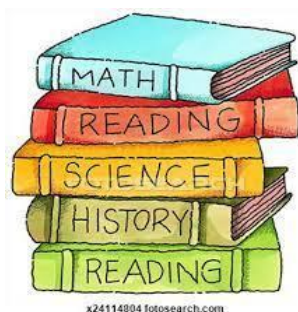


# South Eastern Special Education

## Moderate/Severe Cognitive Disability Instructional Programs Student/Parent Handbook



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## **Introduction**

The South Eastern Special Education MSI program is for students found eligible under the special education category of intellectual disability. The Moderate/Severe Instructional Classrooms service students with moderate or severe intellectual disabilities. This program may also be appropriate for students found eligible with co-existing disabilities: however intellectual disability is determined as the primary disability. Students participating in the SESE MSI program continue to be governed by their individual resident district policies. This handbook mainly serves as a supplement to each student's resident district handbook. Each student is expected to also receive a copy of the resident district handbook.

The MSI Classrooms are full-day programs that follow a bell-to-bell schedule. The focus of the MSI Classroom program is to teach and reinforce skills within the five developmental areas: academic, communication, social, motor (fine-and-gross), and independent functioning.

A typical day in the MSI Classroom at the elementary level includes the following: academic instruction using research based curriculum (implemented during small-group, large group, and individual instruction); large groups (meeting time, social skills, math, reading/language arts, science, social studies), computer instruction time, P.E., recess, breakfast, lunch, music, art, independent functioning skills. At the Jr. High and high school levels, the above are included except for music. In addition, functional skills, such as cooking, community-based instruction, and life skills are emphasized.

Technology is utilized throughout the day at all three levels (elementary, junior high, and high school). Each classroom has an interactive board. Computer software is implemented that teaches and reinforces reading, math, writing, social, and community skills.

The MSI Classroom teacher works closely with primary- and related- service providers, such as the speech-language pathologist, occupational therapist, physical therapist, vision, hearing, and psychologist. The teams strive to build the needed skills to make the students as independent as possible in all home, school, and community environments.

## **Annual Review/Meetings**

Each child's IEP will be reviewed at least yearly to determine progress on the current IEP as well as to develop a proposed IEP. The newly developed IEP will be in effect for one full year from the day after the date of the annual review.

Annual Reviews will be arranged by South Eastern Special Education through contacting the Special Education Coordinator of the resident school district. The District

Special Education Coordinator will be responsible for sending the meeting notification to all participants.

For those students in the MSI classrooms who are mainstreamed, the teacher of the mainstreamed classroom is required to attend the annual review meeting.

## **Assessments**

### **Classroom**

The MSI classrooms currently use curricular assessments through Unique to determine progress. These are linked to the common core standards.

### **Universal Screener**

The MSI classrooms currently use the Unique Assessments to assess yearly progress. MSI students qualify to take the Dynamic Learning Maps Alternate Assessment in place of the Illinois Assessment of Readiness. These assessments are administered by the classroom teacher.

### **Progress Monitoring**

The MSI classrooms use curriculum assessments and checklists to monitor progress and place students in the English language arts and math content areas. The Dynamic Learning Maps will also track progress in the areas of English Language Arts, Mathematics and Science.

### **IEP Tracking**

IEP goals and objectives are tracked by the classroom staff on a weekly basis. Tracking sheets for each student can be found in the classroom.

## **Attendance**

The MSI classroom teacher/staff reports attendance of the students to the attending district daily as well as to South Eastern Special Education, monthly.

A doctor/dentist/counselor appointment, legitimate illness with a parent's note, a court date with 24-hour advance notice, or death of an immediate family member would be considered as an excused absence. All other absences will be considered as unexcused absences, unless otherwise approved by the program supervisor.

Classroom teachers will keep the SESE Classroom Supervisor informed of individual student attendance concerns. If students are absent 3 consecutive days or a total of 10 days per school year, then the MSI Classroom teacher will notify the Classroom Supervisor as well as the District Special Education Coordinator. The District Special

Education Coordinator is encouraged to contact the parents/guardian in order to determine the cause of the absences. The SESE Classroom Supervisor will then inform the Resident District Special Education Coordinator of attendance/truancy issues. The Resident District Truancy policy will then be followed.

### **Bullying**

The MSI classrooms are currently utilizing the PBIS Bullying Curriculum. Bullying will not be tolerated in the classroom. Administration, School Social Workers, and School Psychologists will help implement and maintain a Bully Free School Environment. If you have any concerns that Bullying is occurring in the classroom, please do not hesitate to contact the classroom teacher or SESE administrator. There are procedures in place to investigate all claims.

### **Crisis Procedures**

Due to the nature and severity of the behavior and crisis situations of individual students with cognitive disabilities, classroom and individual student crisis plans have been/are determined by the SESE administration and staff.

The Classroom Supervisor will determine the need for additional assistance, including but not limited to SESE staff. Student in-service and training is available for the district students and parents upon request.

The Classroom Supervisor will also determine the need for additional assistance, including but not limited to District staff. If determined necessary, the SESE classroom supervisor will contact the host building principal or outside agencies as appropriate including but not limited to CARES hotline, DCFS, and local police.

### **Discipline**

#### **Classroom**

Students attending the MSI programs will be required to follow all disciplinary procedures for the district that their classroom is housed in. Exceptions include students with IEP's containing an individualized behavior management plans. In the MSI classroom, all discipline is managed by the staff in the classroom. Positive reinforcement systems are in place in every classroom to manage behaviors. Any disciplinary measures will be determined by the SESE administrative staff or immediate classroom supervisor. Bus discipline is determined by the home district.

#### **Behavior Intervention Plan (BIP)**

A Behavior Intervention Plan must be developed for all students who have behaviors which interfere with their learning or the learning of others, for example, those students

who require the use of a restrictive intervention on more than one occasion in a thirty-day period. Individualized Crisis Management plans will be developed for students that may harm themselves or someone else.

### **Physical Prompts**

MSI classrooms may utilize a physical prompt in a situation where a student is in an unsafe situation and needs to go to the classroom to create a safe environment for the student.

### **In-School Suspension**

MSI classrooms do not utilize in-school suspensions at this time.

### **Out-School Suspension**

For MSI students, out of school suspensions will be determined by the SESE administrative team or classroom supervisor. Any concerns by parents can be directed to the SESE central office.

### **Exclusion of non-academics**

For MSI students, exclusion is not typically used. It only applies when the student cannot emotionally handle the environment. All environments will be modified for physical needs. Any exclusion will be determined by the IEP team.

## **Emergency Services**

### **Crisis Procedures**

Due to the nature and severity of the behavior and crisis situations of individual students with disabilities, classroom and individual student crisis plans have been/are determined by the SESE administration and staff. Therapeutic Crisis intervention strategies will be utilized when students attempt to harm themselves or others.

The Classroom Supervisor will determine the need for additional assistance, including, but not limited to SESE staff. Student in-service and training is available for the district students and parents upon request.

The Classroom Supervisor will also determine the need for additional assistance, including, but not limited to District Staff. If determined necessary, the SESE classroom supervisor will contact the host building principal or outside agencies as appropriate including but not limited to CARES hotline, DCFS, and local Police.

## **Homework**

In MSI homework is only sent to practice skills. Grades are not taken on assignments sent home from our program. Students are rewarded for bringing back completed assignments. Some classrooms do not have homework. If your child is enrolled in a mainstream class, unfinished work will be the student's responsibility and may be graded by the mainstream teacher.

## **Mainstreaming Procedures**

The integration of mental impaired students into classes with same-aged peers is an integral part of the MSI program. The 23 Illinois Administrative Code S.226.50 (e) states: "The district shall provide nonacademic and extracurricular services and activities in a manner necessary to afford children with disabilities an equal opportunity to participate in those services and activities." In accordance with the Code, SESE students will be mainstreaming into PE and other non-academic courses per each individual student's IEP.

For MSI, physical education, library, art and music are typically the classes written on the IEP for mainstream. The special education teacher will work with guidance, administration and the PE teacher to determine the best classes to mainstream the students into. A paraprofessional will always attend the mainstream course unless the general education teacher and student do not need their assistance.

## **Medical Emergencies**

In case of a medical emergency, the MSI teacher will ask for assistance from the school nurse in the building. An ambulance will be called in extreme situations that cannot be safely handled by school personnel. A staff member will always accompany the student to the hospital if a parent/guardian is not available.

## **Parental Pick-up**

All parents should report to the main office of the school to sign in and receive a visitors tag. When the parent arrives to pick up their student the teacher is called to send the child to the office rather than that parent coming to the classroom. The teacher or the classroom program assistant should then walk that student to the office. This is for both the students and staff protection.

## **Physical Aggression**

### **Guidelines of Physical Restraint:**

Physical restraint is only to be used when a student is a danger to himself or others. All restraints are to be achieved by using the TCIS methodology. This is a two or three person procedure. During a restraint all other students are not allowed in the restraint area for any reason. Communication should be limited in a restraint situation. This may increase the student's level of agitation. Other students should also refrain from communicating with the student being restrained.

**The staff will always attempt to diffuse confrontation and be proactive in situations of physical aggression.**

### **Police Services**

An assistance call will be made in a situation where all other alternatives have failed. It is appropriate to contact law enforcement when:

1. A student has assaulted staff or another student and is continuing to remain out of control.
2. A weapon has been recovered.
3. Drugs or drug paraphernalia have been discovered.
4. A student has run away from the school grounds.

The SESE administration will be alerted. The administrator will notify the student's parents and contact the Special Education Coordinator.

### **Research Based Curriculum**

#### **Reading**

All MSI classrooms utilize Unique curriculum.

#### **Math**

Unique is taught at all levels of MSI classrooms. There is also a focus on functional math skills including: time, money, and measurement.

#### **Writing/English**

All MSI classrooms use the Unique and Handwriting Without Tears curriculum. Students are also receiving typing instruction for computer use.

#### **Science**

All MSI junior high and high school classrooms are using the Unique curriculum. It provides students with symbols to accompany the text.

## **Social Studies**

The MSI high school classrooms use the Unique curriculum. It provides students with symbols to accompany the text. The high school classrooms also use the weekly, News-2-You, current events newsletter. Elementary and junior high classrooms also use Unique and the Weekly Reader, monthly publication.

## **Other**

Attainment's Health, Growth & Development is used in both the MSI junior high and high school classrooms.

Attainment's Explore Your Community and community based instruction are used to teach life skills at the MSI junior high and high school levels.

Cooking skills are taught using Unique and Attainment's Look and Cook curriculum at the MSI high school level.

## **Social/Emotional**

All students enrolled in the MSI Classroom have adaptive deficits. One component of adaptive behavior is social. Social skills are monitored at all times by classroom staff. Monthly lessons are presented by the school social worker. Students practice social skills with peers within the classroom on a daily basis.

## **Independent Functioning**

### **Self-Care**

There are many MSI students that are unable to care for themselves. MSI staff provide all self-care needs for students that cannot independently care for themselves. This may include but is not limited to the following examples:

Toileting – Picture schedules for classroom or student, switches to indicate when need restroom, changing tables, specialized toilet seat, verbal prompts.

Feeding – Picture schedules for classroom or student, devices to indicate food choices, pureed food, special utensils, hand over hand feeding, verbal prompts.



Hygiene – Picture schedules or checklists for students, daily grooming practice including brushing teeth, combing hair, washing hands and face, and straightening clothing.

### **Communication**

Many MSI students are learning to communicate with the use of pictures, switches, or voice output devices. These students should be taking these devices with them to all locations in the school building. This is their only voice, and they are encouraged to use it in all situations for generalization.

### **Adaptive Functioning**

The MSI students work on the adaptive functioning skills throughout their entire school day. Basic social skills are taught and reviewed when entering and leaving the classroom, in the hallway, in the cafeteria, on the playground, and in the gym. The MSI department has completed a PBIS expectation rubric so that the same social skills are consistently taught throughout the program. Daily living skills are taught using the Attainment reading, math, health, cooking, and community curriculum. The students practice these skills during a quarterly, community based instruction, fieldtrip.

### **Searches**

If a student is suspected of possessing a weapon, or illegal drugs local law enforcement will be contacted. **There must be adequate evidence of reasonable suspicion.**

### **Suspension (Out of School)**

Because suspension is a restrictive intervention it should be treated very seriously. Only a SESE administrator may suspend a student that attends a SESE classroom.

It is the responsibility of the teacher to keep an accurate record of the number of suspensions for each student. After a student has served a total of 10 days, including bus suspensions the program supervisor must be notified and a Manifestation Determination must be scheduled.

### **Technology**

All technology in use in the SESE classroom is purchased by South Eastern Special Education. Technology is an integral part of the SESE classrooms. Each classroom has an interactive board as well as a Chromebook/laptop for use with the interactive board. iPad technologies are also available.

All students are required to abide by all SESE and host district internet and technology use policies. An internet use policy agreement form must be signed by both student and parent before students will be granted access to the internet.

Research based software is utilized during group and individual instruction.

### **Transportation**

Transportation is provided by and documented by the District Special Education Coordinator on the student's IEP. All bus discipline is determined and administered by the resident district. Classroom times are set to ensure students receive the same length of day that general education students receive.

### **Visitors Policy**

Per policy, parents/guardians as well as those who would like to observe the classroom for educational purposes (college observations, etc.), the SESE Handbook contains a form which requires the Classroom Supervisor's signature. Often the Classroom Supervisor will schedule to be present in the classroom the day/time of the observation in order to answer questions so that there are minimal distractions to the routine. The form must be completed and submitted at least 24 hours in advance. All visitors should report to the school office to obtain a visitor's badge. Observation periods are to be scheduled for no more than 50 minutes of duration.

### **Volunteer Policy**

SESE has a Volunteer Handbook. Volunteers must contact South Eastern Special Education in order to request to volunteer or talk with the classroom teacher. The classroom teacher is to contact the classroom supervisor. The classroom supervisor will review the handbook as well as required volunteer form with the prospective volunteer. The volunteer will complete the required forms.

For additional information about special education services for students or child-find information, please search the SESE website at [www.sese.org](http://www.sese.org).