

NEW LEBANON CENTRAL SCHOOL DISTRICT

SPECIAL EDUCATION DISTRICT REPORT FOR THE NEW LEBANON CENTRAL SCHOOL DISTRICT

2008-2009

**Submitted to the Board of Education
by
Tamara Thorpe-Odom
Director of Special Education**

November 4th, 2009

Introduction

This report is designed to provide a description of the nature and scope of Special Education programs and services that are currently available and being offered in the New Lebanon Central School District. This report also includes out of district placements, private school placements, and residential placements both within the CPSE and CSE committees. Included in this report are highlights and considerations as we move toward aligning our Department Goals with the District's Goal to ensure, achieve, and maintain academic success for all students. I am excited as we move towards a pathway of excellence!

Special Education Programs and Services

The New Lebanon Central School District offers a continuum of programs and services to school age and preschool students with disabilities ranging from related services only to specialized programs in segregated settings. A description of the nature of special education programs and services currently needed includes:

Related Services

- Related services of speech/language therapy are available to both disabled and non-disabled students. The district employs 1(one) speech therapist;
- Related services of occupational and physical therapy are available to disabled and non-disabled students as identified by the CSE and IST. The district employs 1 (one) physical therapist 2 days per week, 1 (one) occupational therapist 2 days per week and 1 (one) occupational therapy assistant 2 days per week; and,
- Counseling is available to both disabled and non-disabled students. The District employs 1 (one) full time school psychologist, 1 (one) full time social worker, and 1 (one) full time guidance counselor.

Consultant Teacher Services

The District provides Special Education Consultant Teacher Services to students with disabilities in general education settings at each grade level. Special education consultant teachers collaborate with general education teachers in providing instructional accommodations and modifications to students with disabilities in general education settings. These accommodations and modifications also benefit non-disabled peers.

Consultant teacher support is provided in general education classrooms to students with mild to moderate levels of disabilities by a special education teacher. In addition, a teaching assistant may be assigned to support the students throughout the day when a consultant teacher has not been assigned.

During the 2008-09 school year, there were twelve K-6th grade students and seventeen 7-12th grade students receiving consultant services.

Resource Room

Resource Room programs supplement the regular or special classroom instruction of students with disabilities. The resource room program supports general education through reviewing and reinforcement of skills, remediation of learning deficits and pre-teaching new concepts. No more than 5 (five) students may be placed in a resource room at any one time, unless an application and documented justification for approval to increase the number of students is sent to the commissioner for approval. If the need arises to place more than 5 (five) students in a resource room then a variance from the size of the instructional group will be requested from State Education.

- No variances were needed for the 2008-09 school year.
- There were six K-6th grade students and twenty one 7-12th grade students receiving resource room services for the 2008-09 school year.

Special Class Programs

The District provides special class programs at each building and grade level based on the needs of the students.

Elementary Special Class for Language Arts and Math

- This class meets for 40 to 60 minutes per day during the same time that the general education teacher is teaching Language Arts and/or Math.
- The special class for Language Arts and/or Math is held in a special education room to provide a quieter, less distracting setting for small group Language Arts instruction.
- The special education teacher also provides support to the general education classrooms. This enables the special class curriculum to be closely aligned with that of the general education program while providing opportunities for remediation of individual student weaknesses in Reading, Writing and/or Math in a small group setting.
- There were eight K-6th grade students receiving special class instruction for the 2008-09 school year
- Six received English/Language Arts
- Five received Mathematics

Programs for Preschool Students with Disabilities

The New Lebanon Central School District does not operate a preschool program, however, it does make available space for a Questar III Pre-K Program. A continuum of special education and related services are made available to district preschool students with disabilities in programs located in private school, preschool programs, the Questar III Pre-K Program, and services may be provided at home.

Services for preschool students with disabilities are funded primarily by the county. For 2008-09 we had 14 preschoolers classified.

CPSE Recommendations for 2008-2009

Placement recommendations for these preschoolers with a disability are summarized as follows:

School/Site	Program/Service	Age Range	# of Students
Beginnings Preschool	Special Class Self Contained 5 hours per day	3-4	2
StoryPlace Preschool	Special Class Self Contained	3-4	1
Questar Preschool/Beginnings	Integrated Class	3-5	6
Beginnings Preschool	Related Services	3-4	3
Questar Preschool	Related Services	3-5	2

The CPSE held 16 meetings from July 1, 2008 to June 30, 2009 and 10 meetings from July 1, 2009 to October 31st, 2009.

SPECIAL EDUCATION SERVICES 2008-2009

The CSE held 124 meetings from July 1, 2008 to June 30, 2009 and 16 meetings from July 1, 2009 to October 31st, 2009. Annual Reviews begin March 1, 2010.

Kindergarten

Speech Therapy, Occupational Therapy, Physical Therapy,

First Grade

Consultant Teacher in Language Arts

Shared Teaching Assistant

Speech Therapy, Occupational Therapy, Physical Therapy & Counseling

Second Grade

Consultant Teacher in Language Arts

Shared Teaching Assistant

Speech Therapy, Occupational Therapy, Physical Therapy & Counseling

Third Grade

Consultant Teacher in Language Arts

Shared Teaching Assistant in Social Studies, Science & Mathematics

Speech Therapy, Occupational Therapy & Counseling

Fourth Grade

Special Class for Language Arts and Mathematics

Shared Teaching Assistant in Social Studies, Science

Speech Therapy, Occupational Therapy, Counseling, Social Work & Resource Room

Fifth Grade

Consultant Teacher in Language Arts

Shared Teaching Assistant in Social Studies & Science

Resource Room

Social Work & Counseling

Sixth Grade

Special Class for Language Arts and Mathematics

Consultant Teacher in English and Mathematics

Shared Teaching Assistant in Social Studies, Science & Mathematics, Resource Room and Social Work & Counseling

Seventh Grade

Consultant Teacher in English & Mathematics

Shared Teaching Assistant in Social Studies & Science

Resource Room

Social Work & Counseling

Eighth Grade

Consultant Teacher in English

Shared Teaching Assistant in Mathematics

Resource Room

Social Work & Counseling

Ninth Grade

Consultant Teacher in English & Mathematics

Shared Teaching Assistant in Biology & Global Studies

Resource Room

Social Work & Counseling

Tenth Grade

Consultant Teacher in English & Mathematics

Resource Room

Social Work & Counseling

Eleventh Grade

Consultant Teacher in English & Mathematics

Resource Room

Social Work & Counseling

Twelfth Grade

Shared Teaching Assistant in English

Resource Room

Social Work & Counseling

Speech Impaired-15

5 yrs.-4
6-11 yrs.-11

Learning Disabled-23

6-11 yrs.-6
12-13 yrs.-4
14-17 yrs.-13

Emotionally Disturbed - 2

14-17 yrs.-1
18-21 yrs.-1

Mentally Retarded - 1

18-21 yrs.-1

Deaf - 1

18-21 yrs.-1

Hearing impaired-1

12-13 yrs.-1

Other Health Impaired-26

6-11 yrs.-7
12-13 yrs.-4
14-17 yrs.-15

Multiple Disabilities-6

6-11 yrs.-1
12-13 yrs.-2
14-17 yrs.-2
18-21 yrs.-1

Autism - 4

6-11 yrs.-3
14 -17 yrs.-1

2008-2009 Statistics

- 16 students were referred to CSE for evaluation
- 11 students were classified with a disability and 5 students were not identified
- 1 Elementary student and 1 MS/HS student moved out of the district
- 16 students were referred to CPSE for evaluation
- 14 were identified as preschoolers with disabilities and 2 were not identified
- We had 1 foster students move into the district and receive services
- 5 CSE students have graduated
- 5 CSE students have been declassified, 2 CPSE students were declassified
- Currently we have 79 school-age CSE students, 10 CPSE students and 13 504 students
- We had 8 students placed at Questar III

- We had 2 students in other public school placements
- We had 4 students parentally placed in a private school
- We had 6 students placed in private placements outside the district
- We had 1 student in a residential placement

Future Goal for the 2009-2010 School Year

- To provide and establish evidence and research based criteria that are consistent with the Part 200 regulations to determine if a child is in need of Special Education services, 504 services, or Educational Related Support Intervention services.
- To provide supervision to all providers and to review all services are being provided effectively.
- To move our students towards student academic and independence by providing appropriate educational programs that promotes academic success.
- To communicate and collaborate across all educational environments both within and outside district placement the need for consistency and collaboration among all staff, departments, and service providers.
- To attend monthly meetings at Questar III along with establishing a relationship with outside placements and private school. Facilitating and monitoring our student's needs in these placements.
- To Build a Professional Learning Community within our staff to share and discuss new research, policies, and issues.
- To establish a Parent Informational Night with other local district to help to address and bring resources in to the New Lebanon communities on the issues of Autism.
- To Develop and motivate students to attend college and collaborate with the Guidance Office, Case Manager, and VESID to provide a tool kit to students to help with this process.
- To continue to schedule monthly check in meetings with all departments and administrators to continue to foster collaboration and teamwork.

Initiatives Already Taken

This year in New Lebanon the CSE Department has embarked on several educational initiatives. We recognized the importance of technology in the classroom for both students with disabilities and their non-disabled peers. In an effort to foster collaboration we have purchased laptops for use in the 7th grade as part of our inclusion model. The inclusion program will emphasize the implementation and integration of technology to help close the learning gap.

We have also hired a speech consultant and a CPSE consultant to provide an audit of services and establish criteria for mandated and non-mandated services and to have the ability to evaluate and screen CPSE students effectively.

De-escalation training to educate staff on de-escalation techniques to meet student behavioral needs was scheduled. This training was provided to Instructional support staff, bus monitors, drivers, and aides. Ongoing collaboration and trainings with the Transportation Director and staff have occurred to help provide a sense of consistency and understanding.

A variety of in-services have and will be provided based on topics that have been brought to my attention. Also an informal needs assessment has been completed to help tailor and provide training that fits staff needs.

Ongoing training with my secretary, Melissa McHugh, has taken place on mandates and regulations, new worksheets, data, and processing of referrals and delivery services for the district and more are planned. Melissa will be receiving ongoing training on all facets of the CPSE/CSE process and will be available to assist faculty and administrators in accessing and troubleshooting the CSE Data Warehouse programs.

Special Education staff have and will continue to attend ongoing staff development training. This year focus will be to align goals and objectives with students individualized needs. Staff will also be taking part in continuous training on Alternative Assessment, Assessments/Evaluation, Autism training, IEP development, Medicaid, and Technology and Literacy development.

Lastly, we have purchased various materials to enhance our special education program to implement and enhance current Special Education services and programs to increase support for academic and behavioral performance needs of students. Such purchases have included Wireless Slate Smartboards, Reading Pens, Elmo for Instruction, Kindle Reading Devices, and professional materials and testing to address our students needs. We also have made a facility change to provide a counseling room at the elementary to meet the needs of students. This space provides a bully free zone, a group and individual consultant area, supplies, and resources that can be use as tools and strategies for faculty/staff and parents.