

AGENDA

F U L L I N T E G R A T I O N  
A MEANS TO THE INTENT  
of  
LEAST RESTRICTIVE ENVIRONMENT

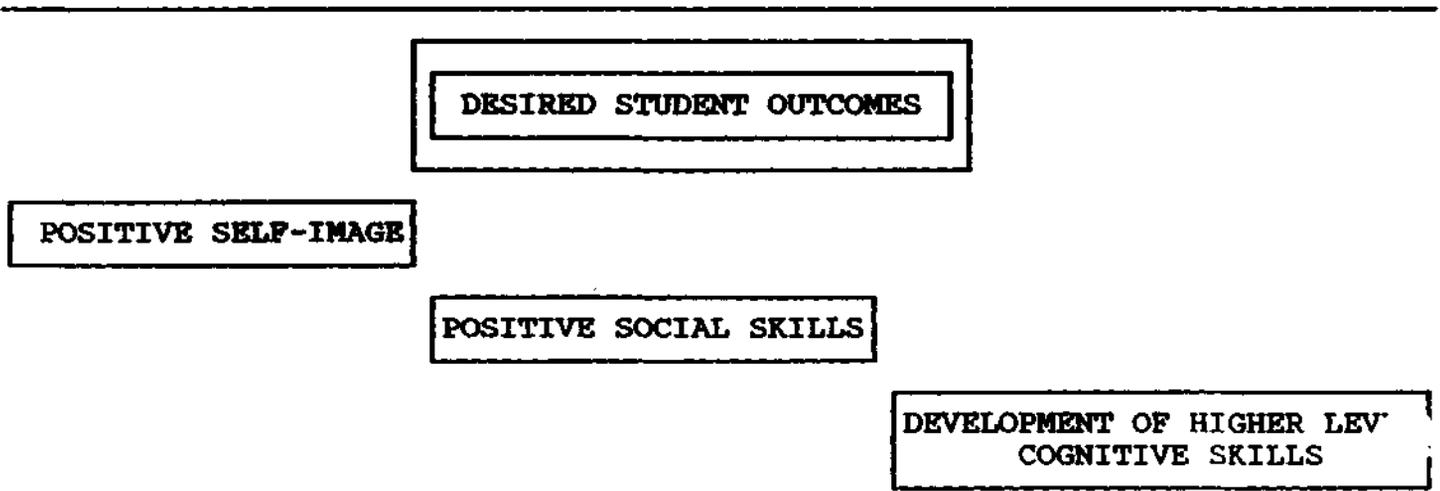
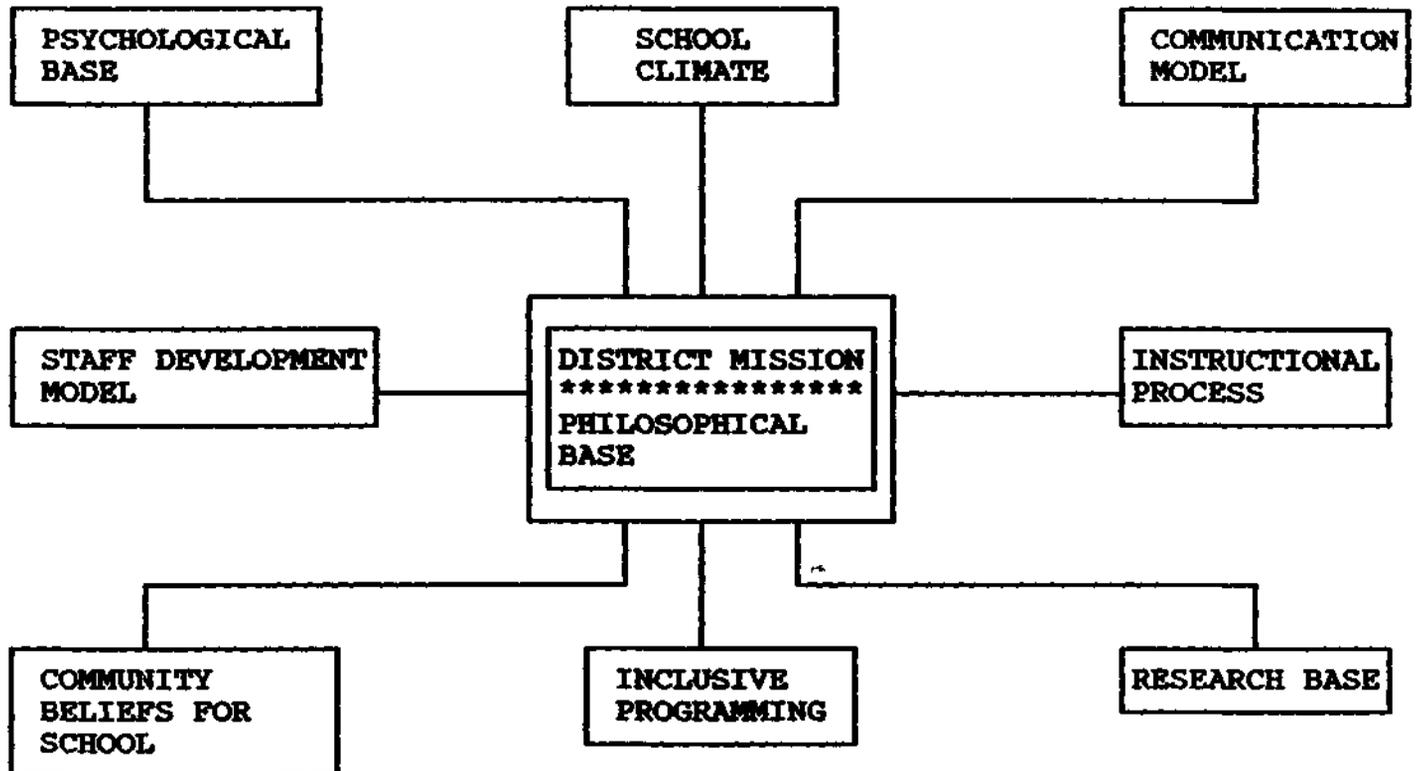
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- \* Why Integrate All Learners? A Rationale
- \* How Did the Franklin NW Supervisory Union Model Evolve?
- \* Description of the Franklin NW Supervisory Union Model
- \* The Continuum of Service - A Different View of an Old Concept
- \* The Planning Team
- \* Transition
- \* Training
- \* Funding
- \* Recommendations for Planning and Policy Development
- \* Questions/Discussion



FRANKLIN NW SUPERVISORY UNION

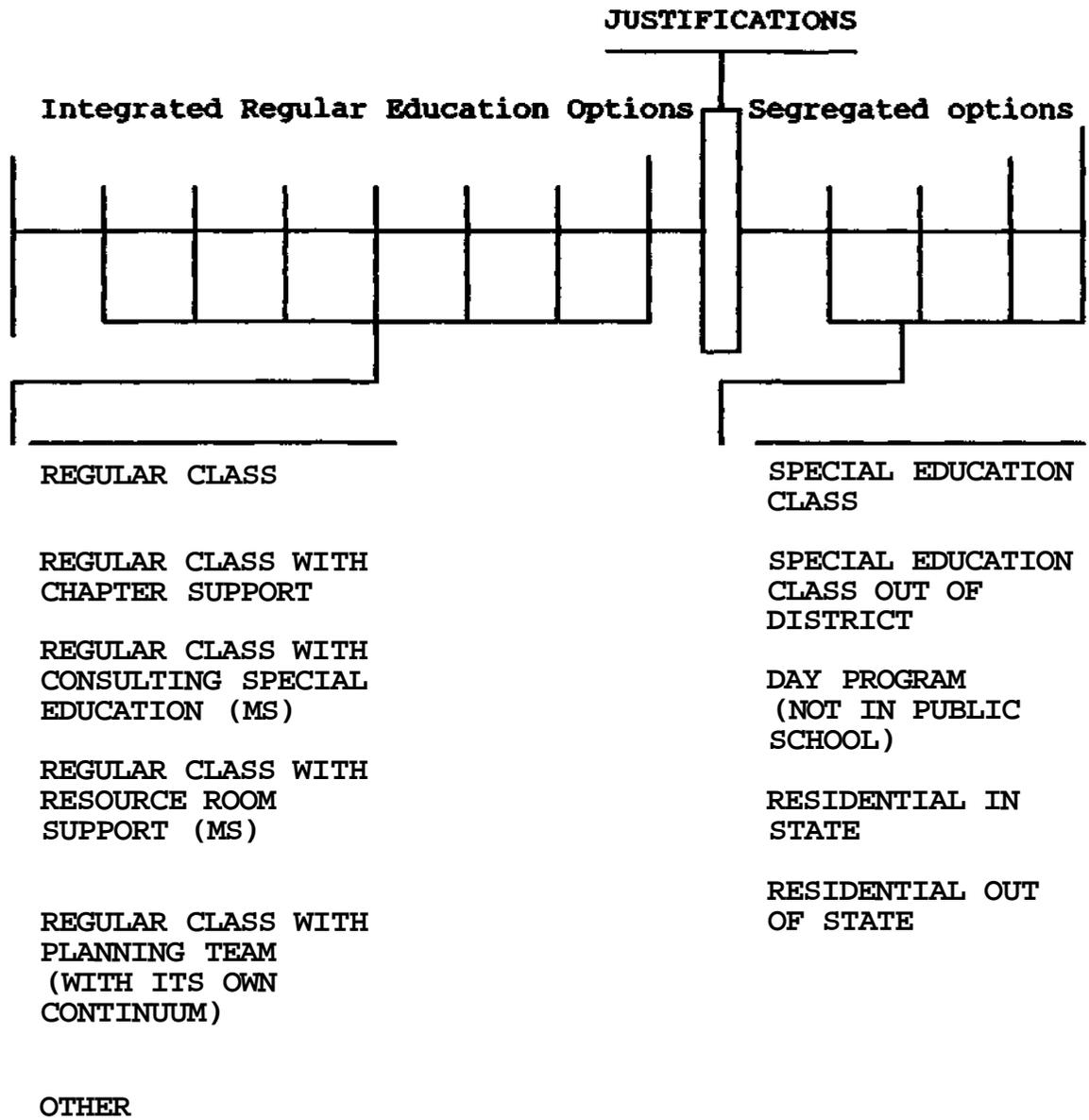
**OUTCOMES DRIVEN DEVELOPMENTAL MODEL (ODDM)**



## WHY INTEGRATE ALL STUDENTS

- \* Students benefit from the collaborative planning of parents, regular and special educators and administrators....Integrated services need this collaboration to work
  
- \* Teachers on planning teams report:
  - They have more meaningful input with student programs
  - They feel more comfortable asking for support for a child with severe handicaps than for a child with mild needs
  - Building level expertise is used more creatively on teams
  - Administrators are more supportive and better able to assess the need for additional resources when recommended by a team of professionals (and parents)
  
- \* Parents on planning teams report:
  - They are more interested in meeting frequently to plan with the school than once or twice a year at IEP meetings
  - They are more comfortable interacting with staff from their local school than the "Area Program" teachers
  
- \* There is no instructional time lost to transportation
  
- \* Students learn more in integrated settings and what they learn is more easily generalized to settings non-handicapped children are in
  
- \* Its the school's responsibility to implement the intent of LRE as defined in 94-142 and Manual 10

A CONTINUUM OF SUPPORT  
SERVICES



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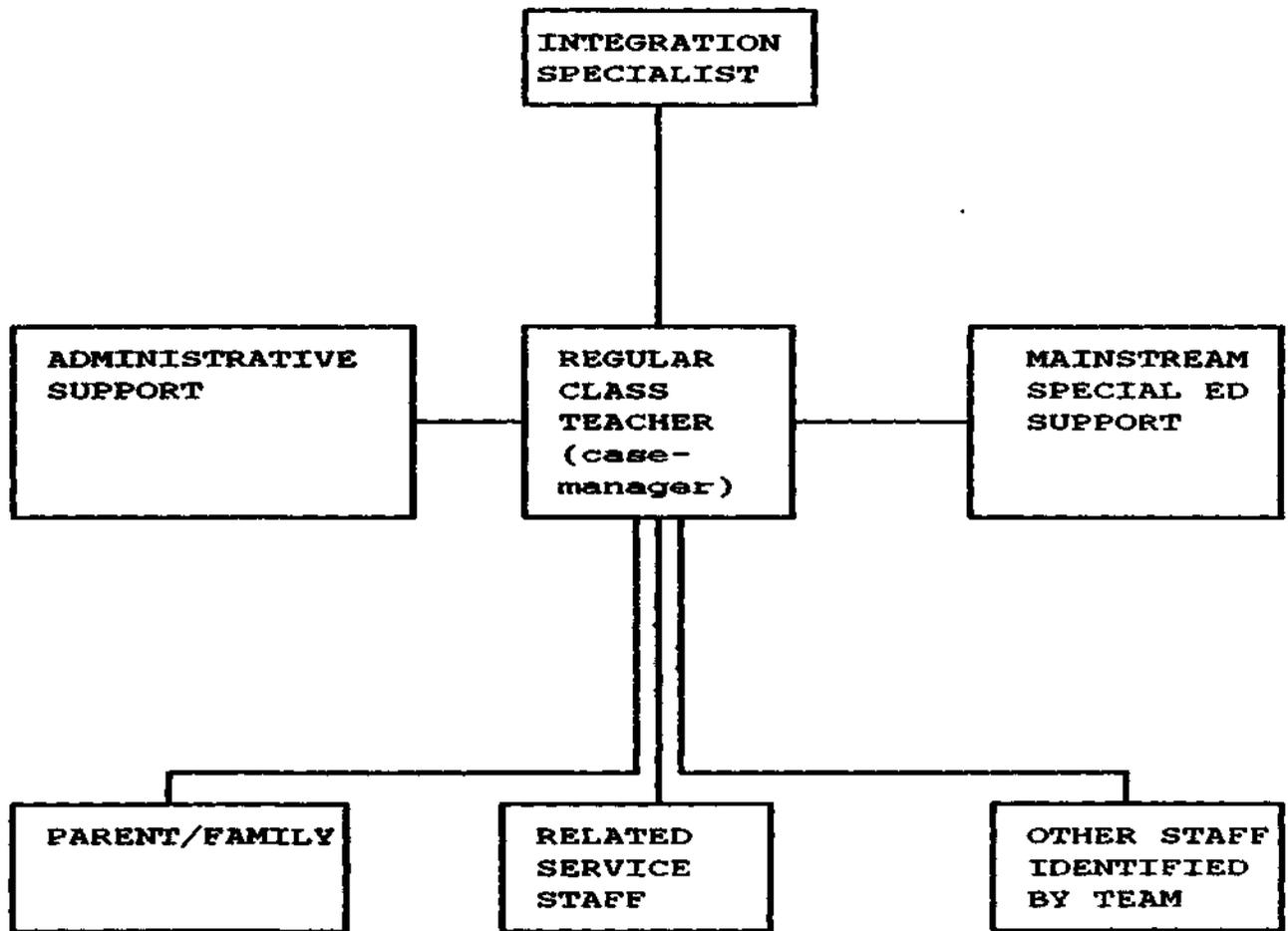
**WHAT IS THE  
FRANKLIN NW SUPERVISORY  
UNION'S MODEL  
FOR INTEGRATION**

The Franklin NW Integration Model is based on the concept of shared ownership among regular and special educators, parents and administrators.

The Franklin NW Integration Model utilizes a building based planning team process and a consultative approach for the provision of services to all students with severe handicaps.

The Franklin NW Supervisory Union provides integrated services to all of its students regardless of the nature and severity of the child's disability.

THE  
PLANNING TEAM



## PLANNING TEAM

### ACTIVITIES

#### MAJOR FUNCTIONS

1. To provide support to instructional staff in regular education settings through the development of instructional plans
- 2- To enable parents to be involved in the educational planning for their child in an ongoing and meaningful way

To develop transition plans for movement to "next school placements" or "next grade placements"

#### ACTIVITIES

- 1\_ Problem solving - academic and behavioral
2. Brainstorming ideas for adaptations to the regular- class setting
3. Identification of needs (resources, technical assistance, etc)
4. Provide each other support
- 5- To have fun

**PLANNING TEAM ACTIVITIES  
FOR  
TRANSITION OF STUDENTS**

IDENTIFY NEXT GRADE LEVEL TEACHER  
NEW TEACHER ORIENTATION ACTIVITIES  
PEER ORIENTATION  
STUDENT VISITS TO **NEW** CLASS  
DEVELOPMENT OF NEW IEP  
DEVELOPMENT OF TIMELINES  
ACTIVITIES RELATED TO FAMILY NEEDS  
ADDRESS MEDICAL NEEDS  
OTHER ITEMS AS IDENTIFIED BY TEAM

T R A N S I T I O N  
P L A N

ACTIVITIES FOR TRANSITIONING AND INTEGRATING  
LEARNERS WITH HANDICAPS

ACTIVITIES	PHASE ONE PLANNING			PHASE TWO PLANNING			PHASE THREE PLANNING		OTHER BOIES & COMERS
	January	February	March	April	May	June	September	October	
Orientation Activities									
Student Training Activities									
Staff Developaent Activities									
Interagency Planning Activities									
Scheduling Activities									
Communication Between Programs									
Parent Involment activities									
Support Service Resource Planning		•							
ASSESSMENT Planning									
Planning for medical Reeds and Support									

## **TRAINING**

## **NEEDS**

### **DISTRICT WIDE**

Philosophical Orientation  
Skills Related to Team Teaching  
Utilization of Resources/Administrative Support

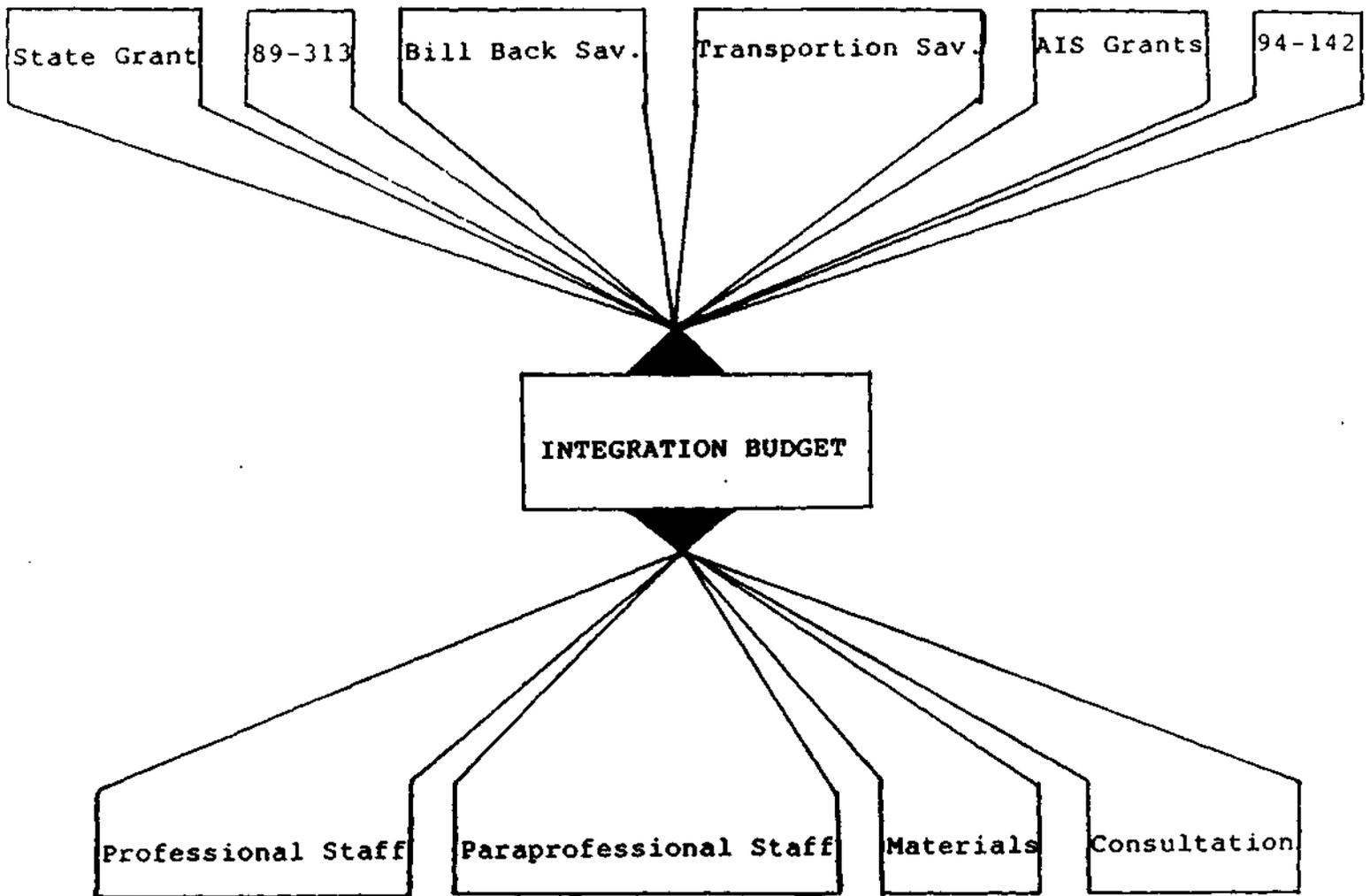
### **SCHOOL WIDE**

Student Programs  
School based Integration Activities  
Team Skills

### **TEAM MEMBERS**

Specific Skills Related to the Delivery of Direct  
Instruction  
Behavior Management Skills  
Curriculum Adaptation  
Programs  
Assessment

SOURCES OF FUNDS  
FOR  
INTEGRATED SPECIAL EDUCATION SERVICES



## STATE POLICY

### AND

## INTEGRATION

1. Encouragement of process for the development of local philosophy (guided by principles of a unified school system)
2. Development of a long range plan (5 to 10 years) guided by an articulated philosophical base and specific details relative to intermediary stages and transition
3. Development of model programs throughout different regions of the state
4. Development of specific policy directing the nature of how funded programs may serve children with severe handicaps. Policies should address the areas of:
  - funding
  - staff development
  - curriculum
  - Placement/review of students programs outside the community school setting
5. Monitoring practices should be guided by principles of integration
6. Local districts develop LEAP for state detailing a plan **of** action for the provision of integrated serves (a basis **for** monitoring)
7. Provide leadership to Universities in the a area of teacher preparation

The Franklin NW Supervisory Union  
INTEGRATED SERVICES FOR SEVERELY HANDICAPPED  
LEARNERS

Commonly Asked Questions

**WHO IS BEING SERVED IN INTEGRATED, AGE APPROPRIATE,  
REGULAR CLASS PLACEMENTS?**

Students who were previously served in segregated out of district placements. All students through the 11th grade are placed in their "home" schools.

**WHAT % OF THE SCHOOL WEEK AND DAY DOES INTEGRATION OCCUR?**

k-10: 80-100% of the day, 100% of week (resource room services are considered time out of the regular class setting)

**WHAT IS THE RATIO OF HANDICAPPED TO NON-HANDICAPPED IN  
THE CLASSROOMS?**

.01% of total school population are "Integrated" students

8 % of total school population have IEP's

**WHAT ARE THE REGULAR EDUCATION CLASS SIZES?**

At the elementary level classes range from approximately 18 - 25.

**WHAT ARE THE STAFFING RATIOS?**

This varies from student to student depending on local school resources and student needs.

**WHAT SUPPORT SERVICES ARE PROVIDED?**

- Aides for individual students
- Resource Room support
- Consulting Teacher support
- Chapter One services
- Guidance Services
- Integration Specialist support
- State Interdisciplinary Team Consultation
- Consultation from private sources (OT,PT, Psychological)
- UVM Consultative support
- Administrative

7. **HOW LONG DID IT TAKE TO OPERATIONALIZE THE FRANKLIN NW SUPERVISORY UNION INTEGRATION CONCEPT?**

Four and a years.

8. **HOW DID YOU GET THE COMMITMENT FROM LOCAL SCHOOLS?**

- Discussion with staff
- Recruitment for training activities
- Teaming
- Gradual implementation sensitive to field input
- Guarantee of resources and administrative support

9. **HOW DO YOU INTEGRATE STUDENTS WITH SEVERELY DISRUPTIVE BEHAVIOR?**

- Teams decide areas and levels of support needed
- Learning specialist coordinates and supervises programs established to deal with behaviors that interfere with learning in integrated environments
- Parent involvement

10. **HOW DO YOU INTEGRATE HIGH SCHOOL STUDENTS WHEN THOSE WHO ARE NON-HANDICAPPED ARE INVOLVED IN HISTORY, GEOMETRY, FRENCH, CHEMISTRY?**

Students with severe handicaps are provided with the opportunity to select courses of interest with parent and staff guidance. Partial and adaptive activities are considered as appropriate. Levels of special support are intensified as needed to maintain the learner in regular class activities. IEP's are developed to adapt regular class activities as appropriate. In addition a vocational/job curriculum and community based curriculum are implemented during the students day at appropriate times.

11. **DO YOU HAVE A PHYSICAL SPACE PROBLEM? WHAT IMPACT DOES IT HAVE?**

All of the schools in the Franklin NW Supervisory Union have severe space problems. We have found this situation to be an asset for integration. When there are limited alternative spaces to use for "pull out" the staff tends to look more creatively at adaptation for inclusion.

12. **WHAT PREPARATION WAS PROVIDED FOR REGULAR EDUCATION STAFF?**

Staff development activities included:

- College courses for credit
- Workshops
- Conferences
- Visitations to students prior to transitions
- Consultation with students prior teachers (learning about the learner)

#### **DO STUDENTS WITH HANDICAPS HAVE A PEER GROUP?**

There are no homogeneous groups for socialization activities. Students with handicaps are placed with non-handicapped peer tutors and peer buddies to maximize social and academic integration opportunities.

#### **WHERE DO STUDENTS WHO ARE INTEGRATED PART DAY SPEND THE REMAINDER?**

- All students k-10 are fully integrated 100% of the time
- High School students, 17-18 years of age, may participate part-time in regional vocational programs (as do non-handicapped students). We are developing a local vocational component presently.

#### **HOW MUCH DOES THE PROGRAM COST?**

- The costs for **an** integrated service model, as implemented in **the** Franklin NW Supervisory Union cost no more than **the** costs incurred in using regional area program
- Sources of funds include:
  - \*Local assessments
  - \*EHA-B (Federal 94-142)
  - \*89-313 Transfer
  - \*89-313
  - Transportation savings
  - \*State Bill **Back savings**
  - \*State **AIS (Aide** for Individual Students) funding

#### **HOW DO YOU PREPARE DECENTRALIZED STUDENTS FROM RURAL AREAS WHOSE PARENTS ATTAIN GOODS, SERVICES, RECREATION, ETC. IN CENTRALIZED AREAS?**

Students **are provided** instruction in settings typically used **by the family** for the aforementioned area. Parent **inventories enable the school to assess** where instruction should occur.

#### **ARE YOUR SCHOOLS PHYSICALLY ACCESSIBLE?**

Some are and some are not.

#### **WHAT ADVICE WOULD YOU GIVE OTHERS WHO CONSIDER REPLICATION?**

- **Plans need** to involve membership from all levels of **the** organization.
- **Planning** takes time if it is to meaningfully involve participating groups.
- Involve parents in planning activities.
- Phase in transitions
- Include a variety of perspectives for all levels of planning process
- Legitimate

# BEST PRACTICE AREA SURVEY

## Best Practices for Students with Intensive Educational Needs

School: \_\_\_\_\_ Position: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

(optional)

I have participated on a "planning team" for the integration of a student with handicaps in a regular classroom— YES NO

	I BELIEVE That This Practice SHOULD BE AVAILABLE In My School	I BELIEVE That This Practice IS AVAILABLE in My School	If This Practice IS NOT AVAILABLE Why Not?	I Would Like Additional Information About This Practice
1. The placement of choice for students with intensive educational needs is in the local school with students their own age.	YES _____ NO _____ UNDECIDED_	YES _____ NO _____ UNDECIDED_	Lack of: TIME STAFF SUPPORT POLICY OTHER_	YES_ NO_
2a. Services such as special education, speech/language, physical therapy, and recreation services Incorporate instruction and practice of skills into everyday school, home and community activities.	YES _____ NO _____ UNDECIDED_	YES _____ NO _____ UNDECIDED_	Lack of: TIME STAFF_ SUPPORT POLICY OTHER_	YES_ NO_
2b, Professionals who provide such services as special education or physical therapy are available to consult with school staff, parents and other interested persons.	YES _____ NO _____ UNDECIDED_	YES _____ NO _____ UNDECIDED_	Lack of: TIME STAFF SUPPORT POLICY OTHER_	YES_ NO_
3. Primary goals of social integration are to increase the number of Integrated settings in which students participate and the quality of Interactions with their nonhandicapped peers and other community members.	YES _____ NO _____ UNDECIDED_	YES _____ NO _____ UNDECIDED_	Lack of: TIME STAFF_ SUPPORT POLICY_ OTHER_	YES NO__
4. Transition planning occurs well in advance of students major moves (e.g., early education to elementary school, high school to adult services).	YES _____ NO _____ UNDECIDED_	YES _____ NO _____ UNDECIDED_	Lack of: TIME_ STAFF_ SUPPORT_ POLICY OTHER	YES NO_

# **BEST PRACTICE AREA SURVEY**

## **Best Practices for Students with Intensive Educational Needs**

Best Practices are intended to assist schools to develop educational and related services which will prepare students, regardless of handicap, for adult life within integrated community settings.

This survey is intended to allow you to express your opinions to help guide your school in the development and delivery of best practices to those students with handicaps who require intensive educational interventions. For each statement of best practice (each survey item) you will be asked:

if you believe that the practice should be available to students who attend your school (score yes. no or undecided);

if you believe that the practice is currently available to students who attend your school (score yes. no. or undecided);

if the practice is not available to students, to identify reasons why the practice is not available (score lack of time, lack of staff, lack of support, lack of policy or other); and

if you would like more information about the particular best practice (score yes or no).

Your thoughtful responses to each item will greatly assist your school administration and instructional staff to identify the current strengths of the educational and related services provided to students in your school as well as needs for improvement in specific areas. Your responses will help to provide for the continued development of quality educational and related services.

**Thank You** 

*Statewide Project  
Center for Developmental Disabilities  
499C Waterman Building  
University of Vermont  
Burlington, Vermont 05405  
(802)656-4031*

	I BELIEVE That This Practice SHOULD BE AVAILABLE In My School ..	I BELIEVE That This Practice IS AVAILABLE In My School	If This Practice IS NOT AVAILABLE Why Not?	I Would Like Additional Information About This Practice
5. Students have the opportunity to learn and use skills in settings outside of the school building (e.g., stores, the post office, job sites).	YES_ NO_ UNDECIDED_	YES_ NO_ UNDECIDED_	Lack of: TIME_ STAFF_ SUPPORT_ POLICY_ OTHER_	YES NO_
6. Available curricula address aspects of adult life in the community such as independent living, family living, recreation, and meaningful work.	YES_ NO_ UNDECIDED_	YES_ NO_ UNDECIDED_	Lack of: TIME_ STAFF_ SUPPORT_ POLICY_ OTHER_	YES NO_
7. Instructional decisions are supported by the ongoing assessment of student progress.	YES_ NO_ UNDECIDED_	YES_ NO_ UNDECIDED_	Lack of: TIME_ STAFF_ SUPPORT_ POLICY_ OTHER_	YES NO_
8a. Parents have opportunities to participate in the development of their child's Individualized Education Plan (IEP) and the delivery of instructional programs.	YES_ NO_ UNDECIDED_	YES NO_ UNDECIDED_	Lack of: TIME STAFF SUPPORT_ POLICY_ OTHER_	YES_ NO_
8b. The school has a system for regularly communicating with parents.	YES_ NO UNDECIDED	YES_ NO_ UNDECIDED	Lack of: TIME_ STAFF_ SUPPORT_ POLICY_ OTHER_	YES_ NO
The school district reviews educational and related services provided to students to insure that services remain current with best practice advances.	YES_ NO_ UNDECIDED,	YES_ NO_ UNDECIDED_	Lack of: TIME_ STAFF_ SUPPORT_ POLICY_ OTHER_	YES_ NO

COMMENTS: