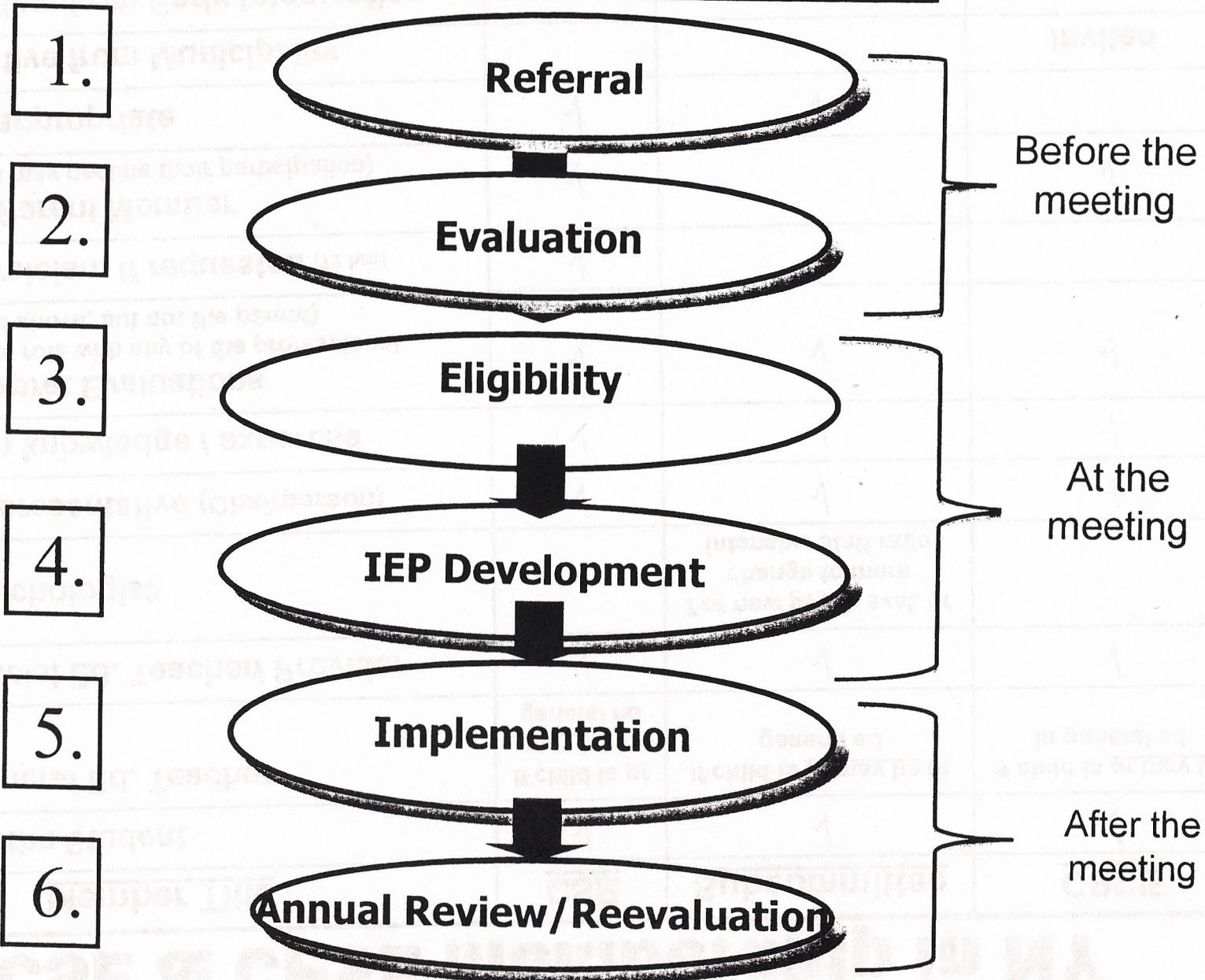


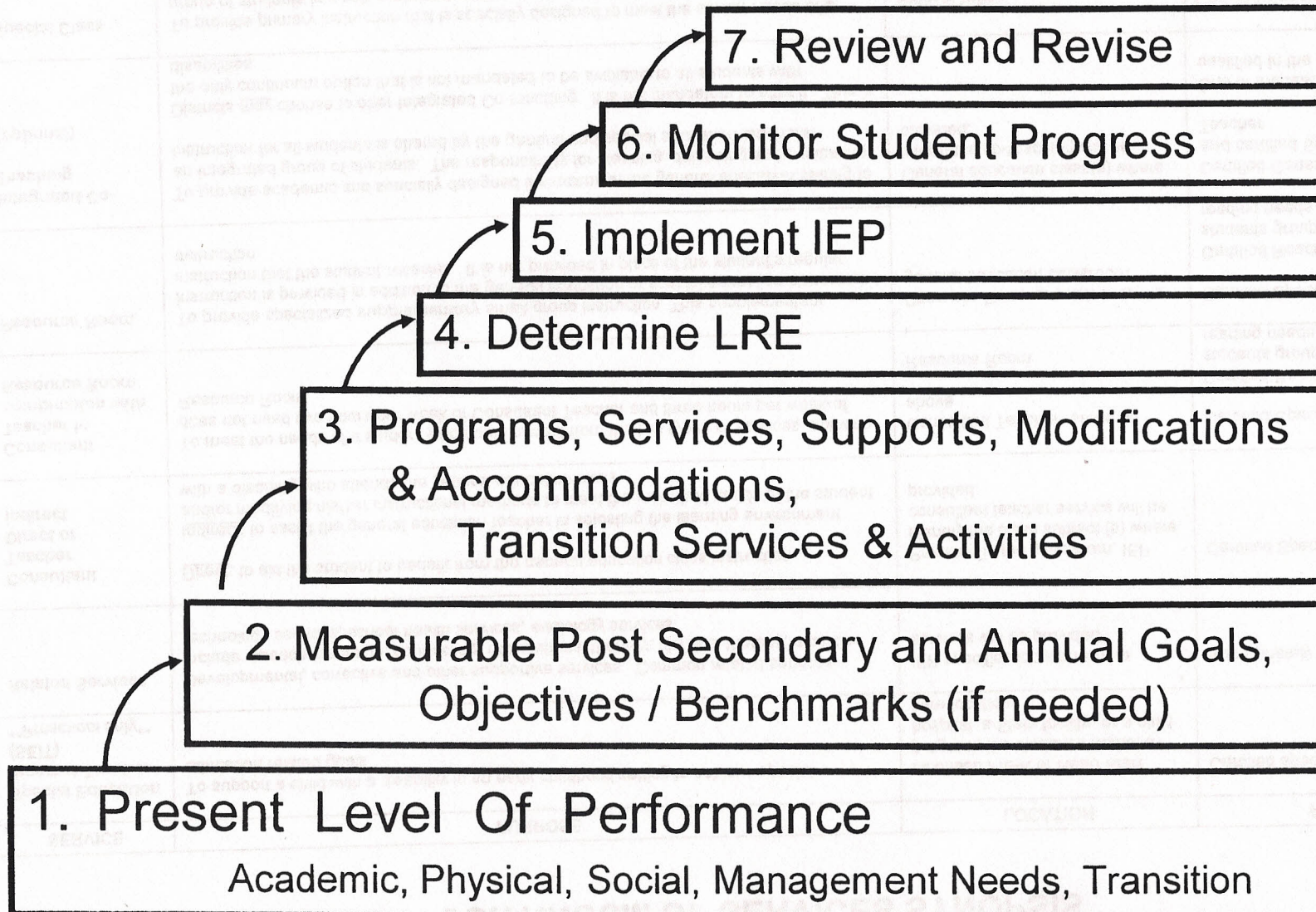
CPSE/CSE Process



CSE & CPSE Membership in NY

| <u>Member Title</u> | <u>CSE</u> | <u>Subcommittee</u> | <u>CPSE</u> |
|--|--|---|--|
| Parents of the Student | √ | √ | √ |
| Not < 1 General Ed. Teacher | If child is <u>or may be</u> in general ed | If child is <u>or may be</u> in general ed | If child is <u>or may be</u> in general ed |
| Not <1 Special Ed. Teacher/ Provider | √ | √ | √ |
| School Psychologist | √ | For new psych eval. or change to more intensive staff ratio | |
| District Representative (Chairperson) | √ | √ | √ |
| Others with knowledge / expertise | √ | √ | √ |
| Ind. to Interpret Evaluations (may serve dual role with any of the professional members listed above, but not the parent) | √ | √ | √ |
| School Physician, if requested (72 hrs) | √ | | |
| Additional Parent Member (parent of child may decline their participation) | √ | | √ |
| Student, if appropriate | √ | √ | |
| Representative from Municipality | | | Invited |
| Representative from Early Intervention | | | By parent request for transition to CPSE |

Steps for Writing and Implementing an IEP



CONTINUUM OF SERVICES SYNOPSIS

| SERVICE | PURPOSE | LOCATION | Provided By |
|---|---|--|--|
| Special Education Itinerant Teacher (SEIT) **Preschool only** | To support a child with a disability in an early childhood setting to achieve special education related goals | Licensed Pre-K or Head Start program, the student's home, a hospital, a State facility, or a child care location | Certified special education teacher |
| Related Services | Developmental, corrective and other supportive services. Common related services include: speech-language, counseling, occupational therapy, physical therapy, assistive technology services, school health services, audiology services | IEP specifies location where services will be provided | Appropriately certified providers. |
| Consultant Teacher Direct or Indirect | <u>Direct</u> : to aid the student to benefit from the general education class instruction <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 | Provided in the classroom, IEP identify the class subject (s) where consultant teacher service will be provided. | Certified Special Education Teacher |
| 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. | Consultant Teacher- same as above Resource Room | Certified Special Education Teacher Certified Reading Teacher for students grouped and in RR for reading needs |
| Resource Room | 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. It is not provided in place of the student's regular instruction | Resource Room or push-in to the general education classroom | Certified Special Education Teacher Certified Reading Teacher for students grouped and in RR for reading needs |
| Integrated Co-Teaching (optional) | To provide academic and specially designed instruction in the general education setting 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. Districts <u>may</u> choose to offer Integrated Co-teaching. It is not mandatory to offer it. This is the only continuum option that is not mandated to be available to all students with disabilities. | General education class(s) where integrated co-teaching will be provided. | Certified General Education Teacher and certified Special Education Teacher One of the teachers must be highly qualified in the core academic area. |
| Special Class | 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 | Special Class NOT in the general education classroom. | Certified Special Education Teacher |

For additional information see: 1-Section 200.6, <http://www.p12.nysed.gov/specialed/lawsregs/sect2006.htm> ;
 2-Continuum of Special Education Services for School-Age Students with Disabilities, April 2008 Memorandum,
<http://www.p12.nysed.gov/specialed/publications/policy/schoolagecontinuum.html>

Definitions of Disability Categories as Defined in 200.1 (zz) – Student with a Disability

Autism – A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness - means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

Deaf-Blindness – means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and education needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disturbance – A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- i. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- ii. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- iii. Inappropriate types of behavior or feelings under normal circumstances;
- iv. A generally pervasive mood of unhappiness or depression; or
- v. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes Schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairments – means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section.

Intellectual Disability – means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Learning Disability – means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Multiple Disabilities – means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such a severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment – means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputation, and fractures or burns which cause contractures).

Other Health-Impairment – means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

Speech or Language Impairment – means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

Traumatic Brain Injury – means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect education performance. The term includes open or closed head injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

Visual Impairment (including Blindness) – means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Federal and State Laws Regarding Individuals with Disabilities

Both federal and State laws govern the education of nondisabled students and students with disabilities. They ensure equal access to and opportunity for free appropriate public education for individuals with disabilities. As a Parent Member, a basic general understanding of these laws will assist you to better understand the process and support a parent who may have little or no familiarity.

Federal Laws & Regulations

I. IDEA (Individuals with Disabilities Education Act)

- Federal law governing special education ages 3-21 which entitles students to a free appropriate public education in the least restrictive environment
- Establishes the basis for state law and regulations governing student with disabilities **Section 504 of the Rehabilitation Act**
- Federal Civil Rights Act passed to ensure nondiscrimination based on disability in federally funded programs.
- Section 504 covers individuals not necessarily covered under IDEA, such as a student whose disability does not fall under one of the classifications covered by IDEA, or who does not require special education services, but may require classroom accommodations.

III. ADA (Americans with Disabilities Act)

- Civil Rights legislation prohibiting discrimination and ensuring access and equal opportunity for persons with disabilities in employment, government services, public accommodations, commercial facilities, etc.

IV. FERPA (Family Educational Rights and Privacy Act)

- Governs the confidentiality of education records and parental access to them

New York State Laws & Regulations

I. Part 200 of the Regulations of the Commissioner of Education

- The state regulations relating to students with disabilities
- Establishes CSE and CPSE process

II. Part 201 of the Regulations of the Commissioner of Education

- Regulations relating to the discipline of students with disabilities

III. Part 100 of the Regulations of the Commissioner of Education

- General education program requirements PreK through graduation.
- Diploma requirements that apply to all students, including students with disabilities.
- Response to Intervention

Parent Member Resources:

Part 200 Regulations of the Commissioner of Education

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Special Education in New York State for Children Ages 3-21

A Parent's Guide

<http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Guide for Determining Eligibility and Special Education Programs and/or Services for Preschool Students with Disabilities

<http://www.p12.nysed.gov/specialed/publications/preschool/guide/home.html>

Guide to Quality Individualized Education Program Development and Implementation

<http://www.p12.nysed.gov/specialed/publications/iepguidance.htm>

Additional Guidance Documents

There are numerous additional guidance documents which provide further detail on topics in NYS Regulations,

<http://www.p12.nysed.gov/specialed/publications/>

Acronyms For Parent Members

| | | | |
|--------------|---|--------------|---|
| ADA | Americans with Disabilities Act | FERPA | Family Educational Rights and Privacy Act |
| ADD | Attention Deficit Disorder | GED | General Equivalency Diploma |
| ADHD | Attention Deficit/Hyperactivity Disorder | HI | Hearing Impairment |
| ADL | Activities for Daily Living | IAES | Interim Alternative Educational Setting |
| AIS | Academic Intervention Services | IDEA | Individuals with Disabilities Education Act |
| AT | Assistive Technology | IEE | Independent Educational Evaluation |
| BIP | Behavioral Intervention Plan | IEP | Individualized Education Program |
| BOCES | Board of Cooperative Educational Services | IESP | Individualized Education Services Program |
| BOE | Board of Education | ILC | Independent Living Center |
| CP | Cerebral Palsy | IQ | Intelligence Quotient |
| CPSE | Committee on Preschool Special Education | LD | Learning Disability |
| CSE | Committee on Special Education | LRE | Least Restrictive Environment |
| CT | Consultant Teacher | MAPS | Management, Academic, Physical, Social (4 required areas in PLPs) |
| CTE | Career and Technical Education | MR | Mental Retardation |
| DOH | Department of Health | MD | Multiple Disabilities |
| ECDC | Early Childhood Direction Center | NCLB | No Child Left Behind Act, 2002 |
| ED | Emotional Disturbance | NYSAA | New York State Alternate Assessment |
| EI | Early Intervention (Program) | NYSED | New York State Education Department |
| ELA | English Language Arts | OHI | Other Health Impairment |
| ELL | English Language Learner | OI | Orthopedic Impairment |
| ESL | English as a Second Language | OMH | Office of Mental Health |
| ESY | Extended School Year | | |
| FAPE | Free Appropriate Public Education | | |
| FBA | Functional Behavioral Assessment | | |

| | | | |
|----------------|---|-----------------|---|
| OPWDD | Office for People With Developmental Disabilities | RSE-TASC | Regional Special Education Technical Assistance Support Centers |
| OT | Occupational Therapist/Occupational Therapy | SED | State Education Department |
| PDD | Pervasive Developmental Disorder | SEIT | Special Education Itinerant Teacher |
| PDD-NOS | Pervasive Developmental Disorder -not otherwise specified | SEQA | Special Education Quality Assurance, SED |
| PINS | Person In Need of Supervision | SLP | Speech Language Pathologist |
| PST | Pupil Services Team | SWD | Student with a Disability |
| PT | Physical Therapist/Physical Therapy | TBI | Traumatic Brain Injury |
| PLP | Present Level of Performance (also PLEP or PLOP) | VI | Visual Impairment |
| RCT | Regents Competency Test | VR | Vocational Rehabilitation |
| RR | Resource Room | 504 | Rehabilitation Act of 1973 (Public Law 93-112, Section 504) |
| RtI | Response to Intervention | | |
| RS | Related Service | | |