



Elk Grove Unified School District

Academic, Behavior, and Social Supports Self-Contained Classes



Every student | Every classroom | Every subject | Every day

Department of Special Education
Education Services Division

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PROGRAM PURPOSE AND PHILOSOPHY

The **Academic, Behavior, Social Supports Self-Contained Classes (ABSS SCC)** are designed to assist students whose behaviors have adversely affected some aspect of their educational performance that they are unable to function or make acceptable progress with services and/or program options available in less restrictive environments. Most of the students have social-emotional and behavioral challenges which are demonstrated in significant interpersonal and social skills deficits as well as some students with poor academic work habits. The goal of each program is to work collaboratively with students, their families, and community agencies to promote self-awareness and self-control, along with the development of productive interpersonal/social skills and necessary coping strategies.

The students typically served by the **Academic, Behavior, Social Supports Self-Contained Class (ABSS SCC)** generally fall within the low average to above average intellectual range. Therefore, the majority of students served who have had poor academic success are generally intellectually capable of learning and completing assignments but may not be emotionally or behaviorally regulated and available to access the curriculum. The program focuses a significant amount of time and attention initially to activities which encourage positive social skills and personal management skills. Academic instruction continues to be a part of each student's daily program but may be modified to accommodate each student's current emotional/behavioral needs. Once students acquire the necessary skills, they will return to their neighborhood school or transition out of public education into an appropriate community setting. The program provides a safe, supportive environment where students will have the opportunity to mainstream with their peers and to make progress within a time frame that meets their needs and abilities.

PROGRAM DESCRIPTION

Staffing – Tier I

A. Personnel

1. Credentialed Special Education Teacher: 1.0 FTE
2. Instructional Aides: 2 Paraeducators, .75 FTE (6 hours) and .3750 FTE (3 hours)
3. School Psychologist: .20 FTE (1 day per week)

B. Other School Personnel Who May Provide Support

1. Behavior Support Staff (BSS)
2. Mental Health Therapist (MHT)
3. Program Specialist

Staffing – Tier I Enhanced

A. Personnel

1. Credentialed Special Education Teacher: 1.0 FTE
2. Instructional Aides: 2 Paraeducators, .8750 FTE (7 hours) each
3. School Psychologist: .20 FTE (1 day per week)
4. Mental Health Therapist: .40 FTE (2 days per week)

B. Other School Personnel Who May Provide Support

1. Behavior Support Staff (BSS)
2. Program Specialist

Staffing – Tier II

A. Personnel

1. Credentialed Special Education Teacher: 1.0 FTE
2. Instructional Aides: 2 Paraeducators, .8750 FTE (7 hours) each
3. School Psychologist: .20 FTE (1 day per week)
4. Mental Health Therapist: .40 FTE (2 days per week)
5. Teacher-In-Charge (TIC): .40 FTE (equivalent to 2 days per week); if at 15 students, .50 FTE
6. Credentialed Special Education Teacher may be provided with additional FTE, if prep period is supported as an additional class period, and agreed upon between District and Credentialed Special Education Teacher.

B. Other School Personnel Who May Provide Support

1. Behavior Support Specialist (BSS)
2. Program Specialist

PROGRAM COMPONENTS

A. Students

1. Typically, students whose primary or secondary disability is Emotional Disturbance (ED) or Other Health Impaired (OHI).
2. IEP Team determines the ABSS as the least restrictive environment.
3. Typical class sizes are 10-15+ students.

B. Hours of Program

1. Unless specified in the IEP, students attend school for the same amount of instructional minutes as their general education peers.
2. Start and end times for each class and day vary by school site.
3. It is the intent that teachers are entitled to a prep period, lunch, and breaks as appropriate with expectations of EGUSD.

C. Supervision

1. If necessary, as determined by individual students' IEPs, students are accompanied by an adult in their travels to and from different locations on the school site.

D. Setting

1. Self-Contained Classroom:
 - a. Specialized Academics are provided by the teacher and staff on a daily basis in one classroom setting, but students may have general education classes and other special education classes in other settings with other teachers based on IEP needs.
 - b. Most students may initially remain within a single classroom for their daily activities (this may also include breaks and lunch), based on IEP needs.
 - c. Those students who demonstrate readiness for less restrictive experiences will be provided that opportunity (see *Transition to Least Restrictive Environment*).

E. Classroom Organization and Management

1. Structured positive behavior modification systems such as the following shall be used:
 - a. Token economy

- b. Level system-points or credits toward privilege or tangible rewards
- c. DTF's (Daily Tracking Forms)
- 2. Positive reinforcement may include but are not limited to:
 - a. Verbal praise
 - b. Certificates
 - c. Field trips
 - d. Special privileges (computer time, store, etc.)
- 3. Skill development for age-appropriate behavior may include but are not limited to:
 - a. Individual or small group social skills activities
 - b. Self-initiated or staff directed opportunities for self-regulation
 - c. Self-initiated or staff directed alternative activity
 - d. Field trips or opportunity for mainstreaming to practice skills being taught
 - e. Academic workload adjustment
 - f. Self-management/monitoring programs
 - Reinforcement procedures must follow school district policies and procedures.
 - Consequences are determined by the classroom behavior management system and school district policies and procedures.
 - Every student has an IEP, or is in the process of being evaluated, that determines his/her goals for academic, behavior and social/emotional learning.
 - Harm to self or others may require SELPA approved emergency behavior intervention and/or Safety and Security Department.

F. Suspensions

1. If a student is sent home for behavioral reasons, for any part of the school day, this is considered a suspension. Suspensions may occur for students who are displaying very disturbing or dangerous behaviors.
 - a. In these cases, a parent/guardian may be contacted to remove the student from the school site for one or more days.
 - b. The classroom staff maintains current phone numbers of parents/guardians (home, work, and cell).
 - c. It is expected that a parent/guardian (or other emergency contact person) will pick up a suspended student within one hour of the call from school staff.
 - d. When parents/guardians are unavailable, staff will follow LEA procedures
2. Depending on the offense, the rest of that school day may be all that is warranted for a one day suspension. A student may be suspended for several days depending upon the degree of the offense.
3. The parent/guardian may be expected to participate, along with the suspended student, in an "intake" conference prior to the student returning to school.
4. An IEP team meeting (Manifestation Determination Meeting) is required for a student who has occurred 11 days of suspensions within the current school year to discuss what changes may need to be made in the student's educational program. Any subsequent suspension days within the same year also require a Manifestation Determination Meeting meeting.
5. When a student reaches 20 days of suspensions, the IEP team **may** identify and place the student in an alternative educational placement. However, 20 days of suspensions are not required for placement in an alternative educational setting.

G. Evaluation of Student Progress/Feedback

1. Students who have been identified as requiring special education services continue to have systematic progress reports sent home at the same intervals as their peers. Each classroom teacher has developed a behavior management system for the purpose of encouraging positive behaviors and discouraging unproductive behaviors.
 - a. Students are generally informed about their “positive” or “needs improvement” status on an hourly, daily, or weekly basis.
 - b. An IEP meeting is held at least annually to discuss achievement, revision and continuation of benchmarks and goals.
 - c. All students may participate in state assessments, with or without accommodations, as determined by the IEP team.
 - d. All students receive progress reports/report cards and/or parent-teacher conferences as frequently as general education students.
 - e. High school students will be assigned course work for which they can receive credit toward graduation.
 - f. Graduation requirements are based on the District’s service graduation requirements unless otherwise determined by the IEP team.
 - g. Parents/Guardians may contact the teacher for updates on student progress.

H. Communication

1. Communication is a key component for a successful program. Therefore, active communication between the assigned teacher and parents/guardians are expected within the time frames provided by the teacher to allow for academics to be provided in a clear and precise model to students.
 - a. Teachers are expected to have clear and precise communication with families and support providers as authorized by releases (Authorization for Exchange of Information) completed by parent/guardian of students placed within the program.
 - b. Families and other support persons are encouraged to contact the classroom teacher to report any unusual or relevant happenings related to the student during non-school hours.
 - c. Daily Tracking Forms (DTFs) are completed daily. DTFs can be referenced by the IEP team in phone calls, emails and progress reports in order to communicate student progress.

I. Visitors

1. Parents/Guardians and other adults approved by staff and families who have a vested interest in the currently enrolled students are always welcome to observe the classroom
 - a. Parents/Guardians and other visitors who wish to observe a classroom shall make an appointment with the teacher in advance and follow District and school site visitation policies to ensure a safe environment.

J. Field Trips

1. Field trips off campus are an integral part of most education experiences.
 - a. Students and their parents/guardians will be apprised of upcoming off-campus field trips.
 - b. Site-based and all other appropriate transportation request forms for EGUSD need to be completed prior to field trip.
 - c. Students will be informed and instructed in the basic criteria needed in order for them to participate in off-campus field trips.

- d. In the event that a student is unable or unwilling to participate on a field trip, teacher and parents/guardians will collaborate on an alternative educational option for that school day.

K. Curriculum and Grading

1. The ABSS class is self-contained. Each classroom serves an expanded age range and several academic levels. Classroom teachers develop a combination of pertinent group and individual lessons which relate to the overall grades they serve.
2. The program consists of individualized and group assignments that are relevant to each student's academic level.
3. The specific academic course work and grading process is individualized per student.
4. Even though all students will have the opportunity to participate in academic instruction and receive grades, many students' IEP goals and objectives are focused on the need for improved behavior. Social skills lessons and activities are an integral part of the ABSS program.
5. Classroom teachers will work with the IEP team to determine an appropriate curriculum and grading system.

L. High School Credits (Deficit)

1. In some cases, 11th or 12th grade students enter the Academic, Behavior, Social Support self-contained classes with a significant deficit in high school credits. It is expected that these students work collaboratively with the IEP team to determine a reasonable academic goal.
2. Students with major shortages of credits often will not be able to complete all requirements prior to their targeted graduation date. In these cases, educational staff encourages the completion of as much academic coursework as possible. The Individual Transition Plan (ITP) addresses post-secondary goals and activities required for the student to transition from school to adult life.
3. Deficient students may require a 5th year, and have until they age out at 22 years old to support earning credits toward a Diploma of graduation.

PRE-REFERRAL PROCEDURES

Note: Not all students identified for special education services with the designation of ED or OHI are placed in the ABSS self-contained class. The least restrictive environment is what is most appropriate for that individual student.

A. Interventions/Supports/Services to be Implemented Prior to Admission

1. Revise or develop and implement a Behavior Intervention Plan (BIP)
2. Develop and implement classroom Adaptation Plan.
3. Increase special education supports and services, if needed.
4. Assess for Educationally Related Mental Health Services (ERMHS), and services as needed.
5. Consult with outside agencies that are involved with the family.

REFERRAL PROCESS

- A. Upon determining that a student's present level of services are not meeting the student's educational needs, a referral packet is compiled requesting a "Change in Placement." The packet is forwarded with accompanying documentation to the appropriate Program Specialist.
- B. The Program Specialist and the assigned ABSS Program Specialist is charged with the following responsibilities:
 - 1. Review submitted student referrals.
 - 2. Discuss alternative approaches for the district to use in order to meet the educational needs of referred students, when appropriate.
 - 3. Review the status of students currently being served by the ABSS program
 - 4. Prioritize student referrals.
 - 5. Discuss overall ABSS self-contained issues.
 - 6. Make recommendations to the IEP team regarding student referrals.
 - 7. Discuss and make recommendations to the IEP team relative to requests to exit the ABSS self-contained class.
 - 8. Consider alternative ways to implement the current IEP prior to a change in placement.

ADMISSION PROCEDURES

- A. Once the recommendation is made for the ABSS program placement for the IEP team to consider, the following shall occur:
 - 1. The referring school site will schedule an IEP meeting for the student, including appropriate staff and community agency personnel to consider the recommendation.
 - 2. A separate orientation/intake meeting may be requested by the ABSS classroom teacher or ABSS Program Specialist for the purpose of explaining the specific components of their classroom such as:
 - a. Familiarize the student and parents/guardians with the classroom.
 - b. Overview
 - c. Discuss suspension procedures.
 - d. Determine start date.
 - e. Classroom focus
 - f. General guidelines
- B. On occasion, students are transferred into the ABSS program after having been previously served elsewhere in a similar program.
 - 1. The education team is required within 30 days of this initial placement to review records, complete informal or formal assessments, and determine whether the ABSS program is the most appropriate and least restrictive environment.
 - 2. In some cases, the ABSS program is determined not to be the best placement and a Change of Placement request is made to determine alternative options.

TRANSITIONING INTO THE CLASS

A. Intake Procedures

1. The intake meeting will be held at the receiving ABSS school site and may include:
 - a. Special Education teacher
 - b. Current teacher
 - c. School Psychologist
 - d. Mental Health Therapist
 - e. Program Specialist
 - f. Student
 - g. Parents/Guardians
 - h. Other persons as appropriate (i.e., administrator, teacher-in-charge, and behavior support specialist, etc.)

TRANSITION TO A LESS RESTRICTIVE ENVIRONMENT

A. Criteria

1. Student demonstrates zero violent behavior and adequately refrains from aggressive behaviors for a period of time as determined by the IEP team
2. Student demonstrates acceptable school behavior for a minimum number of days determined by the IEP team such as, but not limited to:
 - a. Cooperates and complies with staff and peers.
 - b. Completes work.
 - c. Remains on-task.
 - d. Self-monitors and assesses own behavior.
 - e. Easily redirected to another task by staff.
 - f. Asks for help, self advocacy skills.
 - g. Maintains non-disruptive social skills: non-provoking behaviors, minimal attention-seeking, ignores peer-provoking.
 - h. Accepts “no” for an answer.
 - i. Able to mainstream without incident on a regular basis.

B. Exiting Program

1. Students who are successful in acquiring and consistently utilizing productive social and behavior skills in the ABSS program and the mainstream classes will be candidates for transitioning out of the program. Student demonstrates the following skills for a period of time as determined by the IEP team:
 - a. Successfully mainstreams into a less restrictive environment for a portion of the school day, including unstructured time (i.e., lunch, recess, etc.).
 - b. Follows teacher/adult directions.
 - c. Expresses self to adults and peers in a non-confrontational manner.
 - d. Interacts with peers and adults in a socially acceptable manner.
 - e. Accepts “no” for an answer.
 - f. Accepts criticism and consequences appropriately.
 - g. Gains teacher’s attention in a non-disruptive manner.
 - h. Completes assignments as independently as possible.
 - i. Accesses help from other sources when needed.
 - j. Self-monitors and assesses own behavior (e.g., requesting to “take space”).

- k. Adequately refrains from aggressive behaviors for a period of time as determined by the IEP team.

C. Exiting Program Procedure

1. The student who demonstrates consistent and successful progress in the program will be recommended to exit the ABSS program for placement in a less restrictive environment. An IEP meeting will be scheduled to finalize and support this process.

D. Need for Alternative Educational Setting

1. Excessively Disruptive and Not Benefitting:
 - a. In some cases, students consistently refuse to participate in the program or they continue to demonstrate habitually disruptive and/or violent behaviors regardless of the many educational and behavioral strategies and supports provided to student. Over a period of time, these behaviors may negatively impact the progress of the other students in the class.
 - b. Other students may not be violent or excessively disruptive, but are not making significant progress toward any of their identified areas of growth. These situations warrant the collaboration of the ABSS program staff and district/site administration to pursue a more productive environment by which the student would benefit. An IEP meeting will be held to determine educational service options.

STUDENT AND STAFF SAFETY

If there is imminent risk of danger to self or others, law enforcement should be contacted concurrently and the following procedures implemented:

A. Safety and Security Department Contact

1. Safety and Security Department (formerly Police Services) will be contacted when students are involved in the following activities or behaviors:
 - a. Leaves campus without permission and is considered a danger to self or others.
 - b. Causes, attempts to cause, or threatens to cause physical injury to self or others.
 - c. Possesses, sells, or otherwise furnishes a weapon or dangerous object.
 - d. Possesses a controlled substance.

B. Threat Assessment Support

1. The School Psychologist, Mental Health Therapist, School Counselor, or site Administrator may need to be summoned when a student displays behaviors or makes strong statements that lead staff to believe that the student may pose a danger to self or others. Types of behaviors or threats include, but are not limited to:
 - a. Suicidal statements or gestures.
 - b. Homicidal statements or gestures.
 - c. Uncontrollable rage which threatens the safety of self or others (may also require law enforcement intervention).

C. Restraints

1. The ABSS programs are not operated in high security facilities. Programs do not consist of involuntary locked rooms or guards. The physical restraining of students is rarely used in the program and considered a last resort. All ABSS staff should be trained in the District's model of verbal and physical de-escalation strategies.
 - a. Reasonable and prudent measures will be used to ensure the safety of students and staff.
 - b. Persons using restraints to control student behavior shall be certified using the District's model.
 - c. The *Behavior Emergency Procedure Report* form shall be completed after the incident.

D. Procedures for Emergency Interventions

1. Emergency intervention shall be used only for as long as necessary for the student to control the behavior deemed by staff to present a danger to him/herself or others
2. Program Administrator is notified immediately following the use of emergency intervention.
3. Parents/Guardians are notified immediately (within the same school day) by an educational staff member as designated by the site administrator.
4. Per Education Code, law enforcement agencies may be notified at the discretion of the site administrator if assault/battery has occurred.
5. Parents/Guardians shall be informed by the site administrator or designee if law enforcement is notified.
6. A Behavioral Emergency Report shall be completed by educational staff.
7. A copy of the Behavioral Emergency Report shall be forwarded to Student Services at the District Office no later than the end of the same school day that the emergency intervention occurred.
8. If student does not have a BIP, the ABSS Program Specialist or designee shall initiate the assessment/IEP process and meet as appropriate with the parents/guardians to develop an Interim Behavior Intervention Plan.
9. If the student does have a BIP, any incident involving a previously-unseen serious behavior problem, or where a previously designed intervention is not effective, shall be referred to the IEP team for review to determine if the BIP needs modification.
10. The IEP team may decide to complete a Functional Behavior Assessment (FBA).