



Eastport-South Manor School District

Introduction To Special Education

Special Education Administration/Staff



Director of Special Education: Benjamin Franquiz

Clerical for Mr. Franquiz: Margaret Prestia

HS CSE Chairperson: Sue Ferrito

Elementary CSE/CPSE Chairperson: Rob Koenig

District BCBA: Melissa Perry

Qualifying For Services



NYS has 13 recognized disabilities

Students must have gone through the RTI/MTSS process

Committee on Special Education (CSE) referral is submitted by building or parent

Once parental consent is signed and returned the evaluations are conducted

An initial eligibility CSE meeting is held and a determination is made

Qualifying For Services



Students who are eligible are determined to have a DISABILITY not a delay

Students are protected under the federal IDEA law and NYS Part 200 Regulations

Students are entitled to a free and appropriate education (FAPE)

Students are REEVALUATED every three years

At minimum one CSE is held each year which is called an Annual Review (AR)

Parents have their due process rights if they disagree with a CSE decision

Programs



Related Service Only-Speech, OT, PT, Vision, Orientation and Mobility etc.

Direct/Indirect Teacher Consult- A special education teacher pushes into a classroom to work on specific skill deficits with the student or teacher.

Resource Room- Students are pulled out 1x daily to work on specific skill deficits in a small group.

Integrated Co Teaching Class- These classes follow gen ed curriculum and pacing. There is a special education teacher or TA in the room all day with the general education teacher to provide modifications and support.

Programs Continued



Special Class- Classes made up of smaller teacher to student ratios that provide specialized instruction, modified curriculum, and highly structured classroom environments (8:1:1, 12:1:1, 15:1).

Special School- For students who require programs, services, and supports that exceed what is available at the home school district. These programs are highly specialized and offer a high level of student support.

Residential School- For students who require highly specialized programs that offer a high level of student support that exceeds what is available at the home district and require 24 hour supervision/care.

Placement



The CSE is obligated to educate your child in the least restrictive environment (LRE).

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

- (1) provide the special education needed by the student;
- (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- (3) be as close as possible to the student's home.

What Happens Next?



Your child has been identified as a struggling learner and determined to have a disability.



Expectations: What Is Special Education?

A highly skilled, multi-disciplinary team of professionals who have worked with thousands of disabled students and want to see YOUR CHILD SUCCEED.

Special education teachers are some of the most patient and caring individuals that you and your child will ever come across.

Professionals who will support and encourage your child to learn to the best of their ability.

Experts who will provide explicit instruction to address skill deficits, provide accommodations and modifications, and teach learning strategies that enable students to close the gap.

Expectations: What We Aren't



Special education is not a “Magic solution” that provides instant improvement. Learning and other disabilities do not go away because your child is now classified.

A replacement for sustained practice and perseverance.

A excuse to not hold students accountable and to high expectations.

Quitters: We will NEVER give up on a child or fail to see their potential.

How Can Parents Help?



Be patient: Your child will make progress at their own rate.

Be supportive: Support your child and celebrate THEIR successes.

Be positive: Their successes may look different than their typical peers.

Be a team player: Have productive conversations with the school team.

Be involved: Attend CSE meetings, ask questions, join parent groups.

Be informed: Learn about special education, talk to your child's teachers.

Progress



Your child's progress will be monitored and tracked. Each child has a different rate of progress.

It is not appropriate to compare a disabled child's progress to that of their non-disabled peers.

We are looking for sustained movement in the right direction. The goal is to close the gap/prevent it from widening.

In order to make the most progress your child must practice the skills at home on a daily basis.

Who Made More Progress?



Child 1 Non-Disabled

Second grade student

Enters 2nd grade as a J reader and exits as an N reader.

They progressed 4 levels and left on grade level.

Child 2 Disabled

Second grade student

Enters 2nd grade as a C reader and exits as an L reader.

They progressed 9 levels and still left below grade level.

Practice Is The Key



We can teach your child strategies and provide specialized instruction when they are in school.

The single best thing you can do as a parent is to practice at home with your child daily.

Reading, Math, Writing, Speech, OT, whatever it is if you practice at home daily their progress will explode!

Talk to your child's teachers and providers to see how you can help at home.

Practice Is The Key



If your child wanted to be the starting school quarterback would you tell them to only practice football when they had it in gym class?



Practice Is The Key



Struggling learners need daily repetition of skill practice.

The time in school is simply not enough.

15-20 min a day of practice at home is all it takes!

Make a routine and keep it fun and pleasurable.

Create something that is motivating!

CSE Meetings



Can be requested by the parents or the school at any time. They must occur at least one time a year for the annual review.

The CSE is made up of a team: Chairperson, special ed teacher, gen ed teacher, parent, student (if appropriate), and related service providers (if appropriate).

Parent Members- Are district parents who have special needs children and volunteer to assist other parents. They are available at no cost but must be requested at least 72 hours before the CSE.

Decisions must be reached at CSE meetings.



Reduction of Services and Declassification

Throughout their school career students will develop their skills. Sometimes a related service or academic service, or accommodation is no longer required.

The level of educational programs and related services will change over time.

Students may be considered for declassification at some point and that is to be **CELEBRATED!**

Our goal is to create self-sufficient, independent adults who self-advocate for their own learning needs.

Go To Reliable Sources For Information



****One parents experience is not going to be your experience.****

We have all been on Facebook, Twitter, Instagram and the countless other social media platforms.

Social media is largely an outlet for venting and bashing.

Incorrect or misinterpreted information is often spread on these sites.

Check the school or district website or better yet use your available RESOURCES.

Reliable Resources



Your Child's Teacher and Related Service Providers

Your Principal, CSE Chairperson or Director of Special Education

Proper Chain of Command:

Teacher/RS provider → CSE Chairperson → Principal → Director of Special Ed

WE ARE HERE TO HELP YOU AND TO HELP YOUR CHILD SUCCEED!

Additional Resources



SEPTO

ACCES-VR

OPWDD

PARENT TO PARENT

NYS PART 200 REGULATIONS