

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, maintenance or replacement of the device</p> <p>May provide more than one related service, 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.	<p>May be provided individually or in a group. Maximum group size is 5 – specified on IEP if group size less than 5 is recommended</p> <p><u>Speech and language therapy</u> maximum caseload is 65.</p>	<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><u>Direct</u>: to aid the student to benefit from the general education class instruction</p> <p><u>Indirect</u>: 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><u>Direct</u>: 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><u>Indirect</u>: 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 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/lawsandregs/sect2006.htm> ;

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	<p>can be combined with indirect CT.</p> <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 pull out 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>			consultation		<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
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Consultant Teacher in combination with Resource Room	To meet the needs of a student who could benefit from the two types of services, but who does not need two hours per week of Consultant Teacher and three hours per week of Resource Room	IEP must specify how often service will be provided during a particular time period	Minimum- three hours per week (Combination Resource Room and Consultant Teacher)	Consultant Teacher- same as above Resource Room	Consultant Teacher- same as above Resource Room- instruction group maximum size of 5 students – specified on IEP if group size less than 5 is recommended Total caseload- Grades 1-6, 20 students Grades 7-12, 25 students	
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Resource Room	<p>To provide specialized supplementary small group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the student receives. <u>It is not provided in place of the student's regular instruction.</u></p> <p>Primary role of Resource Room Teacher is to Enable Access the General Education Curriculum</p> <p>The Resource Room Teacher teaches students the skills to learn the content not the content itself</p> <p>Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of supplemental instruction in organizational skills, reading, the use of an assistive technology device, the use of Braille, the use of a compensatory</p>	IEP must specify how often service will be provided during a particular time period	Minimum- three hours per week Maximum- 50% of school day	Resource Room or push-in to the general education classroom, provided that the resource room teacher provides supplemental instruction	<p>Students grouped by similarity of need.</p> <p>Instructional group maximum of 5 students– specified on IEP if group size less than 5 is recommended</p> <p>Total caseload- Grades 1-6, 20 students Grades 7-12, 25 students</p>	<ul style="list-style-type: none"> Utilization of content instructional materials to teach skills and learning strategies Utilization of explicit instruction to teach skills and strategies Provision of specially designed instruction to students with disabilities is occurring Special education teacher ensures that students are utilizing supplemental aids and services Skill and strategy instruction based on IEP goals is taking place Opportunities for students to practice skills and strategies being taught are provided Method established for regular collaboration and communication with general education teachers to ensure accommodations are used and strategies and skills are generalized. Sharing of progress monitoring data with general education teacher Evidence of data collection and ongoing monitoring of student performance Services are being received as per IEP Evidence that lesson planning includes specially designed instruction for students

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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>

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	<p>strategy. This means that instruction is not provided in place of the student's regular academic instruction.</p> <p>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.</p>					with disabilities
<p>Integrated Co-Teaching (optional)</p>	<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 <u>may</u> 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>	<p>IEP must specify how often service will be provided during a particular time period</p> <p>Does not have to be daily (e.g., 3 days per week)</p>	<p>May be provided for all or part of the school day (e.g., a class period)</p>	<p>General education class(s) where integrated co-teaching will be provided.</p>	<p>Students grouped based on similarity of needs.</p> <p>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.</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

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						<ul style="list-style-type: none">• Services are being received as per IEP and Special 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 time period	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 Specialized instruction</p> <p>12:1+1 Management needs interfere with Instructional process</p> <p>8:1+1 Intensive management needs</p> <p>6:1+1 Highly intensive management needs</p> <p>12:1+(3:1) Severe, multiple 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 collection and ongoing monitoring of student performance• Provision of specially designed instruction• Services are being received as per IEP• Classroom management system is explicitly taught, reinforced 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