

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 maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, 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

- <http://imtyler.org/>

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

The Five Co-teaching Models

One Lead/One Support
(One Lead/One Collect Data)



Alternative Teaching



Teaming



Station Teaching



Parallel Teaching



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.