

DISTRICT 75 INSTRUCTIONAL PROGRAMS					
	12:1:4 (Multiply Handicapped)	6:1:1 (Autistic Spectrum Disorders)	12:1:1 (Cognitively Disabled, Emotionally Disturbed and/or Severely Learning Disabled) ----- 8:1:1 (Students require programs that address chronic severe behaviors and intensive management needs)	12:1:1 (Emotionally disturbed – may have learning disabilities) Standardized Assessment	
STANDARDS-BASED INSTRUCTION	New York State Learning Standards: Alternate Performance Indicators (APIs)			New York City Performance Standards New York State Learning Standards	
	<i>Students have significant difficulties generalizing skills and behaviors. Direct systematic instruction and multiple opportunities for student to learn the same skills and behaviors across various settings and social contexts are essential to students' achievement of meaningful educational outcomes. Domains of instruction include DOMESTIC, COMMUNITY/MOBILITY and VOCATIONAL and RECREATION/LEISURE. As students age from early childhood to secondary level, chronologically age-appropriate instructional activities aligned with the New York State Alternate Performance Indicators are purposefully designed and implemented. The continuum of instruction enables students to make transitions from the class to the school to the community. For example, the focus of a food preparation class might progress as follows:</i>			<i>Students participate in the general curriculum and are held to promotion criteria. Promotion criteria is specified on the students' IEP as standard or modified. To ensure coherency and consistency, District 75 use the general curriculum supported by other programs to address skills development and strategies for learning. District 75 students at risk of not meeting standards participate in Academic Intervention Services.</i>	
	Self →	Class →	School →	Home →	Community
	Selecting from a menu of healthy snacks according to personal preference	Preparing fruit salad for class celebration	Baking cupcakes for school	Homework: Prepare part of family meal (reflecting family culture)	Preparing and distributing sandwiches in community soup kitchen (work experience)
	DOMESTIC: Daily Living Skills – Personal and Home Living				ENGLISH LANGUAGE ARTS: Students participate in the Uniform Curriculum – a Comprehensive Approach to Balanced Literacy. Materials being used are classroom libraries, Month-by-Month Phonics (K-3), Canciones y Cuentas (ELL Grades K-3) Voyager Passport (K-3), Wilson (Grades 4 and up), Ramp Up (Grades 6 and 9) MATH: Students participate in the Uniform Curriculum – a Comprehensive Approach to Balanced Math. Materials being used are Everyday Math/Math Steps (Grades K-5), Impact Math (Grades 6 & 7), Math A
	Personal: Toileting, eating, hygiene, wellness, dressing and grooming, nutrition, schedules and routines Home: Basic food/meal preparation, laundry, house cleaning, home management, schedules and routines, use of household tools and appliances, home safety, use of telephone, social interaction with family friends				
	COMMUNITY/MOBILITY <i>(Systematic and direct instruction of students in community contexts, such as stores, restaurants, banks, recreation centers)</i>				
	<ul style="list-style-type: none"> ▪ Community-based instruction through trips, cultural experiences (Elementary, Secondary) ▪ Community-based vocational instruction; career exploration and training through community services, internships, supervised part-time employment (Secondary) ▪ Safety Skills 				
	1:1 paraprofessionals → → → → → Orientation and Mobility → → → → → Travel Training				
	VOCATIONAL/RECREATION and LEISURE (See also Transition)				SOCIAL STUDIES/SCIENCE/APPLIED LEARNING CAREER DEVELOPMENT and OCCUPATIONAL STUDIES programs include: New York State Career Plan; Home and Careers; Personal Resource Management; Working Citizen; Skills for Independent Living; and NEXT Step (Student Transition and Education Planning) ; HS/elementary curriculum re: transportation ACADEMIC INTERVENTION SERVICES
<ul style="list-style-type: none"> ▪ Person-Center Planning MAPS (McGill Action Plans) ▪ Planning for Specific Leisure Skills and Activities (Indoor/outdoor sports, crafts, arts, nature, games, schoolwide and community events and celebrations) ▪ Shop Programs (These programs support the integration of functional academics with Daily Living Skills, Vocational and Career Skills, and Communication and Social skills) ▪ New York State Career Plan ▪ Volunteer Programs (school-based/class-based) 					
FUNCTIONAL ACADEMICS					
<u>Functional Reading:</u> Sight words related to daily living, community access, safety, adapted literature/books Programs: F.A.C.E.S. (in process) Edmark Reading Program, SRA, Caught Reading, CBI <u>Functional Mathematics:</u> Money Management Skills; Time Management; Counting; Simple Computation Programs: F.A.C.E.S. (in process)Edmark, SRA, PCI Educational Publishing, CBI <u>Functional Science:</u>					
ASSESSMENT: Students in Alternate Assessment participate in New York State Alternate Assessment District wide assessment: Fall 2004 -Brigance inventories implemented in ELA for students (ages K-12) in alternate assessment; this criterion-referenced assessment is being linked to the development of IEP goals and APIs for meaningful/age appropriate instruction for students				ASSESSMENT: Students participate in Standardized Assessment (state and local) and are held to Promotion Criteria. Approximately 8,900 students have IEPs indicating test modifications, including time extended, special location, directions read aloud. There is concern that reporting of student performance levels does not reflect the gains made by students within each of the levels.	
INCLUSIVE EDUCATION					
BILINGUAL INSTRUCTION/ENGLISH as a SECOND LANGUAGE					
HOSPITAL PROGRAMS ▪ HOME INSTRUCTION					
1:1 Nurse → Health Paraprofessionals → Nursing and Medical Services → Affiliation with medical agencies Health Supports → Adaptive Physical Education → Gym/Physical Education/PSAL					
METHODOLOGIES/ CURRICULUM	<ul style="list-style-type: none"> ▪ Alternative and Augmentative Communicative Systems (symbolic/non-symbolic) ▪ Task Analyses ▪ Prompting Strategies (Continuum of prompts: full physical → partial physical → minimal physical → model → direct verbal → indirect verbal → gestural → natural) 		<ul style="list-style-type: none"> ▪ Use of behaviorally appropriate role models ▪ Use of concrete examples of play/positive interaction ▪ Cooperative Learning ▪ High level of support and scaffolding: peer support, information and materials available, teacher scaffolding., in-class support, flexible grouping, methods of demonstrating learning ▪ Strategic learning: e.g. graphic organizers, outlining strategies ▪ Project-based learning (Exit project) ▪ Authentic learning: Learning via activities that relate to the real world ▪ Multiple Intelligences Theory ▪ Learning Styles Theory ▪ Multiple opportunities for demonstration of learning (multiple assessments) ▪ ESL strategies ▪ Differentiated Learning ▪ Explicit instruction in strategies for “learning how to learn” ▪ Organizational skills ▪ Arts instruction/Project ARTS 		

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			8:1:1 (Students require programs that address chronic severe behaviors and intensive management needs)		
	<ul style="list-style-type: none"> ▪ Aided Language Stimulation ▪ Engineered Language/Engineered Classroom ▪ Mayer Johnson symbols ▪ Story boards and Boardmaker software ▪ Expanded Performance Standards model – District 75 ▪ MOVE (Movement Opportunities via Education) ▪ Sensory Integration ▪ Conductive Education ▪ In-depth analysis 	<ul style="list-style-type: none"> ▪ ABA (Discrete trial training) ▪ TEACCH ▪ PECS ▪ Links to Language ▪ Miller Method ▪ STAGES ▪ Sensory Integration ▪ Floor Time (Stanley Greenspan) ▪ Preschool classes 			
RESOURCES	▪Technology (District 75 has five Technology Centers, one in each of the boroughs)				
	▪ Adapted Curriculum Materials				
	▪ Assistive Technology <i>Assessment by evaluation teams; individualized adaptations</i>		▪ Shop Programs	<ul style="list-style-type: none"> ▪ Programs for school phobic ▪ Agency programs ▪ Eight Plus programs 	
	<ul style="list-style-type: none"> ▪ Medical Technologies ▪ Positioning Equipment ▪ Shop Programs 	▪ Shop Programs			
Chapter 683 Extended School Year					
District 75 Parent/Family Literacy and Resource Centers ▪ Parent Coordinators in each District 75 school					
POSITIVE BEHAVIOR SUPPORTS	▪ Individual Behavior Intervention Plans; Functional Behavioral Analysis				
	▪ Transdisciplinary Team Meetings				
	<ul style="list-style-type: none"> ▪ Positive Reinforcement of Expected Responses ▪ Motivation Assessment Scale (Dan Crimmins) ▪ Discrete trial training ▪ Behavior Reinforcement Programs ▪ ABA ▪ Socialization training 	<ul style="list-style-type: none"> ▪ Schoolwide Behavior Plan ▪ Cooperative Learning ▪ LSCI/Power of Choice ▪ Responsibility Training (Glasser) ▪ Explicit teaching of behavior skills (Goldstein <i>Social Skills Training</i>) ▪ Crisis Management/Intervention ▪ Peer Mediation and Conflict Resolution ▪ Attendance outreach, including AIDP ▪ Substance and Violence Abuse Prevention/Intervention Services ▪ Ongoing suicide/suicide ideation prevention and intervention 			
			<ul style="list-style-type: none"> ▪ Agency-based programs to address mental health needs ▪ Wrap Around Services (Mental Health Centers) ▪ Diagnostic Services 		
TRANSITION/ CAREER PLANNING	▪ All District 75 students participate in New York State Vocational Assessment (age 12+) and Transition Planning (14+); Community-based vocational instruction				
	▪ Self-Determination: Self-awareness and Self-Knowledge; Self-Evaluation; Choice Making and Decision Making; Problem Solving; Goal Setting and Attainment; Internal Locus of Control; Participation in Student Government (District 75 Student Council)				
	▪ VESID sponsored “second semester” vocational training (Culinary Arts, Building Maintenance, Porter/cleaner)				
	▪ Career Education Continuum (Classroom/shop/community/training program)				
	<u>Career Awareness:</u> Projects (ages 5-14); Vocational Assessment (ages 12+); Transition planning in the IEP (Age 14+)				
	<u>Career Exploration:</u> Career Days in class (ages 5-10); school roles paralleling careers				
	<u>Career Development:</u> Career Fairs – school wide (ages 5-10); Career Fairs – School/Community-wide (ages 11-14); Transition Fairs, College Fairs, Career Fairs, After-school/summer jobs, Industry/business tours (ages 14-18)				
	<u>Career Selection:</u> Career Planning (ages 14-18); Apprenticeships, internships (ages 18-21)				
	<u>Transition to Adult Life:</u> Participation in the IEP (age 14+); identification/choice community integration; Self–advocacy and determination of community services (ages 18-21)				
	▪ Transition Centers (Community-based campus, applied instruction, age 19+)				
▪NYC Department of Labor sponsored Summer Youth Employment					
▪ Life Skills Instruction (Adkins Life Skills)			▪ 21st Century Workforce		
			<ul style="list-style-type: none"> ▪ Paraprofessional Training Program ▪ District 75 IndTech ▪ Introduction to Computer Repair and Refurbishing ▪ Career Technical Education Employability Skills 		
FAMILY AND AGENCY SUPPORTS: Family Supports (Guardianship planning, benefits assistance, Personal Futures Planning, respite, counseling, family reimbursement); Borough/school-based Family Support Fairs; Agency involvement to meet programmatic needs of students (e.g. Medical needs/Managed Care/Respite Services for Multiply Handicapped and Autistic; Job sites for Severely Cognitively Disabled; Mental Health Services for Emotionally Disturbed)					
RELATED/SUPPORT SERVICES	<i>Related Services are based upon a students’ needs and the extent to which those needs affect educational performance. Related Services are specified on the students’ IEP. Related Services may include Occupational Therapy, Physical Therapy, Speech/language therapy, Orientation and Mobility, Vision Education Services, Hearing Education Services, Counseling and School Health Services. Support Services may include behavior management paraprofessional; awaiting placement paraprofessional; special transportation paraprofessional; cochlear implant preschool classes; sign language interpreter; oral interpreter; cued speech transliterator and orientation and mobility paraprofessional.</i>				