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Continuum of Services for Students with Disabilities

The Fulton City School District has established a continuum of services to support the learning of all students. The continuum include services for students who can learn in a general education class as well as students who require supports and services outside of the general education program. The continuum of the Fulton City School District provides increasing levels of supports and services from services in a least restrictive setting to increasingly restrictive placements which respond to students' specific needs.

Needs of Students:

Students with disabilities requiring special education services are entitled to IEP accommodations, supports, and services in all regular education settings.

A. Related Services And Supports

Whether placed in a general education class or special class, students with disabilities may be provided with the following additional services as long as they are specifically identified on the student's IEP.

1. **Related services** are developmental, corrective and other support services required to help a student with a disability benefit from instruction in the general education curriculum in general education classes.

Related services may include, but are not limited to:

- o Counseling
- o Hearing education services
- o Occupational therapy
- o Orientation and mobility services
- o Physical therapy
- o School health services
- o Speech/language therapy
- o Vision education services, and
- o Other support services, e.g.
 - paraprofessional support services (e.g. a special transportation paraprofessional for a child whose behavior is hazardous on the school bus, or an Orientation and Mobility paraprofessional to guide a student who is visually impaired)
 - sign language and oral interpreters, and
 - Cued Speech Transliterators (which are necessary to transmit the spoken message into Cued Speech—a manual and spatial representation of English sounds and lip movements).

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2. **Other support services which can be provided to children throughout the full range of placements in the Continuum (i.e. from general education classrooms to segregated special classes) include, but are not limited to:**

- Assistive technology devices
- Specific instructional practices
- Behavior intervention plans
- Instructional adaptations
- Curriculum modifications
- Adaptive physical education
- Travel training; and
- Toilet training.

B. Resource Room Services:

Provides specifically designed supplemented instruction by a special education teacher. The teacher may work with the student or indirectly with the regular classroom teacher to adjust the learning environment, adopt instructional techniques or methods to meet the students needs. A minimum of 180 minutes per week/cannot be more than 50% of school day.

C. Resource Room with Consultant Teacher Services

Student receives resource room service for not less than three hours per week, as per student's IEP. These services may be direct or indirect services, which may occur within the general education classroom as consultant services or as supplemental resource room services.

D. Collaborative Consultant Teacher

In Collaborative Consultant Teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a special education teacher. The consultant teacher collaborates with the general education teacher and provides instruction support up to 2 hours per day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum.

E. Integrated Co-Teaching

In co-teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education

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curriculum. The special education teacher works with the students and the general education teacher as per IEP.

F. Special Class Services

Special Class Services serve students with disabilities whose needs cannot be met within the general education class, even with the supports described above. They are services provided in a self-contained classroom without non-disabled students. They may be provided part-time or full-time, and in Fulton City School District or specialized settings such as BOCES classes or other service providers.

The Following Environments Deliver Special Class Services:

- General Education Part-Time and Special Class Support Part-Time – district or BOCES.
- Special Class Full-Time In Fulton City School District.
- Special Class Full-Time In Specialized setting (BOCES)
- General Education Half-Time and Half-Time Special class setting (BOCES)
- State Supported/Operated Schools and SED-Approved Non-Public Schools.

Description Of Special Class Service Delivery

Some children will continue to require more individualized and structured, self-contained settings. Students must be grouped for these self-contained special class services by similarity of educational needs. Students in restrictive settings all or part of the day **MUST** have access to the general education curriculum and will be required to take state assessments (some with accommodations). Special classes may contain students with the same disability or with different disabilities as long as they have similar education needs. Generally, the greater a student's academic and/or management needs, the more adult supervision he/she will need, so staffing intensity varies by student needs.

Below are descriptions of the Special Class by maximum sizes and staffing ratios, stated as number of students to number of teacher(s) to number of paraprofessionals. These descriptions are very general and broad; it is important to visit the class your child is offered to make sure it is appropriate for your child (see Implementation section below).

1. Special Class Ratio 12:1:1 - 12 students : 1 special education teacher and 1 paraprofessional; 15 students : 1 special education teacher (High School)

This is a placement for students whose academic and/or behavior management needs require specialized/specially designed instruction that can best be accomplished in a self-contained setting.

2. Special Class Ratio 12 students : 1 special education teacher : 1 paraprofessional

A placement for students requiring specialized instruction that can best be accomplished in a self-contained setting and who require additional adult support due to academic and/or behavioral management needs that interfere with the instructional process.

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3. Special Class Ratio 8 students :1 special education teacher :1 paraprofessional

A placement for students whose management needs are severe and chronic, requiring highly individualized instruction and intervention, intensive behavior management, and adult supervision.

4. Special Class Ratio 6 students :1 special education teacher : 1 paraprofessional

A placement for students with very high needs in most or all areas – academic, social, physical development and management -- who require intense individual programming, continual adult supervision and specific behavior management plans for aggressive, self-abusive behaviors.

5. Special Class Ratio 12 students : 1 special education teacher : 4 paraprofessionals (one paraprofessional for every three students)

A placement for students with severe and multiple disabilities, needing a program primarily of training and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

New regulation

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