

Guide
to
Exceptional **S**tudent
Education

Dr. Phillips High School
2006-2007

THE ESE QUICK FACT SHEET

ACRONYMS

- ▣ **ESE** – Exceptional Student Education
- ▣ **SLD** – Specific Learning Disability – a discrepancy exists between ability and achievement due to processing disorders related to cognitive behaviors
- ▣ **EH** – Emotionally Handicapped – inappropriate social behaviors interfere with the learning process
- ▣ **EMH** – Educable Mentally Handicapped – academic levels from third grade and below with mildly impaired adaptive behaviors
- ▣ **TMH** – Trainable Mentally Handicapped – very low IQ and adaptive behaviors below age and cultural expectations
- ▣ **OHI** – Other Health Impaired - an impairment exists that has academic implications
- ▣ **VE** – Varying Exceptionalities – the model used to deliver instruction at DPHS; inclusive of all exceptionalities
- ▣ **IEP** – Individual Education Plan – a plan developed every year which must be followed by **all** teachers for each ESE student
- ▣ **EP** – Educational Plan – developed at the end of 8th grade, this plan governs grades 9-12 for a gifted student
- ▣ **EPT** – Educational Planning Team

THE NUMBERS

Number of ESE students at DPHS:	289	Gifted
	369	All other exceptionalities
Number of ESE teachers at DPHS:	2	Gifted
	13	All other exceptionalities
Average ESE class size at DPHS	20-25	Gifted
	10-20	All other exceptionalities
Average ESE teacher caseload*	140-145	Gifted
	25-30	All other exceptionalities

* The contact teacher is responsible for attending all meetings and completing all paperwork pertaining to these students in accordance with state requirements.

ESE STUDENTS IN GENERAL EDUCATION CLASSROOMS

All general education teachers will receive notification from the ESE Department of any ESE student in their classes, along with a list of accommodations from the IEP, the annual goal page(s), and the name of the student's contact teacher. Please call the contact teacher with any questions and concerns you have. Providing accommodations listed on the IEP is **not** optional; it is required by law.

GIFTED

(Gifted students are assigned to south campus
alpha-bracket counselors)

Student Characteristics

Gifted students have superior intellectual development and are capable of high performance. The measured intelligence of a gifted student is two or more standard deviations above the mean.

- ▣ Advanced development of language, comprehension, and moral judgment
- ▣ Sophisticated thought processes
- ▣ Unusual capacity to manipulate abstract ideas and to process information
- ▣ Superior ability to find, solve, and act on problems
- ▣ Unusual retentiveness and the capacity to learn at faster rates
- ▣ Idealism and strong sense of justice

Among the special needs of the gifted are the following:

- ▣ To be challenged by learning situations or more cognitively complex levels of thought
- ▣ To be challenged with divergent thought, such as the thought involved in problem solving and decision-making
- ▣ To be challenged through cooperative and individual tasks which require sustained concentration on systematic inquiry and the integration of information and ideas
- ▣ To be challenged by thoughtful and focused discussions among intellectual peers and adults
- ▣ To be challenged in areas of strength and interest which accelerate the pace and the depth of content
- ▣ To develop skills in critical thinking, problem-solving, coping with exceptionality and leadership, while applying knowledge and abilities to real problems

It is typical for gifted students to have concerns beyond the need for academic challenge. These issues include

- ▣ Cognitive and emotional development which may be uneven
- ▣ Confusion about the meaning of giftedness
- ▣ Feeling "different," alienated, isolated
- ▣ Heightened sensitivity and intensity of feelings
- ▣ Perfectionism and stress management
- ▣ Heightened expectations from self and others
- ▣ Feeling of inadequacy
- ▣ Moral issues and universal concerns
- ▣ Underachievement, drop-out, suicide

SPECIFIC LEARNING DISABILITIES

Student Characteristics

The student with a learning disability usually has average or above average intellectual ability; however, assessed academic achievement is significantly below his ability level. A specific learning disability is a condition that affects one of the basic psychological processes involved in understanding or using language. A psychological process is considered to be the combined operations involved in gathering, storing, or retrieving information through sensory channels. The disability can appear in areas such as listening, thinking, reading, talking, writing, or computing. Learning disabilities cannot be attributed to a vision, hearing, or motor disability; a mental handicap; an emotional disturbance; or environmental deprivation.

Specific learning disability delays are typically in spoken language or listening skills, error patterns in written language (including reading), difficulty in grasping math concepts or performing basic arithmetic operations, and difficulty in applying organizational skills. These characteristics may be evident in several areas of performance.

Educational Considerations

- The disability can have a mild to severe impact on a student's academic performance.
- There may be spikes in performance (low reading and writing versus average or above average math performance).
- Performance may be inconsistent from day to day.
- The student may be able to apply knowledge (hands-on tasks, oral presentations, etc.) but have poor basic skills (word recognition, math facts).
- Classroom organization providing a high level of structure, defined routines, and clearly stated rules and assignments is helpful to many students.
- Flexibility in allotment of time to complete assignments and in the use of classroom space and equipment provides students an increased opportunity to be successful.
- Accommodations in instructional methods, such as activities to support lessons (study guides or advance organizers), may assist student in mastering key concepts and content.
- Instructional materials may be adapted by compressing or paraphrasing texts, developing additional practice materials, or reducing the number of items required to show proficiency.
- Assessment procedures that allow alternate presentation of questions and responses may enable students to demonstrate competencies. Clear instructions and expectations must be provided.

EMOTIONALLY HANDICAPPED

Student Characteristics

An emotionally handicapped student exhibits a condition resulting in persistent and consistent maladaptive behavior which exists to a marked degree, which interferes with the student's learning process, and which may include but is not limited to any of the following characteristics:

- Inability to learn cannot be explained by intellectual, sensory, or health factors
- Demonstrates inappropriate types of behaviors or feelings under normal circumstances
- General mood is one of unhappiness or depression
- Tendency to develop physical symptoms, pain, or fears associated with personal or school problems
- Unable to build or maintain satisfactory interpersonal relationships with peers or teachers
- Demonstrates a variety of excessive behaviors, ranging from hyperactive and aggressive responses to severe depression and withdrawal

All student characteristics must be examined as they are impacted by the context of educational settings (academic and social), home, and community.

Educational Considerations

- Students should be provided with a structured learning environment to provide for skill acquisition in behavior control strategies, academic achievement, and socialization.
- Classroom rules for group control and structure for targeting behaviors should be key elements in the learning environment.
- Many emotionally handicapped students have difficulties, particularly in reading comprehension, social studies, and math problem solving. These areas should be emphasized in the curriculum.

MENTALLY HANDICAPPED

Student Characteristics

Students with a mental handicap develop at a below-average rate and experience difficulty in learning and social adjustment. "Mentally retarded means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance" (Individuals with Disabilities Education Act – IDEA).

In educational settings, a student with a mental handicap may be determined eligible for one of three groups based on his ability to learn and his ability to be independent and socially responsible: Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), and Profoundly Mentally Handicapped (PMH). Services are not currently offered at Dr. Phillips High School for students staffed into the PMH program.

EDUCABLE MENTALLY HANDICAPPED (EMH)

Students are mildly impaired in intellectual and adaptive behavioral skills. IQ is approximately 55-70 (90 to 110 is considered average) and assessed adaptive behavior falls below age and cultural expectations. These students can learn about 50 to 75 percent of what a typical student can learn and understand. They usually have a short attention span and do not retain information readily.

Educational Considerations

- Teachers may need to use many clear, unambiguous verbal cues; prompts; physical guidance; and modeling to help these students learn at a more efficient rate. The student needs frequent feedback and reinforcement.
- The student can learn a broad range of subjects, including basic skills, social studies, science, and health and personal care. An important component is preparation for a vocation and community living.

TRAINABLE MENTALLY HANDICAPPED (TMH)

Students identified as TMH are moderately or severely impaired in intellectual and adaptive behavior and have a reduced rate of learning. IQ is approximately 25-55 and assessed adaptive behavior falls significantly below age and cultural expectations. Student can learn about 25 to 50 percent of what a typical student can learn and understand. In addition, they may have cardiac or neurological sensory disorders.

Educational Considerations

- Students may require many services provided through an interdisciplinary team approach.
- Curriculum should include activities of daily living, preparation, and participation in a supported employment program and transition services for life after school.

CONSULTATION

An ESE student who is not currently enrolled in an ESE class is on consultation. Once a month the student's ESE contact teacher is required by law to consult face to face with the student's regular education teachers.

The purpose of consultation is to provide an opportunity for regular education teachers to avail themselves of the ESE teacher's expertise in working with exceptional education students. The ESE teacher is a source for the regular education teacher of strategies for helping ESE students with skills necessary for educational success, such as study, test taking, notetaking, organization, time management, and behavior.

It remains the responsibility of the regular education teacher who interacts daily with the student to maintain contact with the student and parent regarding issues related to academics and behavior.

QUESTIONS AND ANSWERS

Who may need exceptional education services?

A student whose behavior or learning difficulties are substantially different from the other students in the class

What should I do once I have identified the student?

1. Review the cumulative folder.
2. Hold a parent conference.
3. Implement school / classroom interventions.

What are some interventions?

1. Change in classroom or class schedule
2. Behavioral contracting
3. Peer tutoring
4. Change in instructional intervention
5. Physical changes in classroom
6. Assistance from support personnel (refer to accommodations list)

What if the interventions are not successful?

1. Consult with the student's guidance counselor and/or staffing specialist
2. Request an educational planning team meeting

What is an educational planning team (EPT)?

The educational planning team may consist of teachers, guidance counselor, parents, student, staffing specialist, administrator, and others who meet to discuss academic and/or behavioral difficulties and interventions that may be needed to improve educational progress.

What should I bring to an EPT meeting?

1. Student's cumulative folder
2. Work samples
3. Discipline file
4. Academic / behavioral observations
5. Documentation of interventions that have been implemented

What might be the outcome of an EPT?

1. Strategies and interventions designed to address the needs of the student
2. Modifications of previous interventions that have not been successful
3. Referral to in-school personnel for screening (vision / hearing, speech / language, academic / intellectual)
4. Suggestions to parents for home-based support and out-of-school services
5. Referral to the school social worker for additional support
6. Referral to the school psychologist for psychoeducational evaluation

What if the student is evaluated and is not eligible for exceptional education?

1. Hold a follow-up EPT
2. Discuss additional interventions in regular education classroom
3. Consider modification of present interventions
4. Make a referral to other professionals

What if the student is eligible for exceptional education?

Once all testing has been completed and a social / developmental history has been done (if needed), a staffing will be conducted.

Who are the members of the staffing committee?

1. Administrator / guidance counselor
2. Persons who conducted the evaluations
3. Staffing specialist
4. Parent
5. Regular education classroom teacher
6. Exceptional education teacher

Why does evaluation and placement take so much time?

1. The potential need for exceptional education services must be established and documented.
2. Pre-referral activities (interventions, conferences, behavioral observations) must be completed.
3. Hearing, vision, and speech / language screenings must be completed before psychoeducational testing is initiated.
4. All assessment procedures must be completed by relevant personnel (school psychologist, social worker, speech / language clinician).

ACCOMMODATIONS

Environmental strategies

- Provide preferential seating.
- Seat student near someone who will be helpful and understanding.
- Assign a peer tutor to review information or re-explain.
- Build rapport with the student.
- Provide breaks for the student.
- Accept and treat the student as a member of the class. **Do not** point out that he is an “exceptional education student.”

Organizational strategies

- Help student use an assignment sheet / notebook or monthly calendar.
- Allow student additional time to complete tasks / take tests.
- Help student organize notebook.
- Help student set timeline for completion of long-term assignments.
- Help student set time limits for assignment completion; structure is important.
- Question student to help focus on important information.
- Help highlight the main concepts in the textbook.
- Ask student to repeat directions given.
- Ask parents to structure study time. Give them information about long-term assignments.

Modification strategies

- Encourage student to ask for assistance when needed.
- Be aware of possible frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore inappropriate behavior as much as possible.
- Allow provisions for physical movement (distributing materials, run errands).
- Develop and maintain a regular school-home communication system.
- Encourage development and sharing of special interest.

Presentation strategies

- Tell student the purpose of the lesson and what will be expected of him during the lesson (advance organizers).
- Communicate orally, visually and repeat as needed.
- Provide photocopies of teacher’s or student’s notes.
- Provide instruction in short units.
- Accept concrete answers; provide abstractions as student can handle.
- Stress auditory, visual, or kinesthetic mode of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas and to help student organize notes (“The next important idea is . . .”).
- Cue student regularly by asking questions; give “think time” when calling student’s name.
- Avoid embarrassing student by requiring him to read orally in class.
- Use memory devices to help student remember facts, concepts.

Curriculum strategies

- Provide supplementary materials that student can read (ESE instructors can assist you).
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Provide alternative assignments that don't always require writing.
- Supply student with samples of work expected.
- Encourage good quality of work (proofreading, rewriting), not speed.
- Use worksheets that are visually clear and adequately spaced.
- Make specific arrangements for student to get information. He may not be able to copy accurately fast enough from board or book.
- Make specific comments to correct responses on written or verbal class work.
- Allow student to contribute test items in advance.
- Provide extra assignments / test time, if necessary.
- Accept some homework papers typed or dictated by student and recorded by someone else.
- Do not require lengthy outside reading assignment.
- Make sure assignments are started correctly. The student may not let you know he is having a problem.

Testing strategies

- Allow the student to take an adapted test in the classroom (reduced readability, a modified or shortened test, revised format, etc.)
- Allow the student to take an open book / open note test in the classroom.
- Allow the student to take the test with an ESE teacher for help with reading and directions only.
- Provide a word bank of answers or some other aids as mutually arranged.
- Allow the student to take the test orally.

THE PLACE PROGRAM

Positive Learning and Corrective Education

The purpose of the PLACE Program is to implement discipline that follows the state and county guidelines for ESE students without exceeding the limit of allowed suspension days and to detour students from repeating misbehaviors while still receiving educational guidance.

The PLACE Program session is for three hours each day and is held on Monday, Tuesday, Wednesday, and Thursday. The student must sign in by 2:30; he will be released at 5:30. When a student attends PLACE, he is **not** counted absent from school. He will be supervised by a teacher who can help him with his individual assignments. A student attending PLACE is not considered suspended since he is receiving instruction from a teacher and his IEP goals, modifications, and/or accommodations are being addressed.

The student's teachers will be asked to provide work for the days during which a student attends PLACE. Because the instruction is individualized and distractions are absent, the student frequently accomplishes more during PLACE than he does in the classroom; therefore, teachers are encouraged to provide more work than needed.

Rules

- The student will be on time and prepared to work by bringing materials necessary to complete assignments (paper, pencil, books, calculator, etc.). If the student is late or unprepared, he will not be permitted to stay and will receive an unexcused absence.
- The student will enter the room quietly and remain so until the end of the session.
- The student will sit in his assigned seat. No talking, eating, drinking, or sleeping is permitted.
- The student is not allowed to leave the room. There will be a restroom break midway through the session.
- The student will bring material to read if he finishes his assignments.
- Penalties will be assigned to any student who is disruptive or unable to follow the rules.
- Transportation is the responsibility of the student. The student should notify the ESE dean immediately about a transportation problem.
- An excuse signed by a doctor is required for an excused absence. All absences should be cleared through the ESE dean.
- The student will not return to his regular schedule until the required number of days in PLACE is completed.

IEP TEAM INPUT FORM

This form invites an ESE student's teachers to an IEP team meeting. If the meeting occurs during your planning period, you are expected to attend. If you are unable to attend the meeting because you are teaching a class at the time, please complete the form, using specifics, and return it to the staffing specialist **before** the meeting. IEP team input forms are photocopied and given to the parent at the meeting or mailed home if the parent is not in attendance. In your absence, this form becomes your voice at the meeting.

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ANNUAL GOAL PROGRESS REPORT

This form is designed to collect information about a student's progress toward the IEP goals established at his annual review. At the consultation meeting prior to the end of each nine weeks, you will be asked to indicate student progress toward annual goals. The annual goal progress reports will be photocopied and sent home with the student's report card. The originals become part of the student's cumulative file.

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CHECKLISTS

The Learning Strategies and Social Skills Checklists are most often used to gather data about classroom academics and behavior for an ESE student's three-year reevaluation. Please complete these forms and return them by courier to the Staffing Specialist. They are reviewed at the reevaluation meeting, and photocopies are given to the parent.

If you have a question about any form you are asked to complete, please call the Staffing Specialist Linda Hoenstine at x-3232 for clarification.

DR. PHILLIPS HIGH SCHOOL ESE STAFF

Name	Responsibility	Plan	Room	Extension
Maryann Borgon	Counselor	-	1400C	3248
Bonnie Burke	Teacher - VE	4	326	2629
Carolyn Burleson Webb	Teacher - Vision Impaired	-		
Amparo Calder	Job Coach	-	1004	2654
Kathy Cleland	Teacher - Gifted	3	1152	2952
Maria Colon	Paraprofessional	-	1003	2727
Marilyn Daly	Teacher - Gifted	3	217	2244
Aimee Darwent	Teacher – VE	2	1126	2813
Joe Derrico	Resource	-	1402	3219
Scott Drabczyk	Teacher – VE	6	1212	2956
Nicole Dunn	Speech / language pathologist		141	3233
Tracy Eckhardt	Teacher – VE	1	1230	2924
Candy Gladwin	Paraprofessional	-		
Lenore Guastella	Administrator	-	1400B	3227
Maggie Hilt	Teacher – TMH	6	1003	2727
Linda Hoenstine	Staffing Specialist	-	1404	3232
Brett Hunt	Teacher - English (Level 1s)	4	1131	2681
Phaedra Mallory	Teacher – VE	3	1211	2955
Akiya Maston	Teacher – VE	3	1226	2607
Colleen McElroy	Teacher – TMH	6	1004	2654
Richard Myers	Dean	-	1402	3238
Sandra Overstreet	Teacher – VE / Department Chair	5	1214	2633
Melissa Pyzik	Teacher – Hearing Impaired	-	604	2696
Jeanette Rambert	Teacher – VE	1	1213	2957
Stacie Rocke	Career Placement	-	1103	2641
Karen Sherbondy	Clerk	-	1400	2678
Brandon Siefker	Teacher – Intensive Reading		1400	2758
Ryan Smith	Teacher – VE	4	1228	2609
Becky Tucker	Paraprofessional	-	1004	2654
Tommy Tucker	Teacher – TMH	6	1012	2733
Herbert Walker	Teacher - VE	2	1015	2920
Cheryl Williams	Occupational Therapist	-		
Tara Williams	Teacher – VE	5	1146	2921

OCPS Notification of Nondiscrimination

The School Board of Orange County, Florida does not discriminate in admission or access to or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability or any other reason prohibited by law. The Equal Opportunity supervisor responsible for compliance is Patricia R. Brown, Labor Relations, who may be contacted at the Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801, 407-317-3322.

ADDITIONAL RESOURCES

The following pages contain additional information that may be helpful to you as you work with ESE students throughout the school year.

LEVELS OF SUPPORT

This document explains the varying levels of support and classes available to ESE students. The level of support needed by a student is determined by the IEP team.

TOP 5 INTERVENTIONS and ACCOMMODATIONS MENU

The lists of top five interventions have been compiled by the ESE department to address some of the most common problem areas for students in your classroom. They are by no means exhaustive. They are followed by the more thorough Accommodations Menus from *Accommodations: A Guide for Educators*.

TECHNICAL ASSISTANCE PAPER #312775 - GRADING POLICIES FOR STUDENTS WITH DISABILITIES

This document provides an explanation of approaches to grading as well as specific “information about identifying and implementing valid and meaningful grading strategies for students with disabilities.”