



# An Overview of Special Education Programs and Services for 2023/24

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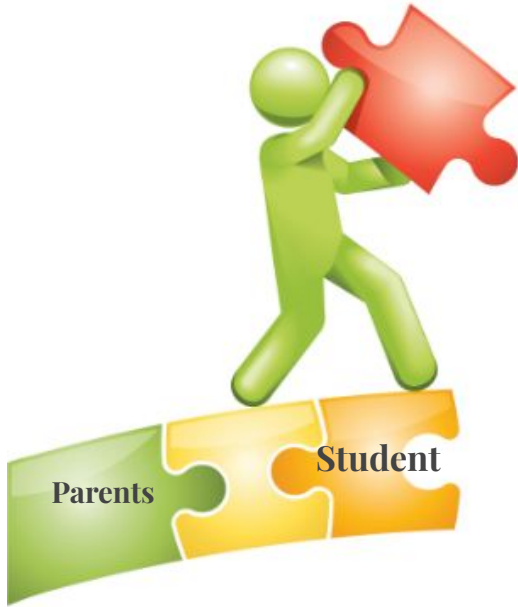
**Special Education Elementary Supervisor**

*Mr. Greg Lau*

**Special Education Secondary Supervisor**

*Hosted by Pelham SEPTA- November 16, 2023*

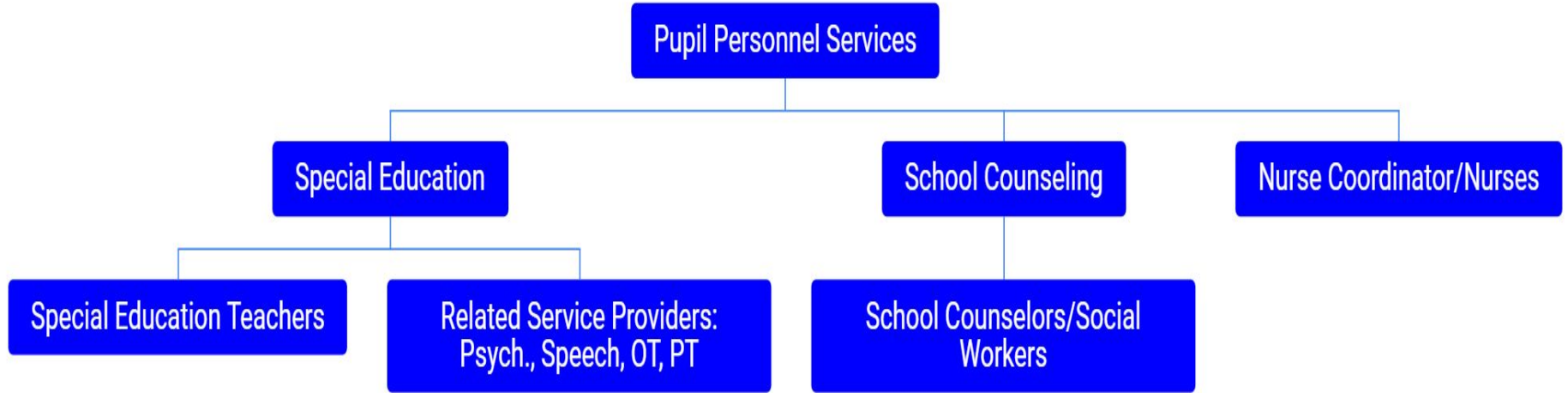
# Introductions



- You are the expert on your children
- Important to know what is happening at home- what are students sharing about their day?
- Power of communication
- Understanding expectations/norms
- Your child is unique and so are their experiences/how they learn



# Structure and Roles



# PPS Office Staff

- Lois Miceli X 1154 Louisa Soohoo (temporary) X 1151
- Please contact Lois and Louisa about:
  - Referral process
  - Paperwork
  - Prescriptions
  - Forms (consents, amendments, physicals)
  - CPSE, CSE, 504 meeting dates, changes
  - Copies of IEPS, evaluation, Exit Summaries



# Special Education Building Liaison

- Colonial School: Diana LaScalia & Cathay Rodriguez
- Hutchinson School: Elizabeth Anderson & Monique O'Hare
- Prospect Hill School: Sarah DeSoye & Kara Weiss
- Siwanoy School: Kerri Ann Weaver & Kim Asfendis
- Pelham Middle School: Jennifer Kitay
- Pelham Memorial High School: Jessica Waters



# Role of the Special Education Liaison


Share information provided by the Special Education Supervisors with their respective building staff

- Upcoming SEPTA meetings
- Special education events
- Will attend SEPTA meetings as a teacher representative



NOTE: If there is a question about your child's IEP or services, always  
Contact your child's teacher, case manager, related service  
provider

# When you suspect your child may have a disability...

- First Step: Talk with your child's classroom teacher, school psychologist, school counselor, principal, pediatrician to get their perspective
  - Talk about grades, expectations, benchmarks, progress/growth
  - What does the data show?
  - Talk about MTSS
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# MTSS



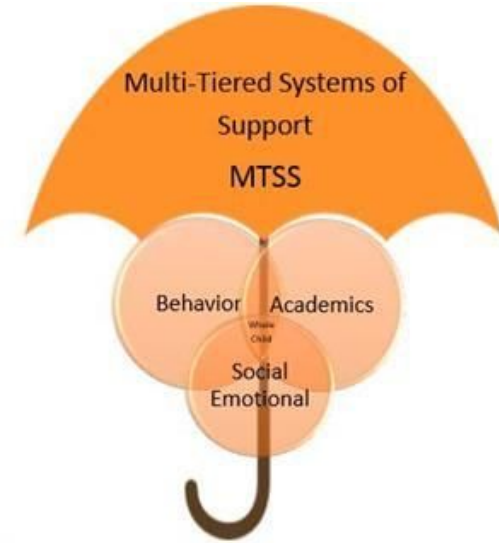
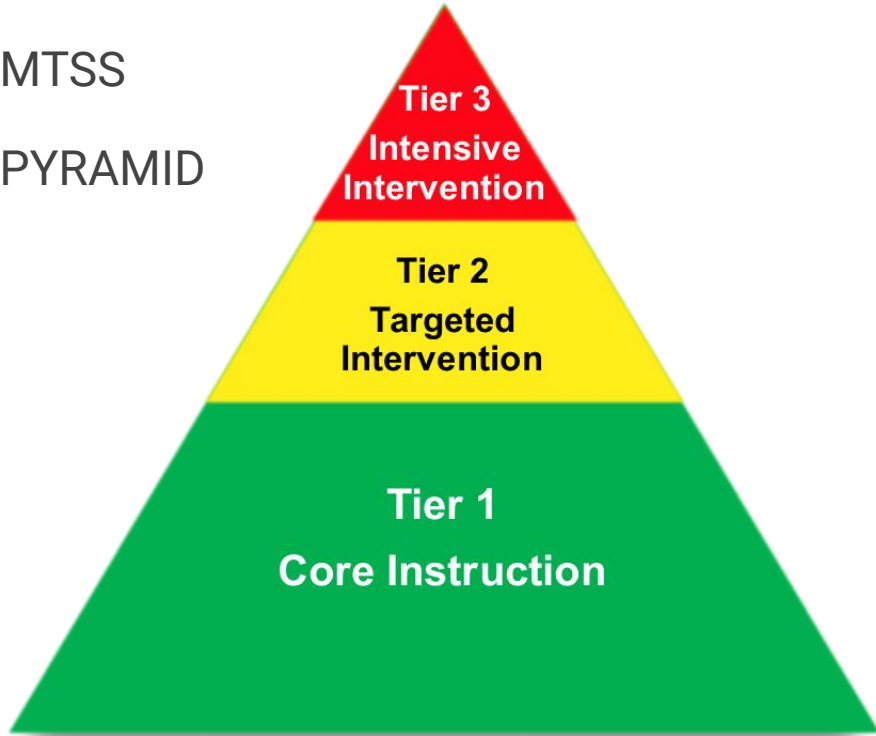
What is MTSS?:

- Multi Tiered System of Support
- A general education initiative
- It is a framework a school uses to provide targeted support when a student is struggling in an area
- MTSS is designed to identify when students are struggling and intervene quickly
- Tiered Interventions (vary in intensity, frequency)
- MTSS focuses on the “whole child”
  - Academic growth, behavioral and social emotional needs



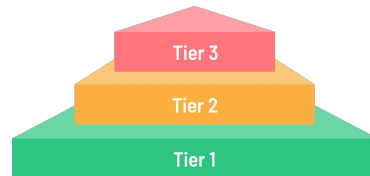
# MTSS: Multi Tiered Systems of Support

MTSS  
PYRAMID



# MTSS and the Referral Process

- MTSS is a framework schools use to provide targeted support to struggling students
- The goal of MTSS is to intervene early so students can catch up with peers
- Each school building has a MTSS Team
- Uses benchmark assessments
- After providing tiered levels of support for a period of time and collecting data, the MTSS team may refer a student to the CSE for evaluation. Progress monitoring data is used to make this determination.
- Parents or caregivers do not need to wait for students to go through all phases of MTSS before requesting an evaluation. An evaluation can be requested at any point.
- Effective July 1, 2012 all schools must show evidence that a student has gone through the MTSS process to determine if a student in grades K-4, is a student with a learning disability in the area of reading.



# CPSE/CSE Initial Referral Process



- Student must be registered/enrolled in Pelham UFSD
- Student is referred to the CPSE/CSE by parent or MTSS Team (school age)
- PPS office sends home referral packet (includes Procedural Safeguards)
- Parent signs consent for evaluation (set of proposed evaluations are based on parent/MTSS areas of concern)
- Student undergoes comprehensive set of evaluations
- Committee meets to review results of evaluations, discuss student needs and makes recommendations as to eligibility for special education services

**By regulation, the CSE has 60 days from date of received signed consent to conduct evaluation and hold a CSE meeting.**

# Differences Based on Age

- IFSP

- Individualized Family Service Plan
- A written plan created to meet the individual needs, concerns, and priorities of individual children from **birth to age 3**, and their families.
- Outlines and explains the EI services the child and family will receive
- <https://www.health.ny.gov/publications/0532.pdf>
- Westchester County Health Department

- CPSE/IEP

- Ages 3-5
- Register with the district
- Preschooler with a disability
  - Exhibit a significant delay or disability on one or more functional areas related to cognitive, language and communicative, adaptive, social emotional or motor development which adversely affects the students ability to learn.
- School district holds meeting responsibility and IEP development
- Westchester County provides for and pays for services



# Differences Based on Age

- CSE/IEP
  - School age (5-22nd birthday)
  - Disability Defined
    - 13 Classification Areas
  - School district holds CSE responsibility and provides all programs and services
  - Continuum of services
  - Transition considerations/fields (year in which the student turns age 15)



# Members of the CPSE/CSE

- Parent of the child
- When appropriate, the student (typically 8th grade)
- Chairperson
- School Psychologist
- General Education Teacher
- Special Education Teacher
- Related Service Provider (as appropriate)
- Parent Member (when requested/72 hours notice required)
- Medical Director (when requested/72 hours notice required)



# Parent Members



- **As of the 2012/2013, NYSED no longer required parent members as mandated members of the CSE**
- **A parent can request a parent member attend and must do so in writing at least 72 hours prior to the meeting.**
- **Must be a parent of a student with a disability, who resides in the district, or a neighboring school district or**
- **A parent of a student with a disability that has been declassified within the last five years.**
- **CPSE parent member must have a child enrolled in CPSE or elementary school.**
- **Cannot be a parent employed by the school district.**
- **A parent member, like all CSE members have to be appointed yearly by the Board of Education.**
- **Terminology often confused with “Parent Advocate”- (may be employed by a law firm, is a lawyer, gets paid in an advocate role)**


# What is NOT the Role of the Parent Member

- **A parent member is often confused with an advocate**
- **A parent member is not there to give legal advice**
- **A parent member is not there to speak for a parent or on a parent's behalf**
- **A parent member is not there to compare their child's program to the student being discussed at the meeting**
- **Remember: A parent member is there as a support and guide through the CSE process, as someone who has experienced this themselves**





# What is a 504 Accommodation Plan?

- 504 Plans are for GENERAL EDUCATION students.
  - They are not considered special education or classified students
  - 504 Plans are based on a medical condition, but just having a medical condition does not guarantee a student a 504 Accommodation Plan
  - To be considered for a 504 Accommodation Plan, there must be a physical or mental impairment which substantially limits one major life activity
  - The plan is a legal document
  - Plan is created by a team
  - It is designed to provide modifications and accommodations
  - MAY provide for a related service
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# IEP and 504: Side by Side

## IEP

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- Special education
- NY Department of Education
- K-12
- Reviewed annually and re-evaluated for eligibility every three years
- Does not transfer to college
- Student needs to have a specific disability to qualify
- Students receive specially designed instruction in order to access curriculum
- Goals and progress monitoring
- Focus on **WHAT** the student is learning

## 504

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- General Education
- Office of Civil Rights
- K-12+
- Reviewed periodically (but may be reviewed annually)
- Can move with a student to college but must be shared by student/family and up to college or university as to what it will “honor”
- Mental/physical impairment that substantially limits a major life activity
- Student receives accommodations to support instruction
- No goals & progress monitoring
- Focus on **HOW** student is learning

# 2023/24 Special Education Programs & Services

- Related Services (Speech/Language, OT, PT, Counseling, Behavior Intervention, Hearing, Vision, etc.)
  - Resource Room
  - Consultant Teacher
  - Integrated Co-Teaching (Secondary and Grades K, 4,5 @ Hutchinson)
  - Special Classes (See Next Slide)
  - Out of District Placements
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# Special Classes 2023/2024

PROGRAM	LOCATION	RATIO
SPECIAL CLASS K-2	HUTCHINSON SCHOOL	12:1+2
SPECIAL CLASS 3-5	HUTCHINSON SCHOOL	12:1+2
SPECIAL CLASS K-2	COLONIAL SCHOOL	8:1+2
SPECIAL CLASS 3-5	SIWANOVY SCHOOL	8:1+2
SPECIAL CLASS	PELHAM MIDDLE SCHOOL PELHAM HIGH SCHOOL	15:1
THERAPEUTIC SUPPORT PROGRAM	PELHAM MIDDLE SCHOOL PELHAM HIGH SCHOOL	Consultant Teacher/ 5:1 Skills Class
FOUNDATIONS OF LEARNING	PELHAM MIDDLE SCHOOL PELHAM HIGH SCHOOL	8:1+1 12:1+1
ACADEMIC SKILLS CENTER	LEARNING PELHAM MIDDLE SCHOOL PELHAM HIGH SCHOOL	8:1

# Case Managers

- Individualized to the student
- Develop and “own” the IEP
- Attend CSE meetings and report out for the team
- Ensure that all others understand the student and the document
- Serve as the liaison to general education teachers, counselor, related service providers, administration, and parents
- Elementary: Classroom teacher, RS provider
- Secondary: Skills teacher (typically), RS provider



# Questions & Concerns

What happens if my student is struggling with behaviors?

What happens if my student is struggling during recess/playground?

What if my student is struggling social/emotionally?

How does staff know my student and their needs?

What do I do if I have questions about my students progress/program?



# Who Do I Contact with Questions/Concerns?

## Special Education Services:

- Case Manager / Classroom Teacher / Service Provider
- Supervisors and Principal
- Assistant Superintendent, PPS

## Section 504 Services:

- Case Manager
  - K-5: Psychologist
  - 6-12: School Counselor
- Classroom Teacher
- Principal
- Assistant Superintendent, PPS



# PPS/Special Education Website

- [PPS/Special Education District Website](#)
- Includes Information on:
  - Staff List with Contact Information by school
  - Programs and Services Overview (Including Link to SEPTA Presentation)
  - Referrals and Committees Information
    - Committee on Preschool Special Education (CPSE)
    - Committee on Special Education (CSE)
    - Copy of the NYS Procedural Safeguard Notice for Parents



# Thank You For Your Partnership!

