UNION COUNTY TEAMS CHARTER SCHOOL

Union County TEAMS Charter School and High School/College Leadership Academy
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Part I
Referral Intervention Services
("RTI", "I&RS"-Protocols)

Part II
Special Education Program Plan
Referral & Identification Process
Special Education Program for Inclusion
Supplemental Documents

Mission Statement
The Union County TEAMS Charter School is a small learning community where all students will achieve high academic standards by using the "built environment" as a learning laboratory. Students, in grades K-8 will gain the tools necessary for successful high school experiences, post-secondary education and the world of work. They will interact with professionals in the construction community and manifest by their experiential learning –
"We Are Community Builders…Aiming High and Achieving Greatness"

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RTI PROTOCOL

Goal: To improve the achievement of **all** students by addressing their unique learning needs before severe academic problems requiring special education services develop.

Objective: TWBAT: Provide quality teaching, early intervention and progress monitoring through effective instruction and research-based strategies.

Step 1. Teacher uses baseline assessment data (Diagnostic Reading Assessment (DRA), Curriculum Assessments, Learning Style Assessments, Link-It Benchmarks, PARCC scores, Writing Prompts, Open Ended Questions, Student Work Samples, and Anecdotal Notes Based on Teacher Observations) to understand a student's learning needs, natural ability and potential.

Step 2: Teacher works with **all** students using research-based programs, strategies and instructional methods to provide differentiated instruction and flexible grouping within the general education classroom.

Step 3: Teacher **identifies at-risk students** who are not meeting grade level curriculum standards. Cluster leaders meet with their teams to review and discuss the learning attributes of students who are struggling. Team members work together to identify instructional approaches and teaching strategies that are likely to work with different types of learners.

Step 4: Teacher/ICS implements several research-based interventions and strategies within the classroom, such as small group instruction based on skill deficits, to supplement and enhance student learning. This is done for approx. 30 minutes per day, three to four times per week for four to six weeks.

Step 5: If student/s are not making adequate progress and learning towards their goals after modifications have been implemented and monitored for several weeks, a teacher, staff or parent shall submit a referral to the Information & Referral Services (I&RS) Team for level II intervention. However, if a disability is strongly suspected, a request for a CST evaluation is made to see if the student is eligible to receive special education and related services.

Information & Referral Process (I&RS) PROTOCOL

1) **Request Assistance:**
   Identify learning, behavior and health difficulties of students. A teacher, parent or staff member shall submit a written **Request for Assistance** to the I&RS Case Manager. along with documentation of interventions and modifications that have been implemented at home and/or in the classroom.

2) **Collect Information:** The I&RS Case Manager, collects information on the student i.e. (school nurse, school counselor, teacher, discipline, assessment data, report cards, attendance)

3) **Parent/Guardian Notification:**
   Parent/Guardian is contacted via phone or email. Parent/Guardian is interviewed in-person or by phone, invited to the I&RS meeting and completes a parent survey.

4) **Problem Solving:**
   I&RS Team, including the person requesting assistance, engages in the **Problem-Solving Process** along with parents/guardians and/or other participants as needed. The meeting takes approx. 30 minutes.

   The **Problem-Solving Process**:

Step 1.	Describe the Problem
Step 2.	Identify the Priority Problem
Step 3.	Develop a behavioral objective
Step 4.	Review prior interventions
Step 5.	Brainstorm Solutions
Step 6.	Evaluate Intervention Effectiveness
Step 7.	Select Interventions

5) **Develop I&RS Action Plan:**
   Develop and implement an action plan. Inform necessary parties.

6) **Follow-Up:**
   Provide support to implementers and evaluate progress.

* **All I&RS forms are located on the teacher's share drive or in the school counselor's office**.

Special Education Referral & Identification Process

1) Student enrolls in the UC TEAMS Charter School with an IEP from the sending district. The IEP is reviewed by the *Child Study Team (CST)* and services commence immediately upon presentation of the IEP to the Special Education Coordinator.

2) A currently enrolled student is suspected of having a disability that may require special education and related services.
   Child Find:
   We are required to identify, locate and evaluate all children with disabilities in the state who need special education and related services.

   Request Assistance:
   Identify learning, behavior and health difficulties of students. A teacher, parent or staff member shall submit a written **Request for Assistance** to the I&RS Case Manager along with documentation of interventions and modifications that have been implemented at home and/or in the classroom. (See I& RS Protocol)

   When to Refer
   A child should not be referred for a special education evaluation until after the general education program has modified the child's program and documented that the modifications have been implemented and have not been successful in meeting the child's needs.

   Referral or Request for Evaluation
   A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated.

   Request for Evaluation
   The request may be verbal or in writing. Written parental consent is needed before the child may be evaluated.

   Evaluation Timeline
   The evaluation will be completed, and an IEP meeting held within 60 days the District receives written parent consent for the assessment.

3) **The student is evaluated.** The evaluation will assess the child in all areas related to the child's suspected disability.

   Evaluation Results:
   The evaluation results are used to determine if the child is eligible for special education and related services and to make decisions about an appropriate educational program for the child.

Eligibility:
To be eligible for special education services, a child must meet the criteria set forth in federal and state laws and regulations.

If parents Disagree:
If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They may ask that the school system pay for this IEE.

4) **IEP Meeting is Held and Eligibility is Determined**
An IEP Meeting of a group of qualified professionals and the parents review the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

Parent Rights: Parents may ask for a hearing to challenge the eligibility decision.

Eligibility:
If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services.

Eligibility Criteria:
The New Jersey special education eligibility criteria is found in the New Jersey Administrative Code Title 6A, Chapter 14 Special Education Effective February 2, 2015.

In order to qualify…
as an individual with a disability under the eligibility criteria, an assessment must demonstrate that the student's impairment adversely affects his/her educational performance and requires special education.

In order to qualify…
The child must have needs **that cannot be met** by modifying the regular environment at home or at school or both.

A Child is not Eligible…

for special education related services if the child does not otherwise meet the eligibility criteria **& if his or her educational needs are primarily due to:**

- Unfamiliarity with the English language,
- Temporary physical disabilities,
- Social maladjustment, and/or
- Environmental, cultural or economic factors.

The Qualifying Disabilities are:

1. Hearing Impairment;
2. Deafness;
3. Hearing and Visual Impairments (Deaf/Blind);
4. Speech or Language Disorder;
5. Visual Impairment;
6. Severe Orthopedic Impairment;
7. Impairment in strength, vitality, or alertness due to chronic or acute health problems (Other Health Impairment);
8. Autistic-like Behaviors;
9. Mental Retardation;
10. Emotional Disturbance;
11. Specific Learning Disability;
12. Multiple Disabilities; and
13. Traumatic Brain Injury.

Special Education Program of Inclusion

1) General Education Teacher Training:
All teachers are trained annually in understanding the **Special Education Program of Inclusion** and providing **Critical Modifications listed in IEPs**. Teachers learn how to maximize the ICS/TOSD teacher to best support learners in the classroom. Through careful review of each student's IEP, teachers implement modifications and instructional strategies to meet each students' goals and objectives as stated in their IEP.

In-Class Support (ICS)/TOSD Teacher Training:
All ICS/TOSD teachers are trained annually in understanding the **Special Education Program of Inclusion** and providing **Critical Modifications listed in IEPs**. The training is designed to promote effective teaching through the coordinated efforts of skilled lead teachers and support staff. Through careful review of each student's IEP, ICS/TOSD teachers implement modifications and instructional strategies to meet each student's goals and objectives. ICS/TOSD teachers learn to use record keeping forms to monitor student progress daily to determine if students are meeting their goals and objects. All ICS/TOSD teachers are trained in effective classroom management practices, positive behavioral support strategies and the use of various instructional and teaching strategies designed to maximize student engagement.

In-Class Support (ICS)/TOSD Ongoing Training:
The Educational Consultant will provide ICS/TOSD teachers with ongoing support and training throughout the school year for professional development.

2) Pull Out Support:
Pull-Out Instruction is implemented judiciously. Careful analyses of progress monitoring may result in pull out support for students who are making slow progress.

3) Annual Review:
Annually, or more often if necessary, the CST shall meet to review and revise the IEP and determine placement for students with disabilities. The review shall be completed by June 30 of the student's last year in the program.

The CST shall review:

1. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;
2. The results of any reevaluation conducted according to N.J.A.C. 6A:14-3.8;
3. Information about the student including information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related services providers;
4. The student's anticipated needs; or
5. Other relevant matters.

4) Re-Evaluation:
  Within three years of the previous classification, a multi-disciplinary re-evaluation shall be
  completed to determine whether the student continues to be a student with a disability.
  Reevaluations shall be conducted sooner if conditions warrant or if the student's parent or
  teacher requests the reevaluation. However, a reevaluation shall not be conducted prior to
  the expiration of one year from the date the parent is provided written notice of the
  determination with respect to eligibility in the most recent evaluation or reevaluation,
  unless the parent and district both agree with a reevaluation prior to the expiration of one
  year as set forth above is warranted.

5) Related Services:
  Related services including, but not limited to, counseling, occupational therapy, physical
  therapy, school nurse services, recreation, social work services, medical services and
  speech-language services shall be provided to a student with a disability when required for
  the student to benefit from the educational program.
  Related services shall be provided by appropriately certified and/or licensed professionals
  as specified in the student's IEP.

Supplemental Documents

CHILD STUDY TEAM STUDENT REPORT

Name: _____   **Grade:**_____
Date: _____   **Subject:**_____
Teacher:_____   **Please return to nancygreenfield682@gmail.com**
Please rank students as follows: 1-Never, 2-Seldom, 3-Sometimes, 4-Almost Always

Work Habits

Comes to class with homework	1	2	3	4	NA
Keeps an organized notebook	1	2	3	4	NA
Attends class regularly	1	2	3	4	NA
Completes assignments regularly	1	2	3	4	NA
Participates in class discussion	1	2	3	4	NA
Prepares for tests	1	2	3	4	NA
Takes tests independently	1	2	3	4	NA
Completes tests within allotted time	1	2	3	4	NA
Proofreads work for accuracy	1	2	3	4	NA

Behavior

Is able to work with peers in group activities	1	2	3	4	NA
Pays attention in class	1	2	3	4	NA
Asks for assistance	1	2	3	4	NA
Is able to tolerate frustration	1	2	3	4	NA
Follows class rules	1	2	3	4	NA
Takes responsibility for own actions	1	2	3	4	NA
Complies with teacher requests	1	2	3	4	NA
Avoids physical/verbal aggression	1	2	3	4	NA
Student's behavior can be redirected	1	2	3	4	NA
Responds to positive reinforcement	1	2	3	4	NA
Accepts responsibility/consequences for behavior	1	2	3	4	NA

Academic Progress

	1	2	3	4	NA
Is able to work on grade level (without modifications)					
Is able to solve word problems	1	2	3	4	NA
Learns and retains math computation concepts	1	2	3	4	NA
Reads and comprehends grade level material/text	1	2	3	4	NA
Answers critical thinking comprehension questions	1	2	3	4	NA
Is able to form complete sentences	1	2	3	4	NA
Is able to write a sequential paragraph around a theme	1	2	3	4	NA
Retains information presented in class	1	2	3	4	NA
Earns passing grades on tests/quizzes	1	2	3	4	NA

Current grade in course: _____

Additional Comments (please):

Record of Modifications Used in the Inclusion Classroom

Name:_____   Subject:
_____   Week of:_____

Please list modifications you are targeting for the student. Please indicate daily if you have provided the specific modification.

Modifications	Monday	Tuesday	Wednesday	Thursday	Friday

Notes:_____
_____
_____
_____
_____
_____
_____
_____

(This page is produced landscape in order to allow for more information and anecdotal notes.)

The Individualized Education Program

Each student has an IEP, which is a legal document that is signed by all participants.

Main components:
- IEP states the present levels of performance

- IEP states the special education program and related services for each student

- IEP states the student's goals and objectives in specific subjects, study skills, behavior and areas of related services

- IEP states the modifications the student is entitled to, both in the classroom, testing, and standardized assessments.

IEP is revised yearly or more often in if needed

The special education program at UCTEAMS is inclusion. Students receive special education services within the general education classes with support as outlined in the IEP.

The most important component of the IEP for support personnel is the Modifications section.

Critical modifications that will be listed in all IEPs:
- Modified class and homework assignments

- Modified tests and quizzes

- Additional time to complete tests and quizzes

- Allow for repetition and/or clarification of directions as needed/Break tasks into manageable units

- Frequently check for understanding/Have student demonstrate understanding of instructions/task before beginning assignment

- Provide individual/small group instruction

Record Keeping

- Be familiar with goals and objectives

- Keep records of the modifications used.

- Keep a binder listing daily modifications, samples of test modifications, progress notes on academics and behavior

- Keep progress notes to be used for data collection

- Reports document student's progress on goals and objectives

- Progress reports are sent home to parents 4 times a year (report card cycle)

- Data collected will be helpful for progress reporting

- Sample progress report and ke

The Role of the Support Provider in the Classroom*

- Providing an additional set of "hands" and "eyes" in the classroom setting

- Checking on student and supporting student's specific needs

- Supporting teachers during classroom instruction and activities

- Carrying out accommodations stated in the IEP

- Putting into practice planned instruction, including related accommodations and modifications

- Monitoring student behavior

- Recording student data regarding academic, behavior, and social skills

Supporting Student Behavior

Students typically misbehave for one of more of the following:

- They do not know the school/class expectations or rules

- They do not know how to exhibit the expectations or rules

- They do not know they are misbehaving

- The misbehavior works for them and serves a purpose (the most difficult to deal with)

When reflecting on a student's behavior and looking for the causes, the following questions should be addressed:

- Have the classroom rules and expectations been made clear to the students?

- Are there any patterns in the behavior (time of day, with a certain teacher, during specific activities)?

- What was happening in the classroom or with the student just before the behavior occurred?

- Is the student looking for attention? If this is the case, from whom is the student seeking attention? Is there a better time or a more positive way for the student to get this attention?

- Is the student either frustrated or bored with the instructional material or activity? Has the student been successful lately?

- Has the enforcement of classroom rules and routines been consistent? Have there been any changes in the rules or routines?

- Are there any outside issues that may be causing the student to behave this way?

Suggestions to help you set limits include:

- Be specific, concrete, and clear. Instead of telling a student to be good, for example, tell the student not to push the student ahead of him or her in line.

- Be simple, short, and to the point. Don't go into long-winded explanations and rationales; just say, "We use pencils for writing."

- Use positive language to state directions. Instead of "don't run" say "walk."

- Use a quiet voice and make eye contact.

- Provide alternatives for an unacceptable action. "Screaming hurts my ears. If you are mad, use words to tell me."

- Don't use questions to give directions. For example, instead of "Do you want to get your math book out?" say "It's time to get out your math book."

- Avoid authoritarian language. By avoiding phrases like "you must" or "you have to" or "do it now," you may prevent arguments.

- Try to offer choices, but offer only two choices. Giving more than two slows the reaction time. Just make sure both choices are acceptable to you. By offering choices, you make the student responsible for the behavior. For example, "You may sit in the first chair or in the last chair today." Or "You need to stop talking or go sit at another table."

- Use outside objects or references to set limits for students. Those references might be the clock, a timer, a bell, or an activity. For example, "When you finish the next two math problems correctly, you may leave."

Proactive approaches you can try:

- Writing simple behavior contracts or "If/Then" statements

- Teaching the students how to self-monitor their behaviors

- Using fixed rules and consequences for breaking the rules

- Sending notes home to parents

- Teaching social skills

Some things to be aware of and to try in an effort to avoid behavior problems:

- Sometimes you or another adult may know of situations that occurred outside of the classroom that may affect behavior in class and can head trouble off before it starts.

- For example, if two students are known to be rivals on and off the soccer field, the teacher may be careful not to seat them together.

- A paraeducator might recognize, for example, that one student begins twisting her hair and putting it in her mouth when she is close to having a "meltdown" and learns to check in with her before there is an outburst.

- **Occupy the entire room.** This means walking around the room and making eye contact with students. You should circulate as much as possible.

- This gives you the opportunity for quick visual checks of student work so you can catch and correct small errors before they develop into major ones. It encourages students to stay on task and not be sidetracked by conversations with other students.

Some ideas for dealing with behaviors as they are occurring:

- Follow through with stated consequences for infractions—consistently and completely.

- Remain calm and use a quiet voice. Keep your words to a minimum. Don't overtalk.

- Do not engage in a power struggle. You don't have to have the last word.

- Don't become angry and don't take anything personally.

- Go for a walk.

- Use verbal redirect to provide a better choice.

- Physical redirection to another area or to a "cool down" space.

- Ask for help from another adult, if necessary.

Confidentiality

DO's:

- Share information regarding student academic, behavioral, or family circumstances with staff members who have academic or supervisory responsibility for the student.

- Discuss confidential student information in educational settings that are private enough that confidential information is not disclosed.

- When in doubt as to whether to disclose information, refrain from sharing the information and ask a supervisor or an administrator.

- Store confidential student information in a secure place.
Don'ts:
- Do not discuss confidential student information in public places or in educational settings (teacher's lounge, hallway) where information may be inadvertently disclosed.

- Do not share information regarding student academic, behavioral, or family circumstances with staff members who do not have academic or supervisory responsibility for the student.

- Do not leave confidential student information where those without educational purpose may see it.

* Many of the suggestions contained within these handouts were taken from The Master Teacher elearning programs – Paraeducator Online Training.