



New Hartford Central Schools

A Parent's Guide to Special Education

INTRODUCTION

A student with a disability is defined as having a mental, physical or emotional impairment that impacts his or her ability to acquire and use knowledge in the academic setting. The recognized areas of disability include autism, deafness, emotional disturbance, hearing impairment, learning disability and other health impairment, among others. Federal and state regulations require that school districts provide students with a disability with an appropriate public education based on their unique needs.

The determination of disability and appropriate services is carried out by the Committee on Special Education (CSE), which is made up of a chairperson, the classroom teacher, a special education teacher, a school psychologist, a parent member, and the student's parent. This committee evaluates a student's needs upon initial referral, and at least on an annual basis as long as the student remains classified. The CSE will recommend a program of services and supports based on each student's unique needs.

Special Education is only one component of the services that New Hartford provides for struggling students. If you feel that your child is experiencing academic difficulty, your first contact should be with your building principal. The district has implemented a Response to Intervention process that provides appropriate support and remediation both in the classroom and on a pull-out basis. The intensity of intervention is increased or decreased according to student need. In many cases the intervention provided at the building level is effective in supporting students without the need for more restrictive or intrusive services. The Response to Intervention process is also designed to accurately identify those students who do need more intensive supports. Please contact the principal in your child's building for more information on Response to Intervention (RTI).

GETTING HELP FOR YOUR CHILD

If you believe that all building-level resources have been exhausted and you are still concerned about your child's progress, then you should refer your child to the Committee on Special Education. Below are the steps in the CSE process:

Step 1: Submit a written referral

A referral is a written statement addressed to:
Pamela Smoulcey, Director of Student Services
Perry Junior High School
9499 Weston Road
New Hartford, NY 13413

The referral should indicate that you believe that your child may have a disability that significantly impacts his or her educational performance, and that you wish your child to be evaluated.

Step 2: Student Evaluation

Once parental consent is obtained, the student will be given a variety of tests to determine if there is a disability present, and to guide the CSE in designing an appropriate program if necessary. The evaluation is conducted by the school psychologist, classroom teacher, and the school social worker. The tests administered include a psychological evaluation, a social history, a reading assessment, a writing assessment, and a math assessment.

Step 3: Committee Meeting

The committee will review all evaluations and make a determination of the student's needs within sixty days of initial consent. If the student does not qualify for special education services, a referral will be made to the building Instructional Support Team.

Step 4: Developing an Individualized Education Program

If the student is determined to have a disability, the CSE will develop an Individualized Education Program (IEP) to meet the unique needs of the student. The IEP will include a description of strengths and needs, goals for the academic year, a listing of programs and services to be provided, necessary accommodations and modifications, and the projected date of the next time the CSE will meet to review the program.

Step 5: Implementation of the Individualized Education Program

The IEP is considered to be in effect the day after it is approved by the Board of Education, which may be some time after the CSE meeting.

Step 6: Annual Review

The CSE meets annually to review the progress of students with disabilities, and to develop an IEP for the following year. Providers will hold informal meetings before the formal review to provide parents with an opportunity to participate in planning for the next year. Every three years, the student must be re-evaluated to determine the need for continued special education services or programs.

CONTINUUM OF SERVICES

The New Hartford School District provides a range of special education services and programs designed to address the unique needs of students. The following services are offered by the district:

Related Services: Speech therapy, Occupational Therapy, Physical Therapy and Social Work Services are offered by the district in each building. Services may be delivered in conjunction with other programs, or as the student's primary support.

Consultant Teacher: Services provided by a Special Education Teacher to support a student with relatively limited needs in the general education setting. Services may be delivered to the student, or to student's general education teachers to help them work with the student.

Resource Room: A special education program for a student who needs specialized instruction in a small-group setting outside the general education classroom. Services are usually delivered on a daily basis.

12:1:1: A special education placement with a maximum of 12 students for students who require direct instruction in core subject areas on a daily basis. Students attend regular education classes whenever possible.

12:1:4: Also known as the "Developmental Program", a special education placement with a maximum of 12 students. The program is primarily designed for students with significant developmental delays, and provides direct instruction in language-rich and behaviorally supportive environment.

BOCES Programs: For students who require services that can not be provided by the programs and services listed above, the district participates in regional programs with the Oneida-Herkimer-Madison Board of Cooperative Educational Services (OHM BOCES). Through that partnership, the district is able to meet the needs of more severe students, and those that have unique needs that cannot be met internally by the district.

For Further information, please contact the Student Services office at (315) 738-9311