Section Seven: Additional Resources

Alphabet Soup

Acronym	Definition
BOE	Board of Education
CSE	Committee on Special Education
IDEA	The Individuals with Disabilities Education Act
FERPA	Family Educational Rights and Privacy Act
LEA	Local Education Agency
PT	Physical Therapy
CT	Consultant Teaching
SE	Special Education
SED	State Education Department
OMH	Office of Mental Health
SW	Social Worker
ADA	Americans with Disabilities Act
SETRC	Special Education Training and Resource Center
SEIT	Special Education Itinerant Teacher
ESSA	Every Student Succeeds Act
ADL	Activities of Daily Living
OMRDD	Office of Mental Retardation and Developmental Disabilities
ESL	English as a Second Language
LOTE	Language Other Than English
SEQA	Special Education Quality Assurance
EMSC	The Office of Elementary, Middle, Secondary, and Continuing Education
ECDC	Early Childhood Development Center
CPSE	Committee on Pre-School Special Education
FAPE	Free Appropriate Public Education
OT	Occupational Therapy

LRE	Least Restrictive Environment
SP	Speech Therapy
RR	Resource Room
VESID	Vocational and Educational Services for Individuals with Disabilities
IEP	Individualized Education Program
ICT	Integrated Co-Teaching
ERSS	Educationally Related Support Services
AIS	Academic Intervention Services
BOCES	Board of Cooperative Educational Services
PLEP	Present Levels of Educational Performance
RCT	Regents Competency Test
BIP	Behavior Intervention Plan
FBA	Functional Behavior Assessment
IAES	Interim Alternative Educational Settings
ESY	Extended School Year
IST	Instructional Support Services
OVR	Office of Vocational Rehabilitation