



**Niskayuna Central** SCHOOL DISTRICT

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DEPARTMENT OF SPECIAL EDUCATION

<http://www.niskyschools.org/StudentServices/specialeducation.cfm>

CONTINUUM  
FOR  
SPECIAL EDUCATION SERVICES

Prepared

By

The Department of Special Education





Dear Parents/Guardians,

As a parent, you play an important role in your child's education. Students who are identified through the Committee on Special Education have unique educational needs. Therefore, the Niskayuna Central School District has created a continuum for special education services to help articulate special education service information to families of students with special needs. In this continuum document, we have summarized key concepts by service level to help guide IEP recommendations and provide a clear continuum for parents to reference throughout the IEP process.

Please use this attached continuum as an informational guide. The services are organized from least restrictive to most restrictive programming. Your child's special education teacher will use this tool to assist in annual review planning.

Students with an IEP will have an annual review meeting once per school year. As a parent/guardian, you are an important part of this process. As part of the annual review process, you will have an opportunity to share your thoughts and concerns about your child's program. The school psychologist, special education teacher and other related professionals will evaluate your child and make program recommendations for the upcoming year. This continuum will be used as a planning guide when making these decisions and every child's individual needs will be considered.

In addition to the parent continuum visual organizer, we have also made some additional anecdotal notes to provide further clarification to the special education continuum. Please feel free to reach out to your child's special education teacher, school psychologist or CSE chairperson if you have any questions or concerns throughout CSE process.

Sincerely,

The K-5 Niskayuna Special Education Department



## CONTINUUM FOR SPECIAL EDUCATION SERVICES

SERVICE	PURPOSE	DURATION	LOCATION	STUDENT CHARACTERISTICS
Indirect Consultant Teacher	This service model serves to support the general education teacher through: <ul style="list-style-type: none"> <li>• Adjustment of the learning environment</li> <li>• Accommodations to instructional methods, materials to support access to general education curriculum</li> <li>• Behavioral support such as researched behavior management strategies</li> </ul>	Minimum of 2 hours/week	Indirect Consultant Teacher services are delivered as a support to students and teachers outside of the general education classroom	Student may require test accommodations and/or modifications and classroom modifications  Student benefits from instruction provided by the general education teacher who is supported <i>outside of the classroom</i> by the special education teacher  Student may have behavior management needs that can be addressed with classroom support/strategies  Students are expected to meet grade level expectations, with accommodations and support
Direct Consultant Teacher	This service model serves to support the general education teacher through: <ul style="list-style-type: none"> <li>• Direct support and instruction from a special education teacher who pushes into the general education classroom</li> <li>• Direct CT services are denoted on the IEP to encompass frequency and subject areas where the CT service is to be delivered</li> </ul>	Minimum of 2 hours/week	Direct Consultant Teacher services are delivered in general education classroom	Student may require test accommodations and/or modifications  Student requires classroom modifications  Student benefits from instruction provided by the general education and/or the special education teacher in this push-in service model  Student may have behavior management needs that can be addressed with classroom support and strategies  Students are expected to meet grade level expectations with support

SERVICE	PURPOSE	DURATION	LOCATION	STUDENT CHARACTERISTICS
Resource Room	<p>This service model provides supplementary, small group instruction from the special educator for the purpose of explicitly teaching targeted IEP goals/objectives</p> <p>Resource Room instruction supports increased access to general education curriculum in the inclusive setting</p>	Minimum of 3 hours/week	Resource Room Services are delivered in the resource room location or general education classroom	<p>Student has specific measurable skill deficit in ELA, math, organization or study skills as indicated on standardized assessments</p> <p>Student's deficits in ELA and math can't be addressed solely through AIS</p> <p>Student may demonstrate difficulty transferring reading skills to other subject areas (math word problems, spelling, writing) or difficulty retaining new concepts</p> <p>Student may demonstrate a need for pre---teaching and re--teaching of curriculum, and/or organization and study skills</p> <p>Student may need assistance with planning short and long term assignments and projects</p> <p>Student may demonstrate weak social and/or communication skills</p>
Consultant Teacher/ Resource Room	<p>This service model serves to directly support students and general educators through a collaborative teaching model in the inclusive setting; The general education classroom</p> <p>Consultant Teacher services are frequently combined with Resource Room services</p>	Minimum of 3 hours/week	Consultant Teacher with Resource Room services are delivered in the General Education classroom and Resource Room setting	<p>Student requires direct support in the classroom as well as supplemental instruction in a small group setting</p> <p>Student has specific measurable skill deficit in ELA, math, organization or study skills as indicated on standardized assessments</p> <p>Student may need assistance with planning short and long term assignments and projects</p> <p>Student may demonstrate weak social and/or communication skills</p>

SERVICE	PURPOSE	DURATION	LOCATION	STUDENT CHARACTERISTICS
Special Class	<p>This service model serves to provide specialized ELA or math instruction to students who have a significant disability in ELA or math skills</p> <p>The goal of special class instruction is to explicitly teach the key concepts of the grade level curriculum in a high staff to student ratio..</p>	Minimum of 30 mins/day	Special Class services are delivered in the Special Education Classroom.	<p>The student's ELA and/or math skills are significantly below average as demonstrated on standardized assessments</p> <p>The nature or severity of the student's disability is such that even with the use of supplementary aids, the student struggles to meet grade level expectations</p> <p>The student demonstrates lack of progress from classroom instruction and AIS</p> <p>The student requires specialized instruction in key concepts of grade level ELA and/or math curricula</p> <p>Pace of instruction may need to be significantly adjusted for student</p> <p>Student lacks the ability to complete most ELA and/or math grade level tasks independently</p> <p>Student may show regression of skills after breaks</p> <p>Student takes grade level NYS assessments</p>

SERVICE	PURPOSE	DURATION	LOCATION	STUDENT CHARACTERISTICS
<p>K--2 and 3--5 Skills Development Classes</p>	<p>This service model serves to support emerging academic and communication skills in academic, social, communication and functional domains.</p> <ul style="list-style-type: none"> <li>• Students typically receive occupational therapy, physical therapy and speech therapy within their day.</li> <li>• Students in this service model require more intensive collaboration between professionals within the program, with a focus on aspects of the child's development</li> </ul>	<p>Maximum of full day with mainstream opportunities as appropriate</p>	<p>K-2 &amp; 3-5 Skills Development services are delivered in the 12:1:1, self-contained special education classroom with opportunities for integration in accordance with the IEP.</p> <p><b>Classroom Descriptor:</b></p> <ul style="list-style-type: none"> <li>• 6:1:1 ratio</li> <li>• 12 students</li> <li>• 1 teacher</li> <li>• 1 program Teaching Assistant</li> <li>• Additional Teaching Assistant time provided on an individual student basis according to student's IEP</li> <li>• Speech/Language communication focus</li> </ul>	<p><b>Student demonstrates:</b></p> <ul style="list-style-type: none"> <li>• moderate to profound cognitive deficits</li> <li>• significant deficits in academic, language, and/or social domains</li> <li>• significant deficits in verbal and nonverbal processing skills</li> <li>• moderate to severe learning disabilities</li> </ul> <p><b>Student needs:</b></p> <ul style="list-style-type: none"> <li>• alternate curriculum in multiple subject areas</li> <li>• minor behavior management support</li> <li>• support with organization and daily living skills</li> </ul> <p>Student <i>may</i> be eligible for New York State Alternate Assessment</p>



SERVICE	PURPOSE	DURATION	LOCATION	STUDENT CHARACTERISTICS
<p>K--2 and 3--5 Integrated Management Needs (IMN) Program</p>	<p>This service model serves to support students with significant behavioral challenges</p> <ul style="list-style-type: none"> <li>• The service model provides a flexible program that can respond to the social/emotional and behavioral needs of the child, which can interfere with the child's learning in the general education environment</li> <li>• The service model provides access to staff members who are trained in de--escalation techniques</li> <li>• The program provides social work services that are integrated into the classroom</li> </ul>	<p>Maximum of full day with mainstream opportunities as appropriate</p>	<p>K--2 and 3-5 Integrated Management Needs (IMN) services are delivered in the 6:1:1, self-contained, special education classroom with opportunities for integration in accordance with the IEP.</p> <p><b>Classroom Descriptor:</b></p> <ul style="list-style-type: none"> <li>• 6:1:1 ratio</li> <li>• 6 students</li> <li>• 1 teacher</li> <li>• 1 program Teaching Assistant</li> <li>• Additional Teaching Assistant time provided on an individual student basis according to student's IEP</li> <li>• Social work support both in and outside the IMN classroom</li> </ul>	<p>Student demonstrates significant emotional, behavioral and/or management needs that impede the learning of themselves or others</p> <p>Student requires FBA (Functional Behavioral Assessment) and BIP (Behavior Intervention Plan)</p> <p>Student continues to exhibit inappropriate types of behavior over a significant period of time following behavioral interventions of increasing intensity</p> <p>Student requires direct instruction in social skills</p> <p>Student requires a highly structured learning setting</p> <p>Student typically demonstrates significant difficulty with self--regulation, frustration tolerance; may have minimal coping strategies</p> <p>Behavior may cause safety concerns for self or others</p>

## **Indirect Consultant Teacher**

### **Purpose:**

This service model serves to assist the general education teacher in adjusting the learning environment, provide instructional methods/materials and/or behavioral management strategies to meet the individual needs of the student with a disability.

### **Location:**

The student with an IEP receives services in the general education classroom.

### **Duration:**

Minimum of 2 hours/week

### **Student Characteristics:**

A student who receives indirect consultant teacher is able to meet grade level expectations with support. They benefit from instruction that is provided by the general education teacher. Students require testing accommodations and/or classroom modifications. These accommodations are supported through collaboration between the general education teacher and the special education teacher. The special education teacher is not present during instruction in the classroom. A student with indirect consultant teacher may also have behavior management needs that can be addressed within the classroom with support and strategies.

## **Direct Consultant Teacher**

### **Purpose:**

This service model serves to directly support/instruct the student to benefit from the general education class instruction.

### **Location:**

Student receives services in the general education classroom.

### **Duration:**

Minimum of 2 hours/week

### **Student Characteristics:**

Student requires test accommodations and/or modifications, and classroom modifications. Student benefits from instruction provided by the general education and/or the special education teacher. Student may have behavior management needs that can be addressed within the classroom with support/ strategies. Student can meet grade level expectations, with support.

## **Resource Room**

**Purpose:**

This service model serves to provide supplementary small group instruction that supports the instruction the students receive in the classroom.

**Location:**

Student receives support in the resource room location or general education classroom.

**Duration:**

Minimum of 3 hours/week

**Student Characteristics:**

A student who has Resource Room services has a specific measurable skill deficit in ELA, math, organization or study skills as indicated on standardized assessments. These deficits in ELA and math can't be addressed solely through AIS. A student may demonstrate difficulty transferring reading skills to other subject areas (math word problems, spelling, writing) or difficulty retaining new concepts. They may demonstrate a need for pre-teaching and re-teaching of curriculum, and/or organization and study skills. A student may need assistance with planning short and long term assignments and projects. Students may also demonstrate weak social and/or communication skills

## **Consultant Teacher/ Resource Room**

**Purpose:**

This service model serves to directly support/instruct the student in the classroom as well as provide supplementary small group instruction in the resource room.

**Location:**

Student receives support in the General Education classroom and in the Resource Room.

**Duration:**

Minimum of 3 hours/week

**Student Characteristics:**

Student requires direct support in the classroom as well as supplemental instruction in a small group setting. Student has specific measurable skill deficit in ELA, math, organization or study skills as indicated on standardized assessments. Student may need assistance with planning short and long term assignments and projects. Student may demonstrate weak social and/or communication skills.

## **Special Class**

### **Purpose:**

This service model serves to provide specialized ELA or math instruction to students who have a significant disability in ELA or math skills. The goal of special class instruction is to provide access to the key concepts of the grade level curriculum.

### **Location:**

Student receives direct instruction within the Special Education Classroom.

### **Duration:**

Minimum of 30 mins/day

### **Student Characteristics:**

A student who has Special Class services has ELA and/or math skills which are significantly below average as demonstrated on standardized assessments. The nature or severity of the student's disability is such that even with the use of supplementary aids and services, grade level expectations cannot be satisfactorily achieved. The student shows lack of progress from classroom instruction and AIS. The student requires specialized instruction in key concepts of grade level ELA and/or math curricula. The pace of instruction may need to be significantly adjusted for student. The student lacks the ability to complete most ELA and/or math grade level tasks independently. They may show regression of skills after breaks. The student takes grade level NYS assessments.

## **K-2 and 3-5 Skills Development Classes:**

### **Purpose:**

The Skills Development classrooms are self-contained programs with the purpose of developing academic, social, communication and functional skills. Students in this service model require more intensive collaboration between professionals within the program. Students typically receive occupational therapy, physical therapy and speech therapy within their school day.

### **Location:**

Students receive special education services in the K-2 or 3-5 Skills Classroom for a maximum of a full day. Students are mainstreamed with their general education peers as appropriate

### **Duration:**

The skills classes are 12:1:1 special education classrooms. They are made of up 12 students, 1 teacher, and 1 program Teaching Assistant. Additional Teaching Assistant time is provided on an individual student basis according to student's IEP.

### **Student Characteristics:**

A student who receives services in the K-2 or 3-5 Skills Classroom, has significant deficits in academic, language, and/or social skills. They also have moderate to profound cognitive deficits and/or verbal and nonverbal processing deficits. A student may have moderate to severe learning disabilities and may need an alternate curriculum in multiple subject areas. The student may also have minor behavioral needs and need support with organization and other daily living skills. Students in the K-2 and 3-5 skills classes may be eligible for New York State Alternate Assessment.

## **K-2 and 3-5 Integrated Management Needs (IMN) Program**

### **Purpose:**

This service model serves to support students with significant behavioral challenges, providing a flexible program that can respond to the social/emotional and behavioral needs of the child, which can interfere with the child's learning in the general education environment. The program provides access to staff trained in de-escalation techniques and social work services integrated into the classroom.

### **Location:**

Special Education and/ or general education classroom - Classroom Ratio: 6:1:1+ (6 students, 1 teacher, 1+ program Teaching Assistant. Additional Teaching Assistant time provided on an individual student basis according to student's IEP).

### **Duration:**

Maximum of full day with mainstream opportunities as appropriate

### **Student Characteristics:**

Student demonstrates significant emotional, behavioral and/or management needs that impede the learning of themselves or others.

He/she requires FBA (Functional Behavioral Assessment) and BIP (Behavior Intervention Plan). Student continues to exhibit inappropriate types of behavior over a significant period of time following behavioral interventions of increasing intensity. He/she requires direct instruction in social skills, and a highly structured learning setting. Student typically demonstrates significant difficulty with self-regulation, frustration tolerance; may have minimal coping strategies. Behavior may cause safety concerns for self or others. The student takes grade level NYS assessments.