

BRIGHTON HIGH SCHOOL

OVERVIEW OF SPECIAL EDUCATION SERVICES

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WELCOME AND INTRODUCTIONS

DEANNA SPAGNOLA – STUDENT SERVICES DIRECTOR
TERESA MOSHER – SPECIAL ED. ADMINISTRATOR
ERIN VANSTROM-SHELDON & BEN VICK – DEPT. COORDINATORS
ERIN MERYDITH – SCHOOL PSYCHOLOGIST
HEATHER GABRIEL – SCHOOL PSYCHOLOGIST
JENNIE VIGGIANI – COUNSELING COORDINATOR
COURTNEY STERN – COLLEGE AND CAREER COUNSELOR
LINDSEY MASSENZIO – SPEECH AND LANGUAGE THERAPIST
KIM BARRETT – SPEECH AND LANGUAGE THERAPIST
KEEGAN PLAIN – SPECIAL ED. TEACHER
KARL DOBOSZ – SPECIAL ED. TEACHER

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WELCOME AND INTRODUCTIONS

MEGHAN GIBBONS – SPECIAL ED. TEACHER
JEN HOBBS – SPECIAL ED. TEACHER
RITA KLADSTRUP – SPECIAL ED. TEACHER
TIM MASHEWSKE – SPECIAL ED. TEACHER
KERRI O'SHEA – SPECIAL ED. TEACHER
CASSIE PRUITT – SPECIAL ED. TEACHER
KATIE MASSEY – SPECIAL ED. TEACHER
KATERI QUERCIA – SPECIAL ED. TEACHER
LAURIE SIDARE – SPECIAL ED. TEACHER
MARLA TAPLINGER – SPECIAL ED. TEACHER
JESSICA WASSERMAN – SPECIAL ED. TEACHER

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PURPOSE OF MEETING

- TO PROVIDE BACKGROUND AND CURRENT INFORMATION ON THE SPECIAL EDUCATION PROGRAM AT BRIGHTON HIGH SCHOOL (ASSIST PARENTS IN UPCOMING IEP PLANNING MEETINGS).
- TO OFFER TIME FOR QUESTIONS FROM PARENTS TO BHS TEACHERS AND ADMINISTRATORS.
 - QUESTIONS SHOULD BE GENERAL IN NATURE – SPECIFIC QUESTIONS ON INDIVIDUAL STUDENTS SHOULD BE ADDRESSED TO THE APPROPRIATE PERSON AFTER THE MEETING VIA E-MAIL, PHONE, OR INDIVIDUAL MEETING.

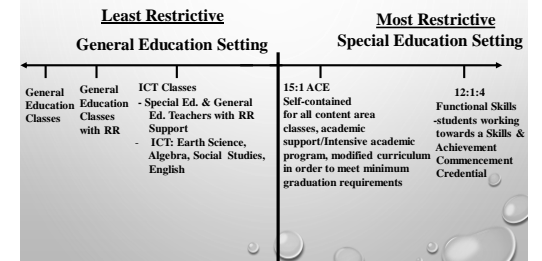
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INTRODUCTION TO HIGH SCHOOL SPECIAL EDUCATION

- RESOURCE ROOM – RR (4X – 6X PER 6 DAY CYCLE)
- INTEGRATED CO-TEACHING (ICT)
 - GENERAL EDUCATION SETTING – 2 TEACHERS/NO MORE THAN 12 STUDENTS IN THE CLASS ARE CLASSIFIED AS A STUDENT WITH AN IEP
- 15:1 – ACE PROGRAM
 - SPECIAL ED. SETTING- 1 TEACHER/NO MORE THAN 15 STUDENTS
- 12:1:4 SELF-CONTAINED CLASSES
 - SPECIAL ED. SETTING – 1 TEACHER/12STUDENTS
- DSS – DECLASSIFICATION SERVICES
- RELATED SERVICES - SPEECH, OT, PT, ETC.

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SPECTRUM OF 9TH GRADE CLASSES



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RESOURCE ROOM (RR)

- GROUPS ARE NO LARGER THAN 5 STUDENTS
- PROVIDE SUPPLEMENTAL INSTRUCTION AND STRATEGIES TO MEET IEP GOALS
- CONTACTS ARE MADE WITH GENERAL ED. TEACHERS REGULARLY
- SUPPORT ACADEMIC AND EMOTIONAL NEEDS
- PROMOTE AN AWARENESS OF INDIVIDUAL STRENGTHS AND NEEDS

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RESOURCE ROOM CONT'D

- ENCOURAGE SELF-ADVOCACY
- FACILITATE STUDENT INDEPENDENCE
- PLAN FOR POST-SECONDARY TRANSITION
- DISCUSS CONTENT AREA PROGRESS
 - CLASSROOM TEACHER INFORMATION
 - PARENT PORTAL

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INTEGRATED CO-TEACHING (ICT) GENERAL ED. SETTING

- A COMBINED CLASS OF SPECIAL AND GENERAL EDUCATION STUDENTS, CO-TAUGHT BY A GENERAL EDUCATION TEACHER AND A SPECIAL EDUCATION TEACHER
- THE SPECIAL EDUCATION TEACHER FACILITATES LEARNING BY PROVIDING STRATEGIES AND INSIGHTS ABOUT SPECIAL EDUCATION LEARNERS
- THE GRADING AND ASSIGNMENT OF HW ARE SHARED RESPONSIBILITIES OF THE GENERAL EDUCATION TEACHER AND THE SPECIAL EDUCATION TEACHER
- THE SPECIAL EDUCATION TEACHER IS NOT ALWAYS THE STUDENTS' RESOURCE ROOM TEACHER

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DECLASSIFICATION SUPPORT SERVICES (DSS)

- SERVICE USUALLY LASTS 1 YEAR AFTER A STUDENT HAS BEEN DECLASSIFIED
- LESS INTENSE LEVEL OF SUPPORT
- STUDENTS MAY CHECK IN 1 OR 2 TIMES PER CYCLE WITH THEIR DESIGNATED CASE MANAGER
- TESTING ACCOMMODATIONS CONTINUE THROUGH GRADUATION

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15:1 ACE

- SELF-CONTAINED CLASSROOM WITH 1 TEACHER AND 1 PARAPROFESSIONAL, NO MORE THAN 15 STUDENTS WITH AN IEP IN EACH SECTION
- FULL DAY PROGRAM: ALL CONTENT AREA COURSES AND ACADEMIC SUPPORT DELIVERED WITHIN THE CLASSROOM
- ACE INSTRUCTION: INTENSIVE ACADEMIC PROGRAM WITH MODIFIED CURRICULUM IN ORDER TO MEET THE MINIMUM GRADUATION REQUIREMENTS

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12:1:4 CLASSROOM

- SELF-CONTAINED CLASSROOM WITH 1 TEACHER, 4 PARAPROFESSIONALS, & NO MORE THAN 12 CLASSIFIED STUDENTS WITH AN IEP
- FULL DAY PROGRAM: CURRICULUM IS DRIVEN BY THE INDIVIDUAL FUNCTIONAL NEEDS OF THE STUDENTS WITH A STRONG FOCUS ON DEVELOPING THE AREAS OF LANGUAGE, SOCIAL, BEHAVIORAL AND ADAPTIVE ABILITIES.
- BRIGHTON YOUR DAY CAFÉ:
 - STUDENT RUN WITH TEACHER SUPPORT
 - COFFEE/CAFÉ BUSINESS AT BHS

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12:1:4 CLASSROOM

- RIGOROUS ACADEMIC INSTRUCTION: MATH, SCIENCE, SOCIAL STUDIES, WRITING, READING FLUENCY AND COMPREHENSION
- COMMUNITY BASED INSTRUCTION
- STUDENTS WORKING TOWARDS A SKILLS & ACHIEVEMENT COMMENCEMENT CREDENTIAL

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RELATED SERVICES

- SERVICES MAY INCLUDE:
 - SPEECH AND LANGUAGE
 - OCCUPATIONAL THERAPY
 - PHYSICAL THERAPY
 - COUNSELING
- SERVICES MAY BE INTEGRATED OR NON-INTEGRATED
 - WITHIN CLASSROOM SETTING
 - IN A SEPARATE LOCATION, SMALL GROUP, OR 1:1

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TESTING ACCOMMODATIONS

- TEACHING ASSISTANTS IN THE TESTING ROOM ADMINISTER THE MAJORITY OF TESTS
- TESTS ARE SEGMENTED AS NEEDED

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TESTING ACCOMMODATIONS CONT'D

- STUDENTS ARE EXPECTED TO COMPLETE THEIR TEST ON THE SAME DAY OF CLASS ADMINISTRATION
- STUDENTS CAN ACCESS THE TESTING ROOM DURING SCHEDULED TEST TIME, FREE PERIODS, FLEX AND AFTER SCHOOL
- RECORDS OF ACCOMMODATIONS ARE USED TO AID IN FUTURE PLANNING

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SAMPLE 9TH GRADE SCHEDULE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Period 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Algebra Lab	Spanish 1
Period 2	Algebra	Algebra	Algebra	Algebra	Algebra	Algebra
Period 3	RR	RR	RR	RR	RR	RR
Period 4	Social Studies 9	Social Studies 9		Social Studies 9	Social Studies 9	Social Studies 9
FLEX						
Period 5	PE		PE		PE	
Period 6	English 9	Earth Science Lab	English 9	English 9	English 9	English 9
Period 7	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
Period 8	Elective	Elective	Elective	Elective	LINK	Elective

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SCHEDULE WITHOUT AN ELECTIVE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Period 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Algebra Lab	Spanish 1
Period 2	Algebra	Algebra	Algebra	Algebra	Algebra	Algebra
Period 3	RR	RR	RR	RR	RR	RR
Period 4						
FLEX						
Period 5	PE		PE		PE	
Period 6	English 9	Earth Science Lab	English 9	English 9	English 9	English 9
Period 7	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science
Period 8	Social Studies 9	Social Studies 9	LINK	Social Studies 9	Social Studies 9	Social Studies 9

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A decorative graphic featuring several translucent, 3D-rendered bubbles of varying sizes. Some bubbles are partially cut off by the edges of the frame, creating a sense of depth and movement. They are scattered around the text, with a cluster in the top left, a few in the top right, and a larger group in the bottom right.

QUESTIONS & CLOSING

**THANK YOU
FOR COMING**