



**Special Education Program  
Descriptions  
2018-19**

## 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 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, there are several services and supports included that need more explanation.

**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 21<sup>st</sup> Century skills.

**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.

The following outlines the diploma requirements currently available through NYS:

### **Regents Diploma**

To obtain a Regents Diploma, students must obtain 22 units of credit distributed as follows:

- 4 ELA
- 4 Social Studies
- 3 Science
- 3 Mathematics
- ½ Health
- 1 Art
- 1 Language other than English (LOTE)
- 2 Physical Education
- 3 ½ Electives

**AND**

- Pass five required Regents exams (English, Math, Science, U.S. History and Government, and Global History) with a score of 65 or better.

### **Local Diploma**

School boards can issue a local high school diploma for student with disability who meet the requirements of one of the three options below:

#### ***Achieve a 55-64 score***

- The student obtains only a score of 55-64 on one or more of the required Regents examinations.

#### ***Compensate for a 45-54 score***

- The student scores at least 55 on the English and Math Regents examinations, can compensate a score of 45-54 on any other Regents exam with a score of 65 or higher on separate Regents examinations, and meets additional school attendance and course grade requirements.

### **Skills and Achievement Commencement Credential (SACC)**

This credential is available to all students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit. This credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

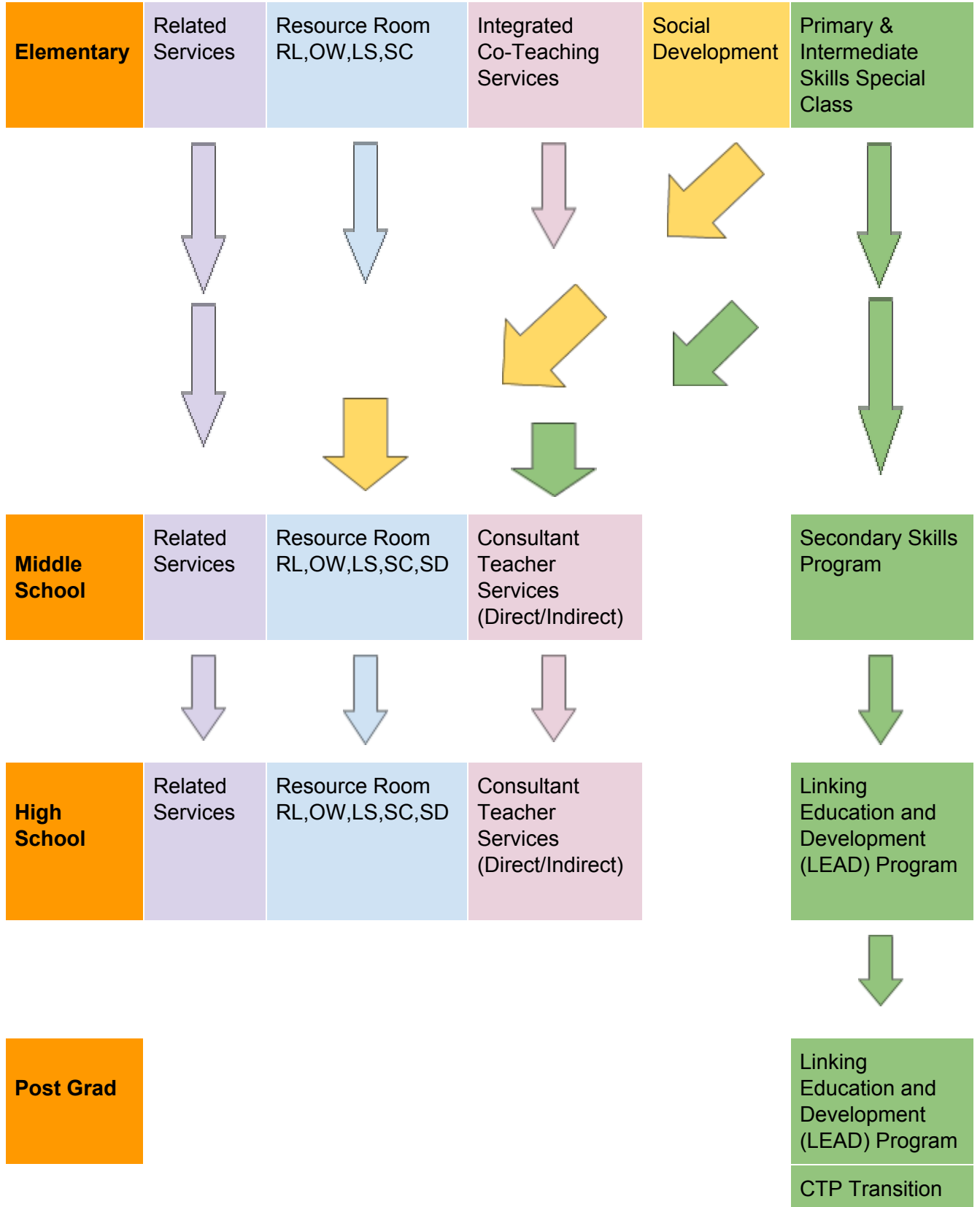
### **Career Development and Occupational Studies (CDOS) Commencement Credential**

This credential is for all students other than those who are assessed using the NYS Alternate Assessment (NYSAA). This credential is for student with disability who are pursuing a Regents Diploma during high school. The CDOS recognizes students' work readiness skills and may be a supplement to a Regents diploma or serve as an exiting credential for students unable to earn a high school diploma.

For a more detailed description of the diploma/credential requirements approved by NYS, please visit:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diplomaandcredentialsummary1.18edit6.18.3.pdf>

## Continuum of Special Education 2018-19



**Program: Related Services****Level:** K-12

**Program Description:** This program is designed for students who need educationally related therapies (speech-language pathology, occupational, physical therapies, adapted physical education, Teacher of the Visually Impaired (TVI), Teacher of the Hard of Hearing (THH), Orientation and Mobility (O&M) or psychological counseling). These may be delivered as individual services, in small groups or as part of a special education program when a student has been identified with a qualifying diagnosis. There is frequent ongoing assessment of progress.

**Supports for Students:** Students may receive related services as approved by the Committee on Special Education.

**Supports for Staff:**

- The service provider communicates with the student's 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 their class.
- The related service provider also provides the 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 service.
- The service provider may provide the parent with suggestions of home activities for supporting attainment of Individualized Education Program (IEP) goals and objectives as appropriate.
- The service provider provides the parents with a report of the student's progress on IEP goals and objectives as outlined in the IEP.
- The service provider is available to the parents to discuss the IEP, progress and carryover of goals.
- Assistive technology used in school to support a student's educational needs may be available to students upon request for home use.

## **Program: Resource Room – Learner Support**

**Level:** Elementary, Middle, and High School

**Program Description:** This program is designed for students with low average to above average cognitive skills who have math skills below the 25<sup>th</sup>ile and may have deficits in reading, self-determination, and/or advocacy. Students may also have difficulty with writing, organization, executive functioning and 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: 5/40 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), related service providers, and aide (if applicable) regarding program modifications/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 service.
- 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.
- The resource room teacher is available to assist parents upon request in developing a home structure and routine for the student to complete homework and/or communicate school progress and performance.
- Assistive technology may be available to students in the resource room upon request for home use.

## **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 and writing skills. Students receive direct instruction in writing, organization, and study skills.

### **Supports for Students:**

Resource Room

- Elementary: 5/45 minutes per week
- Middle School: 5/40 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), related service providers, and aide (if applicable) regarding program modifications/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 per IEP.
- OT consultation provided, as per IEP.

### **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 service.
- 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.
- The resource room teacher is available to assist parents upon request in developing a home structure and routine for the student to complete homework and/or communicate school progress and performance.
- Assistive technology may be available to students in the resource room upon request for home use.



## **Program: Reading/Language Resource Room**

**Level:** Elementary, Middle, High School

**Program Description:** This program is designed for students who may have below average to average cognitive ability, are demonstrating skills well below grade level in reading and writing based on multiple measures (including classroom and standardized testing) and 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: 5/40 minute sessions per week
- High School: 5/43 minute sessions per week
- Texts available in alternate formats as determined by the CSE

### **Supports for Staff:**

- The resource room teacher communicates with the student's general education teacher(s), related service providers, and aide (if applicable) regarding program modifications/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 in 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 service.
- 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.
- The resource room teacher is available to assist parents upon request in developing a home structure and routine for the student to complete homework and/or communicate school progress and performance.
- Assistive technology may be available to students in the resource room upon request for home use.

## **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. Most students have an Autism Spectrum Diagnosis and/or a Social Pragmatic Communication Disorder 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:**

Resource Room

- Elementary: 3/30 minute sessions per week and 2/45 consults
- Middle School: 5/40 minute sessions per week

Speech Language Therapy (Group)

- As per IEP

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: 1x40 week co-taught with resource room teacher

### **Supports for Staff:**

- The resource room teacher consults with the student’s general education teacher(s), related service providers, and aide (if applicable) regarding program modifications/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 in the classroom and throughout the school environment.
- Related services may be provided as determined by the CSE

### **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 service.
- The resource room teacher provides 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.
- The resource room teacher is available to assist parents upon request in developing a home structure and routine for the student to complete homework, communicate school progress, performance and develop behavioral support plans for student success.

- Assistive technology may be available to students in the resource room upon request for home use.

## **Program: Social Communication Resource Room**

**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. Most students have an Autism Spectrum Diagnosis and/or a Social Pragmatic Communication Disorder 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” 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 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.

### **Supports for Students:**

- Resource Room 5/43 minute sessions per week
- Speech language therapy (as determined by CSE)
- Psychological Counseling as determined by CSE

### **Supports for Staff:**

- The resource room teacher provides the general education teacher(s), related service providers, and aide (if applicable) with information on the student’s disability and its impact on learning and the classroom.
- Related services as determined by the CSE

### **Supports for Parents/Families:**

- The resource room teacher informs parents of the structure and routine of the resource room program at the start of service.
- The resource room teacher provides the parent with suggestions of home activities for supporting attainment of IEP goals.
- The resource room teacher provides the parents with a report of the student’s progress on IEP goals.
- The resource room teacher is available to assist parents upon request in developing a home structure and routine for the student to complete homework, communicate school progress, performance and develop behavioral support plans for student success.
- Assistive technology may be available to students in the resource room upon request for home use.

## **Program: Social Development Resource Room/Program**

**Level:** Middle School, High School

**Resource Room Description:** This program is designed for students who have been identified as having a mental health diagnosis. Social Development Resource Room (SDRR) students are typically in general education classes throughout the day. Students at the high school and middle school level, receive SDRR instruction generally one period per day, but may return to the SDRR at any time to utilize it as a “safe place”. When students need to remain in SDRR for extended periods due to mental health needs, the special education teacher provides support in the completion of work supplied by the general education teacher(s).

**Level:** Elementary School

**Program Description:** The Social Development program is for students that present with behavioral challenges. Students have access to social development resource room 5 days per week for 45 minutes each day. Students have mental health diagnosis, which can interfere with their learning. The classroom is located in a public school setting, where students are fully immersed into general education grade levels and classrooms. There is an active counseling component to the program, allowing for individual and resource room social skills lessons. There is a class connection to outside agencies through the social worker for support for students and families. Students in this program participate in NYS regular grade level assessments.

**Services and Supports:** Students in this program will receive:

- Consultant Teacher Service – Elementary – 5x10 Direct in General Education
- Resource Room – Elementary – 5x45
- Counseling – Elementary – 1x30 Ind. (Therapy) 2x45 Gr (Resource Room)
- SDRR daily – MS and HS – 1x43 minutes/day
- The SDRR is available throughout the day to be utilized as a “safe place”.
- Psychological Counseling group and individual, as needed
- FBA/BIP need to be in place
- Aide support in general education classes as stated on the IEP
- Related Services, as per IEP

### **Supports for Staff:**

- The SD team (i.e. special education teacher, school psychologist, speech language pathologist, occupational therapist, social worker/counselor) communicate with the student’s general education teacher(s) regarding program modifications/accommodations and testing accommodations relating to the student’s disability and seeks information regarding the student’s performance in the general education setting.
- The BIP assists students transition and to navigate the school environment. Data is also collected to determine effectiveness of implemented behavioral strategies.
- The SD team develops 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. Data is also collected to determine effectiveness of implemented behavioral strategies.
- Assistive Technology Consultation is available, as needed.
- Consultation with outside providers occurs 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. SD team members also provide the parent with suggestions of home activities for supporting attainment of IEP goals and objectives upon request.
- 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 SD team 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 SD team informs parents of the classroom management plan/behavior plan and provides assistance to the family in supporting the plan.
- The counselor at the elementary level and school psychologist at the MS/HS level will communicate regularly with the family and the student's community-based mental health providers.

## **Program: Integrated Co-Teaching Services**

**Level:** Elementary

**Program Description:** This program is designed for students who may have below average to average cognitive abilities and are significantly below grade level in reading, writing and math (at or below the 25<sup>th</sup>ile). These students may require 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 can meet minimum grade level expectations.

### **Supports for Students:**

- Integrated co-teaching services 5/150 minutes per week in general education
- Related Services, as per IEP

### **Supports for 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 works with the teacher and team members as needed, to develop the classroom management plan and/ or individual student behavior plans, to assist students in transitioning and navigating 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, upon request.
- The classroom teacher and special education teacher notifies the family of programs and resources offered by the district.

## **Program: Direct Consultant Teacher Services (DCT)**

### **Level: Middle 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 reading, writing and math skills (at or below the 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 Common Core Learning Standards.

### **Service and Supports:**

- Students will receive Direct Consultant teacher services in English class daily, along with a paraprofessional
- Students may be assigned to a smaller, homogeneous math class, in which they will receive direct instruction from a certified math teacher; additional support from a paraprofessional daily; and Direct Consultant teacher services daily.
- Direct Consultant Teacher services will be provided five times bi-weekly in both science and social studies classes, along with daily paraprofessional support.
- Students will be provided with a daily resource room for supplemental curricular instruction and pre-teaching and re-teaching of general education curricula.

### **Supports for School Personnel:**

- The special education teacher consults with the general education teacher(s) to support differentiated instruction and curricular modifications and develops a modified grading plan.
- 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 structure and routine 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, organization and/or communicate school progress and performance to parents, upon request.
- 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: Direct Consultant Teacher Services (DCT)**

### **Level: 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 reading, writing and math skills (below the 25<sup>th</sup>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 Common Core Learning Standards.

### **Service and Supports:**

- Students will receive Direct Consultant teacher services as follows:
  - 9<sup>th</sup> Grade:
    - English/Math/Social Studies/Science – 5x/week
  - 10<sup>th</sup> Grade:
    - English/Math/Science/Social Studies – 5x/week
  - 11<sup>th</sup> Grade:
    - English/Social Studies- 3x/week
    - Math/Science – 2x/week
  - 12<sup>th</sup> Grade:
    - English – 2x/week
    - PIG/EC – 2x/week
- Students may be provided with a daily resource room for supplemental curricular instruction and pre-teaching and re-teaching of general education curricula.

### **Supports for School Personnel:**

- The special education teacher consults with the general education teacher(s) to support 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 upon request.



- 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: Special Class - Primary Skills 12:1:1 (Grades K-5)**

**Special Class - Intermediate Skills 12:1:1**

**Level:** Elementary

**Program Description:** This program is designed for students who may have extremely low to borderline cognitive skills. The students may have significant developmental delays. They may demonstrate poor organizational skills, attending difficulties, 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. Ongoing assessment is done to determine readiness for mainstreaming in general education.

**Supports for Students:**

- Special class
- Counseling (as determined by the CSE)
- Speech therapy (as determined by the CSE)
- OT (as determined by the CSE)
- PT (as determined by the CSE)

**Supports for Staff:**

- The school psychologist will support the special education teacher and team in the development of the classroom management plan and 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.
- All staff (teachers, paraprofessionals, providers) will be trained on behavior management.
- The social worker assists the teacher in implementing social skills training.
- Assistive Technology Consultation is available, as needed.
- The teacher and related service providers will participate in weekly team meetings for the purpose of ongoing collaboration and planning to meet the students' needs.

**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 team also provides the parents with suggestions of home activities for supporting attainment of IEP goals and objectives upon request.
- 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, improve organizational skills, and to communicate school progress and performance upon request.

**Program: Special Class - Secondary Skills 12:1:1 (Grades 6-8)**

**Level:** Middle School

**Program Description:** This program is designed for students with borderline to 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:**

- Speech Language therapy and counseling available per IEP
- Classroom management plan
- FBA/BIP to assist students as indicated by CSE
- Social skills training
- Paraprofessionals and 1:1 paraprofessional as determined by the CSE

**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 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.
- Related services provided as indicated per IEP
- Assistive Technology Consultation is available, as needed

**Supports for Parents/Families:**

- The team will develop a plan on family coaching that is student and family specific.
- The team will develop and implement a communication plan for each family.

**Program: Special Class - Linking Education and Development (LEAD) 15:1**

**Level:** High School Grades 9-12

**Program Description:** This program is primarily designed for students who are working toward a Skills and Achievement Commencement Credential (SACC) and are designated New York State Alternative Assessment (NYSAA). The *LEAD* Program offers a curriculum with a focus on key concepts and skills students will need for maximum independence in work, home, and community after high school. The high school courses are rotated in a 4-year sequence to ensure that each student has access to the curriculum during his/her high school years

**Supports for Students:**

- Access to a 4-year sequence with support from special education teachers to ensure that each student has access to the curriculum during his/her high school years
- Related Therapy Services (as indicated on the student's IEP)
- Job Coach Services available as needed for work experiences (in junior and senior years)
- Transition Support Specialist (works with the students and/or classroom team of 11<sup>th</sup> and 12<sup>th</sup> grade students throughout the year to evaluate and support the student's needs for post high school transition)
- Assistive Technology Consultation is available, as needed
- Paraprofessional support (as indicated on IEP)

**Supports for Parents/Families:**

- The special education teacher serves as the student's case manager and 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
- The case manager provides parents with quarterly reports of the student's progress on IEP goals
- A Transition Specialist supports the family in making decisions and accessing supports and services for post high school transition

**Program: Special Class - Linking Education and Development (LEAD) 15:1**

**Level:** High School - Post Graduate

**Program Description:** This program is designed for students who have completed grades 9-12 and range in age up to 21. The Post Graduate component of the LEAD Program offers a curriculum with a focus on functional living and work skills to assist students in maximizing their independence at work, home, and within community environments.

**Supports for Students:**

- Related Therapy Services (as indicated on the IEP)
- Job Coach Services (available as needed for work experiences)
- Transition Support Specialist (works with the students, families and educational team to identify post school services)
- Paraprofessional support (as indicated on IEP)

**Supports for Parents/Families:**

- The special education teacher serves as the student's case manager and is available to assist parents with navigating post school services
- The case manager provides parents with quarterly reports of student progress on IEP goals
- A Transition Specialist supports the family in making decisions and accessing supports and services for post school transition

**Program: College Transition Program (College of St. Rose)**

**Level:** Post Graduate (Ages 18-21)

Program Description: The College-Based Transition Program (CBTP) offers an alternative special education opportunity for students who have graduated from high school with their Skills and Achievement Commencement Credential or Career Development Occupational Standards Credential. Students learn functional academics, audit college courses and volunteer at a variety of potential employment sites on the College of Saint Rose campus. Students work on increasing independence by improving social, communication, employability and self-advocacy skills.

**Supports for Students:**

- Special Education Teacher
- Para-Professional
- Job Developer/Coach
- Peer Mentoring

**Supports for Parents/Families:**

- The special education teacher serves as each student's case manager and is available to assist parents with navigating post school services
- The case manager provides parents with quarterly reports of student progress on IEP goals
- A Transition Specialist supports the family in making decisions and accessing supports and services for post school transition

**Program: Special Class - Primary Intensive Skills (6:1:3.5) (Grades K -2)**

**Level:** Elementary

**Program Description:** This program is designed for students with extremely low to borderline 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, they have difficulty in executive functioning, organization and expressive/receptive language delays. 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:**

- Related services integrated into the classroom
- FBA/BIP and or BSP
- Social skills training
- Speech language therapy, OT, PT, and counseling are integrated for a period of time as components of this program.
- Nursing consult
- Adaptive Physical Education, as determined by CSE
- Assistive Technology available as per IEP
- Paraprofessionals and 1:1 paraprofessional, if appropriate

**Supports for Staff:**

- The social worker and school psychologist work with the teacher and team members to develop the classroom management plan and/ or individual behavioral support 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 data collection, program design, social skills training and positive behavior management
- The social worker assists the teacher in implementing social skills training daily.
- Assistive Technology Consultation is available, as needed.
- Psychiatric consultation for students as needed
- Behavior consult
- Related service provider consults
- Nursing consult

**Supports for Parents/Families:**

- The Intensive Skills team will provide information to parents on the routine and structure of the program at the start of the school year.
- Social worker 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.
- Social worker helps connect families with outside resources upon request.
- Assistive technology support as needed.
- Social worker is available to help parents in implementing educational and behavioral plans at home.

**Program: Special Class - Intermediate Intensive Skills (9:1:4) (Grades 3-5)**

**Level:** Intermediate

**Program Description:** This program is designed for students who may have extremely low 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:**

- Related services integrated into the classroom
- FBA/BIP or BSP
- Social skills training
- Nursing consult
- Adaptive Physical Education, as determined by CSE
- Speech language therapy, OT, PT, and counseling are integrated for a period of time as components of this program
- Assistive Technology available as per IEP
- Paraprofessionals and 1:1 paraprofessional if appropriate

**Supports for Staff:**

- The social worker and psychologist work with the teacher and team members to develop the classroom management plan and/ or individual BSP 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 data collection, program design, social skills training and positive behavior management.
- Psychiatric consultation for students, as needed
- Assistive Technology Consultation is available, as needed.
- Related service provider consults
- Behavior consult
- Nursing consult
- The social worker assists the teacher in implementing social skills training daily.

**Supports for Parents/Families:**

- The Intensive Skills team will provide information to parents on the routine and structure of the program at the start of the school year.
- 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.



- Social worker helps connect families with outside resources upon request.
- Assistive technology support as needed.
- Social worker is available to help parents in implementing educational and behavioral plans at home.

## **Program: Special Class - Secondary Intensive Skills (9:1:4) (Grades 6-8)**

**Level:** Middle School

**Program Description:** This program is designed for students with significant developmental delays who are pursuing a Skills and Achievement Commencement Credential (SACC) and are designated New York State Alternative Assessment (NYSAA). Students in this program have intellectual disabilities. Students typically have delayed social skills and delayed adaptive behavior. Students also typically have communication and motor delays. They require a supportive learning environment that has constant and consistent adult direction and support.

### **Supports for Students:**

- Paraprofessionals are included in this program. 1:1 paraprofessional as per IEP.
- Special class that provides a grade level parallel curriculum with emphasis on key concepts and life skills
- Participation in general education classes as appropriate
- Speech language therapy and counseling as determined by the CSE
- Additional related services of OT, PT are provided as needed
- Assistive Technology available as per IEP
- Classroom Management Plan
- Individual Behavior Plans as needed
- Nursing services as per IEP
- Adaptive Physical Education as per IEP

### **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 provides a modified grading plan.
- The special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning in 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
- OT/PT will consult and provide support to the team
- The counselor will provide support to the team

### **Supports for Parents/Families:**

- The Intensive Skills team will provide information to parents on the routine and structure of the program at the start of the school year.
- The team is available to communicate school progress and performance to parents upon request.
- Training for parents on the needs of students (for example: social integration in the community, postsecondary options and supports available to the family such as SSI, Medicaid) is provided.
- The school psychologist works with the team to develop classroom management plans and/or individual student behavior plans, as needed

