



Skaneateles Central School District  
*Excellence in Education*

# SPECIAL EDUCATION PARENT HANDBOOK 2017-2018

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A GUIDE FOR PARENTS OF STUDENTS WITH  
INDIVIDUALIZED EDUCATION PROGRAMS

45 EAST ELIZABETH STREET  
SKANEATELES, NY 13152

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Dear Parents,

The mission of Skaneateles Central Schools is:

***To provide a positive and successful learning experiences for all students.***

***The schools strive to provide students with the knowledge and problem-solving skills necessary to contribute and adapt to an ever-changing world. Within a caring and student-centered environment, the schools offer a balanced educational program with high expectations to challenge and motivate each student.***

***The school staff, students, parents, Board of Education and community share the responsibility for this mission.***

Make no mistake about it; Skaneateles Central Schools is dedicated to each student reaching his/her full potential. It is critical that students with Individualized Education Programs (IEPs) are held to the same high expectations that we set for all students. I can assure you that the Special Education Team is eager to work with you to assure your child reaches his/her full potential.

I am fortunate to lead a team that will form a relationship with your child, which fosters trust so that he/she will grow. Growth is unique for each child. It mean could be going up a level in reading or meeting a grade level standard, but equally as important, we want to foster your child's growth socially and emotionally. For this type of success to occur, we need you as an unequivocal partner.

A *Special Education Parent Advisory Team* was instituted to assure this critical partnership. The Team determined that one way we can improve our partnership is to develop a ***Special Education Parent Handbook***. This handbook is a living document because we will constantly look for your feedback on how we can make it more effective each year, and will make updates to keep it current.

I encourage you to reach out to me if you have any questions about what is in this handbook or if you have any questions about your child during the school year.

Sincerely,



Gary J. Gerst

Director of Learning

Email: [ggerst@skanschools.org](mailto:ggerst@skanschools.org)

Office Phone: 291-2218

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## HANDBOOK USE

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The purpose of the Special Education Handbook is to help you navigate and understand the processes and procedures of an Individualized Education Program (IEP). The Handbook will not answer all of your questions, but our hope is that it will give you a solid understanding of the Individualized Education Program. The Case Study will be helpful to *any* parent who is new to this process. If you have questions, you can always contact the Director of Learning, Gary Gerst, or you may feel you would like to contact the special education teacher or a parent on the Special Education Parent Advisory Team. The Special Education Parent Advisory Team and Skaneateles Central Schools want to make sure you have a place that you are comfortable asking any question.

Gary Gerst's office phone number is 315-291-2218 and his email is [ggerst@skanschools.org](mailto:ggerst@skanschools.org).

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## WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

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The ***Individuals with Disabilities Education Act (IDEA)*** is a federal law that ensures services to children with disabilities. An Individualized Education Program (IEP) for students with disabilities falls underneath the umbrella of the Individuals with Disabilities Education Act (IDEA). The Individualized Education Program (IEP) is a written statement of the education program tailored to meet the specific needs of your child. ***The Individualized Education Program is a legally binding document that must be followed by all educators that work with your child.***

For example, if it is determined that your child has a learning disability in reading, the Individualized Education Program (IEP) will be built to support your child's reading disability. Furthermore, your child would be entitled to the additional specialized reading instruction, targeted to your child's specific needs, often provided by a special education teacher.

If it is determined that your child qualifies for services, the **Individualized Education Program (IEP)** is the end product if your child qualifies (outlined above). Your child's achievement in school, evaluation results, parent input before and during the Committee on Special Education (CSE) meeting determines whether a child is eligible for an IEP.

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## WHAT IS A COMMITTEE ON SPECIAL EDUCATION?

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Special education services cannot begin until the Committee on Special Education (CSE) formally agrees that your child qualifies for an Individualized Education Program (IEP). Because of its formality, the meeting where the IEP is formally adopted has some features that are not usually characteristic of a meeting you would have with teachers and other staff at your child's school. If you can imagine a meeting where formal documents are being signed to put an agreement in place (such as a house closing), then the CSE meeting might seem similar. The goal of this handbook is to provide you with knowledge about the process so that it is ***not overwhelming*** and you will understand each step of the process.

New York State (NYS) law has specific requirements for the Committee on Special Education meetings, such as the minimum required attendees and topics to be covered. The meeting also has some built-in features to ensure your rights as a parent are protected so that you can participate meaningfully in developing the program for your child. If the Committee on Special Education determines that your child qualifies for an Individualized Education Program (IEP), it will mark an important shift in the process as the bridge between the planning period and the beginning of implementation of the Individualized Education Program. It is critical to understand that ***you*** are the most important people on the Committee on Special Education (CSE); your input on whether your child qualifies or not is of utmost importance. While the Committee on Special Education (CSE) is a meeting that is formal and has specific procedures, ***it does allow for you to ask as many questions as you need to be answered.***

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## WHAT ARE THE EVALUATIONS THAT MY CHILD WILL TAKE TO HELP DETERMINE ELIGIBILITY FOR AN IEP?

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The Director of Learning's office sends out the ***Procedural Safeguards*** before the Initial Evaluation, which outlines the student and parent's rights. Within the packet, there is a document that parents must sign, giving the school district permission to test their child. Once the Director of Learning receives the permission, your child's evaluation will begin. The evaluations ***typically*** given to your child include:

- **Psychological Evaluation:** The school psychologist is responsible for the testing the student's intellectual abilities. Psychological evaluations typically measure how well the student problem solves, how well the student understands visual and auditory information, measures the student's memory, and measures processing speed.
- **Reading Evaluation:** A reading specialist or a special education teacher is responsible for administering this evaluation. The evaluation measures the student's phonics, the rate of reading, spelling, vocabulary, and comprehension.
- **Writing Evaluation:** A reading specialist or a special education teacher administer this evaluation. The evaluation measures spelling, vocabulary, conventions, and ability to write a story.
- **Math Evaluation:** A math specialist or special education teacher is responsible for administering this evaluation that measures a student's basic concepts, operations, and ability to apply math concepts.
- **Speech-Language Evaluation:** The School-Based Intervention Team will decide whether a speech-language evaluation is needed. If so, this evaluation is done by the speech-language teacher. The

evaluation measures the student's receptive language, expressive language, language content, and language memory.

There are other evaluations that the School-Based Intervention Team might recommend such as an Occupational Therapy or a Physical Therapy Evaluation. It is important to note that your child will be administered these evaluations during the school day. The evaluators make sure that the child is not undergoing two evaluations in a day.

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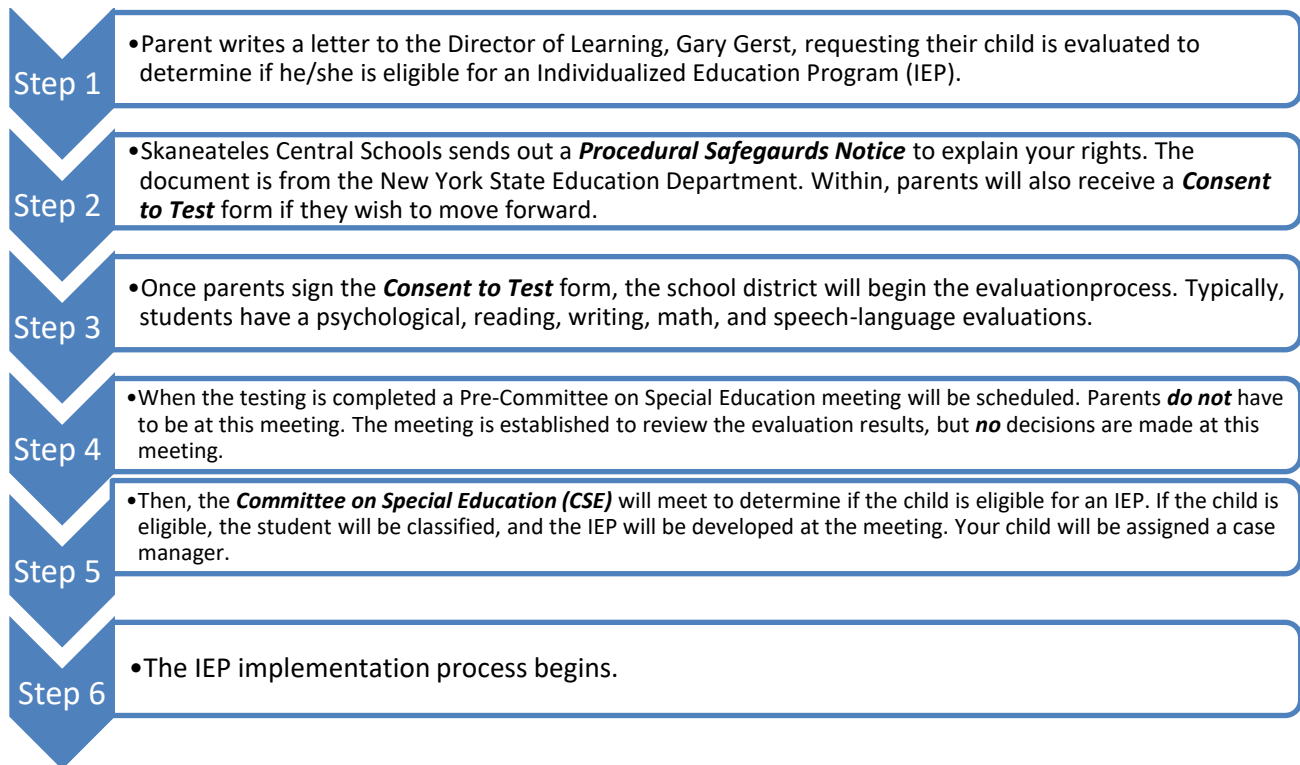
## HOW IS IT DETERMINED THAT MY CHILD IS STRUGGLING AND MAY NEED AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

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There are two ways your child might be considered for an Individualized Education Program. The following flowcharts show how each process can be followed. The *Parent Request Process for an Initial Evaluation* is on page 5 and is followed by the *School-Based Intervention Team Process for an Initial Evaluation* is on page 6. An **Initial Evaluation** is defined as *an evaluation to assess a child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate education program for the child*

(<https://www2.ed.gov/parents/needs/speced/iepguide/index.html?exp=0#process>).

## Parent Request Process for an Initial Evaluation

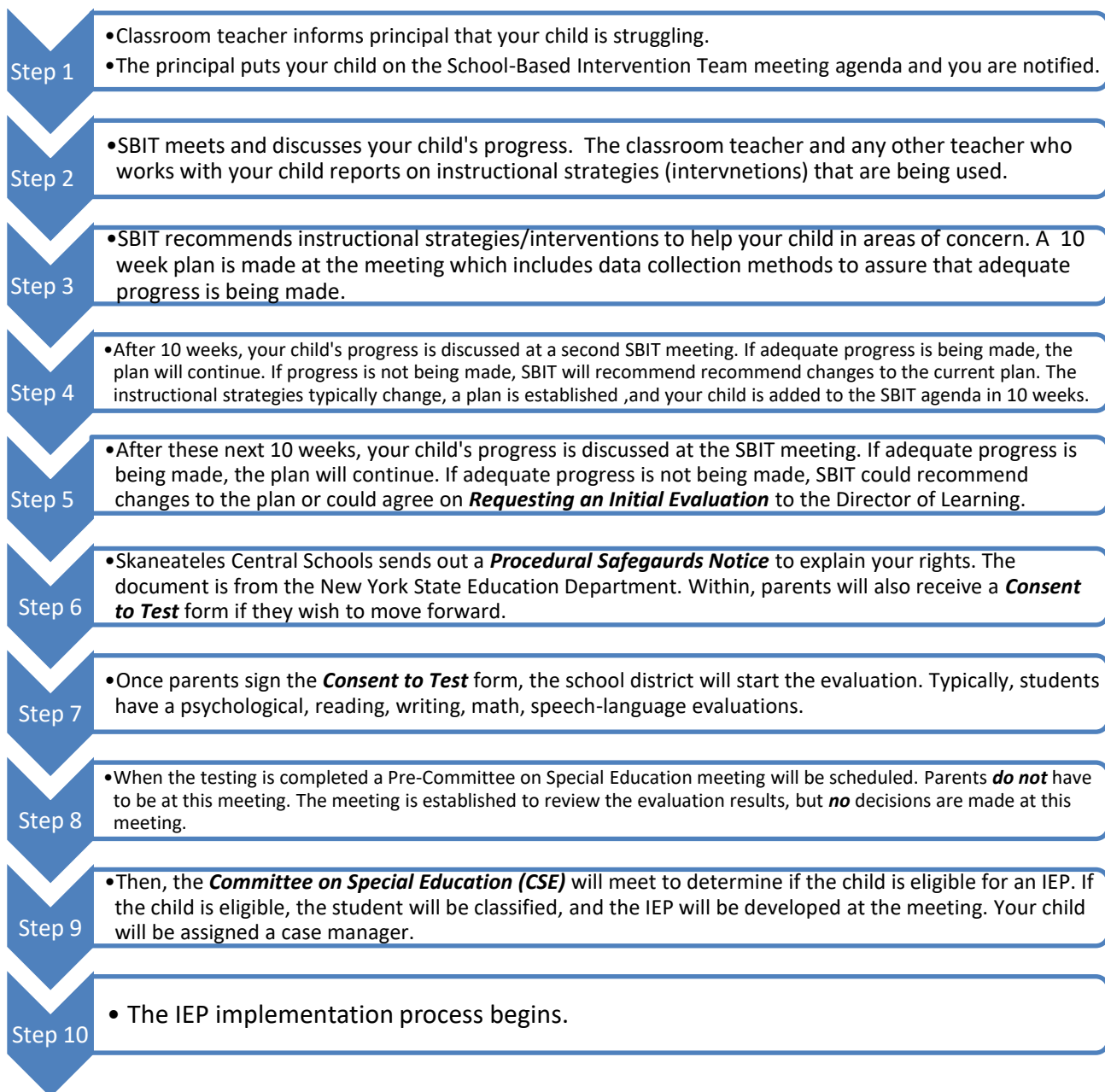


## School-Based Intervention Team Process for Initial Evaluation

At each building (Waterman, State Street, Middle School, and High School) there is a **School-Based Intervention Team (SBIT)** that meets on a regular basis to discuss at-risk students. The School-Based Intervention team is made up of the principal, school psychologist, general education teacher, special education teacher, and academic intervention teacher(s). **The School-Based Intervention Team** recommends instructional strategies (interventions) for the teacher(s) to use with the student in the hopes that the student will make progress.

The 10 step process outlined below is the **SCS School-Based Intervention Team (SBIT)** process. The process below is referred to in the research as **Response to Intervention (RtI)**. **Response to Intervention (RtI)** has a strong research base and is required by **IDEA** law to identify students in grades Kindergarten through Fourth Grade (**parent request for evaluation is always an option**). The process **assures** that multiple instructional strategies/interventions are implemented to support your child before going to an **Initial Evaluation**. For more information on **Response to Intervention** visit: <http://www.rti4success.org/>

\*\*\*We **highly** recommend that you read the **Case Study** on page 21 after you have read the steps below. The Case Study thoroughly describes the **School-Base Intervention Team (SBIT)** process **AND** the **Committee on Special Education (CSE)** process.



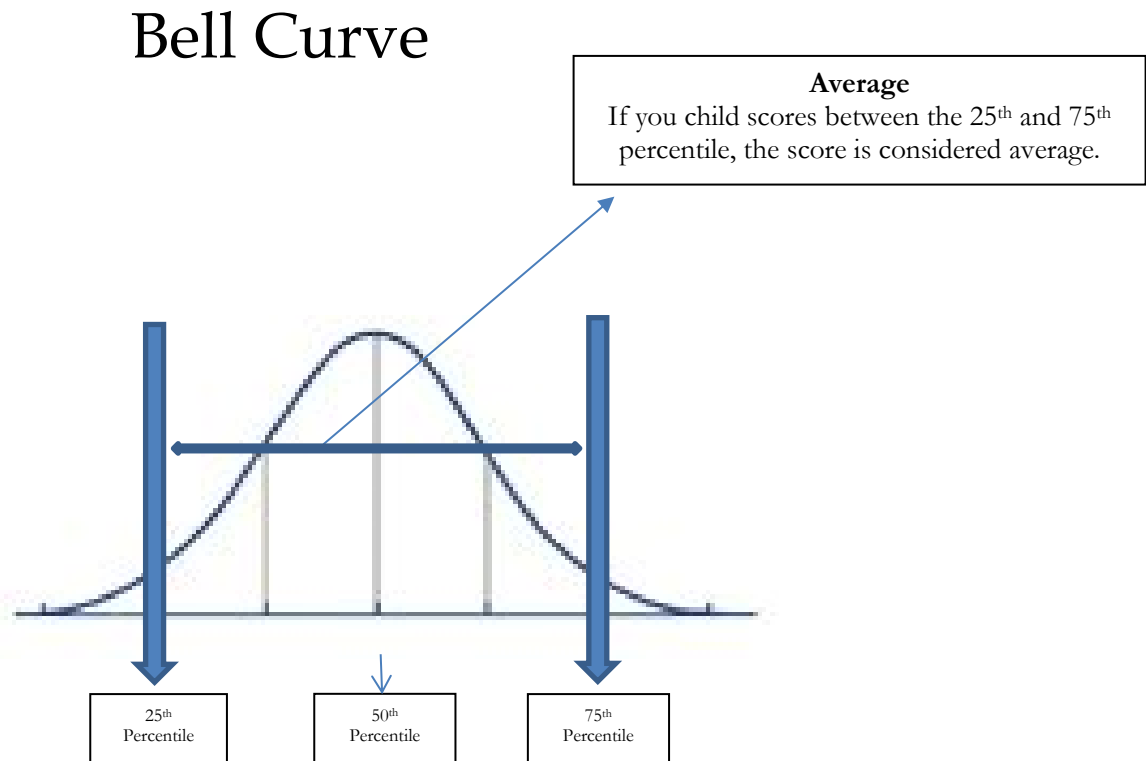


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## HOW DO I INTERPRET ASSESSMENT RESULTS?

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The results of the evaluations compare your child to other student's his/her age. Results of evaluations are not based on a 0-100% scale (like we were graded in school). Scores are reported in percentiles based on a *Bell Curve*. If your child is between the 25<sup>th</sup> percentile and 75<sup>th</sup> percentile on an evaluation, this is considered average. The chart below is a reference you can use to interpret results on the evaluations:









When reading and interpreting the evaluation results, if your child is at the 10<sup>th</sup> percentile in reading comprehension, he/she is in the well-below average range. The way to read this is, “Your child outperformed 10 percent of children his/her age.” The reading comprehension score would be one of many (refer to the Case Study) but would be concerning, especially if the classroom teacher is collecting assessment data for your child that is low.

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## WHAT PROGRAMS/SERVICES WILL MY CHILD HAVE FOR HIS/HER INDIVIDUALIZED EDUCATION PROGRAM?

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In the Committee on Special Education meeting, your child's program(s)/service(s) are tailored for his/her Individualized Education Program (IEP). The different ways your child could receive support are listed below. It is possible a child with an IEP could have one type of program/service or a combination of program(s)/service(s), whichever meets the student's needs best.

-  **Related 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, and audiology services.
-  **Indirect Consultant Teacher:** The special education teacher assists the classroom teacher in adjusting the learning environment and/or modifying the classroom teacher's instructional methods to meet the individual needs of your child.
-  **Direct Consultant Teacher:** The special education teacher supports your child in the general education classroom. If your child has a Direct Consultant Teacher program, your child is not pulled out of the class; the special education teacher pushes into the general education classroom to support your child.
-  **Resource Room:** The special education teacher provides specialized supplementary small group instruction to your child. This supplementary instruction is provided in addition to the classroom instruction. Students who have a Resource Room Program are pulled out of the classroom and go to a special education teacher's classroom.
-  **Integrated Co-Teaching:** The classroom teacher and special education teacher work together to provide specially designed instruction in the general education classroom to an integrated group of students. The responsibility for planning, delivering and evaluating instruction for all students is shared by the general and special education teachers.
-  **Special Class Program:** The special education teacher typically provides the primary instruction that is specifically designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers. Often students who have this program are more than three grade levels behind.

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## WHAT ARE ACCOMMODATIONS?

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*Accommodations are adaptations that provide access to the general curriculum **but do not fundamentally alter the learning goal or grade level standard**. These supports “level the playing field” (Freedman, 2005, p. 47). Within the context of assessment, **accommodations are support for a skill that is different from the skill being measured**. Take for example a science assessment. The purpose of the assessment is to determine the student's level of mastery on a number of science standards. Support of any skill or behavior, then, other than with the science standards is an accommodation. We may have a student respond orally if there are significant needs in the student's writing that affect the quality of response. The student may need additional time or a separate testing environment if test anxiety is a factor. An adult may read the questions to the student if there is difficulty with reading. Each of these adaptations is an accommodation because each one supports a skill that is different from the science standards being measured or reported.*

The passage above explaining accommodations is taken from an education publication called ASCD. The link for the article is at <https://www.studentgrowth.org/2017/05/22/is-it-an-accommodation-or-a-modification/?platform=hootsuite>

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## WHAT ARE MODIFICATIONS?

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*Modifications are changes to the curriculum and assessments that do fundamentally alter the learning goal or grade level expectation. Unlike accommodations that simply level the playing field, modifications “change the game” (Freedman, 2005, p. 48). **Modifications are supported to the very skill that is being measured**. Let's consider a mathematics example. Students in the class are working on algebraic problems that require the multiplication of fractions. One student who needs support is working below grade level in math and is learning multiplication of whole numbers. The student's assessment does not include the grade-level algebraic problems that require the multiplication of fractions. Instead, the assessment includes whole number multiplication problems and one-step algebra problems requiring addition and subtraction. The student's team determined this is the appropriate change to be made, and it is a comparably-rigorous skill for the student who needs support. Although the adapted skill is just as difficult for this student as the grade-level skill is for students who do not need support, what is being measured has been changed. The math skill being measured is what is being supported. This is a modification.*

The passage above explaining modifications is taken from an education publication called ASCD. The link for the article is at: <https://www.studentgrowth.org/2017/05/22/is-it-an-accommodation-or-a-modification/?platform=hootsuite>

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## WHAT HAPPENS ONCE MY CHILD HAS AN INDIVIDUALIZED EDUCATION PROGRAM?

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Skaneateles Central School uses a **Case Manager Model**. If your child has an Individualized Education Program, he/she will be assigned a **case manager**. The case manager is the teacher who will work with your child the most in special education. Student's case managers can be a special education teacher, speech-language teacher, occupational therapist, or physical therapist. The case manager assures that all faculty who work with your child, understand his/her Individualized Education Program. On page 29, the **Roles and Responsibilities of the Case Manager** are outlined.

Furthermore, the case manager is the point person for your child. Your child's case manager will contact you, and the two of you will decide on the best way to communicate your child's progress. The case manager will answer any of your questions and will also give you a clear idea of how your child's Individualized Education Program will be implemented and what it will look like in school.

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## HOW IS MY CHILD'S PROGRESS MONITORED AND REPORTED?

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The plan for measuring your child's progress is stated within the child's Individualized Education Program. Teachers who are working on the goals outlined in your child's IEP are required to keep track of his/her progress. The IEP states how often a teacher is to record data. For example, if your child has a reading comprehension goal, it would likely be measured every-other-week and data would be analyzed to determine if changes in instruction need to be made. If your child has a writing goal, the teacher will likely have the student do a writing sample at the beginning of the year and then bi-weekly or monthly collect writing samples to measure progress. The collection of student's work is often referred to as a **Student's Portfolio**.

Regular **Progress Reports** will update you on your child's progress and are often given at the same time you receive your child's report card. However, this is discussed at the Committee on Special Education meeting and is spelled out in the IEP. There are times when the Committee on Special Education (CSE) stipulates that **Progress Reports** are communicated on a more frequent basis.

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## HOW OFTEN IS MY CHILD'S IEP REVIEWED?

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Your child's IEP is reviewed by the Committee on Special Education (CSE) in a formal meeting **at least once every year**. The yearly meeting is called an **Annual Review**, and the Committee on Special Education convenes for this meeting. The purpose of the meeting is to review your child's **Present Levels of Performance** and his/her progress on their goals outlined in the IEP.

The **Present Levels of Performance** are critical because parents are given information on their child's **functional performance AND their academic achievement**. The **Case Manager** and classroom teacher typically report on your child's **Present Levels of Performance** at the **Annual Review** meeting. What does **functional performance** mean? Functional performance consists of the skills that students need for everyday life such as:

- ✚ dressing, eating, going to the bathroom;
- ✚ social skills such as making friends and communicating with others;
- ✚ behavior skills, such as knowing how to behave across a range of settings; and
- ✚ mobility skills, such as walking, getting around, going up and down stairs. (bullets taken directly from the website: <http://www.parentcenterhub.org/repository/present-levels/>).

The Chair will ask the Committee on Special Education, “*How does the student’s disability affect his/her functional performance and, from there his or her involvement and progress in the general education curriculum?*” (the italicized section was taken directly from the website: <http://www.parentcenterhub.org/repository/present-levels/>)

The second part of the *Present Levels of Performance* is your child’s *Academic Achievement*. The Case Manager and classroom teacher will report on your child’s achievement/performance in language arts (reading and writing), math, science, and history. The Case Manager and general education teacher will give an overview of the skills the students should master at the current grade level and how your child is performing on the grade level skills.

The Chair will ask the Committee on Special Education, “How does the student’s disability impact his/her ability to access the general education curriculum?” The second part of the **Annual Meeting** is to review your child’s progress on his/her *Goals* in the IEP. To understand what an *Annual Meeting* will sound like read the second part of the CASE STUDY in Appendix A on page

It is important to know ***that you can request a Committee on Special Education meeting at any time to review your child’s IEP.*** If you would like to make a request, please contact your child’s Case Manager so he/she can contact the Director of Learning to schedule the meeting.

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## IF MY CHILD HAS AN IEP WILL HE/SHE HAVE TO BE EVALUATED AGAIN?

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Your child will have a **Re-Evaluation** every three years, which means your child will be given a psychological evaluation and any other evaluations related to your child’s disability. After the re-evaluation, the Committee on Special Education meets to compare the results of the evaluation to your child’s achievement in his/her classes. The Committee decides if any changes are necessary. Often, Skaneateles Central Schools will combine **Re-Evaluations** with **Annual Reviews** meetings.

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## WHAT CHANGES CAN I EXPECT WITH THE IEP PROCESS AS MY CHILD GETS OLDER?

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When your child turns 14 years old, he/she is invited to the Committee on Special Education meeting. At age 14, a new section of the IEP is added, which is your child’s **Transition Plan**. The Case Manager and your child’s

guidance counselor will administer transition assessments (with your permission). Conversations with your child about the transition assessments will establish interest areas for what your child might want to do when he/she graduates. Does he/she plan to go to college? If so, what would they like to study? Does your child want to live independently etc.?

On the IEP it states: ***Measurable Post-Secondary Goals and Transition Needs-*** *to be in effect when the student is age 14, it documents the long-term goals for living, working and learning as an adult. In addition, the IEP for these students must include a statement of the transition service needs of the student that focuses on the student's course of study, taking into account the student's strengths, preferences, and interests as they relate from school to post-school activities.*

There are five sections that the Case Manager and guidance counselor work with your child on to obtain the needed information.

- Education/Training
- Employment (What would your child like to be when he/she grows up?)
- Independent Living Skills
- Transition Needs (Looking at the information from the three bullets above, what skills does your child need?)
- Courses of Study

***The student's IEP goals by law, have to be linked to the Transition Plan.*** A student with an IEP needs support to transition from high school to their next step in their life. The Transition Plan is linked to your child's strengths and interests so that the IEP can be a roadmap to achieving his/her plans for the future.

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## DOES MY CHILD HAVE TO PASS ALL OF THE REGENTS EXAMS TO GRADUATE?

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In New York State, there are multiple pathways for students to graduate. All students need to have at **least 22 credits to graduate**. The pathways are as follows:

- Regents with Advanced Designation Pathway
- Regents Diploma Pathway
- Local Diploma Pathway
- Superintendent's Review Pathway
- Career Development and Occupational Studies Commencement Credential Pathway (CDOS)
- Skills and Achievement Commencement Credential Pathway

### **Regents with Advanced Designation Pathway**

At Skaneateles Central Schools, we strive for all students to earn a **Regents with Advanced Designation Pathway**. Your child must pass the following Regents exams with a score of 65% or better to receive the Regents with Advanced Designation Pathway:

- Global History and Geography;
- U.S. History and Government;
- English Language Arts;
- Algebra I, Geometry, Algebra II/Trigonometry;
- Two of the following science exams: Biology, Earth Science, Physics
- Language other English.

### **Regents Diploma Pathway**

The **Regents Diploma Pathway** requires students to pass the following exams with a score of 65% or better:

- Global History and Geography (One exam);
- US History and Government (One Exam);
- English Language Arts;
- One math exam-Algebra I OR Geometry OR Algebra II/Trigonometry;
- One science exam- Earth Science or Biology or Physics.

Your child can earn the **Regents Diploma Pathway** through an appeal if he/she scores between 60-64 on **one** of the five required Regents exams.

### **Local Diploma Pathway**

Within the **Local Diploma Pathway**, there are different options in which your child can graduate. *The Local Diploma Pathway can only be used with students who have IEPs.*

**Low Pass Rate Safety Net Option (Local Diploma)**-To earn a local diploma with the **Low Pass Rate Safety Net Option**, your child can score a 55-64 on the five required Regents exams (Global History and Geography, US History and Government, English Language Arts, One Regents Math Exam, and One Regents Science Exam).

**Low Pass Rate Safety Net Option with Appeal (Local Diploma)**-If your child scores up to three points below a score of 55% on a Regents exam, he/she is eligible to receive the local diploma via appeal if all of the conditions of the appeal are met.

**Compensatory Safety Net Option (Local Diploma)**-Your child may receive a Local Diploma if he/she scores between 45-54 on one or more of the Regents exams required for graduation, other than English language arts (ELA) or mathematics, but achieves a score of 65 or higher on another required Regents exam which can compensate for the lower score. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

### **Superintendent's Review Pathway**

Your child needs to earn a 55% or above on **one** of the ***Math Regents and the English Language Arts Regents*** to receive a Local Diploma through the ***Superintendent's Review Option***. Also, your child can appeal a score between 52-54 on both of these exams.

### **Career Development and Occupational Studies Commencement Credential Pathway (CDOS)**

The CDOS Credential is a certificate that is intended to indicate your child's readiness for entry-level jobs. It is important to understand; the CDOS Credential ***is not a high school diploma***, so ***it not excepted for college admission***. ***If you child has a CDOS Credential, it is excellent for potential employers, but on its own, will not get your child into a college or university***. All students, whether they have an IEP or not, can earn a CDOS Credential.

### **Skills and Achievement Commencement Credential Pathway**

The Board of Education or trustees of a school must (and the principal of a nonpublic school may) issue a Skills and Achievement Commencement Credential to each student with a severe disability in accordance with the following rules.

1. Only students with disabilities who have been instructed and assessed on the alternate performance level for the State learning standards are eligible for this credential award.
2. The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21.
3. The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes.
4. The credential must be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards (see Attachment 1).
5. The credential must be issued together with a summary of the student's academic achievement and functional performance (Student Exit Summary – see State Developed Model Form Attachment 2) and must include documentation of the student's:



- achievement against the Career Development and Occupational Studies (CDOS) learning standards <http://www.p12.nysed.gov/cte/cdlearn/>;
  - level of academic achievement and independence as measured by NYSAA;
  - skills, strengths, interests; and
  - as appropriate, other achievements and accomplishments.
6. For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

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## **WHAT HAPPENS IF MY CHILD NEEDS MORE TIME TO GRADUATE OR COMPLETE HIS/HER CDOS CREDENTIAL?**

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Your child can be in school until he/she is twenty-one years old. Students who stay in school past 12<sup>th</sup> grade typically need to finish their 22 credits to graduate. Also, students will continue to work on their CDOS Credential. Typically, students will attend Cayuga-Onondaga BOCES Career and Technical (CTE) classes (described in next section) or will attend Cayuga Community College's program for students with IEPs.

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## **WHAT IF MY CHILD IS CLOSE TO GRADUATION BUT WILL NOT HAVE ALL OF THE REQUIRED CREDITS?**

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Skaneateles Central Schools has a policy that states as long as the Committee on Special Education has designated that your child is "reasonably on track" to meet the graduation requirements within one year from the time of the scheduled commencement, he/she may, with the agreement of the Superintendent and the parents/guardians, participate in the commencement exercises. Exceptions to the one-year requirement will be considered by the Committee on Special Education and the Superintendent on a case-by-case basis.

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## **WHAT CLASSES OR PROGRAMS DO CAYUGA-ONONDAGA BOCES OFFER?**

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Cayuga-Onondaga offers incredible classes and programs for all students at Skaneateles Central Schools. Students typically start the Career and Technical Education (CTE) programs in their junior year. Because your child has an IEP, he/she could take the classes until he/she is 21. Also, students who take CTE Programs still can earn any of the diplomas outlined above in the Handbook.

On the BOCES website, it states, “The Career & Technical Education (CTE) program at Cayuga-Onondaga BOCES Provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers. The program encourages lifelong learning. In total, about 12.5 million high school and college students are enrolled in CTE across the nation.”

To learn more about the CTE classes visit their website: <http://www.cayboces.org/cte>

The Cayuga-Onondaga BOCES CTE Programs are listed below (alphabetically):

- **Applied Electrical Technology**
- **Auto Body Technology**
- **Automotive Technology**
- **Computer Systems and Network Administration**
- **Construction and Building Trades**
- **Cosmetology**
- **Criminal Justice**
- **Culinary Arts**
- **Early Childhood Education**
- **Emerging Careers in Commerce**
- **Graphic Design & New Media**
- **Health Related Occupations**
- **Heavy Equipment Repair & Operation**
- **Machine and Welding**
- **New Visions: Medical Professions**
- **Outdoor Powersports Equipment & Technology**
- **Plant, Animal, & Life Sciences**

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## ARE THERE OUTSIDE AGENCIES/SERVICES THAT I SHOULD BE AWARE OF TO HELP SUPPORT MY CHILD?

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Below are agencies/services that we encourage you to contact or visit (alphabetical). Please know **we do not have all of the agencies/services**; as we are made aware of others, we will add them to the handbook.

- **Advocates-** was established by a small group of caring families of people with developmental disabilities over twenty years ago. Today, we are dedicated to empowering individuals and their families to lead full and meaningful lives in their community. We provide the information, support, and resources individuals and families need to achieve their goals in life. Advocacy is core to our mission. We provide individual, family and systems advocacy.

Website: <http://advocatesincorporated.org/>

General Questions: [carol@advocatesincorporated.org](mailto:carol@advocatesincorporated.org)

Phone: (315) 469-9931

- **ARC-**Arc of Onondaga is one of the largest providers of services to people with developmental disabilities in Onondaga County serving thousands of individuals and their families and employing 500 people. With nearly 40 different sites throughout Central New York, Arc provides a wide array of services including residential, day, employment and clinical, and recreation programs. In addition to these supports and services, Arc operates two major subsidiaries: Parkside Children's Center, an integrated preschool and Monarch, a vocational program and outsourcing company with corporate partners throughout the region.

Website: <https://www.arcon.org/#>

Phone: 315-476-7441

- **ARISE-** Works to ensure that everyone, regardless of disability, has the power to make life choices and achieve their dreams. Navigating the world of disability services can often be confusing and overwhelming for many families. Whether you have a simple question or have no idea where to start, we're here to help.

Website: <http://www.ariseinc.org/>

For general questions: [info@ariseinc.org](mailto:info@ariseinc.org)

Phone: 315-472-3171

- **ACCESS CNY-** provides services to over 3,000 individuals in five primary areas: programs for individuals with developmental disabilities or acquired brain injuries (ABI), services for those with mental health issues, clinical services for those with disabilities, preschool education and Consumer Directed Homecare. All services empower individuals to reach their unique level of independence.

Website: <https://www.accesscny.org/about/>

For general questions: [info@accesscny.org](mailto:info@accesscny.org)

Phone: 315-455-7591

- **ACCESS-VR-** assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development.

Website: <http://www.acces.nysed.gov/vr>

Phone: 315-428-4179

- **E. John Gavras Center-**We teach people of all ages the skills they will need to live their life to the best of their ability. One way we do this is to focus on a person's ability not disability. Consumers of our services and programs are at work every day here in our community. Living life with quality and independent lifestyles built with our encouragement and support. This focus remains at the forefront of the E John Gavras Center's work to assist individuals with developmental and physical disabilities and their families to reach their potential and beyond. Sixty years ago in Auburn NY, a caring community and its leadership built the E John Gavras Center so that this community's children would have access to local services to help them overcome special needs or challenges they may face in life; helping them to achieve the highest quality of life. Over a decade ago services were expanded to include school age children and adults creating a continuum of care for individuals as they transition through critical life stages.

Website: <http://www.gavrascenter.com/>

Phone: 315-255-2746

- **ENABLE:** Offers an array of services to individuals with developmental or physical disabilities. An affiliate of the Cerebral Palsy Associations of New York State., Offers an array of services to individuals with developmental or physical disabilities.

Website: <https://www.nyconnects.ny.gov/providers/enable-sofa-li-150396>

Phone: 315-455-7591

- **OPWDD-**Office for People with Developmental Disabilities- Is responsible for coordinating services for more than 128,000 New Yorkers with developmental disabilities, including intellectual disabilities, cerebral palsy, Down syndrome, autism spectrum disorders, and other neurological impairments. It provides services directly and through a network of approximately 750 nonprofit service providing agencies, with about 80 percent of services provided by the private nonprofits and 20 percent provided by state-run services.

Website: <https://opwdd.ny.gov/>

Phone: 1-866-946-9733

- **Sensory Integration/Motor Sensory (SIMS) Movement Exploration Center-**The SIMS lab provides cross-disciplinary Sensory Integration training and research opportunities to faculty, community members,

and students. The SIMS lab strategies are based on Sensory Integration Theory which is used to explain the relationships between the sensory system of the body, the brain's ability to process that information, and behavior. The SIMS lab conducts and disseminates applied research and best practice that promotes an understanding of the impact of Dysfunctions in Sensory Integration of individuals who experience sensory integration delays.

Website: <http://www2.cortland.edu/departments/physical-education/sims-lab/index.dot>

Phone: 607-752-2011

- **SUPAC**-Syracuse University Parent Advocacy Center Mid-State Special Education Center- is dedicated to promoting the right of every child to receive a meaningful, inclusive education and promoting parent involvement in the education of their children with disabilities. We value inclusion and believe that all children belong. In order to promote meaningful parent involvement, SUPAC provides parents of children with disabilities information, resources, and strategies on a variety of special education and disability-related topics to assist them in understanding their child's disability, the education process, and their rights within that process. Through information, advocacy, and training services, SUPAC can assist parents to enhance their skills, the level of confidence to communicate effectively, and begin to work collaboratively with schools and other stakeholders to advocate and actively participate in their children's education.

Website: <http://supac.org/>

For general questions: [supac@syr.edu](mailto:supac@syr.edu)

Phone: 315-443-4336

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## CASE STUDY

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### ***CASE STUDY OF THE SCHOOL-BASED INTERVENTION PROCESS***

The student used in this case study is fictional; his name is Brad, and he is in third-grade. The classroom teacher works with Brad every day, and the reading specialist had been working with Brad on reading interventions. Brad's teacher had brought his name to the ***School-Based Intervention Team*** because he is not making adequate progress in his reading achievement. Mrs. Rigling was concerned about Brad's progress in October, so she had his name put on the School-Based Intervention Team's agenda. The team met in October, and a different intervention (research-based program to support Brad's reading) was suggested and put in place. The School Based-Intervention Team met again ten weeks later in January for an update on Brad's progress. Unfortunately, there was little progress, so the team suggested another intervention be put in place and set a date to meet again ten weeks later. When the team met in April, after 20 weeks of intensive intervention work, the School-Based Intervention Team recommended Brad for an ***Initial Evaluation*** because the team was concerned he is not making enough progress in his reading. The Director of Learning sent home all of the information about the Committee on Special Education process, and the parent signed and returned the ***Permission to Test*** document.

Brad was given a psychological evaluation by the school psychologist, Mr. Brian Hart. The psychological evaluation with Mr. Hart took Brad two sessions to complete; each took a little over an hour. One of the reading specialists at State Street, Mrs. Heather Von Uderitz, tested Brad in reading on two separate days for forty-five minutes. Finally, Mrs. Von Uderitz also tested Brad's writing, and he was able to complete the evaluation in one session.

While Brad was being tested, the Director of Learning's administrative assistant set a date for the Committee on Special Education meeting. The people invited to that meeting were:

- Brad's Parents
- Brad's Third Grade Teacher: Mrs. Rigling
- Special Education Teacher-Mrs. O'Connor
- School Psychologist- Mr. Hart
- Reading Specialist- Mrs. Von Uderitz
- Committee on Special Education Chair- Mr. Gerst
- Humanities Coordinator- Mr. Brown
- Principal- Mr. Widrick

Before Brad's parents received the testing results, the Director of Learning, Mr. Gary Gerst, called and informed Brad's parents that the reports would be coming in the mail and not to be overwhelmed by the information. Also, Mr. Gerst set up a meeting for Brad's parents to come in to review the results of his evaluation and answer any questions Brad's parents might have. He informed Brad's parents that it is ***overwhelming*** reading the reports and recommended that they write down any questions before the meeting so that Mr. Gerst could address each question. Mr. Hart and Mrs. Von Uderitz sent Brad's parents the results of their testing in a report (psychological, reading, and writing evaluations).

### Brad's Evaluation Results

The evaluation reports are ***overwhelming*** to read and understand. We highly recommend that you refer to page 7 which explains the Bell Curve and percentiles. Remember, a score at the 20<sup>th</sup> percentile is not the same score as a 20%. If your child scores at the 20<sup>th</sup> percentile for reading comprehension, it means that your child scored higher than 20% of the students who are his/her age.

The reading test given to Brad was the Woodcock-Johnson Tests of Achievement.

Subtest	Percentile	Score Classification
Reading	15 <sup>th</sup>	Below Average
Letter-Word Identification	10 <sup>th</sup>	Below Average
Passage Comprehension	18 <sup>th</sup>	Below Average
Basic Reading Skills	13 <sup>th</sup>	Below Average
Reading Vocabulary	10 <sup>th</sup>	Below Average

## Brad's Writing Evaluation Results

The writing test given to Brad was the Test of Written Language (TOWL)

Subtest	Percentile	Score Classification
Vocabulary	15 <sup>th</sup>	Below Average
Spelling	16 <sup>th</sup>	Below Average
Punctuation	48 <sup>th</sup>	Average
Logical Sentences	52 <sup>nd</sup>	Average
Sentence Combining	79 <sup>th</sup>	Average
Contextual Conventions	30 <sup>th</sup>	Average
Story Composition	92 <sup>nd</sup>	Superior

## Brad's Psychological Evaluation Results

The psychological evaluation given to Brad was the Differential Ability Scales and BASC-3.

Subtest	Percentile	Score Classification
General Conceptual Ability	22 <sup>th</sup>	Below Average
Verbal Ability	22 <sup>nd</sup>	Below Average
Nonverbal Reasoning Ability	26 <sup>th</sup>	Average
Spatial Ability	30 <sup>th</sup>	Average
Working Memory	16 <sup>th</sup>	Below Average

Written reports were sent to Brad's parents which helped them interpret the results. Brad's parents were **overwhelmed** but realized that they would be meeting with Mr. Gerst to review the test results.

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## PRE-COMMITTEE ON SPECIAL EDUCATION

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Before the Committee on Special Education meets, Skaneateles Central Schools sometimes set up a Pre-Committee on Special Education meeting. ***The parents are invited to come to this meeting, but it is not mandatory.*** At this meeting, each person who did evaluations on the student report on the results. The purpose of this meeting is for the participants to ask questions and make connections on the test results. For example, using the Case Study, Brad's teacher Mrs. Rigling will likely discuss the comprehension results in the reading evaluation compared to what Brad achieves in class on a regular basis. **Decisions are not made at this meeting.** It is MUCH more important for parents to attend the Committee on Special Education meeting rather than the Pre-Committee on Special Education meeting.

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# BRAD'S COMMITTEE ON SPECIAL EDUCATION MEETING

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All of the information that is needed for Brad's Committee on Special Education meeting has been completed. Brad's parents met with Mr. Gerst and had an excellent idea of what to expect at the meeting and plan to be at the Committee on Special Education meeting *for an hour and a half*. Below are the minutes of the meeting. Each meeting follows this format.

## Brad's Committee on Special Education Meeting Agenda

### 1. Introductions

- Each person gives their title, and the work each has done with Brad.

### 2. Purpose of the Meeting

- Mr. Gerst, the Chair, stated that the purpose of the meeting was to determine if Brad is eligible for an Individualized Education Program. If it is determined that Brad is eligible, the Committee will design his Individualized Education Program in the second half of the meeting.

### 3. Brad's Social History

- Mr. Hart, the school psychologist, interviewed Brad's parents about his strengths and weaknesses from the parent's point of view. The parents shared that Brad loves school. His favorite subject is science. They stated that they have noticed that Brad is struggling in his reading. He used to love to read at night, but now it is more of struggle to get him to read, and they are concerned how much it is impacting his education.
- Mr. Hart also shared that there was nothing abnormal about Brad's birth.

### 4. How is Brad doing in Mrs. Rigling's third-grade class? (Mrs. Rigling)

- Mrs. Rigling shared that Brad is a kind and compassionate student. He does have a great friendship group in class and is not a behavior problem. Mrs. Rigling stated that math is a strength for the student, and she can tell that he loves science, especially when there are hands-on activities. Writing is also an area that Brad does well, although he does struggle with spelling.
- Mrs. Rigling shared that her biggest concern is with reading. Brad's latest benchmark is at a level "H" which is in the middle of first grade. She stated that Brad struggles to read words other than sight words. He is adept at using the pictures to help gain understanding. She has read grade level passages to him, and Brad has been able to answer literal comprehension questions accurately when things are read to him. Although he does struggle a great deal with inferential comprehension questions.

### 5. Parent Questions/Clarifications: None



**6. Classroom Observation: Mrs. O'Connor observed Brad during his 90 minutes English Language Arts block in Mrs. Rigling's class, and she will summarize what she observed.**

- Mrs. O'Connor, one of the State Street special education teachers, observed Brad. She stated that Brad participated well in his one-on-one Guided Reading lesson with Mrs. Rigling. The book Brad was reading was at his level, a mid-first grade book. When Brad was done with his Guided Reading, he needed to read a grade level social studies passage and answer questions. She noticed that Brad was not able to complete this work and he was visibly frustrated with the assignment. Brad did ask a friend for help.

**7. Mr. Brown-Response to Intervention History**

- Mr. Brown, the Humanities Coordinator, reviewed Brad's Response to Intervention History. This year, Mrs. Von Uderitz has been working on interventions in addition to the classroom instruction that Brad has in reading. Since the beginning of the year, Brad has been pulled out for reading instruction four times a week. The focus has been on an intervention called "Explode the Code." After the first School-Based Intervention Team meeting, the team thought another intervention should be added to boost Brad's rate of reading. For the next ten weeks, Brad was to work with "Explode the Code" and "Read Naturally." Both interventions focused on improving his fluency or rate of reading. Data was collected on Brad's rate of reading, and he only showed an increase of one word per minute after five weeks. Also, Mrs. Von Uderitz was giving explicit instruction on comprehension and Brad continued to struggle with inferential questions. When the team met ten weeks later, Brad had not increased his rate of reading which is not adequate progress, and he was further behind his classmates than when the intervention first started. Also, Mr. Brown shared that Brad received the "Reading Recovery" intervention in first grade and the "Wilson Reading" intervention in second grade. Mr. Brown said that at the last School-Based Intervention Team meeting, it was unanimous that the team thought Brad should be given an **Initial Evaluation** to find out if Brad might have a learning disability in reading.

**8. Evaluation Results**

- Reading and Writing Evaluations-Mrs. Von Uderitz
  - Mrs. Von Uderitz had the parents refer to the testing results (on page 8 of this Handbook). She said that Brad was awesome during the testing. Mrs. Von Uderitz reported that she wished all students worked as hard as Brad did. Also, she reported that she works with Brad four days a week on reading interventions and he is always a pleasure. She was not surprised that Brad's Letter-Word Identification was at the 10<sup>th</sup> percentile. Mrs. Von Uderitz explained this score measures Brad against all students who are his age. She stated a different way to read the score is that Brad outperformed 10 percent of the students his age. She said that Brad has trouble sounding out words when she works with him on a daily basis. She also was not surprised that Brad's Basic Reading score was at the 13<sup>th</sup> percentile. Mrs. Von Uderitz said that Brad has difficulty transferring what he learns with her, into his classroom reading. Mrs. Von Uderitz stated that the testing confirmed what she was observing in class and she is very concerned about Brad's progress reading.

➤ Psychological Evaluation-Mr. Hart

- Mr. Hart had the parents refer to the testing results (on page 8 of this Handbook). Mr. Hart stated that Brad was a pleasure to work with and that Brad completed the testing in two separate sessions. He said that Brad's general cognitive functioning was in the low average range at 21<sup>st</sup> percentile. Mr. Hart stated that Brad's general cognitive functioning was better than 21 percent of students Brad's age. He reported that Brad's scores on this evaluation show that he will likely struggle in school. When Mr. Hart compared his scores to the other evaluations and Brad's classroom achievement on a daily basis, he concluded that Brad fits the profile of a student with a learning disability.

9. Parent Questions/Clarifications

- Brad's parents had several questions, and the Committee answered them all.

10. Decision: Mr. Gerst asks: Based on all of the information that we have, do we feel that Brad qualifies for an Individualized Education Program? The decision is made by consensus.

- The Committee on Special Education was in unanimous agreement, including Brad's parent's, that Brad qualified for an Individualized Education Program because he is not able to access the grade level reading curriculum.

11. Since the Committee (including Brad's parents) agrees that he qualifies for an Individualized Education Program, they needed to decide upon a classification. There are the thirteen classifications: Autism, Blindness, Deafness, Emotional Disturbed, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Learning Disability, Speech Impairment, Traumatic Brain Injury, and Visual Impairment.

- Mr. Hart, the school psychologist, stated that he felt that Brad had a learning disability in reading. The Committee agreed that Brad's classification should be learning disabled in the area of reading.

12. The Committee will develop an *Effect of Student Needs Statement*. The Committee will collaboratively develop a statement which describes why Brad cannot access the general education curriculum.

- Brad struggles with grade level reading. His fluency rate is at the 11<sup>th</sup> percentile. Brad benefits from explicit instruction in the area of decoding. Brad needs any science, social studies, or math content read to him. Brad would also benefit from pre-teaching of any new content. When Brad is working in his guided reading groups, he benefits from repeated reads.

13. Goal Areas- The Committee will discuss 2-5 goals to support Brad in his area of disability. Teachers will collect data to determine the progress Brad makes on his goals (more about goals will appear later in the handbook):

- Reading-Decoding
- Reading -Comprehension

14. The Committee will decide on the services for Brad (more about special education programs later in the handbook):
- Direct Consultation Reading- A special education teacher will be in Brad's classroom for forty minutes of his English Language Arts time.
15. Related Services- Brad does not require services in Occupational Therapy, Physical Therapy, Speech-Language Therapy or Counseling.
16. Supplementary Aids and Service/Program Modification/Accommodations (more about modification and accommodations later in the handbook):
- Audio Books
  - Pre-teaching of content
17. Testing Accommodations (more about testing accommodations later in the handbook):
- Separate Location
  - Extended Time
  - Assessments Read to the student
18. The Chair explained that the essence of providing a least restrictive environment is assuring that the student's program is providing the productive struggle that we ensure all students have at Skaneateles Central Schools. Does the Committee agree that we have provided the rigor and productive struggle in the Individualized Education Program that we have outlined for Brad?
- The Committee was in unanimous agreement.
19. Parent Questions/Questions for Clarifications:
- Brad's parents had several questions, and the Committee answered all of them.
20. Implementation of Brad's Individualized Education Program
- Mr. Gerst informed Brad's parents that they would receive Brad's IEP as soon as it is completed (in the mail). In that same mailing, Brad's parents will have a form to sign giving consent for Brad to start services. Brad's IEP cannot be implemented until the School Board approves the IEP AND Brad's parents have returned the consent form stating that Brad can start services.
  - Mr. Gerst explained that when Brad's IEP goes to the School Board, it does not have his name on it. IEPs that are sent to the board *never* have names on them.
  - Mr. Gerst also stated that Brad would have a Case Manager assigned to him and this teacher would act as the point person for Brad's parents and the Case Manager would be in touch with them in the next couple of days. The *Case Manager* for Brad would be either be Mrs. O'Connor or Mrs. Trice because they are the special education teachers at State Street.

## **PART 2 OF CASE STUDY-ANNUAL REVIEW**

Brad's goals were to increase his rate of reading and improve his inferential comprehension skills. At the **Annual Meeting**, the *Case Manager* will review Brad's progress providing specific data on whether Brad has improved or not.

The information provided by the *Case Manager* and teachers who work with your child on your child's *Present Levels of Performance* and *Goals* leads to a discussion at the *Annual Meeting* about the *Goal Areas* for the next year and the *Program/Services* for your child. In the Case Study, assume that Brad made progress on his rate of reading (fluency), and on literal comprehension questions, but Brad is not close to grade with inferential questions (reading between the lines). The Committee on Special Education would decide whether Brad's goal areas should change. Likely, the recommendation would be to drop the goal of rate of reading because he is almost at grade level, and the goal would be focused on improving Brad's ability to answer inferential questions.

Then, the Committee on Special Education would discuss what *Program(s)/Service(s)* would support Brad so that he could meet grade level expectations in reading. In this case, the Committee would likely recommend a less restrictive program for Brad of **Indirect Consultation Services**. This service would require the special education teacher to work with Brad's classroom teacher on instructional strategies and lessons that would help Brad progress in his ability to answer grade level inferential questions, but the special education would not be in the classroom working with Brad. Last year, Brad had *Direct Consultation Services* which was when the special education teacher was in the classroom every day. As stated on page 14, **the Committee on Special Education is required by law to provide Brad the Least Restrictive Environment**. The Committee would likely discuss that having a special education teacher with Brad may not give him the rigor that we expect to give every student at Skaneateles Central Schools because he may become too depend on the support. The Programs/Services are outlined on page 15 of this Handbook.

The Committee on Special Education would then review the section on the IEP called **Supplementary Aids and Service/Program Modification/Accommodations**. On Brad's IEP he had Audio Books and Pre-Teaching as Modifications. The Committee on Special Education would review whether this should be in place for the next year and would likely decide that both should be taken off of Brad's IEP because of his progress and that this would be providing too much support, therefore, not providing Brad with the *Least Restrictive Environment*.

**Testing Accommodations** are also reviewed at the Annual Review, and Brad had Separate Location, Extended Time, and Assessments Read. The Committee on Special Education would likely recommend not having any of these *accommodations* in place for Brad's IEP. The Separate Location and Extended Time were accommodations because Brad's rate of reading (fluency) was slow and his assessments were read. Since Brad had improved so much in his rate of reading, he was reading at grade level and no longer needed the accommodations. If these accommodations were provided again, the Committee on Special Education would likely discuss that Brad **would not** be receiving the Least Restrictive Environment because he would be receiving too much support.

The last segment of the Annual Review meeting is for the Committee on Special Education to write an **Effect of Student Needs Statement**. The statement defines why the student has trouble accessing the general

education curriculum. Brad's statement would reflect the difficulty he has in answering inferential comprehension questions.

Throughout the *Annual Review* meeting, parents are given multiple times to ask questions, receive clarification, share thoughts and concerns. ***It is critical to remember that you are the most important person on the Committee.***

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## ROLES AND RESPONSIBILITIES OF CASE MANAGER

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### ***Beginning of the Year***

- \_\_\_ Thoroughly review the Individualized Education Programs for each student on your caseload.
- \_\_\_ Although not required, we recommended that Case Managers meet with parents before the school year starts. At the minimum, Case Managers need to contact parents by phone/email so that parents know who their child's Case Manager is for the year. Meetings before school starts will be paid as long as Director of Learning is aware.
- \_\_\_ Be prepared to give an overview of each student on your caseload to general education teachers, special area teachers, AIS providers, aides, teaching assistants, and administrators during the first staff development day. The Director of Learning's office will provide sign off sheets for Case Managers.
- \_\_\_ Ensure all special education services, accommodations, modifications, assistive technology, and behavior intervention plans are in place.
- \_\_\_ Establish a communication protocol with general education teachers, related services, aides, teaching assistants and any other team members. It is essential that everyone is on the same page for each student with an IEP.
- \_\_\_ Meet with team members of each student on your caseload to determine how goals will be tracked and measured. There must be a clear progress monitoring system for each goal on the IEPs.
- \_\_\_ Continually check on Adult Support to assure it is in place as stated in the IEP, especially if Adult Support Schedules are changed.

### ***Monthly***

- \_\_\_ If a student's schedule changes during the school year, review goals, accommodations, modifications, behavior plans, etc. with new teachers & assure adult support is in place.
- \_\_\_ Maintain clear communication with parents.

- \_\_\_ Ensure progress monitoring data is being collected. For example, if there is a writing goal, most likely there will be a portfolio of the student's work.
- \_\_\_ Case Managers with students in 7th grade or above must be collecting information for Transition Plans.
- \_\_\_ Meet with each student's IEP team to review and coordinate with Director of Learning's Office on Re-Evaluation and Annual Dates.
- \_\_\_ Assure data is being collected for each student on your caseload.

***End of the Year***

- \_\_\_ Coordinate statewide testing accommodations with the building principal and curriculum coordinators.
- \_\_\_ Ensure all students on your caseload have had their Annual Reviews.
- \_\_\_ Communicate professional learning you would like to be involved in over the Summer with the Director of Learning.
- \_\_\_ If draft caseloads are established, establish times you can meet with special education teachers who will be taking a student that has been on your caseload. Please communicate these times with the Director of Learning and the Building Principal and whether you will need release time to meet.

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## ACRONYMS IN EDUCATION

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<b>ACCESS</b>	Adult Career and Continuing Education Services
<b>ADA</b>	Americans with Disabilities Act
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder
<b>AIS</b>	Academic Intervention Services
<b>APE</b>	Adaptive Physical Education
<b>ASD</b>	Autism Spectrum Disorder
<b>AT</b>	Assistive Technology
<b>AYP</b>	Adequate Yearly Progress

<b>BIP</b>	Behavior Intervention Plan
<b>BOCES</b>	Board of Cooperative Education Services
<b>BOE</b>	Board of Education

<b>CPSE</b>	Committee on Preschool Education
<b>CSE</b>	Committee on Special Education
<b>CT</b>	Consult Teacher
<b>CTE</b>	Career and Technical Support

<b>DD</b>	Developmental Disabilities
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<b>ED</b>	Emotional Disturbance
<b>EI</b>	Early Intervention
<b>ELA</b>	English Language Arts
<b>ELL</b>	English Language Learner
<b>ESY</b>	Extended School Year

<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>FAPE</b>	Free Appropriate Education
<b>FBA</b>	Functional Behavioral Assessment

<b>GED</b>	General Equivalency Diploma
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<b>IDEA</b>	Individuals with Disability Education Act
<b>IEE</b>	Independent Educational Evaluation
<b>IEP</b>	Individual Education Plan

<b>LD</b>	Learning Disability
<b>LRE</b>	Least Restrictive Environment
<b>OAPwD</b>	Office of Advocate for Persons with Disabilities
<b>OMH</b>	Office of Mental Health
<b>OT</b>	Occupational Therapy
<b>NYSAA</b>	New York State Alternate Assessment
<b>NYSED</b>	New York State Education Department
<b>RR</b>	Resource Room
<b>RS</b>	Related Service
<b>RtI</b>	Response to Intervention
<b>SBIT</b>	School Based Intervention Team
<b>SDI</b>	Specifically Designed Instruction
<b>SLI</b>	Speech or Language Impairment
<b>ST</b>	Speech Therapy
<b>TBI</b>	Traumatic Brain Injury
<b>VESID</b>	Office of Vocational and Educational Services for Individuals with Disabilities
<b>VI</b>	Visual Impairment