



Coastal Alternative School

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The **C.O.R.E.** Program

Creating **O**pportunities through **R**efocusing on **E**ducation

The C.O.R.E. Program was established in the Spring of 1998 in response to the 1997 Reauthorization of Special Education (SPED) laws and new legal requirements that arose from the Individuals with Disabilities Education Act (IDEA).

As a result of these regulations, area schools are required to provide interim alternative educational settings for at-risk students who are having difficulties in their current school environments. These students often exhibit behaviors which result in exclusion from school. Rather than exclusion, the schools, along with teachers and parents, are looking for help in understanding the behavioral issue so that a behavior intervention plan can be established and implemented. The C.O.R.E. Program was developed to provide a Functional Behavioral Assessment and subsequent recommendations for the development of behavior plans and strategies.

Established as a component of Coastal Alternative School, the C.O.R.E. Program offers an alternative educational setting that is designed to assess the student's behavior over 45 school days. At the end of this interim period, a Functional Behavioral Assessment is reviewed that the sending school district should consider when reintegration into the least restrictive environment is initiated. Assistance in implementation of the aforementioned plan can also be provided by Coastal Alternative School personnel.

The **C.O.R.E.** Program provides the following components:

Assessment

Assessment process consists of both direct and indirect features which can include the procedures listed below;

- 1) Parent interview
- 2) Discussion with district school personnel
- 3) Record review
- 4) Discussion with external resources
- 5) Teacher reports/assessments

Assessment – Cont'd

- 6) 15, 30, day progress meetings
- 7) Multi-dimensional Self Concept Scale
- 8) Determination of emotional, cognitive, social and behavioral strengths and liabilities
- 9) Career Exploration Inventory
- 10) Student observation
- 11) A Functional Behavioral Assessment
- 12) Recommendations for a Behavioral Intervention Plan and Related Services

School Curriculum

During the assessment period, students are integrated into the alternative school setting and participate in curriculum which is inline with the Massachusetts State Frameworks. In addition, students participate in a **social emotional curriculum** to explore their behavior and how it affects their functioning both in school and within their communities. This individualized curriculum is a key component of the C.O.R.E. Program as it enables students to develop insight and take ownership of their circumstances.

Related Services

To facilitate the progress of students, C.O.R.E. provides services both during and after the assessment period.

- During the assessment period, existing case management services are coordinated for the students so there is little disruption while away from their sending school.
- Subsequent to the assessment period, C.O.R.E. provides both technical assistance and implementation services. C.O.R.E. will help execute the positive behavioral intervention strategies and can monitor progress of students as they reintegrate into their sending schools.

For More Information Contact:

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