

Rochdale Early Advantage Charter School (REACS)

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Vacancy, Assistant Principal

Rochdale Early Advantage Charter School



"Yes, We Can"

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.