

Special Education

Specialized Programs

School Board Work Session

November 28, 2023

Individuals with Disabilities Education Act (IDEA)

Principle 1: Free Appropriate Public Education (FAPE)

Principle 2: Appropriate Evaluation

Principle 3: Individualized Education Program (IEP)

Principle 4: Least Restrictive Environment (LRE)

Principle 5: Parent and student participation in decision making

Principle 6: Procedural Safeguards

Specialized Programs Overview

Specialized Programs provide services to students who experience needs related to their IEP goals which cannot adequately be addressed in the general education or Resource Room settings.

Services provided in a Resource setting focus on supports for a student to:

- Access grade-level content
- Access general education
- Receive specially designed instruction
 - Pull out model
 - Push-in model
 - Co-teaching model

Specialized Programs Overview

Services provided by Specialized Programs may include :

- Increased adult to student ratio
- Classroom and individual visual supports
- Individual behavioral and social supports
- Carefully planned schedules and transitions
- Modified curriculum and grading as needed for individual students
- Trained classified staff
- Structured classroom setting
- Opportunities for inclusion with typical peers

Academic and Communication Enhancement Program (ACE)

The program fosters growth through:

- Individualized adult support for significant and injurious behavioral and safety needs to themselves and others
- Highly structured and individualized schedule for each student
- Individualized behavior plans
- Focus on modified curriculum, functional life skills, social skills, and communication
- Significant behavioral supports that may include the use of safe/seclusion room

Academic Learning Center Program (ALC)

The program fosters growth through:

- Social and life skills opportunities
- Multimodal communication
- Visual supports for task completion
- Opportunities to access adapted motor skills development
- Behavior supports, which can include BSPs and Safety Plans
- Access to general education opportunities as described by individual inclusion plans

Community Transition Program (CTP)

The provided instruction focuses on:

- Work experience
- Independent living skills
- Training
- Employment
- Education
- Use of public transportation
- Leisure skills

Emotional Growth Center (EGC)

The program fosters growth through:

- Intensive individual and program-wide social, emotional, and behavioral instruction
- Behavioral support delivered through both individual and group incentives and interventions
- The school psychologist provides consultation to the classroom teacher to assist with implementing individual and group protocols to help students better establish and maintain positive peer relationships
- Specially designed instruction for identified areas of social-emotional needs, along with academics

Emotional Growth Center (EGC)

As well as:

- Opportunities to participate in general education experiences, which increases over time and with success
- Evidenced-based classroom management strategies and curricula designed for students with behavioral challenges
- Heightened classroom structure and routines aimed at helping students form habits that support both learning and positive peer interactions
- Students in this program have access to modified academic curriculum, if needed, based on their IEP

Emotional Learning Center (ELC)

The program fosters growth through:

- Highly structured individual setting
- Individual counseling and skill building
- Individualized counseling plan and support from mental health specialist
- Individualized behavior support plans
- Individualized de-escalation plans
- Social engagement skill building
- Carefully planned schedules and transitions
- Parent/caregiver training and support
- Coordination with community-based providers as needed
- Students in this program have access to modified academic curriculum, if needed, based on their IEP.

Independent Skills Center (ISC)

The program fosters growth through:

- Structured individualized routines designed to meet each student's needs
- Structured classroom setting - predictable schedules, consistent expectations, and behavior supports
- Social and functional life skills opportunities
- Multi-modal communication
- Integrated sensory supports and considerations
- Visual supports for task completion
- Opportunities to access adapted motor skills development

Independent Skills Center (ISC)

As well as:

- Direct and/or indirect nursing support as needed and delivered in the classroom setting
- Behavior supports, which can include BSPs and Safety Plans

Social Communication Classroom (SCC)

The program fosters growth through:

- Visual systems for work completion, communication, and organization
- Structured classroom settings - predictable schedules, consistent expectations, and behavior supports
- Carefully planned transitions
- Social-cognitive instruction
- Modified environmental stimuli
- Students in this program have access to modified academic curriculum, if needed, based on their IEP
- Behavior supports, which can include BSPs and Safety Plans

Structured Routines Classroom (SRC)

The program fosters growth through:

- Structured individualized routines designed to meet each student's needs - predictable schedules, consistent expectations, and behavior supports
- Discrete trial training/pivotal response training
- Visuals for work completion and reinforcement
- Behavioral and social skills supports individualized to student needs
- Carefully planned schedules, routines, and transitions

Structured Routines Classroom (SRC)

As well as:

- Supports and accommodations for individualized behavior and sensory needs
- Focus on modified curriculum, functional life skills, behavior, social skills, and communication

Questions & Discussion