

Special Education Program Descriptions 2014-2015



Stillwater Central School District
1068 Hudson Avenue
Stillwater, New York 12180

Introduction

This document provides descriptions of the special education programs and services in the Stillwater 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.

Stillwater 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 analysis 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 best practices and will be evaluated regularly to ensure continuous improvement.

- Learning is continuous in the life span of a child and every child can learn.
- Self advocacy and self determination are the foundation skills needed by all children.

In the program description for 2014-15 there are several services and supports included that require more explanation.

- **School Psychologist:** The School Psychologist at the elementary and middle/high levels use research based assessments to evaluate and make recommendations on students programming and determine eligibility for Special Education services and placement. The school psychologist can provide counseling, consultative services, and crisis management for those students struggling with social, emotional and behavioral problems. The school psychologist works with the teacher to increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning. The Elementary School Psychologist also acts as the Preschool Chairperson for the Committee on Preschool Special Education. This psychologist is also a member of the intervention team. The middle/high School psychologist also acts as a Committee on Special Education Chairperson for committee meetings, and works with the School Social Worker on behavioral management teams, and designing or implementing behavior management plans. This psychologist is also a member of the building level intervention teams.

School Social Worker: The School Social Worker promotes and enhances overall academic mission by providing services that strengthen home/school/community partnerships and alleviates barriers to learning. The Social Worker contributes to the development of a healthy, safe and caring environment by advancing the emotional and social development of children and the influences of family, community and cultural differences on student successes and by helping to develop effective intervention strategies. The Social Worker has responsibility for students in grades PreK-12. She is an active member of many district-wide teams which work assiduously to create healthy and supportive learning environments. The Social Worker assists in group and individual counseling and works with classroom teachers on consultations. She is a member of the crisis support team, and works on the emergency response team. The school social worker assesses and evaluates problem behaviors and evaluates students for the need for social work or other services. The Social Worker may administrate behavioral scales, write up hypothesis and behavioral plans, as well as solicit evaluations from outside providers and various client groups.

- **Specialized Reading Instructor:** Reading specialists are professionals who aim to improve reading achievement in the district by serving as teachers, related service providers, coaches, or leaders of school reading programs. The reading specialist is authorized to teach reading and to provide technical assistance, specialized assessment and recommendations as well as professional development in the area of reading. The Reading Specialist/Literacy Coach may have primary responsibility for working with students who struggle with reading and may provide intensive, supplemental instruction to students who struggle with reading at all levels in Pre K–12. Such instruction may be provided either within or outside the students' classrooms. At times, these specialists may provide literacy intervention instruction designed to meet the specific needs of students, or instruction that enables them to meet the requirements of the classroom reading program, or both.

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

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

Graduation requirements:

All students are required to obtain a Regents Diploma. To receive a regents Diploma students must achieve a minimum of 65 on 5 Regents Exams. (ELA, Math, Science, US History, Global history). Students could also receive a regents with advanced designation and a Regents with technical endorsement. Students with Disabilities can also achieve a Local Diploma. There is a low pass option, wherein students are able to achieve a 55-64 on a Regents Exam and receive a Local Diploma. Another option is for Students with disabilities in the district to use the Compensatory Safety Net. In this option to earn a local

diploma through the Compensatory Safety Net (students with IEP's), the student may score between 45-54 on one or more of the require exams (excluding English and Math) if they compensate with score(s) of 65 or higher on other exams and meet attendance and course requirements. *English and math scores must be at least 55 or higher.

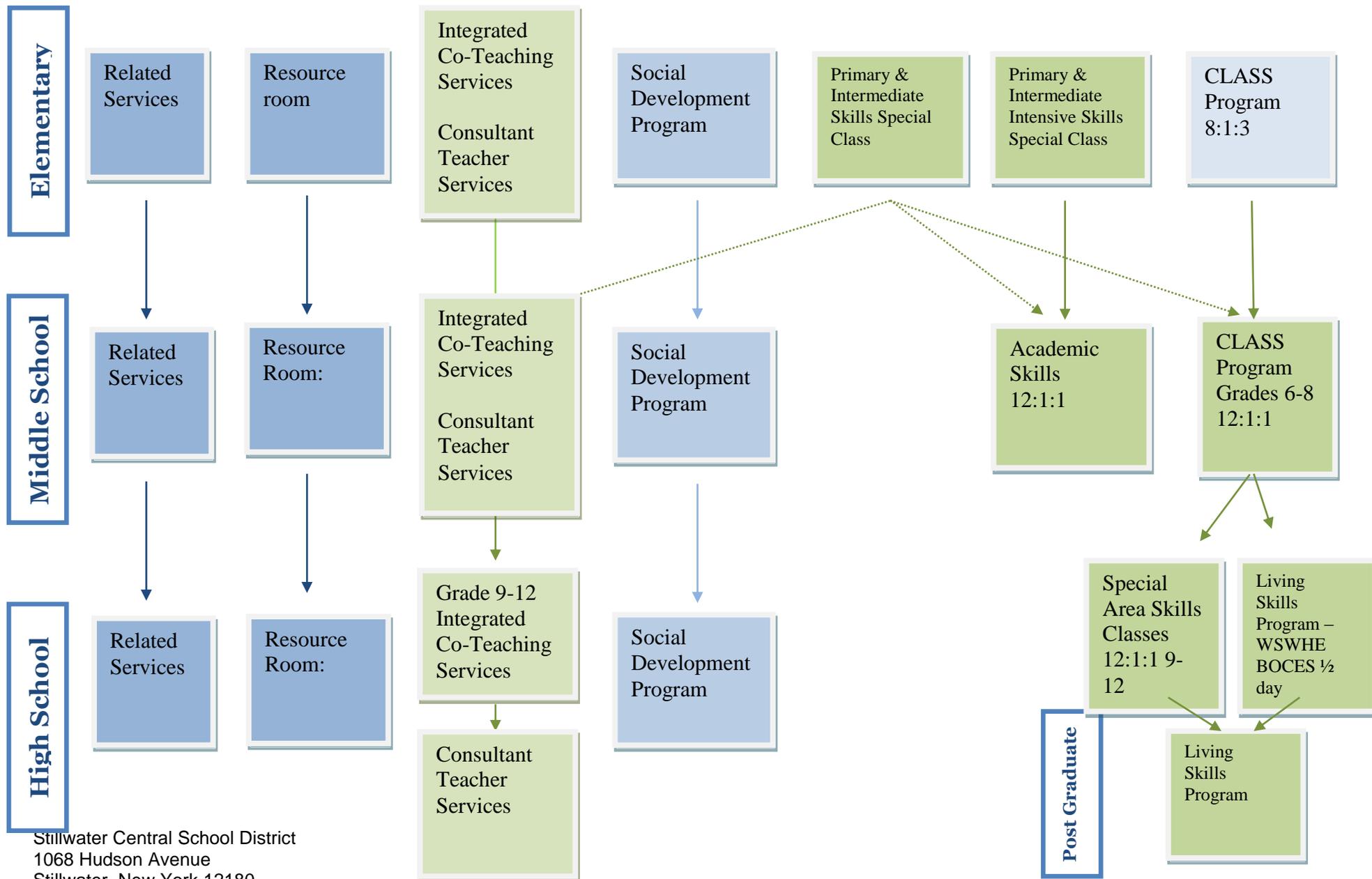
Skills and Achievement Commencement Credential: Beginning with the 13-14 school year, NYSAA eligible and assessed students must attend 12 years of school excluding kindergarten or end school at 21 years of age. This follows the new CDOS learning standards and is accompanied by the new model of Student Exit Summary.

NYS Career Development and Occupational Studies (CDOS) Commencement Credential: Beginning 07/01/2013 this credential is for students with disabilities. This was designed to supplement the IEP Diploma as an exiting credential for students unable to earn a HS diploma. Students must show evidence of the CDOS learning standards, 2 units of study in CTE courses or WBL experience; with a minimum of 54 hours documented school supervised WBL experiences. Students must have a skills employability profile which must be updated annually. This may be awarded based on nationally-recognized work-readiness credential requirements.

- Requirements include Access to the General Education
- Student Career Plan updated annually
- CDOS Standards Commencement Level Documentation
- Combination of CTE Coursework and at least 54 hours of WBL (2 units total 216hr) OR 216 hours of Work based Learning
- Employability Profile or National Employability Skills Credential

If you have any questions regarding the Stillwater Central Program Descriptions for 2014-15, please contact your Committee on Special Education Chairperson. They can be reached by calling (518) 373-6100 and by email through the Stillwater Central School District website by going to Special Education and clicking on their email address.

Continuum of Special Education 2013/14



Stillwater Central School District
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Program: Related Services

Level: K-12

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

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

Supports for Staff:

- The service provider communicates with the student's general education teacher(s) and case manager 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.

The Elementary School

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

Level: Elementary (K-2) (3-5)

Program Description: This program is designed for students who have significantly below average cognitive abilities with significant developmental delays, management needs and below average social skills. It is designed for the student with multiple disabilities who are eligible for the New York State Alternate Assessment and may pursue an IEP Diploma. This program offers a significantly modified curriculum with focus on practical application of skills. Many students have delayed social skills and delayed adaptive skills. Students may also demonstrate communication and motor delays. Students may also have significant self-regulation, transitions, and may need a behavior plan. Students benefit from frequent pre-sets and changes in activities. They require constant and consistent adult direction and support in a structured classroom environment. The students need intensive speech therapy, OT, PT, and counseling services that can be integrated for a period of time into the classroom or given as a pull-out service in a therapy room. These students may struggle with reading and/or writing and require research-based language, reading, and writing instruction. Ongoing assessment is done to determine readiness for possible mainstreaming in general education.

Supports for Students:

- Special class 5x6 hours
- Counseling (Group) 2x30 in the special class/therapy room
- Speech therapy (Group) 3x30 in the special class/therapy room
- OT /PT (Grp) (I) 2x30 in the special class/therapy room
- Assistive Technology Specialist provides consultation and training to staff on hardware and software when needed.

Supports for Staff:

- The School Psychologist ,and/or School Social Worker 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.
- Speech therapy, OT, PT and counseling that can be integrated for a period of time as components of this program.
- For students who are receiving reading instruction a reading specialist will provide monthly consultation to staff on the development, implementation and assessment of research-based reading instruction, including model lessons and specific strategies for students.
- Assistive Technology Consultation is available, as needed.
- Speech therapy consultation
- OT/PT consultation

Supports for Parents/Families:

- The teacher and providers will inform parents of the structure and routine of the program at the start of the year. The teacher also provides the parents with

suggestions of home activities for supporting attainment of IEP goals and objectives.

- The teachers and related services staff provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The teacher is available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.

Program: 8:1:3 CLASS

Level: Elementary Grades K-2, Grades 3-5

Program Description: CLASS stands for Communication, Language, Academics, and Social Skills. This program is designed for our students who are diagnosed with Autism and have significant language, social skills development, and academic needs. This program provides direct social skill instruction, intensive language instruction, and academic instruction for students with Autism.

Supports for Students:

- Special class 8:1:3
- Specialized reading instruction
- Paraprofessionals and 1:1 paraprofessional when appropriate
- Speech Language therapy and counseling are integrated into the classroom
- Behavior plans, if appropriate
- Social skills training
- Students have access to a wide variety of assistive technology
- Additional related services of OT/ PT are provided as needed

Supports for Staff:

- The special education teacher works with the speech and language pathologist to develop curriculum and integrate speech and language throughout the class day.
- The social worker, and/or school psychologist will 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. All staff will attend annual training in the area of Autism Disorders.
- Assistive Technology Consultation is available, as needed.
- OT/ PT Consult
- Speech consult
- Counseling consult

Supports for Parents/Families:

- The special education teacher provides information to parents on the purpose and structure of the CLASS program at the start of the school year. Parent Training and Counseling is offered at the CSE level. Parent Training is also offered through the district in the evening as well.
- 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 CLASS team may offer the families an opportunity to participate in a person-centered planning process.
- The special education teacher and other service providers provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary options and supports, such as SSI, Medicaid) is offered throughout the school year.

Program: Co-Teaching / Inclusion with Modifications

Level: Elementary,

Program Description: This program is designed for students who demonstrate below average cognitive abilities. Some students may require OT, PT, Specialized Reading support, and/or Speech and Language services. They may have difficulty with self-regulation, transitions, and may require a behavior plan. These students will have classroom curriculum modifications and/or testing accommodations but will be eligible for a Regents Diploma in the future. These students may struggle with reading and/or writing and require a research-based language, reading, and writing instruction. Ongoing assessment is done to determine readiness for mainstreaming in general education.

Supports for Students:

- Co-Teaching with a special education teacher for reading, writing, and math.
- Speech language therapy, OT/ PT services
- Counseling services and Social Work services
- Assistive technology services

Supports for Staff:

- The special education teacher works with the general education teacher(s) to determine modified instructional plans based on the NYS Common Core standards.
- The special education teacher also provides the general education teacher(s) with information on the student's disability and its impact on learning the general education curriculum.
- The special education teacher works with the general education to follow behavior plans, testing accommodations, and classroom modifications as outlined in the students IEP .
- 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 this setting.
- The Assistive Technology Specialist provides consultation and training to staff on hardware and software, as needed.
- Training on person-centered planning
- Counseling consult

Supports for Parents/Families:

- The teacher and providers will inform parents of the structure and routine of the program at the start of the year. The teacher also provides the parents with

suggestions of home activities for supporting attainment of IEP goals and objectives.

- The teachers and related services staff provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- The teacher is available to assist parents in developing a home structure and routine for the student to complete homework, organization, and/or communicate school progress and performance.

The Middle School

Program: 12:1:1 CLASS

Level: Middle School Grades 6-8

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 a certificate diploma. Students in this class have severe to profound cognitive abilities. Most students have social skills that are delayed and delayed adaptive behavior. Students may also have communication and motor delays. Students may also require behavior modification plans. As of September 2011 all students entering this intensive program will be eligible for the NYS Alternate Assessment.

Supports for Students:

- Special class 12:1:1
- Specialized reading instruction
- Paraprofessionals and 1:1 paraprofessional if appropriate
- Speech Language therapy and counseling are integrated into the classroom
- Behavior plans, if appropriate
- Social skills training
- Students have access to a wide variety of assistive technology
- Additional related services of OT/ PT are provided as needed

Supports for Staff:

- The special education teacher works with the speech and language pathologist to develop curriculum and integrate speech and language throughout the class day.
- The social worker, behavior specialist, and/or school psychologist will 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. All staff will attend annual training in the area of Autism Disorders.
- Assistive Technology Consultation is available, as needed.
- OT/ PT Consult
- Speech consult
- Counseling consult

Supports for Parents/Families:

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

Training and Counseling is offered at the CSE level. Parent Training is also offered through the district in the evening as well.

- The special education teacher and other service providers provide the parents with a report of the student's progress on IEP goals and objectives with the same frequency as the general education teachers.
- Training for parents on the needs of students (for example: homework, social integration in the community, post secondary options and supports, such as SSI, Medicaid) is offered throughout the school year.

Program: Co-Teaching / Inclusion with Modifications

Level: Middle School.

Program Description: This program is designed for students who demonstrate below average cognitive abilities. Some students may require OT/ PT, Specialized Reading support, and/or Speech and Language services. They may have difficulty with self-regulation, transitions, and may require a behavior plan. These students will have classroom curriculum modifications and/or testing accommodations but will be eligible for a Regents Diploma in the future. These students may struggle with reading and/or writing and require a research-based language, reading, and writing instruction. Ongoing assessment is done to determine readiness for mainstreaming in general education.

Supports for Students:

- Co-Teaching with a special education teacher for reading, writing, and math.
- Speech language therapy, OT/ PT services
- Counseling services and Social Work services
- Assistive technology services

Supports for Staff:

- The special education teacher works with the general education teacher(s) to determine modified instructional plans based on the NYS Common Core standards.
- The special education teacher also provides the general education teacher(s) with information on the student's disability and its impact on learning the general education curriculum.
- The special education teacher works with the general education to follow behavior plans, testing accommodations, and classroom modifications as outlined in the students IEP .
- 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 this setting.
- The Assistive Technology Specialist provides consultation and training to staff on hardware and software, as needed.
- Training on person-centered planning
- Counseling consult

Supports for Parents/Families:

The teacher and providers will inform parents of the structure and routine of the program at the start of the year. The teacher also provides the parents with :

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

Program: Supplemental Support for Content Area Courses

Level: Middle School

Program Description: Targeted support for special education students for content area courses. This is a program modification but will be put into students' schedules as a course. This course will be taught by a special education teacher to help students succeed in difficult courses or in specific areas of academic difficulty. This time offers students and teachers a time to work collaboratively by discussing readings, working on projects, writing papers, catching up on work, organizing, studying, or learning specific skills. This is an academic support model geared to the individual needs of our students.

Supports for students:

- Special Education teacher who will follow up with the general education teachers of academic core courses and overall needs throughout the school day
- Knowledge of overall IEP needs.
- Assistive technology needs
- Organization time
- Additional time for school work and re-teaching of difficult material.

Supports for Parents/Families:

- The Special Education Teacher will communicate with the student's family regarding progress on projects, assignments, and difficulties in content areas.
- The Special Education Teacher will communicate with families in regards to organization strategies, homework difficulties and also in regards to positive gains on any projects, writing, or large assignments.

The High School

Program: Equivalent Instruction (E.I.)

Level: High School 12:1:1

Program Description: This program is designed as a special class program (12:1:1) to provide the content curriculum in History (Global Studies), Math (Algebra), and English

in a differentiated format so that students with significant learning needs can obtain the credits necessary to work toward their diploma's (either Local or Regents). The content is specially designed so that students are presented the critical skills and the knowledge necessary to pass the class and NYS assessments within the NYS Common Core Standards required. The course is taught by staff that has dual certifications in Special Education and within the content area course. Staff may also be 'Housed' in a particular course area as well. Students are able to work in a smaller class size with the same regents based curriculum with specialized instruction based on their special education needs. The classroom is also staffed with a classroom aide for support.

Supports for Students:

- Special Education Teacher and Classroom aide
- A Specialized Reading Instructor daily in ELA
- Push in LCSW as necessary
- Technology services
- Small teacher to student ratio

Supports for Staff:

- Special Education staff will be provided ongoing professional development, consultation and support
- Reading Specialist support
- School Psychologist Support
- Special Education teachers will be provided time to plan and work with the regular education teachers in their content area to determine best practice on NYS Common Core Standards and Curriculum standards.

Supports for Parents/Families:

- The Special Education staff will provide information to parents on curriculum, and ongoing structure of the classroom
- The Special Education staff is available to assist parents in developing a structure and routine for the students to complete homework and 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.

Program: 9-12 Instructional Centers

Level: High School 12:1:1

Program Description: This program is designed for students with significant cognitive delays or academic disabilities in the areas of English and Mathematics. These students are on a Regents Diploma track and require smaller pieces of information at a smaller pace in a smaller student to teacher ratio. Students in this program have learning disabilities which significantly impact their progress in a general education

inclusion setting. Students may also have delayed social skills or behavioral management needs. These students are working to enhance skills in these areas to push back into general education and continue with NYS Common Core Standards in the content area.

Supports for Students:

- Special Class with a special education teacher and one special education paraprofessionals that focuses on functional skills instruction and community-based skill development
- Specialized reading can be integrated into the classroom.
- Speech Language Therapy can be integrated into the classroom.
- Counseling: is integrated into the instructional center, with individual sessions as needed
- In early High School years, in-school jobs develop foundation work and life skills.
- Transition Support Services: A Transition Support Specialist works with the students and/or classroom team throughout the year to evaluate and support the student's needs for post high school transition
- 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 Assistive Technology Specialist provides consultation and training to staff on hardware and software, as needed.
- For participation in general education classes, the special education teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom and helps the teacher identify the simplified curriculum.
- The Transition Support Specialist works with the classroom team throughout the year to evaluate and support the student's needs for post high school transition.

Supports for Parents/Families:

- The special education teacher provides information to parents on the purpose and structure of the Living Skills program at the start of the school year
- The special education teacher is available to assist the parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.
- The 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.

Program: Integrated Co-Teaching Services

Level: Grade 9-12 - High School (Only certain subjects within the High School are co-taught)

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

Service and Supports: Students in this program need:

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

Supports for School Personnel:

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

Supports for Parents/Families:

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

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

Program: Visions : Planning for CDOS

Level: Grades: 9-12

Program Description: This program is designed for students who may need to achieve a NYS Career Development and Occupational Studies (CDOS) Commencement Credential. This course also teaches the Career and Commencement NYS Standards. This course is designed for students with disabilities and will provide work towards an exiting credential for students unable to earn a HS diploma. This program will provide opportunities to develop a career plan and be actively engaged in career exploration. The program will help students to demonstrate evidence of commencement level knowledge and skills to earn CDOS credentials under the CDOS learning standards. This course will help students build a employability profile through career interest inventories, transition assessments, and a combination of CTE coursework and work based learning. This course will demonstrate work based learning which is important to this student's educational experience and important for their school to work transition. Students will work on their resumes, build a cover letter, participate in internships, and many more transition activities that will prepare them for life after high school.

Service and Supports for students:

- Special education teacher and classroom aide will provide support for students and provide them with internship experience.
- Students will have field trips and learn about various career options
- Students will be able to explore various career options and present to the class.
- Students will listen to various speakers from various different careers
- Technology supports are available for students.

Supports for School Personnel:

- Professional Development is available for all staff.
- The social worker and/or School Psychologist with the teacher and team members to develop the classroom management plan when necessary. 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 program at the start of the school year

Program: Academic Consultant Teacher Services

Level: Grades K-12 - High School

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

Service and Supports: Students in this program need

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

Supports for School Personnel:

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

Supports for Parents/Families:

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

Program: Reading/Writing Resource Room

Level: Elementary, Middle, High School

Program Description: This program is designed for students performing well below grade level in reading and writing. Direct reading instruction is provided based on evidence based research. This time is utilized to pre-teach vocabulary, writing strategies, and reading skills as well as review teaching from the inclusion classrooms. Students who require Resource Room support are working toward a Regents Diploma, and require support in the areas of reading and writing to strengthen academics from the inclusion classroom.

Supports for Students:

- Resource Room support and program implementation from the Academic Intervention Team or Reading Specialist.
- 6:1:1 Writing Traits
- Speech Language Therapy, as determined by the CSE
- Counseling Consultation.
- Aide Support.

Supports for Staff:

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

Supports for Families

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

Program: Resource Room – Math and Learning Support

Level: Elementary, Middle, and High School

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

Supports for Students:

Resource Room

- Aide support
- Organizational support
- Pre-taught instruction in mathematical facts and strategies as well as post instruction to review materials and strategies taught in the inclusion classroom
- Counseling Consultation 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 and seeks information regarding the student's performance in the general education class.
- The resource room teacher provides the general education teacher(s) with information on the student's disability and its impact on learning and the classroom.

Supports for Parents/Families:

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

Program: Organization & Writing Skills Resource Room

Level: Elementary, Middle, High School

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

Supports for Students:

Resource Room

- Elementary: 5 x 30 minutes per week
- Intermediate Grades: 5 x 43 minutes per week
- Middle School: 5/43 minute sessions per week
- High School: 5/43 minute sessions per week

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

Supports for Staff:

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

Supports for Parents/Families:

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

- Writing software that is available to students in the Resource Room is made available for home use.

