

Special Education

Grade Configuration Steering Committee

December 19, 2017

What are the steps in the Special Education Process?

- **Step 1: Initial Referral to Special Education Services**

A student suspected of having a disability should be referred in writing to the Committee on Special Education (CSE) or building principal. The referral may be made in writing by the student's parent, teacher or other professional staff member, a judicial officer or the student himself if over 18 years of age.

- **Step 2: Individual Evaluation Process**

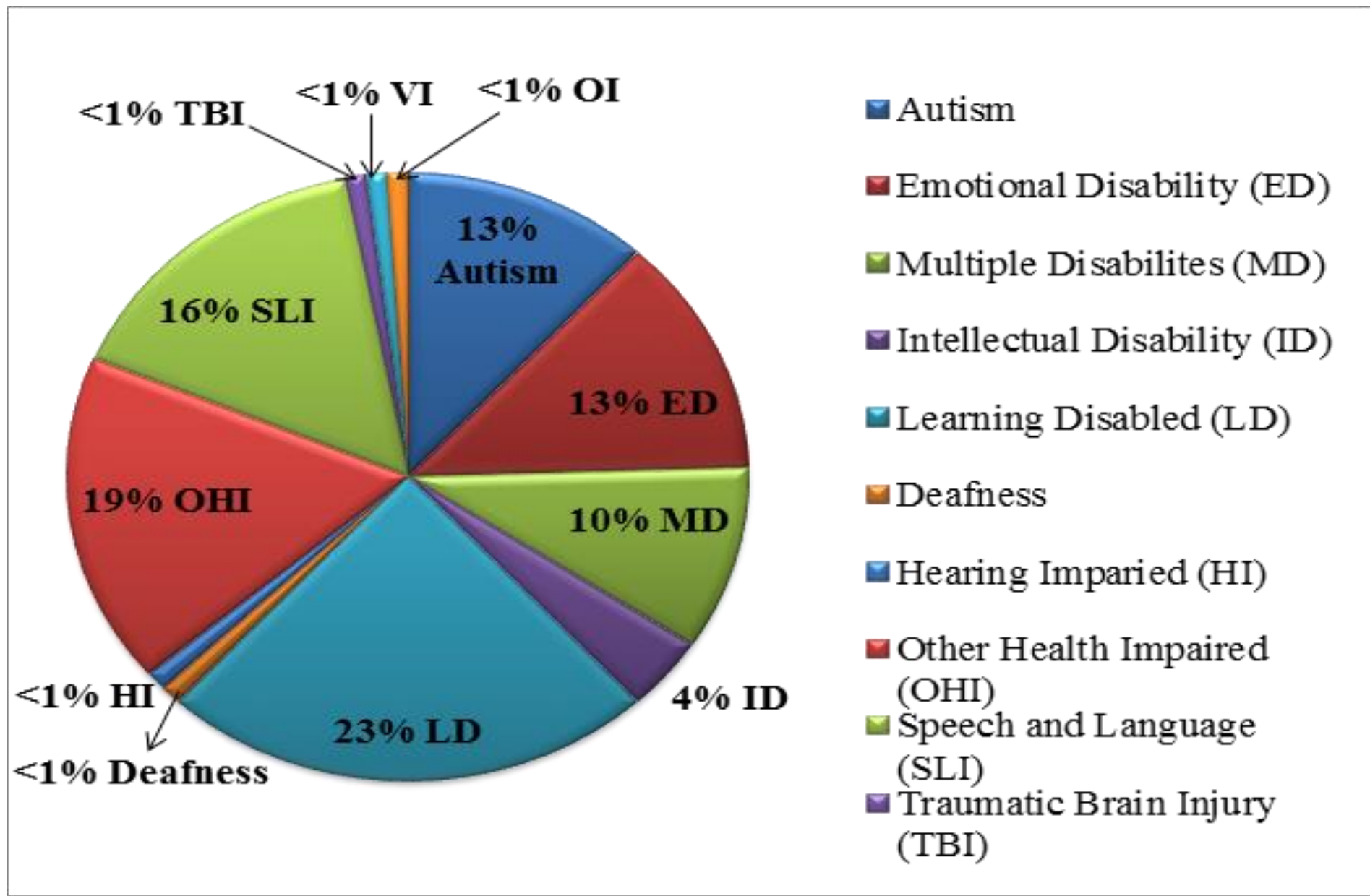
The Committee arranges for an evaluation that must consist of a psychological evaluation, achievement testing, a social history, a medical examination and an observation of the student in his or her educational placement.

- **Step 3: Determining Eligibility for Special Education Services**

Based on evaluation results, The Committee decides if the student is eligible to receive special education services and programs.

Eligibility Determination

- The CSE makes the determination of whether or not the student has a disability after reviewing the evaluation, prior evaluations, teacher reports, progress monitoring, parental statement.
- There are 13 educational classifications defined by the Individual with Disabilities Act (IDEA) and NYS Part 200 Regulations used to determine if a child qualifies for special education.
- If the child is eligible to receive special education services, the Committee uses the evaluation results to develop and implement an appropriate Individual Education Program (IEP).



Enrollment Trends

- Students identified with Autism has increased over the last 3 years.
 - Change in criteria for diagnosis
 - Child wellness program availability
 - Greater access to early intervention /preschool services
- Enrollment in Co-Teaching classrooms has increased.
- Programs & services have grown to support students with significant mental health needs.

Programmatic Decision Making

- Student programmatic decisions for the next school year are determined at Annual Review Meetings conducted in the spring prior.
- Assessment data is used to confirm learner characteristics and identify appropriate special education and supports (placement).
- Consider Least Restrictive Environment
- Students with disabilities are grouped by similarity of individual needs and learning characteristics.

Middle School: Special Education Programming Continuum

- Co Teach Class
- Resource Room
- Special Class: 15:1:1
- Special Class: 12:1:2

Autism and Social Emotional Development

- Special Class: 8:1:2
- Special Class: 12:1:4
- Special Class: 6:1:3

Special Education Student Transitions to MS Based on Existing Feeder Patters

School	16-17 Current Grade Level	17-18 Grade Level	17-18 Total Students Transitioning to MS 6 th	17-18 Total Students Transitioning to MS 7 th
Delaware	Grade 5	Grade 6	5	
Montessori	Grade 5	Grade 6	1	
New Scotland	Grade 5	Grade 6	8	
Phillip Schuyler	Grade 5	Grade 6	8	
Sheridan Prep	Grade 5	Grade 6	0	
ASH	Grade 6	Grade 7		15
Eagle Point	Grade 6	Grade 7		18
Giffen	Grade 6	Grade 7		8
TOAST	Grade 6	Grade 7		1
			Total 22	Total 42

Transitional Feeder Patterns for 2017- 2018

School	17-18 Students Transitioning to MS
AHES - Current Grades 5 and 6	$3 + 4 = 7$
Pine Hills – Current Grades 5 and 6	$7 + 8 = 15$
North Albany – Current Grade 5, 6, 7	$3 + 5 + 11 = 19$
Total Students	39

Transitional Feeder Patterns for 2018 - 2019

School	18-19 Students Transitioning to MS
Albany School of Humanities – Current Grades 4 and 5	17 + 3 = 20
Eagle Point– Current Grades 4 and 5	7 + 3 = 10
Giffen– Current Grades 4 and 5	10 + 8 = 18
TOAST– Current Grades 4 and 5	3 + 18 = 21
	Total Students 69

Special Education Middle School Feeder Numbers 17-18 and 18-19

2016-2016 Grade Level	Student Totals 2016-2017	Student Totals 2017-2018	Student Totals 2018-2019
Grade 4	88		
Grade 5	67	88	
Grade 6	74	35	88
Grade 7	84	32	67
Grade 8		84	74
MS Totals		151	229

Variables Impacting Student Program Totals

- **Annual Review:** These meetings are held at the end of January and conclude in May.
 - Projections are an ever changing variable
- **New Entrants/Return to District:** July through November 2016 the district has seen a net gain of 24 SWDs.
 - 159 New entrants – 135 Albany students who transferred out
 - Planning for unknown new student needs is an ongoing challenge.
- **Charter Schools:** It is not until September of the new school year that charter school enrollment is confirmed.
 - A percentage of students with disabilities return to district during the year.

2017-2018 Middle School Program Needs

Resource Room & Consultant Teacher	Co Teach (Grade 6) ELA/MATH	Co Teach (Grade 6) ELA/MATH	12:1:2 (Grade 7)	8:1:2 (Grade 6)	6:1:3 AU (Ungraded 6-7-8)	15:1:1 (Grade 6)
Resource Room & Consultant Teacher	Co Teach (Grade 7) ELA/MATH	Co Teach (Grade7) ELA/MATH	12:1:2 (Grade 8)	8:1:2 (Grade 7)	12:1:2 AU (Ungraded 6-7-8)	15:1:1 (Grade 6/7)
Resource Room & Consultant Teacher		Co Teach (Grade7) ELA/MATH		8:1:2 (Grade 8)	12:1:4 (Ungraded) (6-7-8)	15:1:1 (Grade 6/7)
Resource Room & Consultant Teacher	Co Teach (Grade 8) ELA/MATH	Co Teach (Grade 8) ELA/MATH			15:1:1 (Ungraded 6-7-8)	15:1:1 (Grade 8)
(0.5) Resource Room & Consultant Teacher	Co Teach (Grade 8) ELA/MATH	Co Teach (Grade 8) ELA/MATH				15:1:1 (Grade8)

Red = New Program

2018-2019 Middle School Program Needs

Resource Room & Consultant Teacher	Co Teach (Grade 6) ELA/MATH	Co Teach (Grade 6) ELA/MATH	12:1:2 (Grade 6)	8:1:2 (Grade 6)	6:1:3 AU (Ungraded 6-7-8)	15:1:1 (Grade 6)
Resource Room & Consultant Teacher	Co Teach (Grade 6) ELA/MATH	Co Teach (Grade 6) ELA/MATH	12:1:2 (Grade 7)	8:1:2 (Grade 7)	12:1:2 AU (Ungraded 6-7-8)	15:1:1 (Grade 6)
Resource Room & Consultant Teacher	Co Teach (Grade 7) ELA/MATH	Co Teach (Grade 7) ELA/MATH	12:1:2 (Grade 8)	8:1:2 (Grade 8)	12:1:4 (Ungraded) (6-7-8)	15:1:1 (Grade 7)
Resource Room & Consultant Teacher	Co Teach (Grade 7) ELA/MATH	Co Teach (Grade 7) ELA/MATH			15:1:1 (Ungraded 6-7-8)	15:1:1 (Grade 7)
Resource Room & Consultant Teacher	Co Teach (Grade 8) ELA/MATH	Co Teach (Grade 8) ELA/MATH				15:1:1 (Grade 8)
		Co Teach (Grade 8) ELA/MATH				15:1:1 (Grade 8)

Red = New Program

Considerations

- Space allocation in Middle School Buildings
 - Elevators
 - Proximity to Related Services, Nurse, Exits, etc.
 - Classroom proximity among Special Class strands
 - Resource Room and Testing Accommodations space
- Program alignment
- Program continuity over the long term
- Least restrictive environment and delivery of services in/close to home school community.
- Opportunities for inclusion in general education programs
- Class size considerations for Integrated Co-Teaching

Equitable Distribution of Supports

Related Services

- Speech and Language Therapy
- Counseling
- Occupational Therapy
- Physical Therapy

Behavior Specialists

Guidance Counselors

School Psychologists

Teacher Assistants