



Special Education Program Descriptions 2011-2012

Introduction

This document provides descriptions of the special education programs and services in the Bethlehem Central School District. These descriptions were developed based on the learner characteristics of the students. This allows the district to integrate appropriate supports, professional development, assistive technology and parent supports with each program or type of service. These program descriptions are consistent with the Special Education Principles that were developed in 2004 and form the basis of all of our program planning and services.

Bethlehem Central School District Special Education Program Principles

- We provide special education services that meet the individual needs of the child, are developmentally appropriate and strength-based. These services are planned in collaboration with all the child-serving systems involved in the child's life and are provided in a supportive learning environment.
- We recognize that the child's family is the primary support system for the child and participates in all stages of the decision-making and planning process.
- We recognize and respect the behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies and practices characteristic of the child's and family's ethnic group.
- We will bring special education expertise to the student in the general education learning environment to the greatest extent possible.
- All instructional staff (administrators, general education teachers, special education teachers, and paraprofessional staff) is supported in developing the knowledge, skills, and attitudes to design learning environments and instruction to meet the needs of diverse learners, including those with significant disabilities.
- All special education instruction will be based on the New York State learning standards.
- Student data will be used to inform and improve instruction.
- Related services provided to special education students will be educationally relevant, evidence-based and will support the student's learning. These services will be provided to the student in a manner that is least disruptive to the child's learning.
- Special education services and supports will be based on peer-reviewed research and will be evaluated regularly to ensure that they continuously improve.
- Learning is continuous in the life span of a child and all children can learn.
- Self advocacy and self determination are foundation skills needed by all children.

In the program description for 2011-12 there are several services and supports included that need more explanation.

Behavior Specialists evaluate students in both general and special education classes who have behaviors that interfere with their ability to participate successfully in learning. They collaborate on the development and implementation of classroom management and individual behavior plans with the school staff, families, and students. They also consult with families on how they can support the behavior plan of their child at home. They are also important members of our professional development team in that they provide training to staff and to families on positive behavior management

Consulting Psychiatrists work as consultants to the district for students in both general and special education programs. They evaluate students who may have significant mental health needs and consult with the school staff, families and family health providers on the results of their assessments and recommendations.

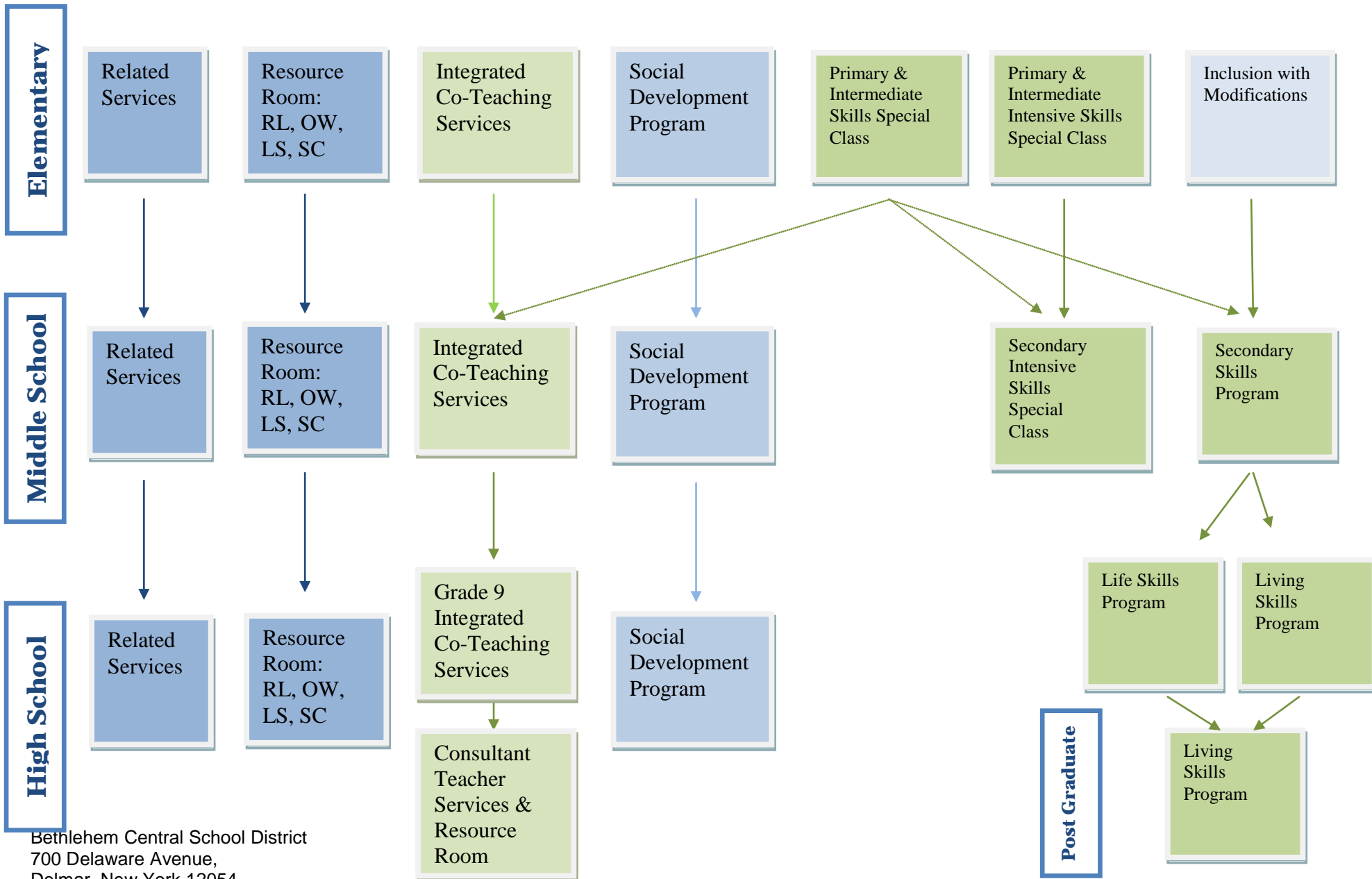
Assistive Technology consists of devices and/or services that help students to achieve greater independence and enhance their ability to participate successfully in instruction. Examples of devices that allow special needs students to perform school related activities include: communication devices, modified or alternate keyboards and specialized software that allow people with disabilities to use a computer. The Assistive Technology Specialist provides consultation with staff and families on the technology needs of their students. They also provide training and support to the students and their teachers. They are an important part of helping students acquire the 21st Century skills.

While each student's IEP is individualized, these program descriptions provide a guide for parents and staff as the individual needs of their students are discussed and planned for during the school year. The learner characteristics of students are considered when recommending supports and services, but are not the sole determinant for recommendation by the CSE.

The majority of students with disabilities in the district achieve a Regents or local diploma. To obtain a Regents diploma, a student must pass five required Regents examinations. To earn a local diploma, the student must successfully pass the Regents Competency Tests or a combination of Regents examinations and Regents Competency Tests. The determination of the type of diploma (Regents, local, IEP) is a decision of the Committee on Special Education. For students who do not achieve a Regents or local diploma, graduation is based on meeting their IEP goals.

If you have any questions regarding the Bethlehem Central Program Descriptions for 2011-12, please contact your Committee on Special Education Chairperson. They can be reached by calling (518) 439-8886 and by email through the Bethlehem Central School District website by going to Special Education and clicking on their email address.

Continuum of Special Education 2011/12



Bethlehem Central School District
 700 Delaware Avenue,
 Delmar, New York 12054

Program: Related Services

Level: K-12

Program Description: This program is designed for students who need educationally related therapies (speech, occupational, physical therapies, adapted physical education, or counseling). These may occur alone or with specialized instruction. There is frequent ongoing assessment of progress.

Supports for Students: Students may receive related services (speech therapy, occupational therapy, physical therapy, and/or counseling).

Supports for Staff:

- The service provider communicates with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability and therapy goals and progress and seeks information regarding the student's performance in the general education class.
- The related service provider also provides the general education teacher(s) with information on the student's disability and its impact on learning and the learning of other students in the classroom.

Supports for Parents/Families:

- The service provider informs parents of the structure, routine and schedule of the therapeutic program at the start of the year.
- The therapist also provides the parent with suggestions of home activities for supporting attainment of Individualized Education Program (IEP) goals and objectives.
- The therapist provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.

Program: Skills Special Class (12:1:1) (Primary and Intermediate)

Level: Elementary

Program Description: This program is designed for students who may have below average to above average cognitive abilities with significant developmental delays, management needs and below average social skills. Students have significant difficulties with language skills, motor skills, self-regulation, transitions, and may need a behavior plan. Students benefit from frequent pre-sets and changes in activities. They require constant and consistent adult direction and support in a structured classroom environment. The students need intensive speech therapy, OT, and counseling services that are integrated for a period of time each day into the classroom. These students may struggle with reading and/or writing and require research-based language, reading, and writing instruction. Ongoing assessment is done to determine readiness for mainstreaming in general education.

Supports for Students:

- Special class 5x370
- Counseling (Group) 2x30 in the special class
- Speech therapy (Group) 3x30 in the special class
- OT (Group) 2x30 in the special class

Supports for Staff:

- The behavioral specialist will support the special education teacher and team in the development of the classroom management plan, develop behavior plans to assist teachers in improving these students' abilities to benefit from instruction and in navigating the school environment. These plans will be based on a positive behavioral approach.
- Voluntary summer planning time for team
- All staff (teachers, paraprofessionals, providers) will be trained on behavior management.
- Speech therapy, OT and counseling that are integrated for a period of time as components of this program.
- For students who are receiving reading instruction a reading specialist will provide monthly consultation to staff on the development, implementation and assessment of research-based reading instruction, including model lessons and specific strategies for students.
- The social worker assists the teacher in implementing social skills training daily.
- Assistive Technology Consultation is available, as needed.
- Counseling Consultation weekly
- Speech therapy consultation
- OT consultation

Supports for Parents/Families:

- The teacher and providers will inform parents of the structure and routine of the program at the start of the year. The teacher also provides the parents with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The teachers and related services staff provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The teacher is available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.

Program: Inclusion with Modifications

Level: Elementary

Program Description: This program is designed for students with intellectual disabilities or multiple disabilities who are eligible for the New York State Alternate Assessment and are pursuing an IEP diploma. Students in this program have intellectual disabilities and require a significantly modified curriculum with focus on practical application of skills. Most students have delayed social skills and delayed adaptive behavior. Students may also have communication and motor delays.

Supports for Students:

- Consultant Teacher services daily in the general education class to support differentiation of curriculum and instruction
- Special Class daily with a special education teacher for reading, writing, math, and daily living skills
- Speech language therapy
- Assistive technology services

Supports for Staff:

- The special education teacher works with the general education teacher(s) to determine instructional plans based on the NYS alternate performance standards for the general education class.
- The special education teacher also provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The speech therapist provides consultation and support to the special education and general education team on the student's language needs and strengths and carryover of speech and language goals in other settings.
- The Assistive Technology Specialist provides consultation and training to staff on hardware and software, as needed.
- Training on person-centered planning
- Counseling consult

Supports for Parents/Families:

- The teacher and providers will inform parents of the structure and routine of the program at the start of the year. The teacher also provides the parents with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The teachers and related services staff provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The teacher is available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.
- Counseling consult is available to families.
- Training for parents on the needs of students (for example: modified curriculum, homework, social integration in the community) is provided 4 times per year.

Program: Secondary Skills Class

Level: Middle School

Program Description: This program is designed for students with significant developmental delays who are pursuing an IEP diploma. Students in this program have intellectual disabilities. Students have delayed social skills and delayed adaptive behavior. Students may also have communication and motor delays.

Supports for Students:

- Special class that provides a grade level parallel curriculum with emphasis on key concepts and life skills
- Specialized reading instruction
- Participation in general education classes for part of the day.
- Paraprofessional support is available to students, especially in the general education settings
- Speech and language therapy is integrated in the Skills class.
- Counseling is integrated within the Skills class
- Students have access to a wide variety of assistive technology
- Additional related services of OT, PT are provided as needed

Supports for Staff:

- For students' participation in general education classes, the special education teacher works with the general education teacher(s) to identify the modified curriculum and strategies for differentiating instruction
- The special education teacher also provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The speech therapist provides consultation and support to the special education and general education team on the student's language needs and strengths and carryover of speech and language goals in other settings.
- Assistive Technology Consultation is available, as needed.
- Training on person-centered planning

Supports for Parents/Families:

- The special education teacher and speech pathologist provide information to parents on the purpose and structure of the Skills program at the start of the school year.
- The special education teacher is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.
- The Skills class team offer the families an opportunity to participate in a person-centered planning process.
- The special education teacher and other service providers provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary options and supports, such as SSI, Medicaid) is provided 4 times per year.

Program: Living Skills Program

Level: High School

Program Description: This program is designed for students with significant developmental delays who are eligible for the New York State Alternate Assessment and are pursuing an IEP diploma. Students in this class have severe to profound cognitive abilities. Most students have appropriate social skills that are delayed and delayed adaptive behavior. Students may also have communication and motor delays.

Supports for Students:

- Special Class with a special education teacher and two special education paraprofessionals that focuses on functional skills instruction and community-based skill development
- Specialized reading is integrated into the class 3 times per week.
- Speech Language Therapy: is integrated into the Living Skills class.
- Counseling: is integrated into the Living Skills class, with individual sessions as needed
- Occupational Therapy: is integrated into the Living Skills class to evaluate and design instruction or modifications regarding students' ability to functionally perform tasks of school, daily living, and vocational skills.
- In early High School years, in-school jobs develop foundation work and life skills.
- In junior year and beyond:
 - Job coaching for community based work experiences in junior year and later
- Transition Support Services: A Transition Support Specialist works with the students and/or classroom team throughout the year to evaluate and support the student's needs for post high school transition
- Paraprofessional support in general education classes
- Students participate in limited general education classes that offer participation opportunities for active engagement in learning with skill development in communication, socialization, self-management, independence and self-determination.

Supports for Staff:

- The speech therapist provides consultation and support to the special education and general education team on the student's language needs and strengths and carryover of speech and language goals in other settings.
- The occupational therapist provides consultation to the special education team in the community based settings on modifications needed for community and vocational instruction.
- The Assistive Technology Specialist provides consultation and training to staff on hardware and software, as needed.
- For participation in general education classes, the special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom and helps the teacher identify the simplified curriculum.
- The Transition Support Specialist works with the classroom team throughout the year to evaluate and support the student's needs for post high school transition.
- Training on person-centered planning

Supports for Parents/Families:

- The special education teacher provides information to parents on the purpose and structure of the Living Skills program at the start of the school year

- The special education teacher is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.
- The Living Skills team offer the parents an opportunity to participate in a person-centered planning process.
- The special education teacher and other service providers provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The Transition Specialist supports the family in making decisions and accessing supports and services for post high school transition.
- Training for parents on the needs of students (for example: homework, social integration in the community, college application process) is provided 4 times per year.

Program Description: Life Skills Program

Level: High School

Program Description: This program is designed for students with below average to low average cognitive abilities. Students have below average academic skills and require a curriculum that focuses on life skill development for post high school transition. Students may have broad language deficits, difficulty with organization and study skills, and difficulty with self-determination and self-advocacy. Students are working toward an IEP diploma.

Student Supports:

- HS courses:
 - Grades 9&10:
 - Life Skills special classes (12:1:1) in Math, English, Science and Social Studies
 - Resource Room
 - PE
 - one elective course with modified grading.
 - Grades 11 & 12
 - Life Skills special classes (12:1:1) in Math, English, Science/ Social Studies
 - Career & Technical Education course through CR BOCES or BCHS
 - PE
- Speech Language therapy co-taught in English class 2x/week
- Job coach available as needed for work experiences in junior and senior year.
- Transition Support Services: A Transition Support Specialist works with the students and/or classroom team throughout the year to evaluate and support the student's needs for post high school transition
- Assistive Technology Consultation is available, as needed.

Supports for Parents/Families:

- The IEP case manager provides information to parents on the purpose and structure of the Life Skills program at the start of the school year
- The IEP case manager is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis
- The Life Skills teachers provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The Transition Specialist supports the family in making decisions and accessing supports and services for post high school transition.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary options) is provided 4 times per year.

Program: Primary Intensive Skills Special Class (6:1:3.5)

Level: Elementary

Program Description: This program is designed for students with below to average cognitive abilities. The students have varying learning abilities, adaptive behaviors and limited processing ability. They demonstrate behaviors that interfere with learning, significant sensory needs that may require environmental adaptations, difficulty in executive functioning and organization. They need direct instruction in social skills and friendship development. They require a supportive learning environment that has constant and consistent adult direction and support. They require enhanced supports in accessing general education, peer networking and opportunities for peer interaction to practice pro-social skills.

Supports for Students:

- Paraprofessionals and 1:1 paraprofessionals, if appropriate
- Related services integrated into the classroom
- Behavior plans, if appropriate
- Social skills training
- Speech therapy, OT and counseling are integrated for a period of time as components of this program.

Supports for Staff:

- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.
- All staff (teachers, paraprofessionals, providers) will be trained on discrete trial, data collection, program design, social skills training and positive behavior management
- Additional training and planning time for staff will be provided.
- The social worker assists the teacher in implementing social skills training daily.
- Assistive Technology Consultation is available, as needed.
- Consulting psychiatrist, as needed
- Behavior specialist consult
- OT consult
- Psychiatric consult

Supports for Parents/Families:

- The team (special education and general education teachers, behavior specialist, providers and the CSE Chairperson) will provide information to parents on the structure and design of the student's program at the start of the year.
- The team will develop a plan on family coaching that is student and family specific.
- Behavior specialist is available to help parents support educational and behavioral plans at home.
- Training is available throughout the year to parents on the needs of students (minimum of four times a year).
- The team will develop and implement a communication plan for each family.

Program: Intermediate Intensive Skills Special Class (9:1:4)

Level: Intermediate

Program Description: This program is designed for students with below to average cognitive abilities. These students have varying learning abilities, adaptive behaviors and limited processing ability. They demonstrate behaviors that interfere with learning, significant sensory needs that may require environmental adaptations, difficulty in executive functioning and organization. They need direct instruction in social skills and friendship development. They require a supportive learning environment that has constant and consistent adult direction and support. They require enhanced supports in accessing general education, peer networking and opportunities for peer interaction to practice pro-social skills.

Supports for Students:

- Paraprofessionals and 1:1 paraprofessionals if appropriate
- Related services integrated into the classroom
- Behavior plans, if appropriate
- Social skills training

Supports for Staff:

- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.
- All staff (teachers, paraprofessionals, providers) will be trained on discrete trial, data collection, program design, social skills training and positive behavior management.
- The CSE Chairperson will provide coaching to staff on program implementation.
- Psychiatric consultation for students, as needed
- Assistive Technology Consultation is available, as needed.
- OT consult
- Speech consult
- Counseling consult

Supports for Parents/Families:

- The team (special education and general education teachers, behavior specialist, providers and the CSE Chairperson will provide information to parents on the structure and design of the student's program at the start of the year.
- The team will develop a plan on family coaching that is student and family specific.
- Training is available throughout the year to parents on the needs of students (minimum of four times a year).
- The team will develop and implement a communication plan for each family.

Program: Secondary Intensive Skills Special Class (9:1:4)

Level: Middle School

Program Description: This program is designed for students with below to above average cognitive abilities. Many of the students have social communication disorders. These students have varying learning abilities, adaptive behaviors and limited processing ability. They demonstrate behaviors that interfere with learning, significant sensory needs that may require environmental adaptations, difficulty in executive functioning and organization. They need direct instruction in social skills and friendship development. They require a supportive learning environment that has constant and consistent adult direction and support. They require enhanced supports in accessing general education, peer networking and opportunities for peer interaction to practice pro-social skills. They require significant differentiation of instruction.

Supports for Students:

- Paraprofessionals and 1:1 paraprofessionals if appropriate
- Speech Language therapy and counseling are integrated into the classroom
- Behavior plans, if appropriate
- Social skills training
- Specialized reading instruction

Supports for Staff:

- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.
- All staff (teachers, paraprofessionals, providers) will be trained on discrete trial, data collection, program design, social skills training and positive behavior management.
- The CSE Chairperson will provide coaching to staff on program implementation.
- OT consult to classroom
- Counseling consult to classroom.
- Assistive Technology Consultation is available, as needed.
- Psychiatric consult is available

Supports for Parents/Families:

- The team (special education and general education teachers, behavior specialist, providers and the CSE Chairperson will provide information to parents on the structure and design of the student's program at the start of the year.
- The team will develop a plan on family coaching that is student and family specific.
- Training is available throughout the year to parents on the needs of students (minimum of four times a year).
- The team will develop and implement a communication plan for each family.

Program: Integrated Co-Teaching Services

Level: Elementary

Program Description: This program is designed for students who may have below average to above average cognitive abilities and are significantly below grade level in reading and math (at or below the 25thile). These students require significant differentiation of curriculum and instruction in all academic areas. They may have difficulties with language skills, motor skills, self-regulation, transitions, and may need a behavior plan. They may need redirection and support from a classroom paraprofessional, presets and supports with classroom transitions. The program is designed to prepare students to benefit from instruction and assisting them in achieving the district's grade level expectations in core academics and State learning standards. They demonstrate basic school readiness as a pre-requisite to instruction. Students do not require intensive related services can meet minimum grade level expectations.

Supports for Students:

- Integrated co-teaching services 5x150 in general education

Supports for Staff:

- A district website designed specifically for supporting integrated co-teaching is available to all staff
- The special education teacher co-plans instruction with the general education teacher(s) and supports differentiation of instruction and curricular accommodations.
- The special education teacher also communicates with the student's general education teacher(s) regarding testing accommodations relating to the student's disability and the IEP goals and progress.
- The special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.

Supports for Parents/Families:

- The teachers and providers inform parents of the structure and routine of the Integrated Co-Taught Program at the start of the year. The teacher also provides the parents with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The teachers are available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.

Program: Integrated Co-Teaching Services

Level: Middle School

Program Description: This program is designed for students who have below average to above average cognitive abilities and significant deficits in core academics. Students have below average ELA (reading) and math skills (at or below 25%ile). Students may also have language deficits, difficulty with organization and study skills, and difficulty with self-determination and self-advocacy. These students require significant differentiation of curriculum and instruction in all academic areas to support them in achieving the grade level curriculum content and State learning standards.

Services and Supports: Students in this program need

- Integrated co-teaching services in the ELA, math, science, and social studies general education classes from the special education teacher.
- Students may require modified grading.
- Daily special education class for supplemental drill and practice in math and reading fluency work; supplemental curriculum instruction in self determination, organization and study skills; and pre-teaching and re-teaching of general education curricula.
- Specialized reading instruction is available
- Specialized math instruction is available

Supports for School Personnel:

- A district website designed specifically for supporting integrated co-teaching is available to all staff
- The special education teacher co-plans instruction with the general education teacher(s) and supports differentiation of instruction and curricular accommodations.
- The special education teacher communicates with the student's general education teacher(s) regarding testing accommodations relating to the student's disability and the IEP goals and progress.
- The special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans are based on a positive behavioral approach.
- Assistive Technology Consultation is available, as needed.
- Training to special education teacher on structuring the special class to meet the supplemental instruction needs of all students, including: allocation of instructional time; differentiation of the environment with routines and space allocation; instructional approaches to make efficient use of time and differentiation; assessment strategies for efficient recording, informing instruction, and monitoring IEP goal progress.

Supports for Parents/Families:

- The special education teacher provides information to parents on the purpose and structure of the co-teaching services program at the start of the school year
- The special education teacher is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis
- The special education teacher provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.

Program: Integrated Co-Teaching Services

Level: Grade 9 - High School

Program Description: This program is designed for students who have below average to average cognitive abilities and significant deficits in core academics. Students have below average English Language Arts (reading) and math skills (at or below 25%ile). Students may also have broad language deficits, difficulty with organization and study skills, and difficulty with self-determination and self-advocacy. These students require significant differentiation of curriculum and instruction in all academic areas to support them in achieving the basic curriculum content and State learning standards in core academics.

Service and Supports: Students in this program need

- Special education teacher co-teaches in the English, Math, Science, and Social Studies courses required for graduation.
- Daily special education class for supplemental curricular instruction and pre-teaching and re-teaching of general education curricula.
- Speech Language Therapy is integrated into the Special Class Tutorial 2 days per week due to the language needs of all students in the program.

Supports for School Personnel:

- A district website designed specifically for supporting integrated co-teaching is available to all staff
- The special education teacher co-plans instruction with the general education teacher(s) and supports differentiation of instruction and curricular accommodations.
- The special education teacher also communicates with the student's general education teacher(s) regarding testing accommodations relating to the student's disability and the IEP goals and progress.
- The special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist student's abilities to transition and to navigate the school environment. These plans are based on a positive behavioral approach.
- Assistive Technology Consultation is available as needed.

Supports for Parents/Families:

- The special education teacher provides information to parents on the purpose and structure of the co-teaching program at the start of the school year
- The special education teacher is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis
- The special education teacher provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.

Program: Academic Consultant Teacher Services

Level: Grades 10-12 - High School

Program Description: This program is designed for students who have below average to average cognitive abilities and significant deficits in core academics. Students have below average English Language Arts (reading) and math skills (at or below the 25thile). Students may also have broad language deficits, difficulty with organization and study skills, and difficulty with self-determination and self-advocacy. Students require a simplified curriculum, differentiated instruction, and may require modified grading.

Service and Supports: Students in this program need

- Direct and indirect Consultant teacher services in the English, Math, Science, and Social Studies courses required for graduation.
- Daily special education resource room for supplemental curricular instruction and pre-teaching and re-teaching of general education curricula.

Supports for School Personnel:

- A wiki designed specifically for supporting integrated consultant teaching and differentiating instruction is available to all staff
- The special education teacher consults with the general education teacher(s) to support the general education teacher's identification of the simplified curriculum and use of differentiated instruction and curricular accommodations.
- The special education teacher communicates with the student's general education teacher(s) regarding testing accommodations relating to the student's disability.
- The special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The special education teacher provides the general education teacher with recommendations for differentiating the environment and classroom management plan to meet the needs of the students.
- Assistive Technology Consultation is available as needed.

Supports for Parents/Families:

- The special education teacher provides information to parents on the purpose and structure of the consultant teacher program at the start of the school year
- The special education teacher is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis
- The special education teacher provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.

Program: Reading/Language Resource Room

Level: Elementary, Middle, High School

Program Description: This program is designed for students performing well below grade level in reading and writing, who may also have a significant language deficit. Direct reading instruction is provided based on evidence based research.

Supports for Students:

- Resource Room
 - Elementary: 5/45 minute sessions per week
 - Middle School: 5/43 minute sessions per week
 - High School: 5/43 minute sessions per week
- Speech Language Therapy, as determined by the CSE
- Texts available in alternate formats

Supports for Staff:

- The resource room teacher and speech pathologist communicate with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability and resource room goals and progress; and seek information regarding the student's performance in the general education class.
- The resource room teacher and speech pathologist provide the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- Staff development on evidence-based reading interventions
- Frequent ongoing assessment of progress

Supports for Families

- Home program to reinforce reading skills, level text, literature and materials appropriate to the student's abilities.

Program: Social Communication Resource Room

Level: Elementary, Middle

Program Description: This resource room program is designed for students who may have average to above average cognitive abilities and significant deficits in social skills and pragmatic language skills. Students have an Autism Spectrum Diagnosis and have difficulty navigating social situations and the school environment. Students are in general education classes throughout the day but may need to access the resource room as a “safe place” during the day. Sometimes the student exhibits off-task **or** socially inappropriate behavior in the general education classroom and may need a positive behavior plan.

Supports for Students:

May receive special homeroom to prepare for the day:

- MS special education program available for support during homeroom

Resource Room

- Elementary: 90 minute sessions per week
- Middle School: 5/43 minute sessions per week

Consultant Teacher Service:

- Elementary: 90 minutes per week in general education

Speech Language Therapy (Group)

- Elementary: 1x30 resource room, 1x30 (Group) in general education classroom
- Middle School: as needed in therapy room

Counseling and Social Skills Training

- Elementary: 1x30 per week in a group in the resource room, 1x30 (Group) in the general education classroom.
- Middle School: 2x43 week co-taught with resource room teacher

Supports for Staff:

- The social worker and speech pathologist co-treat with the student’s general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student’s disability and resource room goals and progress and seeks information regarding the student’s performance in the general education setting.
- The resource room teacher provides the general education teacher(s) with information on the student’s disability and its impact on learning and the classroom.
- Behavioral specialist consultation, as determined by CSE.
- Counseling consult is available
- OT consultation, as determined by the CSE
- Psychiatric consultation, as determined by the CSE
- Paraprofessional support provided in general education classes, as needed

Supports for Parents/Families:

- The resource room teacher informs parents of the structure and routine of the resource room program at the start of the year.
- The resource room teacher provides the parent with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The resource room teacher and speech pathologist provide the parents with a report of the student’s progress on IEP goals and objectives with the same frequency as the general education teachers.
- The resource room teacher is available to assist parents in developing a home structure and routine for the student to complete homework and/or communicate school progress and performance.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary transition needs) is provided 4 times per year.

Program: Social Communication Program

Level: High School

Program Description: This program is designed for students who may have average to above average cognitive abilities and significant deficits in social skills and pragmatic language skills. Students have an Autism Spectrum Diagnosis and have difficulty navigating social situations and the school environment. Students receive social communication resource room instruction generally one period per day but may access the resource room as a “safe place” at anytime during the day. Students are in general education classes throughout the day but may leave the general education class and return to the resource room at anytime during the day. Sometimes the student exhibits off-task **or** socially inappropriate behavior in the general education classroom and may need a positive behavior plan. Students are scheduled for resource room in groups of no more than 5; the maximum number of students served in this program is 16.

Supports for Students:

- Special education program available for support during homeroom
- Resource Room 5/43 minute sessions per week
- Resource room available as a support throughout the day
- Speech language therapy for Social Skills Training 2x43 week in resource room
- Transition Support Services: Transition Support Specialist works with the students and/or team throughout the year to evaluate and support the student’s needs for post high school transition
- Counseling as determined by CSE

Supports for Staff:

- The resource room teacher provides the general education teacher(s) with information on the student’s disability and its impact on learning and the classroom.
- The IEP case manager supports the student in meetings with the administration.
- Behavioral specialist consultation, as determined by CSE.
- OT consultation, as determined by the CSE
- Counseling consult is available
- Psychiatric consultation, as determined by the CSE
- Paraprofessional support provided in general education classes, as needed

Supports for Parents/Families:

- The resource room teacher informs parents of the structure and routine of the resource room program at the start of the year.
- The resource room teacher provides the parent with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The resource room teacher and speech pathologist provide the parents with a report of the student’s progress on IEP goals and objectives with the same frequency as the general education teachers.
- The resource room teacher is available to assist parents in developing a home structure and routine for the student to complete homework and/or communicate school progress and performance.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary transition needs) is provided 4 times per year.

Program: Resource Room – Learner Support

Level: Elementary, Middle, and High School

Program Description: This program is designed for students with low average or above average cognitive skills who are reading above the 25thile and have significantly discrepant math skills and/or deficits in self-determination, or advocacy. Students may also have difficulty with organizational, executive functioning or study skills. Students receive supplemental instruction in core academic subjects and supplemental curricula and frequent ongoing assessment of progress.

Supports for Students:

Resource Room

- Elementary: 5/45 minute sessions per week
- Middle School: 5/43 minute sessions per week
- High School: 5/43 minute sessions per week

Supports for Staff:

- The resource room teacher communicates with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability and resource room goals and progress and seeks information regarding the student's performance in the general education class.
- The resource room teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.

Supports for Parents/Families:

- The resource room teacher informs parents of the structure and routine of the resource room program at the start of the year.
- The resource room teacher and related services staff provide the parent with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The resource room teacher provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The resource room teacher is available to assist parents in developing a home structure and routine for the student to complete homework and/or communicate school progress and performance.

Program: Organization & Writing Skills Resource Room

Level: Elementary, Middle, High School

Program Description: This program is designed for students who may have average to above average cognitive abilities and significant deficits in organization skills and writing skills. Students may have a diagnosis of Nonverbal Learning Disability or Attention Deficit Hyperactivity Disorder. Students may also have some difficulties with social skills and self-regulation. Students receive direction instruction in organization, study skills and self-determination

Supports for Students:

Resource Room

- Elementary: 5 x 45 minutes per week
- Intermediate Grades: 5 x 43 minutes per week
- Middle School: 5/43 minute sessions per week
- High School: 5/43 minute sessions per week

Assistive Technology devices: word processing device with organization software available in resource room and ELA class

Supports for Staff:

- The resource room teacher communicates with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability and resource room goals and progress.
- The resource room teacher provides the general education teacher(s) with information on the student's disability and its impact on learning, communication and social skills in the classroom.
- The Assistive Technology Specialist provides consultation to the resource teacher, as needed.
- At the MS and HS levels, the building administration and PPS department provide paraprofessional support to teachers in the provision of alternate locations and test proctoring for test accommodations that cannot be provided within the general education classes.
- OT consultation provided, as needed.

Supports for Parents/Families:

- The resource room teacher informs parents of the structure and routine of the resource room program at the start of the year.
- The resource room teacher and related services staff provide the parents with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The resource room teacher provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The resource room teacher is available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.
- Writing software that is available to students in the Resource Room is made available for home use.

Program: Social Development Program

Level: Elementary, Middle School, High School

Program Description: This program is designed for students whose primary disability is a result of a mental health illness. Students receive social development resource room instruction generally one period per day but may return to the Social Development classroom at anytime during the day as a “safe place”. Students are in general education classes throughout the day but may leave the general education class and return to the resource room at anytime during the day. When students need to remain in the Social Development class for extended periods due to mental health needs, the special education teacher provides instruction from the general education classes. Students are scheduled for resource room in groups of no more than 5; the maximum number of students served in this program is 8 in elementary and middle school and 12 in high School.

Services and Supports: Students in this program need

- Resource room daily
- Resource room as a support available throughout the day
- Counseling service available daily
- Counseling group and individual, as needed
- Paraprofessional support in general education classes as needed

Supports for Staff:

- The special education teacher and behavior specialist communicate with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability and seeks information regarding the student's performance in the general education setting.
- The special education teacher and behavior specialist provide the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- Psychiatrist provides consultation and training to the student's team as needed.
- Crisis team is available to the students and staff as needed.
- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/ or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.
- Assistive Technology Consultation is available, as needed.
- **Supports for Parents/Families:**
- The special education teacher informs parents of the structure and routine of the Social Development program at the start of the year. The special education teacher also provides the parent with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The special education teacher provides the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The special education teacher and behavior specialist are available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.
- The behavior specialist informs parents of the behavior plan and provides assistance to the family in supporting the plan.
- The social worker communicates regularly with the family and the student's community-based mental health providers.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary transition) is provided 4 times per year.