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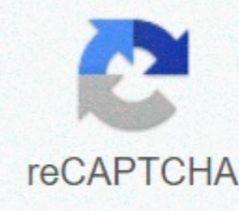
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Cse committee on special education

June 2014 Special Education Field Counseling By: James P. DeLorenzo Subject: The Role of the Special Education Committee in relation to Common Basic Learning Standards - PDF (228 KB) The purpose of this Memorandum is to reiterate the New York State Policy (NYS) for the development and implementation of personalized educational programs (IEPs) for students with disabilities, taking into account the general curriculum. There is increased rigour in learning standards for NYS students. This means that, for all students, teachers are expected to teach and students are expected to learn a higher level of critical thinking. In order for students with disabilities to meet these high academic standards and demonstrate their knowledge and skills, it is important that their instructions incorporate specially designed guidelines. While all students can benefit from scaffolding, differentiated teaching and universal planning for learning, students with disabilities require specially designed teaching. Specially designed education means adapting, depending on the needs of a student with a disability, the content, methodology or provision of teaching to address the unique needs arising from the student's disability. IEPs should therefore be developed taking into account the standards that students are expected to meet and the design of the courses for each class must respond specifically to the needs of students with disabilities. Roles and responsibilities The Special Education Committee (SS), school principals and every student with disabilities, general education and special education teachers have important roles to ensure that students with disabilities reach the state's learning standards. To ensure that students with disabilities have access to participation and progress in the general curriculum, schools are expected to develop and implement an IEP that includes annual targets based on information on the student's strengths, needs and current performance levels. The objectives should be aligned and selected in order to facilitate the achievement of the student's chronological academic level standards; ensure that recommended aid and services are provided in the least restrictive environment to meet the student's needs and to help the student achieve the level of general education curriculum to meet grade level standards; and ensure that teachers, including special education teachers and support staff, are familiar with the curriculum used by the school to implement the new standards and are prepared and fit to provide high quality; specially designed teaching and support services. IEPs aligned with standards In a standard-based IEP, THE has incorporated state content standards into its development. Template-based IEPs are a best practice for creating for students with disabilities. It is the responsibility of the AH to propose objectives and services to the IEP of a student that will help the student participate and proceed to the curriculum of general education and to ensure that the examination of the student's progress in achieving these goals is considered in the revisions of the IEP. This means that members of the AH should consider both the state's learning standards and the school-based educational curriculum, which should be aligned with the state's learning standards. Members of the AH should be aware of the expectations of the general education class for the corresponding grade of the student both in terms of what is expected learning (i.e.,

knowledge and skills) and how students are expected to access and demonstrate what they have learned. This information will help the CSE determine whether the student needs adjustments, accommodations or modifications1 to the general curriculum for all or part of his or her learning. This is one of the reasons why it is important for the student's general education teachers to participate in the meetings of the ESA and for the representative of the school district to be aware of the general education curriculum. To develop IEPs that are aligned with standards (sometimes called IEPs based on standards), the CSCA should take the following steps: Review the content (that is, expectations of what the student will learn) and how the student should be expected to demonstrate his knowledge and skills in the content fields. Identify the advantages and challenges for the student in relation to these expectations in the current IEP performance segment. Determine how a student's needs are linked to the general curriculum. Identify areas that will have the greatest impact on the student's progress in the curriculum (e.g., a student's difficulty with visual processing can affect the chart skills needed to achieve mathematical standards). Unpack the standards and identify the goals that the student is expected to achieve in one year and, where applicable, short-term educational goals or benchmarks that are the intermediate steps to achieve these annual goals. Standard goals do not mean that the goals and objectives in a student's IEP are a recast of a curriculum template or goal in a particular content area, but rather are statements that reflect the necessary learning that will lead to the achievement of the standards. Objectives should be selected to accelerate a student's ability to progress in the general education curriculum. Identify the special education, including adaptations, accommodations or modifications to the general curriculum and/or educational environment and material, as required by the student to achieve these standards. The common basic learning standards of the State available in are statements about what students are expected to know or be able to do in each content area (such as reading, math) and at each grade level. The Career Development learning standards (CDOS) (are statements of what students are expected to know or can do in the fields of career development, universal foundation skills, integrated learning and careers. IEP's standards-based objectives are not just re-formulating standards; On the contrary, annual standards-based objectives identify the basic skills and knowledge that a student with a disability must acquire in order to hold grade-level content standards. When properly implemented, standard-based IEPs provide students with the opportunity to receive specially designed teaching related to the general curriculum along with appropriate accommodations to support the achievement of grade level expectations. When developing the annual IEP objectives, the AH should first consider the student's grade curriculum. Although the student may not work at grade level in a specific content area, the student should work to meet grade level expectations and receive grade-level content guidelines. The National Association of State Directors of Special Education recommends a seven-step process to develop standard-based IEPs. A custom version of these seven steps is provided in Attachment 1. For additional instructions on how to develop IEP, see . Intentional and deliberate planning to address the needs of students used as a framework for teaching, CRLS and CDOS learning standards direct teachers on what to teach, not how to teach or how to reach all students. Teachers should use the principles of universal planning to learn in developing their curriculum plans and diversifying teaching for all students. However, while scaffolding and support provided through differentiated teaching are important for all students, students with disabilities will need more personalised accommodation and teaching to meet their special disability needs. Access to the general education curriculum takes place when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum. each student's IEP should provide information to teachers on the effective provision of accommodation, support and teaching to students with disabilities to meet the student's needs, as they affect the student's ability to participate and progress in the general education curriculum, IEPs do not define specific educational methodologies. In addition to the supports and (e.g. resource room, teacher counsellor, etc.), special education must include specially designed teaching. As mentioned above, specially designed teaching means adapting, depending on the needs of a student with a disability, the content, methodology or provision of teaching to address the unique needs arising from the student's disability. The provision of specially designed teachers relies on classroom teachers to be deliberately and deliberately programmed to match the needs of students with disabilities in their classroom. Specific educational approaches should be selected and used by classroom teachers, in conjunction with additional aids identified in the IEP, such as accommodation, accessible material, assistive technology and/or adaptive equipment, to compensate for, remedy or address the impact of disability on the student and his learning in the context of each course taught. When considering and explicitly planning to address the needs of students with disabilities, teachers should identify the necessary reinforcements, services, accommodations, teaching strategies, learning strategies, etc., that the student may need in each of the following areas. Content Materials Environment How learning should be measured How education should be provided Special Education School Improvement Specialists (SESIS), Katy B. Weber2 and Valerie Cole3 of the State's Regional Special Education Technical Assistance Centers (RSE-TASC) were instrumental in creating a lesson design tool, titled Lesson Plan Template, Access to the Common Core for Students with Disabilities. This tool is designed to help teachers of students with disabilities (including both general education and special education teachers) adapt, as appropriate, the content, methodology and/or educational approach and provide appropriate accommodations or modifications to meet the needs of each student with a disability in the context of the teaching of the general education curriculum. This document specifically instructs the teacher to plan in advance how, taking into account the advantages and needs of the student, he will examine how the impact of the student's disability is on the student's ability to participate and evolve in the curriculum of general education. This guide is accessible . Resources for Parents of Students with Disabilities for IEP Development and Teaching to the CCLS Many parents have asked questions about how NYS' adoption of CLS will their children who have disabilities. Many of these questions arise from a lack of understanding of standards, concerns about how their children are struggling with these new standards and how schools provide supports for their children. NYSED'S P-12: Special Education Office, in collaboration with the Commissioner's Advisory Committee on Special Education Services and Special Education Parent Centers, has developed a resource for parents to help them understand the CRLS, and help them bring questions to teachers and CSE. This resource can be found in the . We encourage districts to print this document and share it with parents of students with disabilities. Technical assistance and professional development resources To ensure dissemination to appropriate individuals within a school district, I ask superintendents to share this memo with people such as special education principals, school psychologists, ESEs and committee on pre-school special education Presidents, Guidance Advisors and Directors of staff students and parents of teacher associations. Questions about this memorandum can be addressed to the Special Education Policy Unit at (518) 473-2878 or to the Special Education Quality Assurance Regional Partner at one of the following Regional Offices: Central Region (3 15) 428-4556 Eastern District (518) 486-6366 Hudson Valley Region (518) 473-1185 Long Island Region (518) 66631) 952-3352 New York (718) 722-4544 Western District (585) 344-2002 Non-Regional Unit (585) 344-2002 518) 473-1185 Attachment - Steps to create templates based on personalized educational programs 1 Accommodations means changes in education and evaluation that allows a student to gain access to content and/or assigned tasks. Accommodations allow students with disabilities to follow the same curriculum as other students. Examples of accommodations include, but are, among other things, notes/borders provided by teachers, extra time to complete assignments, using a computer to complete assignments, using a peer-to-peer note holder, using broader lined paper for written tasks, highlighted text, and using spell checking. The terms 'accommodation' and 'modification' are very different (see definition of the amendment below). Accommodations that are considered necessary are based on a child's disability needs and level the playing field for students (i.e., give them equal opportunities). Accommodations can change how a student learns, but they do not lower learning expectations or change what the student will learn. On the contrary, the modifications change what is learned and the content of the curriculum, thus reducing learning expectations. 2 Katy Weber is a SESIS, formerly with the Midwest RSE-TASC located in #1, and currently works as an RSE-TASC SESIS with the Rochester City School District. 3 3 Cole is an RSE-TASC SESIS with the Greater Southern ICES Tier. Commitment steps for the creation of individualised training programmes (IEPs)4 The following highlights the most important steps that Special Education Committees (CSEs) can take to create IEPs developed taking into account state learning standards or IEP-based standards. The questions that the AH can ask when following the steps include, but are not limited to: Step 1: Review the grade-level content standards for the degree to which the student is enrolled or will be enrolled based on age. What is the intention of the content template? What is the content template that says the student should know and be able to do? Step 2: Review class and student data to determine where the student works relative to grade level standards. Has the student been taught content aligned with grade level standards? Has the student been provided with appropriate educational scaffolding to achieve level grade expectations? Were the lessons and teaching materials used to teach the student aligned with state level standards? Were the elements of the directive based? Step 3: Develop the current level of academic achievements and operational performance. Describe the individual advantages and needs of the student in relation to access to and control of the general curriculum. What do we know about the student's response to academic education (e.g. progress monitoring data)? What programs, accommodations (e.g. class and tests) and/or interventions have succeeded with the student? What have we learned from previous IEPs and student data that can inform decision-making? Are there assessment data (e.g. state, region and/or classroom) that can provide useful information for decision-making about the student's advantages and needs (e.g. patterns in the data)? Consider the factors related to the student's disability and how they affect how the student learns and shows what he knows. How does the student's disability affect participation and progress in the general curriculum? Is the student on track to achieve a degree of proficiency within a year? Step 4: Develop measurable annual goals aligned with grade-level academic content standards. What are the student's needs, as identified at the current level of performance? Does the target have a specific time frame? What can the student reasonably be expected to achieve in a school year? Are the conditions for achieving the objective met? How will the result of the target be measured? Step 5: Evaluate and report the progress of the throughout the year. How does the student prove what he knows in class, district and state assessments? Are various evaluations used to measure progress? How will progress be reported to parents? Step 6: Identify special including the accommodations and/or modifications required for access to and progress in the general education curriculum. What specially designed teaching, including accommodations, has been used with the student and was effective? Has the complexity of the hardware changed in such a way that the content has been modified? Step 7: Identify the most appropriate evaluation option. What kind of responses do government assessments require? What are the administrative conditions of the evaluation? (e.g. setting up, delivering instructions, allocated time, etc.) Which accommodations are allowed in the ratings? Accommodations approved for evaluation are also used in the classroom; Has the student received standards based on a grade level of instruction? Were the elements of the directive based? What is the student's educational level? How different is the student's educational level from the level of typical peers? Can the student make progress towards grade level standards in the same time frame as standard peers? What can be learned from the previous results of the state assessment of the student? Last updated: 23 June 2014 2014