

2022-2023 BUSD Exceptional Students " Our Common Language"



Our Students

Every BUSD Staff member has the privilege and responsibility of making a difference for every student. EVERY STUDENT IS OUR STUDENT!



Meeting Students Needs

We work hard to design supports that are as unique as the students who need them



Life Skills Transitional Classrooms

Our Life Skills Transitional Classrooms are full of purpose and direction. Students use these classrooms to learn and practice skills that lead to a happy, fulfilling and productive life.

Transition Program

Our Transition Program provides sustainable Work-Based Learning on campus/district in order to assist students in the development of their plan of life.

Assumed Competence

When we assume that students can learn and participate, we expand possibilities and open doors for growth.

Targeted Support

We help where help is needed and let students shine on their own whenever possible.

SY 2022-2023 ESS Summer School

Staff Needs: 2 Teachers

- 1 Elementary
- 1 Secondary

Paraprofessionals: 3

- 2 Elementary**
- 1-2 Secondary**

Related Services: Provider:

TBD

PROCEDURES FOR GROUPING STUDENTS POSSIBLE GROUPING

1. Analyze the referrals
2. Make note of common deficit areas of greatest need.
3. Determine reasonable teacher/student ratio.
4. Determine the type of group (homogeneous/ heterogeneous) that best meets student needs.
5. Check areas of need identified in the school consolidated plan. (Is there a match?)
6. Consider team teachers to consolidate smaller number of students
7. Share findings & decisions with the site based council.

POSSIBLE GROUPING CONFIGURATIONS

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Small Group (3-5 students) This configuration is especially effective for students with several academic/behavior deficits or special learning needs

Small Group (6-8 students).

- 1 student completing an assigned project
- 2 students needing help with math concepts
- 3 students working on homework

Students with similar learning needs Examples: • All students need instruction in a specific study skill, i.e. "How to Take Notes" • All students need instruction in how to revise/refine a portfolio piece • All students need instruction in word attack skills (or other reading skill)

Large Group (9-12 students)

This arrangement usually involves students with similar academic needs, i.e. study skills, math problems, etc

Large Group (13-20 students)

This arrangement is generally the least effective because students are unable to garner individualized attention and is primarily used in the high school setting. This grouping might work best for students who can work independently for longer periods of time, students only requiring limited homework assistance or students working in computer labs with programmed software.

Instructional Platform: Inclusive Based Model

Recommended Strategies:

- o Instructional practices are implemented in ESS that are aligned with ADE required Program of Studies, the Core Content and college readiness standards.
- o Referring and ESS teachers reach a mutual agreement on the most important goal(s) for the student's time in ESS.
- o Varied activities and instructional techniques take place in ESS that provide continuity and congruence with instruction within the regular classroom.
- o Instructional practices are implemented in ESS that are aligned with ADE required Program of Studies, the Core Content and college readiness standards.
- o SDI: Various planned models are offered for different needs, e.g., small group content area instruction, writing seminars, homework center, one-on one tutoring if needed, computer- aided instruction, math seminars, and study groups.
- o High standards are set for students attending ESS programs. Students are encouraged and supported to do their best work rather than work on irrelevant assignments.

o Reasonable planning time between referring and ESS teachers is provided, e.g., ESS funds may be used to support periodic after school planning sessions.

o Clear and regular communication takes place between the referring and ESS teacher regarding student progress in the regular program. Subsequent stages of a student's program are planned collaboratively and there is a reasonable schedule for collaborative meetings.

o The ESS program is continually modified as student needs change and goals are reached.

o Instructional techniques are used in ESS that are supportive to the regular program and motivating to the student.

o A comprehensive inventory of supportive instructional materials is available that enables ESS teachers to design motivating and academically stimulating instructional Experiences.

o ESS activities support instructional areas through the school's consolidated plan.

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KEYS TO SUCCESSFUL ESS PROGRAMS

Administrative Support and Teacher Commitment Someone has said, “The success of ANY endeavor rises and falls with leadership.” Administrative support for the school’s ESS program can make the difference in the quality of the program.

When administrators and teachers work as a team to make ESS a valuable support resource for students, the result is always student achievement.

Selection of teachers who are committed to student achievement is extremely important. The committed teacher sincerely cares about individual students, takes time to identify specific needs, plans effective strategies and carefully monitors student progress. The building level principal is the key individual in the school who establishes the parameters for an effective and successful ESS program.

Stakeholder Collaboration Since ESS is an extension of the school day and not a separate, categorical program, it is very important that the regular class and ESS teachers collaborate.

Collaboration should occur before the ESS program begins in order to identify specific student needs and select appropriate strategies/activities. Teacher collaboration should continue throughout the year to monitor student achievement and determine when exit criteria is met for release from the ESS program. When referrals are reviewed, the classroom teacher and ESS teacher should meet to discuss appropriate program activities that reinforce core content requirements in the regular class. Although alternative strategies may be utilized in ESS to assist learning and motivate the student, the learning goals must be consistent with the student’s regular day program.

As students continue in ESS, the classroom and ESS teacher need to share student progress and discuss any changes that might benefit the student in reaching goals. Collaboration with parents is important, not only to inform them of their child’s performance, but also to plan for student success. Meetings, especially evening meetings to accommodate work schedules, should be planned by the ESS teacher in order to establish and maintain communication.

Phone calls and letters relating to student progress are always good practice as well. Make specific plans for parent involvement. It won’t happen without a concerted effort and specific plans. Parent involvement can make a significant difference in student achievement. It is also necessary to note that not all parents will be able to speak and/or understand English.

Program Effectiveness and Development Effectiveness programs seldom “just happen.” The best programs are the result of thoughtful planning. This takes energy and time, but planning is the foundation to building a quality program. The design of an effective ESS program involves several components that require planning.

These include:

- a. Program focus, based on student need
- b. Student grouping and/or placement decisions
- c. Scheduling decisions
- d. Selection of strategies and materials
- e. Management of time and activities during the class time
- f. Evaluation of student progress
- g. Teacher collaboration
- h. Parent/Guardian communication
- i. Careful thought and intentional decisions based on student achievement data
- j. Scheduled Planning Time for ESS and Regular Class Teachers
- k. Wise decision-making from building administration and building/ district level ESS coordinators
- l. Well-structured programs
- m. Meaningful, focused activities
- n. Ongoing monitoring and evaluation
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