



BRIGHTON HIGH SCHOOL

OVERVIEW OF SPECIAL EDUCATION SERVICES



WELCOME AND INTRODUCTIONS

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WELCOME AND INTRODUCTIONS

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LAURIE SIDARE – SPECIAL ED. TEACHER

MARLA TAPLINGER – SPECIAL ED. TEACHER

JESSICA WASSERMAN – SPECIAL ED. TEACHER

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.

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/12 STUDENTS
- DSS – DECLASSIFICATION SERVICES
- RELATED SERVICES - SPEECH, OT, PT, ETC.

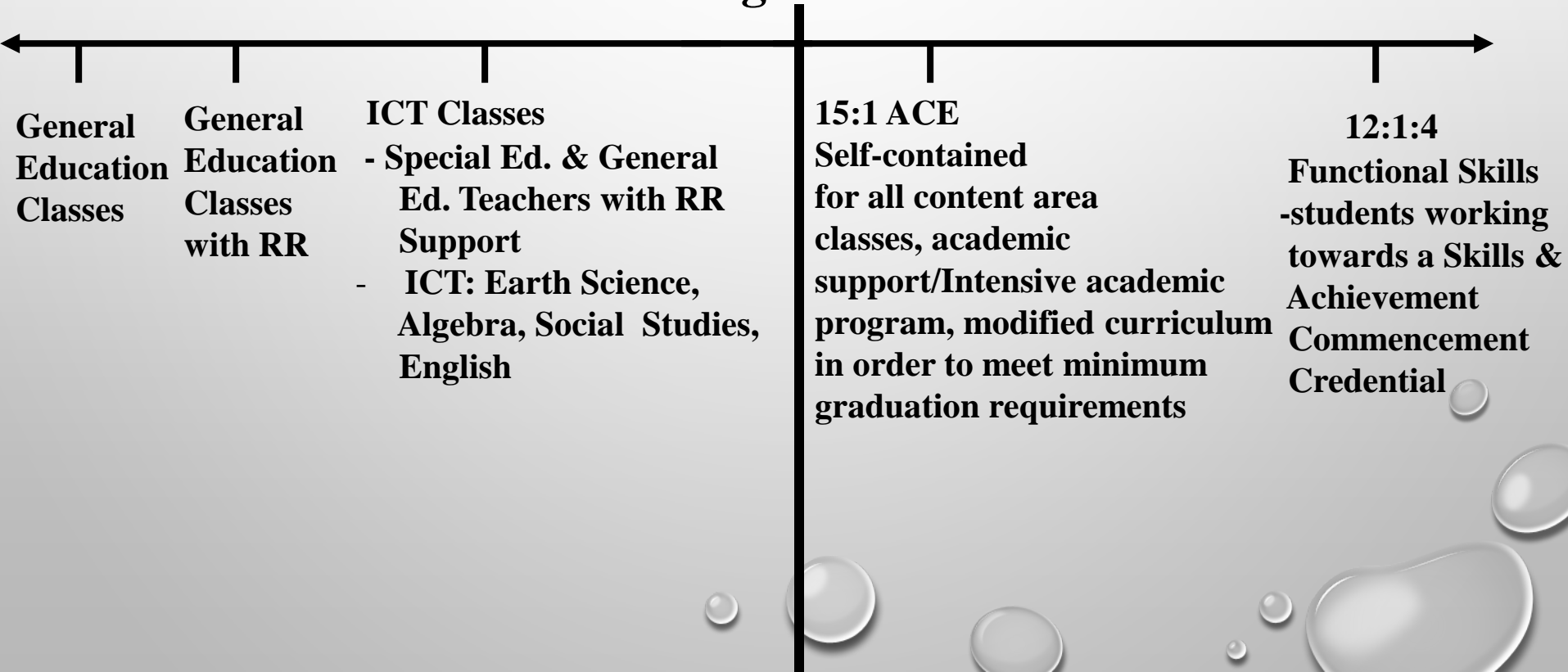
SPECTRUM OF 9TH GRADE CLASSES

Least Restrictive

General Education Setting

Most Restrictive

Special Education Setting



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

RESOURCE ROOM CONT'D

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

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

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

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

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

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

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



TESTING ACCOMMODATIONS

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

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

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 |

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 |



QUESTIONS & CLOSING

**THANK YOU
FOR COMING**

