



Special Education Program Descriptions 2009-2010

Bethlehem Central School District
700 Delaware Avenue,
Delmar, New York 12054
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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. Programs are available depending upon the needs of the students.

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 2009-10 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 and families and students. They also consult with families on how they can support the behavior plan of their student 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 district is committed to providing students with programs and services in the least restrictive environment. The above described supports help us accomplish this goal. We believe that the vast majority of students should be served in the district, in high quality research-based programs .

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 require 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 2009-10, 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.

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) but do not need specialized instruction.

Supports for Students: Students may receive related services (speech therapy, occupational therapy, physical therapy, adapted physical education, and/or counseling) from 1-5 times per week.

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: Academic Language Program (ALPs)

Level: Middle School

Program Description: This program is designed for students with diagnosed difficulties in knowledge and use of curriculum vocabulary and expressive and or receptive language abilities. This is a special education program taught by a speech language pathologist. It is appropriate for students who may have previously received speech/language related services. This small class of 12 or less will preview and review curriculum vocabulary through interactive lessons that utilize the four domains of speaking, listening, reading and writing. Sessions occur twice per week during the home base period (2 x 30/wk, Special Class: Academic Language Program, BCMS)

Supports for Students:

Special Program: Academic Language Program

Middle School

- 2/30 minute sessions per week (students have speech/language and or curriculum vocabulary goals on IEP)

Supports for Staff:

- The speech language pathologist communicates with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability and speech/language goals and progress and seeks information regarding the student's performance in the general education class.
- The speech language pathologist can also provide the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- The speech language pathologist can evaluate previous testing, and recommend and conduct additional assessments if needed after consulting with parents and referring to PPS

Supports for Parents/Families:

- The speech language pathologist informs parents of the structure, routine and schedule of the Academic Language Program at the start of the year.
- The speech language pathologist also provides the parent with suggestions of home activities for supporting attainment of IEP goals and objectives.
- The speech language pathologist 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 speech language pathologist is available to assist parents in developing a home structure and routine for the student's improved communication, school progress and performance.

Program: Academic Support Integrated Class (Co-Taught)

Level: Kindergarten

Program Description: This class is designed for students who have below average to average cognitive abilities who demonstrate significant deficits in academic readiness skills for kindergarten, however is capable of attending and demonstrating early independent work skills. They require differentiated instruction and curricular modifications in all academic areas. Students in this class demonstrate poor organization and attention and may require behavioral supports for behaviors that affect learning. They benefit from presets and supports for transitions and may have some difficulty with social skills. The student's related service needs can be met within the co-teach model. The instructional program is based on the New York State learning standards and the students can meet minimum grade level expectations.

Supports for Students:

- Paraprofessional support throughout the day
- Related services as described below or as indicated on the IEP
 - Speech 2-3 times a week for 30 minutes (group)
 - Social work/counseling 1-2 times a week for 30 minutes (group)
- Behavior plans if needed
- Direct consultant teacher 5 times a week 120 minutes (group)
- Special class tutorial 5 times a week, 30 minutes (group)
- Up to 75 minutes a day of consultant teacher, **as needed**

Supports for Staff:

- Designated team for program.
- Voluntary summer planning time for team
- The related service providers communicate with the student's teacher regarding instructional modifications, classroom accommodations, relating to the student's disability and goals and progress.
- The teachers, paraprofessionals and related service providers are provided training on positive behavior management.
- The social worker and/or behavioral specialist works 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 navigate the school environment. These plans will be based on a positive behavioral approach.

Supports for Parents/Families:

- The teacher and the related service providers inform parents of the structure and routine of the 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 and related service 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 and related service staff 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 social worker informs parents of the behavior plan and provides assistance to the family in supporting the plan.
- Parent training on issues related to disabilities is available four times a year.

Program: Social Communication Integrated Class (Co-Taught)

Level: Kindergarten

Program Description: Students in this class demonstrate average to above average intelligence and are usually at or above grade level for academics. They demonstrate social skills deficits due to characteristics of Autism Spectrum Disorder or mental health disorder. These students have varying levels of adaptive behaviors such as poor self-regulation and poor coping skills for changes or transitions and may need 'breaks' throughout the day. The instructional program is based on the New York State learning standards and the district's grade level expectations.

Supports for Students:

- Paraprofessional support through an access paraprofessional
- 1:1 paraprofessional, if appropriate
- Related services integrated within the classroom, whenever possible
- Behavior plans if appropriate
- Social skills training and counseling
- OT Consultation for sensory needs.

Supports for Staff:

- Designated team for program.
- Voluntary summer planning time for team
- The related service providers communicate with the student's teacher regarding instructional modifications, classroom accommodations, relating to the student's disability and resource room goals and progress.
- The teachers, paraprofessionals and related service providers are provided consultation and training on behavior management.
- 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.
- The social worker assists the teacher in implementing social skills training daily.
- OT consultation is available for students with sensory needs (weekly until December and then quarterly).

Supports for Parents/Families:

- The teacher and related service providers 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.
- The social worker informs parents of the behavior plan and provides assistance to the family in supporting the plan.

- Parent training on issues related to Autism Spectrum Disorders is available four times a year.

Program: Primary Skills Special Class (12:1:2)

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 an intensive staff ratio of 12:1:2 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.

Supports for Students:

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

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.
- A consultant will provide monthly consultation to the staff of this program on program design, research-based approaches to instruction and specific student issues. Additional training for staff will be provided, if needed.
- Speech therapy, OT and counseling that are integrated for a period of time daily 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.

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.
- The consultant provides training for parents quarterly to help parents assist their children in attaining IEP goals and in helping parents understand their child's disability.

Program: Primary Intensive Skills Special Class (6:1:4)

Level: Elementary

Program Description: This program is designed for students with below to average cognitive deficits. 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:

- 4 Paraprofessionals and 1:1 paraprofessionals, if appropriate
- Related services integrated into the classroom
- Behavior plans, if appropriate
- Social skills training
- Consulting psychiatrist, as needed
- Classroom consultant, as needed

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
- A consultant will provide consultation to the staff on program design, research-based approaches to instruction and specific student issues.
- Additional training and planning time for staff will be provided.
- Speech therapy, OT and counseling that are integrated for a period of time daily as components of this program.
- The social worker assists the teacher in implementing social skills training daily.
- Assistive Technology Consultation is available, as needed.

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.
- 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 deficits. 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:

- 4 Paraprofessionals
- Related services integrated into the classroom
- Behavior plans ,if appropriate
- Social skills training
- Speech therapy is provided daily

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.
- A consultant will provide consultation to the staff and CSE Chairperson on program design, research-based approaches to instruction and specific student issues.
- Speech therapy is provided daily.
- Psychiatric consultation for students, as needed
- Assistive Technology Consultation is available, as needed.

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.
- 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: Intermediate Skills Special Class (12:1:2)

Level: Elementary

Program Description: This program is designed for students who may have below average to above average cognitive abilities with significant academic and management needs. These students have significant language and/or reading and writing deficits and require research-based language, reading, and writing instruction. Students have significant difficulties with academics, language skills, motor skills, self-regulation, transitions, and may need a behavior plan. The students need intensive speech therapy, OT, and counseling services that are integrated for a period of time each day into the classroom. Students are integrated into general education classrooms as appropriate.

Supports for Students:

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

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 behavior management.
- A consultant will provide monthly consultation to the staff of this program on program design, research-based approaches to instruction and specific student issues. Additional training for staff will be provided, if needed.
- Related services are integrated for a period of time each day into the classroom.
- A reading specialist will provide monthly consultation to staff of this program on the development, implementation and assessment of research-based reading instruction, including model lessons and specific strategies for students struggling with reading.
- The teacher communicates with the student's general education teacher(s) regarding instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability, IEP goals and progress.
- The social worker assists the teacher in implementing social skills training daily.
- Assistive Technology Consultation is available, as needed.

Supports for Parents/Families:

- The teacher and providers will inform parents of the structure and routine of the Intermediate Skills 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 teacher and related service 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.
- The consultant provides training for parents quarterly to help parents assist their children in attaining IEP goals and in helping parents understand their child's disability.

Program: Integrated Primary Special Education Program (Co-Taught)

Level: Elementary

Program Description: This program is designed for students who may have low average to above average cognitive abilities (not severe to profound cognitive deficits) and are significantly below grade level in reading and/or math (at or below the 25%ile). These students require differentiated instruction and instructional modifications. 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. This class is limited to 6 students with disabilities in a classroom co-taught by a special education teacher and a general education teacher. Speech therapy is often provided within the instructional program and ELA can be co-taught with the speech therapist and the teachers. The student's related services needs can be met within the co-teach model (OT, PT, SL, SW) without disrupting the student's instruction or the co-teaching program.

Supports for Students:

- Paraprofessional support through an access paraprofessional
- 1:1 paraprofessional, if appropriate
- Related services individually, in small groups
- Behavior plans, if appropriate

Supports for Staff:

- The teachers, paraprofessionals and related service providers are provided training on behavior management.
- 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.
- The social worker assists the teacher in implementing social skills training daily.
- Consultation will be provided to staff of this program on the development, implementation and assessment of research-based reading instruction, including model lessons and specific strategies for students struggling with reading.

Supports for Parents/Families:

- The teachers and providers inform parents of the structure and routine of the 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 and related service 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 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: Reading/Language Resource Room

Level: Elementary, Middle, High School

Program Description: This program is designed for students with significant language and/or reading and writing deficits who require research-based language, reading, and writing instruction.

Supports for Students:

Resource Room

- Elementary: 5/45 minute sessions per week
- Middle School: 5/43 minute sessions per week
- High School: 4-5/43 minute sessions per week

Speech Language Therapy co-teaches in the resource room program

- Elementary: 3 times 30 per week
- Middle School: 2 times 43 per week
- High School: 2 times 43 per week

Paraprofessional support in ELA and Social Studies classes in elementary and middle school

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 can also provide the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- 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.

Supports for Parents/Families:

- The resource room teacher and speech pathologist inform parents of the purpose, structure, and routine of the Reading/Language resource room program at the start of the year.
- The resource room teacher and speech pathologist also provide 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.
- Parent training on issues related to Autism Spectrum Disorders is available four times a year.

Program: Inclusion Class with Modified Curriculum

Level: Elementary, Middle, High School

Program Description: This program is designed for students with moderate to profound cognitive deficits who may be eligible for NYS alternate assessment. Their curriculum and grading are modified. These students are included in general education classes with the assistance of a consultant teacher and supported by specialized instruction in reading, math and pro-social skills in a special class (12:1:3). The consultant teacher collaborates with the general education teacher on modifying the instruction and grading. These students also require direct language instruction and/or therapy, pre teaching and re-teaching of general education curricular concepts and vocabulary. These students are included in a general education classroom as much as possible.

Supports for Students:

Elementary

- Special Class (Direct instruction in reading and math and pre-teaching and re-teaching of general education curricular concepts): 5x75 minute sessions per week
- Consultant Teacher 120 minutes/week
- Speech therapy 3x30 in therapy room and 2x30 in classroom
- Social Worker co teaching social skills 2x30 in special class

Middle School and High School

- Special class ELA 5x43
- Special class math 5x43
- Special class tutorial 5x43 per week (pre-teaching and re-teaching of general education curricular concepts)
- Social Studies: Consultant Teacher 90 minutes/week or special class 5x43 per week
- Science: Consultant Teacher 90 minutes/week or special class 5x43 per week
- Elective: Consultant Teacher 90 minutes/week or special class 5x43 per week

Adapted PE available as needed

PT and OT available as needed

Supports for Staff:

- The special class teacher and consultant 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 special education teacher and speech pathologist can also provide the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- 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.

- Special Education teacher/providers communicate regularly with general education teachers providing information on student's needed accommodations, instructional modifications, and progress on IEP objectives and seeking information on student's class performance and needs.
- 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.

Program: Integrated Academic Support Program (Co-Taught)

Level: Middle, High School

Program Description: This program is designed for students who have below average to low average cognitive abilities and significant deficits in core academics. Students have below average ELA and math skills and well below grade level reading skills. Students may also have broad language deficits, difficulty with organization and study skills, and difficulty with self-determination and self-advocacy.

Services and Supports: Students in this program need

- Co-teaching support:
 - Middle School: Co-teaching support in the ELA, math, science, and social studies general education classes from either the special education teacher or paraprofessional. Students may require modified grading.
 - High School: Special education teacher co-teaches in math, science, and social studies courses required for graduation. Special education teacher teaches special class English for English courses required for graduation. Students may require modified grading.
- Speech language therapy:
 - Middle School: language class 2/ 30 minute sessions per week
 - High School: Speech language therapist co-teaches in English class
- Special Education
 - Middle School: 5/43 minute sessions per week of special education tutorial for preteaching and reteaching of concepts and direct instruction in reading and math
 - High School: 4-5/43 minute sessions of Resource room support

Supports for School Personnel:

- 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 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 academic support 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 and speech language therapist 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.

Program: Integrated Academic Support Program (Co-Taught - EXCEL)

Level: High School

Program Description: This program is designed for students who have below average to low average cognitive abilities and significant deficits in core academics. Students have below average English Language Arts (ELA) and math skills and well below grade level reading skills. Students may also have broad language deficits, difficulty with organization and study skills, and difficulty with self-determination and self-advocacy.

Services and Supports: Students in this program need

- Co-teaching support:
 - High School: Special education teacher co-teaches in the Excel English, Math, Science, and Social Studies courses required for graduation. The Excel curriculum is modified.
- Special Education
 - High School: 5/43 minute sessions per week of special education tutorial for preteaching and reteaching of concepts and direct instruction in reading and math

Supports for School Personnel:

- 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 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 academic support 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 Class with Modified Curriculum (Co-Taught)

Level: Middle School

Program Description: This program is designed for students who have moderate to low average cognitive abilities and significant deficits in core academics. Students score less than the 20%ile in reading and math achievement. They require direct instruction in reading and math. Students may also direct instruction in language concepts and skills. Curricula and grading requires modification. The student is unable to acquire the minimum grade level curriculum content in all four core areas (ELA, math, science, social studies) but may acquire grade level curriculum in one area. This student requires significant instructional modification to the general education curriculum.

Services and Supports: Students in this program need

- Co-teaching support:
 - Special Education Integrated class (6:1:1) for ELA, math, social studies, science, exploratory arts, PE (lunch and home base)
 - Special class tutorials 2 periods per day for direct instruction in reading and math and preteaching, reteaching of general education class material and supplemental instruction in executive processing and social skills.
- Some students may require language class two periods per week for preteaching curriculum vocabulary and concepts.

Supports for School Personnel:

- The special education teacher co-plans instruction with the general education supporting curriculum modification and information on modified grading. 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 special education teacher and behavior specialist develop and monitor behavior plans to assist students in increasing their independent work, classroom focus, etc. 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 provides information to parents on the purpose and structure of the academic support 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 and speech language therapist 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.

Program: Social Communication 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 social skills and pragmatic language skills. Students have an Autism spectrum diagnosis and have difficulty navigating social situations and the school environment.

Supports for Students:

Special homeroom to prepare for the day:

- 6th grade separate with special education teacher
- 7th and 8th grade special education teacher or paraprofessional integrated in homeroom
- HS special education teacher available for support during homeroom

Resource Room

- Elementary:
 - Primary Grades: 3X30 minute sessions per week plus consultant teacher 150 minutes/week
 - Intermediate Grades: 2X30 minute sessions per week plus consultant teacher 150 minutes/week
- Middle School: 5/43 minute sessions per week
- High School: 4 or more 43 minute sessions per week

Speech Language Therapy co-teaches in the resource room program

- Elementary: 1 time per week in resource room and 1 time per week in classroom
- Middle School: 1 times per week
- High School: 1 times per week

Counseling and Social Skills Training

- Elementary: 1 time per week in resource room and 1 time per week in classroom
- Middle School: 1 time per week co-taught with resource room teacher
- High School: 1 time per month co-taught with resource room teacher, individual counseling as needed.
- OT consultation available for students with sensory needs.

Paraprofessional support is available in general education classes

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 seeks information regarding the student's performance in the general education setting.
- The resource room teacher and speech pathologist also provide the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- At the high school level the IEP case manager supports the student in meetings with the administration.

- 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.
- Assistive Technology Consultation is available, as needed.

Supports for Parents/Families:

- The resource room teacher and speech pathologist inform parents of the structure and routine of the resource room program at the start of the year.
- The resource room teacher and speech pathologist also provide 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, college application process) is provided 4 times per year.

Program: Resource Room – Learning Support

Level: Elementary, Middle, and High School

Program Description: This program is designed for students with average or above average cognitive skills who have discrepant math, reading, or writing skills and/or deficits in metacognitive skills, self-determination, or advocacy. Students may also require minimal related services.

Supports for Students:

Resource Room

- Elementary: 5/45 minute sessions per week
- Middle School
 - 5/43 minute sessions per week (for students with reading, writing, and/or math goals)
 - 2-5/30 minutes sessions per week (for students without reading, writing, and/or math goals)
- High School
 - 4 or 5/43 minute sessions per week (for students with reading, writing, and/or math goals)
 - 1-5 43 minute sessions per week (for students without reading, writing, and/or math goals)

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 can also provide 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 also 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 low average to above average cognitive abilities and significant deficits in organization skills and grapho-motor 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.

Supports for Students:

Resource Room

- Elementary:
 - Primary Grades: 3x30 minutes per week plus consultant teacher 150minutes/week
 - Intermediate Grades: 5x45 minutes per week
- Middle School: 5/43 minute sessions per week
- High School: 5/43 minute sessions per week

Assistive Technology service: 1 time per week in resource room

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

Social Work

- Elementary: 1 time per week group
- Middle School: as needed
- High School: as needed

Occupational Therapy: consultation quarterly

Paraprofessional support is available in general education classes

- Elementary: in all classes
- Middle School: as needed
- High School: as needed

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 can also provide 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 the resource teacher with consultation and training on assistive technology and devices for organization and writing.
- 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.
- Assistive Technology Consultation is available, 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.

Program: Social Communication Class

Level: Middle 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 a social and communication disorder and have difficulty navigating social situations and the school environment.

Student Supports: Students in this program need

- Special Class with a special education teacher and three special education paraprofessionals available throughout the day
- Counseling and behavioral support service available daily within the classroom
- Counseling group and individual
- Paraprofessional support in general education classes

Supports for Staff:

- The special education teacher and behavioral psychologist 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 behavioral psychologist 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 and behavioral psychologist inform parents of the structure and routine of the Social Communication program at the start of the year. The special education teacher and behavioral psychologist also provide 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 psychologist 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 psychologist 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 and assists the family in accessing community services.
- 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: Social Development Program

Level: Elementary, Middle School, High School

Program Description: This program is designed for students with average or above cognitive abilities and grade level academic skills who have significant social and emotional needs. Students have a mental health diagnosis. Students do not have significant disruptive or aggressive behavior.

Services and Supports: Students in this program need

- Special class 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.
- The special education teacher and behavior specialist support the student in meetings with administration at the high school level.
- 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, college application process) is provided 4 times per year.

Program: Functional Skills Instruction 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
- Speech Language Therapy: group session in the class with individual sessions as needed
- Counseling: group session in the class with individual sessions as needed
- The Assistive Technology Specialist provides weekly support to students on using assistive technology hardware and software.
- 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: A Transition Support Specialist works with the students and/or classroom team weekly 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 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.
- The Transition Support Specialist works with the classroom team weekly 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 special education teacher provides information to parents on the purpose and structure of the FSI 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 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: Functional and Life Skills Development Program

Level: Middle School

Program Description: This program is designed for students with developmental delays who are pursuing an IEP diploma. Students in this program have limited 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:

- FLSI class is taught by Special Ed teacher and the Speech-Language Pathologist provides support for the English Language Arts component and also provides speech therapy as indicated on the student's IEP.
- FLSI reading/writing class is taught by Special Ed teacher with support of the Speech-Language Pathologist, and Reading teacher to provide individualized and small group ELA instruction.
- Paraprofessional support is available to students, especially in the general education settings
- Students receive direct instruction in functional and life skills reading and math in the FSLI class.
- Students are included in general education homerooms, lunch, and home base with support
- Students have options for inclusion with modified grading or special class participation in science and social studies class
- Students may be included in an additional general education class with modified grading based on student interest
- Students may participate in general education PE or adapted PE
- Students receive speech and language support in the FLSI class and in general education settings
- Students receive counseling services within the FSLI class and in counseling groups
- Students have access to a wide variety of assistive technology and the a
- Assistive Technology Specialist provides weekly consultation in the program
- Additional related services of OT, PT are provided as needed

Supports for Staff:

- The special education teacher and speech pathologist work 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 reading teacher coordinates the reading instruction program for each student and provides reading consultation to the special education teacher and speech language pathologist. Individualized reading programs are developed for each student to foster reading across all environments.
- Assistive Technology Consultation is available, as needed.

Supports for Parents/Families:

- The special education teacher and speech pathologist provide information to parents on the purpose and structure of the FLSI 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 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, 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 who are pursuing an IEP diploma. 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.

Student Supports:

- HS courses:
 - Junior year
 - Life Skills special classes (12:1:1) in Math and English
 - Career & Technical Education course through CR BOCES or BCHS
 - PE
 - At least one elective course with modified grading.
 - Senior year
 - Life Skills special classes (12:1:1) in Math and English
 - Career & Technical Education course through CR BOCES or BCHS
 - PE
 - At least one elective course with modified grading.
- 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 (quarterly) push into English class in junior and senior year.
- 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, college application process) is provided 4 times per year.