

District Services and Staff Roles and Responsibilities

Related Services

Related services provided to students based on evaluations and recommendation of the CSE team to address specific needs (medical, physical, emotional, behavioral, and academic) are developmental, corrective or supportive in nature. These services assist students in benefiting from other services indicated in the IEP or in accessing the general education curriculum. Certified providers provide related services. Related services include, but are not limited to:

- Counseling
- Social Work
- Skilled nursing
- Speech and Language
- Occupational Therapy
- Physical Therapy
- Transportation
- Adaptive Physical Education
- Audiological Services
- Vision Services
- Assistive Technology
- Guidance

Consultant Teacher Indirect

Consultant Teacher Indirect (CT-I) services are provided *to general education teachers* by special education teachers regarding the specific needs of an individual student with a disability. CT-I focuses on assisting the general education teacher in adjusting the learning environment and modifying instructional methods to meet the needs of that student in the general education class. CT-I is not provided directly to the student, it is direct interaction between the special educator and general educator.

Consultant Teacher Direct

Consultant Teacher Direct (CT-D) services are provided *in general education classes* to a student with a disability, or group of students with disabilities, to support them in benefiting from classroom instruction. This service is provided by a certified special education teacher and includes adapting the content, methodology or delivery of instruction to help the student participate and make progress in the general education curriculum and achieve standards during the class period.

This service will require the collaboration of the general education teacher and special education teacher assigned as consultant. These teachers will utilize flexible delivery of instruction, including co-teaching models, to ensure that all students can achieve general education standards and students with disabilities can work concurrently on IEP goals and skills in the general education setting.

Resource Room

Resource Room (RR) services are specialized *supplemental* instruction used to support either special class or general education class instruction provided by a special education teacher or a certified reading teacher. If a reading teacher is providing RR instruction, the identified needs of the students must be in reading. RR instruction is based on the IEP goals for each student's identified needs, which include skills, compensatory strategies, or the use of specialized assistive technology devices. Content area materials may be used in the direct and explicit instruction of skills and strategies. RR services are provided to no more than five students at a time. These services can be provided in a separate location or in the general education classroom.

Special Class 15:1

Special Class 15:1 has a maximum enrollment of 15 students with disabilities grouped together based on the similarity of their individual needs to receive specialized instruction separate from their non-disabled peers by a certified special education teacher. 15:1 services are content-based instruction provided, when possible, in addition to the general education core class. It is the intent of the district to include all students, to the greatest degree possible, in the general education core classes and when appropriate provide special class in order to increase the amount of support for students as indicated on their IEP's.

Special Class 12:1+1

Special Class 12:1+1 has a maximum enrollment of 12 students with disabilities grouped together based on similarity of their individual needs, which includes management needs that interfere with the instructional process to the extent that an additional adult is needed in the classroom, to receive specialized instruction separate from their non-disabled peers by a certified special education teacher. 12:1+1 services provide content area instruction with a life skill focus and are instead of general education classes. These classes generally do not provide credit toward a high school diploma.

Special Class 8:1+1

Special Class 8:1+1 has a maximum enrollment of 8 students with disabilities grouped together based on similarity of their individual needs, which includes intensive management needs, with services provided by a certified special education teacher. The 8:1+1 class is a highly structured setting with instructional and management routines developed to create an environment with firm limits. This service primarily addresses behavior skills and performance skills that have a negative impact on academic skills. Students receiving 8:1+1 services that are not successfully responding to class structures also have individualized behavior management plans, records for response to intervention, Functional Behavioral Assessments, and/or Behavior Intervention Plans. Students receiving 8:1+1 services have counseling as a paired service.

Special Class 6:1+1

Special Class 6:1+1 has a maximum enrollment of 6 students with disabilities grouped together based on similarity of their individual needs, which includes highly intensive management needs, with services provided by a certified special education teacher. The 6:1+1 class is also a highly structured setting with instructional and management routines developed to create an environment with firm limits. This service primarily addresses behavior skills and performance skills that have a negative impact on academic skills. Students receiving 6:1+1 services that are not successfully responding to class structures also have individualized behavior management plans, records for response to intervention, Functional Behavioral Assessments, and/or Behavior Intervention Plans. Students receiving 6:1+1 services have counseling as a paired service. This service has a grade level limit of 8th grade.

Special Class 12:1+ (3:1)

Special Class 12:1+(3:1) has a maximum enrollment of 12 students with disabilities grouped together based on similarity of their individual needs, which include severe, multiple disabilities, with services provided by a certified special education teacher and up to one additional staff member for every three students. This service consists primarily of habilitation and treatment, as well as adaptive behavior skills and daily living skills. Additional staff is determined by the intensity of student needs, including medical needs.

Other Information:

Factors that determine appropriate placement in special class:

- Management needs (environmental modifications, adaptations or human and material resources required to meet the needs of any one student in the group)
- Need for individualized instruction
- Similarity of needs including levels of knowledge and development in subject and skill areas (activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style)
- Special notification to parents must be provided if the range of achievement levels in reading and math are greater than three years
- Learning characteristics of students must be sufficiently similar to assure that this range of academic or educational achievement is at least maintained

Roles and Responsibilities of Service Providers

For the purposes of this document and conversations regarding special education services, *role* is defined as the title that an individual holds relating their place with the system as a whole. The *responsibilities* of individual staff and service providers vary, depending on the service they are providing or supporting. Responsibilities are those things for which individuals can be held accountable. Each individual within the system provides a valuable contribution to the education of all students.

Teacher Aide

Teacher aides perform non-instructional duties under supervision determined by the local school district in accordance with Civil Service Law. The following description of duties is provided as guidance in determining the appropriate role for teacher aides:

- Preparing scripts for recording purposes;
- Assisting in physical care tasks and health-related activities as appropriate;
- Assisting students with behavioral/management needs;
- Assisting in the set up of laboratory equipment, conduct experiments, and performing limited review of student laboratory reports;
- Assisting in the technical preparation and production of media programs;
- Reading to and playing audio-visual materials for children in lower grades;
- Assisting in the correction of test papers, recording of grades, maintaining of files and preparing statistical reports'
- Managing records, materials and equipment; and
- Supervising students (e.g. watching students during recess, hall transitions, etc.).

April 2008, Continuum of Special Education Services for School-Age Students with Disabilities
Memo from James P. DeLorenzo, p. 20.

Teacher Assistant

A teaching assistant, under the general supervision of the special education teacher, can assist in the delivery of special education services but cannot serve in place of a special education teacher. The following description of duties is provided as guidance in determining the appropriate role for teaching assistants:

- Working with individual students or groups of students on special instructional projects;
- Providing the teacher with information about students which will assist the teacher in the development of appropriate learning and behavioral experiences;

- Assisting students in the use of available instructional resources and development of instructional materials;
- Assisting in the development of instructional materials;
- Assisting in providing testing accommodations;
- Utilizing their own special skills and abilities by assisting instructional programs in such areas as: foreign languages, arts, crafts, music, and similar subjects;
- Assisting in related instructional work as required; and
- Assisting students with specific health related activities as appropriate.

April 2008, Continuum of Special Education Services for School-Age Students with Disabilities
Memo from James P. DeLorenzo, p. 19-20.

Related Service Providers

Related Service Providers are responsible for:

- Developing and implementing appropriate IEP's for students with disabilities who have a need indicated within their domain of service provision
- Collaborating with other service providers (general education teachers, special education teachers, etc.) to ensure that IEP goals and special needs of the student can be met in all environments with the appropriate supplementary aides, services and accommodations to assist in strengthening and generalizing skills
- Planning lessons and documenting individual student progress.
- Working collaboratively with special education teachers and general education teachers on academic, behavior, social and emotional, functional/daily living, health and safety, and communication skills
- Developing, as part of a team of teachers and service providers, and implementing appropriate FBA and BIP's to provide students the necessary support to meet academic and behavioral expectations

**In the event that a student misses a related service session, the provider should make a good faith effort (defined as no less than two documented attempts) to reschedule the service.

Special Education Teacher

Special Education Teachers are responsible for:

- developing and implementing appropriate IEP's for students with disabilities that provide meaningful and useful data indicating the students' present levels of performance including strengths and learning styles, areas of need, goals based on identified needs and progress monitoring of the goals
- Coordinating services and acting as liaison with service providers, general education teachers, community and parents

- Collaborating with all service providers to ensure students receive the appropriate services and supports in all environments (act as primary resource for IEP implementation)
- Providing content-based instruction in special class including lesson plans that address skill and strategy needs, and adaptations to meet the needs of all learners
- Providing skill and strategy based instruction in RR and through CT-D services, including lesson plans and adaptations to meet the needs of all learners
- Communicating weekly specific skills, strategies, concerns and/or goals for students with disabilities based on content area objectives to the general education teacher prior to the beginning of the week
- Assisting the general education teacher in adjusting the learning environment and modifying instructional methods to meet the needs of that student in the general education class
- Assisting the general education teacher in implementing IEP goals, program modifications, and testing accommodations into daily practice for students with disabilities in content area classes
- Adapting the content, methodology or delivery of instruction to help the student participate and make progress in the general education curriculum and achieve standards during general and special education class periods
- Planning for and use flexible delivery models, including models of co-teaching, in CT-D classes to maximize the skills of both professionals in the classroom
- Creating, and assisting general education teachers in creating, highly structured classroom settings with instructional and management routines developed to create an environment with high expectations and firm limits
- Working collaboratively with general education teachers and related service providers on academic, behavior, social and emotional, functional/daily living, health and safety, and communication skills
- Developing, as part of a team of teachers and service providers, and implementing appropriate FBA and BIP's to provide students the necessary support to meet academic and behavioral expectations
- Ensuring students the opportunity to receive instruction missed due to an IEP consideration (ex.- medical issues)
- Collaboratively developing appropriate modified grading practices with general education providers based on the content standards, expectations and individual needs

General Education Teacher

General Education Teachers are responsible for:

- Planning and delivering primary instruction to all students, including students with disabilities based on NYS standards, adapting to the extent necessary to provide access to the curriculum

- Communicating weekly academic objectives to the special education teacher prior to the beginning of the week (with time for the special education teacher to review and assist in supports)
- Implementing IEP goals, program modifications, and testing accommodations into daily practice for students with disabilities in content area classes
- Contributing to the development of student IEP's and implementing IEP's for students with disabilities including program and testing accommodations
- Working collaboratively with special education teachers and related service providers on academic, behavior, social and emotional, functional/daily living, health and safety, and communication skills
- Providing students with disabilities the opportunity to have social interaction with peers
- Primary grading responsibilities for all students, work collaboratively to develop appropriate modified grading practices with special education providers based on the content standards, expectations and individual needs
- Developing, as part of a team of teachers and service providers, and implementing appropriate FBA and BIP's to provide students the necessary support to meet academic and behavioral expectations

Quality Indicators for programs and services decisions

The recommended special education programs and services, as documented in the student's IEP:

- reflect educational needs identified in present levels of performance (i.e., identifies the supports and services to be provided to the student to address each of the student's identified needs).
- reflect input from parents and, when appropriate, students.
- specify resources needed to accomplish goals and to ensure access to the general education curriculum (or, for preschool students, to participate in appropriate activities).
- provide support while continuing to build independence.
- are only as "special" as are needed by the student.
- promote the student's participation in the least restrictive environment.
- are age appropriate.
- address transition needs and services for students age 15 and older.
- facilitate active participation by the student in extracurricular and other nonacademic activities with other students, including those without disabilities.
- are written in language the parents and educators can understand.
- are clearly stated as to identify the district's commitment of resources to assist the student in reaching his or her goals.

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

Quality Indicators for placement decisions

Placement decisions:

- are based on student's individual strengths and needs, without regard to classification.
- are determined by a process that first considers a general education environment in the school the student would attend if he/she did not have a disability.
- reflect consideration of the full range of the student's needs and abilities (academic or educational achievement and learning characteristics, social development, physical development and management needs, including a student's transition needs).
- reflect consideration of whether the student could achieve any of his/her IEP goals in a general education class, including nonacademic classes, with the use of supplementary aids and services.
- are not based solely on whether the student needs modifications to the curriculum.
- reflect flexible consideration of all options of the continuum of services.
- consider opportunities for the student to participate with students without disabilities in all nonacademic and extracurricular activities.
- consider access to course credit.
- consider potential harmful effects of removal from the general education setting or on the quality of services the student needs.
- consider proximity to the student's home.
- are reviewed at least annually.

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