

Special Education Programs and Services that are Provided Under Chapter 14

If a child is identified by the District as possibly in need of special education and related services, the parent will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Visual Impairment
5. Hearing Impairment
6. Mental Retardation
7. Multiple Disabilities
8. Traumatic Brain Injury
9. Other Health Impairment
10. Orthopedic Impairment
11. Emotional Disturbance
12. Specific Learning Disability
13. Speech or Language Impairment
14. Mentally Gifted
15. Developmental Delay (ages 3 to the age of beginners)

The Individuals with Disabilities Education Act (I.D.E.A.) intends to provide greater access of children with disabilities to the general curriculum. It is the belief of the district that the majority of children identified as eligible for special education and related services are capable of participating in the general curriculum to varying degrees with some adaptations and modifications. All special education programs and services offered by the district reference the general curriculum and are also available at the Elk County Prison.

Autistic Support – This program serves students having a developmental disability, which significantly affects verbal and nonverbal communication and social interaction. These characteristics are generally evident before age 3. They also adversely affect a child's educational performance. Other characteristics often associated with autism are: engagement in repetitive activities and stereotyped movements, resistant to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Blind and Visually Impaired Support – Vision support services are provided to students whose visual impairment, including blindness, adversely affects their educational performance. Determination of a visual impairment shall include a full assessment and comprehensive report by an eye specialist specifying the nature and degree of the impairment.

Deaf and Hard of Hearing Impaired Support – Hearing support services are provided to students who are deaf or hard of hearing. Students serviced would have a hearing loss, which interferes with the development of the communication process and results in failure to achieve educational potential. Determination of the hearing impairment shall include a report by an audiologist or otologist, or both, specifying the nature and degree of the impairment.

Emotional Support – The Emotional Support Program serves identified students whose emotional needs or mental illnesses interfere with their academic progress in the regular education environment. Instruction is provided based upon the student's individualized educational plan. Students are included in regular education whenever possible based upon each student's unique needs. Behavior support components are designed and exercised in all educational settings when needed

Learning Support – The Learning Support Program provides identified students with a program of individualized learning and continuous academic support. Reading, Language, Spelling, Math, Social Studies, Science, and Handwriting are the main areas in which educational goals are developed. The program is designed to help students who require special services, develop their knowledge and skills. Students in need of learning support services are included in regular education whenever possible and, when deemed appropriate by the IEP team, these services may be provided in the regular instructional environment.

Life Skills Support – The Life Skills Support class serves students with overall delays who require multiple hands-on experiences for mastery to occur. Instruction is given individually and in small groups with aide assistance. Students are included in homeroom and special subject areas with their peers, whenever possible, as determined by the IEP team. Students are taught life-important skills in a functional setting.

Multiple Disabilities Support – This program addresses the multiple needs of students with concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), when the combination of which causes such severe education problems that the problems cannot be accommodated in special education programs solely for one of the impairments. The term "multiple disabilities" does not include deaf-blindness.

Physical Support – This program addresses the needs of a student with the disabilities of orthopedic or other health impairment that adversely affects one or more of the following: physical mobility, speech or other forms of nonvocal communication, writing, arm and hand movement, eye and head movement or one or more of the precursor developmental steps, which lead up to full attainment of these skills necessary for success in education.

Speech and Language Support – The Speech and Language Support Program provides specially designed instruction for students who have difficulties in communication skills. Areas of difficulty, which can be addressed include: articulation (specific speed-sound production), language skill development (form, content and use), voice quality, and fluency (stuttering). One-on-one or small group instruction is provided in the speech therapy room setting or within the child's classroom depending upon which arrangement best meets the child's individual communication needs as determined by the student's IEP team..

Psychological Services – School psychologists receive special training in child development, learning processes, emotional and behavioral adjustment, and psychological and instructional testing. The district's school psychologist can provide a

variety of services to students, parents, teachers, and administrators. These services include psycho-educational testing to determine a student's academic strengths and needs, identification of students who might be in need of special education services, assistance in the development of appropriate educational plans designed to meet students' needs, individual or group counseling based on academic, social or emotional concerns, and consultation with parents and teachers about students' learning and adjustment. The school psychologist works cooperatively with students, parents, community members and school staff to assist with providing all students with a free and appropriate education. School-based psychological services are provided free of charge through the Ridgway Area School District.

For more information about your district's psychological services, please contact Mrs. Christine Kuhar, School Psychologist, at 814/776-4255.

Behavioral Support Services – Behavioral Support Services are a component of Psychological Services and can be provided to students receiving their education in the general education population and/or students receiving special education services. Students' whose behavior is adversely impacting their academic performance within the curriculum or students' whose behavior is adversely impacting one or more areas of life functioning (peer relationships, etc.) may be candidates for Behavioral Support Services. Behavioral Support Services include, but are not limited to, the evaluation of a student's behavior within the education setting, analysis of data collected from the evaluation, the development of behavioral interventions, the implementation of behavioral interventions, and the monitoring of those interventions as they relate to the student's behavioral goals and/or objectives identified via the behavioral evaluation. Students may be referred for behavioral support services by parents or guardians, administrators, guidance counselors, and/or teachers.

Behavioral support service referrals and/or inquiries about behavioral support services may be made by contacting the Office of Student Services (814/776-4255).

Extended School Year - The determination of whether or not a child with a disability needs an extended school year must be made annually on an individual basis by the child's IEP team. An eligible child is entitled to a free appropriate public education (FAPE) in excess of 180 days per year if regression caused by interruption in educational programming and limited recoupment capacity, or other factors, makes it unlikely that the student will attain or maintain skills and behavior relevant to established IEP goals and objectives.

Early Intervention – If you believe that your infant, toddler, and/or young child (age 3 to school-age) is experiencing delays in his/her development, Early Intervention can help. Developmental delays can occur in one or more of the following areas: social and emotional development, physical development, communication (language and speech) development, cognitive development, or adaptive development (self-help skills). For more information about birth to age 3 services, contact Cameron-Elk County (CE) Early Intervention services @ 814/772-8111. The Seneca Highlands Intermediate Unit Nine's

Early Intervention Office (814/887-9287) is able to provide more information about services for eligible young children (age 3 to school-aged).

Related Services - The IEP team determines the need for all related services. They are transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Examples of related services include, but are not limited to:

- Occupational Therapy – This service addresses fine motor concerns that interfere with an identified student’s ability to benefit from or gain access to his/her educational program. A doctor’s order is necessary for evaluation and treatment. This order must be renewed annually.
- Physical Therapy – Identified students who have gross motor concerns that hinder their ability to benefit from or gain access to their educational program may be eligible for physical therapy services. A doctor’s order is necessary for evaluation and treatment. This order must be renewed annually.
- Behavioral Support Services – Behavioral Support Services are a component of Psychological Services and can be provided to students receiving their education in the general education population and/or students receiving special education services. Students’ whose behavior is adversely impacting their academic performance within the curriculum or students’ whose behavior is adversely impacting one or more areas of life functioning (peer relationships, etc.) may be candidates for Behavioral Support Services. Behavioral Support Services include, but are not limited to, the evaluation of a student’s behavior within the education setting, analysis of data collected from the evaluation, the development of behavioral interventions, the implementation of behavioral interventions, and the monitoring of those interventions as they relate to the student’s behavioral goals and/or objectives identified via the behavioral evaluation. Students may be referred for behavioral support services by parents or guardians, administrators, guidance counselors, and/or teachers. Behavioral Support Service referrals and/or inquiries about Behavioral Support Services may be made by contacting the Office of Student Services, (814)776-4255.
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- Psychological Services – School psychologists receive special training in child development, learning processes, emotional and behavioral adjustment, and psychological and instructional testing. The district's school psychologist can provide a variety of services to students, parents, teachers, and administrators. These services include psycho-educational testing to determine a student's academic strengths and needs, identification of students who might be in need of special education services, assistance in the development of appropriate educational plans designed to meet students' needs, individual or group counseling based on academic, social or emotional concerns, and consultation with parents and teachers about students' learning and adjustment. The school psychologist works cooperatively with students, parents, community members and school staff to assist with providing all students with a free and appropriate education. School-based psychological services are provided free of charge through the Ridgway Area School District. For more information about your district's psychological services, please contact Mrs. Christine Kuhar, School Psychologist, at 814/776-4255.
- Transportation – includes travel to and from school and between schools; and travel in and around school buildings.
- Counseling services – services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

- Medical services – services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services
- Orientation and mobility services – services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching students the following as appropriate: Spatial and environmental concepts and use of information received by the senses to establish, maintain, or regain orientation and line of travel; to use long cane to supplement visual travel; to understand and use remaining vision and distance low vision aides.
- School health services – services provided by a qualified school nurse or other qualified person
- Individualized aide support – a service usually assigned when the student's condition is so severe that it warrants one-on-one support throughout the school day.