

**Special Education and
Related Services
Presentation for the
Board of Education
December 13, 2011**

Statistics – Based on Special Education October 2011 Snapshot Record

- Committee on Preschool Special Education
 - Age 3 37
 - Age 4 28
 - Total: 65
- Committee on Special Education
 - Age 4-5 25
 - Age 6-21 in “Regular Schools” 397
 - Age 6-21 in “Separate Schools” 27
 - Total: 449

Based on Special Education October 2011 Snapshot Record

- Students in “Regular Schools”
 - Time in Regular Classroom
 - 80% or more: 89%
 - 40% - 79%: 9%
 - Less than 40%: 2%

Programs and Services for students who are in-district

- Related Services
- Skills Seminar
- Learning Center
- Consultant Teacher
- Integrated Co-Teacher
- Intensive Integrated Services Model
- Pathways
- Transition Support Program (TSP)
- Home Generalization Services
- Consultants

Out of District Programs

- Other Public Schools
- BOCES
- Private Schools
- State Supported Schools

Entry Plan

- Meetings with teachers, parents, clerical staff, and administrators
- Targeted questions about:
 - Operational challenges
 - Instructional challenges
 - What was most valued within the special education program

Entry Plan findings

- Common themes:
 - Challenges
 - Concerns about budget
 - A need for a clear mission statement for special education
 - Meeting the diverse needs of students in classes
 - Most important aspect valued
 - Inclusion

Special Education Belief Statement

- We are committed to prepare **all** students for productive lives as full members of society. Therefore, we believe it is our obligation to provide equitable opportunities for students with disabilities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate general education classrooms in their neighborhood schools. To that end, to the greatest extent possible, the District will support students with disabilities in chronologically age-appropriate general education classes in their home schools and provide the specialized instruction delineated by their IEPs within the context of the core curriculum and general class activities. In order to accommodate the needs of all children with disabilities, the school district will have a continuum of programs and placements available, within and outside of the school district, extending from the general education classroom to residential settings.

Inclusive Practices Advisory Committee

- Purpose
- Membership
- Priorities

Number One Priority – Differentiation

- Inclusive Practices Advisory Committee Work
 - Definitions
 - Common language
 - Collegial Discussions
 - Learning Symposium
 - Survey
 - Models/Best Practice

Differentiation – Alignment throughout the District

- Co-teaching/Consultant Teacher Models
- RTI at Elementary Level
- Professional Development Teams
- Balanced Instruction
- Middle School Schedule

Measuring Effectiveness

- Development of Individualized Education Program
 - Identified strengths and needs
 - Develop Annual Measurable Goals
 - Scheduled review of progress toward goals
 - Revision as necessary and appropriate
- Student performance on local and state assessments
- State Performance Plan Indicator #14
- Qualitative evidence

Partnerships

- Teachers College, Columbia University
- PTA
- Special Education Committee of the PTA
 - National Inclusive Schools Week
 - January 25th presentation

Thank you