**Evans-Brant Central School District**

**Lake Shore Central Schools**

**INTEGRATED CLASSROOMS**

**A GUIDE TO IMPLEMENT SERVICES**

**OFFICE OF SPECIAL PROGRAMS**

**Mary Steenberg, Director**

**Revised 2011**

**Introduction**

 The State Education Department mandates that all children participate in the general education curriculum. The Lake Shore District has made a commitment to the integrated model to provide for the special needs of students, in the belief that all students will benefit from shared services. Students with special needs are best served in regular classrooms with the support of needed services. A student may not be removed from a general education setting due to a lack of skills. Students should not be segregated into separate classes for educational services unless goals cannot be achieved in a regular education setting.

**Student Outcomes**

Students in an integrated classroom will be expected to:

* Participate successfully in the general education programs with support as needed

• Participate in State and district wide assessments

• Gain from modeling socially appropriate behaviors

• Be included in all school activities as all other participants

• Receive specially designed instruction, related services, and supplementary aids and services as needed

**Integrated Classrooms at**

**Lake Shore Schools**

The special education teacher will provide specially designed instruction in academic areas as designated in the Individualized Education Program (IEP).

In the integrated classroom, the regular education teacher and special education teacher will be jointly responsible to insure that the curriculum objectives and IEP goals of students with disabilities are met.

Related service providers including speech therapists, occupational and physical therapists and counselors will provide in-class services whenever possible. They will support learning by developing therapy goals to support classroom learning.

**Integrated Co-Teaching Services**

According to the Part 200 Regulations of the Commissioner of Education, *a district may include integrated co-teaching services in its continuum of services. Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.*

*School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.*

*School personnel, including supplementary school personnel, assigned to such classes by the district, may not serve as the special education teacher.*

**Integrated Co-Teaching Service Delivery Models**

Integrated co-teaching may take many different forms determined by the curriculum object, the accommodations and IEP goals of students with disabilities and the planned lesson presentation. They include:

Team Teaching: In this case, the teachers actively share the instruction of content and skills to all students. Both teachers are involved in the delivery of the day’s lesson but the special education teacher delivers the strategies, provides the management structure, and the tools to ensure understanding of the material presented. For example, one teacher may present the new material to the students while the other teacher constructs a concept map on the overhead projector as the students listen to the presenting teacher.

Station Teaching: Instruction is driven by what all students must know. The special education teacher focuses on students with disabilities and delivers specially designed instruction that is required to meet curriculum goals and the IEP goals. Students are grouped by needs. All students do not rotate through this center.

Differentiated Instruction: This type of teaching involves dividing the class into smaller groups according to learning needs. Each educator provides the respective group with the instruction required to meet their learning needs. For example, a class may be divided into those learners who already grasp addition of fractions and those who need more practice with the addition of fractions. One teacher would challenge the learners who grasped the concept more quickly, while the second teacher would likely review or re-teach those students who require further instruction. The instructional environment is modified so that baseline skills that are needed to access the content areas are taught within the general education program (e.g. listening skills, note taking, test taking strategies, paraphrasing, etc.)

Parallel Instruction: In this setting, the class is divided into two groups and each teacher is responsible for teaching the same material to her/his smaller group. This model is usually used in conjunction with other forms of team teaching, and is ideally suited to the situation when students are involved in projects or problem-solving activities, as the instructor can circulate and give students individualized support.

**Roles of Integrated Co-Teaching Staff Members**

**Both Special and Regular Educators Will:**

• Decide, during the initial planning process, which responsibilities will be shared (grading, correcting papers, etc.)

• Achieve a common approach to classroom management and discipline

• Agree when and where they will co-plan

• Meet when and where they will co-plan

• Meet with parents for whom they have a shared responsibility to communicate

• Agree to change the process and procedures if they are not working and students are failing the course but are able to understand the material

**The Special Education Teacher Will:**

• Provide specially designed instruction to enable the students to meet the goals in the IEP in the general education classroom, through documented instructional lesson plans

• Co-plan with the regular education teacher to develop activities during which the IEP goals can be addressed, to assist with the design of instruction so that the student’s disabilities are not a barrier to the achievement of the curricular objectives and the State standards

• Document progress that the student is making toward achieving IEP goals

• Describe the student’s disability and anticipate how the disability may impact how he/she may reach curricular objectives

• Suggest alternative instructional strategies, methods, resources and materials that may be appropriate for the students but will not modify the curricular objective unless specified in the IEP

• Teach an organizational or memory strategy etc. to all students in the class

• Explain the IEP to the regular education teacher and focus attention to program and testing accommodations

• Develop IEPs in consultation with regular education teacher and other staff

**The Regular Education Teacher Will:**

• Identify the daily/yearly curricular objectives that ALL students are expected to achieve

• Identify what all students must know and be able to do at the end of the lesson

• Communicate the yearly district curricular goals in that subject area

• Co-plan with the special education teacher about the types of activities, assignments and instructional strategies that would be most appropriate so that students with disabilities do not fail or cannot reach the curricular objectives because the product requires skills that are a manifestation of the disability but do not preclude the attainment of the curricular objectives

• Identify the extent to which the curricular objectives are dependent on particular resources and materials

• Ensure that ALL students are achieving the curricular objectives and re-teach them if necessary; provide opportunities for review, practice and reassessment of those objectives

**Classroom Aides Will:**

• Provide non-instructional services to students as directed by the classroom/ special education teacher

• Provide the following non-instructional duties:

* Assist in daily activities
* Read stories, assignments and tests to students
* Provide testing accommodations as specified in the IEP
* Document student progress
* Help students to organize materials
* Assist students in staying on task
* Prepare materials for students as instructed by professional staff

• Foster student independence

**Related Service Providers Will:**

• Provide therapy that will impact on academic success

• Recommend/provide in-class services for students unless services are so specialized that they cannot be met in the classroom

• Share useful strategies and techniques that will impact on success

• Integrate therapy goals into classroom activities

**Consultant Teacher Services**

According to the Part 200 Regulations of the Commissioner of Education, *consultant teacher services shall be for the purpose of providing direct/or indirect services to students with disabilities who attend regular education classes …, and/or such students’ regular education teachers. Such services shall be recommended by the committee on special education to meet specific needs of such students and the student’s individualized education program (IEP) shall indicate the regular education classes in which the student will receive consultant teacher services.*

**Roles of Staff Members in Consultant Teacher Services**

**Both Special and Regular Education Teachers will:**

 **\*** Develop a common approach to classroom management and discipline

 \* Schedule a time and agree upon a place for co-planning

 \* Meet as agreed upon and implement the instructional plan as agreed upon

 \* Meet with parents of students with disabilities for whom they have a shared responsibility

 \* Agree to change the process and procedures if they are not working and students are failing the course but are able to understand the material

**The Special Education Teacher will:**

\* Provide specially designed instruction to enable the students to meet the goals in the IEP in the general education classroom through documented instructional lesson plans

 \* Co-plan with the regular education teacher to develop activities during which the IEP goals can be addressed; to assist with the design of instruction so that the student’s disabilities are not a barrier to the achievement of the curricular objectives and the State standards

 \* Document progress that the student is making toward achieving IEP goals

 \* Describe the student’s disability and anticipate how the disability may impact how he/she may reach curricular objectives

 \* Suggest alternative instructional strategies, methods, resources, and materials that may be appropriate for the students but will not modify the curricular objectives unless specified in the IEP

 \* Teach an organizational or memory strategy etc. to all students in the class

 \* Explain the IEP to the regular education teacher and focus attention to program and testing accommodations

**The Regular Education Teacher will:**

\* Identify the daily, yearly curricular objectives that ALL students are expected to achieve

 \* Identify what all students must know and be able to do at the end of the lesson

 \* Communicate the yearly district curricular goals in that subject area

 \* Co-plan with the special education teacher about types of activities, assignments and instructional activities that would be most appropriate so that students with disabilities do not fail or cannot reach the curricular objectives because the product requires skills that are a manifestation of the disability but do not preclude the attainment of the curricular objectives

 \* Identify the extent to which the curricular objectives are dependent on particular resources and materials

 \* Ensure that ALL students are achieving the curricular objectives and re-teach them if necessary; provide opportunities for review, practice and reassessment of those objectives

**Planning**

Regular education teachers and special education teachers have common planning time to develop curriculum objectives for all students and instructional opportunities to provide specially designed instruction that addresses IEP goals for students with disabilities.

During the planning time, curriculum objectives for all students will be discussed. The special educator will provide strategies to reach these goals for students with disabilities. This may be through a variety of instructional approaches, materials and resources. Curriculum standards will not be modified.

Whenever possible, related services providers, aides and support reading and math teachers should be included in the planning process. They too, must determine their roles and services to enable students to reach curricular objectives.

Weekly common planning times should be collaboratively scheduled by regular and special education teachers. Scheduled planning periods throughout the school day can be used to plan for integrated instruction. The district will compensate teachers for planning after school hours monetarily or by awarding professional development hours.

Planning forms designated by the district will be used to record weekly plans for integrated instruction. The completed plans will be signed by both the regular education and special education teachers and turned into the office along with weekly lesson plans.

**Using the Individualized Education Program (IEP)**

**Information included in the IEP:**

• Student’s disability

• A description of the student’s present levels of performance in academics, social development, physical and management needs

• Test results as appropriate

• Special education services

• Supplementary aids and services/program modifications

• Test accommodations

• Assistive technology and equipment needs

• Goals

The special educator is responsible for sharing and explaining the contents of the IEP with the regular educator. The IEP is a legal document and must be followed as specified. It may only be changed by the CSE. If a change is needed, the team may request a CSE meeting by submitting an IEP Amendment Request to the Special Programs Office.

**IEP Goals:**

A student’s IEP goals are developed and approved by the Committee on Special Education. Goals reflect individualized skill needs of the student. They reflect the skills the child needs to be successful with grade level curriculum. To meet IEP goals, specially designed instruction must be provided. The goals should drive the specialized instruction provided by the special educator during general education instruction.

**Annual Review:**

At least annually, a student’s IEP will be reviewed. Both teachers and related service providers collaborate to develop the student’s present levels of performance and recommend instructional goals. Teachers and providers collaborate to recommend instruction approaches, and accommodations that have contributed to the student’s advancement in the general education curriculum.

**Homework**

Homework is an important component of the school program to provide practice and reinforcement of skills for students.

Students should be assigned homework that they are capable of completing independently. Parental assistance should not be a required component to complete assignments. Students with modified activities may need different materials, guides or time allotments to complete assignments.

**Grading**

The same report cards must be used for all students. …*under federal disability discrimination laws, the general principle is that report cards may contain information about a student's disability, including whether that student received special education or related services, as long as the report card informs parents about their child's progress or level of achievement in specific classes, course content, or curriculum, consistent with the underlying purpose of a report card. However, transcripts may not contain information disclosing students' disabilities. Transcripts are provided to persons other than the student and the student's parents to convey information about a student's academic credentials and achievements.* (The Office for Civil Rights in the United States Department of Education, October 17, 2008)

At the end of the school year, copies of special education records provided for teacher use should be placed in each student’s special education folder.

Students in integrated classrooms are continually monitored for success. If a student is not making sufficient progress in a subject area, a child study team meeting can be scheduled to recommend effective instructional strategies.