

SPECIAL EDUCATION PROGRAMS

- 1.0 The **Academic and Communication Enhancement Program (ACE)** is designed to support secondary level students whose Individual Education Plans (IEPs) demonstrate a need for significant behavioral support, as well as, communication, life skills and academic services. These students are placed into ACE from other District Specialized Programs to provide additional support beyond the scope of those classrooms. The following strategies are incorporated with significant adult support:

- visual systems for work completion, communication and organization
- highly structured individual work settings
- individualized schedules and routines
- highly modified environmental stimuli
- individualized behavior support plans
- increased adult-to-student ratio
- life-skills curriculum

IEP goals are addressed in a protective milieu that minimizes social and environmental distractions. Students in this classroom receive direct instruction from trained instructional assistants who are supervised by a certified teacher with demonstrated expertise in evidenced-based strategies.

- 2.0 The **Academic Learning Center (ALC)** is a specialized program which provides specially designed instruction and necessary related services in all developmentally appropriate academic areas through the modification of grade level curriculum and instruction. The following strategies are incorporated with minimal support to increase student success:

- modified academic curriculum
- classroom visual supports
- reduced class size
- reduced instructional pace
- functional routines curriculum
- life-skills curriculum
- social skills development

Students exhibiting difficult behaviors, that impede their learning and/or the learning of others, that cannot be addressed with the above strategies may make more progress on their goals in a different setting which offers more behavioral support.

- 3.0 The **Behavior Learning Center (BLC)** is a specialized program which provides specially designed instruction and necessary related services in emotional development, behavior management, and social skills. Counseling service and classroom consultation with the school psychologist are essential components of this program. Participation in the general education classroom is determined by the IEP and based on the student's documented ability to maintain emotional/behavioral/social success in the BLC classroom. Using the following strategies, progress toward grade level learning targets is supported:

- collaborative problem solving
- small, structured setting

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- social skills training
 - school-based counseling
- 4.0 The **Community Transition Program (CTP)** is a community based program providing age appropriate transition services for students ages 18-21 who have graduated from High School with a modified diploma, extended diploma, or alternative certificate. The community based focus is designed to assist students to develop maximum independence and contribution to their communities. Specialty designed instruction is provided in a variety of settings including the classroom, community work placements, and during an array of community activities. The CTP skills for independent living focus includes; work experience, money management, food preparation and shopping, personal safety, personal hygiene and appearance, healthy leisure and recreational activities and public transportation travel.
- 5.0 The **Resource Program** provides instruction in general education curriculum through either pull-out service in small group special education settings, instruction in general education class settings, and/or collaborative teaching with general education teachers. Students typically receive the majority of their instruction in the general education setting. The program is designed to provide as much, or as little, as the student needs in the way of special education services in order for them to successfully access their education. Instruction is focused on Individual Education Plan (IEP) goals which support progress toward competence in grade level learning targets.
- 6.0 The **Independent Skills Center (ISC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) demonstrate a need for cognitive, communication, socialization, motor skills, and life skills development. Skills are developed with significant adult support through the following strategies:
- visual systems for work completion and communication
 - functional routines
 - social skills routines
 - prevocational skill development
 - adapted motor skill development
 - functional academic development
- 7.0 The **Social Communication Center (SCC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) have an emphasis on social skills and communication development, as well as, provision of sensory supports. Services are provided through the implementation of practices researched to be effective to support students in those areas of need. Specifically, the following practices are incorporated into each of these classrooms with minimal adult support:
- visual systems for work completion, communication and organization
 - structured classroom settings
 - carefully planned schedules and transitions
 - social-cognitive instruction
 - modified environmental stimuli

Academic curriculum is based on grade level learning targets. Students not able to make progress toward grade level learning targets or displaying difficult behaviors may not be suitable for this program as those areas are not the prime focus of the program and may be better served in another setting. Students exhibiting difficult behaviors, that impede their learning and/or the learning of others, that cannot be addressed with the above strategies may make more progress on their goals in a different setting which offers more behavioral support.

8.0 The **Structured Learning Center (SLC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) demonstrate a need for significant behavioral supports, in addition to, academic, life-skills and communication development. Strategies researched to be effective are implemented with significant adult support, including:

- individualized behavior support plans
- visual systems for work completion, communication and organization
- structured classroom settings
- carefully planned schedules and transitions
- modified environmental stimuli
- life-skills curriculum
- modified academic curriculum

9.0 The **Structured Routines Center (SRC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) demonstrate a need for communication, socialization, life skills, and academic instruction, as well as provision of sensory supports. Skills are developed through the following research-based strategies with moderate adult support:

- visual systems for work completion, communication and organization
- structured classroom settings
- carefully planned schedules and transitions
- modified environmental stimuli
- discrete trial teaching (elementary program)
- pivotal response training (elementary program)
- functional routines
- social skills routines
- modified academic curriculum

Students in this program exhibit the ability to learn routines quickly and follow them with minimal support. Students exhibiting difficult behaviors, that impede their learning and/or the learning of others, that cannot be addressed with the above strategies may make more progress on their goals in a different setting which offers more behavioral support.