



CONTINUUM of SERVICES

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Hudson Falls Special Education Department

The Special Education Department at Hudson Falls Central School District is committed to providing appropriate special education and support services for our students and their families. The department includes special education teaching staff, Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) Chairpersons, teaching assistants and classroom aides.

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Justine Miles

Assistant Director of Special Education

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Amber McEachron

1-12 CSE Chairperson

Victoria Peterson

Department Chairpersons

Barb Wicks, K-5

Victoria Peterson, 6-12

Secretaries

Toni Christensen, CPSE Secretary

Nichole Brown, K-12 CSE Secretary



Our Core Belief

Our belief is to afford every diverse learner the opportunity to succeed through specially designed instruction, inclusivity and equity and we will do so by collaborating with families, students, school teams and the Hudson Falls community. Together, we will focus on the positive attributes and recognize the individual strengths and achievements of our students while promoting their future successes.



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Committee on Preschool Special Education (CPSE) Services

The Hudson Falls Committee on Preschool Special Education partners with Washington County to provide appropriate special education and support services for our students who qualify and their families. New York state special education policy ensures that preschool children with disabilities receive timely and appropriate services in the least restrictive environment and that those services are coordinated with state and local agencies. Even though Hudson Falls School District special education programming and related services begin at the school-age level, we are committed to working in tandem with Washington County to find programming and providers for our youngest learners.

Part 200 of the Regulations of the Commissioner of Education

Part 200 of NYSED regulations (200.6) summarizes the continuum of special education services to which districts must have access to appropriately meet the needs of students receiving special education support. All of these services do not have to exist within the district but must be readily accessible to the district should they be necessary to meet the needs of the student.

Related Services

Related services include developmental, corrective and other supportive services recommended to assist students with disabilities. Common related services include but are not limited to: speech and language therapy, occupational therapy, physical therapy, teacher of the visually impaired, teacher of the deaf and hard of hearing, skilled nursing, orientation and mobility and/or psychological counseling services. Related services may be provided as the only special education service or in conjunction with other special education programs and services.

Supports for Students	Supports for Staff	Supports for Families
Students may receive one or more related service(s). These services may be provided in individual and/or group sessions based on the student's individual needs. Student progress will be assessed at regular intervals using various methods of data collection (observation of targeted skill, checklist, rating scales, etc).	The related service provider(s) consult with the student's teacher(s) regarding instructional modifications, management needs and program (classroom and/or testing accommodations relating to the student's disability and its impact on learning).	The related service provider(s) informs parents/guardians of the structure, routine, and schedule of the related service at the start of the school year. The provider offers parents suggestions regarding home activities for supporting attainment of Individualized Education Program (IEP) goals and/or objectives. In addition, the provider generates a report of the student's progress towards IEP goals and/or objectives and communicates this to parent(s)/guardian(s).

In-District Related Services

- Assistive Technology
- Occupational Therapy
- Physical Therapy
- Psychological Counseling
- Skilled Nursing Services
- Speech and Language Therapy

Contractual Related Services

Orientation and Mobility

Service provided to teach students with visual impairments to travel safely, confidently and independently in their environment.

Teacher of the Blind and Visually Impaired

Service provided to students with significant visual impairment and/or vision loss to assist in acquiring compensatory strategies, use of technology and Braille and Nemeth Code instruction. Through both direct instruction and consultation with interdisciplinary team members, the Teacher of the Blind and Visually Impaired effectively assists students in acquiring academic skills and increasing independence within the academic context.

Teacher of the Deaf and Hard of Hearing

Service provided to students who require educational services due to a hearing loss. The Teacher of the Deaf and Hard of Hearing addresses the unique needs of the student with hearing loss and provides guidance to the student's family and school personnel.

In-District Related Services

Assistive Technology (AT)

Assistive Technology refers to any item, piece of equipment, software program or product system that is used to increase, maintain or improve the functional capabilities of individuals with disabilities.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: Individual/Group/Consultative Services

Learner Characteristics

- Assistive Technology may be in any classroom within the continuum of special education or general education settings at Hudson Falls Central School District.
- Students may have a challenge area in one or more of the following categories:
 - Communication
 - Computer Access
 - Feeding
 - Hearing
 - Mathematics
 - Organization
 - Positioning and Mobility
 - Reading
 - Recreation and Leisure
 - Seating
 - Vision
 - Writing

Supports for Students	Supports for Staff	Supports for Families
Direct and indirect assistive technology consultations provided as per the Individualized Education Program (IEP). Team members can recommend accommodations within IEP to increase, maintain, or improve the functional capabilities of persons with disabilities. Allows students with disabilities to achieve greater independence.	If needed, consultative services are added to IEP/504 to help staff with classroom specific concerns. Student-specific staff training and education may be provided to promote effective use of assistive technology.	Assistive technology can often be carried over into the home and community environment.

Occupational Therapy (OT)

Occupational Therapy is provided by a licensed occupational therapist to students who have one or more of the following concerns: fine motor, visual motor, visual perceptual or sensory processing delays that are impacting their ability to access and engage within their educational environment.

Requests for an OT evaluation can be made by a parent/ guardian and/or other educational team member. Students may receive services following an evaluation if recommended by the Committee of Special Education (CSE). Fine motor, visual motor, visual perceptual and sensory processing abilities, needs, service frequencies and goals are documented within the student’s Individualized Education Plan (IEP) or 504 Plan. The student will receive OT services in a variety of settings including but not limited to: the therapy room, hallway, special areas (music or art) or as a push-in service within the child’s classroom setting.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: Individual/Group/Consultative Services

Learner Characteristics

- Student(s) who receive Occupational Therapy may be in any classroom at Hudson Falls Central School District.
- In schools, occupational therapy practitioners focus on academics, play and leisure, social participation, self-care skills (ADLs or Activities of Daily Living) and transition/work skills.
- Occupational Therapy focuses on analyzing and modifying activities and environments to minimize barriers and enhance participation.
- SWD may demonstrate difficulties with visual scanning/attending tasks that can impact their ability to copy from the blackboard or nearby paper.
- Students might require additional time for tests/academic tasks or modifications on assignments.
- Students might benefit from adaptive seating or adaptive writing tools (e.g., pencil grips, adaptive paper) to improve handwriting legibility or grasp development.

Supports for Students	Supports for Staff	Supports for Families
Direct and/or consultation Occupational Therapy (OT) services provided per IEP recommendations. Per IEP/504 plan, OT provides the specific intervention(s) required for the SWD to access and participate in their educational environments based on observations and teacher feedback. Providers can support SWD by providing appropriate modifications and/or accommodations throughout their school day, such as but not limited to the following: Assistive Technology (AT), slant boards, adaptive seating, sensory tools, adaptive pencils, adaptive paper, visual schedules/supports, etc.	If OT services are recommended, providers would collaborate with all of the SWD’s IEP/504 team members. Providers can support classroom environments across all school settings. Specific education and training for all staff on SWD needs in order to foster independence, self-advocacy and carry-over of skills across school environments.	Provides updated progress on the child’s functional abilities and needs through progress monitoring, evaluations and reevaluations. Maintain an open line of communication, letting parents know that a therapist is available for any questions or concerns.

Physical Therapy (PT)

Physical Therapy is provided by a licensed physical therapist to students who have a gross motor delay that is impacting their ability to access and engage with the educational environment. Requests for a PT evaluation can be made by a parent/guardian and/or other educational team member. Students may receive services following an evaluation if recommended by the Committee on Special Education (CSE).

Gross motor abilities, needs, service frequencies and goals are documented within the student’s Individualized Education Plan (IEP) or 504 Plan. The student will receive PT services in varying settings including but not limited to: the therapy room, hallway or as a push-in service within the child’s classroom setting.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: Individual/Group/Consultative Services

Learner Characteristics

- ✔ Student(s) who receive Physical Therapy may be in any classroom at Hudson Falls Central School District.
- ✔ May need assistance with negotiation throughout the school environment (e.g., stairs, hallways, bus, playground, etc.).
- ✔ Could exhibit difficulty with maintaining an upright posture (e.g., leaning on desk, unable to sit upright on floor, etc.).
- ✔ Might have difficulty with speed of movement compared to peers of the same age (e.g., decreased endurance or decreased safety/body awareness and moves too quickly throughout their environment).
- ✔ May have decreased coordination (e.g., difficulty moving arms and legs at the same time and/or in opposition).
- ✔ Some students may have difficulty with ball skills needed for play with peers and in physical education class.
- ✔ May need assistance with functional skills including lifting, carrying, pushing and pulling.
- ✔ Could demonstrate delays in balance and strength that may impact any or all of the above.

Supports for Students	Supports for Staff	Supports for Families
Direct Physical Therapy services provided as per IEP. If needed, PT can recommend accommodations within IEP to address gross motor concerns. Teaches self-advocacy skills, educates student regarding diagnosis when appropriate and provides home exercise programs, health promotion and overall wellness.	If needed, consultative services are added to IEP/504 to help staff with classroom specific concerns. Modified activities for PE can be recommended. Provide education and awareness regarding the potential physical impact of different diagnoses.	Provides updated progress on the child’s functional abilities and needs through progress monitoring, evaluations and reevaluations. Maintain an open line of communication letting parents know that a therapist is available for any questions or concerns.

Psychological Counseling

Psychological Counseling is offered to students with 504 plans and Individualized Education Programs (IEP) by a Licensed Social Worker (LMSW, LCSW) or a School Psychologist.

Counseling services may be delivered to students either individually or in a group setting using a variety of therapeutic techniques to help students to learn and utilize appropriate skills to reduce social-emotional challenges that may be impacting their academic success.

Clinically significant scores on the counseling evaluation forms, alongside professional judgement, will guide decisions regarding the frequency of counseling services and establishment of individualized psychological counseling goals for each student.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: Individual/Group/Consultative Services

Learner Characteristics

- ✔ Students have missed instruction due to emotional dysregulation, disruptive or noncompliant behavior and/or school refusal/work avoidance.
- ✔ Students may have a confirmed or suspected mental health diagnosis.
- ✔ Students may have a history of trauma.
- ✔ Students behavior(s) of concern may have resulted in suspension(s) or referral(s).
- ✔ Students behavior(s) may have resulted in a recent psychiatric hospitalization.
- ✔ Students may demonstrate difficulty sustaining meaningful relationships with peers and/or adults.
- ✔ Students should demonstrate ability and willingness to engage in counseling services.

Supports for Students	Supports for Staff	Supports for Families
Provide direct Psychological Counseling services, per IEP/504. Teach explicit social-emotional skills by modeling, coaching, rehearsal and social problem solving.	Consult with staff to support best practices. Assist teachers/case managers and support staff to implement skills and carry over interventions for students with social emotional learning. Recommend accommodations and services within the IEP/504. Assist in developing positive reinforcement plans to support students in their educational environment.	Consult with outside agencies to coordinate supportive services for students and families. Maintain an open line of communication with parents on the progress of students through progress monitoring, evaluations, re-evaluations and annual reviews.

Skilled Nursing Services

Students requiring medication administration, nursing treatments or procedures during school hours due to medical conditions (such as allergic reactions) will receive appropriate skilled nursing services. These services may also include staff consultation regarding the effects of a student’s specific medication.

Speech-Language Therapy (SLT)

Speech-Language Therapy (SLT) is provided by a licensed speech-language pathologist or speech therapist to students who have a wide range of speech-language-related problems. The duties of Speech-Language Pathologists (SLP) include prevention, assessment, intervention and program design efforts that are integrated within a school.

SLPs address personal, social/emotional, academic and vocational needs that have an impact on attainment of educational goals. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings. This includes prevention (Multi-Tiered System of Supports - MTSS), assessment (formal and informal) and intervention.

SLPs collaborate with other professionals who also have unique perspectives and skills (e.g., teachers, school psychologists, OT/PT, social workers, teaching assistants).

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: Individual/Group/Consultative Services

Learner Characteristics

- ✔ Speech and Language Services may be in any classroom within the continuum of special education or general education setting at Hudson Falls Central School District.
- ✔ Students may have a full range of communication challenges including receptive/expressive language, articulation and phonology (speech sound disorders), fluency, voice/resonance, hearing loss and executive functioning skills.
- ✔ Students may require the use of Augmentative and Alternative Communication (ACC). This includes low tech options (e.g., visual language core boards) or high tech options (e.g., speech generating devices).
- ✔ Students may demonstrate difficulty expressing themselves verbally and nonverbally.
- ✔ May demonstrate difficulty understanding and following directions, completing multi-step tasks, learning and recalling new concepts and vocabulary.



Supports for Students	Supports for Staff	Supports for Families
Direct speech-language therapy services provided as per the IEP. Tier 1, 2 and 3 intervention services for students for articulation. SLP can recommend accommodations within IEP to address speech-language needs within the classroom setting. Teaches self-advocacy skills, educates students regarding their diagnosis, and provides home exercise programs, health promotion, and overall wellness.	If needed, consultative services are added to IEP/504 to help staff with classroom specific concerns. Student-specific staff training and education may be provided to promote effective communication within the classroom.	Provide updated progress on the child's functional abilities and needs through progress monitoring, evaluations and reevaluations. Maintain an open line of communication letting parents know that a therapist is available for any questions or concerns. May attend CSE meetings as needed to support the creation of students' educational plans.

Indirect Instruction

Indirect Consultant Teacher (Indirect CT)

Consultation provided by a certified special education teacher to the general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying their instructional methods to meet the needs of a student with a disability who attends the general education class.

The Indirect CT cannot provide primary instruction to a student with a disability.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: N/A

Diploma Pathways: Advanced Regents, Regents or Local

Duration: Minimum of two hours per week (if it is the only service) in any combination of direct and/or indirect CT services.

Learner Characteristics

- ✓ May need assistance with organization.
- ✓ Learning rate is consistent with nondisabled peers (e.g. reading, writing, and math).
- ✓ Age-appropriate behaviors.
- ✓ Ability to work individually and in small groups without the direct support of an adult in the classroom.

Supports for Students	Supports for Staff	Supports for Families
Allows the student to remain fully integrated in the general education setting and access the standard curriculum with appropriate accommodations. Learning environment and instructional methods are adjusted/modified to meet individual needs. Students require test accommodations/modifications and classroom modifications. Classroom teacher provides instruction and is supported outside of the classroom by the special education teacher.	Special education teacher provides consultation with general education teacher(s). Special education teacher is involved in the instructional planning process. Reviews student data with classroom teacher to assess progress and makes necessary adjustments to interventions.	Indirect CT will communicate with parents/guardians regarding the student's progress within the general education classroom and recommend successful strategies be used at home to support study skills, homework completion, etc. The consultant teacher also gathers information regarding parent/guardian concerns.

Direct Consultant Teacher (Direct CT)

Specially designed instruction provided to an individual student with a disability, to a group of students with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction.

The Direct CT cannot provide primary instruction to a student with a disability.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: N/A

Diploma Pathways: Advanced Regents, Regents or Local

Duration: Minimum of two hours per week (if it is the only service) in any combination of direct and/or indirect CT services.

Learner Characteristics

- ✓ May need self-advocacy support.
- ✓ May have poor organizational skills.
- ✓ Students have specific disabilities that require modifications to curriculum materials/instruction.
- ✓ Students require specialized instruction by a special education teacher during regular classroom instruction.

Supports for Students	Supports for Staff	Supports for Families
Allows the student to remain fully integrated in the general education setting and access the standard curriculum with appropriate accommodations. Learning environment and instructional methods are adjusted/modified to meet individual needs.	Special education teacher provides consultation with general education teacher(s). Special education teacher is involved in the instructional planning process. Reviews student data with classroom teacher to assess progress and makes necessary adjustments to interventions.	Direct CT communicates with parents/guardians regarding the student's progress within the general education classroom and recommends successful strategies be used at home to support study skills, homework completion, etc. The consultant teacher also gathers information regarding parent/guardian concerns.

Resource Room (RR)

Resource Room programs supplement the general or specialized classroom instruction of students with disabilities in a small group setting for a portion of the school day.

Level: 1-12 | Primary School, Intermediate School, Middle School, High School

Ratio: 5:1

Diploma Pathways: Advanced Regents, Regents or Local

Duration: Minimum of three hours per week (RR only, or a combination with CT services).

Learner Characteristics

- ✔ Academic achievement is significantly impacted based on standardized assessments, Curriculum-Based Measures (CBM) and Multi-Tiered System of Supports (MTSS) data.
- ✔ Student cognition skills are generally in the low average to average range.
- ✔ Students may have a disability that affects reading, writing, math and/or organization.
- ✔ Students may have difficulty transferring reading skills to other subject areas such as math word problems, spelling, etc.

Supports for Students	Supports for Staff	Supports for Families
Specialized strategies and instruction to make progress in deficit areas. Re-teaching and pre-loading. Provide study skill instruction. Executive functioning skill development (planning, organization, working memory, flexibility, self-monitoring, etc.). Frequent ongoing assessment of progress. Lesson planning includes specially designed instruction. Utilization of content instruction to teach skills and learning strategies. Opportunities for students to practice skills and strategies being taught. Potential for students to monitor their own data and progress relating to their IEP goal(s).	The resource room teacher will consult with the student's general education teacher(s) regarding instructional differentiation, program and/or testing accommodations/modifications relating to the student's disability, IEP goals and progress. The special education teacher will seek information regarding the student's performance in the general education class(es). Method established for regular collaboration and communication with general education teachers to ensure accommodations are used and strategies and skills are generalized.	The special education teacher shares classroom information with parents and reports on the student's progress towards IEP goals. The special education teacher is available to assist parents in developing a structure and routing for the student to complete homework and/or communicate school progress and performance to parents on a regular basis. Communication will include information regarding materials appropriate to the student's abilities.

Integrated Co-Teach (ICT)

Students in the Integrated Co-Teaching classroom receive instruction from both a general and special education teacher who plan, deliver and evaluate instruction for all students. Both educators are responsible for the implementation of students' IEPs, differentiation of instruction, assessment of student achievement and utilization of a classroom management plan, when needed.

Level: K-8 | Kindergarten Center, Primary School, Intermediate School, Middle School

Ratio: Combination of general and special education students.

Diploma Pathways: Advanced Regents, Regents or Local

Duration: Varies based on length of class.

Learner Characteristics

- ✔ Student cognition skills are generally in the low average to average range.
- ✔ Students require significant differentiation of the curriculum and Specially Designed Instruction (SDI) to support them in grade level curriculum and NYS learning standards.

Supports for Students	Supports for Staff	Supports for Families
Explicit instruction is used to teach skills and strategies. Specially designed instruction is provided to an individual or group of students with disabilities. Adaptation of the content, methodology and/or delivery of instruction to ensure successful participation and progress in the general curriculum for students with disabilities.	The special education teacher communicates with the student's teacher(s) regarding instructional modifications, management needs and program and testing accommodations as they relate to the student's individual needs and IEP goals and progress. The special education teacher provides the general education teacher(s), special area teacher(s) and related services provider(s) with information on the student's disability and its impact on learning and the classroom. Evidence that both teachers are equally responsible for all students in the room. A variety of co-teaching models are utilized to meet the needs of all students. Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction.	The special education teacher shares classroom information with parents and reports on the student's progress towards IEP goals. The special education teacher is available to assist parents in developing a structure and routing for the student to complete homework and/or communicate school progress and performance to parents on a regular basis. Communication will include information regarding materials appropriate to the student's abilities.

Special Classes

Shine

This program is designed for students with academic delays who struggle to meet grade level expectations even with accommodation and modifications. Students within this program are successful with classroom management strategies and a smaller student-to-teacher ratio. Students receive their core instruction, which varies based on student need, and have a highly modified curriculum where specialized instruction is designed to meet the similar needs of a group of students. Students mainstream into classes where appropriate for social and/or academic areas.

Level: 2-10 | Primary School, Intermediate School, Middle School, High School

Ratio: 15:1

Diploma Pathways: Advanced Regents, Regents or Local

Duration: Varies based on length and type of core of class.

Learner Characteristics

- ✓ Students typically demonstrate cognitive, language and academic deficits.
- ✓ Students may be foreign language exempt.
- ✓ Adaptive skills are typically within the normal limits.
- ✓ Students require a small group setting for academic work.
- ✓ Students demonstrate functional communication skills.
- ✓ Global weaknesses on standardized achievement and/or criterion referenced assessments.

Supports for Students	Supports for Staff	Supports for Families
Curriculum delivery consists of small-group, targeted instruction based on the Learning Standards. Instruction is provided at a modified pace with built-in opportunities for repetition and practice of skills. Students participate in general education classes where appropriate. Related services are provided as indicated on the student's IEP.	For student participation in general education classes, the special education teacher works with the general education teacher(s) to identify the specially designed instruction, differentiated instruction, program/testing accommodations and assistive technology.	The special education teacher shares classroom information with parents and reports on the student's progress towards IEP goals. The special education teacher is available to assist parents in developing a structure and routing for the student to complete homework and/or communicate school progress and performance to parents on a regular basis. Communication will include information regarding materials appropriate to the student's abilities.

Soar

This is an intensive multi-age program for students with a significant Social Pragmatic Communication Disorder that impacts their ability to be successful within the general education setting. Communication skills, social skills and/or adaptive skills are delayed. Students receive academic instruction within a highly structured setting, which includes visual supports, assistive technology and augmentative communication as appropriate. Students in this program receive instruction within the self-contained setting (outside of the general education classroom) where specialized instruction is designed to meet the similar needs of a group of students, but have access to the general education setting as appropriate for their individual need and abilities.

Level: K-12 | Primary School, Intermediate School, Middle School, High School

Ratio: 8:1+1

Diploma Pathways: SACC

Duration: Varies based on individual student need.

Learner Characteristics

- ✓ Students may have a diagnosis, or are suspected of having a diagnosis, of Autism Spectrum Disorder and/or other Social Pragmatic Communication Disorder.
- ✓ Student cognition is generally below average.
- ✓ Students typically manifest a developmental disability significantly affecting verbal and nonverbal communication and social interaction.
- ✓ Students may demonstrate anxiety or coping skill deficits related to social situations, transitions and environmental changes.
- ✓ Students may have sensory and/or motor needs.
- ✓ Students may need augmentative and/or alternate forms of communication, such as PECS or other high/low tech options.
- ✓ Students may exhibit behaviors related to the diagnosis (e.g., difficulty with changes in routine, difficulty participating in non-preferred activities) but these behaviors are able to be managed within the classroom supports and generally are not unsafe to themselves or others.

Supports for Students	Supports for Staff	Supports for Families
Environmental adaptations made for sensory needs. Direct instruction in social skills. Learning environment that has consistent adult direction and support. Enhanced supports in accessing general education, peer networking and opportunities for peer interaction to practice prosocial skills. Access to a wide variety of assistive technology. Related services are delivered in accordance with individual student needs and consideration will be given to the integration of these services in the classroom.	Interdisciplinary approach which promotes collaboration between all service providers. Consultation and training in Autism Spectrum Disorders. Classroom wide positive behavior approach and individualized as needed. Staff will be supported in utilizing researched-based instructional methods and data collection techniques to inform classroom practices.	The special education teacher and related service provider(s) communicate classroom information to parents and report on student progress towards IEP goals and objectives. The special education teacher is available to assist parents in developing a structure and routine for the student to communicate school progress and performance to parents on a regular basis.

Strive

This class provides a highly intensive level of support to elementary school students with severe emotional/behavioral needs. The goal of the program is to help students develop skills to be able to be supported in a less restrictive program option over time. It targets remediation of challenging behaviors and provides alternate instructional methods in a multi-aged classroom to best support student learning and emotional needs.

Level: 1-5 | Primary School, Intermediate School

Ratio: 8:1+2

Diploma Pathways: Advanced Regents, Regents, or Local

Duration: Varies based on individual student need.

Learner Characteristics

- ✔ Students may have a mental health diagnosis which impacts relationships with peers and adults.
- ✔ Students may have significant difficulties with language skills, self-regulation, transitions and may need the support of a behavior plan.
- ✔ Students may require constant and consistent adult direction and support in a structured classroom environment.
- ✔ Students may struggle with attention, impulsivity, hyperactivity and low frustration tolerance.
- ✔ Students may display long-standing patterns of aggression and acting out behaviors and have not responded to intensive interventions.
- ✔ Behaviors significantly impede their learning and the learning of others.
- ✔ Requires a Functional Behavior Assessment (FBA) upon entrance, and may need a Behavior Intervention Plan (BIP).
- ✔ Students require a classroom management system.
- ✔ Students may require frequent presets and changes in activities.

Supports for Students	Supports for Staff	Supports for Families
Targeted instruction based on the Learning Standards provided at a modified pace with built-in opportunities for repetition and practice of skills. Instruction is intensive and individualized. Students may be mainstreamed for core academic instruction based upon individual strengths. Related services are provided as indicated on the student's IEP.	The special education team will collaborate to assist in the development of the classroom management plan (FBA/BIP, when needed) to assist teachers in improving the student's ability to access instruction and navigate the school environment. Classroom staff will receive Therapeutic Crisis Intervention for Schools (TCIS) training. Behavior specialist consultation.	The special education teacher and related service provider(s) communicate classroom information to parents and report on student progress towards IEP goals. The special education teacher is available to assist parents in developing a structure and routine for the student to communicate school progress and performance to parents on a regular basis.

Success

This program is designed for students with significant cognitive and/or developmental delays. The class provides alternate grade level indicators with emphasis on key concepts and life skills and opportunities to participate in general education classes (usually electives) when appropriate. Students receive the majority of their instruction within the special class setting (outside of the general education classroom) and have an alternate curriculum where specialized instruction is designed to meet the similar needs of a group of students.

Level: K-12 | Kindergarten Center, Primary School, Intermediate School, Middle School, High School

Ratio: 12:1+1 (K-5) & 15:1+1 (6-12)

Diploma Pathways: Career Development and Occupational Studies Commencement Credential (CDOS) and Skills and Achievement Commencement Credential (SACC)

Duration: Varies based on individual student need.

Learner Characteristics

- ✔ Students may have well below to low average cognition.
- ✔ Students may exhibit significant delays in academic functioning, language skills, gross and/or fine motor skills, social skills and adaptive behavior functioning.
- ✔ Processing deficits require slower paced modified instruction.
- ✔ Students need a modified curriculum in multiple subject areas.
- ✔ Students may exhibit behavior management needs.

Supports for Students	Supports for Staff	Supports for Families
Vocational skills. Related services delivered in accordance with individual student needs. Referrals to the Office for People with Developmental Disabilities (OPWDD) as appropriate. Referrals to Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES-VR) for high school students. Job coaching for community-based work experience for high school students, when appropriate.	For students who are able to participate in general education classes, the special education teacher will consult with the general education teacher(s) to identify the modified curriculum and strategies for differentiating instruction.	The special education teacher and related service provider(s) communicates classroom information to parents and reports on the student's progress towards IEP goals. The special education teacher is available to assist parents in developing a structure and routine for the student to communicate school progress and performance to parents on a regular basis.

CONTINUUM of SERVICES



Hudson Falls CENTRAL SCHOOL DISTRICT

80 East LaBarge Street
Hudson Falls, NY 12839

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Zach Ribert, Public Information
Specialist

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NONDISCRIMINATION POLICY/EQUAL OPPORTUNITY POLICY

The Hudson Falls Central School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Kevin Polunci, Executive Director of Business and Human Resources
80 E LaBarge Street
Hudson Falls, NY 12839
(518) 747-2121

SPECIAL EDUCATION DEPARTMENT

Hudson Falls Central School District
80 East LaBarge Street
Hudson Falls, NY 12839
Phone: (518) 747-2121

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