

Hannibal
Central School District

Special Education Plan

09/01/2017-08/31/2019



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I. Introduction

Education Law requires boards of education to prepare satisfactory special education plans every second year from September 1, 2007. The outline of this plan as well as the format of special education programming is specified in the *Part 200 Regulations* of the *Commissioner of Education*.

The *Hannibal Central School District* has directed that the district special education plan be prepared by the chairperson of the *Committee on Special Education* in collaboration with the staff of the special education department. The plan shall include:

1. A description of the nature and scope of the special education programs and services to the district pupils.
2. Identification of the number and age span of pupils being served delineated by disability and recommended setting.
3. The method used to evaluate the extent to which the objectives of district special education program have been achieved.
4. A description of the policies and practices of the Board of Education to ensure the allocation of appropriated space within the district for special education programs and also for resident students with disabilities who attend CiTi special education programs.
5. A description of the Board of Education plan established to ensure all instructional materials are available in a usable alternative format.
6. The estimated budget for the current academic year that will be required to support this plan.

This plan, if approved, shall be on file in the District Office and shall be available for public inspection.

II. Description and Scope of Program

Students approved to receive special education services participate in programs appropriate for their special education needs. Programs for students with disabilities are operated by the Hannibal Central School district and include classes that provide for initial instruction, consultation and resource room programs as well as related services, e.g. speech therapy, occupational therapy, physical therapy, teacher of the deaf services, and counseling services. Programs for students with intense needs are provided by the CiTi, formerly known as Oswego County BOCES, on a contractual basis.

Continuum of Services

Needs of Students:

Students requiring special education services are entitled to IEP accommodations in all general education settings, including special areas.

Consultant teacher services:

Direct:

- ✚ Ratio is a caseload of no more than 20 consultant teacher service students to 1 teacher.
- ✚ Push in service in the general education environment for a minimum of 2 hours weekly. This includes consultation between general and special education teachers
- ✚ Students are expected to follow the general education curriculum with minimal modifications and support (directions clarified and or repeated, extra time allotted to complete task, redirection, etc.)

Indirect:

- ✚ Service is to be provided a minimum of 2 hours per week.
- ✚ The time allotted for this service can be utilized in a variety of ways. For example, observing the student while delivering a direct service to another student in the same classroom, planning and/or creating materials and modifications for the student and teacher, discussion with the classroom teacher, and providing service for the individual student.
- ✚ Includes consultation between general and special education teachers (the special education teacher will assist the general education teacher/special area teachers in planning and modifying classroom assignments and assisting in the implementation of strategies to be used).
- ✚ Students are expected to follow the general education curriculum with minimal modifications and support (directions clarified and or repeated, extra time allotted to complete task, redirection, etc.)

Integrated Co-Teaching

- ✦ Delivered in the general education classroom with a minimum of 1 general education and 1 special education teacher, both providing instruction, to a group of students with disabilities and without disabilities.
- ✦ Maximum number of students with disabilities in an integrated co-teaching class is 12.

Resource Room Services:

- ✦ Ratio is no more than 5 students to 1 teacher
- ✦ A minimum of 3 hours per week.
- ✦ Can be integrated or non-integrated
- ✦ Includes pre-, post-, or re-teaching of the general education curriculum to address specific skill deficits

Combination Consultant Teacher Services and Resource Services

- ✦ Students receiving both consultant teacher services and resource services may be provided a program including both programs for not less than three hours per week.

15:1 Services:

- ✦ 15 students to 1 teacher
- ✦ Students receiving this service are entitled to no less than the time period of instruction that is afforded their non-disabled peers.
- ✦ Primary instruction is provided by the special education teacher in the area of disability
- ✦ Students requiring this service are working below grade level in their area of disability and require a high level of adult support and some curriculum modifications.
- ✦ This instruction may occur in an integrated setting or in the special education classroom.

12:1:1 Services

- ✦ 12 students, 1 teacher, 1 teaching assistant (At the secondary level, up to 3 more students may be added to the class throughout the school year. The class must be in compliance on the first day of school).
- ✦ Primary instruction is provided by the special education teacher in the area of disability
- ✦ Service can be integrated or non-integrated
- ✦ Students requiring this service work well below grade level and require a high degree of adult support at their instructional level and numerous curriculum modifications
- ✦ The degree of skill deficits exhibited by these students typically effects the student's functioning across subject areas, throughout the school day.

1:1 Aide:

- ✚ Students requiring this service need support throughout the school day for behavioral challenges and/or physical needs including safety of the individual student and others and health needs.
- ✚ This service is not intended to address academic needs.
- ✚ 1:1 aides are provided direction regarding expected IEP responsibilities from the special education teacher, school psychologists and related service providers but most often work in the general education environment with the classroom teacher
- ✚ Services typically include redirection, refocusing, facilitating a behavior modification plan, implementing sensory diets, written communication between home and school, movement throughout the school building,
- ✚ Are able to implement test accommodations on an as needed basis.

1:1 Teaching Assistant:

- ✚ Students requiring this service need support throughout the school day to address academic challenges (students requiring Alternate Assessment), behavioral challenges (behaviors requiring removal from the classroom during instructional periods) and/or physical needs including safety of the individual student and others and health needs.
- ✚ Teaching Assistants are provided direction regarding IEP responsibilities for assigned students from the special education teacher, school psychologist and related service providers. They are able to deliver instructional plans developed by the general or special education teacher.
- ✚ Services typically include redirection, refocusing, facilitating a behavior modification plan, implementing sensory diets, written communication between home and school, movement throughout the school building, providing instruction to students either at a different level than other students in the classroom (students requiring the Alternate Assessment) or provide instruction to students who require re-instruction due to periods of absence from the classroom due to behavior management needs.
- ✚ Are able to implement test accommodations on an as needed basis.

Supplementary Aids and Services

IDEA defines supplementary aids and services as supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with their nondisabled peers to the maximum extent possible. Supplemental Aids and Services are provided in the least restrictive environment. The IEP must specify the projected date for initiation of services and the frequency, location and duration of such service.

Students cannot be removed from the general education setting unless the use of supplementary aids and services cannot be achieved satisfactorily.

Examples of Supplementary Aids and Services appear below:

Type of Aid or Service	Examples
Collaborative – Adults working together to support the student and each other	<ul style="list-style-type: none"> √ Scheduled time for co-planning and team meetings √ Instructional arrangements such as co-teaching and paraeducator support. √ Professional development related to collaboration or co-teaching √ Coaching and guided support for team members in the use of assisted technology √ Scheduled opportunities for parental collaboration <p>All school personnel collaborate in the development and delivery of SAS (Supplemental Aids and Services)</p>
Instruction- development and delivery of instruction that addresses diverse learning needs	<ul style="list-style-type: none"> √ Modified Curricular goals √ Providing alternate ways for students to demonstrate learning √ Testing modifications √ Alternate materials and/or assistive technology √ Instruction on functional skills √ Changing method of presentation √ Reader services √ Research based supplementary materials √ Instructional adaptations (pre-teaching, re-teaching, extra examples, repeating or rephrasing directions, additional time, etc.)
Physical – physical modification or adaptation of the environment	<ul style="list-style-type: none"> √ Furniture arrangement √ Specific seating arrangements √ Individualized desk, chair, etc. √ Adaptive equipment √ Adjustments to sensory input (visual daily schedule or organizational tools, regulation of sounds, smells, lights, etc.) √ Environmental aids (acoustics, heating, ventilation, etc.) √ Structural aids (wheelchair accessibility, grab-bars, etc.)
Social-Behavioral – Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior)	<ul style="list-style-type: none"> √ Social skills instruction √ Counseling √ Peer supports √ Individualized behavior support plans √ Modification of rules and expectations √ Cooperative learning strategies

Least Restrictive Environment/Continuum of Services










Per Part 200, December 2005

(cc) Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

- (1) Provide the special education needed by the student;*
- (2) 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; and*
- (3) Be as close as possible to the student's home.*

Students will participate in the general classroom program with the necessary use of supplementary aids and services to the maximum extent possible. A more restrictive environment will be considered when no educational progress of the student with a disability or educational harm to other students is demonstrated.

Supports may include, but are not limited to:

-  Consultant Services
-  1:1 aide
-  Related Service providers
-  Technological supports (ie. word processors, computer software and hardware)
-  Environmental adaptations and modifications
-  Sensory supports (ie. Sensory diets, weighted vests)
-  Time-out area
-  Behavior Plans
-  Modification of materials

Roles of Special and General Education Teacher in Relation to the Special Education Student

Consultant Teacher

- ✚ General Education Teacher Activities – General Education teacher would provide the core instruction, main planning, grading. Would be in general education classroom.
- ✚ Special Education Teacher – Program and Test Accommodations, repetition, clarification. Collecting data, progress monitoring, consult on planning, specific planning to address special education students' goals. Would be in general education classroom.

Characteristics of students requiring Consultant Teacher Services

- ✚ Mainly work independently on the same grade level curriculum. May work at a slower pace. May have one or more specific deficit areas. May have a specific learning style. May require redirection, clarification, refocusing, reteaching.

Data Requirements

- ✚ LRE/Continuum of Services. Report card grades are borderline failure, lack of progress over the quarter marking period or regression, independent work samples and samples of work with support, specific to area of disability or subject, standardized tests, academic considerations, student learning rate, social considerations and management

Integrated Co-Teaching

- ✚ General Education Teacher and Special Education Teacher are interchangeable...casual observer would not be able to identify teacher specialization. Common planning, both would grade using a collaborative model, both would provide instruction. Test accommodations, program modifications would be provided by both. Students might be grouped by ability, skill or need. Both would be in general education classroom. Both should attend CSE planning meetings.

Characteristics of students requiring Integrated Co-Teaching Services

- ✚ Students not as independent as consultant student. Benefit from both types of teaching. Student was not successful with consultant teacher service, did not make adequate progress. Heterogeneous grouping to allow students to benefit from higher skilled peers. Intensive AIS students benefit from inclusion in classes with the special education teacher.

Data Requirements

- ✚ LRE/Continuum of Services. Report card grades are borderline failure, lack of progress over the quarter marking period or regression, independent work samples and samples of work with support, specific to area of disability or subject, standardized tests, academic considerations, student learning rate, social considerations and management.

Special Class:

- ✚ No general education teacher in special class room. Special education teacher is responsible for planning, instruction and grading. Special education teacher consults with general education teacher in order to facilitate alignment of curriculum. More likely to occur in special class in separate location. Identified students only.

Characteristics of students requiring Special Class Services

- ✚ Students are functioning significantly below grade level expectations. Need a modified curriculum. Work at a much slower pace with a good deal of reinforcement and adult support to be successful. They have not met with success at a lower level of service. May need a higher level of management. May require alternate assessment.

Data Requirements

- ✚ LRE/Continuum of Services. Report card grades are borderline failure, lack of progress over the quarter marking period or regression, independent work samples and samples of work with support, specific to area of disability or subject, standardized tests, academic considerations, student learning rate, social considerations and management

More Restrictive Placements

Characteristics of students requiring Special Class Services

- ✚ Student presents danger to staff or students. RTI, not making adequate progress, may be able to identify need for other than consultant teacher.
- ✚ Had been getting highly specialized program. Transfer student whose services were not consistent with the program offered in district.

Data Requirements

- ✚ LRE/Continuum of Services. Report card grades are borderline failure, lack of progress over the quarter marking period or regression, independent work samples and samples of work with support, specific to area of disability or subject, standardized tests, academic considerations, student learning rate, social considerations and management

Declassification (Transitional) Support Services

These services are provided to students and the students' teachers to assist the students when they are ready to move from special education programs and services to a full-time general education program. The services offered to the student may include special education services, behavior intervention services, counseling or speech and language improvement services. Students who become declassified may continue to have

testing modifications as indicated in their IEPs. In addition, services may be provided to the student's general education teachers in order to assist the students.

A student's need for declassification support services is determined by the CSE at the time of a recommendation that a student, who has been receiving special education, no longer needs such services and can be placed in the general education program on a full-time basis. Throughout the year that the services are implemented, progress will be monitored using qualitative and quantitative data.

Transition Services

Transition services are for students aged 14-21. Transition services are a coordinated set of activities for a student with a disability designed within a results-oriented process that is *focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement* from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences and interests and shall include needed activities in the following areas: instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Procedures

- ✚ A level one assessment will be given in 7th grade.
- ✚ A parent questionnaire will be sent home to parents/guardians of 7th grade students.
- ✚ Any relevant projects completed in 7th grade or beyond will be placed in transition folders.
- ✚ Career Zone surveys will be taken and placed in transition folders in 7th grade.
- ✚ At age 15, information obtained from the above sources will be transferred to the Transition portion of the IEP at Annual Review.

Transition information must be reviewed and updated at each annual review. Graduating students will have an exit summary made part of the IEP.

Special Day School Program

This program is similar to special class placement except that it is in a special school serving only students with disabilities. Placement in this setting is based on the severity of the disability. These programs may be provided by a school district, BOCES, or an approved private school or agency. In this setting, the child is able to continue to live at home and is transported to and from school on a daily basis.

Residential Program

The needs of the child in this setting indicate intensive instructional programming which cannot be provided within the instructional day. This program involves the provision of comprehensive services in a residential setting. The State Education Department will review applications for purposes of excess cost aid reimbursement for approved residential school placements.

Home or Hospital Instruction

Children provided home instruction will include those who are homebound or hospitalized for an extended period of time due to the nature of their disability. Home or hospital instruction shall be provided for a minimum of five hours per week at the elementary level and two hours per day at the secondary level. Instruction in a home or hospital setting is a temporary or short-term placement except under the most unusual circumstances.

Contracting of Services

The Hannibal Central School will employ appropriately trained special education staff members to insure that all special education services, as indicated on the students' IEPs are provided. The district shall enter into contractual arrangement with appropriate public or private service providers whenever:

- ✚ There is insufficient district staff to provide a particular service or there are insufficient numbers of students to warrant the employment of additional staff to provide the particular service.
- ✚ The needed service is of a highly specialized or unique nature and the employment of district staff to provide this service is not feasible.
- ✚ The needed service requires specialized facilities or equipment, which are not available within the district.

When a particular special education service is not available, the district shall make arrangements to secure the service from:

- ✚ CiTi, formerly Oswego County BOCES
- ✚ A neighboring public school system
- ✚ Other appropriate public or private service provider as directed by the CSE in the form of a recommendation approved by the Board of Education.

District Special Education Programs and Services

The following depicts programs and services currently existing in the Hannibal School District:

Fairley Elementary	District-wide
6 Special Education Teachers 8 Teaching Assistants 1.5 School Psychologist(s) Paraprofessional staff dependent upon student IEPs	2 Speech Language Pathologists
Kenney Middle School	High School
7 Special Education Teachers 6 Teaching Assistants 1.5 School Psychologist(s) Paraprofessional staff dependent upon student IEPs	6 Special Education Teachers 5 Teaching Assistants 1 School Psychologist Paraprofessional staff dependent upon student IEPs

Special education services offered in each building include primary instruction by a special education teacher, co-teaching services and primary instruction.

The district uses Frontline to manage the functions of the special education office. This product is also utilized for the purpose of state data reporting.

Contracted Services

The district contracts with Rehab Resources for services not available within district. Those services include occupational and physical therapy.

CiTi Special Education Programs and Services

The district contracts with CiTi for services not available within district. Those services include specialized special class services, pre-vocational and vocational services and itinerant related services.

Present Status of Programs

The district is able to provide for all students aged 3-21 with disabilities. Preschool special education programs provided for by Oswego County sufficiently meet the requests for placement made by the CPSE. The recommendations made by the CSE and approved by the Board of Education have been effective. There are no known inadequate programs, services or facilities.

Transportation

We presently transport to two residential settings (5 trips per year) and various CiTi sites, in addition to the three buildings comprising the Hannibal Central School District.

Related Services

Speech and Language Services

1. Characteristics:

- ✚ Students who have difficulty comprehending and communicating in the classroom along the general education curriculum without support in the following areas:
 - Semantics
 - Syntax
 - Pragmatics
 - Articulation
 - Fluency/voice

2. The roles and the responsibilities of the speech therapist may include:

- ✚ Provide necessary speech-language support to students to help them become successful in the classroom.
- ✚ Provide classroom teachers and staff with information, strategies, materials and educational support
- ✚ RS Log (Medicaid)
- ✚ Student assessments including Annual Reviews, Re-Evaluations, new referrals
- ✚ Parent communication
- ✚ Contact log updates
- ✚ Collaboration with teachers and parents
- ✚ Update goals quarterly
- ✚ BST, Tier III – when applicable
- ✚ Attend CSE meetings
- ✚ Completion of IEP for SI students and related service information when applicable

3. How is the decision made to treat in class or out of class?

- ✚ The attempt will be made {in all cases} to provide services within the least restrictive environment
- ✚ If the students' disability continues to impact educational growth, the level of services will increase in order to meet the students' individual needs

4. How is the number of sessions determined

- ✚ The number of sessions will be determined by the student's level of severity and need for support to be successful in the classroom

School Psychologist

- ✚ Consult and collaborate with school staff, parents, and community agencies regarding the mental health, behavioral, and educational needs of students
- ✚ Serve as a member of building Student Support Team:
 - Design and implement academic and behavioral interventions and data collection tools in accordance with the Response-to-Intervention (RTI) model adopted by the Hannibal School District
 - Monitor and facilitate data collection
 - Monitor intervention efficacy
 - Administer Curriculum Based Measurements (CBM)
 - Administer behavioral observations
 - Ensure post-intervention follow-up with the Building Support Team
- ✚ Conduct psycho-educational and behavioral assessments of students referred to the Committee on Special Education as part of a multidisciplinary team. Present evaluation results, other pertinent information, and recommendations to the Committee on Special Education in the development of an IEP or 504 plan
- ✚ Direct the activities related to educational programming for students requiring Special Education and/or Related Services.
- ✚ Ensure compliance with New York State regulations regarding students with disabilities
- ✚ Consult with:
 - Special and General Education Teachers
 - Teaching Assistants
 - 1:1 Aides
 - Related Service Providers
 - Administrators
 - Parents
- ✚ Provide counseling in individual or group settings to students with a disability as indicated on their IEP or 504 plan to address those personal, social, or emotional issues that impact education
- ✚ Provide short-term direct and indirect counseling for general education students whose emotional or behavioral functioning interferes with school success
- ✚ Serve as a member of the district crisis response team
- ✚ Serve as required member of CSE and a member of the 504 planning committee as appointed by the Board of Education. The School Psychologist may chair subcommittee meetings
- ✚ Maintain psychological files
- ✚ Attend professional development conferences and training workshops to expand professional knowledge and growth

Occupational Therapy

Characteristics of Students Receiving Occupational Therapy

- ✚ Student has an individualized education program (IEP) or 504 Accommodation Plan, which designates the provision of occupational therapy services based on team decision.
- ✚ Student requires purposeful, goal-directed, age appropriate activities to improve function in the educational environment. The student's abilities may be limited by difficulties in one or more of the following areas:
 - Postural stability
 - Fine motor skills
 - Visual perception and visual motor integration
 - Activities of daily living
 - Motor planning
 - Coordination
 - Sensory processing
 - Self-help activities
 - Social and play activities
 - Ocular motor efficiency
 - Muscle strength
 - Reflex integration
 - Bilateral coordination
 - Laterality
 - Transitions or establishing routines
 - Need for environmental adaptations
 - Need for assistive technology.

Roles and Responsibilities of Occupational Therapists

The profession of occupational therapy is concerned with a person's ability to participate in desired daily life activities or "occupations." In this setting, occupational therapists support academic and non-academic outcomes including social skills, math, reading, writing, play and leisure, participation in sports, self-help skills, prevocational/vocational participation and more, for students with disabilities. Occupational therapists use purposeful activity to facilitate a student's active participation in these areas. Using direct and consultation services, as well as assistive technology and environmental modifications, school occupational therapists collaborate with parents, teachers and other educational staff to help implement a child's special education program. They are particularly skilled in facilitating access to curricular and extra-curricular activities for all students through supports, design planning, and other methods. Additionally, they play a critical role in training parents, other staff members, and caregivers regarding educating students with diverse learning needs.

- ✚ Participate as part of building level instructional support team as requested by the team

- ✚ Provide occupational therapy screening and/or evaluation to determine need or lack thereof for occupational therapy services, or to make recommendations for environmental modifications (e.g. Swiss disc, pencil grip, inclined writing surface)
- ✚ Participate as member of Committee on Special Education team involved in the creation, modification, or review of the individualized education program (IEP) or Section 504 Accommodation Plan for any student receiving occupational therapy evaluation, consultation, or direct service.
- ✚ Fulfill documentation requirements per district, state, and/or federal regulations. Including attendance, quarterly reports, annual reviews, re-evaluations, and correspondence with other health professionals (e.g. developmental optometrist), school personnel, and parents/caregivers
- ✚ Provide developmentally appropriate individual and group direct treatment as outlined in the IEP or 504 plans.
- ✚ Travel between schools to provide occupational therapy to students who have been identified to require OT
- ✚ Generate and supervise sensory diets

Location of Occupational Therapy Intervention Services

Occupational therapy takes place where the child receives education. Appropriate intervention may be provided in the classroom, hallway, gym, playground, lunchroom, bathroom, or in a separate therapy room. If classroom activities can be modified to address occupational therapy goals, treatment may be provided within the natural context (e.g. the classroom, music room, and cafeteria). If the natural environment does not allow for therapeutic interventions, occupational therapy services may be provided in a separate location.

Frequency and Duration of Occupational Therapy Intervention Services

The frequency and duration of occupational therapy sessions is determined by the IEP or 504 team based on student need.

Physical Therapy

The characteristics of students receiving physical therapy are as follows:

- ✚ Student has an Individualized Education Program (IEP) or 504 plan which designates the provision of physical therapy services based on team decision.
- ✚ Student requires purposeful, goal-directed activities to improve function in the educational environment. Function may be limited by difficulties in any of the following areas:
 - Motor planning
 - Sensorimotor coordination
 - Posture
 - Balance
 - Functional Mobility
 - Accessibility
 - Environmental adaptations
 - Use of assistive devices.

The roles and responsibilities of the physical therapist are as follows:

- ✚ Participate as member of the Committee on Special Education team involved in the creation, modification, or review of the Individualized Education Program (IEP) or 504 accommodation plans for any student receiving physical therapy evaluation, consultation, or direct services.
- ✚ Provide physical therapy screening and/or evaluation to determine need or lack thereof for physical therapy services needed to access the curriculum.
- ✚ Provide direct physical therapy services to address physical function of gross motor skills and independence in various settings using manual techniques, exercises, and sensory processing activities to maintain, improve, and restore function in the school setting.
- ✚ Communication and collaboration as appropriate with other members of the team, including parents, as well as with appropriate medical providers.
- ✚ Fulfill documentation requirements per district, state, and/or federal regulations. Including attendance, quarterly reports, annual reviews, re-evaluations, and correspondence with other health professionals (e.g. developmental optometrist), school personnel, and parents/caregiver

Physical Therapy is typically provided outside of the classrooms. Physical Therapy services are provided in the area in which gross motor activities are encountered ie., hallways, stairs, the gym, the playground, the therapy room, and in other areas where gross motor activities are performed. The nature of the service necessitates the use of open spaces to allow for gross movements with student safety kept in mind. Physical therapy may be provided in the classroom, but these circumstances are more limited ex likely used only in situations where environmental adaptations may be needed. However, each initial Physical Therapy Evaluation includes classroom observations as part of the necessary data collection process.

The number of physical therapy sessions is determined by the IEP team largely in consideration of information provided by the physical therapy evaluation. Determination of the frequency of services includes student safety issues based on specific gross motor impairments and the degree in which physical therapy intervention will positively address those impairments.

III. Number of Students with Disabilities Served

Pupil Placement Information

Total students in programming as of August 2017	205
Total students in district programming	189
Total students in off-campus programming	16
Number of students identified by classification	
Autistic	21
Learning Disabled	69
Speech Impaired	41
Intellectually Disabled	16
Multiply Handicapped	6
Emotionally Disturbed	16
Orthopedically Impaired	0
Hearing Impairment	5
Deaf	1
Traumatic Brain Injury	0
Other Health Impaired	30

IV. Evaluations of Achievement of Program Objectives

Evaluation

In an effort to support the New York State Standards, more emphasis will be placed on student outcomes. Students with disabilities, unless designated as a student taking the New York State Alternate Assessment, will participate in all state assessments, currently grades 3-8 and high school Regents Examinations. To the maximum extent possible, students with disabilities will participate in the local assessments at the appropriate grade level.

The building administrators and the Director of Pupil Personnel Services are jointly responsible for staff evaluations. These evaluations take place on an annual basis.

Each individual student's special education program is reviewed annually by the Committee on Special Education. The classroom teacher attends the meetings in which the student's progress is discussed. When reviewing the IEP, progress made towards individual student goals is evaluated. The parents and students, where appropriate and required by law, are an integral part of this evaluation.

The goals of the IEP focus on the development of the students' skills in the following areas: educational achievement, social-emotional development, physical development and management needs within the least restrictive environment. These goals are developed at the initial or annual review meeting for each student.

The evaluation criteria for the students' programs include the degree to which the IEP goals, established at the initial or annual review, were achieved. The appropriateness of methods, materials and teaching strategies used to accommodate the students' individual learning style will be addressed. Diploma options are discussed at all meetings for secondary students, beginning at the annual review in their eighth grade year.

In addition to the annual review, each student with a disability has a thorough re-evaluation every three years. This evaluation shall be sufficient to determine the pupil's individual needs and continuing eligibility for special education. When deemed necessary, a complete psychoeducational assessment will be included.

V. Description of Policies and Practices to Ensure Appropriate Space for District Programs and CiTi Programs

Space Plans

Each building within the district provides space for special education programs based on the number of students who need services. Cooperative planning at the administrative level along with individual problem-solving strategies at the building level has allowed us to develop appropriate solutions regarding space needs. This is further facilitated by legislation concerning the location of delivery of special education services already discussed.

Currently, a vast majority of students with disabilities are served within the general education classrooms by rotating special education teachers into the general education classrooms. The five self-contained special education classrooms within the district are housed in full sized classrooms. Two are located at the elementary school and three at the middle school. In other locations, special education teachers, speech therapists and teaching assistants share classrooms and/or office space and provide small group instruction to students on a per period basis in the full sized classrooms.

Hannibal Central Schools Pupil Personnel Office arranges for the pre-school special education services to pre-school students with disabilities living within the district. On occasion, students may have a lapse in time between the designation as a student requiring services and the availability of those services, necessitating a waiting list. The CPSE continues to strive for arranging for needed services to preschool students with disabilities in the least restrictive environment and as expediently as possible.

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Committee Meeting Protocol

- ✚ Staff requesting the meeting will forward students' names and reason for meeting to the building psychologists. Special Education Teachers will make arrangements for the general education teachers required at the meetings.
- ✚ Each psychologist will give the special education secretary a list of students who need meetings, what type of meeting, what times the meetings are to occur, and which staff should attend. The dates for the meetings are pre-selected at the start of the school year for each building.
- ✚ The special education secretary will create agendas based on the school psychologists' lists. The agenda will then be forwarded to the building principal and the special education teams for the buildings. If a particular staff member does not service the student, then there is no need for that person to attend the meeting. Special circumstances will be identified for those staff members.
- ✚ The special education secretary will send out letters to the parents and write up the contact logs for each student. A draft IEP will be opened at that time.
- ✚ In addition to the written invitation to the parents, up to two phone calls will be made to remind parents of the meeting.
 - If the meeting is an initial review, the school psychologist will discuss the findings of the multi-disciplinary evaluation with the parents and notify them of the meeting.
 - If the meeting is an annual review, the special education teacher will notify the parent of the meeting during the telephone call or meeting to let the parent know what the recommendations for the meeting will be. If the special education teacher is reporting for the team, enough time must be given so that the parent has the opportunity to contact any member of the team with questions or concerns.
 - For 504 meetings, the staff member who is responsible for the service provided will call the parent to provide information concerning the recommendations to the committee.
- ✚ Special Education staff and related service providers are expected to enter IEP data, including recommendations prior to the CSE meeting. That information should be available to other members of the team prior to the meeting to ensure time for discussion in the case of conflicting information or recommendations.
- ✚ Service providers need to resolve conflicts in recommendations within their teams prior to CSE or 504 meetings.
- ✚ Recommendations that vary from the LRE or district procedures need to be discussed with the CSE Chairperson prior to CSE meetings or 504 Meetings. This will avoid having to have a tabled meeting to gather additional data.
- ✚ If a recommendation includes a recommendation for a new evaluation or CiTi service, the staff member making that recommendation needs to complete any required application prior to the meeting and have that application ready at the meeting. If parent consent is required, it is the responsibility of the staff member making that recommendation to have the consent form at the meeting for the parent signature should the evaluation or service be the recommendation approved.
- ✚ Extended School Year recommendations need to be made by April. The protocol substantiating regression needs to be submitted at the time of the meeting.

Program/Curriculum Modifications

Access to Regents Competency Test	-All identified students should have access to RCT's on IEP (Students need to take Regents Exam First)	
Access to Resource Room	-Students that need flexible resources scheduling throughout the school day -5 x weekly throughout the school day	
Accommodations for Braille Materials	-Visually Impaired	*
Additional Set of Books	- ADD, ADHD: Leave a set at home	
Additional Time to Complete Tasks	- Students with processing difficulty, attention difficulties - Frequency, Period, Duration based on individual needs as per Psych Evaluation	
Allow the use of Computer	-Disability with written expression, dysgraphia, or fine motor skills	
Behavior Modification Plan	-Based on IEP Team decisions	*
Check for Understanding	- Students that have difficulty attending to information	
Communication with Parent/Guardian	-At parent request	
Copy of Class Notes	-difficulty attending and writing notes (students with dysgraphia) -Visual processing difficulties based on Psych Evaluation	
Daily Living Skills Curriculum	-Based on Level 1 Assessment and ability as per Psych Evaluation	*
FM Systems	-Auditory processing and attention difficulties based on audiologist report	*
Frequent Breaks	-ADHD, ADD based on Psych Evaluation and teacher observations	
Interpreter	-English Second Language and Hearing Impaired	*
Large Print Material	-Visually Impaired Classification	*
Limit Transitions	-Difficulty transitioning, requires structured activities	
Math Aid	-Learning Disabled in Math	
Minimal Distractions	-Difficulty with stimuli	
Modified Curriculum	-Based on cognitive functioning that deters the student from general education curriculum	
Modified Grading	-Reserved for students receiving modified curriculum	
Modified Homework Assignments	-Students that require additional time for processing	
None Required	-Student does not need Program Modifications	
Positive Reinforcement Plan	-Student that requires for extrinsic motivation to meet behavior or performance requirements	

Preferential Seating	-Students with auditory, visual, behavioral and attention difficulties based on classroom observations	
Pre-teaching and Re-teaching of Materials	-Students with processing difficulties and limited cognitive functioning as per Psych Eval	
Refocusing and Redirection	-Students with behavioral and attention difficulties based on classroom observations	
Repeat and Rephrase Directions	- Students with auditory, visual, behavioral and attention difficulties based on classroom observations and cognitive ability	
Sensory Diet	-Students with sensory, fine and gross motor difficulties as per an Occupational Therapist Eval	*
Single Step Directions	-Students with short term memory and processing difficulties	
Small Group Instruction	-Special Education teacher provides instruction within the general education classroom setting.	
Support for School Personnel	-The special educators, general education teachers and other staff involved with students with disabilities may require assistance to meet their unique needs	
Use of Calculator	-Students with math learning disability based on curriculum and student needs	
Use of graph paper/charts/visual cues	-Based on student needs	
Use of Kurzweil	-Student with reading disability	
Use of word processor	- Disability with written expression, dysgraphia, or fine motor skills	
Wait time	-Type and duration should be included in notation	
Waive cursive writing	- Student with dysgraphia, or fine motor skills	
Wheelchair space requirements	-As needed	
Word Bank/Work Box	-Student with memory difficulty	

* Requires Full CSE Meeting

Support for school personnel

Special Education teachers will consult with Regular education teachers regarding the students in their class who receive special education or 504 services.

The information will include:

- ✓ Special education students in their class
- ✓ Areas of disability for each student
- ✓ Special programs for each student
- ✓ Testing modifications for each student
- ✓ Program modifications for each student
- ✓ Each student's special education teacher

Special educator checklist

- ✓ Consult individual teacher on the contents of the student IEP.
- ✓ Have teacher sign sheet indicating they have been consulted.
- ✓ Document teacher consultation in each student's IEP contact log
- ✓ Provide re-consultation as often as needed (per request, after CSE, etc...)
- ✓ If IEP or other confidential documents are provided to the teacher, they are returned to the special education teacher to be destroyed at the end of the school year or upon expiration.

Optional

Give out folder containing student information.

The following tools may be utilized to track documentation of contact between general and special educators.

Confidential student information

I have received a student information folder.

The folder contains:

- ✓ List of special education students in their class
- ✓ Areas of disability for each student
- ✓ Special programs for each student
- ✓ Testing modifications for each student
- ✓ Program modifications for each student
- ✓ Confidential instructional guide for each student

Teacher name	Signature
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____
21. _____	_____
22. _____	_____
23. _____	_____
24. _____	_____
25. _____	_____

Name	Classification	Program	Test mods	Program mods

Testing day protocol (Secondary)

When you have a test, quiz or any assignment (assessment) that will be assigned a grade, utilize the test (accommodation) procedure at the grade level assigned. The faculty room or Learning Center calendar allows you to schedule your class for testing accommodations. There is a staff person scheduled to be responsible for administering testing accommodations. It is essential for optimal administration to have no more than two tests scheduled per period.

Teachers will distribute the test accommodations signature sheets to the students.
(*Check your mailbox*)

1. High School students will sign their test accommodation sheets at the location that the test is administered. Middle School Students will take the signature sheets with them to test accommodations. After they have finished their test, they will return the sheets to their teacher. (Teachers will maintain custody of these sheets.)

2. Students who receive accommodations in class will also sign and return the sheets to their teacher.

*All students who receive test accommodations do not necessarily have to leave the classroom. "Location with minimal distraction" means that they take their test in an area that has minimal distractions. This can mean right in their classroom or this can mean a separate location. Students who have separate location as an accommodation must leave the classroom. Also some students only receive "directions simplified" or "extended time", which can be done right in class. If specified on the IEP, students may begin testing in the classroom and move to a designated location following the conclusion of the standard testing time, according to specifications that are part of the IEP.

3. If a student refuses test accommodations they are asked to sign the sheet that indicates that they refused.

Suggestions:

- ✚ Make numerous copies of the test accommodations signature sheet.
- ✚ Keep all the sheets in a folder clipped together by class. This will make them easy to locate and hand out.
- ✚ Know your students' test accommodations.

Elementary Test Accommodation Protocol

When you have a test, quiz or any assignment (assessment) (work) that will be assigned a grade, utilize the following test accommodation procedures:

*All students who receive test accommodations do not necessarily have to leave the classroom. "Location with minimal distraction" means that they take their test in an area that has minimal distractions. This can mean right in their classroom or this can mean a separate location. Students who have separate location as an accommodation must leave the classroom. Also some students only receive "directions simplified" or "extended time", which can be done right in class. If specified on the IEP, students may begin testing in the classroom and move to a designated location following the conclusion of the standard testing time, according to specifications that are part of the IEP.

- ✚ General Education teacher, special education teacher and principal will work together to ensure implementation of test accommodation procedures. The general education teacher, special education teacher and principal will also work together to ensure implementation of accommodation procedures for work that will be assigned a grade.
- ✚ List of students requiring testing accommodations is examined prior to testing (for state tests approximately 2 weeks, local tests and assignments may be less).
- ✚ Determine number of adults and locations required. Adults are assigned a location and students for accommodations.
- ✚ Each adult is advised of assigned students requiring accommodations and those accommodations.
- ✚ Accommodations and administration procedures are reviewed among general and special educators on each day of test.

HANNIBAL CENTRAL SCHOOL DISTRICT MEDICAID COMPLIANCE PLAN

1. Written policies and procedures, including code of conduct, how to report

Individual service providers are responsible for documentation of the service provided to students qualifying for their services.

All scheduled meetings with students will be documented in the RS Log of Frontline. Student attendance is recorded in addition to the reason for therapist and student absences. There is an account of all scheduled days of service.

Providers are responsible for quarterly progress reports via IEP goal progress reports via Frontline.

Annual review reports will be processed into the Decisions Based On section of Frontline.

2. Employee designated as compliance program head- report periodically “directly to governing body” on compliance activities

The Medicaid Compliance Officer will provide the Board of Education an annual report concerning compliance and non-compliance in Medicaid programming.

3. Training of everyone on compliance, including orientation for new governing body member-School Board

The Medicaid Compliance Officer will meet with Medicaid Service Providers twice annually, in September and June, to review the Medicaid Compliance Plan and make any needed adjustments.

4. Communication lines to compliance officer, including anonymous and confidential reporting.

Hannibal Central School District employees may report non-compliance issues to the Medicaid Compliance officer during face to face meetings, via telephone conversation, in written memo form or in the form of email. These communications will be held confidential between the employee and the Medicaid Compliance Officer. Employees reporting in writing need not sign or indicate in any other way their identities.

Should the non-compliance involve the Medicaid Compliance Officer, reports should be directed in the same manner listed above to the Assistant Medicaid Compliance Officer.

5. Discipline for failure to report suspected problems, permitting non-compliant behavior.

Disciplinary procedures per the Hannibal Faculty Association contract will be implemented.

6. Routine identification of compliance risk areas, including internal audit and appropriate external audit

June and September reviews of the Medicaid Compliance plan will be conducted by the Medicaid Compliance Officer and Medicaid Service Providers will identify areas of potential compliance risk, compliance risk and solutions to those issues. Meeting minutes will be maintained to record those issues and solutions. Documentation efforts will be adjusted accordingly.

7. System for responding to compliance issues as they are raised; correcting such problems promptly and thoroughly, and identifying and reporting compliance issues to government; refunding overpayments

Medicaid Compliance Officer will promptly (within 5 school days) investigate any reports of noncompliance.

Noncompliance issues will be brought into compliance via a meeting of the Medicaid Compliance Officer and the Medicaid Service Providers (within 5 school days). Additional sources will be consulted as needed.

If instances of Medicaid non-compliance are identified, then the Medicaid Compliance Officer will immediately contact the appropriate governing body to report (Office of Medicaid Inspector General) said non-compliance.

The Hannibal Central School District will repay any overpayments made to the district by Medicaid upon receipt of notification from the governing body.

8. Non-retaliation policy.

If a Hannibal Central School District employee identifies an area of non-compliance or fraud, that person is assured that he or she is able to report appropriately without fear of retaliation.

If a Hannibal Central School District employee responsible for Medicaid documentation identifies an inadvertent error in documentation, and subsequently reports that upon discovery, no disciplinary action will be taken against that employee.

504 Committee Protocol

1. Students with medical issues may be referred upon receipt of medical documentation or following a finding of ineligible for IEP services.
2. A 504 referral needs to be completed by staff in the building in which the student attends.
3. Medical documentation needs to accompany the referral.
4. Referrals and medical documentation are forwarded to the Pupil Personnel Office.
5. Parent Due Process, referral and consent forms are sent to parents.
6. Once received, a 504 meeting can be scheduled for those who were the subject of comprehensive evaluations or additional evaluations can be scheduled for students who need them.
7. Pupil Personnel office schedules initial 504 meetings and invites appropriate committee members.
8. Drafts are opened in Frontline upon receipt of consent.
9. Assigned staff input 504 data including recommendations prior to the meeting and in enough time to discuss with other staff in the case of conflict.
10. Recommendations, including test accommodations, need to be substantiated by the data presented.
11. 504 Plans are reviewed annually.

VII. Forms

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HANNIBAL CENTRAL SCHOOL DISTRICT



Stacy Longyear, Director of Pupil Personnel Services
953 Auburn St, Hannibal, New York 13074
Telephone (315) 564-8100 ext: 5007
Fax (315) 564-7285

504 Referral

Name: _____ DOB: _____

School Building: _____ Teacher/Grade: _____

Parent Names: _____

Address: _____

Initial IST Date: _____ Parent Contact yes no
(Minutes Attached) Parent Agreement yes no

Areas of Screening Requested:

- Occupational Therapy
- Physical Therapy
- Speech/Language Therapy
- Counseling

Evaluator	Screening Instrument	Date	Results/Recommendations

Is further testing being recommended? _____

Area of testing: _____

Administrator Signature

504 Chair Signature

Date

HANNIBAL CENTRAL SCHOOL DISTRICT



953 Auburn St, Hannibal, New York 13074
 Telephone (315) 564-8100 ext: 5007
 Fax (315) 564-7285

REFERRAL TO COMMITTEE ON SPECIAL EDUCATION

Date of Referral _____	Referred by: _____
Building Principal _____	Date _____
Received by CSE Chairperson _____	Date _____

Student Data

Student Name:	Date of Birth:	
Parent/Guardian:	Phone: (Home) (Work)	
Address:		
Current Grade:	Building:	Teacher:

1. *Please state specific reasons for student's referral to the CSE.*

2. *Interventions must have taken place prior to this referral through the school based intervention team:*

Tier I Interventions

High quality, research based instruction and behavioral supports provided for all students in general education with ongoing assessments and variety of teaching modalities. Remedial instruction and group intervention within general education must be provided. (Minimum 4 week interventions)

Intervention: (baseline levels by date)	Frequency	Duration	Post Outcome Data (by date)

Tier II Interventions

Research based, intensive remediation services (AIS) accommodations, alternative strategies and/or additional services targeted to their identified individual needs which fall under general education supports. (Minimum 6 week interventions)

Intervention: (baseline levels by date)	Frequency	Duration	Post Outcome Data (by date)

Tier III Interventions

For students who continue low achievement and/or insufficient response to interventions at Tiers 1 and 2. Tier Three provides: (a) increased time for interventions, (b) smaller group size, (c) more frequent, ongoing progress monitoring, and (d) an increased duration as determined by a student's individual needs. This represents an intensive level of daily support in the general education setting or pull out. (Minimum 6 weeks or more).

Intervention: (baseline levels by date)	Frequency	Duration	Post Outcome Data (by date)

Tier IV

For students who continue low achievement and insufficient response to Tiers 1 – 3 and referred to Special Education for Multidisciplinary Evaluation with all documentation of previous tiers, assessment and progress monitoring data to determine eligibility for direct special education services. Direct instruction, test accommodations and all requirements under Part 200 of the Commissioner’s Regulations will apply.

For Consideration by the Committee on Special Education the following must be included with this referral: student’s report cards, records of test data and any other information on which this referral is based:

FOR CSE USE ONLY	
Requests made for the following tests:	
Psychological Eval. _____	Date: _____
Speech/Language Eval. _____	Date: _____
Academic Evaluation _____	Date: _____
Medical Health Records _____	Date: _____
Occupational Therapy _____	Date: _____
Physical Therapy _____	Date: _____
Counseling Evaluation _____	Date: _____

IEP Compliance Checklist

The following items were discussed and the sections of the IEP modified appropriately

- Supplementary Aids and Services that may be appropriate for the student.
- Program modifications that may be appropriate for the student with consultation by the general education representative.
- Support for School Personnel is designed as appropriate for the student.
- The extent to which a student is able to participate in general education curriculum is fully discussed. Areas of nonparticipation and the reason for nonparticipation are documented in the IEP.
- The extent to which the disability affects the student's involvement and progress in the general education curriculum is addressed and completed in the IEP.
- Documentation that students are placed in special classes or removed from the general environment only when the nature or severity of their disabilities, with the use of supplementary aids and services, cannot be achieved satisfactorily. The student and family may self select programs based on informed consent.
- The transition plan is made part of the IEP and is fully completed for students age 15 and older. It is based on the Level I assessment administered in Grade 7 and updated annually.
- Strengths/evaluations
- Behavior
- Communication
- Assistive Technology
- Least Restrictive Environment
- Limited English Proficiency
- Sensory Disorders

CSE or SubCSE Chairperson

Level 1 Assessment

Suggested Timeline of Activities

Grade 7 (Age 12)

Activity	Comments	Suggested Date
Student Interview (mandated)	Opportunity for the student to provide direct input into the career assessment process.	First 3 months of the school year
Parent Interview (mandated)	Opportunity for the parents to have direct input in the career assessment process concerning their hopes and dreams about their child.	Fall of the school year
Educational Staff Reports (2) (required)	Opportunity for staff who know the student to provide direct input concerning the student's strengths and abilities in various educational settings.	February of the school year
Exposure to a variety of careers	Gives the student the opportunity to develop an experience base from which to state a preference. Also, lets the student learn that there are many different types of jobs in the world.	During the school year
Social skills review	An examination of how the student interacts in a variety of situations with persons, places and things.	May be done during the 7th or 8th grade.
Annual Summary Sheets	Used to summarize the current year's Level 1 Career Assessment activities and identify future career assessment activities. Attached to the IEP.	Before annual IEP reviews.

Grade 8 (Age 13)

(Note: The information from the Level 1 will be used as the starting point for the transition services process.)

Activity	Comments	Suggested Date
Student Interview (required)	Opportunity for the student to provide direct input into the Career Assessment process.	First 3 months of the school year
Parent Interview (required)	Opportunity for the parents to have direct input into the career assessment process concerning their hopes and dreams about their child.	Fall of the school year
Educational Staff Reports (2) (required)	Opportunity for staff members who know the student to provide direct input concerning the student's strengths and abilities in various educational settings.	February of the school year
Exposure to a variety of careers	Gives the student the opportunity to develop an experience base from which to state a preference. Also, lets the student learn that there are many different types of jobs in the world.	During the school year
Interest Information	Opportunity for the student to identify careers, activities or environments that have appeal.	By February of the school year
Social skills review	An examination of how the student interacts in a variety of situations with persons, places and things.	May be done during the 8th or 9th grade.
Begin Transition Services planning process	Take the information developed from the 2 years of the Level 1 process and use it as the base information for the Transition Services process. The information and activities can be useful for developing the Long-term Adult outcome Statements and Coordinated Set of Activities.	Before annual IEP reviews.

Form
Student Interview

Level 1 Career Assessment. Please answer all 13 questions.

Student:

Age:

Date

Staff person performing interview:

1) Have you taken:

	What did you like about the class?	What did you dislike about the class?
shop class		
art class		
computer class		
music class		

2) List the jobs/chores that you do or have done:

	Duties	What did you like about the work?
Home		
School		
Paid jobs		
Other		

3) What do you enjoy about school?

4) What is the hard part about school?

5) What school activities are you involved in?

6) What do you do with your spare time? What are your hobbies?

7) Would you rather work (or play) with people, animals or things? Why?

8) What kind of job do you think you would like to do when you are done with schooling?

9) What do you have to do to prepare for this type of work?

10) What are the things you do best?

11) What things are hard for you to do?

12) Do you have any disabilities or medical conditions?

13) Who are the important people in your life? What jobs do they have?

Form
Parent Interview

Level 1 Career Assessment. Please answer 13 questions.

Student Name:

Parent/Guardian Name:

Date:

Interviewer:

1) Has your child taken

	What did he/she like about the class?	What did he/she dislike about the class?
Shop class		
Art class		
Computer class		
Music class		

2) What are your child's favorite classes in school?

3) List the chores/responsibilities that your child has:

	Duties	Does your child work independently or What kind of help is needed?
Home		
Paid jobs		
Other		

4) Where do you see your child's best behavior? Are there any special people that your child responds to positively?

5) Are there any situations or conditions that cause your child to become upset?

6) What does your child like to do during free time? What activities does he/she choose?

7) What recreational activities does your child enjoy?

8) Does your child play well with friends? Brothers? Sisters? Anybody else?

9) How does your child respond to supervision (i.e., suggestions about free time use, correction)?

10) What are your child's strengths? What does he/she do well?

11) What activities does your child require extra help in?

12) You know your child best. What are your dreams/hopes for your child in the future?

13) How can the school work with you so your child can achieve the dream? What should your child do to achieve this dream?

Comments:

14) Do you:

	Yes	No	Don't Know
Have a bank account?			
Know how to ride the public bus?			
Know how to ride the train?			

15) Comments:

Student:

Interviewer:

Form
Parent Questionnaire
 Level 1 Career Assessment, (Send Home)

Student Name:

Date:

Completed by:

Relationship:

Read the statements below and circle the number which best matches how you feel about the statement:

My son/daughter:	Agree	Disagree	Don't Know
Freely helps with house chores	1	2	3
Completes chores that he/she starts	1	2	3
Responds positively to directions	1	2	3
Calmly accepts constructive criticism	1	2	3
Works/plays well with friends	1	2	3
Uses free time constructively	1	2	3
Does homework without being told	1	2	3
I hope that my son/daughter:	Agree	Disagree	Don't Know
Will pursue additional training after high school	1	2	3
Will become employed after high school	1	2	3
Will live on his or her own after high school	1	2	3

Based upon your child's interests and abilities, what jobs/careers do you think your child would enjoy and succeed in?

Form
Strength Based Assessment

Student:

Today's Date:

Abilities: What are your strengths, talents, abilities, skills, things you like to do?

Student:

Parent:

Dreams: What are your hopes and dreams for the future?

Student:

Parent:

What Helps: What is needed to make the dreams happen? What helps you to do a good job and learn best?

Student:

Parent:

The Strength Based Assessment can be used for both the student interview and parent interview since both participate in the process. For students who are 13 years old, use the back of the form to write the Long-Term Adult Outcome statements that will be needed for the Transition Services section of the IEP.

Follow-up questions to help obtain information for all the required Long Term Adult Outcome Statements when talking to students about their hopes and dreams.

Employment:

This is usually what students talk about when we ask them about their hopes and dreams. Always ask "**Why?**". The reason the student provides may open up other areas of interest. Also, answers that seem unrealistic may in fact be realistic after the student explains why. *Always* ask the "What if" question. "***What other careers do you think you might want to do?***"

It is fine to list both answers in the long-term adult outcome statement. i.e., "Tanya hopes to someday be a medical doctor. She has also expressed the possibility of pursuing a career working with children."

It is also okay to indicate the parents' and student's dreams if they are different: "Todd hopes to join the armed forces upon graduation, preferably the Marines. Todd's parents hope that he will attend the community college and be able to get a good paying job with a future."

Postsecondary Education (Lifelong learning):

Since the students are young, the question that may be most effective is "***What do you want to learn more about?***" This allows the student to talk about college or areas of interest. A follow up question may be "***Where do you expect to learn about [the topic that is mentioned]?***"

For example:

- ✚ "Sean hopes to learn more about how music is made. His parents hope Sean can continue to receive schooling after he graduates to improve his career options."
- ✚ "Alyssa hopes to attend college to pursue her career goals."

Community Living:

If the student has trouble responding to this question, ask more focused questions, i.e.,

"Where do you plan on living?" Some of the ways this could be answered are: geographically ("Florida"), domicile type ("in a nice house") or socially ("with friends").

"What do you want to do with your spare time when you are not working or going to school?" This refers to the pursuit of hobbies, sports interests, any activity that the individual finds personally fulfilling.

CAREER ASSESSMENT-LEVEL 1
Educational Staff Report

(Complete annually beginning at age 12.)

Student Name:			Date:
DOB:	Grade:	School:	
Person Completing Form:			

A. Please complete the following Career Skills Profile. Directions: Check the column under 1, 2, 3, or 4, using the following rating criteria:

- 1 = Does not demonstrate this skill;
- 2 = Demonstrates this skill with continued coaching;
- 3 = Demonstrates this skill with some coaching; and
- 4 = Demonstrates independence with this skill and seeks coaching as necessary.

	1.	2.	3.	4.	indicate comments or Not Applicable
BASIC SKILLS <i>Reads, writes performs arithmetic and mathematical operations, listens and speaks.</i>					
Reading -locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules.					
Writing -communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.					
Arithmetic/Mathematics -performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.					
Listening -receives, attends to, interprets, and responds to verbal messages and other cues.					
Speaking -organizes ideas and communicates orally.					
THINKING SKILLS <i>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reason.</i>					

Creative Thinking -generates new ideas.					
Decision Making -specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.					
Problem Solving -recognizes problems and devises and implements plan of action.					
Seeing Things in the Mind's Eye -organizes and processes symbols, pictures, graphs, objects, and other information.					
Knowing How to learn -uses efficient learning techniques to acquire and apply new knowledge and skills.					
Reasoning -discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.					
PERSONAL QUALITIES- <i>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.</i>					
Responsibility -exerts high level of effort and perseveres towards goal attainment.					
Self-esteem -believes in own self-worth and maintains a positive view of self.					
Sociability -demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.					
Self-management -assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.					
Integrity/Honesty -chooses ethical courses of action.					
RESOURCES- <i>Identifies, organizes, plans and allocates resources.</i>					
Time -selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.					
Money -uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.					

Material and Facilities -acquires, stores, allocates, and uses materials or space efficiently.					
Human Resources -assesses skills and distributes work accordingly, evaluates performance and provides feedback.					
INTERPERSONAL <i>Works with others.</i>					
Participates as Member of a Team -contributes to group effort.					
Teaches Others New Skills					
Serves Clients/Customers -works to satisfy customers' expectations.					
Exercises Leadership -communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.					
Negotiates -works toward agreements involving exchange of resources, resolves divergent interests.					
Works With Diversity -works well with men and women from diverse backgrounds.					
INFORMATION <i>Acquires and evaluates information.</i>					
Acquires and Evaluates Information					
Organizes and Maintains Information					
Interprets and Communicates Information					
Uses Computers to Process Information					
SYSTEMS <i>Understands complex interrelationships.</i>					
Understands Systems -knows how social, organizational, and technological systems work and operate effectively with them.					
Monitors and Corrects Performance -distinguishes trends, predicts impacts on system operations, diagnoses deviation in systems' performance, and corrects malfunctions.					

Improves or Designs Systems -suggests modifications to existing system and develops new or alternative systems to improve performance.					
TECHNOLOGY <i>Works with a variety of technologies.</i>					
Selects Technology -chooses procedures, tools or equipment including computers and related technologies.					
Applies Technology to Task -understands overall intent and proper procedures for setup and operation of equipment.					
Maintains and Troubleshoots Equipment -prevents, identifies, or solves problems with equipment, including computers and other technologies.					
CAREER DEVELOPMENT					
Has an awareness of the world of work.					
Has explored career options.					
Can relate personal skills, aptitudes, and abilities to make future career decisions.					
INTEGRATED LEARNING					
Demonstrates how academic knowledge and skills are applied in the workplace and other settings.					
CAREER MAJORS					
Has chosen a career major.					
Has acquired the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in post-secondary programs.					

B. Strategies/accommodations that student uses include....:

C. Vocational Assessment Completed? Yes_____ No_____

D. In what career/vocational activities or programs has the student previously participated?

E. What career oriented programs/activities is the student currently participating in this school year? e.g., (Shadowing, Multi-OCC, Work-Study, Volunteer

F. Indicate career areas where student demonstrates strengths:

G. Indicate career areas in which student needs assistance

Level 1 Career Assessment
Annual Summary Sheet

(Note: If a student has a career portfolio that is updated regularly, then this form may be unnecessary)

Student:

Date:

For School Year:

1. What career skills should the student focus on refining next year? (**Hint:** Check the *Learning Standards for Career Development and Occupational Studies (CDOS)* guide for ideas.)

2. What Career Assessment activities should be performed next year? (I.e., career exploration, further testing). (**Hint:** Check the *Learning Standards for Career Development and Occupational Studies (CDOS)* guide for ideas.)

3. Please indicate the strategies and accommodations that can have a positive impact on the student's ability to work.

- 4) Career interest information:
 - a) Student's expressed interest:

 - b) Parents' expressed interest for child.

Student Name: _____

Grade: _____

Building: _____

Date of Birth: _____

EXTENDED SCHOOL YEAR REGRESSION PROTOCOL*

READING:

Instrument Used _____

Days missing instruction _____

Date Administered	Score	Date Administered	Score	Date Administered	Score

MATHEMATICS:

Instrument Used _____

Days missing instruction _____

Date Administered	Score	Date Administered	Score	Date Administered	Score

WRITTEN EXPRESSION:

Instrument Used _____

Days missing instruction _____

Date Administered	Score	Date Administered	Score	Date Administered	Score

*Lapse in instruction is recommended to be of at least five days duration. The area of suspected regression is measured prior to the lapse and the first day of reinstruction. The skill area is measured again after five days of re-instruction. If the skill area has not returned to the level achieved prior to the lapse after five days of re-instruction, regression is demonstrated. Submit this form for two extended period breaks in instruction, e.g. Christmas break and February break.

The Go-To Special Education Flow of Information

