


The background features a stylized autumn scene. On the left, a red brick barn with a yellow bell tower sits on a green hill. A yellow school bus is driving on a winding road that curves across the landscape. The foreground is filled with various trees in shades of orange, yellow, and brown. In the bottom right corner, there are several large, detailed pumpkins. Scattered throughout the sky are several falling leaves in various colors, including orange, yellow, and green. The overall style is bright and colorful, typical of children's educational materials.





Great Neck Public Schools Guide to Special Education



When you have concerns about your child



First, contact your child's teacher or guidance counselor. A student doesn't need to be classified as having a disability to access support services which can be very helpful in supporting students with weaknesses.

Building level actions/supports for struggling learners:

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- Screeners, Observations, Consultations with specialists
 - Includes services such as AIS reading and math, speech improvement services (articulation and language), ENL, building level counseling and teacher support for students with behavioral challenges.
 - The Committee on Special Education looks at a child's Response to Intervention, after receiving these services, as one factor when considering eligibility.
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504 Accommodation Plan

- Referral process
 - Information Gathered
 - Meeting
 - Eligibility
 - Development of the 504 Plan
 - Recommendations
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Committee on Special Education

- Referral process
 - Information Gathered
 - Meeting
 - Eligibility (and if not eligible)
 - Development of the Individual Education Plan
 - Recommendations for Services
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Elementary Programs/Services

Integrated Co-Teaching –





Special education teacher pushes into a typical class:

- **Kindergarten:** *2 hours*
- **Gr. 1-5:** *Up to 4 - 40 minute periods*

Plus 80 minutes of Teaching Assistant (TA) support

Resource Room- pull out daily

Related Services - such as speech, counseling, occupational therapy, physical therapy, vision and hearing







Special Classes (12:1:1)

12 students: 1 teacher: 1 teaching assistant

Students in these classes are working on typical curriculum in a smaller class setting

- Parkville Gr. K
 - JFK Gr. K-1/Gr. 2-3/Gr. 5
 - Lakeville Gr. 1, Gr. 4-5
 - Baker Gr. 5
 - Saddle Rock Gr. 1-2/Gr. 3-4
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Intensive Needs Classes

We also have smaller **Intensive Needs classes** for students who need support with smaller ratios.



Located at Saddle Rock and JFK Elementary Schools.



6:1:2

8:1:2









Behavioral Support Program

6:1:2 class at JFK



Designed for students with generally average to above average cognitive/ academic skills who also have significant behavioral challenges that require a high level of support. Students have highly structured behavior plans and are mainstreamed into typical class settings with support, if needed.









Middle Schools

North and South Middle School Both have:

- Integrated Co-Teaching (Team Taught)
 - Resource Room (5:1)
 - Consult teacher
 - Special Classes (12:1:1)-*Students are working towards a Regents Diploma*
 - Related services (*Speech, Ot, PT, Counseling, Hearing, or Vision*)
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Special Middle School Programs

- North Middle also has **Intensive Needs** classes with ratios of 8:1:2 and 6:1:2. Most of the students in these classes are NYS Alternately Assessed who will receive the Skills and Achievement Credential.
 - South Middle also has the **EXCEL** program for grades 7-8, which is a structured small class program for Regents bound students. Students receive counseling and a daily reinforcement system to support students who need assistance with behavior or emotional regulation.
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High Schools

North and South High Schools both have:


- Integrated Co-Teaching (Team Taught) Classes in all major academic subjects
 - Resource Room
 - Consultant Teacher Direct/Indirect
 - Special Classes with smaller ratios (**Foundations/ Skills**) *Students in these classes are working towards Regent Diplomas.*
 - Related Services
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Special High School Programs



North High has the **ACE** program which focuses on life skills and career exploration. NHS also has the **TRANSITION** program which is for students age 18-21 who will have the opportunity for more work experience and independent living skill development. North High has an in house coffee shop where the students can get experience with work-related skills and outside work sites are also accessed.





South High has the **PEAK** program for grades 9-10, that *EXCEL* students may move into.

**New academic ACE class for 22-23







Alternate High School Settings




General and special education students can both attend SEAL, located at Clover Drive, or the Village School. For students with disabilities, Resource Room and Counseling are available in both locations and each has a full time psychologist.




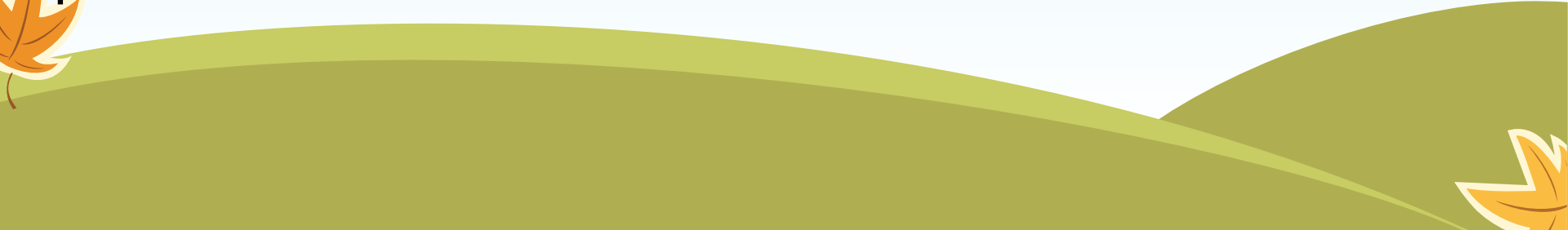




Alternate High School Settings

Village School – alternative high school where class sizes are typically fewer than 12 students with a total enrollment of about 50 students.



SEAL – alternative HS program where class sizes are typically fewer than 5 students. Focus is on credit recovery for students who need more structure and support than the traditional high school settings can provide. The total enrollment is about 22 students.





Role of School Psychologist

Building Team

- Close collaboration with administrators, teachers, parents, and mental health team
- Mental Health Team includes psychologists, social workers, school counselors

Pre-Referral Supports


- Consultation with teachers/staff/parents
- Observations
- Instructional Support Team (IST)
- Building-level support, data collection, progress monitoring



Case Manager for CSE process

- Oversee entire referral process from pre-referral to eligibility determination, schedule CSE meetings, any follow up needed after meeting
- IEP case manager for all special education students (504 case manager as well)

Evaluation/Re-Evaluation

- Broad Cognitive Abilities include: verbal comprehension and reasoning, visual-spatial processing, fluid (nonverbal) reasoning, working memory, and processing speed
 - Social/Emotional/Behavioral areas include: externalizing behaviors (i.e. hyperactivity, aggression), internalizing behaviors (i.e. anxiety, depression), adaptive skills, attention skills, executive functioning skills
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Other Responsibilities

- Provide mandated (IEP) counseling and building-level counseling
 - Push-in lessons to address social-emotional learning
 - CSE/504 chairperson
 - Crisis intervention
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Role of the Social Worker

Part of School's Mental Health Team

- Provide Individual or Group Counseling
- Visit classes to facilitate lessons about social and emotional topics
- Collaboration with other mental health providers in school
- Consultation with teachers and administrators
- Crisis Response Team Member





Special Education Providers

- Provide Mandated Counseling Services and participate in CSE Meetings
- Social History Interview towards Initial IEP Meeting & Social History Update

Home/School Connection

- Family Outreach- facilitate communication and understanding about student's home life
- Provide support to parents and referrals to community based services (i.e., mental health treatment, social skills groups, waiver services, etc.)
- Running Parenting Workshops for an individual school's PTA or open to the district (Active Parenting)

Advocacy for Families Facing Financial Hardships

- Bridge access to community based organizations to address food insecurity, housing instability, or complex medical needs
 - Great Neck Public Schools Clothing Pantry/Community Closet Program
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Role of the Special Education Teacher

Consultation with general education teachers

Evaluations for CSE - academic testing in the areas of reading, written expression, and math

Participation in CSE meetings





Types of supports provided




- Programs
- Accommodations
- Addressing goals
- Progress reporting



Secondary Special Education Teacher

*Every student with an IEP is assigned a
Responsibility Teacher or Advocate*

- Oversee the implementation of your child's Individualized Educational Plan (IEP)
 - Gather and disseminate information regarding your child's Annual Review
 - Attend Committee on Special Education (CSE) meetings
 - Collaborate with the general education teachers, related service providers, counselors, and support staff
 - Point person for parents to contact
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Role of the Speech-Language Pathologist

Communication - The process by which information, thoughts, ideas, and feelings are exchanged between individuals.

Including: Listening, Processing and Understanding, Speaking, Writing, Social Interaction, Planning












Communication: Speech and Language

Speech



- Articulation
- Phonology

Language

- Receptive Language
 - Expressive Language
 - Language Processing
 - Pragmatic Language
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Receiving Speech-Language Support

- Building level services - previous described
 - Majority of students receiving speech/language services are classified as a student with a disability and have an IEP
 - To qualify for services a student must demonstrate a speech or language impairment that negatively impacts the ability to learn and communicate effectively in the school setting
 - Eligibility is determined at a CSE meeting by the team which includes teachers, psychologists, speech pathologists and parents
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Service Delivery Models

Elementary Level

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- pull-out small group traditional model
 - programmatic/collaborative model

Secondary Level



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- pull-out small group traditional model
 - programmatic model
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Role of the Occupational Therapist

If a student is identified as having weaknesses in fine motor skills, the psychologist or OT can observe or consult in the classroom. Referral to the CSE would be part of a full evaluation if there is an impact on the students ability to engage in learning at school.


Skills assessed and targeted by the OT through observation, informal activities and assessment instruments:

- Oculomotor skills
 - Strength/Coordination
 - Sensory processing and how it impacts self -regulation
 - Fine motor skills
 - Activities of Daily Living
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Occupational Therapy


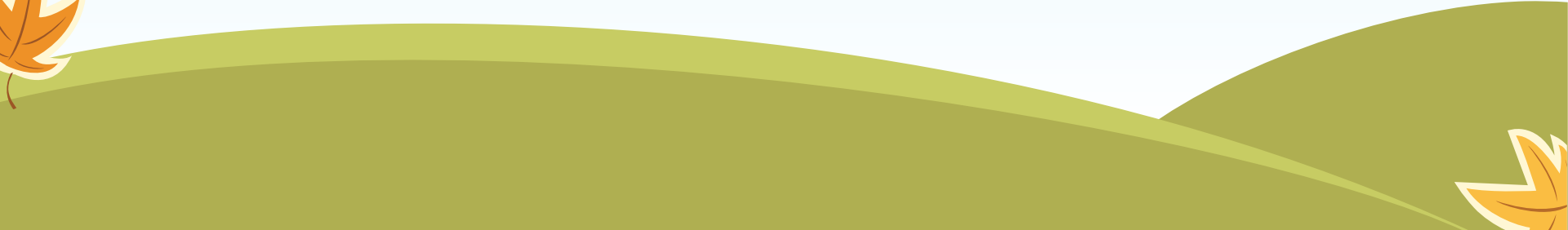

Location and frequency of how often the students are pulled out is dependent on the goals on the IEP.



Once the child has progressed and achieved all their goals a discharge may be recommended or a consultation to monitor that the student continues to use the skills he or she has learned.



As a student moves into the secondary schools, compensatory strategies for perceptual motor weaknesses may be considered.






Role of the Physical Therapist

School-Based Physical Therapy helps students achieve educational goals developed by the IEP team at a CSE

- To promote access to academic curriculum and participation in other school activities
- To improve access to the school environment
- To address post-secondary transition goals



Eligibility


- The student's therapy need is educational, and not only medical (example: increasing agility to safely negotiate around obstacles while transitioning in the classroom and in the hallways)
 - A medical condition that does not interfere with educational performance may require clinic-based PT, but not school-based PT
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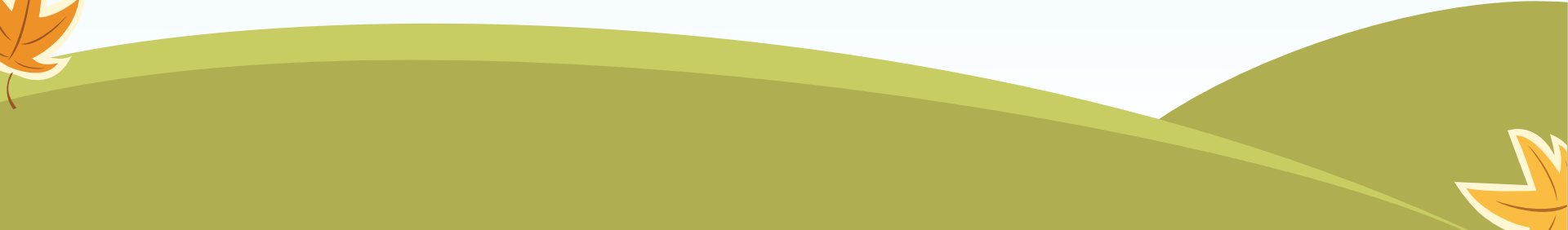




Physical Therapy

Physical Therapy evaluations include observation in the school environment and appropriate tests and measures such as a test of gross motor development. Areas of assessment may include, but are not limited to: strength, balance, coordination, agility, and endurance.



Physical therapists address specific academically relevant goals by incorporating movement, activities and play such as:.

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- stepping over and crawling under hurdles while on a mat surface
 - negotiating across various height stepping stones
 - propelling with feet while seated on a scooter board
 - working on ball skills such as kicking/throwing/catching
 - copying demonstrated movement patterns with agility ladders on the floor
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The slide features a light blue background with several stylized autumn leaves scattered around the edges. In the top-left corner, there is a green leaf. In the top-right corner, there are two orange-brown leaves. On the left side, there is one orange-brown leaf. On the right side, there is one green leaf. At the bottom, there are two rolling green hills. On the left side of the hills, there is one orange-brown leaf. On the right side of the hills, there is one yellow-orange leaf.

**We appreciate your
attendance and
attention this evening!**



Pupil Personnel Services (PPS)

PPS is the department that oversees special education

Location: 105 Clover Drive

Phone: 441-4970

Administrators:

Dr. Joseph Hickey - Assistant Superintendent

Dr. Alison Brennan – Executive Director

Ms. Ellice Geller – Supervisor for Elementary

Dr. Edel McCarville – Supervisor for Secondary

