

## **SECTION 4      PLACEMENT**

**NYSED REGULATION 200.4 (E) (8)**

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**PLACEMENT PROCEDURES FOR TRANSFER STUDENTS WITH  
DISABILITIES**

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**PLACEMENT PROCEDURES FOR TRANSFER STUDENT WITH DISABILITIES  
REQUIRING A LANGUAGE ASSESSMENT**

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**RCSD POLICY MANUAL 5110 EDUCATION OF HOMELESS STUDENTS**

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**SPECIAL EDUCATION PROGRAM DESCRIPTIONS (SOCIAL  
COMMUNICATION 12:1 +3; ASD 6:1+2; ASD 6:1+4; ASD CONNECT;  
GEM; LE ICT; STEPS)**

## Students with Disabilities Who Transfer School Districts

### 200.4(e)(8)

(8) Students with disabilities who transfer school districts. (i) Transfer within New York State. In the case of a student with a disability who had an IEP that was in effect in this State and who transfers from one school district and enrolls in a new school district within the same school year, the new school district shall provide such student with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the school district adopts the previously held IEP or develops, adopts and implements a new IEP that is consistent with Federal and State law and regulations.

(ii) Transfer from outside New York State. In the case of a student with a disability who transfers school districts within the same school year, who enrolls in a new school district and who had an IEP that was in effect in another State, the school district shall provide such student with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the school district conducts an evaluation pursuant to this section, if determined to be necessary by such school district, and develops a new IEP, if appropriate, that is consistent with Federal and State law and regulation.

(iii) Transmittal of Records. (a) To facilitate the transition for a student described in this paragraph, the new school district in which the student enrolls shall take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education services to the student, from the previous school in which the student was enrolled pursuant to 34 C.F.R. section 99.31(a)(2) (Code of Federal Regulations, 2009 edition, Superintendent of Documents, U.S. Government Printing Office, Stop SSOP, Washington, DC 20402- 0001: 2009 – available at the Office of Counsel, New York State Education Department, State Education Building Room 148, 89 Washington Avenue, Albany, NY 12234).

(b) The previous school in which the student was enrolled shall take reasonable steps to promptly respond to such request from the new school.

7/25/2017

Internal Work Flow for Placement of Students with Disabilities - Transfer Students 200.4(e)(8)

**(Note: McKinney Vento Students must be placed immediately)**

- Parent fills out registration forms in the Placement Office in CO
- Parent completes the registration form indicating their child has a current IEP
- Placement Clerical reviews registration packet and identifies the Parent has checked that their child has a current IEP from their previous district

Parent has copy of IEP with them

**YES**

- Placement CASE meets with Parent at time of registration

**NO**

- If missing components of packet (no IEP or transcript) Placement Clerical contacts previous District to request necessary information.
- When RCSD receives info from previous district placement clerical contacts parent and schedules a placement meeting with Placement CASE (usually within 1-2 days)

- At the Placement CASE/Parent meeting the parent and CASE discuss comparable services, similarity of need, transportation, school building options, start date, evaluation, CSE process and program review (CSE meeting)
- Interim placement is determined
- Clerical sends entire packet to determined placement building (Principal, AP, CASE, Registrar, & Secretary)
- Placement CASE verbally discusses student interim intake decision with the building principal's designee (for specially designed programs i.e., GEM, ASD, NYSAA)
- Placement CASE drafts IEP per interim agreement
- Building designee opens Frontline and sees the open event the Placement CASE has initiated and follows the procedures for scheduling necessary evaluations, CSE meeting, etc.

7/25/2017

Internal Work Flow for Placement of Students with Disabilities (Transfer Bilingual Students)

**(Note: McKinney Vento Students must be placed immediately)**

- Parent fills out registration forms in the Placement Office in CO
- Parent completes the registration form indicating their child has a current IEP
- Placement Clerical reviews registration packet and identifies the Parent has checked that their child has a current IEP from their previous district
- If parent has checked on the Home Language Questionnaire that multiple languages are spoken in the home, or primary language is other than English, the Language Assessment Team schedules an evaluation
- Language Assessment Team schedules the evaluation to allow for the Placement CASE to meet with the Parent directly after the language assessment

Parent has copy of IEP at time of registration

**Yes**

- Placement CASE meets with Parent after language assessment

**No**

- If missing components of packet (no IEP or transcript) Placement Clerical contacts previous District to request necessary information.
- When RCSD receives info from previous district placement clerical contacts parent and schedules a placement meeting with Placement CASE (usually within 1-2 days)

- At the Placement CASE/Parent meeting the parent and CASE discuss comparable services, similarity of need, Language Assessment Team assessment information, transportation, school building options, start date, evaluation, CSE process and program review (CSE meeting)
- Interim placement is determined
- Clerical sends entire packet to determined placement building (Principal, AP, CASE, Registrar, & Secretary)
- Placement CASE verbally discusses student interim intake decision with the building principal's designee (for specially designed programs i.e., GEM, ASD, NYSAA)
- Placement CASE drafts IEP per interim agreement
- Building designee opens Frontline and sees the open event the Placement CASE has initiated and follows the procedures for scheduling necessary evaluations, CSE meeting, etc.

## EDUCATION OF HOMELESS STUDENTS

### I. Introduction

The Board of Education is committed to the education of all children in the community, including those who are identified as homeless. In view of the instability inherent in homelessness, the Rochester City School District (RCSD) will make every effort to identify children who are homeless and to enroll them in school immediately.

Since all homeless students may not necessarily be known to social service agencies or shelters, RCSD will administer an enrollment questionnaire to all newly enrolled students to ascertain their current living arrangements and at such time as the District is made aware of a change in a student's living status or address. This information will be used to determine whether the student meets the definition of "homeless" under the McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2]) and New York Education Law §3209(1)(a).

### II. Definitions

#### Homeless Child and Unaccompanied Youth

- A. Pursuant to the McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2]), New York Education Law §3209(1)(a), and 8 NYCRR §100.2(x)(1)(i), a homeless child is defined as:
1. a child who lacks a fixed, regular, and adequate nighttime residence, including a child who is:
    - a. sharing the housing of other persons due to loss of housing, economic hardship or similar reason;
    - b. living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
    - c. abandoned in hospitals;
    - d. awaiting foster care placement; or
    - e. the child of a migrant family who qualifies as homeless due to living circumstances described above.
  2. a child or youth who has a primary nighttime location that is:
    - a. a supervised shelter either publicly or privately operated and designed to provide temporary living accommodations, including but not limited to shelters operated or approved by New York State or Monroe County Department of Social Services and residential programs for runaway or homeless youth; or

- b. a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.
- B. An unaccompanied youth is defined as a homeless child not in the physical custody of a parent or guardian.
- C. School district of current location: the public school district within the State of New York in which the hotel, motel, shelter, temporary housing arrangement, or residential program for runaway or homeless youth is located.
- D. School district of origin: the public school district within the State of New York in which the homeless child was attending or entitled to attend a public school when they became homeless.
- E. School of origin: the school attended by the child when permanently housed or in which the child was last enrolled

### **III. Responsibilities of RCSD Homeless Liaison**

The homeless liaison for the RCSD serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. The homeless liaison coordinates services to ensure that homeless children and youth enroll in school and are afforded a full and equal opportunity to succeed academically.

### **IV. Determination of the School District to be Attended by Homeless Child**

- A. The “designator” will decide the school district that the homeless child will attend.
- B. The “designator” is defined as:
  - 1. the parent or guardian of a homeless child; or
  - 2. the homeless child in consultation with the director of a residential program for runaway or homeless youth attended by the homeless child; or
  - 3. the unaccompanied youth.
- C. The designator may choose either the school district of origin or the school district of current location to be attended by the homeless child.

**V. Responsibilities upon Designation of a Child as Homeless**

**A. Completion and Return of Designation Forms/STAC 202 Form**

Designation of a child as homeless must be made on STAC forms available at [http://www.nyteachs.org/media/INF\\_SED\\_STAC202\\_Form.pdf](http://www.nyteachs.org/media/INF_SED_STAC202_Form.pdf)

1. The appropriate designator must complete the designation form. The RCSD shall make designation forms available to a homeless child who seeks admission to school or to the parent or person in parental relation who seeks to enroll such child in school.
2. Where a parent or person in parental relation to a child who is neither placed in a temporary housing facility by the local department of social services nor housed in a residential program for runaway homeless youth designates the RCSD as the current location, the RCSD shall forward to the New York State Education Department (the "Department") a completed designation form and a statement of the basis for its determination that the child is a homeless child entitled to attend the RCSD.

**B. Duties upon Receipt of the Designation/STAC 202 form**

Upon identification of a child who is homeless and/or receipt of a completed designation form identifying the RCSD as the designated school district, the RCSD shall:

1. immediately review the designation form to ensure that it has been completed and admit the homeless child even if records normally required for enrollment are not available, such as previous academic records, medical records, immunization records, proof of residency, or other documentation;
2. provide the homeless child with access to all programs, activities, and services to the same degree that these are available to resident students;
3. immediately contact the school district last attended by the homeless child to obtain a copy of records;
4. immediately refer the parent, guardian, or unaccompanied youth to the RCSD Liaison for Homeless Youth to assist in obtaining any needed immunization, immunization or medical records;
5. forward the SED designation form to the New York State Commissioner of Education and to the school district of origin, if applicable.

**C. Duties upon Receipt of a Request for Records**

When the RCSD receives a request for school records for a child identified as homeless, the RCSD shall forward in a manner consistent with state and federal law a complete copy of the homeless child's records within five days of receipt of the request.

**D. Transportation**

Transportation for the homeless child will be provided as required by law.

**VI. Dispute Resolution Process**

The RCSD shall establish procedures for the prompt resolution of disputes regarding school selection, enrollment, and/or transportation of a homeless child.

**VII. Coordination with Title I**

RCSD acknowledges that homeless children and youth are eligible for services under Title I Part A, whether or not or not they live in a Title I school attendance area or meet the academic requirements required of other children. RCSD ensures that Title I Part A funds are set aside to provide services for students who are not covered by McKinney-Vento funds.

**VIII. Provision of Free Meals to Homeless Children**

All children identified as homeless within the RCSD are eligible for free meals without completing an application.

Approved on January 28, 2010 pursuant to Resolution 2009-2010: 588.





Rochester City School District  
 Department of Specialized Services  
 131 W. Broad Street  
 Rochester, New York 14608

**Social/Communication 12:1+3  
 Program Description**

- Grades 3 through 6 (12:1+1 in Grades 7 & 8)
- Maximum of 8-9 students classified with autism and 3-4 with other disabilities with social/communication needs
- Highly structured program designed for students with autism spectrum disorder or other disabilities
- Instruction is based on the Common Core Curriculum Standards
- Loosely based on the TEACCH model from North Carolina, classrooms have clearly defined spaces for each type of activity
- Instruction is provided using whole class, small group and individual methods
- Visual schedules and visual cues used consistently throughout the classroom
- Sensory needs of students are addressed through a Sensory Safe Haven in each classroom, environmental organization, and on an individual basis as needed throughout the program.
- Social development and social learning are addressed through an embedded social curriculum as well as during teachable moments.
- 40 minutes a day is specifically dedicated to the development of social skills and related abilities including hygiene and social-communication
- Students will take all state and local standardized tests given at their grade level
- Opportunities for mainstreaming into integrated general education classes

**Entrance Criteria**

<b>Entrance Criteria For students with ASD:</b>	<b>For 3-4 other Students:</b>
CASEs must request an ASD team observation for a student being considered for this program (Requires an ASD Team Report and PWN) <b>Disability</b> Autism Spectrum Disorder	CASEs must request an ASD team observation for a student being considered for this program (Via email request to Director of Accountability and School Improvement) <b>Disability</b> Speech/language Impairment Learning Disability OHI Students with a Social Communication Diagnosis <b>Typically, this program is not designed to meet the needs of the following classifications:</b> Intellectual Disability Multiple disabilities Emotionally Disturbed Other classifications must be closely considered based on the descriptions below



Rochester City School District  
 Department of Specialized Services  
 131 W. Broad Street  
 Rochester, New York 14608

<p><b>Cognitive and Academics:</b></p> <ul style="list-style-type: none"> <li>• Cognitive scores may range 70-115</li> <li>• Capable or nearly capable of meeting grade level standards as demonstrated through the completion of self-directed activities, participation in interest based activities or verbal expression, though ongoing school-based achievement may not reflect ability</li> <li>• Demonstrates a need for small group instruction throughout the day, not able to maintain focus or effectively participate in large groups</li> </ul>	<p><b>Cognitive and Academics:</b></p> <ul style="list-style-type: none"> <li>• Cognitive scores may range 70-115</li> <li>• Capable or nearly capable of meeting grade level standards as demonstrated through the completion of self-directed activities, participation in interest based activities or verbal expression, though ongoing school-based achievement may not reflect ability</li> <li>• Demonstrates a need for small group instruction throughout the day, not able to maintain focus or effectively participate in large groups</li> </ul>
<p><b>Self-Care:</b></p> <ul style="list-style-type: none"> <li>• Students should be able to feed themselves and open most food containers</li> <li>• Students should be independent. Compensatory techniques or adaptive devices maybe used.</li> <li>• Students should be able take care of their own needs while using the bathroom</li> <li>• Adaptive skills close to age appropriate levels</li> </ul>	<p><b>Communication/Social:</b></p> <ul style="list-style-type: none"> <li>• May have verbal language delays or use an alternate communication system</li> <li>• Able to consistently participate in a group of 3 or more</li> <li>• May struggle to read social cues of others</li> <li>• May need adult guidance to form relationships with peers</li> <li>• May have difficulty initiating interactions with others (peers or adults)</li> <li>• Should be able to consistently express wants and needs to adults (functional communication) verbally or with the use of a communication system</li> </ul>
<p><b>Communication/Social:</b></p> <ul style="list-style-type: none"> <li>• Have verbal language skills or an alternate communication system</li> <li>• Able to consistently follow 1 step directions or better</li> <li>• Able to consistently participate in a group of 3 or more for brief periods of time with adult support</li> <li>• Likely struggles to read social cues of others and to use social cues appropriately in interactions</li> <li>• May need adult guidance to form relationships with peers</li> <li>• May not initiate interactions with others (peers or adults)</li> <li>• Play and pretend skills are generally delayed, particularly with regard to interactions with other during play</li> <li>• Should be able to consistently express wants and needs to adults (functional communication) verbally or with the use of a communication system</li> </ul>	



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

**Behavior:**

- Restrictive interests and repetitive behaviors interfere with daily functioning. This may look like an obsession with a topic or a repetitive movement such as hand flapping or rocking
- Able to transition throughout the day with visual supports and moderate adult assistance
- Should be able to participate in group activities throughout the day in structured, small ratio setting without outbursts or meltdowns
- May need FBA/BIP
- May demonstrate poor self-regulation skills:
- May experience occasional meltdowns, but should be able to recover in adequate time to function throughout remainder of day
- May experience frequent meltdowns in unstructured, unpredictable environments
- May demonstrate unusual reactions to the way things smell, taste, look, feel or sounds with hypersensitivities very common

**Behavior:**

- Able to transition throughout the day with visual supports and moderate adult assistance
- Should be able to participate in group activities throughout the day in structured, small ratio setting without outbursts or meltdowns
- Generally demonstrates quality self-regulation skills
- Follows rituals and routines without additional support
- Adapts to change and unexpected events
- Supportive towards peers
- Generally cooperative with teacher direction



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

### **ASD 6:1:2 Program Description**

- Highly structured program designed for students with autism spectrum disorders.
- Instruction based on Common Core Curriculum Standards.
- Loosely based on the TEACCH model from North Carolina, classrooms have clearly defined spaces for each type of activity. Other instructional approaches may include ABA philosophy.
- Instruction is provided using whole class, small group and individual methods.
- Independent work is presented in a structured teaching format.
- Visual schedules and visual cues used consistently throughout the classroom.
- Sensory needs of students are addressed through a Sensory Safe Haven in each classroom, environmental organization, and on an individual basis as needed throughout the program.
- Social development and social learning are addressed through an embedded social curriculum as well as during teachable moments.
- 40 minutes a day is specifically dedicated to the development of social skills and related abilities including hygiene and social-communication
- Students take all state and local standardized tests given at their grade level.
- Opportunities for parent engagement and specialized training for autism spectrum disorders
- Opportunities for mainstreaming into integrated general education classes

### **Entrance Criteria**

#### **Cognition and Academics:**

- Cognitive scores may range from 70-115
- Capable or nearly capable of meeting grade level standards as demonstrated through the completion of self-directed activities, participation in interest based activities or verbal expression, though ongoing school-based achievement may not reflect ability
- Demonstrates a need for small group instruction throughout the day; not able to maintain focus or effectively participate in large groups

#### **Self-Care:**

- At early age levels, students may need assistance/programming for potty training
- At early age levels, students may need assistance for clothing management, particularly shoe tying and fasteners.
- Students should be able to feed themselves, but may need assistance to open containers.

#### **Communication/Social:**

- Minimally have emerging language skills or ability to use a communication system
- Student may inconsistently follow 1-2 step directions
- Able to participate in a group of 3 or more for brief periods of time with adult support
- Likely struggles to read social cues of others and to use social cues appropriately in interactions.
- Needs direct adult guidance to form relationships with peers.
- The student is developing skills to initiate interactions and respond to the social initiation of others (peers or adults)
- Play and pretend skills are generally delayed, particularly with regard to interactions with others during play.



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

- By third grade, should be able to consistently express wants and needs to adults (functional communication), verbally or with the use of a communication system.

**Behavior:**

- Restricted interests and repetitive behaviors interfere with daily functioning. This may look like an obsession with a topic or a repetitive movement such as hand flapping or rocking.
- Able to transition throughout the day with visual supports and moderate adult assistance.
- By third grade, should be able to participate in group activities throughout the day in structured, small ratio setting without outbursts or meltdowns.
- May need individual behavioral intervention plan.
- May experience occasional meltdowns, but should be able to recover in adequate time to function throughout remainder of day.
- May experience frequent meltdowns in unstructured, unpredictable environments.



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

### **ASD 6:1:4 Program Description**

- Highly structured program designed for students with autism spectrum disorders
- K-2 program is considered part of the Diagnostic Transitional Program (constant monitoring and assessment of students' academic, social/communication, sensory and behavioral needs) where students will access a specially designed curriculum based on the Common Core Standards
- Behavioral Intervention Plans are developed and closely monitored throughout the school year for all students
- In grades 3-6 instruction will be based on an alternate curriculum that meets the needs of all students and aligns NYSAA Framework, CDOS standards, and modified Common Core Standards
- Students ages 9-18 will be taking the New York State Alternate Assessment unless student is medically excused
- Development of transitional skills
- Career Development
- Integrated learning
- Universal foundational skills
- Instruction is provided in whole group, small group and individual
- Research-based instructional approaches are based on ABA, PECS, and TEACCH
- Independent work is presented in a structured teaching format and includes instructional priming and specially designed instruction
- Visual schedules and visual cues are used consistently throughout the classroom and building by all staff who have direct contact with program students
- Sensory needs are address through:
  - Sensory Safe Haven in every classroom
  - Environmental organization
- Embedded Occupational Therapist (OT) push in services that are co-taught by the special education teacher and the OT
- Individual needs
- Social development and social learning are addressed through an embedded social curriculum (40 minutes a day) as well as during teachable moments
- Opportunities for parent engagement and specialized training for autism spectrum disorders

### **Entrance Criteria**

- Medical diagnosis of Autism Spectrum Disorder
- Demonstrates communication problems (e.g., using and understanding language); difficulty relating to people, objects, and events; unusual play with toys and other objects; difficulty with changes in routine or familiar surroundings; repetitive body movements or behavior patterns
- Has been assessed by Occupational Therapist and determined to have significant sensory needs which are not typically met without the use of a sensory supports in addition to OT group or individual services
- Presents a significant cognitive delay, significant deficits in communication/ language, and significant deficits in adaptive behavior; **and**



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

- Requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); **and**
- Requires educational and communication support systems, which may include: augmentative communication, assistive technology, personal care services, health/medical services, or behavioral intervention.

**Self-Care Needs:**

- May need support with one or more steps in toileting; or the student may need to be on a dedicated routine for toileting to maintain good hygiene
- May need support in the steps to wash his hands
- Can usually feed themselves, but may need assistance with: using utensils, hygiene, or opening containers
- May need support with transitions and learning new routines
- May require increased supervision due to decreased safety awareness, which is not typical of his/her age

**Communication/Social Needs:**

- Scores on tests of pragmatics, expressive and receptive language are in the significantly low range with a standard score less than 70
- The student may be considered minimally verbal or non-verbal, using gestures, vocalizations, or body movements (running, avoiding, withdrawing, etc.) to convey a message
- May use one or two words to express a thought
- May also use a combination of 'jargon' and one or two words that are intelligible
- Significant difficulty initiating interactions and responds inconsistently to the social initiations of others
- Need significant support for communicating wants and needs
- Will need a behavioral intervention plan
- May have behavioral challenges, but is able to participate in a small group setting with adult support
- Requires autism specific strategies such as social stories, visual schedules, extensive visual cues, first then cards, a consistent routine, and support during transitions
- May require sensory interventions throughout the day
- May exhibit restrictive and repetitive behaviors that may interfere with participation in functional activities
- Aggressive behaviors may be a result of an inability to functionally communicate
- May engage in atypical leaning, hugging, smelling or touching in order to initiate an interaction



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

**ASD Connect (ICT)  
Program Description**

- Highly structured inclusion program designed for students with autism spectrum disorders.
- Student to teacher ratios increase as children age, beginning with a 12 student to 2 teacher ratio in kindergarten (4 students with ASD and 8 typically developing students). Class is shared by a general education teacher and a special education teacher with 1/3 or less of the class comprised of children with autism spectrum disorders and the remainder of the class comprised of children who do not demonstrate special needs.
- 4 more typically developing students added at 1st & 4th grade
- Instruction based on Common Core Curriculum Standards.
- Instruction is provided using whole class, small group and individual methods.
- Independent work is presented in a highly structured format.
- Visual schedules and visual cues used consistently throughout the classroom.
- Sensory needs of students are addressed through a Sensory Safe Haven in each classroom, environmental organization, and on an individual basis as needed throughout the program.
- Social development and social learning are addressed through dedicated instructional time as well as during teachable moments. Some social skills instruction may be pull-out.
- Intervention plans based on PBIS and on the use of positive, proactive strategies
- Students take all state and local standardized tests given at their grade level.
- Opportunities for parent engagement and specialized training for autism spectrum disorders

**Entrance Criteria**

**Cognition and Academics:**

- Cognitive scores are above 85
- Adaptive skills at close to age appropriate levels
- Pre-academic skills close to grade appropriate levels
- Capable of meeting grade level standards as demonstrated through the completion of self-directed activities, participation in interest based activities or verbal expression, though ongoing school-based achievement may not reflect ability

**Self-Care:**

- Capable of grade appropriate self-care skills with the exception of fine motor needs

**Communication/Social:**

- Close to age-appropriate expressive and receptive language (but may initiate communication infrequently and rarely engage in conversational turn-taking with peers)
- Consistently responds to name
- Able to participate in large group instruction for 10-15 minutes with minimal support
- Able to participate in small group (5 or less) instruction for 15-20 minutes without additional support.
- Able to consistently follow 1-2 step directions
- Requires structured and explicit opportunities for interactions with typical peers
- Likely struggles to read social cues of others and to use social cues appropriately in interactions.
- Needs adult support to form age appropriate relationships with peers





Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

- Play and pretend skills are generally delayed, particularly with regard to interactions with others during play.
- Able to understand basic school rules and expectations when they are clearly defined

**Behavior and Sensory Processing:**

- Restricted interests and repetitive behaviors interfere with daily functioning. This may look like an obsession with a topic or a repetitive movement such as hand flapping or rocking
- Able to transition throughout the day with visual supports and minimal adult assistance
- Able to participate in group activities throughout the day in structured, small ratio setting without outbursts or meltdowns
- May need a behavioral intervention plan
- May demonstrate poor self-regulation:
- May experience occasional meltdowns (physical aggression is infrequent; self-injurious behavior is rare), but should be able to recover in adequate time to function throughout remainder of day
- May experience frequent meltdowns in unstructured, unpredictable environments
- May demonstrate unusual reactions to the way things smell, taste, look, feel or sound, with hypersensitivities very common

\*The program description for the ASD Connect program includes classroom ratios of the number of students with disabilities and general education students that are considered best practice. While it is the RCSD's intent to adhere to these ratios, enrollment may precipitate a modification to the number of students placed in each program. RCSD will always comply with the Regulations of the Commissioner of Education, Part 200 when the enrollment deviates from the program description.



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

**GEM Program**  
***Growth and Education for Students with Multiple Disabilities***  
**Program Description**

- 12:1+(3+1)
- Programmatic Levels
  - **Exploratory:**
    - Exploring ability to communicate, developing functional communication system, identifying developmental patterns, exposure to basic conceptual skills
    - The student may need significant adaptive behavioral intervention
    - The student may need a more structured environment with targeted explicit direct instruction
    - The student may demonstrate significant social/emotional needs
    - The student may need more hand-over-hand instruction
  - **Emergent:**
    - Supporting and refining functional communication systems, developing purposeful communication, use of assistive technology, building independent skills, embedded gross and motor skill activities
    - The student demonstrates the ability to learn pre-academic skills as listed in the pre-K curriculum
    - The student may need significant adaptive behavioral interventions
    - The student may need a more structured environment with targeted explicit direct instruction
  - **Readiness:**
    - Developing pre-academic and early academic skills, instructional exposure to grade appropriate content
    - Academic curriculum aligned with NYSAA framework
    - The student is in need of a vocational curriculum
    - The student can be successful when instruction is delivered in a larger group size
    - The student may exhibit fewer adaptive behavioral concerns or social/emotional needs
    - The student may exhibit more academic skills than the Emergent and Exploratory levels

**Entrance Criteria**

- Student has defined multiple disabilities
- Students demonstrate severe self-care , communication and/or medical management needs which require adaptive modifications, sensory integration, health services and therapeutic intervention on a full-time basis
- The student has a severe cognitive disability, significant deficits in communication/language, and significant deficits in adaptive behavior; and /or physical needs requiring adult intervention/supervision.



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

- The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace)
- The student requires educational support systems, such as, related therapeutic services, assistive technology, personal care services, medical services, and student and family support from social work services.



Rochester City School District  
Department of Specialized Services  
131 W. Broad Street  
Rochester, New York 14608

**LE-ICT**  
**Language Enriched Integrated Program**

**Program Description**

- Designed for students whose primary identified disability is a moderate to severe language delay.
- Designed to close the identified students' language gap during the K-2 grade levels to move towards declassification by Grade 3.
- Integrated classroom (ICT) at grades K, 1, and 2
  - Co-taught by a General Education Teacher and a certified Speech Language Pathologist
- Instructional program follows general education curriculum and integrates targeted developmental language acquisition for the students with moderate to severe language delays/disorders
- Social skills will be embedded into the program to highlight pragmatic development
- Intensive remedial speech services will be embedded into the instructional program.
- Language skills will be developed and enhanced in the students' natural environment versus the traditional pull out model.
- Additional direct pull-out speech/language services can be provided to those students whose deficits are so severe or are of a clinical nature (articulation, fluency) and cannot be adequately addressed only in the integrated model.
- IEP goals are directly tied to language delays

**Entrance Criteria**

- Students meet the criteria for Speech-Language Impaired classification as defined by Part 200 of New York State Commissioner's Regulation and District criteria (or) students have a documented language based learning disability.
- Student displays moderate to severe language delays
- Student's language delay/disorder is the primary problem adversely affecting academic difficulties. Social-emotional functioning is age-appropriate or is viewed as secondary to the communication disorder.
- Student's receptive abilities should exceed expressive abilities
- Student's classroom performance abilities exceeds verbal abilities
- Psychological testing indicates cognitive abilities which are, or have the potential of being, within the normal range.
- Cognitive level: Full scale 75 and above
- There may be a discrepancy between verbal and nonverbal skills
- Nonverbal scores may be higher than verbal scores
- Adaptive behavior is not commensurate with below average IQ
  - Example: Students IQ is 75 adaptive behavior should be 80 or above



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## STEPS

### *Speech/Language Therapy to Enrich Classroom Performance for Students*

#### Program Description

- Designed for severely speech-language impaired students (low incidence population)
- These students are at HIGH risk for reading and writing delays, they require specific modifications for the acquisition of phonological skills.
- An eclectic approach to oral language development integrates the communication processes of listening, speaking, reading and writing.
- STEPS is integrated into the general education setting with no more than 10 students with a disability
- Depending on grade level, instruction is provided collaboratively by the general education teacher and speech-language therapist (dually certified with special education at K & 1) and a special education teacher (2<sup>nd</sup> grade – ONLY).
- Instructional program follows the same curricula as used in general education classes, with modifications made to meet the individual needs of each student. The remediation of students' communication needs are addressed within the context of the curricula using a holistic approach.
- Instructional strategies such as the provision of visual speech cues (use of finger spelling in a dynamic fashion to cue manner and place of speech sound production) and use of language centers to promote communication skill development and carry-over of target speech and language skills.
- Opportunities for communication are provided in natural settings, incorporating experimental and interactive learning.

#### Entrance Criteria

- Students meet the criteria for Speech-Language Impaired as defined by Part 200 of New York State Commissioner's Regulation and District criteria.
- Student displays severe articulation and/or phonological delays. The pattern and sound errors result in unintelligible speech.
- Student's receptive abilities exceed expressive abilities
- Student's performance abilities typically exceeds verbal abilities
- Morphological, syntactical and phonological differences and/or delays exist and are a manifestation of disorder and not a function of limited English proficiency. Word-finding or other semantic difficulties are not a function of limited exposure to English, or of cultural or socio-economic factors
- Psychological testing indicates cognitive abilities which are, or have the potential of being within the normal range.
- Student's communication disorder is the primary problem adversely affecting academic difficulties. Social-emotional functioning is essentially age-appropriate or is viewed as secondary to the communication disorder.

\*The program description for the STEPS program includes classroom ratios of the number of students with disabilities and general education students that are considered best practice. While it is the RCSD's intent to



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adhere to these ratios, enrollment may precipitate a modification to the number of students placed in each program. RCSD will always comply with the Regulations of the Commissioner of Education, Part 200 when the enrollment deviates from the program description.