

Special Services

Special Services – Academic Standards Committee Meeting March 31, 2016

- How do we integrate PT/OT/Speech services at the middle and high school levels
- How are children with disabilities integrated in the co-curricular activities at the high school level
- Demonstration of the accommodations for children at the high school level in regular education classes
- Transition to adult life – A.C.H.I.E.V.E. program
- Early intervention transition
- Overview of the activities and tasks performed by the district to identify children earlier

Integrating OT/PT/Speech

Middle and High School – Providing services across ALL environments

- Use of curricular materials to connect with goals
- Provide services within the classroom to support needs
- Opportunities for generalization of acquired skills across school environments
- Use of school based social opportunities to enhance peer group socialization and teach skills within a meaningful context (school dances, prom, clubs, activities, sporting events, music/theater)
 - Consultation with staff
 - Community Based Instruction (CBI) (SAIL house, grocery stores, restaurants)
 - Service activities (Mobile snack/coffee cart, CR identified charities)
 - Crafters for LifeSkills
 - ACHIEVE
 - Recreation/Leisure Activities
 - Assessing for changing needs during transition for career and vocational path
 - PE/Aquatic Leadership
 - Peer buddies/Buddy groups

High School Clubs and Activities

Students with Disabilities have access to all the same clubs and activities as typical peers.

Students are supported by:

- Teaching staff
- Classroom Teachers
- Peer buddies
- Modified activities or time schedule
- Special Transportation

High School Level Classroom Accommodations

Accommodations

do NOT fundamentally alter or lower standards or expectations of course/standard/test

- Ex. -Preferential seating, visual cues, repeated directions, use of a scribe, breaks if needed, guided notes, slant board, word processing device, voice output system, sign language, enlarged textbooks

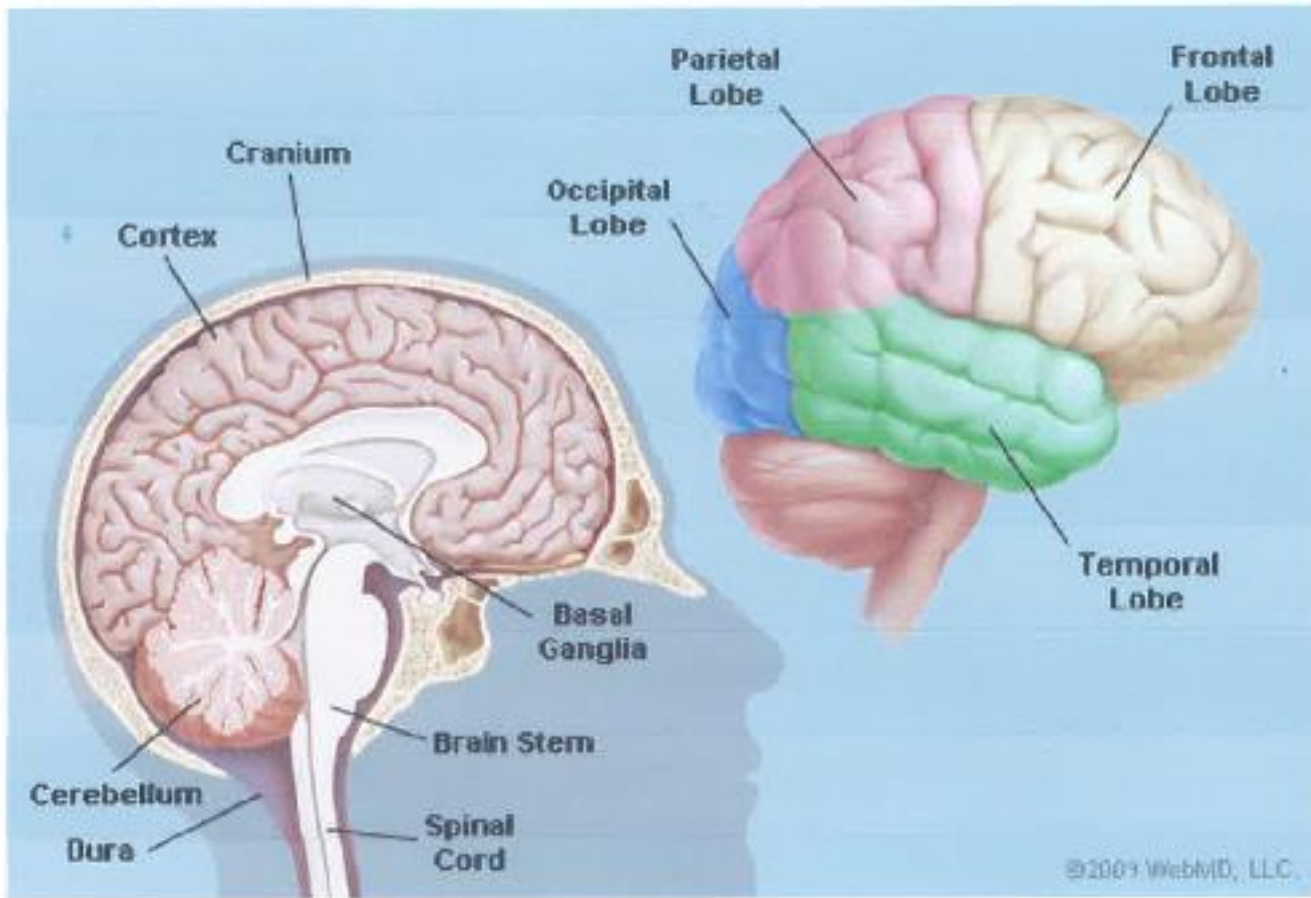
Modifications

DO alter or lower standards or expectations of course/standard/test

- Ex.- limit number of choices, receptively identify character from field of 2, use lower level text, minimize number of problems, answer concrete questions rather than abstract

Standards	Essential Questions/Learnings	Content Knowledge	Skills	Assessments	Resources	Differentiated Instruction	Vocabulary
3.2.D.3 - Implement and assess the solution.	What are the key parts of the Human Brain and spinal cord and how does their function impact an organism's behavior.					For use through the course units: providing additional reading in the review book, visuals, videos, and animations	
3.1.A - Apply concepts of systems, subsystems, feedback and control to solve complex technological problems.							
3.1.A.1 - Analyze and describe the function, interaction and relationship among subsystems and the system itself.	What are the key parts to the Peripheral nervous system and how does their functioning impact an organism's behavior.						
3.1.B - Apply concepts of models as a method to predict and understand science and technology.							
3.2.A.1 - Know and use the ongoing scientific processes to continually improve and better understand how things work.							
3.2.A.2 - Critically evaluate.							
3.1.A.3 - Analyze and describe the function, interaction and relationship among subsystems and the system itself.							
3.1.C - Assess and apply patterns in science and technology.							
3.1.C.1 - Assess and apply recurring patterns in natural and technological systems.							
3.1.C.2 - Compare and contrast structure and function relationships as they relate to patterns.							
3.1.E - Evaluate change in nature, physical systems and man made systems.							
3.3.A - Explain the relationship between structure and function at all levels of organization.							
3.3.B - Analyze the chemical and structural basis of living organisms.							
3.3.B.3 - Evaluate relationships between structure and functions of different anatomical parts given their structure.							

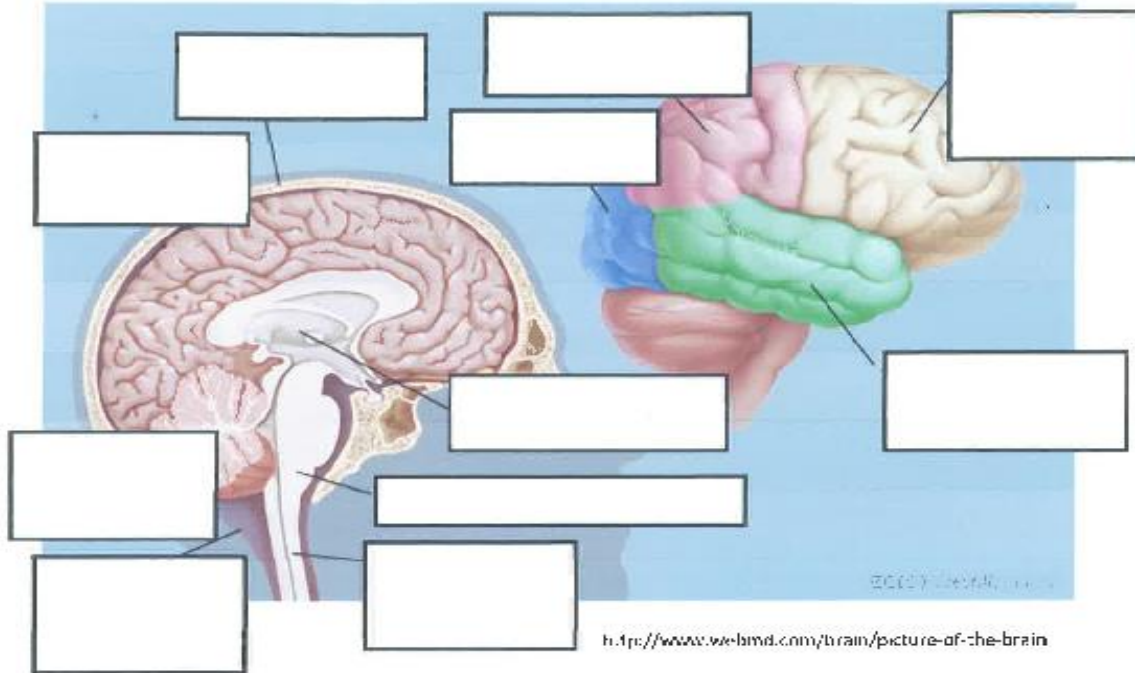
The Brain



<http://www.webmd.com/brain/picture-of-the-brain>

Visual Supports

The Brain



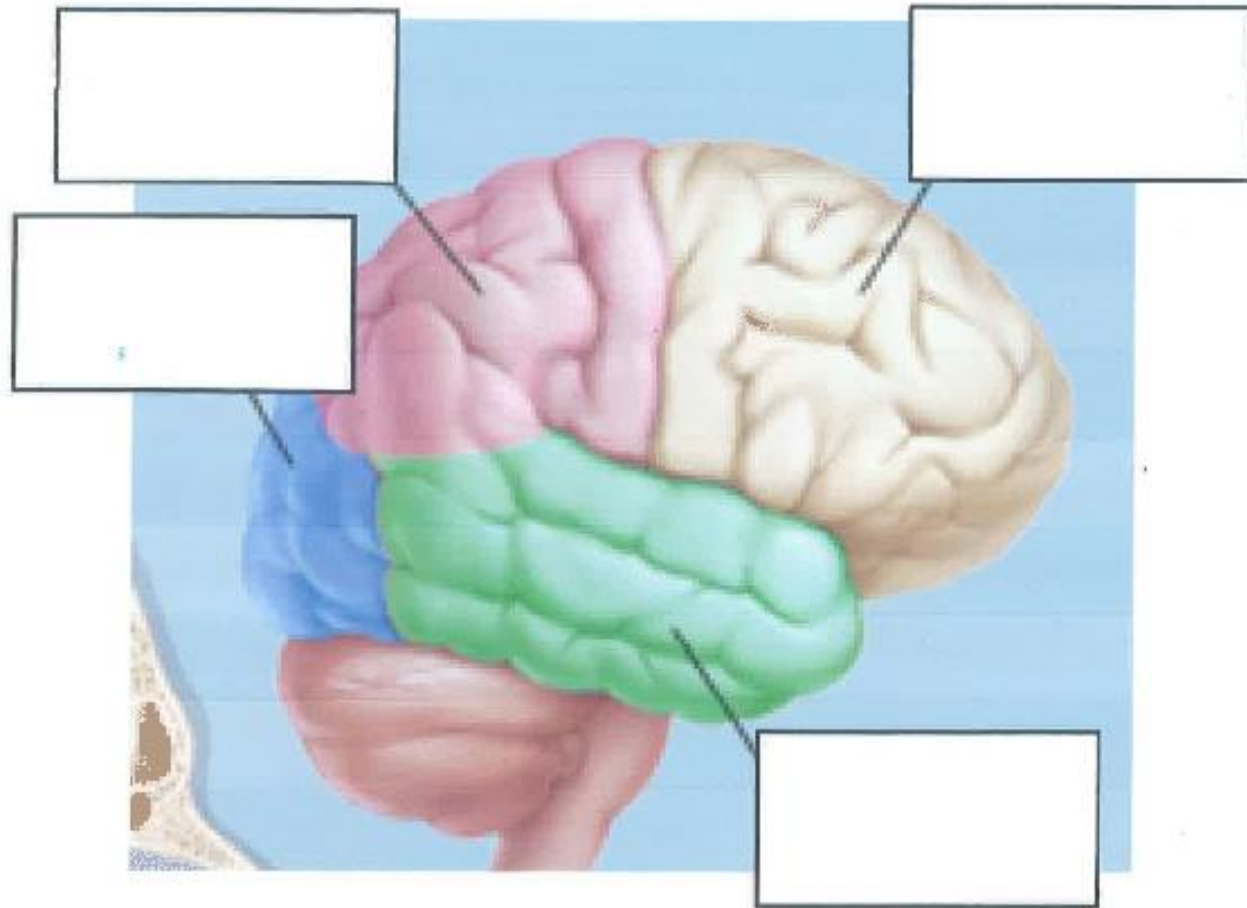
Word Bank—Left Picture

Spinal Cord
Cranium
Basal Ganglia
Cerebellum
Cortex
Dura
Brain Stem

Word Bank—Right Picture

Temporal Lobe
Parietal Lobe
Occipital Lobe
Frontal Lobe

Modified Vocabulary and Content



Additional Modifications to Vocabulary and Content

Word Bank

Temporal Lobe

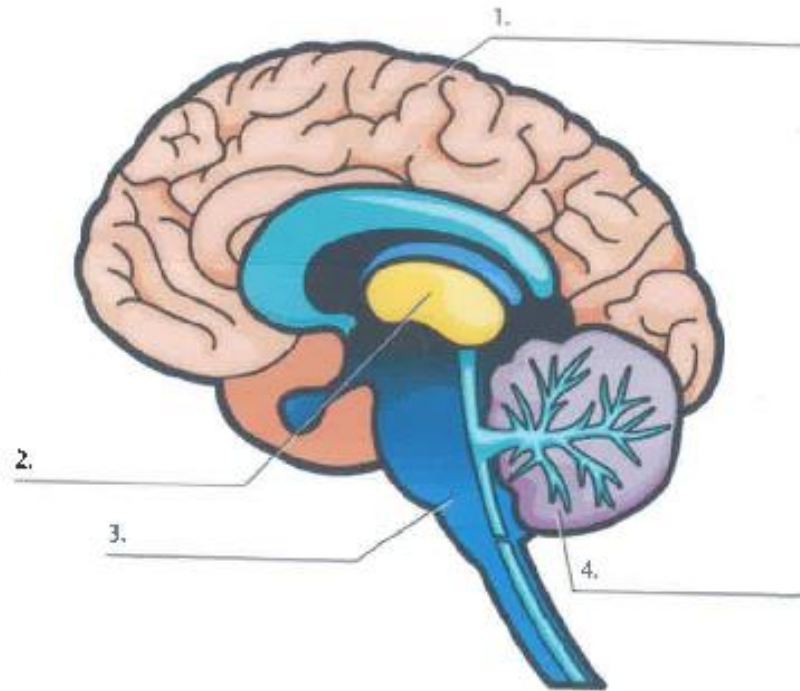
Parietal Lobe

Occipital Lobe

Frontal Lobe

The Brain

Directions: Print out and label the parts of the brain.



WORD BANK

brain stem

cerebellum

thalamus

cerebrum

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http://kidshealth.org/kid/htbw/_b5_nscclivity.html

Change in format,
Modifications to
Vocabulary and
Content

Transition to Adult Life

- Begins with the IEP meeting the year the student turns 14.
- Focuses on three main areas:
 - Post-secondary Education
 - Employment
 - Independent Living
- Coordinate set of activities to align instruction and classes with post Council Rock education.

A.C.H.I.E.V.E.

- We provide students ages 18-21:
 - Vocational Assessment
 - Prevocational and Vocational Education
 - Work based Learning Opportunities
 - Community Based instruction
 - Instruction in Healthy Life Styles
 - Functional Academics (budgeting, employment soft skills, social skills, travel training, etc...)
- With a goal of individualized independence to the maximum extent possible for each young adult

Early Intervention

transition to school age services

- For students who are currently receiving services in pre-school through the BCIU
- Ensure seamless transition between pre-school and school-age services
- Begins in December of each year

initial meeting

MDE

IEP

Placement options

Early Intervention

transition to school age services

- Approximately 100 children per year
 - Half typically require full MDE
 - Of those students approx. $\frac{1}{4}$ require a district class placement
- Team Approach
 - Work with IU staff to transfer records, begin collecting data
 - Work with local pre-schools for observations and input
 - Home school teams complete evaluation and IEP process
 - Placement recommendations are made at the IEP meeting
 - Decisions are made following observations, when appropriate

Kindergarten Services

- ALL students, to the maximum extent possible, participate with general education peers, in the general education curriculum
- Based on individual student needs
- Team determines level of meaningful inclusion

Kindergarten Services

- Home school placement
 - ½ day program, with services provided during that time
 - Try to provide 'push-in' as much as possible
 - Students come with a variety of skills and services usually focus on language, social and/or behavioral skills and reinforcing pre-academic skills
 - Students will be pulled for instruction if their level of need exceeds what can be meaningfully addressed within the general education class and curriculum

Kindergarten Services

- District Class Placements
 - Approximately 12-15 students placed in district classes per year through EI process
 - Autistic Support, Intensive Learning Support, Emotional Support, Life Skills Support, Multiple Disabilities Support
 - When student needs exceed what can be meaningfully addressed within the home school
 - Based on MDE, input from parents and pre-school staff, observations, and consideration of their current services
 - Students level of service exceeds what can be provided within the typical ½ day program

Kindergarten Services

- Full day programs
- Students spend up to half the day with a general education K class
- Additional adult support is provided
- Second half of the day is spent in special education class
 - Direct instruction (academic, social, behavior)
 - Opportunity to practice skills in small group prior to generalization in large group
 - Related services

Early Intervening Activities to Identify and Remediate Students with Deficits

- Child Find Mandate
 - Requirement under IDEA
- Screenings
 - OT
 - PT
 - Speech and Language

Early Intervening Activities to Identify and Remediate Students with Deficits

- Cognitive Abilities Test (CogAT)
 - Administered to ALL district 1st grade students
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Administered to early elementary aged students through instructional support
- Instructional Support (IST)
 - Available in each elementary school to find “what works” to address identified needs

COUNCIL ROCK SCHOOL DISTRICT LEARNING IN NEIGHBORHOOD COMMUNITY SERVICE (L.I.N.C.S.)



Dr. Helen P. Gross, L.I.N.C.S. Program
Coordinator 3.16

L.I.N.C.S. Highlights

- ❑ Long CRSD tradition – Established in the mid-1990's
- ❑ Requires commitment
- ❑ Community partnership
- ❑ Guidelines / Forms / Pre-Approved Agencies / opportunities posted on-line
- ❑ Council Rock School District Strategic Plan
- ❑ 5 hrs. for middle school students – carried into the high school (effect. 6/08)
- ❑ Consistency in documenting / tracking hours
- ❑ Positive → College / job applications, scholarship
- ❑ National Honor Society requirement
- ❑ Staff / Administration – modeling expectations
- ❑ Superintendent's Seal / Recognition – Letter (60 hours)
- ❑ 60+ documented hours-placed on transcripts

L.I.N.C.S.

- ❑ **LEARNING IN
NEIGHBORHOOD
COMMUNITY SERVICE
(LINCS)**
- ❑ **LINCS hours completed
last school year: 62,249
hours**
- ❑ **Cumulative total hours:
120,565**





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Coordinator 3.16

Requirements:

- ☐ **All activities must be performed through a non-profit, tax-exempt organization in a public place.**
- ☐ **All community-based activities including those through a church/synagogue/mosque, must be secular in nature and based on a recognized community need.**
- ☐ **The supervisor signing-off must be over 18 years of age and someone other than a member of the student's family.**
- ☐ **Volunteer work may not promote a political party or politician.**
- ☐ **The activity must be performed without any fiscal, personal award, or “gift-type” compensation.**
- ☐ **The non-profit agency must comply with all federal, state, and local laws that forbid discrimination, verbal/physical abuse, harassment of any kind.**
- ☐ **Forms must be turned in annually (mid-May). They do not carry over.**
- ☐ **We encourage students to fill out their own forms.**

New Requirement – effective 2/1/2016

- Recent and extensive changes to Act 15 of 2015 have amended provisions of the Child Protective Services Law and those changes directly impacts volunteers who are responsible for the a student's welfare or who have "direct volunteer contact" with students.

The required background checks for individuals working with students are as follows:

- Report of criminal history with the Pennsylvania State Police (PSP) which is free of charge. This clearance can be completed online at <http://epatch.state.pa.us/Home.jsp>
- A Child Abuse History certification from the Department of Human services which is also free of charge. This clearance can be completed online at <https://www.compass.state.pa.us/cwis/public/home>
- Any individual who has resided in Pennsylvania for the last 10 years is required to complete the enclosed affidavit.
- Any individual who has resided outside of Pennsylvania must complete a fingerprint based federal criminal history report.
http://www.pa.cogentid.com/index_pde.htm

L.I.N.C.S

A new web-based directory of approved organizations/ supervisors with required clearances is in the process of being developed.

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Students may check the high school(s) LINCS site for current, approved “upcoming opportunities” which are posted and meet LINCS guidelines.

Key Information

- **Posted Guidelines (both high school LINCS site)**
- **LINCS forms**
- **Clearances Checklist**

(Handouts)



COUNCIL ROCK SCHOOL DISTRICT LEARNING IN NEIGHBORHOOD COMMUNITY SERVICE (L.I.N.C.S.)

Questions / Discussion



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