Special Education is a Service Not a Place

Presented by Ray Locke
Director of Special Education
Ferndale Public Schools
Monday, February 25, 2013 to the Board of Education
Overview

Special Education offers a Range of Services:
- Teacher Consultant
- Ancillary Services
- Resource Rooms
- Self-Contained Rooms
- Center Based Programs
- Oakland School’s Consultants

The type, amount of time, and frequency of services are determined by the needs of the student not the disability.
3.6 Elementary Level Resource Rooms (Cross Categorical).

Caseload Maximum 23 students, not more than 13 students in the room at one time.

Students served: Other Health Impaired (OHI), Physically Impaired (PI), Cognitive Impaired (CI), Learning Disabled (LD), Emotional Impaired (EI), Speech and Language Impaired (SLI), and Autism Spectrum Disorder (ASD).

Locations: Kennedy, Coolidge, and Roosevelt.
5 Secondary Level Resource Rooms (Cross Categorical).

Caseload Maximum 23 students, not more than 13 students in the room at one time.

Students served: Other Health Impaired (OHI), Physically Impaired (PI), Cognitive Impaired (CI), Learning Disabled (LD), Emotional Impaired (EI), Speech and Language Impaired (SLI), and Autism Spectrum Disorder (ASD).

Locations: 2@ FMS and 3@ FHS.
Early Childhood Special Education (ECSE):
Location: Grant Early Childhood Center.
Program Hours: 72 hours within 180 days.
Staff: 1 teacher, 2 paraprofessionals.
Autism Spectrum Disorder Classroom (ASD):
- Location: John F. Kennedy School.
- Caseload Maximum 6 students.
- Staff: 1 Teacher and 3 Paraprofessionals.
Mild Cognitive Impaired Classroom (MICI):

- Location: John F. Kennedy School.
- Caseload Maximum 18 students, not more than 15 students in the room at one time.
- Staff: 1 Teacher and 3 Paraprofessionals.
Elementary Resource Room (Behavior):

- Location: John F. Kennedy School.
- Caseload Maximum 23 students, not more than 13 students in the room at one time. Students served: Other Health Impaired (OHI), Physically Impaired (PI), Cognitive Impaired (CI), Learning Disabled (LD), Emotional Impaired (EI), Speech and Language Impaired (SLI), and Autism Spectrum Disorder (ASD).
- Staff: 1 Teacher and 2 Paraprofessionals.
Early On:
This program is for special education children from birth to age three. Students are serviced individually by a highly qualified teacher. The students are serviced in their home or at Grant Early Childhood Center.
Mild Cognitive Impaired Classroom (MICI):
- Location: Ferndale Middle School.
- Caseload Maximum 18 students, not more than 15 students in the room at one time.
- Staff: 1 Teacher and 1 Paraprofessional.
**District Program**

*Mild Cognitive Impaired Classroom (MICI):*

- Location: Ferndale High School.
- Caseload Maximum 18 students, not more than 15 students in the room at one time.
- Staff: 1.5 Teachers and 1 Paraprofessional.
District Program

Post High School Program:
- Location: Ferndale High School.
- Caseload Maximum 10 to 15 students.
- Staff: 1 Teacher and 3 Paraprofessionals.
Speech and Language Teacher:

- Roosevelt, Grant and J.F. Kennedy have full-time speech and language teachers who work with students who have Speech and Language Impairments (SLI). Younger students who have delays in their speech development receive services to improve articulation. Other students receive services to develop expressive or receptive language.

- Coolidge, Ferndale Middle School, and the High Schools all have part-time Speech and Language Teachers. The need is less at the older grades as most students are able to correct, or manage, articulation concerns by the time they reach the upper grades.
Social Workers:

- The elementary schools each have a social worker. They are funded through both special education and 31A funds. 31A grant funds allow us to provide services to at-risk students who may not have an IEP. Ferndale Middle and Ferndale High School share a social worker, and University High and Digital Learning Center receive support as needed.
Teacher Consultant:

- The district has one half-time teacher consultant who services Ferndale High School, University High School and DLC. The students who receive teacher consultant support are independent and only need a small amount of support.
Transition Coordinator:

- The district has a half-time transition coordinator who services the special education students enrolled in Ferndale Middle and High School. The transition coordinator supports students’ transition from middle to high school, and from high school to graduation or post-secondary education.
Staff Professional Development

- IEP, REED (Referral/Review of Existing Evaluation Data), and Amendment Training
- MEAP-ACCESS and MI-ACCESS Determination Training.
- Student Achievement Team (SAT) Training
- MDR (Manifestation Determination Review), FUBA (Functional Behavior Assessment), BIP (Behavior Intervention Plan) and Student Discipline Documentation Training.
- Extended School Year (ESY) Training.
- PLAAFP (Present Level of Academic Achievement and Functional Performance), Goals & Objectives, Accommodations & Modifications and Support & Services Training.
Staff Professional Development

- Crisis Prevention Intervention (CPI) Training.
- Role of the Teacher in Conjunction With Paraprofessionals.
- Ongoing paraprofessional training to meet the Individual needs of the students being serviced.
How to maneuver the IEP process.

Transition - in conjunction with Michigan Alliance for Families organization.

Student Discipline in conjunction with Michigan Alliance for Families organization.

Board of Education presentation

Current or timely topics as provided by our Parent Advisory Committee (PAC) members.
For more information, please contact the Special Education Department at

248/586-8693