Rush-Henrietta Special Education Dept

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Individuals with Disabilities Education Act (IDEA)

Committee on Preschool Special Education (CPSE) Ages 3 & 4

Committee on Special Education (CSE) Ages 5-21
Eligibility for Section 504 and the IDEA

All Children

All Children with disabilities

§ 504 - Children with physical or mental impairments that substantially limit a major life function. These children would receive a 504 plan - not an IEP.

IDEA - Children who have one of the 13 IDEA disabilities and who need special education services. These children receive an IEP.
What do I do if I have concerns about my child’s development before they are school age?

1. Contact your pediatrician

2. Contact our office at (585) 359-7920 for additional assistance and information regarding next steps
Committee on Preschool Special Education (CPSE) Eligibility

Your child must exhibit a significant delay or disorder in one or more functional areas related to a cognitive, language and communicative, adaptive, socio-emotional or motor development which adversely affects the student’s ability to learn.
CPSE Program and Services

Program
- Special Education Itinerant Teacher (SEIT)
- Special Class Integrated Services (SCIS)
- Special Class (SC)

Related Services
- Speech/Language Therapy (SLT)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Music Therapy (MT)
- Vision Therapy (VT)
CPSE to CSE Transition

CPSE

CSE

Eligible

Ineligible

Declassification

(Building Based Support through General Education)

Kindergarten

...Here I come
What do I do if I have concerns about my child’s progress once they are in school?

1. First point of contact is always your child’s teacher
2. Contact your school counselor/school psychologist
3. Contact your building principal/assistant principal
4. Contact the office of Special Education

We are always available to answer any questions you have. Please feel free to contact our office at any point.
The Referral to Committee on Special Education (CSE) Process

**Building:**

- Teacher has a concern about a child’s progress
  - Contact parent
  - Refer child to the building Instructional Support Team (IST)
- If required, the building IST team completes referral to CSE with principal signature

**Parent:**

- Signed letter to CSE
- Building to meet with parent within 10 days
Eligibility

CSE determines eligibility for special education services based on information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student’s physical condition, social or cultural background, and adaptive behavior. If the student is determined eligible for special education services, an Individualized Education Plan (IEP) will be created and implemented for the current school year.

In order to fully meet the definition (and eligibility for special education and related services) as a “child with a disability,” a child’s educational performance must be adversely affected due to the disability.
<table>
<thead>
<tr>
<th>Classification Categories</th>
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<tbody>
<tr>
<td>Autism</td>
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<tr>
<td>Intellectual Disability</td>
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<tr>
<td>Multiple Disabilities</td>
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<td>Speech or Language Impairment</td>
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<td>Other Health Impairment</td>
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<td>Learning Disability</td>
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<td>Hearing Impairment</td>
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<td>Deaf-Blindness</td>
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<td>Emotional Disturbance</td>
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<td>Orthopedic Impairment</td>
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<td>Traumatic Brain Injury</td>
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The NYS Blueprint!

1. Students engage in self-advocacy and are involved in determining their own educational goals and plan.
2. Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
3. Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
4. Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
5. Schools provide multi-tiered systems of behavioral and academic support.
6. Schools provide high-quality inclusive programs and activities.
7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
My child has an Individualized Education Program (IEP) Now what can I expect?

- Your child will be assigned a case manager
- Program and Services will be delivered
- We will hold annual review meetings
- You will receive progress notes on a quarterly basis
My child DOES NOT qualify for an IEP
Now what can I expect?

- You will work with the building principal and classroom teacher to secure supports and services
- The team may consider a 504 Accommodation Plan to address medical concerns
TIES

TIES= Together Including Every Student

TIES was developed in order to meet the goal of building a Diverse and Inclusive community, especially when it comes to students with disabilities.

Rush-Henrietta TIES Coordinator: Doreen Blankenbush, dblankenbush@rhnet.org

GOALS:

● To promote inclusive participation of students with developmental disabilities, ages 8-21+, in inclusive, organized, extracurricular and community activities with the natural support of trained peer volunteers
● To offer training to student volunteers, grades 8-12, who provide natural support to students with disabilities
● To provide collaboration of TIES Coordinator with the participant and their family to develop an individualized support plan to guide the peer volunteer’s support

www.starbridgeinc.org/TIESprogram
THANK YOU!

Please feel free to contact our office at any time if you have any questions or concerns.

Possible Suggestions for future sessions:

Auditory Processing

Graduation Pathways

Blueprint

Other______________________