

Commack School District

Special Education Information



Special Education Contact Information

Office of Elementary Special Education

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School Aged Student with a Disability

The CSE (Committee on Special Education) determines eligibility for services based on the following 13 different classifications:

- ❑ Emotional Disability
- ❑ Hearing Impairment
- ❑ Learning Disability
- ❑ Autism
- ❑ Deafness
- ❑ Deaf-blindness
- ❑ Intellectual Disability
- ❑ Multiple Disabilities
- ❑ Orthopedic Impairment
- ❑ Other Health Impairment
- ❑ Speech Language Impairment
- ❑ Traumatic Brain Injury
- ❑ Visual Impairment

Understanding the 13 Classifications under IDEA (Individual with Disabilities Education Act)



1. Learning Disability (LD)

This classification covers a specific group of learning issues. The conditions in this group affect a child's ability to read, write, listen, speak, reason or do math. The child must present with these difficulties despite appropriate access to learning and despite comprehensive building level supports.

2. Other Health Impairment (OHI)

The umbrella term "other health impairment" covers conditions that limit a child's strength, energy or alertness. One example is an attention issue like [ADHD](#).

3. Autism spectrum disorder (ASD)

[ASD](#) is a developmental disability. It covers a wide range of symptoms and skills, but mainly affects a child's social and communication skills. It can also impact behavior.

4. Emotional Disability (ED)

Children covered under the term "emotional disability" can have a number of mental disorders. They include [anxiety disorder](#), schizophrenia, bipolar disorder, obsessive-compulsive disorder and [depression](#).

5. Speech or language impairment (SLI)

The umbrella term "[speech or language impairment](#)" covers a number of communication problems. Those include stuttering, impaired articulation, language impairment or voice impairment.

6. Visual impairment, including blindness (VI)

A child who has vision problems is considered to have a visual impairment. This condition includes both partial sight and blindness. If eyewear can correct a vision problem, then it doesn't qualify.

7. Deafness (D)

Children with a diagnosis of deafness have a severe hearing impairment. They aren't able to process language through hearing.

8. Hearing Impairment (HI)

The term "hearing impairment" refers to a hearing loss not covered by the definition of deafness. This type of loss can change or fluctuate over time. Remember that being hard of hearing is [not the same thing](#) as having [auditory processing disorder](#).

9. Deaf-blindness(D-B)

Children with a diagnosis of deaf-blindness have both hearing and visual impairments. Their communication and other needs are so great that programs for the deaf or blind can't meet them.

10. Orthopedic impairment

Any impairment to a child's body, no matter what the cause, is considered an orthopedic impairment. One example is cerebral palsy. This condition is caused by damage to areas of the brain that control the body.

11. Intellectual disability

Children with this type of disability have below-average intellectual ability. They may also have poor communication, self-care and social skills. Down syndrome is one example of an intellectual disability.

12. Traumatic brain injury

This is a brain injury is caused by an accident or some kind of physical force.

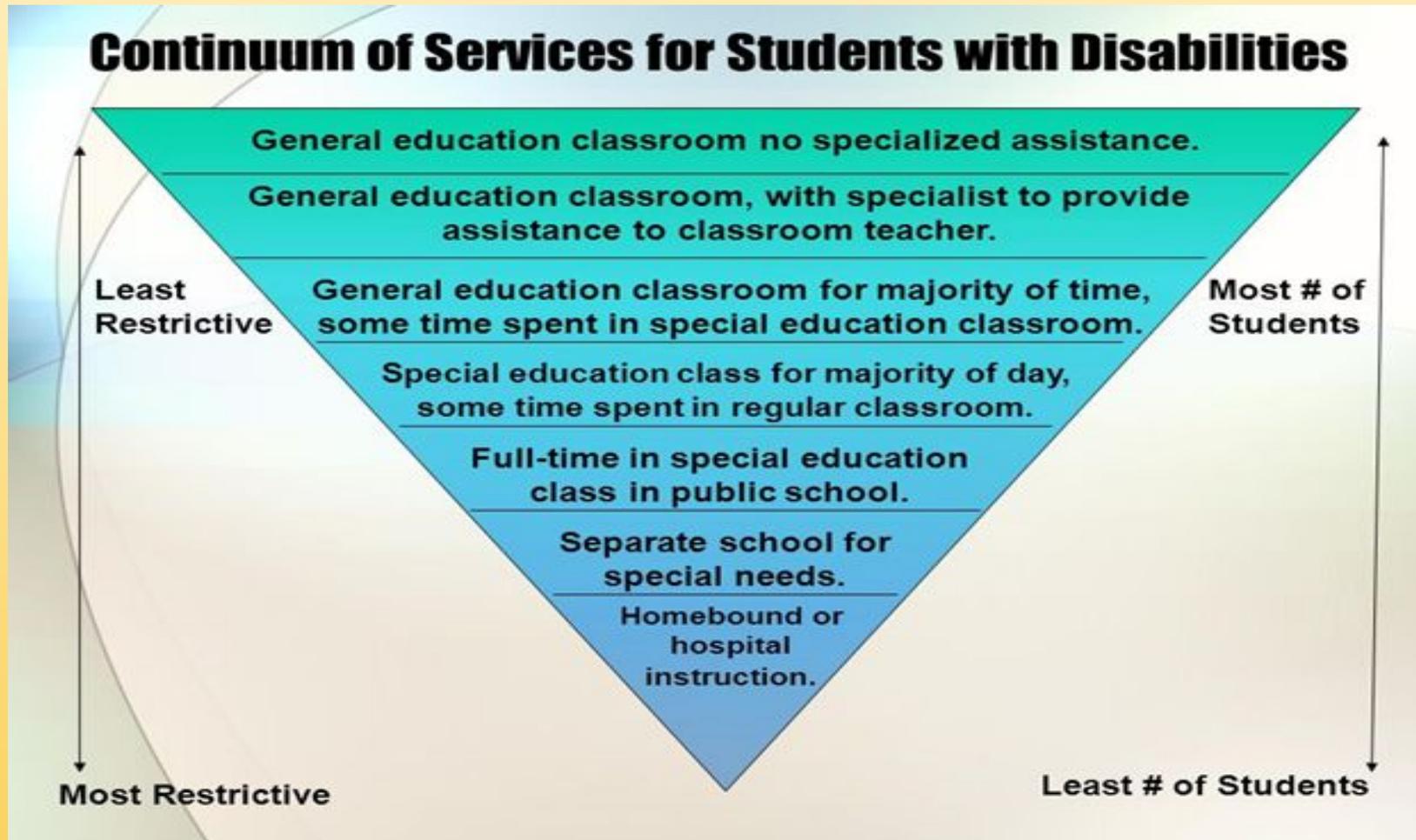
13. Multiple disabilities

A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that can't be met in a program for any one condition

Continuum of Services

Least restrictive (least support) to most restrictive (most support)

Within special education, there is a continuum of services that provides increasing levels of support, according to the needs of the individual child. The following list details the services that are available along the continuum, from the least support, to the most support:



Services, Supports and Programs

The Commack School District offers the full continuum of services mandated by New York State and more. These include:

Consultant Teacher Services

Related Services: Speech Therapy, Occupational Therapy, Physical Therapy, Behavioral Consultant Services, Vision Services, Teacher of the Deaf Services and Counseling

Resource Room Program

Integrated Co-Teaching

Special Classes

12:1 (Elementary and Commack Middle School)

15:1 (Secondary Grades 6-12)

8:1:2 and 8:1:3 (Elementary and Secondary)

Programs

Consultant Teacher Services

Direct Consultant Teacher service is provided for no less than 2 hours weekly. A special education teacher *directly* supports the student within their general education classroom.

Indirect Consultant Teacher is provided for no less than 2 hours weekly. The special education teacher *indirectly* supports the student by providing support to the classroom teacher to provide accommodations and ensure the student is able to access learning.

Resource Room

The purpose of Resource Room is to provide supplemental instruction to target specific skill deficits. This service is provided by a special education teacher and is typically provided as a pull out service for no less than 3 hours a week.

Integrated Co-Teaching

An integrated co-teaching class is a general education class with the same number of students as any other grade level class. Up to 12 students can be identified as special education and placed within this integrated setting. This class is taught by a general education teacher and follows the scope, sequence, and pace of every other general education classroom.

In the elementary model, a special education teacher pushes into the classroom for two hours a day to provide instruction and support during ELA and math lessons. Additionally, a teacher assistant, is present all day to provide reinforcement of previously taught skills. Learning expectations are the same for all students in this general education class. Adaptations may be made to the instructional delivery and/or materials so that identified students can access learning and acquire necessary knowledge and skills. This model is meant to support students who demonstrate academic needs.

In the secondary model, a special education teacher and general education teacher co-teach the core subject areas (English, Social Studies, Math and Science together). Learning expectations are the same for all students in this general education class. Adaptations may be made to the instructional delivery and/or materials so that identified students can access learning and acquire necessary knowledge and skills. This model is meant to support students who demonstrate academic needs.

Special Class Program 12:1 and 15:1

These classes are supported with a small student to teacher ratio. 12 students to 1 special education teacher (elementary and middle school) and 15 students to 1 special education teacher (Secondary Grades 6-12). Additionally, all 12:1 and 15:1 classes have a teaching assistant all day to support instruction and reinforcement of concepts learned.

Students who require instruction within a small group or who need significant modifications to materials and instructional methodology may be recommended for the special class program. Special Class Programs are also considered for students who have moderate to significant management needs that prevent them from accessing learning. Students in this class follow the general education curriculum. This class allows for a more flexible learning environment where the pacing is modified to ensure access to learning. Opportunities to mainstream for other content areas throughout the day are consistently reviewed.

8:1:2/ 8:1:3 Special Class

This class offers a smaller teacher to student ratio (8 students: 1 special education teacher: 2-3 Teaching Assistants). The students are grouped according to age and similarity of need, with an age range of no more than 36 months. In these classes, staff can individualize instruction that meets the strengths and needs of students. Students are supported by staff as they work on specific goals throughout the day. Some discrete trial work is done during this time if needed. Opportunities to interact with general education peers are built into the program. Programmatic parent training is provided to families by the school psychologist assigned to the class. Behavioral consultant services are provided to the class weekly.

At the secondary level students begin working on skill sets that will support them after they graduate or age out of school services. Our work-based learning program and young adult program provide students with work experiences in a variety of settings. Experiences are provided both in district and out of district at a variety of job locations.

Related Services

All buildings offer the full extent of related services these include but are not limited too:

Speech-Language Therapy

Occupational Therapy

Physical Therapy

Counseling

Behavior Consultant Support Services

Vision Services

Teacher of the Deaf Services

We are here to help!

If you have concerns about your child's functioning in school, there are school staff who are here to help. Concerns can include but are not limited to their ability to learn, reading, math, writing, speech-language abilities, and social emotional or behavioral health. The first thing you should do is reach out to your child's classroom teacher to discuss your concerns. Other building personnel you can reach out to with questions include:

School Psychologist
School Social Worker
Building Principal

If you continue to have concerns, despite building level supports that have been provided to your child, you as the parent have the right to request an evaluation through the Special Education department at any time. You must submit your request in writing. For more information on the referral to special education process you can visit the New York State Education Department website at:

<https://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Don't be afraid to ask questions, all questions will lead to a better understanding on how to best support our students!