



**Office of Special Education, Central Registration &
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BEST PRACTICES FOR INTEGRATED CO-TEACHING

What is the definition of integrated co-teaching services?

According to The Regulations of the Commissioner of Education - Part 200- Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.

What is the maximum number of students with disabilities that can be included in a class where integrated co-teaching services are provided?

Effective July 1, 2008, the maximum number of students with disabilities that can be on the class roster of a class where integrated co-teaching services are provided is 12. The total of 12 students includes any student with a disability in that class, regardless of whether all of the students are recommended for integrated co-teaching services. For example, if two students with disabilities in a class are recommended for resource room and related services, and ten are recommended for integrated co-teaching services, there are 12 students with disabilities in that classroom. Students with a Section 504 Plan and students who are receiving Declassified with Support Services should count towards the Special Education total of students.

What is the maximum number of non-disabled students that can be included in a class where integrated co-teaching services are provided?

There is no regulatory maximum number of non-disabled students in an integrated co-teaching class. However, the number of non-disabled students should be more than or equal to the number of students with disabilities in the class in order to ensure the level of integration intended by this program option. A CSE's recommendation for integrated co-teaching services should consider the overall size of the class enrollment (which includes students with disabilities and non-disabled students) and the ratio of students with disabilities to non-disabled students in relation to the individual student's learning needs. An important consideration in determining the number of students with disabilities and non-disabled students on an integrated class roster is that the ratio must not result in a de facto segregated class which would undermine the philosophy of inclusive practices.

What factors should be considered when determining whether to recommend an integrated co-teaching placement for general education students?

The determination of whether an integrated co-teaching classroom is an appropriate recommendation for an individual student without a disability must be made on an individual basis. For each student, whether the integrated co-teaching classroom is an appropriate environment for the student to be placed should be made in consideration of, but not limited to the following factors:

- Students with average to above average academic skills
- Students with leadership qualities
- Students who work cooperatively with others
- Students who could and would show empathy for others
- Students who demonstrate appropriate behavior and social skills
- Students who are peer models
- Students who are not receiving TIER II or TIER III Response to Intervention Services

Please note that general education students placed in an integrated co-teaching classroom shouldn't be placed in integrated co-teaching classroom for consecutive years.