# SEPTO PROGRAM REVIEW

2017-2018

#### COORDINATORS AND ASSIGNMENTS

- Virginia Brown- Director of Pupil Services- Central Office- OOD
- Jason Sconziano- Asst. Director of Pupil Services- GHS- STRIVE
- · Lisa Eaton- Middle School Coordinator- Baldwin, Adams
- Heather Gaieski, Elementary School Coordinator- Lakes, Cox, Leete, Jones
- Office Staff- Karen Tamulis and Kathy Potter

#### LEAST RESTRICTIVE ENVIRONMENT (LRE)

## SPECIAL EDUCATION IS NOT A PLACE; IT IS SERVICES AND SUPPORT FOR GENERAL EDUCATION.

- Where it all started- PJ Settlement (1991)
- What it means:
  - IN GENERAL. To the <u>maximum extent appropriate</u>, children with disabilities, including children in public or private institutions or other care facilities, are <u>educated with children who are not disabled</u>, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. §1412(a)(5)(A).

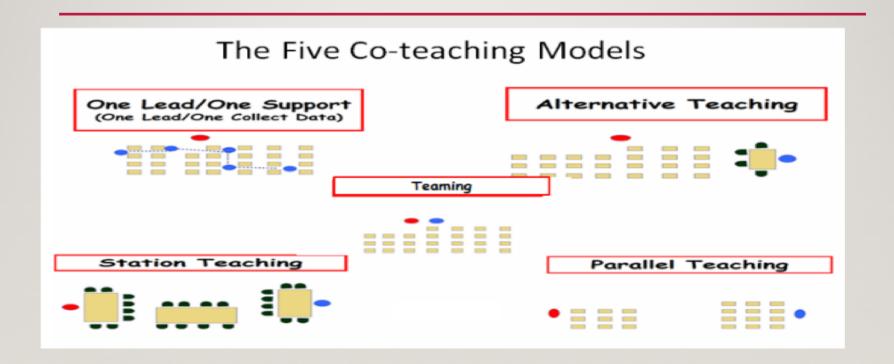
### VIDEO CLIP ABILITY AWARENESS AND PERCEPTION

• <a href="http://imtyler.org/">http://imtyler.org/</a>

#### **CO-TEACHING**

- allows for more intense and individualized instruction in the general education setting increasing access to the general education curriculum while decreasing stigma for students with special needs.
- involves two or more certified professionals
- share instructional responsibility for a single group of students primarily in a single classroom or workspace
- specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook 2016)

#### **CO-TEACHING MODELS**



#### **ELEMENTARY**

- B-3 and Preschool
- Direct Instruction
- Co-Teaching
- Resource Based Supports
- Bright Connections (Guilford Lakes)
  - serves the needs of students that require Applied Behavior Analysis
  - serves students from the preschool through 4th grade and are paired with a regular education classroom so that they are able to build and maintain peer connections.
  - completes ongoing assessments to identify student needs. We use this information to guide data collection and teaching developmentally appropriate skills.
  - Throughout the school year, we incorporate visits into the community to help build important bonds and develop basic life and safety skills beyond the classroom setting.
  - ABA (Applied Behavioral Analysis)
  - DTT (Discreet Trial)

#### MIDDLE SCHOOL

- STEPS- Lower MS
  - multidisciplinary program with components of ABA instruction embedded into a daily instruction and design.
  - Functional Academics
  - Communication
  - Social/Behavior Skills
  - Health/Wellness
  - Activities of Daily Living
  - Self-Advocacy/Personal Safety
  - Leisure Skills
  - Community-Based Instruction
  - Self-Regulation
  - Transition training across school/community environments
  - functional communication and behavior supports
  - integrated with peers where and when appropriate.

#### MIDDLE SCHOOL (CONT)

- ABA (STEPS- Upper MS)
  - Highlights- New Room Design, CCSN
  - multidisciplinary program with components of ABA instruction embedded into a daily instruction and design.
  - functional communication and behavior supports
  - integrated with peers in Adams where and when appropriate.
  - Embedded functional skills
  - utilize proximity to the community by walking to various locations multiple times a week- work with the community partners, including Office Shove in creating safety protocols into our community outings.

## MIDDLE SCHOOL (CONT.)

- Direct Instruction Classes
- Life Skills Programming
- Co-Teaching
- Related Services

#### TRANSITION BASED PROGRAMMING

- STRIVE-Clinton. CT
  - Enrollment- 4-5 students
  - a community-based program for students with disabilities ages 18 to 21 years old.
  - independent living, social, and employment skills.
  - community-based work experiences based on their strength's, interests, and preferences.
  - individualized programming based on their unique needs and the decisions made at the Planning and Placement Team (PPT) meetings.

#### TRANSITION BASED PROGRAMMING

#### STRIVE CONT:

- Students will be educated in a community-based setting.
- Instruction will include independent living skills, social skills, and employment skills.
- Each student will participate in a community-based work experience.
- Recreational activities and socialization experiences for the students will be included.
- When applicable, students will use public transportation to get to and from work from the STRIVE program location.