

Baldwinsville Central School District Continuum of Special Education Services: 2017-18

Program Title	Program Description	Elementary (K-5)	Ray (6-7)	Durgee (8-9)	Baker (10-12)
<i>Direct Consultant Teacher Services</i>	Direct services are provided to a student with a disability in the student's regular education classes. -NYSED Part 200.1	Specially designed individualized or group instruction is provided by a special education teacher to students with a disability to provide support in the student's general education class.	Specially designed individualized or group instruction is provided by a special education teacher to students with a disability to provide support in the student's general education classes.	Specially designed individualized or group instruction is provided by a special education teacher to students with a disability to provide support in the student's general education classes.	Specially designed individualized or group instruction is provided by a special education teacher to students with a disability to provide support in the student's general education classes.
<i>Indirect Consultant Teacher Services</i>	Indirect services are provided to a student with a disability's regular education teachers. -NYSED Part 200.1	Consultation is provided by a special education teacher to the general education teacher to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability that attends their classes.	Consultation is provided by a special education teacher to the general education teacher to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability that attends their classes.	Consultation is provided by a special education teacher to the general education teacher to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability that attends their classes.	Consultation is provided by a special education teacher to the general education teacher to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability that attends their classes.
<i>Resource (5:1 Groups)</i>	<i>Resource room program</i> means a special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day not to exceed 50%. -NYSED Part 200.1	Students receive special education services from a Special Education ('Resource') teacher in a small group in a separate location ('pull-out').	Students receive one period of pull-out Resource support per day. Resource assistance to students includes reteaching of course content, providing test modifications, and teaching 'mini-lessons' targeting deficient skills.	Students receive one period of pull-out Resource support per day. Resource assistance to students includes reteaching of course content, providing test accommodations, and teaching 'mini-lessons' targeting deficient skills.	Students receive one period of pull-out Resource support per day. Resource includes reteaching of course content, teaching mini-lessons' targeting deficient skills, instruction in organizational and study habits, and providing test modifications.
<i>Integrated Co-Teaching (ICT)</i>	Integrated co-teaching involves a general education teacher and special education teacher sharing responsibilities for the delivery of primary instruction, planning, evaluation, and instructional support for all students. These classes are staffed with a teaching assistant in addition to the classroom teacher. -NYSED Part 200.6	Students receive ICT in ELA and Math classroom at their grade level with a special education teacher and general-education teacher. The general education teacher and special education teacher share responsibilities for the delivery of primary instruction, planning and evaluation for all students. The instruction will be differentiated to meet the students' needs; however, the curriculum may NOT be modified.	Students receive ICT in ELA and Math classroom at their grade level with a special education teacher and general-education teacher. The general education teacher and special education teacher share responsibilities for the delivery of primary instruction, planning and evaluation for all students in those classrooms. The instruction will be differentiated to meet the students' needs; however, the curriculum may NOT be modified.	Students receive ICT in ELA and Math classroom at their grade level with a special education teacher and general-education teacher. The general education teacher and special education teacher share responsibilities for the delivery of primary instruction, planning and evaluation for all students in those classrooms. The instruction will be differentiated to meet the students' needs; however, the curriculum may NOT be modified.	Students receive ICT in classes as indicated on their IEP with a special education teacher and general-education teacher. The general education teacher and special education teacher share responsibilities for the delivery of primary instruction, planning and evaluation for all students in those classrooms. The instruction will be differentiated to meet the students' needs; however, the curriculum may NOT be modified.
<i>Special Class 12:1:1</i>	Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. -NYSED Part 200.1	The Behavior Intervention Program (BIP) (12:1:2) serves students in grades 2-4. It is designed to teach appropriate behaviors, improve students' social and coping/problem-solving skills, and return them to general-education settings. The BIP program is in place for students to receive support within the school district in lieu of a BOCES placement.	Students in the 12:1:1 program typically have significant cognitive and/or behavioral delays requiring a modified curriculum and a large degree of individualized programming. The program teaches the 4 cores (English, Math, Social Studies, Science) in a self-contained setting. Students will be working toward a Skills and Achievement Commencement Credential (SACC). Daily living classes will not exceed one instructional period per day. The Committee on Special Education may recommend a 3-year program.	Students in the 12:1:1 program typically have significant cognitive and/or behavioral delays requiring a modified curriculum and a large degree of individualized programming. The program teaches the 4 cores (English, Math, Social Studies, Science) in a self-contained setting. Students will be working toward a Skills and Achievement Commencement Credential (SACC). Content consists of life skills and work preparation. The Committee on Special Education may recommend a 3-year program. Special education teachers are responsible for the core academics.	Students in the 12:1:1 program typically have significant cognitive and/or behavioral delays requiring a modified curriculum and a large degree of individualized programming. The program teaches the 4 cores (English, Math, Social Studies, Science) in a self-contained setting. Students in this program will exit high school with a Skills and Achievement Commencement Credential (SACC). The program is designed to complement the BESTT program by giving the student a foundation of life skills, basic academic competencies, and transition services to prepare him or her for a job-site placement and eventual employment.
<i>Special Class: 15:1 (Regents Core Curriculum Support)</i>	Special class means a class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction. -NYSED Part 200.1		Students will be working toward the goal of achieving a Regents or local diploma. Students attend a self-contained setting (15:1) for grade level English and math classes (Co-taught by a special education teacher and content area teacher). In addition students will receive a second period of 15:1 ELA. Students will have a combined grade (15:1) class for Social Studies and Science.	Students will be working toward the goal of achieving a Regents or local diploma. Students attend a self-contained setting (15:1) for grade level / Regents English and math classes (Co-taught by a special education teacher and content area teacher). All other classes in the student's schedule are regular-education courses.	Students attend a self-contained setting (15:1) for grade level/ Regents English and math classes. All other classes in the student's schedule are regular-education courses and /or Integrated Co-Teaching classes (ICT). Students will also be working toward meeting the NYS CDOS Standards in combination with the District's BESTT program or the ½ day Career Development program at BOCES.
<i>School-to-Work (Baldwinsville Exceptional Students' Training and Transition Program—B.E.S.T.T.)</i>	High school students learn work skills on job sites throughout the community.				Students learn the foundation work skills and build a work history necessary for successful future employment. They are placed on job sites under the supervision of the B.E.S.T.T. coordinator. Job coaches are available when needed to provide intensive on-site support. Work hours are documented for necessary attainment of the CDOS Commencement Credential.