

# Special Education



## CONTINUUM AND PROGRAM DESCRIPTIONS

As the Committee on Special Education (CSE) meets to discuss the needs of each special education student in the Rochester City School District (RCSD), this Continuum and Program Description Booklet can be used to provide an understanding of the range of programs and services offered by RCSD to meet the individualized needs of its students with disabilities in the least restrictive environment (LRE). RCSD utilizes an array of special education supports and services both in integrated and nonintegrated settings to promote meaningful access, participation and progress in the general education curriculum and extra-curricular activities.

*Every Student by Face and Name*

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# 2018-2019

# Consultant Teacher (CT)



## Program Description

- Grades K through 12
- Specially designed instructional needs are addressed in the form of a direct consultant teacher service in the general education setting.
- Consultant teacher *provides direct and/or indirect services to students with disabilities who attend general education classes including career and technical education classes.*
- Consultant teacher service is provided by a certified special education teacher and may be delivered as a direct and/or indirect service.
- Consultant teacher must be provided by a special education teacher for a minimum of 2 hours per week in any combination of direct / indirect consultant teacher service.
- The consultant teacher will communicate with parents/guardians regarding student's progress within the general education classroom and make recommendations regarding strategies to be implemented at home.
- Direct Consultant Teacher services are provided in the classroom and assist students in accessing the general education curriculum.
- Indirect Consultant Teacher services assist the general education teacher in adjusting the learning environment and/or modifying the instructional delivery to meet the individual needs of students with a disability in the mainstream or general education setting.

## Eligibility Criteria

- All disabilities
- Students with disabilities whose cognitive skills are within the low average to average range.
- Students who may exhibit deficits in language development.

## Program Availability

All Schools

## Resource Room (RR)



### Program Description

- Grades K through 12
- Minimum of 3 hours/week or in combination with other special education programs
- Supplements the regular or special classroom instruction of students with disabilities
- Instruction is based on the Common Core Curriculum Standards
- Instruction is provided, as a pull-out service, using small group and individual methods
- Students will participate in all state and local standardized tests

### Eligibility Criteria

- Students with disabilities who have not made academic progress in the general education program
- Documented evidence that individualized academic interventions, in general education, have been unsuccessful
- Students who need modifications and specially designed instruction to supplement regular academic instruction

### Program Availability

All Schools





### Program Description

- Grades K through 6, in select school buildings
- One-third (1/3) to no more than one-half (1/2) ratio of students with disabilities to non-classified students.
- This support is provided by both a Special Education and a General Education teacher in a General Education class setting.
- Significant differentiation of the curriculum and Specially Designed Instruction (SDI) is necessary to support these students in achieving grade level Common Core and New York State Learning Standards.
- Both the general education and special education teacher plan, deliver, and evaluate instruction for all students.
- Both educators are responsible for the implementation of students' IEPs, differentiation of instruction, assessment of student achievement, and utilization of a classroom management plan, when needed.
- The special education teacher provides pre-teaching and re-teaching of general education curricula and program modifications and accommodations.
- The special education teacher communicates with the student's teacher(s) regarding instructional modifications, management needs, and program (classroom) and testing accommodations as they relate to student's individual needs and IEP goals and progress.

### Eligibility Criteria

- This program is designed for students whose learner characteristics impact their academic progress in identified core areas based on standardized assessments, Response to Intervention (RtI) data and progress in their current program.
- Students' cognitive skills are within the low average to average range, and they may exhibit deficits in language development.

### Program Availability

Schools:  
7, 8, 19, 23, 25, 33, 34, 39, 42,  
43, 44, 46, 50, 52, 54, 58,  
Wilson Foundation Academy,  
School Without Walls

#### Bilingual Program Availability

Schools:  
9, 22, 28

# Program Locations

## Integrated Co-Teaching (ICT)

School	K	1	2	3	4	5	6	7	8	9
7	✓	✓	✓	✓	✓	✓	✓			
8	✓					✓				
19	✓	✓	✓	✓	✓	✓	✓			
23		✓		✓	✓	✓	✓			
25				✓	✓	✓				
33				✓	✓	✓	✓			
34			✓	✓		✓				
39						✓				
42	✓			✓	✓	✓	✓			
43			✓	✓	✓	✓				
44				✓						
46	✓	✓	✓	✓	✓	✓	✓			
50					✓					
52							✓			
54			✓				✓			
58	✓	✓	✓	✓	✓	✓	✓			
WFA				✓	✓		✓			
SWW										✓

## Bilingual Integrated Co-Teaching (ICT)

School	K	1	2	3	4	5	6
9					✓		
22						✓	
28	✓	✓	✓	✓	✓	✓	✓

## Language Enriched Integrated Co-Teaching (LEICT)



### Program Description

- Grades K through 2, in select school buildings
- Integrated classroom (ICT) co-taught by a General Education Teacher and a certified Speech Language Pathologist
- 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.
- 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 may be provided to those students whose deficits are so severe or are of a clinical nature (articulation, fluency)

### Eligibility 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.
- 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

### Program Availability

Schools:  
7, 33, 39, 43, 54, 57

# Program Locations

## Language Enriched Integrated Co-Teaching (LEICT)

Schools	K	1	2
7	✓		
33	✓	✓	✓
39			✓
43	✓	✓	✓
54			✓
57	✓	✓	✓

## Speech Therapy to Encourage the Production of Sounds (STEPS)



### Program Description

- Grades K through 2 located at School 25
- Designed for severely speech-language impaired students (low incidence population)
- 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).
- 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.
- 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 finder 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.

### Eligibility 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.

### Program Availability

School:  
25



# Special Class 8:1+2



## Program Description

- Grades K through 12, in select school buildings
- Up to 8 students with disabilities\* grouped by similarity of needs instructed by 1 teacher and 1 teaching assistant and 1 paraprofessional
- Students grouped based on similarity of need
- Instruction is based on the Common Core Curriculum Standards.
- Students will participate in all state and local standardized tests
- Instruction is provided using whole class, small group and individual methods
- Highly modified and specialized instructional program designed for students with significant behavioral needs
- Social skills instruction is delivered according to developmental level:
  - Zones of Regulation
  - Character education
  - Second Step
- All staff participate in specially designed professional development including Crisis Intervention or Crisis Prevention Institute training
- District behavior specialists support classrooms weekly
- Provide training and support for school teams in developing FBA, BIP, and progress monitoring (in collaboration with other district resources/SEIS)
- Model best practice using strategies and behavior management techniques in working with classroom teachers and students
- Conferences with teachers, students, parents and community members in order to develop consistent behavioral supports/interventions/plan development for teacher growth and professional development

\*A variance may be granted by the New York State Education Department

## Eligibility Criteria

- All classifications
- Students with disabilities who have not made academic progress in the general education program
- Documented evidence that individualized behavioral interventions have been unsuccessful.
- Student may require classroom management system or behavioral intervention plan
- Students who have intensive management needs and need significant support to self regulate and manage behavior across all settings and require explicit interventions for environment and instruction:
  - Behavior
  - Pacing
  - Content
  - Assignments
  - Responses
  - Testing accommodations

## Program Availability

Schools:  
2, 5, 8, 16, 19, 23, 33, 39, 54,  
NWCP, NECP, Vanguard,  
Wilson

# Program Locations

## Special Class 8:1+2

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
2					✓	✓							
5	✓							✓					
8			✓	✓	✓	✓	✓	✓	✓				
16				✓	✓	✓	✓						
19									✓				
23					✓	✓							
33		✓					✓						
39					✓	✓	✓						
54		✓	✓	✓									
NWCP								✓	✓				
NECP										✓	✓		
Vanguard										✓	✓	✓	
Wilson										✓	✓		

# Special Class 12:1+1



## Program Description

- Grades K through 12, in select school buildings
- Up to 12 students with disabilities\* grouped by similarity of needs instructed by 1 teacher and 1 teaching assistant
- Highly modified and specialized instructional program designed for students with significant academic and/or behavioral needs
- Expanded pacing of instruction for classes designed to meet the needs of students with significant academic delays
- Instruction is based on the Common Core Curriculum Standards
- Instruction is provided using whole class, small group and individual methods
- Small group/individualized foundational skills instruction is paired with grade level curriculum needs
- Social development and social learning are addressed through an embedded social curriculum as well as during teachable moments for classes designed to meet the needs of students with behavioral delays/needs
- Students will participate in all state and local standardized tests

\*A variance may be granted by the New York State Education Department

## Eligibility Criteria

- All classifications
- Students with disabilities who have not made academic progress in the general education program
- Students management needs interfere with instructional process
- Documented evidence that individualized behavioral interventions have been unsuccessful.
- Students who need significant support to self regulate and manage behavior across all settings and require explicit interventions for environment and instruction:
  - Behavior
  - Pacing
  - Content
  - Assignments
  - Responses
  - Testing accommodations

## Program Availability

Schools:

2, 4, 5, 7, 8, 10, 12, 16, 17, 20, 22, 29, 33, 34, 42, 43, 44, 50, 52, 53, 54, Wilson Foundation, IAT, LAYM, Monroe, Vanguard, Wilson Commencement, Edison, NWCP, NECP, SOTA

Bilingual Program Availability

Schools:

9, 22, Monroe

# Special Class 12:1+1

K-6/K-8 Buildings



Schools	K	1	2	3	4	5	6	7	8
2	✓		✓			✓	✓		
4					✓	✓			
5		✓			✓	✓			
7				✓	✓				
8									✓
10					✓	✓	✓		
12							✓		
16		✓	✓	✓		✓	✓		
17								✓	✓
20	✓	✓	✓	✓	✓	✓	✓		
22				✓	✓	✓			
29					✓	✓			
33						✓			
34				✓	✓	✓	✓		
42			✓	✓	✓	✓			
43		✓			✓	✓	✓		
44						✓	✓		
50			✓		✓		✓	✓	✓
52		✓							
53							✓		
54							✓		
WFA						✓		✓	

# Program Locations

## Special Class 12:1+1 7-12/9-12 Buildings

Schools	7	8	9	10	11	12
IAT	✓		✓			
LAYM	✓	✓	✓	✓	✓	
Monroe				✓	✓	✓
Vanguard				✓	✓	✓
Wilson Commencement				✓	✓	✓
NWCP	✓	✓				
NECP			✓	✓	✓	✓
REC				✓	✓	
SOTA	✓	✓				
Edison			✓	✓	✓	✓

## Bilingual Special Class 12:1+1

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
9		✓	✓	✓	✓	✓	✓						
22	✓	✓	✓										
Monroe								✓	✓	✓	✓	✓	✓



## Special Class 15:1



### Program Description

- Grades K through 12, in select school buildings
- Up to 15 students with disabilities\* grouped by similarity of needs instructed by 1 teacher
- Highly modified and specialized instructional program designed for students with significant academic needs
- Expanded pacing of instruction for classes designed to meet the needs of students with significant academic delays
- Instruction is based on the Common Core Curriculum Standards
- Specialized Instruction is provided using whole class, small group and individual methods
- Small group/individualized foundational skills instruction is paired with grade level curriculum needs
- Students will participate in all state and local standardized tests

\*A variance may be granted by the New York State Education Department

### Entrance Criteria

- All classifications
- Students with disabilities who have not made academic progress in the general education program and require specially designed instruction
- Documented evidence that individualized academic interventions, in general education, have been unsuccessful.
- Student needs modifications and specially designed instruction:
  - Pacing
  - Content
  - Assignments
  - Responses
  - Testing accommodations

### Program Availability

Schools:  
3, 5, 7, 10, 12, 19, 22, 29, 39, 43, 44, 57,  
58, Edison, IAT, LAYM, NECP, NWCP,  
SOTA, REC, Vanguard

Bilingual Program Availability

Schools:  
35, Monroe

# Program Locations

## Special Class 15:1

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
3								✓	✓				
5							✓						
7							✓						
10					✓	✓	✓						
12						✓	✓	✓	✓				
19								✓					
22						✓	✓						
29			✓	✓	✓								
39				✓	✓	✓	✓						
43				✓	✓								
44	✓	✓	✓				✓						
57	✓	✓	✓										
58								✓					
Edison										✓			
IAT								✓		✓	✓	✓	
LAYM								✓	✓	✓	✓		
NECP											✓	✓	
NWCP								✓					
SOTA								✓	✓				
REC										✓			
Vanguard										✓			

## Bilingual Special Class 15:1

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
35		✓	✓	✓	✓	✓	✓						
Monroe								✓	✓				

## Special Class 12:1+3 / 12:1+1 Social Communication



### Program Description

- Grades 3 through 6 (12:1+1 in Grades 7-12), in select school buildings
- Up to 12 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant and up to 2 paraprofessionals pending grade level
- Maximum of 8-9 students classified with Autism and 3-4 with other disabilities with social/communication needs
- Instruction is based on the Common Core Curriculum Standards
- Specialized 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

\*A variance may be granted by the New York State Education Department

### Eligibility Criteria

- Highly structured program designed for students with autism spectrum disorder or other disabilities
- 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

### Program Availability

Schools:  
5, 15, 41, 45, 58, Wilson  
Commencement

# Program Locations

## Special Class 12:1+3 / 12:1+1 Social Communication

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
5						✓		✓	✓				
15				✓	✓	✓	✓						
41					✓	✓	✓						
45				✓	✓	✓	✓	✓	✓				
58											✓	✓	
Wilson Commencement										✓	✓		



# Special Class 6:1+2/6:1+1



## Program Description

- Grades K through 12 (6:1+1 in Grades 9-12), in select school buildings
- Up to 6 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant and up to 1 additional paraprofessionals pending grade level
- Specialized 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

## Eligibility Criteria

- Highly structured program designed for students with autism spectrum disorder
- 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
- At early age levels, students may need assistance/programming for potty training
- Students should be able to feed themselves, but may need assistance to open containers.
- 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
- 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.
- 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.
- 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.

\*A variance may be granted by the New York State Education Department

## Program Availability

Schools:  
3, 15, 29, 41, 45, Wilson  
Foundation Academy, Rochester  
Early College





# Program Locations

## Special Class 6:1+2/6:1+1

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
3	✓	✓	✓										
15	✓												
29		✓	✓		✓		✓						
41		✓	✓	✓	✓	✓	✓						
45	✓	✓		✓	✓	✓							
Wilson Foundation								✓	✓				
REC											✓	✓	✓

# Special Class 6:1+4



## Program Description

- Grades K through 8
- Up to 6 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant and up to 4 additional paraprofessionals pending grade level
- 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
- 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 addressed 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

\*A variance may be granted by the New York State Education Department

## Eligibility Criteria

- Highly structured program designed for students with autism spectrum disorders
- 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
- Presents a significant cognitive delay, significant deficits in communication/ language, and significant deficits in adaptive behavior; **and**
- 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.
- 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
- 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 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
- Requires autism specific strategies such as social stories, visual schedules, extensive visual cues, first then cards, a consistent routine, and support during transitions

# Program Locations

## Special Class 6:1+4

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
28	✓	✓	✓	✓	✓	✓			✓				
29	✓												

# Autism Spectrum Disorder Integrated Co-teaching (ASD ICT)



## Program Description

- Grades K through 3 in select school buildings
- 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

- Highly structured inclusion program designed for students with autism spectrum disorders.
- 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
- Capable of grade appropriate self-care skills with the exception of fine motor needs
- Close to age-appropriate expressive and receptive language (but may initiate communication infrequently and rarely engage in conversational turn-taking with peers)
- 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
- Able to understand basic school rules and expectations when they are clearly defined
- 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

## Program Availability

Schools:  
3, 12, 53



Autism Spectrum Disorder  
Integrated Co-teaching (ASD ICT)

Schools	K	1	2	3
3			✓	✓
12	✓	✓		✓
53	✓	✓	✓	

# Growth and Education for Students with Multiple Disabilities (GEM) 12:1+(3:1)



## Program Description

- Grades K through 8 located at School #29
- Up to 12 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant and up to 3 additional paraprofessionals pending class size
- Exploring ability to communicate, developing functional communication system, identifying developmental patterns, exposure to basic conceptual skills
- Supporting and refining functional communication systems, developing purposeful communication, use of assistive technology, building independent skills, embedded gross and motor skill activities
- Developing pre-academic and early academic skills, instructional exposure to grade appropriate content
- Academic curriculum aligned with NYSAA framework
- Provided vocational curriculum

## Eligibility 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.
- 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.
- 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
- 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

\*A variance may be granted by the New York State Education Department

# New York State Alternative Assessment (NYSAA) Special Class 12:1+1/12:1:3/8:1+2



## Program Description

- Grades K through 12 in select school buildings
- In grades 3-12, 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
- Specialized Instruction is provided in whole group, small group, and individual
- Independent work is presented in a structured teaching format and includes instructional priming and specially designed instruction
- Sensory needs are address through:
  - Environmental organization
  - Individual needs
- Opportunities for parent engagement and specialized training

### 12:1+1

- Up to 12 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant
- The student demonstrates pre-academic skills
- The student can be successful when instruction is delivered in a larger group size

### 12:1+3/8:1+2

- Up to 8 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant and 1 paraprofessional
- The student demonstrates pre-academic skills, but may need more hand-over-hand instruction
- The student may need a more structured environment with explicit direct instruction

\*A variance may be granted by the New York State Education Department

## Entrance Criteria

- Student demonstrates pre-academic skills
- The student has a severe cognitive disability, significant deficits in communication/ language, and significant deficits in adaptive behavior; **and**
- 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); **and**
- The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.
- The student may need support for transitions: getting off the bus, walking to the classroom, taking off his backpack, putting it up and getting materials ready for the day
- The student's scores on tests of pragmatics, expressive and receptive language are in the low range with a standard score of 65 or less
- The student may be considered 'non-verbal', using gestures, vocalizations, or body movements (running, avoiding, withdrawing, etc.) to convey a message
- The student may have behavioral challenges but is able to participate in a small group setting with adult support
- The student may require sensory interventions throughout the day and/or may require the use of a dedicated room for sensory input

## Program Availability

4, 33, Edison

Program Locations

New York State Alternative Assessment (NYSAA)  
Special Class 12:1+1

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
4	✓	✓	✓	✓	✓	✓	✓	✓	✓				
33				✓	✓	✓	✓						
Edison										✓	✓	✓	✓

New York State Alternative Assessment (NYSAA)  
Special Class 12:1+3

Schools	9	10	11	12
Edison	✓	✓	✓	✓

New York State Alternative Assessment (NYSAA)  
Special Class 8:1+2

Schools	K	1	2	3	4	5	6	7	8	9	10	11	12
4	✓	✓	✓	✓	✓	✓	✓	✓	✓				



## Program Description

- Grades K through 2 in select school buildings
- Up to 8 students with disabilities\* grouped by similarity of needs instructed by 1 teacher, 1 teaching assistant and 2 paraprofessionals
- This K-2 program provides 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
- The goal of this program is to provide students the opportunity to achieve the Common Core Standards in the least restrictive environment as possible
- This program will be used to determine if students will be eligible for the New York State Alternate Assessment
- Students may take district based assessments

\*A variance may be granted by the New York State Education Department

## Entrance Criteria

- The student has cognitive delays, deficits in communication/ language, deficits in adaptive behavior; **and**
- 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); **and**
- The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.



# Program Locations

## Special Class 8:1+3

Schools	K	1	2
4	✓	✓	✓
29	✓	✓	
33	✓	✓	✓