

Victor Central School District

Special Education Continuum of Service

2008-2009

What we know to be true:

- All students must be provided with an appropriate education in the least restrictive environment
- The concept of LRE is to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate
- Specially designed instruction, and supplementary services may be provided in the regular class (this also may include related services, special classes, etc...)

What we know to be true:

- A student who is classified will have an IEP to meet the unique needs of that student
- Students with disabilities placed together for the purposes of special education support will be grouped by similarity of individual needs
- Services will be delivered by appropriately certified or otherwise qualified personnel in each area

REGULATIONS OF THE COMMISSIONER OF EDUCATION

PART 200

Students with Disabilities

- <http://www.vesid.nysed.gov/specialed/publications/lawsandregs/coverpage.htm>

Continuum of Service

Transitional support services =

1. *means those temporary services, specified in a student's individualized education program, provided to a regular or special education teacher to aid in the provision of appropriate services to a student with a disability transferring to a regular program or to a program or service in a less restrictive environment*
2. The teacher(s) of the student should be given the opportunity to participate in the CSE meeting to advise the committee to the extent to which such services are needed

Continuum of Service

Consultant Teacher Services=

Consultant teacher services means direct and/or indirect services, provided to a student with a disability in the student's and/or to such student's regular education teachers

- (1) *Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher, to a student with a disability to help the student benefit from their regular education classes*
- (2) *Indirect consultant teacher services means consultation provided by a certified special education teacher, to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes*

Continuum of Service

Consultant Teacher Services=

- 1. This service is geared toward SWD who attend regular education classes (and/or to their teachers)*
- 2. Total number of SWD assigned to a consultant teachers' caseload shall not exceed 20*
- 3. Minimum time = 2 hours a week*
- 4. CT + RR Minimum time = 3 hours a week*

Continuum of Service

Related Services=

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability

(1) Related services do not include a medical device that is surgically implanted (most often in the educational setting this would be a cochlear implant), the optimization of that device's functioning (such as mapping), maintenance of that device, or the replacement of that device

Continuum of Service

Related Services=

- 1. Frequency, duration and location of each service must be on the IEP*
- 2. Speech minimum = 2x30 a week and the caseload shall not exceed 65*
- 3. When a related service is provided in a group at the same time, the group shall not exceed five*

Continuum of Service

Resource Room=

Resource room program means a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day

Continuum of Service

Resource Room=

- 1. Minimum time = 3 hours a week*
- 2. CT + RR Minimum time = 3 hours a week*
- 3. SWD shall not spend > 50% of their day in the RR setting*
- 4. Instructional group shall not exceed 5 students per teacher*
- 5. Instructional groups should have similarity of need*

Continuum of Service

Integrated co-teaching=

Integrated co-teaching means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students

1. Effective July 1, 2008, the number of students with disabilities in such classes shall not exceed 12 students.
2. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher
3. Additional personnel, including supplementary school personnel, assigned to such classes by the district, may not serve as the special education teacher

Continuum of Service

Special Classes=

1. A SWD can be placed in a special class for instruction on a daily basis to the extent indicated on the IEP
2. Size and composition shall be based on the similarity of need

Continuum of Service

Special Classes (15:1)=

1. The maximum class size for SWD whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting shall not exceed 15 students

Continuum of Service

Special Classes (12:1:1)=

1. The maximum class size for SWD whose management needs interfere with the instructional process, to the extent that an additional adult is needed within the classroom to assist in the instruction of students shall not exceed 12 students
2. At least one supplementary school personnel will be assigned during periods of instruction

Continuum of Service

Special Classes (8:1:1 and/or 6:1:1)=

1. The maximum class size for special classes containing SWD whose management needs are determined to be intensive, and require a significant degree of individualized attention and intervention shall not exceed 8 students, with at least one supplementary school personnel assigned during periods of instruction
2. The maximum class size for special classes containing SWD whose management needs are determined to be highly intensive, and require a high degree of individualized attention and intervention shall not exceed 6 students, with at least one supplementary school personnel assigned during periods of instruction

Continuum of Service

Special Classes (12:1(3))=

1. The maximum class size for special classes containing SWD with severe multiple disabilities, whose program consists primarily of habilitation shall not exceed 12
2. In addition to the teacher, the staff/student ratio shall be one staff person to three students
3. The additional staff may be teachers, supplementary school personnel and/or related service providers

Continuum of Service

Special Classes=

1. The chronological age range within special classes of SWD who are younger than 16 can not exceed 36 months
2. The chronological age range within special classes of SWD who are 16 years of age and older is not limited
3. There are no chronological age range limitations for groups of students placed in 12:1(3) special classes
4. *For parents of SWD in 8:1:1, 6:1:1 and 12:1:(3), parent counseling and training shall be offered and provided if needed.*

Continuum of Service

Home and Hospital Instruction=

1. Minimum of 5 hours per week at the elementary level; preferably one hour daily
2. *Minimum of 10 hours per week at the secondary level; preferably two hours daily*

In-State or Out of State Private schools=

1. *The CSE must document that the nature or severity of the student's disability is such that appropriate public facilities are not available*

Continuum of Service

12 Month Special Services and/or program **(ESY)**

1. SWD shall be considered for 12 month special services and programs in accordance with their need to prevent substantial regression if they are:
 - *Placed in a 8:1:1, 6:1:1, 12:1(3)*
 - *Recommended for home/hospital instruction*
 - *Residential program*
 - *SWD exhibits the need for a structured learning environment of up to 12 months in order to prevent substantial regression as determined by the CSE.*