



Scotia-Glenville Central School District

Department of Pupil Personnel Services

SPECIAL EDUCATION SERVICES PLAN

2019-2021

Meaningful Educational Benefit for All Students

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STATEMENT OF ASSURANCES

The Board of Education of the Scotia-Glenville Central School District, as a part of a long-standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of special education students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education (Section 200.2), the Board has reviewed this two-year District Plan for Special Education.

By action of the Board of Education in a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

For the Board of Education

Date

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Executive Summary

The Individuals with Disabilities Education Act (IDEA 2004) requires that students with disabilities have access to and the opportunity to make progress in the general education curriculum.

Federal and State governments mandate that each board of education or board of trustees adopt written policy that establishes administrative practices and procedures that ensure that students with disabilities residing in the District have the opportunity to participate in school district programs that enable students to progress in the general education curriculum.

The Scotia-Glenville Central School District Board of Education recognizes the existence of individual differences in the intellectual, social, emotional, and physical development of children attending school in the District. In recognizing these differences, the Board supports a continuum of services, offered in the least restrictive environment, for children with disabilities. By offering a continuum of services the specialized needs of individual students with disabilities can be appropriately addressed in a variety of settings.

Special Education Programs & Services

In compliance with the federal Individuals with Disabilities Education Act (IDEA) and the Part 200 Regulations of the New York State Commissioner of Education, the Scotia-Glenville Central School District provides the following continuum of services for our students with disabilities.

Related Services

Speech/Language Services

Parent Counseling and Training

Occupational Therapy Services

Physical Therapy Services

Counseling Services

Music Therapy

Teacher of the Visually Impaired

Teacher of the deaf

Other Itinerant Services (Specific to the needs of individual students)

Special Education Services

The Scotia-Glenville Central School District offers a continuum of programs and services designed to provide students with the opportunity to master the skills and knowledge necessary to obtain a high school diploma and to become career and college ready¹.

¹ Please see Appendix F for a complete description of the special education service continuum.

Special Class Content Class

A special class (15:1 or 15:1:1) consists of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction in a particular content subject.

Life Skills Class

The Life Skills Program (12:1:3) is a “special class” especially designed to provide students with significant cognitive disabilities specially designed instruction in functional academic skills, pre-vocational and vocational skills, and social skills that provide a foundation for post school experiences.

Developmental Skills Program

The Developmental Skills Program (8:1:2) is a “special class” especially designed to address the needs of students with Autism Spectrum and related disorders of language and social development. Developmental Skills classes are available at the elementary and middle school level.

Equivalent Instruction Classes

Equivalent Instruction classes are smaller general education or “special class sections” (with enrollment limited to 15 students) offered in math, science, English and social studies designed to provide a pace of instruction and a significant level of instructional modification necessary for students with significant learning difficulties to obtain meaningful benefit from the general education curriculum. A teaching assistant supports the teacher and students.

Consultant Teacher Services

A consultant teacher is a special education teacher supporting one or more students in a general education classroom (direct). The consultant teacher may also provide consultation to the classroom teacher to facilitate the curriculum modifications needed by students with a disability (indirect).

Resource Room

A special education teacher provides specialized supplementary instruction to the general education curriculum. The special education teacher works with in an individual or a small group of students (5:1) for a specified portion of the school day.

Co-teaching

Co-teaching is a formal collaboration between a general and special education teacher. Both teachers assume responsibility for all teaching tasks for all students assigned to a classroom. Working together the teachers plan a differentiated and specially designed curriculum that meets the needs of a diverse population of students within the general education classroom.

Extended School Year Program (Special Education Summer School)

Students who are classified by the CSE or CPSE may be eligible for Extended School Year services if they demonstrate "substantial regression" of skills during the school year.

Special Education Demographics and Outcomes

- Preschool students with a disability as of October 2018: 46
- School-aged students classified with a disability as of October 2018: 407
- Percent of school-aged students with a disability as of October 2017: 14.1% (State average 15%).
- Least Restrictive Environment as of October 2018:
 - 58.2% of students instructed in general education classrooms for 80% or more of the school day. Does not meet State indicator: >59.5%
 - 7% of students instructed in general education classrooms for 40% or less of the school day. State indicator: <20.5% . .
 - 6.6% of students instructed in separate sites with only disabled students. Does not meet State target: <5.4%².
- Students enrolled in out-of-district programs as of October 2018:
 - BOCES: 32
 - Private agencies: 17
 - Total out-of-district: 49 (compared to 51 in 2016)
- Per Pupil Expenditures for Special Education (2015-16)³:
 - Scotia-Glenville: \$29,161
 - Similar Districts: \$31,577
 - All State Schools: \$31,423
- Graduation Information:
 - 53.3% of special education students entering 9th grade in 2014 (2014 cohort) graduated in 2018 with a high school diploma.
 - 64.1% of special education students entering 9th grade in 2013 (2013 cohort) graduated in 2017 with a high school diploma. (Compare with 44% in 2016).
 - 77.5% of special education students exiting High School in June 2018 (mixed graduation cohorts) earned a high school diploma. (Includes students graduating in 5 years.).
- Post-Secondary Outcomes:
 - 72.5% of special education students exiting high school in June 2018 planned to attend college or obtain employment (Compare with 48% in 2016).

² Specially trained Assistant Teachers have been added to the staff of Glen-Worden, Sacandaga, and Glendal as Support Coaches. These coaches work individually with student to help prevent emotional and mental health issues from interfering with academic learning.

³ Most recent data available from State Education Department.

Professional Development

Teachers, nurses, counselors, social workers, and psychologists continue to receive professional development related to issues in their respective fields. Staff has been implementing strategies such as mindfulness and social thinking. Staff has been studying and implementing strategies related to the concept of Trauma-informed Care in Schools and the effects on learning of adverse childhood experiences.

The District trains selected staff in the *Handle with Care* behavior management and crisis intervention model. The *Handle with Care* model prepares staff to safely manage behaviorally challenging and disruptive behavior. Ninety-five staff has been trained in this model across all District schools. Eight staff members are certified to be *Handle with Care* trainers for District staff.

Planning for 2019-21

Increasing academic expectations for graduation provide a greater challenge to all students and in particular those that have educational disabilities. District staff will continue to implement programs and services that will enable greater numbers of students with disabilities to successfully graduate high school. Specifically:

- ✓ Provide professional development that promotes a school culture of inclusiveness; a culture that is welcoming to students with various educational and behavioral disabilities as well as students of varied ethnic and cultural heritage.
- ✓ Integrate mental health literacy instruction into the District's instructional program. Pupil Personnel staff will collaborate with other District staff to develop developmentally appropriate lessons and activities to promote student development in the areas of self-management, resiliency, developing and maintain relationships, and ethical and responsible personal decision-making.
- ✓ Provide District staff with professional development on the negative effect of adverse childhood experiences (trauma) on the academic, social and emotional development of the student.
- ✓ Apply the recently developed District Dyslexia Protocol to identify and intervene with students who continue to struggle to learn to read.

Introduction

The Individuals with Disabilities Education Act (IDEA 2004) requires that students with disabilities have access to and the opportunity to make progress in the general education curriculum.

Federal and State government mandates that each board of education or board of trustees adopt written policy that establishes administrative practices and procedures that ensure that students with disabilities residing in the District have the opportunity to participate in school district programs that enable students to progress in the general education curriculum.

Part 200.2 (c) of the Regulations of the New York State Commissioner of Education require that each school district board of education shall prepare biennial special education plans. The plan must describe:

- A description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs, and each special class program provided by the district in terms of group size and composition;
- Identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
- The method to be used to evaluate the extent to which the objectives of the program have been achieved;
- A description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
- A description of the policies and practices of the board of education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by boards of cooperative educational services;
- A description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a useable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students;
- The estimated budget to support such plan;
- The date on which such plan was adopted by the board of education.

General Board of Education Policies

The District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the District in accordance with the following administrative practices and procedures:

- To ensure that students with disabilities have the opportunity to participate in school district programs to the maximum extent appropriate to the needs of each student, including nonacademic and extracurricular

programs and activities, which are available to all other students in the public schools of the District.

- To ensure that each preschool student with a disability residing in the district has the opportunity to participate in preschool programs, including timely evaluation and placement.
- To appoint and train appropriately qualified personnel, including the members and chairpersons of the committee on special education and the committee on preschool special education.
- To implement the provisions of Section 200.6 (a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum.
- To ensure that parents have received and understand the request for consent for evaluation of a preschool student.
- To ensure the confidentiality of personally identifiable data, information or records pertaining to a student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
- To implement school-wide approaches which may include a response to intervention process, and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
- To ensure the establishment of plans and policies for the appropriate declassification of students with disabilities.
- To ensure the selection and board appointment of an impartial hearing officer consistent with Regulations.
- To ensure that all instructional materials to be used in the schools in the District are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students.
- To ensure that personnel responsible for implementing or assisting in the implementation of a student's IEP receive or are provided access to a copy of the IEP for review prior to its implementation, and are informed of their responsibility to implement the recommendations of the IEP.
- To ensure that measurable steps are taken to recruit, hire, train and retain highly qualified personnel to provide special education programs and services.

- To ensure the establishment of guidelines for the provision of appropriate accommodations necessary to ensure the academic achievement and functional performance of the student in the administration of district-wide assessments.
- To ensure that universal design principles be used, to the extent feasible in developing and administering any district-wide assessment programs.
- To ensure that adequate and appropriate space is made available to meet the needs of preschool and school age students with disabilities.
- To ensure that students who reside in the District have received the protection of all other applicable State and Federal laws and regulations.

Special Education Programs & Services (Kindergarten - 12th Grade)⁴

The purpose of Special Education is to enable students to obtain meaningful benefit from and make progress in the general education curriculum with the projected outcome of earning a high school diploma.

Part 200 of regulations of the New York State Commissioner of Education requires districts to develop and maintain a continuum of special education services. The Scotia-Glenville Central School District offers a continuum of programs and services designed to provide students with the opportunity to master the skills and knowledge necessary to obtain a high school diploma and to become career and college ready.

Related Services

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, some medical services, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

Speech/Language Services

The speech-language pathologist (SLP) may provide services for fluency (stuttering), voice (hoarseness and nasality), hearing loss, articulation and phonology, language (use and comprehension)/executive functioning skills, and pragmatic language skills.

⁴ Please see Appendix E for a full description of the District's continuum of services.

Occupational Therapy Services

Occupational Therapists instruct students who demonstrate impaired functioning in such fine motor skill areas as handwriting, cutting or drawing. They also help students who demonstrate significant weakness in their upper body, difficulty performing activities of daily living such as dressing, feeding, toileting, difficulties with organization or difficulty processing sensory information (e.g. hypersensitivity to sound or touch). The model of delivery for OT services includes in-class support, collaborative and co-therapy with other specialists (speech, PT, OT, APE), therapy room treatment, team teaching with general or special educators and consulting with teacher, staff or parents.

Physical Therapy Services

Physical Therapy is provided to students who have significant gross motor, orthopedic or neurological issues. Students who need physical therapy may have difficulty with locomotor skills, body coordination, balance, low muscle tone or limited range of motion.

School Counseling Services

School-based counseling may be provided by the guidance counselor, social worker or the school psychologist. Counseling services may be provided in a variety of settings including individual, small group, and classroom-based groups. No matter the venue, counseling services are designed to address those issues that are relevant to a student's academic, career, or social-emotional functioning within the school. The focus of school-based counseling is to foster the continued positive developmental growth of students and to assist with addressing situational and developmental challenges with the goal of promoting successful academic, behavioral, and social functioning in the school setting. Counseling services are goal-based, typically short-term, with length of service dependent on the goals being addressed.

Other related Services

Additional related services may be provided to a student based on the student's individual need such as music therapy, mobility training, teacher of the visually impaired, and teacher of the deaf.

Special Education Services

The special education services listed below are part of the District's comprehensive continuum. Services are included in a student's Individual Education Plan based on the unique needs of each student. The least restrictive services support student learning in the general education classroom. More restrictive services are available for those students with more intense needs who may profit from a setting outside of the general education classroom for part of a school day or for the complete school day.

Integrated co-teaching Elementary and Secondary

Integrated co-teaching means students are grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class. In the co-teaching model a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students in the classroom

Resource Room Elementary/Secondary

Resource room means a special education class (instructed by a special education teacher) for a student with a disability enrolled in either a special class or regular class who is in need of specialized supplementary instruction in a small group setting for a portion of the school day. Resource room enrollment is limited to a maximum of five students.

Integrated Co-Teaching Developmental Skills Elementary

In the Developmental Skills co-teaching sections, students with developmental delays in language, cognition, self-regulation, and social functioning are grouped with non-disabled peers. In the co-teaching model a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students in the classroom.

Developmental Skills Class Elementary

This class is available at the elementary level and operates as a self-contained special education class (8:1:2). The class is designed for students, Kindergarten through second grade, who may demonstrate significant academic and developmental delays in the areas of cognition, speech and language, social functioning and self-regulation and require highly specialized academic instruction and direct instruction in the skill areas of social and emotional functioning.

Developmental Skills Class Secondary

This class is available at the middle school level and operates as a self-contained special education class, (class ratio of 8:1:2). The class is designed for students who may demonstrate moderate academic and developmental delays in the areas of cognition, speech and language, social functioning and self-regulation and require highly specialized academic instruction and direct instruction in the skill areas of social and emotional functioning.

Tutorial Class Middle School

At the Middle School, Tutorial Class is provided as a supplementary service for students with or without Individual Education Plans. Typically, students enrolled in Equivalent Instruction sections and or Co-teaching sections of content classes receive one period of Tutorial per day.

Tutorial Class High School

Tutorial class may be provided on an IEP as a supplementary service to students with disabilities. This class is typically included in a student's schedule daily (or every other day) and is supervised by a special education teacher or a teaching assistant. Similar in design and intent to a study hall, Tutorial is designed for students who can, for the most part, independently complete homework and class assignments.

Equivalent Instruction Classes (Secondary Level)

These classes are small sections (limited to 15 students) offered in math, science, English and social studies. The instructional format is designed to enable teachers to deliver the highly specialized instruction necessary for students with significant learning difficulties to obtain meaningful benefit from the general education curriculum.

Pathways for Academic and Career Education Readiness (PACER) (Secondary Level)

The Pathways for Academic and Career Education Readiness Program (PACER) is a special education program designed for students with significant learning disabilities. Typically, students do not have the social/emotional coping skills necessary to successfully manage the academic and social expectations and stress of school. The small class (limited to 12 students) provides specially designed and differentiated instruction in English, history, science, and math.

While students in the PACER program continue to aspire to a high school diploma, most PACER students begin to acquire the skills and knowledge necessary to qualify for a Career Development and Occupational Studies Commencement Credential. PACER offers students opportunities to develop prevocational and work readiness skills that provide an introduction to various jobs, occupations and expectations of the workplace that better prepares students for post school employment.

In addition to instructional staff, PACER offers students services from a speech/language therapist, social worker, job coaches, and a CTE teacher. These services are based on the individual needs of each student. . As students near graduation, the District's Transition Coordinator offers transition services to students and their family to prepare students to transition from high school.

Life Skills Class Secondary

The Life Skills Program is designed primarily for students with disabilities in grades 9-12+ (students can be enrolled until the age of 21). Life Skills students are building functional academic, social, and job readiness skills to provide a foundation for post school experiences and independent living. Students continue to expand their literacy and math skills while being introduced to experiences that develop job awareness and job readiness skills such as communication, stamina, self-regulation, and problem-solving on the job. Job readiness skills are provided within the school as well as in local community businesses and organizations based on the needs and skills of individual students.

Extended School Year Program (Special Education Summer School)

Students who are classified by the CSE or CPSE may be eligible for Extended School Year Services if they demonstrate "substantial regression". "Substantial regression" means a student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. The CSE/CPSE must determine "substantial regression" for a student to participate in the extended school year program.

Committee on Preschool Special Education (CPSE)

The Committee on Preschool Special Education and Committee on Special Education are regulatory processes derived from IDEA (Individuals with Disabilities Education Act). However, in New York State the Committees are implemented under two different systems within the same set of regulations. The District has administrative but not programmatic or fiscal responsibility for CPSE services. The District must, therefore, work collaboratively with the County and with preschool service providers to make this system work effectively.

Pursuant to the regulations of the State Commissioner of Education, the CPSE makes recommendations to the Board of Education based on the needs of the students.

CPSE Membership

The required members of the CPSE are:

- The child's parent(s)
- The child's teacher/related service provider
- A parent member (only when specifically requested by the parent)
- The school district representative (CPSE Chairperson)
- The county representative
- For a child transitioning from early intervention (EI) program (birth to 3 years old) a representative of the agency providing EI services

CPSE Process

Eligibility Determinations. Preschool children may be identified as having a disability if they exhibit significant delays in one or more functional areas related to cognition, language and communication, adaptive skills, social emotional development, and sensory or motor development that adversely affects a child's ability to learn. The CPSE considers all evaluations and compares the child's performance to accepted milestones for child development. The criteria for eligibility are:

- A 12 month delay in one or more functional areas; or
- A 33% delay in one functional area, or a 25% delay in each of two functional areas; or
- If appropriate standardized tests are individually administered, a score of two standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in two functional areas; or
- Meet the criteria for a disability as described in the terms for school aged students.

Referral. A preschool child suspected of having a disability shall be referred in writing to the CPSE Chairperson. A referral may be made by the child's parents, a professional staff member of the school district or a preschool, a physician or a judicial officer. See Appendix A for CPSE flow chart.

Evaluation. Upon the consent of the parent and the parent's selection of an approved evaluator, a multidisciplinary evaluation will be conducted. The resulting report will include a detailed description of the child's needs and a recommendation for services.

Recommendations. If the CPSE determines that the child has a disability, the Committee shall recommend a program for the child. The Committee is required to consider a continuum of services starting from the least restrictive to the most restrictive services. The more a service provided restricts a student's access to non-disabled peers, the more restrictive it is considered. For example, receiving instruction in a classroom of non-disabled peers with the support of a special education teacher is less restrictive than receiving instruction in a class attended by only students with disabilities. More restrictive placements may only be considered if education in a less restrictive placement would not meet the needs of the student, even with the use of supplementary aids and services.

Transportation needs must also be considered.

The CPSE must develop an Individualized Education Program (See page 17).

Implementation. Once parental consent is obtained, the CPSE must meet, make a recommendation to the Board of Education and initiate services within 60 school days from the date of signed consent.

Annual review. The IEP of each preschool student must be reviewed at least annually.

Mediation and Impartial Review Process. Due process for preschool students with disabilities closely matches the due process for school age students. (See page 18).

The Committee on Special Education (CSE)

Pursuant to the regulations of the State Commissioner of Education, the CSE makes recommendations to the Board of Education on the needs of those students referred to the CSE.

CSE Membership. The required members of the CSE are:

- The child's parent(s)
- The child's general education teacher
- A special education teacher
- A school psychologist
- A parent member (only when specifically requested by the parent)
- A school district representative (CSE Chairperson)
- The school physician, as needed, (with at least three days notice)

Sometimes the CSE meets as a subcommittee. The CSE subcommittee includes the child's parent(s), his/her general education teacher and the special education teacher. The subcommittee meets for routine case reviews and annual reviews. If the CSE plans on declassifying a student or placing the student in a more restrictive setting, e.g. from resource room to special class placement, they meet as a full committee.

CSE Process

Pre-referral Interventions. Generally, when a student is experiencing academic or social difficulties in school, the child may be considered for academic intervention services (AIS) and/or Response-to-Intervention services. These services include support for reading, mathematics, science and social studies. Small groups of students meet two or more times per week with a teacher/reading teacher/special education teacher who helps the students improve their achievement. Some students may experience short-term personal or social difficulties that impeded their progress in school. The District provides supports such as counseling and social work services on a temporary basis to assist these students.

Students with mild speech and language problems are provided speech improvement services. Similarly, students with mild occupational or physical therapy needs are provided a screening with recommendations by the therapist. These students are generally not classified as disabled.

Instructional Support Team (IST). The IST meets to consider issues the student is experiencing with the curriculum and how the instruction may need to be differentiated to meet the child's learning needs. Membership on the IST could include a general education teacher, special education teacher, reading specialist, nurse, school psychologist, music teacher, etc. Based on information obtained from teacher/staff observations, targeted academic assessment, and data obtained through the use of content area benchmarks and progress monitoring probes, the team develops a plan to assist the teacher in working through the academic problems the student is experiencing. Students are typically reviewed and their progress monitored by the IST prior to a CSE referral.

Response-to-Intervention (RTI) and the Building-level Inquiry Teams. RTI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps.

Part 200.2(b)(7) and Part 200.4(d) of the Commissioner's regulations describe the requirement to use pre-referral instructional strategies in the general education setting and the need to describe and document the student response to attempts to remediate a student's performance prior to a referral to the CSE. RTI is an effective and instructionally relevant process to inform a decision to refer a student to the CSE by continuously monitoring student response to the core curriculum and strategic and intensive instructional interventions provided to a student.

Instruction provided to students should vary in intensity, based upon the individual student's needs. The Building-level Inquiry team routinely reviews multiple measures of student performance data that informs the building about the progress of students and guides the development of curriculum and instructional strategies. The building-level inquiry process assists teachers in differentiating instructional strategies so that classroom instruction may meet the needs of students with diverse learning needs and contributes to the decision-making process in determining the intensity of services needed by individual students.

Referral. Pursuant to the regulations of the State Commissioner of Education, the Board of Education must approve the staff persons who may make referrals to the CSE. Students suspected of having a disability should be recommended for a referral. A written referral is required and is submitted to the building Principal, who has been designated by the Board of

Education to make referrals to the CSE. The recommendation for a referral may be made by the teacher or other professional staff member, a judicial officer, or the student himself if over 18 years of age. Parents are encouraged to make a recommendation for referral to the building Principal. Parents may also make a direct referral to the CSE chairperson in writing. See Appendix B for CSE flowchart.

The written referral should state the reasons why the student is suspected of having a disability. Assessment results, records and reports should be cited. Attempts to remediate the student's educational difficulties and the student's response to those efforts should also be stated. Data obtained through periodic benchmarking and progress monitoring in the area of concern is to be included in those referrals made by the Principals.

Evaluation. An individual psycho-educational evaluation shall be commenced by the CSE once parent consent is obtained. The evaluation must include a variety of evaluations including a psychological evaluation, achievement testing, a social history, a medical examination and an observation of the student in his/her current educational placement.

Eligibility Determination. The CSE makes the determination on whether or not the student has a disability after reviewing the evaluations, prior interventions, the student's response to interventions, teacher reports, and parental statements.

A student can be identified because of mental, physical, or emotional needs as having one of the following 13 educational disability classifications:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impaired
- Learning Disabled
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Please refer to the Appendix C for definitions of these classifications.

Development of Individualized Education Program (IEP). Prior to developing a recommendation to the Board of Education for special education services, the CSE must ensure that the student is receiving general education services including Academic Intervention Services and/or Response to Intervention Services as appropriate. A child having an IEP does not negate the right to receive Academic Intervention services.

The CSE must develop an Individualized Education Program (IEP) for each student with a disability. The IEP must list the student's academic, physical, social and management needs and present levels of performance (PLOPS) for each major goal area. It must also include:

- The classification of the disability
- Measurable annual goals and benchmarks
- Evaluation criteria for each goal
- The recommended special education program and services
- Recommended placement
- The class size
- Supplementary aides and services the student needs
- Program modifications or supports for school personnel
- A statement of transition needs for students 15 and older including a description of the recommended transition services
- Assistive technology devices needed
- Testing modifications
- Date of initiation of services

IEP Implementation. It is the District's responsibility to implement the IEP within 60 school days of the date that the parent signed consent for CSE evaluation of the student. That means the services described on the IEP must be delivered within the timeline stated above. Each student's parent, teachers and staff, including paraprofessional staff, must be provided access to the IEP for a student they are working with (electronically or in hard copy).

Annual Review and Reevaluations. The CSE must review the IEP of each student with a disability at least annually and make recommendations for an updated IEP. The review will include a consideration of the progress the student has made in general and special education, then the IEP will be revised to address lack of progress in key areas and to meet the student's needs. Test and instructional modifications will be reviewed and changed as needed.

Students will be reevaluated at least every three years (triennial evaluation) to document if they continue to be eligible for special education services. Additional information can also be requested in addition to standardized assessment materials (report cards, student work, teacher recommendations, etc). If the student remains eligible for special education services, the IEP will be updated as needed.

If a student is no longer eligible to be classified as a student needing special education services, (s)he may be declassified with no further services or (s)he can receive a year of declassification support. These declassification services typically consist of a reduced amount of consulting teacher support, possibly related services, and continuation of testing modifications provided with the expectation of a successful transition into a regular education program. The Principal is responsible for seeing that these services are implemented.

Mediation and Impartial Hearing Processes. If parents disagree with the recommendations of the CSE they can request a mediation session to resolve their differences with the District or they can request an Impartial Hearing. Should they request an impartial hearing, the Board of Education appoints an impartial hearing officer to conduct the hearing. The decision of the impartial hearing officer is final unless it is appealed to the State Review Officer.

Committee on Special Education Statistics

For the School Year	14/15	15/16	16/17	17/18
# New referrals	44	47	48	64
# Students classified	14	22	22	33
# Students declassified	26	20	14	17
# Transfers in	14	48	39	33
# Transfers out	58	36	36	40
# IEP students in non-public schools (Mekeel)	19	17	20	20
# IEP students served ⁵	444	413	404	407

Notable Points:

- The number of students referred to the Committee suspected of having an educational disability increased significantly in 2017-18 compared to the prior three school years. The increase in referrals may reflect the difficulty some students may demonstrate mastering the higher academic expectations embodied in the new State learning standards. Thirty three of the sixty four students referred were considered to demonstrate an education disability requiring special education services. Although the students found ineligible may struggle with mastering the academic content they did not demonstrate an educational disability. The District has various supplemental and remedial services available to address the learning challenges of these non-disabled students who struggle to master the content.
- Seventeen students during the 2017-18 school year were assessed and found to no longer be in need of special education services. The special education services provided to these students helped them minimize the effects of their disability on their academic performance.
- The transferring of students into the District and those transferring out of the District throughout the year had minimal effect on the total number students served by the special education services
- In accordance with Section 3602-c, the District is required to evaluate and provide special education services to those eligible students enrolled at private schools located within District boundaries. This requirement began with the 2007 school year. The need to provide special education services to the students at Mekeel Christian Academy has been consistent.
- As a District, we need to continue to explore and identify research-based differentiated instructional strategies that improve performance of those students with significant learning concerns so that students with a greater level of need can be successful within the general education classroom without specific special education supports.

⁵ Number of students with disabilities as of the first Wednesday of October of each year.

Description of Students with Disabilities

Preschool Students (Committee on Preschool Special Education)

Placement of Preschool Students With A Disability (Ages 3-4)⁶					
Setting	14/15	15/16	16/17	17/18	18/19
Integrated Setting	22	23	24	20	39
Special Education Setting	4	0	3	1	3
Home	1	1	3	3	4
Residential Facility	0	0	0	0	0
Separate School	0	1	2	2	0
Total	27	25	32	26	46

Notable Points:

- The District's Committee on Preschool Special Education (CPSE) makes decisions on eligibility, planning and placement. Schenectady County contracts with State approved agencies to provide preschool services and transportation.
- Our preschool students may be enrolled in any of the following programs:
 - ✓ Achievements Preschool
 - ✓ Capital District Beginnings
 - ✓ Child Program/Parsons
 - ✓ Cloverpatch Preschool
 - ✓ Independent Speech Therapists
 - ✓ Early Childhood Education Center
 - ✓ Advanced Therapy
 - ✓ Whispering Pines
- **The current school year saw a 75% increase** in the number of students who qualified for preschool special education students. If this trend continues the District will need to consider whether increased staffing FTE (CPSE Chairperson) is needed to manage the increased caseload.
- The majority of our students receive services in least restrictive settings with non-disabled preschool students (integrated settings). Most of our preschool students require speech and language therapy. Some students are also cognitively delayed and may have fine motor needs (dressing, feeding, coloring, and cutting) or gross motor needs (difficulty with walking, running). Some students demonstrate attention and behavior concerns.

⁶ As of the first Wednesday in October.

School-Age Students (Committee on Special Education)

Number of Students by Disability Classification					
School Year	10/2014	10/2015	10/2016	10/2017	10/2018
Classifications	# Students	# Students	# Students	# Students	# Students
Autism	25	30	30	38	44
Emotional Disturbance	19	14	18	17	16
Learning Disabled	160	143	142	138	143
Intellectual Disability	4	3	4	5	6
Deafness	5	4	3	2	1
Hearing Impairment	5	3	3	3	2
Speech/Language	61	67	60	65	61
Visual Impairment	0	0	0	1	1
Orthopedic Impairment	1	1	1	1	1
Other Health Impairment	146	132	125	112	112
Multiple Disabilities	18	15	17	21	19
Deaf-Blindness	0	0	0	0	0
Traumatic Brain Injury	0	1	1	1	1
Total	444	413	404	404	407

Notable Points:

- The District’s Classification rate of students with Autism increased 3.4 % from 2016 to 2018.
- The number of students provided special education services annually has remained relatively constant since 2016.

Classified Students⁷				
School Year	10/2014	10/2015	10/2016	10/2017
Classification Rate	14.8%	14.2%	14.2%	14.1
State Average	14.3%	14.7%	14.9%	15%

⁷Most current data available from the State.

Notable Points:

- The District’s overall classification rate dropped from a high of 14.8% in 2014 to 14.1% in 2017. Classification rates for October 2018 are not yet available.
- The District’s classification rate has been below the State average since 2015.
- The District’s support for professional development for teachers in the area of Response-to-Intervention, differentiated instruction, developing stronger collaboration between general education and special education teachers, and providing additional co-planning time has been successful in supporting the needs of diverse learners within the general education classroom.
- The District continues to support the Building-level Inquiry Teams’ efforts to increase the use of student performance data (progress monitoring) to inform individual and grade-level instructional decisions.

Least Restrictive Settings: K-12 students with disabilities

The placement of an individual student with a disability in the least restrictive environment shall provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities.

Where do Scotia-Glenville students receive their special education services?

Time Inside the General Education Classroom (Daily)					
In Class...	14-15	16-17	17-18	18-19	SED Targets 17-18
80% or More	59%	63%	59.6%	58.2%	>59.5%
40% to 79%	19%	11.7%	13.5%	13.5%	No Target
Less Than 40%	10.4%	12.8%	12%	7%	<20%
Separate Settings	6.4%	8.27%	7.8%	6.6%	<5.4%

Notable Points:

- The major intent of the Federal and State laws related to educating students with disabilities is to provide services and programs that support a student’s success within the general education classroom. This “least restrictive environment” clause of Federal and State regulations requires districts to instruct students with special needs in settings alongside students without disabilities, when such placements meet student need. Research has repeatedly demonstrated the many developmental and learning benefits of such a model (see Appendix D).

- District-wide strategies (such as co-teaching and the integration of special education and related service personnel into the general education classroom, in contrast to removing students to separate locations) have been implemented in an effort to educate students with disabilities alongside their non-disabled peers.
- New York State continues to increase the target percentage of students with disabilities receiving instruction 80% or more of the school day in general education settings. The District has met the State target through 2017-18. The 2018-19 percentages is an estimate as State data is not yet available. Based on the estimate the District would not have met target for 2018-19. The decrease in the percentage of students able to benefit from special education services within the general education classroom may reflect the increased numbers of student exhibiting mental health challenges that require a more intense level of service to succeed in school. The need of students for a specialized setting (6.6%) is reflected in the higher than State target value (5.4%) for students provided an educational program outside a public school setting.
- As a strategy to include more students with intense behavior and mental health needs at the District (and decrease the need for students to be enrolled outside a public school setting), specially trained teaching assistants have been added to the staff of Glen-Worden, Glendaal, and Sacandaga. The teaching assistants play the role of a “Support Coach”. They work individually with students to help prevent emotional dysregulation as well as help them regain composure as safely and as quickly as possible when there is an emotional outburst. The Support Coaches use various techniques to assist students to calm and to teach self-calming and self-regulation skills. Each Support Coach has a Support Room available which is outfitted with materials that students can use to decrease stress, anxiety and/or anger. The goal is by providing additional support, emotional outbursts can be prevented. Please refer to the District’s Support Room Protocol for a comprehensive description of the goals and methods used by the Support Coaches (Appendix G)

Students Instructed in Out-Of-District Programs					
Placement Type		Number of Students			
School Years	Oct. 2014	Oct. 2015	Oct. 2016	Oct. 2017	Oct. 2018
BOCES	42	39	32	26	32
Private Agency Schools	18	18	19	17	17
Total	60	57	51	43	49

Notable Points

- The District continues to create programs and services to meet the varied needs of students, decreasing the need to enroll students in out-of-district programs. There remains a cadre of students (12%) with very intense needs that require specialized services which are difficult to address within district programs at this time.

Special Education Classroom Space

The District provides appropriate space for special education programs. All of our special education teachers and related service providers have adequate classroom space considering the

type of services they provide to students. Resource room and related services classes are placed in smaller classrooms appropriate for the small groups they serve.

During the 2018-19 school year, four classrooms were rented to Capital District BOCES for special education classes. Some of our students with specialized needs are placed in the BOCES programs located within the District. This allows some of our most needy students to be served in-district. The District will continue to provide space for BOCES classes subject to change based on District and BOCES needs. The BOCES classes located in each building for 2018-19 are listed below:

<u>Glendaal:</u>	2 Primary Management Interventions (PMI)
<u>High School:</u>	1 Comprehensive Developmental Skills Program (CDS)
	1 Skills Development Class (SD-II)

In March 2019, BOCES administration informed the District that based on the needs of the students BOCES will enroll for school year 2019-20 they will not be in need of the two classrooms at Glendaal. That will leave two classrooms at the High School that will be rented to BOCES for regional special education programming.

Provision of Alternative Materials

The District has an obligation to provide alternative materials in a timely fashion that are needed by students with disabilities as specified in their IEP. Alternative materials include large print books, audio taped versions of books, alternative tests, etc. The alternative materials must be available to the students with disabilities at the same time as instructional materials are provided to general education students.

We meet this requirement by purchasing alternative materials over the summer and throughout the school year as indicated. A formal communication system is in place between the CSE chairperson and the Director of PPS which supports the provision of obtaining the alternative materials in a timely fashion.

The special education teachers have access to Chromebooks and utilize Google Apps for Education programs. The Chromebooks and Google APPS provide greater student access to alternative materials.

Budget

Available 2017-18 Federal Funds:	611 (school-age):	\$619,861
	619 (preschool):	\$25,006
Available 2018-19 Federal Funds:	611 (school-age):	\$620,180
	619 (preschool):	\$25,757

Federal funds are used to supplement the cost of providing students with disabilities the services, personnel support, and technology needed to enable students to obtain meaningful educational benefit from the general education instructional program.

Comparison of Per Pupil Expenditures⁸		
2015-2016 School Year Special Education Expenditures		
Scotia-Glenville CSD	Instructional Expenses	\$12,043,328
	Pupils	413
	Expenditures per Pupil	\$29,161
Similar Districts	Expenditures per Pupil	\$31,577
All Public NYS Schools	Expenditures per Pupil	\$31,423

The Scotia-Glenville School District provides a continuum of instructional programs and support services designed to appropriately meet the educational needs of students with disabilities.

Programs and services are provided at a per pupil cost that is below that of demographically similar school districts and below the per pupil cost of the average of all New York State school districts.

Program Evaluation

The District evaluates the quality of the special education program by closely examining the following indicators:

- Student performance in the State Education Department high school assessment program.
- Student graduation rates, student post-secondary plans, and student dropout rates.
- Performance on New York State Special Education Performance Indicators.

Students with Disabilities Performance on State Commencement Assessments

With the introduction of the Common Core Curriculum Regents exams are scored according to levels not numerical grades. Level 3 and above is considered a passing grade and will count toward a Regents Diploma.⁹

Performance on Algebra I (Common Core Exam) (2017-18)						
	Level 1	Level 2	Level 3	Level 4	Level 5	% Passing
Students with Disabilities	21%	27%	48%	2%	2%	52%
General Ed. Students	3%	10%	39%	21%	26%	86%

⁸ Data from: *the New York State School Report Card Fiscal Accountability Supplement 2016-17*, which reflects 2015-16 financial data. Most current data available from the State.

⁹ Please see Appendix F for New York State Education Department descriptions of performance levels.

Performance on English Regents (2017-18)						
	Level 1	Level 2	Level 3	Level 4	Level 5	% Passing
Students with Disabilities	16%	26%	35%	10%	13%	58%
General Ed. Students	5%	3%	18%	16%	57%	91%

Performance Global History & Geography Regents (2017-18)					
	Level 1	Level 2	Level 3	Level 4	% Passing
Students with Disabilities	30%	20%	50%	0%	50%
General Ed. Students	29%	11%	57%	4%	61%

Performance Transition Exam Global History (2017-18)					
	Level 1	Level 2	Level 3	Level 4	% Passing
Students with Disabilities	16%	28%	38%	19%	57%
General Ed. Students	2%	8%	35%	56%	91%

Performance U.S. History & Government Regents (2017-18)					
	Level 1	Level 2	Level 3	Level 4	% Passing
Students with Disabilities	18%	20%	59%	2%	61%
General Ed. Students	4%	5%	36%	55%	91%

Performance Living Environment Regents (2017-18)					
	Level 1	Level 2	Level 3	Level 4	% Passing
Students with Disabilities	9%	6%	68%	18%	86%
General Ed. Students	1%	5%	36%	57%	93%

Performance Physical Setting/Earth Science Regents (2017-18)					
	Level 1	Level 2	Level 3	Level 4	% Passing
Students with Disabilities	21%	37%	42%	0%	42%
General Ed. Students	3%	8%	38%	50%	88%

Notable Points:

1. The average passing rate for students with disabilities across all the exams is 58% compared with 86% for general education students.
2. The highest passing rate (86%) for students with disabilities is for the Living Environment Regents exam. Most students with disabilities are enrolled in the two year Living Environment course which is either taught by a dually certified special education teacher or co-taught with a general education science teacher and a special education teacher. The slower pace of instruction and the ability to provide more highly specialized instruction in this course may be responsible for the significantly higher passing rate on this exam.
3. Success on the English and history Regents relies heavily on proficiency in language (reading, writing, vocabulary knowledge). These are areas of particular challenge for many of the students with disabilities. Some sections of English and history are co-taught with a language therapist to provide direct instruction in the use of language strategies to increase learning efficiency.

Diplomas and Exiting Credentials

Student Exit Outcomes¹⁰							
Year	Students Exiting	Regents Diploma	Local Diploma	CDOS Cred. Only¹¹	Total CDOS	SACC Credential	Dropout
June 2018	40	16 ¹²	15 ¹³	3	13	2	4
June 2017	37	22 ¹⁴	8 ¹⁵	2	8	0	5
June 2016	29	10	8 ¹⁶	3	4	2	6

¹⁰ Students with disabilities leaving school for the years listed. Not representative of any specific cohort group.

¹¹ Career Development and Occupational Studies Credential. Can be awarded as the only exiting credential or in combination with a diploma.

¹² Four of the sixteen students earning a Regents diploma also earned a CDOS Credential.

¹³ Six of the fifteen students receiving a Local diploma also earned a CDOS Credential.

¹⁴ Four of the 22 students earning a Regents diploma also earned a CDOS Credential

¹⁵ Two of the 7 students receiving a local diploma also earned a CDOS Credential

¹⁶ One of the 8 students receiving a local diploma also earned a CDOS Credential

Notable Points:

1. The percentage of students with disabilities exiting school with a Regents or local diploma increased from 62% in 2016 to 77% in 2018.
2. The number of students who dropped out has decreased over the three years.
3. The number of students earning the CDOS Credential has increased significantly over the three year period.

Graduation Rates

Scotia-Glenville High School Only 4 Year June Graduation Rates

Graduation Rates of Students with Disabilities attending S-G High School			
School Year	Cohort¹⁷	Number of Students	Graduation Rate (percent)
2017-2018	2014	40	60
2016-2017	2013	32	75
2015-2016	2012	20	40
2014-2015	2011	29	65.5
2013-2014	2010	20	75

All District Students 4 Year June Graduation Rates¹⁸

Graduation Rates of Students with Disabilities Includes Students in All Placements			
School Year	Cohort	Number of Students	Graduation Rate (percent)
2017-2018	2014	45	53.3 ¹⁹
2016-2017	2013	39	64.1
2015-2016	2012	25	44
2014-2015	2011	35	62.9
2013-2014	2010	27	59.3

¹⁷ These students entered 9th grade of the year listed.

¹⁸ Includes students educated at the high school and those enrolled in out-of-district programs.

¹⁹ The NYS average graduate rate for students with disabilities for the 2014 cohort was 55.9%. From Improving Special Education Outcomes in NYS. March 2019.

<https://www.regents.nysed.gov/common/regents/files/FB%20Monday%20AM%20-%20Improving%20Special%20Education%20Outcomes%20in%20New%20York%20State%20Presentation.pdf>

Notable Points:

1. The number of students graduating with a diploma in each cohort fluctuates. Given that the instructional framework remains fairly constant from year-to-year, the fluctuation may be a result of differing learning needs of each of the cohorts.
2. The District’s four year graduation rate for students with disabilities has been higher than the State average for 3 out of the last 5 cohorts.
3. There may be additional students in each cohort graduating during the “5th” year of high school. These students are captured in the Student Exit Outcomes chart (page 27) where the percentage of students graduating with a diploma fluctuated between 62% and 77%.
4. The decrease in graduating rates when including students enrolled in out-of-district programs reflects the greater challenges facing these learners and the greater challenge creating programs and services to meet these greater needs.
5. Mastering the NY State Common Core Standards continues to be a challenge for students with disabilities. Demonstrating mastery of the Standards requires students to utilize high level language skills and abstract-critical thinking skills. These skills are typically under developed in our students with disabilities. Some students can demonstrate mastery within 4 years of high school. Others benefit from the “gift of time” and demonstrate mastery after 5 years of high school.
6. The goal of special education services continues to be to provide students with disabilities with the supports and services needed to obtain meaningful benefit from their education and to provide the opportunity for students to earn a high school diploma. Efforts need to continue to develop instructional and motivational strategies that benefit students.

Post-Secondary Plan

Post-Secondary Plans²⁰						
Year	Total # Students Exiting	Attend College	Work	Military	Supervised Setting	Undecided
2018	40	16	11	2	0	7
2017	37	17	11	1	1	2
2016	29	9	5	0	3	6

Notable Points:

- The District’s goal for all students is to prepare them with the skills and knowledge needed to either continue in post-secondary education and/or to be ready to successfully begin a career having graduated high school. The number of special education students graduating

²⁰ Students who dropped out are not represented in this table.

high school with plans to attend college or become employed (join the military) has increased since 2016 (48%) and has remained stable for 2017 and 2018 between 72% - 78%

New York State Special Education Performance Indicators

Each year the New York State Education Department assesses the success of each District's special education program based on several different performance indicators. These annual indicators include:

- Graduation Rates
- Dropout Rates
- Suspensions/Expulsions from school, and
- Instruction in the least restrictive environment

The District has met State target values for all of the above indicators with one exception. The least restrictive environment target for students educated in separate setting was above the State target indicating that the District has more students in separate settings than the State would deem acceptable.

In addition to these annual indicators, the State Education Department assigns an additional indicator per year to a random sample of districts. During 2017-18 the District was evaluated on the Secondary Transition Indicator #13. The District was found to be in 100% compliance with that indicator. There were no indicators assigned to the District for school year 2018-19.

Professional Development

- Special education teachers continue to receive professional development in the areas of the New York State Common Core Standards for English and Math. Teachers are being introduced to the new social studies framework and the next generation science standards. Training in these areas for special education teachers is implemented through District professional development programs alongside general education teachers.
- Nurses, counselors, social workers, and psychologists continue to receive professional development related to issues in their respective fields. Staff has been implementing strategies such as mindfulness and mindful-breathing to help students manage the stress associated with addressing the increasing rigor of the curriculum and the complex social aspect of daily life in the digital age. Staff has been studying and implementing strategies related to the concept of Trauma-informed Care/Schools. Psychologists, reading teachers, and speech/language therapists have collaborated to develop a standard protocol to address the needs of students with severe reading disabilities (Dyslexia). Nurses have continued to develop their clinical skills in a wide range of interventions and specifically in the area of diabetes and concussion management in a school setting.
- All of the clinical staff has received professional development in the area of suicide safety in school. A suicide assessment tool and protocol has been implemented to standardize District preventive and response activities.

- The District trains selected staff in the *Handle with Care* behavior management and crisis intervention model. The *Handle with Care* model prepares staff to safely manage behaviorally challenging and disruptive behavior. The training provides staff with specialized techniques to prevent and de-escalate disruptive behavior as well as techniques to safely physically intervene with a student who has become a danger to him/herself or others. To date the District has trained 95 staff members across the District buildings. There is currently eight staff with “train-the-trainer” *Handle with Care* certification. These eight staff members are re-certified by *Handle with Care* staff annually. The District trainers provide in-district training for staff annually. Having staff formally trained in crisis management techniques enables the District to include more students within District programs challenged with mental health and behavior management issues; decreasing the need for out-of-district placements.

Planning for 2019-2021

Increasing academic expectations for graduation provide a greater challenge to all students and in particular those that have educational disabilities. District staff will continue to implement programs and services that will enable greater numbers of students with disabilities to successfully graduate high school. Specifically:

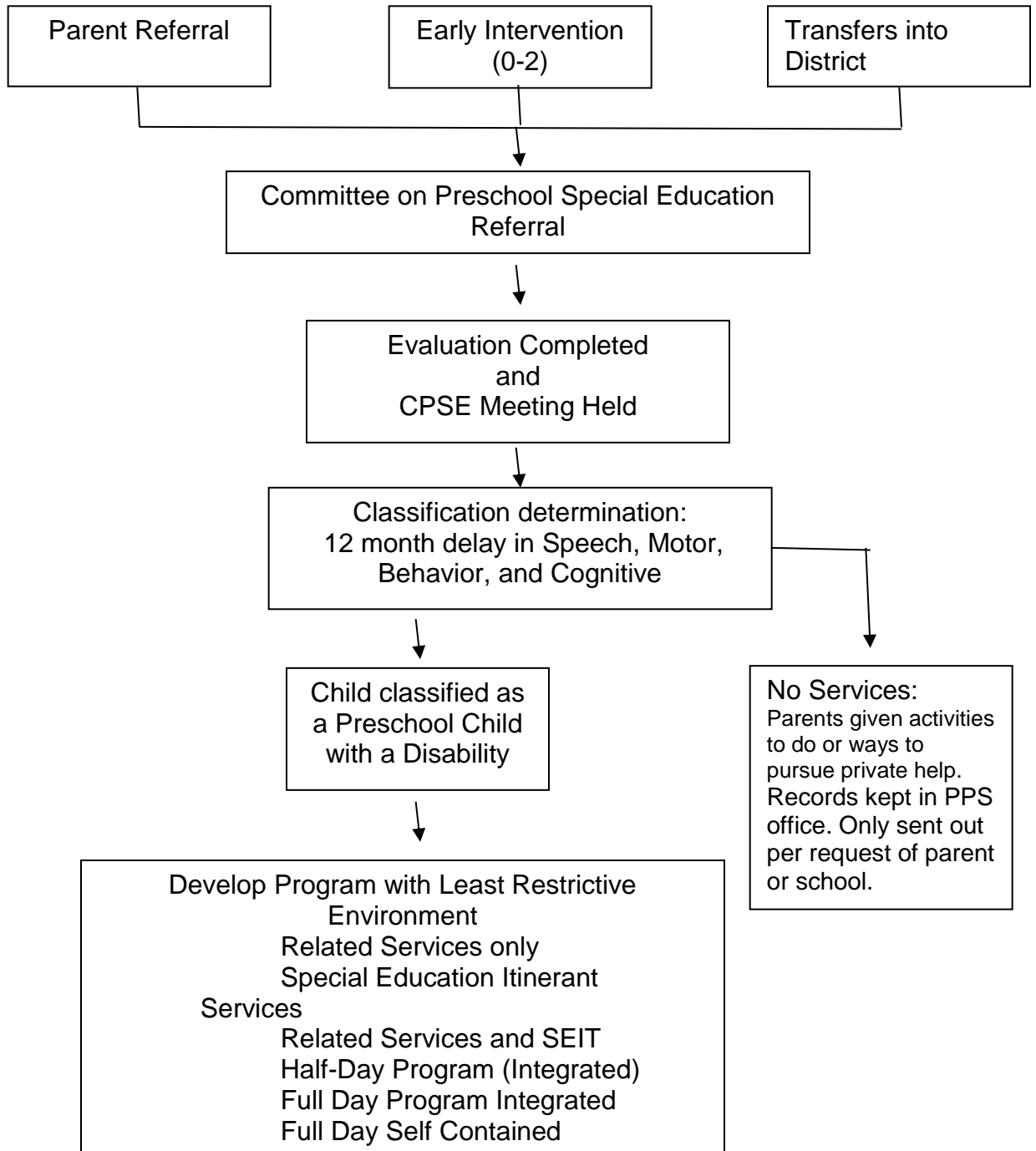
- ✓ Implement professional development for staff, and programs and instructional lessons for students, that promote a school culture of inclusiveness; a culture that is welcoming to students with various educational and behavioral disabilities as well as students of varied ethnic and cultural heritage.
- ✓ Integrate mental health literacy instruction into the District’s instructional program. Utilizing the NYSED framework for mental health education instruction and the NYSED social-emotional learning benchmarks, Pupil Personnel staff will collaborate with other District staff to develop developmentally appropriate direct instruction lessons and activities to promote student development in the areas of self-management, resiliency, developing and maintain relationships, and ethical and responsible personal decision-making.
- ✓ Provide District staff with professional development on the negative effect of adverse childhood experiences on the academic, social and emotional development of the student.
- ✓ Apply the recently developed District Dyslexia Protocol to identify and intervene with students who continue to struggle to learn to read even after being provided with research-based literacy instruction. Promote a partnership among teaching, reading, and clinical staff to develop research-based alternative options to improve the literacy skills of students who demonstrate a lack of growth with the classroom-based literacy program.

Appendices

- A. CPSE Referral and Flow Chart
- B. CSE Referral Flow Chart
- C. Definition of Disability Classifications
- D. Co-Teaching/Inclusion Research
- E. Special Education Service Continuum
- F. Performance Levels on Common Core Regents Exams
- G. Support Room Protocol

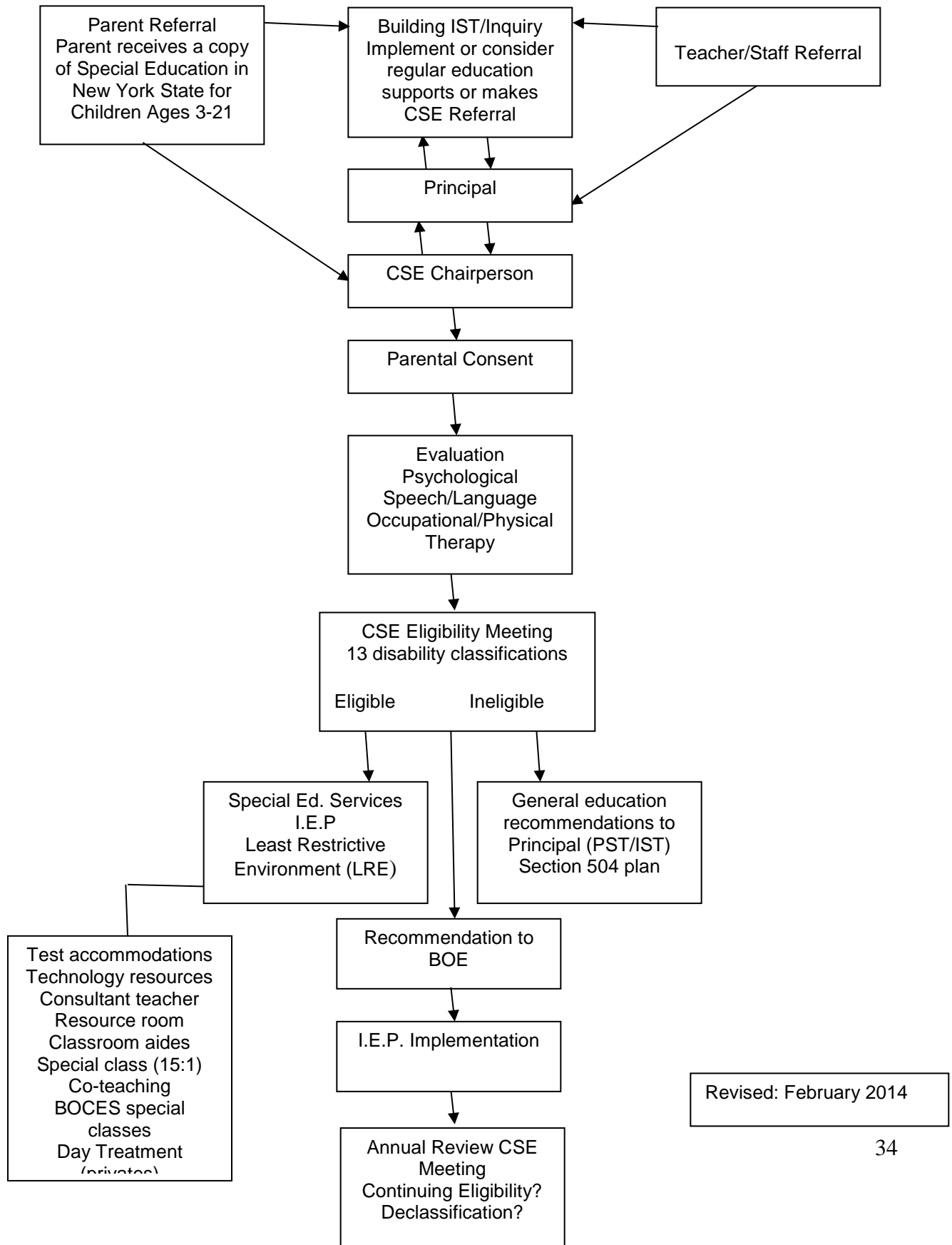
Appendix A--CPSE Referral and Flow Chart

Department of Pupil Services
Committee on Preschool Special Education (CPSE) Process
Supporting Student Success Across the Curriculum
(4.05.04)



Appendix B --CSE Referral and Flow Chart

Department of Pupil Personnel Services Committee on Special Education (CSE) Process *Supporting Student Success Across the Curriculum*



Appendix C --Definition of Disability Classifications

From Part 200 of the Regulations of the Commissioner of Education

Section 200.1 (zz) December 2005

(zz) *Student with a disability* means a student with a disability as defined in section 4401(1) of Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows:

(1) *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4 of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

(2) *Deafness* means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing; with or without amplification that adversely affects a student's educational performance.

(3) *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

(4) *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

(i) an inability to learn that cannot be explained by intellectual, sensory, or health factors.

(ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(iii) inappropriate types of behavior or feelings under normal circumstances;

(iv) a generally pervasive mood of unhappiness or depression; or

(v) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(5) **Hearing impairment** means impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of *deafness* in this section.

(6) **Learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. A student who exhibits a discrepancy of 50 percent or more between expected achievement and actual achievement determined on an individual basis shall be deemed to have a learning disability.

(7) **Intellectual disability** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

(8) **Multiple disabilities** means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

(9) **Orthopedic impairment** means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

(10) **Other health-impairment** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

(11) **Speech or language impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

(12) **Traumatic brain injury** means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm,

anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

(13) ***Visual impairment including blindness*** means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Appendix D --Research Basis for Integrated Co-Teaching/Inclusion

- Students with disabilities educated in general education classrooms demonstrate better performance in reading and math (Cole, Waldron, & Majd, 2004).
- A study of 11,000 students with disabilities showed that more time spent in a general education classroom was positively correlated with:
 - ✓ Higher scores on standardized tests of reading and math
 - ✓ Fewer absences from school
 - ✓ Fewer referrals for disruptive behavior
 - ✓ Better outcomes after high school in the areas of employment and independent living (Wagner, Newman, Cameto, Levine and Garza, 2006).
- No studies conducted since the late 1970s have shown an academic advantage for students with disabilities educated in separate settings (Falvey, 2004).
- Students with disabilities in inclusive classrooms had a higher likelihood to be identified as a member of a social network by peers without disabilities (McGregor and Vogelsberg 1998).
- Social competence and communication skills improve when students with disabilities are educated in inclusive settings (McGregor and Vogelsberg 1998).
- The performance of students without disabilities is not compromised by the presence of students with disabilities in their classrooms (McGregor and Vogelsberg 1998).
- Staff maintains higher expectations that are related to desired adult outcomes for students with disabilities who are educated in inclusive settings (McGregor and Vogelsberg 1998).

Appendix E -Special Education Service Continuum

Equivalent Instruction Classes (Secondary Level)

Program Description: These classes are small sections (limited to 15 students) offered in math, science, English and social studies. The instructional format is designed to enable teachers to deliver the highly specialized instruction necessary for students with significant learning difficulties to obtain meaningful benefit from the general education curriculum. Students enrolled in the Equivalent Instruction classes are earning course credit and preparing for the State exams that will make them eligible for a local or Regents diploma.

Instructional strategies utilized typically include frequent repetition of concepts, supplementary language support (vocabulary/comprehension), visual support, and the teaching of organizational and memory strategies. The provision of this level of modification of instructional strategy and instructional materials is unable to be delivered in sections with larger class sizes with students demonstrating wide diversity of learning needs. These sections are called “Equivalent Instruction” sections to denote the fact that students are engaged in instruction that is aligned with the Common Core Standards and designed to prepare students to take the state assessments that qualify them for a Regent’s or local diploma at commencement. The Equivalent Instruction class sections are designed for students who may:

- require differentiated instruction and significant curricular modifications.
- have difficulty understanding meaning and struggle with the critical thinking skills of interpretation, analysis, and application of information.
- demonstrate below grade level literacy skills, memory challenges, and/or below average language processing.
- process information at a slow rate which requires presenting the curriculum at a slow pace.
- increase their level of engagement when provided with instructional materials and/or strategies tailored to their unique individual learning needs.
- require consistent prompts to begin and continue to work.
- have difficulty self-monitoring and self-correcting their work product.
- have poorly developed organizational skills that prevent academic success.
- have difficulty understanding oral/written directions which affects ability to engage in instruction. Frequently needs directions repeated to know how to proceed.
- have difficulty formulating verbal or written responses and is limited in the understanding of general and academic vocabulary.
- have significant gaps in learning or skills due to a variety of reasons, such as frequent changes in schools, disruptions in their personal life, health issues, or disengagement from learning due to frustration with chronic academic struggles.

Depending on the grade level and content area, Equivalent instruction sections are open to students with and without IEPs who demonstrate these learning characteristics.

Supports for Students:

- Teacher (special education or dually certified)
- Teacher Assistant
- Specially designed instruction (including curricular modifications)
- Class size limited to 15 students.

- Classroom-based speech therapist (English)
- Social work counseling and social skills training
- Ongoing team monitoring of academic and social/emotional progress
- Daily academic review class (to review classroom learning and facilitate organization)
- Students are offered prevocational skills development and work-based learning activities which serve as an introduction to various jobs and occupations and provides the opportunity to obtain the Career Development and Occupational Studies Commencement Credential along with a local or Regents diploma.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-teacher communication as necessary, based on the needs of the student, to support student success
- Communication with social worker and speech therapist and other related service providers
- Consultation with the District's Transition Coordinator during the senior year of high school to plan the student's transition to post-secondary education or employment.

PATHWAYS FOR ACADEMIC AND CAREER EDUCATION READINESS PROGRAM (Secondary Level)

Program Description: The Pathways for Academic and Career Education Readiness Program (PACER) is a special education program designed for students with significant learning disabilities. The small class (limited to 12 students) provides specially designed and differentiated instruction in English, history, science, and math. Students who have a history of struggling to develop the content knowledge necessary to pursue a high school diploma have the opportunity to continue to develop the fundamental skills and knowledge needed to meet the New York State Learning Standards. PACER students will sit for the New York State Regents Exams.

While students in the PACER program continue to aspire to a high school diploma, most PACER students begin to acquire the skills and knowledge necessary to qualify for a Career Development and Occupational Studies Credential. PACER offers students opportunities to develop prevocational and work readiness skills that provide an introduction to various jobs, occupations and expectations of the workplace that better prepares students for post school employment.

In addition to instructional staff, PACER offers students services from a speech/language therapist, social worker, job coaches, and a CTE teacher. These services are based on the individual needs of each student. . As students near graduation, the District's Transition Coordinator offers transition services to students and their family to prepare students to transition from high school.

PACER class sections are designed for students who may:

- require significant curricular/instructional modifications.
- have a history of unsuccessfully meeting learning standards for a variety of reasons (i.e. disruptions in personal life, mental and physical health issues).
- demonstrate difficulty initiating and sustaining active engagement in learning and work-based activities necessitating direct adult assistance and encouragement throughout an activity to promote engagement.
- not have the social/emotional coping skills necessary to successfully manage the academic and social expectations and stress of school.
- demonstrate frequent difficulty with transitions and diminished flexibility of thought.
- struggle with tasks requiring abstract and critical thinking (interpretation, analysis, application).
- demonstrate well below average literacy skills, memory, and/or language processing.
- process information at a slow rate which requires presenting the curriculum at a slow pace with frequent repetition of content.
- have well below average skills in verbal and written expression and/or other academic areas.

Supports for Students:

- Teacher (special education or dually certified)

- Teacher Assistant
- Class size limited to 12 students
- Specially designed instruction tailored to the individual needs of students including significant curricula/instructional modifications.
- Classroom-based speech therapist (English)
- Classroom-based and small group social work counseling and social skills training
- Close and frequent team monitoring of academic and social/emotional progress
- Prevocational skills development and work-based learning activities which serve as an introduction to various jobs and occupations and satisfies the NYS State requirements to obtain the Career Development and Occupational Studies Credential.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-teacher communication as necessary, based on the needs of the student, to support student success
- Communication with social worker and speech therapist and other related service providers
- Consultation with the District's Transition Coordinator during the senior year of high school to plan the student's transition to post-secondary education or employment.
- Quarterly portfolio presentations, for family and staff, measure individual progress. These student created portfolios are used to demonstrate individual student growth. The portfolios are integral in communicating present level of performance.
- Data is maintained to document growth toward Regents level performance and individual student academic growth.

INTEGRATED CO-TEACHING

Elementary and Secondary

Program Description: Students with disabilities are expected to achieve the same success as other learners, and so there is an increased emphasis on educating them in general education settings. Educators are finding that an increasing number of students come to school with any of a variety of challenges that make them learners at-risk. Co-teaching is an instructional model designed to deliver services to students with disabilities or other special needs within the general education classroom.

Integrated co-teaching means students are grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class. In the co-teaching model a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students in the classroom. Co-teachers collaborate to develop a differentiated curriculum that meets the needs of a diverse population of students. A general education teacher and a special education teacher are the minimum staffing pattern for an integrated co-teaching class. Depending on the nature and degree of student disability in a particular classroom, a speech therapist, classroom teaching assistant and/or teaching aide may be needed to adequately meet the instructional needs of all students.

In co-teaching, the instructional fragmentation that often occurs in other service delivery options is minimized. Students benefit by not having to leave the classroom to receive services. At the same time, the special education co-teacher has a better understanding of the curriculum being addressed in the classroom and the expectations for both academics and behavior. In co-taught classrooms all students can receive improved instruction. This includes students who are academically gifted or talented, students who have average ability, students who are at-risk for school failure as well as students identified with special needs. Students may receive co-teaching for a full or part day depending on individual needs.

Co-taught class sections are designed for students who may:

- need more highly specially designed or differentiated instruction (but few curricula modifications) than can be provided by one general education teacher.
- require direct instruction to apply skills and concepts for higher order learning.
- benefits from academic and social modeling from typically developing peers.
- require direct and periodic prompting and encouragement from an adult to maintain sustained attention to task.
- need direct adult guidance to resolve frustration when faced with academic challenge.
- need direct assistance from an adult to maintain learning materials (and to bring materials to class) in an organized manner. Without such assistance learning efficacy is diminished.
- follow oral or written directions in large and small group settings, but periodically may need directions repeated before able to independently complete tasks.
- need extended practice and repetition to learn and retain new concepts and skills.
- need pre-teaching and re-teaching to retain new skills and concepts.
- demonstrate mild to moderate delays in the development of math and literacy skills.

Supports for Students:

- Instructional expertise of two teachers: a general education and special education teacher (reduced student-teacher ratio).
- Access to the general education content in a format that is specially designed to address the student's learning style and needs.
- Opportunity to observe learner behaviors and social skills of less challenged learners.
- Enriched support during instruction.
- Increased options for flexible learning groups with instruction differentiated based on student need.
- Integrated speech/language services when needed.

Support for Parents/Families:

- Quarterly updates on IEP goals.
- Parent-teacher communication as necessary, based on the needs of the student, to support student success.
- Communication and consultation with related service providers assigned to the student.

INTEGRATED CO-TEACHING

Developmental Skill Sections

Elementary

Program Description: Students with disabilities are expected to achieve the same success as other learners, and so there is an increased emphasis on educating them in general education settings. Educators are finding that an increasing number of students come to school with any of a variety of challenges that make them learners at-risk. Research is strongly suggesting that including students with disabilities in general education classes has many social and academic benefits for students with disabilities and non-disabled peers (citing...). Co-teaching is an instructional model designed to deliver services to students with disabilities or other special needs within the general education classroom.

Integrated co-teaching means students are grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class. In the Developmental Skills co-teaching sections, students with developmental delays in language, cognition, self-regulation, and social functioning are grouped with non-disabled peers. In the co-teaching model a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for all students in the classroom. Co-teachers collaborate to develop a differentiated curriculum that meets the needs of a diverse population of students. Developmental co-teaching class sections are staffed with a general education teacher, a special education teacher and one or two teaching assistants depending on the nature and degree of student disability in a particular classroom. Depending on the nature and degree of student disability in a particular classroom, a speech therapist, may be included in the staffing pattern.

In co-teaching, the instructional fragmentation that often occurs in other service delivery options is minimized. Students benefit by not having to leave the classroom to receive services. At the same time, the special education co-teacher has a better understanding of the curriculum being addressed in the classroom and the expectations for both academics and behavior. In co-taught classrooms all students can receive improved instruction. This includes students who are academically gifted or talented, students who have average ability, as well as students identified with special needs.

Developmental skills co-taught class sections are designed for students who:

- demonstrate developmental delays that affect socialization, behavior, and learning.
- need more specially designed and differentiated instruction (including significant curricula modifications and multi-sensory approaches) that requires the collaborative planning and implementation of a general education and special education teacher with the direct support of a teaching assistant.
- need flexible instructional groupings throughout the day.
- need systematic opportunities for extended practice and repetition to learn and retain new concepts and skills.
- require direct instruction to acquire and apply skill and concept learning with an emphasis on expressive/receptive language, pragmatic language, and social development.
- benefit from academic and social modeling from typically developing peers.
- require direct and systematic prompting, modeling and direction from an adult to follow class routine and maintain sustained attention to task.

- routinely require supports such as visual schedules, timers, augmented communication, and social stories.
- need direct adult guidance to resolve frustration when faced with academic, social and emotional challenges.
- need pre-teaching and re-teaching to retain new skills and concepts.

Supports for Students:

- Instructional expertise of two teachers: a general education and special education teacher (reduced student-teacher ratio).
- Supplemental support of a teaching assistant.
- Integrated speech/language services when needed.
- Access to the general education content in a format that is specially designed to address the student's learning style and needs.
- Opportunity to observe learner behaviors and social skills of less challenged learners.
- Increased options for flexible learning groups with instruction differentiated based on student need. Enriched support during instruction.
- Systematic progress monitoring of skill development.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-teacher communication as necessary, based on the needs of the student, to support student success
- Communication and consultation with related service providers assigned to the student.

LIFE SKILLS CLASS

Secondary

Program Description: The Life Skills Program is designed primarily for students with disabilities in grades 9-12+ (students can be enrolled until the age of 21). Life Skills students are building functional academic, social, and job readiness skills to provide a foundation for post school experiences and independent living. Students continue to expand their literacy and math skills while being introduced to experiences that develop job awareness and job readiness skills such as communication, stamina, self-regulation, and problem-solving on the job. Job readiness skills are provided within the school as well as in local community businesses and organizations based on the needs and skills of individual students. Students benefit from the services of a speech therapist, social worker, adaptive physical education teacher, occupational therapist, and job coach. Students enrolled partake in activities that strengthen self-awareness, self-advocacy, social communication and social problem solving, as well as emotional coping. Students enrolled in the Life Skills Program are not awarded a high school diploma; rather they may earn the Skills and Achievement Commencement Credential and take the New York State Alternate Assessment exam before leaving high school.

The Life Skills class sections are designed for students who may:

Demonstrate multiple disabilities including cognitive delays, significant developmental delays in speech and language, and social-emotional development which preclude the student from meeting the requirements to obtain a high school diploma.

- Need a highly specialized and direct, small group instructional approach (with significant curricula modifications) to develop functional skills in reading, writing, and arithmetic.
- Need repetitive opportunities, with ongoing feedback to learn academic, social, and job skills.
- Need related services to improve expressive/receptive language, social communication, self-regulation, and fine and large motor skills.
- Need to develop job entry skills and explore and experience a variety of types of jobs aligned with their strengths in preparation for post school life.

Supports for Students:

- Special education teacher
- Teacher assistant
- Teacher Aide
- Specially-designed and individually tailored instruction (significantly modified curriculum).
- Job coach
- Classroom teacher aide
- Class size limited to 12 students
- Related services as described on the student's IEP
- Classroom-based support from speech therapist.
- Classroom-based and small group social work counseling and social skills training
- Close and frequent team monitoring of academic and social/emotional progress
- Work-based learning activities which serve as an introduction to various jobs and occupations and satisfies the NYS State requirements to obtain the Skills and Achievement Commencement Credential.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-teacher communication as necessary, based on the needs of the student, to support student success
- Communication with social worker and speech therapist and other related service providers
- Consultation with the District's Transition Coordinator during the senior year of high school to plan the student's transition to post-secondary setting.

DEVELOPMENTAL SKILLS CLASS

Secondary

Program Description: This class is available at the middle school level and operates as a self-contained special education class. Staffing includes a special education teacher and two teaching assistants (class ratio of 8:1:2). The class is designed for students in grades 6-8 who may demonstrate moderate academic and developmental delays in the areas of cognition, speech and language, social functioning and self-regulation. Students enrolled in the class require highly specialized academic instruction and direct instruction in the skill areas of social and emotional functioning. A speech and language therapist and a school psychologist work collaboratively with the special education teacher to provide direct instruction in social communication, social problem-solving, self-awareness, and self-regulation. Students receive specially designed instruction in English, social studies, mathematics, and science tailored to their individual needs and based on the grade appropriate learning standards. As students grow and develop they have the opportunity to be mainstreamed into general education content area classes. Students profit from teacher assistant support when mainstreamed. The developmental skills special education teacher and the content area teacher work closely together to support the success of students who are mainstreamed. Close collaboration between the two teachers enables the special education teacher to pre-teach and re-teach concepts and skills addressed in the mainstream class to enable the student to obtain meaningful benefit from the mainstreamed experience.

The Developmental Skills class is designed for students who may:

- require differentiated instruction with curricula modifications.
- demonstrate developmental delays that affect communication, socialization, behavior, and learning.
- routinely require supports such as visual schedules, timers, augmented communication, and social stories
- have not yet learned the social/emotional coping skills necessary to successfully manage the academic and social expectations and stress of school.
- demonstrate frequent difficulty with transitions and diminished flexibility of thought.
- need direct adult guidance to resolve frustration when faced with academic, social and emotional challenges.
- struggle with tasks requiring abstract and critical thinking (interpretation, analysis,
- need a highly specialized and multi-sensory instructional approach to develop academic skills aligned with grade level standards.
- need direct instruction and modeling to learn social communication and social problem-solving skills.
- need flexible instructional groupings throughout the day.
- need systematic opportunities for extended practice and repetition to learn and retain academic and social skills.
- need related services to improve expressive/receptive language, social communication, self-regulation, and fine and large motor skills.

Support for Students:

- Special education teacher
- 2-Teacher assistants

- Specially-designed and individually tailored instruction
- Class size limited to 8 students
- Related services as described on the student's IEP
- Classroom-based support from speech therapist.
- Classroom-based and small group counseling and social skills training
- Opportunities for mainstreaming

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-teacher communication as necessary, based on the needs of the student, to support student success
- Communication and consultation with counselor, language therapist, and other participating related service providers.

DEVELOPMENTAL SKILLS CLASS

Elementary

Program Description: This class is available at the elementary level and operates as a self-contained special education class. Class size is limited to 8 students. Staffing includes a special education teacher, a teacher assistant, and a teacher aide. The speech/language therapist provides embedded therapy/language support at scheduled times throughout the school day. The class is designed for students who may demonstrate significant academic and developmental delays in the areas of cognition, speech and language, social functioning and self-regulation. Students enrolled in the class require highly specialized academic instruction and direct instruction in the skill areas of social and emotional functioning. A school psychologist works collaboratively with the classroom staff to provide direct instruction in social communication, social problem-solving, self-awareness, and self-regulation. Students receive specially designed instruction in the academic subjects tailored to their individual needs and based on the grade appropriate learning standards. As students grow and develop they have the opportunity to be mainstreamed into general education classrooms. Students profit from teacher aide support when mainstreamed. The developmental skills special education teacher and the classroom teacher work closely together to support the success of students who are mainstreamed.

The Developmental Skills class is designed for students who may:

- require differentiated instruction with curricula modifications.
- demonstrate developmental delays that affect communication, socialization, behavior, and learning.
- routinely require supports such as visual schedules, timers, augmented communication, and social stories
- have not yet learned the social/emotional coping skills necessary to successfully manage the academic and social expectations and stress of school.
- demonstrate frequent difficulty with transitions and diminished flexibility of thought.
- need direct adult guidance to resolve frustration when faced with academic, social and emotional challenges.
- struggle with tasks requiring abstract and critical thinking (interpretation, analysis,
- need a highly specialized and multi-sensory instructional approach to develop academic skills aligned with grade level standards.
- need direct instruction and modeling to learn social communication and social problem-solving skills.
- need flexible instructional groupings throughout the day.
- need systematic opportunities for extended practice and repetition to learn and retain academic and social skills.
- need related services to improve expressive/receptive language, social communication, self-regulation, and fine and large motor skills.

Support for Students:

- Special education teacher
- Embedded Speech/Language Therapy/Support
- Teacher Assistant/Teacher Aide

- Specially-designed and individually tailored instruction
- Class size limited to 8 students
- Related services as described on the student's IEP
- Classroom-based and small group counseling and social skills training
- Opportunities for mainstreaming

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-teacher communication as necessary, based on the needs of the student, to support student success
- Communication and consultation with teacher, counselor, language therapist, and other participating related service providers.

RESOURCE ROOM

Elementary

Program Description:

Resource room means a special education class (instructed by a special education teacher) for a student with a disability enrolled in either a special class or regular class who is in need of specialized supplementary instruction in a small group setting for a portion of the school day. Resource room enrollment is limited to a maximum of five students. Limiting the number of students enrolled in any one resource class enables the special education teacher to tailor small group instruction to meet the individual needs of students and at times to provide individual support. The supplemental instruction may include:

- re-teaching course content to improve retention of learned material or pre-teaching course content to provide the student with an introduction to concepts and vocabulary that will be taught by the classroom teacher.
- providing test preparation support to improve test performance. Assisting the student to use the course materials provided by the classroom teacher to develop study strategies and study guides.
- teaching students to develop and apply strategies to develop independence in organizational, study, and time management skills and encouragement to consistently apply these skills to succeed in the classroom.
- instruction to develop and enhance reading, writing, and math skills across the curriculum.

Resource room is effective in supporting students who may:

- obtain meaningful benefit from regular classroom instruction when provided supplemental instruction and support in a group size of 5 or less.
- benefit from the pre-teaching and re-teaching of skills and concepts presented in the regular classroom.
- demonstrate below grade-level oral language skills, decoding skills, comprehension, vocabulary and/or reading fluency.
- demonstrate difficulty transferring reading skills to other subject areas: math word problems, spelling, writing in social studies and science).
- require specialized strategies and instruction to make progress in reading.
- continue to need direct support with organizational skills, study skills, time management skills and assistance learning to sustain attention and work through a task to completion.
- need direct assistance with preparing study guides and materials and studying for tests and quizzes.
- need assistance to use the class learning materials provided by the classroom teacher for learning and test/quiz preparation.
- benefit from having the special education teacher consult with the general education teacher

Supports for Students:

- Special education teacher
- Class size limited to 5 students
- Specially-designed supplementary instruction in content areas of literacy and math.
- Direct instruction to develop effective learning habits including time management, organization and study skills.
- Resource room may be provided as a stand-alone service or in conjunction with co-teaching or consultant teacher services.
- Consultation between the general education classroom teachers and the resource room teacher to assist in adjusting the learning environment and/or modifying the instructional methods to meet the individual needs of a student with a disability who attends the general education classes.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Resource room teacher is available to assist parents in developing a plan for reinforcing skill development at home.
- Resource room teacher is available to communicate school progress.
- Communication and consultation with related service providers assigned to the student.

RESOURCE ROOM

Secondary

Program Description:

Resource room means a special education class (instructed by a special education teacher) for a student with a disability enrolled in either a special class or regular class who is in need of specialized supplementary instruction in a small group setting for a portion of the school day. Resource room enrollment is limited to a maximum of five students. Limiting the number of students enrolled in any one resource class enables the special education teacher to tailor small group instruction to meet the individual needs of students and at times to provide individual support. The supplemental instruction may include:

- re-teaching course content to improve retention of learned material or pre-teaching course content to provide the student with an introduction to concepts and vocabulary that will be taught by the classroom teacher.
- providing test preparation support to improve test performance. Assisting the student to use the course materials provided by the classroom teacher to develop study strategies and study guides.
- teaching students to develop and apply strategies to develop independence in organizational, study, and time management skills and encouragement to consistently apply these skills to succeed in the classroom.
- instruction to develop and enhance research and report writing skills across different areas of the curriculum.

Resource Room is effective in supporting students who:

- obtain meaningful benefit from regular classroom instruction when provided supplemental instruction and support in a group size of 5 or less.
- benefit from the pre-teaching and re-teaching of skills and concepts presented in the regular classroom.
- may continue to need direct support with organizational skills, study skills, time management skills and assistance learning to sustain attention and work through a task to completion.
- may need direct assistance with preparing study guides and materials and studying for tests and quizzes.
- need assistance to use the class learning materials provided by the classroom teacher for learning and test/quiz preparation.
- may benefit from having the special education teacher consult with the general education teacher

The Resource room teacher works with the student and student's classroom teacher to develop strategies to teach students. The Resource room teacher and the student can determine the best organization, time management, and study strategies for the student. The Resource room teacher can assist the student with applying those strategies to learning in each content class and learn to use these strategies independently. These are skills that will benefit the student throughout school and throughout life.

Supports for Students:

- Special education teacher
- Class size limited to 5 students
- Specially-designed supplementary instruction in content areas
- Direct instruction to develop effective learning habits including time management, organization and study skills.
- Related services as described on the student's IEP
- Consultation between the general education classroom teachers and the resource room teacher to assist in adjusting the learning environment and/or modifying the instructional methods to meet the individual needs of a student with a disability who attends the general education classes.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Parent-resource room teacher communication as necessary, based on the needs of the student, to support student success
- Communication and consultation with related service providers assigned to the student.

TUTORIAL CLASS

High School

Program Description:

Tutorial class may be provided on an IEP as a supplementary service to students with disabilities. This class is typically included in a student's schedule daily (or every other day) and is supervised by a special education teacher or a teaching assistant. Similar in design and intent to a study hall, Tutorial is designed for students who can, for the most part, independently complete homework and class assignments. These students may need occasional reminders, encouragement, and direction to prioritize and organize their workload. They may profit from having adult encouragement to begin an assignment and to help them stay focused and structure their work and study time. Unlike a large study hall, Tutorial class is limited to 10 students.

Tutorial class is appropriate for students who:

- obtain meaningful benefit from regular classroom instruction with the level of support provided by the classroom teacher.
- typically complete class assignments with little supplemental assistance.
- understand how to use the class materials/resources to complete assignments and study for test and quizzes.
- may continue to need periodic reminders to implement organizational skills, study skills, time management skills.
- may need occasional assistance to review and clarify assignment requirements.

Supports for Students:

- Supplemental adult assistance (special education teacher or teaching assistant)
- Class size limited to 10 students
- Regularly scheduled class providing access to supplemental support as needed.
- Consultation between tutorial teacher and classroom

Support for Parents/Families:

- Parent-resource room teacher communication as necessary, based on the needs of the student, to support student success
- Communication and consultation with related service providers assigned to the student.

TUTORIAL CLASS

Middle School

Program Description:

At the Middle School, Tutorial Class is provided as a supplementary service for students with or without Individual Education Plans. Typically, students enrolled in Equivalent Instruction sections and or Co-teaching sections of content classes receive one period of Tutorial per day. Depending on a student's individual scheduling needs, Tutorial may be scheduled every other day. Tutorial class is typically 5-8 students but may include as many as 10 students. A special education teacher and a teacher assistant provide small group and individual supplemental instruction to support student success in content area classes.

- Re-teaching course content to improve retention of learned material or pre-teaching course content to provide the student with an introduction to concepts and vocabulary that will be taught by the classroom teacher.
- Providing test preparation support to improve test performance. Assisting the student to use the course materials provided by the classroom teacher to develop study strategies and study guides.
- Teaching students to develop and apply strategies to develop independence in organizational, study, and time management skills and encouragement to consistently apply these skills to succeed in the classroom.
- Instruction to develop and enhance reading, writing, and math skills across the curriculum.

Tutorial class is appropriate for students who may:

- obtain meaningful benefit from regular or specially designed classroom instruction when provided supplemental instruction and support in a group size of no more than 10.
- benefit from the pre-teaching and re-teaching of skills and concepts presented in the content classroom.
- demonstrate difficulty transferring reading skills to other subject areas: math word problems, spelling, writing in social studies and science).
- continue to need direct support with organizational skills, study skills, time management skills and assistance learning to sustain attention and work through a task to completion.
- need direct assistance with preparing study guides and materials and studying for tests and quizzes.
- need assistance to use the class learning materials provided by the classroom teacher for learning and test/quiz preparation.
- benefit from having the special education teacher consult with the general education teacher.

Supports for Students:

- Special education teacher
- Teacher assistant
- Small group instructional support. Class size limited to 10 students

- Direct instruction to develop effective learning habits including time management, organization and study skills.

Support for Parents/Families:

- Quarterly updates on IEP goals
- Tutorial teacher is available to assist parents in developing a plan for reinforcing skill development at home.
- Communication and consultation with related service providers assigned to the student.

School Counseling Services

Elementary and Secondary

Description:

School-based counseling may be provided by the guidance counselor, social worker or the school psychologist. Counseling services may be provided in a variety of settings including individual, small group, and classroom-based groups. No matter the venue, counseling services are designed to address those issues that are relevant to a student's academic, career, or social-emotional functioning within the school. The focus of school-based counseling is to foster the continued positive developmental growth of students and to assist with addressing situational and developmental challenges with the goal of promoting successful academic, behavioral, and social functioning in the school setting. Counseling services are goal-based, typically short-term, with length of service dependent on the goals being addressed.

Referrals. May be made by a district staff member, parent, student for themselves, the Committee on Special Education or the 504 Committee. Before services commence, the counselor conducts an assessment to determine need and to develop goals.

Exit Criteria for Counseling. For what period of time a student receives counseling is dependent on the purpose and goals of the sessions. Counseling may be discontinued if:

- the goals are met.
- concerns no longer severely limit the student's ability to learn and be successful in school.
- limited carryover has been documented due to the student's lack of physical, mental, or emotional ability to self-monitor or to generalize skills taught.
- student is unable to benefit from services due to motivational or developmental readiness as evidenced by failure to meet goals over an extended period of time.
- student's poor or limited attendance precludes progress.
- parent/guardian requests that service be discontinued.

Types of Counseling Services. Educators and parents recognize that numerous factors support or interfere with a student's adjustment and success in school. The growing recognition that many students may need direct assistance from a counselor from time-to-time and that counseling resources are finite has led to the need to carefully consider how services are provided. A growing body of research supports the use of tiered counseling service models to address the complex and varied needs presented by students. A tiered model emphasizes providing primary prevention services to all students and tiered levels of increasing levels of support to address specific student challenges faced by individual students.

Tiers of Service.

Tier 1: Preventative services. These services are typically provided to small groups or whole classroom groups and are time-limited (1-8 sessions). Examples of preventative topics include but are not limited to:

- developing relationships -how to make and keep friends,
- getting along with others,
- conflict management strategies,
- developing and maintain self-esteem
- personal safety awareness
- stress management

Eligibility for Tier 1: Since Tier 1 services are preventative in nature they are provided as part of the classroom program. Services are provided in recognition of students' age, grade placement and typical developmental needs.

Tier 2: Time-limited counseling (3-9 months) to address situational concerns such as, but not limited to:

- grief and loss.
- military deployment of a family member.
- divorce.
- dealing with a bully.
- homelessness.
- school attendance.
- coping with life changes and managing situational stress.

Tier 3: Developmental Counseling. These services are typically related to a disability and are stipulated on an Individual Education Plan or 504 Plan. Length of service varies, but may extend over school years depending on developmental progress of the student.

- Pragmatic relationship and communication skills
- Self-regulation strategies
- Adaptive Functioning
- Prosocial Skill Development

Eligibility for Tier 2 and Tier 3: The student must demonstrate an identified concern (typically in the area of personal adjustment, attendance, academic performance, behavior or social or emotional functioning) which adversely affects his/her performance at school. The student's performance in the identified area must be significant enough to prevent the student from obtaining meaningful benefit from classroom instruction and/or other school activities.

Tier 4: Chronic issues of concern. Length of service varies based on the identified goals. Students may receive service for a specified period of time, but may return for additional sessions as needed to address these chronic issues. Students may receive support for from time-to-time over several school years.

- Anxiety
- Depression

- Suicidal Ideation
- School phobia
- Difficulty developing and maintaining relationships
- Anger management and self-control
- Identity issues

Eligibility for Tier 4: The student must demonstrate an identified concern (typically in the area of attendance, academic performance, behavior, social or emotional functioning) which adversely affects his/her performance at school. The student's performance in the identified area must be significant enough to prevent the student from obtaining meaningful benefit from classroom instruction and/or other school activities, and The student's identified concern is chronic; that is, the student's teachers have documented the concern over a period of time and such behaviors continue to interfere with the student's success despite attempts to modify his/her behavior.

Speech and Language Services: school-based service delivery options

Scope of services. The speech-language pathologist (SLP) may provide services for fluency (stuttering), voice (hoarseness and nasality), hearing loss, articulation and phonology, language (use and comprehension)/executive function skills, and pragmatic language skills²¹.

Eligibility for services. Speech and language services are provided to students at school when an identified speech and language skill deficit or disability interferes with the student's ability to obtain meaningful benefit from the educational program. Students with a documented skill deficit may receive services through "Speech and Language Improvement". Students with a documented disability may receive services through the "Committee on Special Education-IEP".

Selecting the appropriate service option. When designing an *Individual Education Plan* for a student, the Committee on Special Education is required to consider if a student requires a "related service" to assist the student in obtaining meaningful benefit from instruction. Based on the individual current needs of a student, the Committee is to determine the type of related service needed (if any), as well as the, location, format, frequency, duration, and intensity of those related services. This determination is based on various factors including, but not limited to:

- The student's current pattern of academic/social/emotional strengths and challenges.
- The specific ways, and severity, in which the student's disability currently serves as a barrier to learning:
 - Do the student's language skills meet his/her needs in the current school environment?
 - Is the student's level of language functional for his/her level of adaptive behavior?
 - Are the barriers specific to a particular type of learning (i.e. English/language arts, math, social studies, science, and special area subjects)?
- The type and level of assistance the student requires to access the general curriculum and promote improvement in academic, social, or emotional functioning.
 - Would the provision of service make a measurable difference in the student's ability to access the general curriculum?
- The student's level of progress and the instructional demands of the classroom.

No single speech and language service model is appropriate for all students.

When selecting an appropriate service delivery model for speech and language services careful consideration will be given to the factors listed above and other factors that may be of particular importance for a specific student. Careful consideration of the variety of service models available, and the flexibility to combine different models of service, will improve the outcome for students. Combining service delivery models allows the SLP to focus on the individual needs of students, ensure the educational relevance of speech and language services, and observe the effect of services on the student's school progress.

²¹ Definition of impairments are provided at the end of this section.

Service delivery options for speech and language services.

Location Options: Classroom-based
Pull-out –therapy room
Other educational settings: lunchroom, music, art, vocational training sites

While the current evidence base does not justify any definitive conclusions about which service delivery models are preferable, current research does suggest advantages of the classroom-based model²².

Frequency, Duration, and Intensity Options:

Weekly Schedule –Direct services are scheduled on the same times/days every week.

Receding Schedule –Direct Services are provided in intense, frequent intervals for a period of time and then are reduced and combined with consultation to the student’s teacher(s).

Cyclical Schedule –Direct services are provided to a student for a period of time and then followed up with no direct services or indirect series for a period of time. The focus in the first phase is on learning new skills; the focus in the second phase is on monitoring the student’s use of and stabilization of skills learned.

Blast or Burst Schedule – Direct services are provided in short, intense bursts (i.e. 15 minutes 3 times per week). This model allows individual services to be provided with less out-of-class time.

Format Options:

Direct service. The SLP works directly with the student individually or in a group format.

Consultative service. The SLP works with the student’s teachers, staff and family. Consultative services may include, but not be limited to:

- collaborating with teachers to analyze, adapt, modify or create instructional materials that support the student’s functioning in the classroom.
- participating in IEP and team meetings.
- monitoring student progress via data checks, classroom observations, and discussions with teachers/staff.
- programming or instructing others on augmentative and alternative communication devices.

Integrated Language Support. The SLP joins with the classroom teacher as a co-teacher during an academic lesson enabling students to receive targeted assistance during classroom instruction. This option is typically provided to students who have a documented disability in an area other than speech and language (i.e. reading disability, learning disability), and due to executive functioning and organizational challenges require additional language support during academic instruction with language processing, vocabulary, written expression or oral expression. This option is also helpful to students who have received direct speech and language services in the past and who currently only need incidental language support during academic instruction.

²² A listing of evidence-based practice studies is found at the end of this section.

Grouping Size Options:

Group sizes vary and fluctuate over time in response to the specific needs of the student. Considerations in grouping students include grade level, abilities, similarities, or compatibility of goals. Providing service in a group may be required to accomplish specific goals (i.e. pragmatic language development). Individual sessions may be needed for goals related to improving articulation and/or fluency.

Exit Criteria:

Considerations for dismissal from services:

- The student's level of functioning is commensurate with his/her chronological or developmental age.
- The student's speech/language needs no longer interferes with the student's ability to obtain meaningful benefit from the student's educational program.
- The student is not motivated to attend to and/or participate in the related service.
- The student has participated in a therapy and has ceased to demonstrate meaningful benefit as determined by the educational team.
- Further improvement is precluded by interference of medical or physical factors.
- The student has a history of poor attendance, unrelated to medical or psychological needs of the student.
- As a student transitions from upper elementary to middle school and middle school to high school, consensus should be reached by the student's educational team regarding the nature and continuation of therapy services.

Team discussions should occur if discrepancies exist within the exit criteria. The focus of the discussion should be on the student's primary educational goals, the goal of the specific intervention and the feasibility of achieving the goal within the parameters of the student's school day (particularly for secondary students).

IEP Documentation:

- "Direct Service" is documented under the **"Related Service"** section of the IEP.
- "Consultative Service" is documented under the **"Supports for school personnel on behalf of the student"** section of the IEP.
- "Integrated Language Support" is documented under the **"Supplementary Aids and Services/Program Modifications/Accommodations"** section of the IEP.

Definition of Impairments

Fluency: A fluency disorder refers to an interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, secondary characteristics and avoidance behaviors.

Voice: A voice disorder refers to the abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or sex. Medical evaluation is required prior to the initiation of voice therapy as stated by ASHA recommendations to rule out conditions that may warrant therapy as contraindicated.

Hearing loss: Refers to a change in either auditory structure or auditory function, usually outside the range of normal. Therapy can minimize the disadvantage imposed by a hearing impairment on a person's communicative performance in the activities of daily living, including academic performance. Audiological evaluation is necessary to support diagnosis and monitor loss.

Articulation and Phonology: An articulation disorder refers to the atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility. Phonology refers to the sound system of a language and the rules that govern the sound combinations.

Language and/or Executive Function: Refers to the impaired comprehension and/or use of spoken, written and/or other symbol systems in a language. It may involve the form of language (phonology, morphology, syntax), and/or the content of language (semantics). Executive function skills are cognitive based skills that help individuals plan, direct, and execute social, written, and verbal communication. An impairment in Executive Function skills can result in difficulty planning, organizing and executing school-based behavior to complete assigned tasks.

Pragmatic Language: Pragmatics refers to the system that combines the above language components in functional and socially appropriate communication. Pragmatic language also considers the student's knowledge and use of explicit and implicit societal rules to engage appropriately in social interactions across a wide variety of situations/settings.

Listing of Evidence-based Practice Studies²³

A number of evidence-based practice studies have been conducted using different service delivery models and approaches, including:

- A systematic review of research showed an advantage for classroom-based models in which the SLP and classroom teacher co-taught language lessons (McGinty & Justice, 2006).
- Teachers who participated in a collaborative speech-language pathology program were more aware of the impact of the communication disorder on their student's abilities and made more appropriate classroom adaptations (Ebert & Prelock, 1994).
- Greater increases in the completeness and intelligibility of student utterances, measured via Systematic Analysis Language Transcripts or SALT (Miller & Chapman, 1986) transcription, were seen with classroom-based collaborative services versus direct pullout services (Bland & Prelock, 1995).

²³ American Speech-Language-Hearing Association. "School-based Service Delivery in Speech-Language Pathology". Web November 2018. < <https://www.asha.org/slp/schools/school-based-service-delivery-in-speech-language-pathology/#approaches>>

- Students who received a comprehensive classroom teacher and SLP collaborative intervention program achieved higher scores in listening and writing, and higher abilities in understanding vocabulary when compared with control peers (Farber & Klein, 1999).
- The collaborative model was more effective for teaching curricular vocabulary to students who qualified for speech-language services than (a) a classroom-based model (with the SLP and classroom teachers working independently) or (b) a traditional pullout model (Throneburg, Calvert, Sturm, Paramboukas, & Paul, 2000).
- Classroom-based services may be more effective with regard to generalization than pullout therapy services for some areas of language intervention and may result in greater generalization of new skills to other natural settings (Cirrin et al., 2010; McGinty & Justice, 2006).
- Preschool children receiving classroom-based intervention demonstrated a greater ability to generalize the new words that they learned to their home setting (Wilcox, Kouri, & Caswell, 1991).

Occupational Therapy Services

Occupational Therapists instruct students who demonstrate impaired functioning in such fine motor skill areas as handwriting, cutting or drawing. They also help students who demonstrate significant weakness in their upper body, difficulty performing activities of daily living such as dressing, feeding, toileting, difficulties with organization or difficulty processing sensory information (e.g. hypersensitivity to sound or touch). The model of delivery for OT services includes in-class support, collaborative and co-therapy with other specialists (speech, PT, OT, APE), therapy room treatment, team teaching with general or special educators and consulting with teacher, staff or parents.

Entrance Criteria for Occupational Therapy. Students qualify for occupational therapy services when standardized testing shows a 25% delay in 2 areas or a 33% delay in 1 area. In addition, the student would present with issues related to safety, an inability to functionally participate in or gain access to the educational curriculum. The OT would also have some discretion based on clinical judgment, as well.

Exit Criteria for Occupational Therapy. Students exit occupational therapy services when their skills are at or close to age level based on standardized testing and/or clinical findings. In terms of motor skills, the student would exit services if the motor skills were essentially functional in the school setting with or without adaptations. Finally, the student would exit services if (s)he has reached a plateau based on reevaluation with standardized tests, clinical observation of skills and the therapist's professional judgment.

Physical Therapy

Physical Therapy is provided to students who have significant gross motor, orthopedic or neurological issues. Students who need physical therapy may have difficulty with locomotor skills, body coordination, balance, low muscle tone or limited range of motion.

Entrance Criteria for Physical Therapy. Students qualify for physical therapy services when standardized testing shows a 25% delay in 2 areas or a 33% delay in 1 area. In addition, the student would present with issues related to safety, an inability to functionally participate in or gain access to the educational curriculum. The physical therapist would also have some discretion based on clinical judgment, as well.

Exit Criteria for Physical Therapy. Students exit physical therapy services when their skills are at or close to age level based on standardized testing and/or clinical findings. In terms of motor skills, the student would exit services if the motor skills were essentially functional in the school setting with or without adaptations. Finally, the student would exit services if (s)he has reached a plateau based on reevaluation with standardized tests, clinical observation of skills and the therapist's professional judgment.

Performance Levels

<u>Performance Levels on Common Core Regents Exams</u>
Level 5: Exceeds Common Core expectations
Level 4: Meets Common Core expectations (First required for Regents Diploma purposes with the Class of 2022)
Level 3: Partially meets Common Core expectations (Required for current Regents Diploma purposes. We expect comparable percentages of students to attain Level 3 or above as do students who pass current Regents Exams (2005 Standards) with a score of 65 or above)
Level 2 (Safety Net): Partially meets Common Core expectations (Required for Local Diploma purposes. We expect comparable percentages of students to attain Level 2 or above as do students who pass current Regents Exams (2005 Standards) with a score of 55 or above)
Level 1: Does not demonstrate Knowledge and Skills for Level 2

Appendix G –Support Room Protocol

Coaching Students Toward Self-regulation and Personal Accountability

Support Room Services

Elementary Level

Our Common Goal:

To provide every student with a safe and productive learning environment, that fosters growth in multiple domains with a focus on social and emotional development.

Our Common Beliefs:

- Being proactive is more effective in the overall development of children, especially in regards to their social and emotional well-being.
- Students should be informed of expectations and taught those expectations. When appropriate having them be part of the planning of expectations helps to build a more collaborative environment. The teaching of expectations should occur within the classroom.
- At times, students may struggle to maintain emotional control and mental focus within the classroom. Assisting the student to learn appropriate skills to manage these challenges is crucial. To accomplish this, pairing them with a caring and trained adult to assist in the development of these skills is extremely beneficial. This adult maintains developmentally appropriate expectations and provides skill-based coaching that enables the student to learn how to regain self-control, develop the ability to self-reflect, understand and engage in accountability, develop coping skills, focuses on relationship development, and works with the student to return to learning in the classroom.

Purpose of Support Room Visits and Role of the Support Room Coach:

THE PURPOSE OF THE SUPPORT ROOM IS NOT EXCLUSION OR PUNISHMENT.

The Support Room is a quiet, calm, emotionally and physically safe space staffed by a caring adult coach. The Support Coach’s task is to provide the student with emotional support, developmentally appropriate expectations, and time and space for the purpose of enabling the student to calm and regain the emotional control and mental focus necessary to return to class and engage in learning.

Once the student has regained composure, but before returning to class, the Support Coach partners with the student to help him/her reflect on his/her mistake, explore what choices would have been more successful, identify strategies or skills the student can use to improve, and develop a plan for returning to class (which may include restitution). The time in the Support Room provides the student and coach the opportunity to develop a partnership towards change: to develop self-awareness, accountability (“I did it”), teach/learn replacement skills and to practice how those skills would be used in the classroom.

Coaching Strategies:

A variety of verbal and visual supportive strategies (i.e. Think Sheets, Target Behavior Sheets, Social Stories, Mindfulness) may be utilized with students based on the individual needs, skills,

and developmental level of the student. The following framework is used to facilitate student self-regulation, reflection, accountability, and skill development.

- Setting Expectations: It's never OK to be disruptive. It's never OK to be hurtful.
- Gaining Self-Control:
 - Offer students access to specific coping and de-escalation strategies and tools:
 - Yoga
 - Music
 - Quiet time
 - Mindfulness (Calm Classroom)
 - Additional ideas and access to materials within room
- Guided Reflection:
 - "What did I want?"
 - "What choices did I make?"
 - "Did I get what I wanted?"
 - "Did I disrupt my/classmates learning?"
 - "Did I hurt anyone (physically/feelings)?"
 - "Do I need to say I'm sorry to anyone?"
- Setting Personal Goals: Development of Important Life Skills:
 - "I can make good choices even if I am angry"
 - "I can be okay even if others around me are bothering me"
 - "I can do something even if I don't want to or even if it is hard"
 - "I have the ability to gain self-control"
 - "I can use my tools"
- Planning for Success
Teaching and practicing the life skills through written and role-playing strategies that provide support and accountability for the student to help him/her be successful with academics and peer/adult relationships.
 - "How will I meet my goals"?
 - Creating/Reviewing my plan for success

At times when a student's behavior is a danger to him/herself or others and/or a student is in the act of committing physical destruction of valuable property, the Coach will provide a physical hold of the student as defined in the District's Handle with Care protocol to ensure the safety of the student, others, and the school's property.

Who Are the Students Using the Support Room?

Specific students are approved to use the support room based on a student's needs identified by the student's team. Support Room need is documented on a student's IST plan, 504 plan, Behavior plan, or I.E.P.. Staff with immediate concerns about the status of other students with behavioral needs should consult with the building principal.

When Is a Support Room Visit Appropriate?

A Support Room visit may be indicated and beneficial to a student when:

- A student requires individual assistance/supportive coaching to regain self-control, emotional composure, and mental focus after classroom-based strategies have been unsuccessful.

- A student makes repeated unsuccessful choices leading to the disruption of learning for himself and/or others and is not responding to classroom-based strategies.
- A student's current behavior is a danger to himself, others or valuable property and is not responding to classroom-based strategies.
- The student's plan includes the use of the Support Room for "breaks" and earned "choice time".

Guidelines for Use of the Support Room

Students with the use of the Support Room on their plan will be given an opportunity to view the room before they experience an incident requiring use. The Support Room Coach will describe the purpose of the room (to work together, to have the student calm, to work to develop coping skills, and return to class) and the process used when a student visits. Parents of these students will be offered an opportunity to view the room and speak with the Support Room Coach about the purpose of the room. Parents will be offered a copy of the *"Coaching Students Toward Self-regulation and Personal Accountability"* document.

When a teacher notices that a student is becoming anxious, agitated, and/or having difficulty following classroom routines and teacher directions, the student should be given reasonable opportunity to calm, regain self-control, and refocus using the strategies implemented through the classroom Tier 1 Behavior Management Plan.

When a student meets the criteria for a Support Room Visit (please see above: 'When Is a Support Room Visit Appropriate'), classroom staff should suggest to the student that this would be a good time to visit the Support Room. The staff must accompany the student to the Support Room and ensure that the student is in the supervision of the Support Room Coach before returning to class. Alternatively, staff may notify the office to have the Coach report to the classroom.

When judged to be appropriate by the Coach, multiple students may visit the Support Room at one time. When there is more than one student in the Support Room, and one of the students becomes physically unsafe, the other students should be removed to an alternate, supervised setting. This will be accomplished by calling the main office for support and direction.

As part of a Support Room visit:

- The Coach logs the date, time, and reason for the visit.
- The Coach provides the student time to calm.
- The Coach engages the student using coaching strategies appropriate for the student (completes the "Think Sheet").
- If the student is returning for a similar issue the Coach reviews the previous "Think Sheet" and engages the student in continued problem-solving about the issue/behavior.
- If the teacher has provided class work to be completed, the Coach provides the student with the work and defines expectations.
- The Coach documents the time the student leaves the Support Room and completes the remaining items on the "Support Room Student Information Sheet".
- Upon returning the student to the classroom, the Coach provides the teacher with a quick update on the student's status, if the teacher can conference at that time. The Coach

reminds teacher that copies of the “Think Sheet” (reflection activity) that document what took place in the Support Room are available for teacher review.

District Accountability

- The Principal will ensure that the Support Room is used for supportive and not punitive purposes.
- The Principal, school clinician, and support coach will meet monthly to review room utilization logs (frequency and length of visits) and to provide feedback to classroom teams based on the usage by their students.
- Students needing Support Room coaching must have a behavior plan developed which would include the use of the Support Room as one of the strategies to improve student success. The plan may include limits on the frequency and duration of visits by the student based on the individual needs of the student. The plan may also include specific interventions to implement with student within the room.
- Parents/guardians of students utilizing the room are offered the opportunity to view the Support Room.
- Parents are included in the decision to make the Support Room available to their student through their participation in formal planning meetings (i.e. 504, I.E.P., IST). Upon request, parents may have access to the “Think Sheets” relative to the student’s Support Room Visits.

Safety Procedures

- Students visiting the Support Room must be supervised (staff must have visual access) at all times.
- The Support Room door is never to be locked or held shut from outside of the room.
- The Support Room Coach must receive training and periodic training updates with the “Handle With Care” protocol.
- The Coach will receive periodic consultation and professional development by the social worker, school psychologist, or behavior specialist.
- The Coach will follow all District required procedures.

Staffing and Supervision

The Support Room Coach works under the supervision of the Principal and under the direction of the assigned school building clinician.

Setup of Support Room

Within the support room you may find the following:

- Bean bag chairs
- Computer/Chromebook
- Desk(s)
- Yoga mat and/or yoga ball
- Sensory items
- Calming area

Additional items may be in the room based on the individual needs of students.

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