



SPECIAL EDUCATION

A Guide for Our Component Districts

2020 - 2021

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OUR MISSION

Champlain Valley Educational Services empowers students, schools and communities by providing exemplary education, training, support and shared services.

OUR VISION

We aspire to be a nationally recognized, premier provider of dynamic and innovative programs and services, serving as a catalyst for personal and regional economic growth.

OUR CORE BELIEFS

- Students are our first priority.
- We value open and honest communication.
- We embrace collaboration and shared decision-making.
- We promote creativity and innovation.
- All students can learn and be successful.
- We all lead by example.
- We act with integrity, fostering respect for all.
- Students, family and community are valued partners for success.
- We ensure a safe, supportive learning and work environment.
- We all impact the educational process and are dedicated to perform at the highest possible levels.

Public Non-Discrimination Notice:

Clinton-Essex-Warren-Washington BOCES a/k/a/ Champlain Valley Educational Services does not discriminate on the basis of race, color, national origin, sex, disability, age or any other legally protected status in its programs, activities, employment and admissions; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding this nondiscrimination policy may be directed to:

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SPECIAL EDUCATION DIVISION

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QUICK REFERENCE MATRIX OF IN-HOUSE PROGRAMMING

TRAUMA INFORMED CLASSROOM COMMUNITIES

OUR PHILOSOPHY

We firmly believe in trauma informed best practices to support the social and emotional needs of all our students. We are committed to training and maintaining certification in the **Therapeutic Crisis Intervention for Schools (TCIS)** model for all staff that have direct contact with students. This includes an initial 4-day training followed by 12 hours of training annually. TCIS is a crisis prevention and intervention system created by Cornell University. Goals of TCIS include:

- Create a safe, caring and supportive environment.
- Proactively prevent crises from occurring.
- De-escalate potential crises.
- Effectively and safely manage acute crises.
- Reduce the risk of harm to students and staff if physical intervention is necessary.
- Improve students coping strategies when faced with stressful situations.
- Develop a system to promote learning and reflective practice within our organization.

Building strong relationships with students is at the heart of our student support model. The value of these connections is highlighted throughout TCIS training with our organization putting emphasis on the following:

- The Classroom Milieu and Crisis Prevention (TCI 1.3)
- The Importance of Relationship (TCI 1.5)
- The Importance of Knowing the Student (TCI 2.3)

CALM

Within the Autism Program we are committed to training and maintaining certification in CALM through The New England Center for Children (NECC) for all staff who have direct contact with students in the program. This includes an initial 2-day training followed by 4 hours of training annually. Goals of CALM include:

- Avoid the escalation of challenging behavior through proactive strategies.
- De-escalate potentially dangerous behaviors (if avoidance procedures are not effective).
- Manage crisis situations in the safest way possible.
- Prioritize student and staff safety.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT FRAMEWORK

PBIS is a systems-change framework that guides selection, integration and implementation of the best evidence-based practices for improving behavior outcomes while increasing opportunities for academic engagement. *~July 2018 NYSED Mental Health Literacy in Schools*

Our goal is to align all PBIS initiatives and activities with student social emotional learning using a multi-tiered system of support. PBIS enhances our student's emotional intelligence by focusing on the core capacities of resilience:

- Connection
- Control
- Competence
- Contribution
- Confidence
- Character
- Coping

PBIS Activities address bullying prevention and cultural responsiveness.

MINDFULNESS

Mindfulness is the practice of focusing attention on the experience of the current moment, with an attitude of non-judgmental acceptance and curiosity. The modern world is becoming faster, more stressful and distracted and children are particularly susceptible to these influences. It is growing more and more evident that the modern child and teacher needs new skills and awareness to deal with such an environment.

Mindfulness in schools is an excellent way to help teachers and students learn these new skills and manage the rising mental health and disengagement issues students face today. Furthermore, the gains from mindfulness are in addition to current wellbeing programs, so mindfulness is effective when added to these programs (rather than being replaced by or replacing wellbeing programs). The improvements from mindfulness last even after a mindfulness program has ended.

THE PAX GOOD BEHAVIOR GAMES

The PAX program is built on a nurturing environment model. The nurturing environment increases children's and adult's psychological safety and resilience. PAX strategies richly reinforce prosocial and limit problematic behaviors, reducing or minimizing toxic influences. The cornerstone vision of PAX is Peace, Productivity, Happiness, and Health. The PAX Vision is a Trauma-Informed Approach aligned with brain-behavior science.

PLANNING ROOM

The Planning Room is a space dedicated to assist students with de-escalation and co-regulation strategies so that they may regain composure and return to the classroom ready to learn.

The Planning Room is used for:

- A proactive/therapeutic tool for students
- A part of a Behavioral Intervention Plan
- In-School Suspension as assigned by an Administrator
- Student request for quiet space for de-escalation.

RESTORATIVE JUSTICE AND CIRCLE UP

Schools seeking to create a positive school community and respond in an effective way when problems do arise are increasingly turning to restorative practices. Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

Restorative Practice Circle Ups shift the conversation between teachers and students to be less punishment-oriented and to offer an opportunity for all people affected by an action to have dialogue about how to make things right and restore the classroom community.

We've only recently begun to understand how childhood stress and adversity powerfully affect development and impair students' ability to behave and learn in school. We also increasingly understand the importance for all children, especially those who struggle, of having supportive school environments where they feel accepted. Research shows it is effective to provide clear expectations for behavior, teach skills needed to succeed in the school environment, and respond to problems with strategies to strengthen connections and relationships, rather than push students away.

BEHAVIORAL INTERVENTIONS

DISCIPLINE CONCERNS ON DISTRICT TRANSPORTATION

Per our Code of Conduct, students who misbehave on transportation under the authority or supervision of the home district, while going to or from a CVES program, will be referred by bus personnel to their home district for discipline.

FUNCTIONAL BEHAVIORAL ASSESSMENT/ BEHAVIOR INTERVENTION PLANS

A Functional Behavioral Assessment will be conducted by the student's counselor with the classroom team when the student's behavior:

- Adversely impacts the student's learning.
- Places the student or others at risk of harm or injury.
- When the student has been consistently suspended.
- When a significant amount of instructional time is lost.
- Is serious or results in repeated classroom disruption.

Or at the Chairperson's request.

SUSPENSION

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent, disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others. Only school principals may impose an in-school (ISS) or out-of-school (OSS) suspension for such violations of our Code of Conduct.

Communication to Home District – Out of School Suspension

Principal will notify secretary that a suspension notice needs to be completed and faxed/emailed to home district principal and CSE Chair. Phone contact may be needed to facilitate signed return of form.

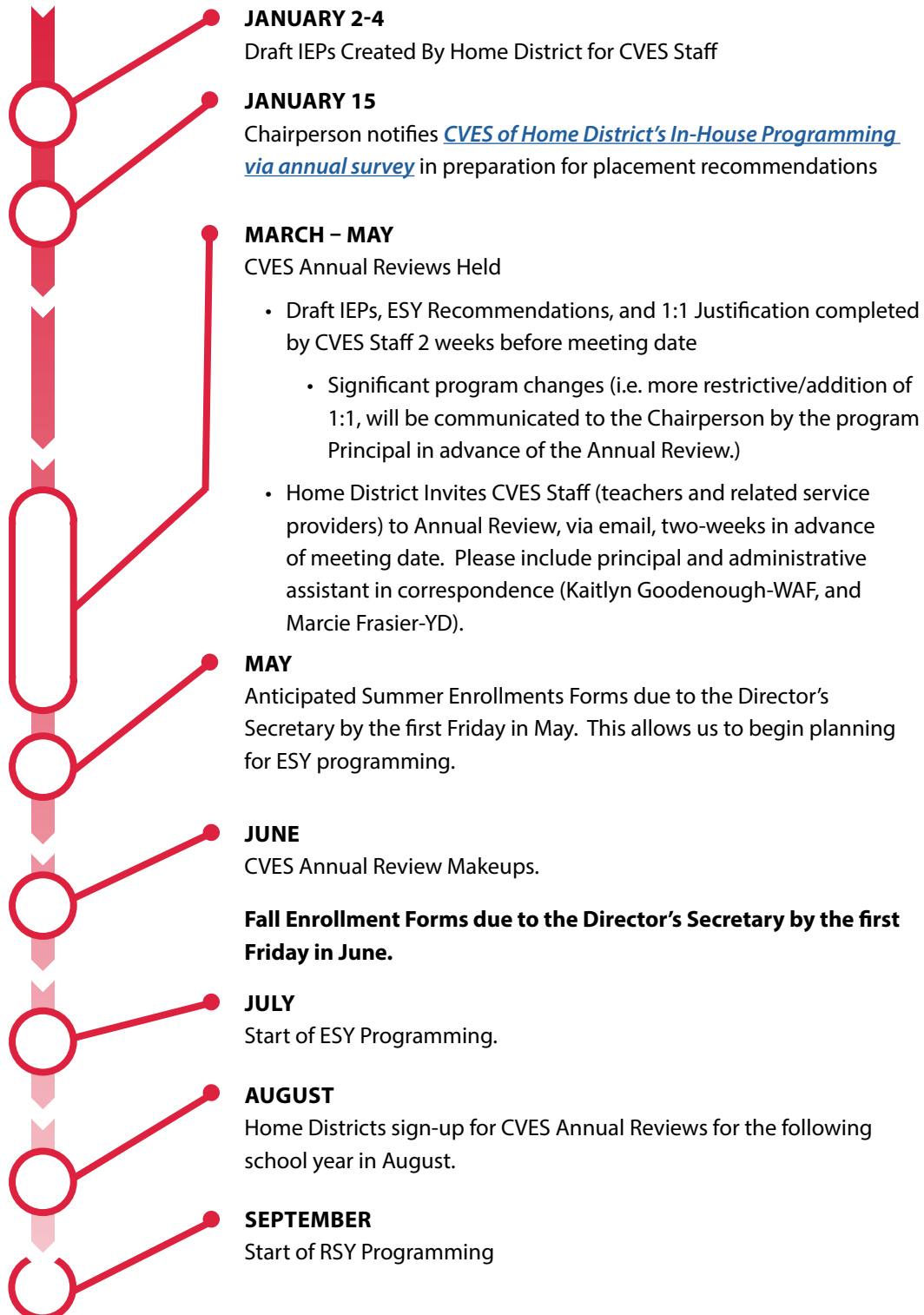
Re-entry Meetings: Repairing the Relationship

- Will be facilitated by the program principal after each out-of-school suspension. This may include the student, parent/guardian, and the student's educational team (teacher, counselor, chairperson, etc...)
- Provide a chance for staff to repair the relationship with student and to transition him/her back into the educational setting for success.
- Use 5 Restorative Questions (asked by the person in the meeting who has the best relationship with the student)

**This format is modified to meet the individual needs of the student.*

IEPs, COMMUNICATION, & PROCESSES WITH HOME DISTRICTS

IEP WRITING TIMELINE



IEPs, COMMUNICATION, & PROCESSES WITH HOME DISTRICTS

CHANGE IN IEP SERVICE

The teacher or related service provider who is requesting an amendment to the IEP completes the “change of IEP” form on SharePoint and turns it into the principal’s secretary for principal approval. Once approved, the form is forwarded to the component district for action. A copy of the request is given to the Director’s Administrative Assistant for follow-up and a copy goes into the student file.

COMMUNICATION WITH HOME DISTRICTS

Clear, concise and consistent communication with our component districts is essential to our students’ success and to our collaborative relationship as a service provider.

- Building principals engage in communication with home districts.
- Teachers & Service Providers are to keep principal informed of concerns or updates that warrant a contact with the district.
- Principal decides if/when to reach out or will direct the teacher or Related Service personnel to contact district.
 - If teacher or Related Service provider engage in contact with district via email, the supervising principal will be cc’d.
- Coordinators can continue to reach out to districts as needed and will notify/cc principal.
- If a CSE chair reaches directly out to teacher or related service providers, they will respond within 24 hours and include or make their principal aware.
 - This would include academic and behavioral progress or program recommendations for upcoming school year.
- Questions of openings, new referrals, etc., should be referred directly to the program principal to answer.

CSE MEETINGS

- CSE Chairperson is the lead at meetings. We follow their lead.
- If a teacher is unable to attend a CSE meeting, they will let their principal know before the meeting is to take place. The Principal will convey this to the Chairperson.
- If teacher or provider is unable to attend, a written narrative overviewing the student’s yearly progress and recommendations is expected to report out during the meeting.
- Staff members must report to meetings on time.

VISITORS TO CAMPUS

Component district staff are always welcome to come to our campuses to visit and observe your students. With any visitors, we ask that you give advance notice by notifying the program principal. This will allow us to notify the classroom staff as a professional courtesy and to mitigate the disruption that this may cause.

PROGRAMS OFFERED

8:1:1 LIFE SKILLS

For students that require a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across various settings. Moderate to intensive support is needed in the activities of daily living. Instruction in reading and math is individualized to enhance functional and independent living skills. Students in the Life Skills program may meet the requirements for NYS Alternate Assessments. Students work toward either a Skills Achievement Commencement Credential and/or Career Development and Occupational Studies Credential.

8:1:1 ACADEMICS

For students with mild to severe emotional disabilities that may have a mental health diagnosis or may display challenging behaviors that interfere with learning. Our small setting allows for a more specialized approach to support each student's individualized needs so that they can gain success in school. Trauma informed best practices is at the heart of our student support model and sets the stage for each interaction and student-based decision made. A strong counseling plan features a multi-tiered approach with embedded individual and group counseling sessions (1x30 each). All staff utilize Therapeutic Crisis Intervention for Schools (TCIS) with the primary focus on preventing and deescalating behavior through active listening and behavior support techniques. Academic instruction is provided at the individual level with the goal of receiving a Regents Diploma/Local Diploma and Career Development and Occupational Studies Credential.

6:1:1 AUTISM

For students diagnosed with Autism Spectrum Disorder with significant deficits in communication skills and/or adaptive behavior. This program utilizes Applied Behavior Analysis (ABA); scientific research demonstrates that interventions based on ABA are the most effective treatment for autism. Our classrooms provide intensive individualized programs for students based on the principles and instructional methods of ABA by our highly trained staff in consultation with our partnership with the New England Center for Children. A Board Certified Behavior Analyst (BCBA), is embedded within this program providing training, oversight, data analysis, and evaluation to ensure the most effective instructional and behavioral treatment for each student. A Licensed Clinical Social Worker (LCSW) provides support to families to help transfer mastered skills into the home, to identify needs and how they can be addressed at home, and to aid in accessing community services.

6:1:1 ITSP

For students who have been identified as needing special education instruction and mental health clinical services. This program provides a broad range of services designed for a more supportive academic and emotional environment for students to help them experience success in school. Students receive individual and group counseling sessions (2x30 each), one family therapy session per month, weekly Adventure Based Counseling through BHSN, and monthly Psychiatric Consultations which can include medication management. Services are designed to strengthen individual and family functioning and to prevent children and adolescents from requiring a more restrictive residential environment.

PROGRAMS OFFERED

WORK EXPERIENCE

Students 14+ across all programs have the opportunity to be involved in the Work Experience Lab to ensure they are exiting school with skills to be successful employees and contributing members of our society. Students participate in a variety of in-house and community work-based experiences that best meet their skill and work readiness levels. These include simulated workplace experiences, student-led enterprises, service-learning projects and volunteering. Students must master basic work readiness skills of punctuality, following directions, task completion, accepting redirection and feedback, and working cooperatively with others before moving to a community work site. Community work sites are developed based on the skills and interests of students enrolled in the program. These opportunities have included retail, food service, childcare, manufacturing, agriculture, customer service, data entry, auto and human services. Community work experiences provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future careers while developing fundamental soft skills.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES CREDENTIAL (CDOS)

It is our goal to have all students exit programming with, at minimum, a CDOS Credential.

All students that participate in approved CDOS activities will have their hours logged in CDOS Online, a software program utilized to track CDOS Credential requirements for graduation.

- Earned CDOS hours, from our division, are logged in conjunction with an Employability Profile.
- Hours are tracked daily and entered into the CDOS Online program in January and June.
- Student CDOS status can be shared with district CSE Chairs by the Coordinator of Transition Programs upon request.

Program	Student Characteristics	Services Provided	Curriculum, Credential, Supports
<p>8:1:1 Academic Behavior</p> <p>Co-Ser 208</p> <p>Plattsburgh & Mineville</p>	<ul style="list-style-type: none"> • Borderline to above average cognitive ability • Display challenging behaviors that interfere with learning & may need BIP • Requires smaller class setting for learning • May require intensive adult support and structured program with consistent routines and curricular modifications 	<p>Counseling</p> <ul style="list-style-type: none"> • 1 x 30 Individual • 1 x 30 Group <p>Family Support Crisis Support Restorative Practices Transition Services Additional Services per IEP</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Modified Regents/Gen. Education • Social/Behavioral Skills • Career Exploration/Work Experience <p>Credential</p> <ul style="list-style-type: none"> • Regents Diploma • CDOS Credential Option <p>Possible Agency Supports</p> <ul style="list-style-type: none"> • OMH • ACCES-VR
<p>8:1:1 Life Skills</p> <p>Co-Ser 210</p> <p>Plattsburgh & Mineville</p>	<ul style="list-style-type: none"> • May have multiple delays across domains impacting daily functioning • Significant deficits in communication/language and adaptive behavior • Requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments • Requires educational support systems such as: assistive technology, personal care services, or behavioral intervention • Range of medical supports from mild to intense 	<p>Family Support Crisis Support Restorative Practices Transition Services Additional Services per IEP</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Independent Living Skills • Social skills • Functional Academics • Pre-vocational/vocational skills • Career Exploration/Work Experience <p>Credential</p> <ul style="list-style-type: none"> • Skills and Achievement Commencement Credential • CDOS Credential Option <p>Possible Agency Supports</p> <ul style="list-style-type: none"> • OMH • ACCES-VR • OPWDD
<p>6:1:1 Autism</p> <p>Co-Ser 205</p> <p>Plattsburgh</p>	<ul style="list-style-type: none"> • Diagnosis of Autism Spectrum Disorder • Range of cognitive abilities • Displays significant deficits in communication skills; may have significant deficits in adaptive behavior • Display challenging behaviors that interfere with learning • Requires smaller class setting for learning • Requires intensive adult support and structured program with consistent routines • Requires curricular modifications and support • Requires a highly specialized educational program that facilitates the acquisition, application and transfer of skills across natural environments • Requires educational support systems such as: assistive technology, personal care services, or behavioral intervention. 	<p>ABA Classroom Model Behavioral Oversight by BCBA Social Work/Family Support Crisis Support Additional Services per IEP Transition Services Partnership Program Supports provided by the New England Center for Children (NECC)</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • ACE Evidence Based Curriculum/Software Platform from NECC • Communication/language skills • Social Skills • Visual Supports • Sensory Regulation • Independent Living Skills • Functional Academics • Pre-vocational/vocational skills <p>Credential</p> <ul style="list-style-type: none"> • Skills and Achievement Commencement Credential • CDOS Credential Option <p>Possible Agency Supports</p> <ul style="list-style-type: none"> • OMH • ACCES-VR • OPWDD
<p>6:1:1 Intensive Therapeutic Support Program (ITSP)</p> <p>Co-Ser 220</p> <p>Plattsburgh</p>	<ul style="list-style-type: none"> • Borderline to above average cognitive ability • Display intense challenging behaviors that interfere with learning • Requires smaller class setting for learning • Require intensive adult support and structured program with consistent routines • Require special education instruction and mental health clinical services, supported therapeutic environment • Require intensive counseling, psychiatric consultation, and medication management 	<p>Counseling</p> <ul style="list-style-type: none"> • 2 x 30 Individual • 2 x 30 Group <p>Crisis Support Family Therapy/Support Adventure Based Counseling Psychiatric Consultation and Medication Management Additional Services per IEP Transition Services</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Modified Regents/Gen. Education • Social/Behavioral Skills • Career Exploration/Work Experience <p>Credential</p> <ul style="list-style-type: none"> • Regents Diploma • CDOS Credential Option <p>Possible Agency Supports</p> <ul style="list-style-type: none"> • OMH • ACCES-VR

REGISTRATION

REGISTRATION: INTAKE PROCESS

It is our goal to complete the in-take process and have the student start within 5 days of receiving enrollment paperwork from the district. If we are experiencing delays due to challenges with contacting parents, etc., the Counselor will notify principal who will then reach out to the Chairperson for assistance. Our process:

- Districts have previously contacted CVES for a potential opening.
- Districts have sent the following information to the Director's Administrative Assistant.
 - [CVES Enrollment Form](#) indicating the desired program, related services, consultations, aide/assistant, psychological evaluation, other viable reports, FBA/BIP, referral/scripts for any related services, current School Year IEP.
 - [ITSP Program Referral Form](#)
- Administration has reviewed the information and has decided the student is appropriate for a program at CVES.
- Specific counselors have been assigned to perform the formal intake on the student. Those counselors will complete the following:
 - Contact the family to set date and time of the intake.
 - Intake Packets must be completed in their entirety.
 - If the student does not live with their biological parents, court orders need to be obtained and kept on file. This may be a lengthy process; enrollment should not be delayed.
 - If the student is a high school student, a high school transcript is needed.
- Once complete, the program principal will contact the district informing them that the intake has been completed and when the student can start. The district will inform the family directly of the start date once transportation has been set up.
- To ease program transition and to ensure the student's success, the classroom teacher may reach out to the home district teacher within 2 weeks of start.

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SPECIAL EDUCATION