

Plainview-Old Bethpage CSD Profile of a Program

Program	Cognitive Profile	Academic Profile	Behavior/Social-Emotional and Management Needs
Resource Room	Overall potential may fall near and/or above the average range.	<p>Overall, academic abilities may be average except for the targeted area. Students may struggle in a specific area, subject, or skill and can function well in a general education class with limited targeted support.</p> <p>Students will sit for the NYS 3-8 Assessments and Regents exams.</p>	Students may need a short period of small-group instruction to close a skill gap. Overall, students may perform independently with minimal support for the majority of the school day. Overall, students may present with age/grade appropriate behavior.
Integrated Co-Teaching	Overall potential may fall within the average to low average range.	<p>Overall, academic abilities may be average to low average. Students can follow a NYS general education curriculum with scaffolding, accommodation(s) and special education teacher support in specified areas.</p> <p>Students will sit for the NYS 3-8 Assessments and Regents exams.</p>	Students may require predictable routines, prompting, modeling and/or instructional attention throughout the school day. May require cues, repeated practice, redirection and/or social-emotional support from a special education teacher to access the general education curriculum.
Special Class 12:1+1 Elementary 15:1+1 MS/HS	Overall potential may fall within the low average to very low range.	<p>Overall, academic abilities may fall below average. Students require intensive small group academic interventions to access a modified version of NYS grade-level general education curriculum.</p> <p>Students will sit for the NYS 3-8 Assessments and Regents exams.</p>	Students may require modified curriculum, structured routines, clear expectations, time for additional practice and instruction, individualized behavior plans as needed for students whose disability may impact their rate of learning and ability to generalize skills. Social-emotional support may be required to allow students to access learning.
Special Class 8:1+4 Elementary 12:1+1 MS/HS	Overall potential may fall within the very low to extremely low range.	<p>Students may require a curriculum that focuses on functional academics, skills to support daily living, and vocational abilities.</p> <p>Students may be (NYSAA) alternately assessed and can remain in HS until the day before they turn 22.</p>	Students may need support with creating routines to support daily living skills. They may require behavior plans to support learning in the classroom and how it applies to daily living.

Please note: This document was developed by the school district to provide families and staff with helpful information about the programs available within the district. Cognitive academic and social emotional descriptions included in this document are for general informational purposes only and do not establish eligibility criteria or placement thresholds, as all program recommendations are determined individually by the Committee on Special Education based on a comprehensive review of evaluative data and the student's unique needs in accordance with NYSED Part 200 and IDEA. It is intended for informational purposes only and **does not** replace or determine the Committee on Special Education (CSE) planning process, discussions, or program placement decisions.

Cognitive Potential: Refers to a student's capacity to learn, think, reason, and solve problems. Recognizing cognitive potential helps in setting realistic goals and identifying appropriate support.

Academic Abilities: Describes a student's current level of achievement in core academic areas such as reading, writing, mathematics, and other subjects. Academic abilities may vary across subjects and are influenced by instructional supports, accommodations, and the student's cognitive potential.

WISC-V Standard Score Distribution with Descriptive Categories

