



**Special Education Program
Descriptions
2020-21**

These programs and services are recommended through the Committee on Special Education (CSE) for students who qualify through **comprehensive evaluations**. These evaluations could include: standardized testing, classroom and clinical observations, teacher/staff feedback, district rubrics and parent input.

Program: Related Services

Level: K-12

These services are designed for students who qualify for educationally related therapies that may include: speech-language therapy, occupational therapy, physical therapy, counseling, adaptive (adapted) physical education, vision services, hearing services, or orientation mobility. Students receive related services to address the Individual Education Plan (IEP) goals.

The Committee on Special Education will determine individual service recommendations.

Program: Resource Room

Learner Support

Level: Elementary, Middle, and High School

This program is designed for students who have academic needs that impact their performance in the general education curriculum. Students in the Learner Support Resource Room will receive direct instruction to address their individual academic goals in the areas of reading, writing, math, organization, and/or study skills.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Resource Room

Organization & Writing

Level: Elementary, Middle, High School

This program is designed for students who have academic needs that impact their performance in the general education curriculum. Students in the Organization & Writing Resource Room will receive direct instruction to support their individual goals in the areas of writing, organization, and/or study skills.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Resource Room

Reading & Language

Level: Elementary, Middle

This program is designed for students who have academic needs that impact their performance in the general education curriculum. Students in the Reading/Language Resource Room will receive direct instruction to support their individual goals in the area of reading comprehension, decoding, and writing.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Resource Room

Social Communication

Level: Elementary, Middle, High School

This program is designed for students who have significant deficits in social skills and pragmatic language skills which result in difficulty navigating social situations and the school environment. Students in the Social Communication Resource Room will receive direct instruction to support their individual goals in the areas of social/pragmatic skills, organization, and study skills.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Resource Room

Social Development

Level: Elementary , Middle, High School

This program is designed for students who have social, emotional and/or behavioral needs that significantly impact their learning due to their inability to manage social, emotional, and/or instructional rigor. Students in the Social Development Resource Room will receive direct instruction to support their individual goals in the areas of emotional regulation, organization, and study skills.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Integrated Co-Teaching Services

Level: Elementary

This program is designed for students who are performing below grade level in reading, writing, and/or mathematics. These students require significant modification of the general education curriculum and targeted instruction by a special education teacher, while they participate in the general education setting.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Direct Consultant Teacher Services (DCT)

Level: Middle School/High School

This program is designed for students who require significant modification of the general education curriculum to address deficits within the areas of academics. Within the special class/resource room, students will receive pre-teaching and re-teaching of curriculum content. Students will participate in state and districtwide assessments of student achievement.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Special Class

Primary Skills (12:1:1) (Grades K - 1 and 2-3)

Intermediate Skills (12:1:1) (Grades 4 - 5)

Secondary Skills (15:1:1) (Grades 6-8)

K-3: This program is designed for students who have developmental delays and require a structured learning environment. Students are presented a modified grade-level curriculum in a

separate setting with a higher staff to student ratio. Ongoing assessment is done to determine readiness for inclusion into general education classrooms. The Committee on Special Education (CSE) will determine individual service recommendations.

4-5 and 6-8: This program is designed for students who have mild to moderate developmental delays and require a structured learning environment. Students are presented a significantly modified curriculum in a separate setting with a higher staff to student ratio. Ongoing assessment is done to determine readiness for inclusion into general education classrooms.

Program: Special Class Primary Intensive Skills (6:1:3) (Grades K -2)
Intermediate Intensive Skills (9:1:4) (Grades 3-5)
Secondary Intensive Skills (9:1:4) (Grades 6-8)

This program is designed for students with significant developmental delays who are most often designated New York State Alternative Assessment (NYSAA). Students require a supportive learning environment that includes a high level of adult direction and support for skill acquisition, functional communication, activities of daily living, and to meet the identified IEP goals in a smaller setting with higher staff to student ratio.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: Special Class - Ready for Independence, Success, and Employment (RISE)
Level: High School

Program Description: This program is designed for students who are working toward a Skills and Achievement Commencement Credential (SACC) and are designated New York State Alternative Assessment (NYSAA) and/or a Career Development and Occupational Studies Credential whereby students participate in approved Regents courses. The 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. Job Coach Services are provided beginning in the student's junior year.

The Committee on Special Education (CSE) will determine individual service recommendations.

Program: College Transition Program (College of St. Rose)
Level: Post Graduate (Ages 18-21)

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

The Committee on Special Education (CSE) will determine individual service recommendations.