

# Rochdale Early Advantage Charter School (REACS)

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Rochdale Early Advantage Charter School



"Yes, We Can"

**Ms. Sylvia Fairclough-Leslie, School Leader**  
**Dr. Al K. Knight, Administrator**      **Vacancy, Assistant Principal**  
**Ms. T. Muniz, Business/Ops. Manager**  
**Purpose ~ Passion ~ Proficiency**

## Special Education: Mandatory Requirements



Provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services

Meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child

Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of students

Documentation of programs and services and communications with parents

## Special Education: Recommended Elements



Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible; and



Consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended school closures.



## **Special Education**

REACS will educate students with disabilities who require special education services with Individualized Education Programs (IEPs). The IEP contains information about your child's interests, strengths, needs, goals, and educational program.

NYC Committee on Special Education (CSE) provides testing and oversight to REACS.

A Free and Appropriate Public Education (FAPE)

In the Least Restrictive Environment (LRE)

REACS utilizes Integrated Co-Teaching Services (full or part-time). Classrooms with Integrated Co-Teaching (ICT) services include students with IEPs and students without IEPs. No more than 12 (or 40 percent) of the students in the class can have IEPs. There are two teachers—a general education teacher and a special education teacher. The teachers work together to adapt materials and modify instruction to make sure the entire class can participate.

Regardless of model, including in person, hybrid or fully remote, the following structures will continue to support collaboration, IEP implementation and progress monitoring:

- Directors of Student Support will continue on-going communication with the local CSE to support IEP implementation, evaluations, IEP meetings and family communication.
- On-going communication is expected among teachers, learning specialists and related service providers. Elementary and Middle School grades will attend Grade Team/Department meetings and hold regular check-ins with teaching teams to discuss curriculum, IEP goals, student progress and plan appropriate specially designed instruction and accommodations.
- Learning Specialists participate in weekly team meetings & bi-weekly 1:1 check ins with Director of Student Supports.
- Student Support Team a multi-disciplinary team of learning specialists, related service providers and special education administrators meets monthly to discuss IEP implementation and share best practices.
- Multi-disciplinary teams will hold Pre- IEP meetings in order to collaboratively discuss present level of performance and recommendations prior to formal IEP meetings.

- Paraprofessionals regularly meet with the Director of Students Support Services in order to review implementation of Behavior Intervention Plans and receive monthly professional development.
- IEP progress reports will continue to be shared with families at the same time as General Reports.
- Accommodations will be implemented as per students' IEPs in both remote and in-person settings.
- In collaboration with families, the school will document plans to implement programs and services for students with IEPs in a hybrid and/or remote models. The school will be in communication with families about implementation of programs and services to ensure educational benefit.

The school will continue to work collaboratively with the local Committee on Special Education (CSE) to implement IDEA including but not limited to Least Restrictive Environment (LRE), IEP implementation, progress monitoring, Child Find, Special Education Referrals (initial/re-evaluation), Compensatory Services, Eligibility Determination/Annual Review Meetings, Procedural Safeguards and Prior Written Notice Requirements.