



CCUSD 301

SPECIAL EDUCATION

CONTINUUM OF SERVICES

SERVICES FOR
EARLY CHILDHOOD
THROUGH 12TH GRADE

EARLY CHILDHOOD – 12TH GRADE SUPPORTS FROM STUDENT SERVICES STAFF

Social Work

- ✗ Risk Assessments
- ✗ Emergency/Crisis Intervention
- ✗ Referrals to outside agencies
- ✗ Classroom Interventions
- ✗ Push In/Push Out services to work on social and emotional skills and strategies
- ✗ Group work with students
- ✗ Individual counseling with students
- ✗ Functional Behavior Analysis for students / Behavior Intervention Plans

Speech and Language

- ✗ Pull out and Push in Services targeting:
- ✗ Language
 - Receptive
 - Expressive
 - Pragmatic
- ✗ Articulation
- ✗ Fluency/Stuttering
- ✗ Voice

Psych Services

- ✗ Coordinate child find/PST process
- ✗ Data management for buildings and district
- ✗ Complete psycho-educational & 504 evaluations
- ✗ Serve as LEA representative at IEP meetings
- ✗ Help coordinate student movement between interventions
- ✗ Counseling supports

EARLY CHILDHOOD – 12TH GRADE
OTHER SERVICES AS DETERMINED BY THE IEP TEAM

Occupational Therapy
Physical Therapy
Orientation and Mobility Specialist
Vision Itinerant Services
Hearing Itinerant Services
Adaptive Physical Therapy
Individual Student Collaboration



EARLY CHILDHOOD
SERVICES

EARLY CHILDHOOD EDUCATION

Central District 301 has two Early Childhood Programs to meet the needs of our youngest students, ages 3 to 5.

- ✘ For those who qualify, our Early Childhood Special Education program (ECSE) provides specially designed instruction that includes services such as speech therapy, occupational therapy, and physical therapy as determined by the student's Individualized Education Plan (IEP)
- ✘ For preschool-age children who do not qualify for special education services, we offer our tuition based Early Childhood Blended Program



ELEMENTARY SCHOOL
SERVICES

ELEMENTARY (K – 5TH GRADES)

Pull out Services:

- ✘ Reading (Decoding, Fluency, and/or Comprehension)
- ✘ Language Arts (Verbal Language instruction or Writing)
- ✘ Math (Computation or Math Reasoning)

Push In Services:

- ✘ These occur in reading or math for students who are able to perform rote skills and do not need direct instruction, but need additional supports in the classroom to access the general education curriculum

LEADS PROGRAM

LEARNING EMOTIONAL AND
ACADEMIC DEVELOPMENT SKILLS

LEADS PROGRAM

The Learning Emotional and Academic Development Skills (LEADS) Elementary Social-Emotional Learning Classroom provides a therapeutic, instructional setting designed to support students in Kindergarten through 2nd grade with social-emotional and behavioral needs that impact their academic performance, school or classroom behavior and social or interpersonal skills.

Program Goals:

- ✘ Support students in the development of social-emotional and behavioral skills necessary to participate in the general education classroom setting.
- ✘ Implement and monitor positive behavior interventions and individualized behavior intervention plans.
- ✘ Embed opportunities for social-emotional learning, self-regulation and problem solving in core academic instruction.
- ✘ Deliver individualized academic instruction in a structured learning environment through a variety of modalities.
- ✘ Facilitate inclusion opportunities through ongoing collaboration, assessment and goal setting.

LEADS CLASSROOM STRUCTURES & SUPPORTS

Program Foundations:

- ✘ Individual and classroom-wide positive behavior interventions.
- ✘ Embedded opportunities for social-emotional learning, self-regulation and problem solving in core academic instruction.
- ✘ Consistent, concrete and explicitly taught classroom procedures and behavioral expectations.
- ✘ Opportunities for self-reflection and restorative conversations paired with logical consequences designed to minimize problem behavior, increase self-regulatory skills and repair interpersonal conflict.
- ✘ High frequency reinforcement linked directly to individual goals and classroom behavioral expectations.
- ✘ Direct teaching on coping strategies, self-management tools, emotional regulation and problem solving skills.

Additional Interventions:

- ✘ Small group and individualized grade-level instruction aligned to CCSS.
- ✘ Participation in individual, small group and whole group social skills sessions.
- ✘ School-based services, accommodations and modifications as outlined in Individualized Education Plan (IEP).



MIDDLE SCHOOL
SERVICES

MIDDLE SCHOOL (6TH - 8TH GRADES)

Mid-Valley Cooperative

- 6 - 8 ELS
- Itinerant Service
- New Pathways
- New Directions
- Safe Schools

Self-Contained

- **Math 6-8:**

Core curriculum at a slower pace with functional skill activities OR alternate curriculum

- **English 6-8:**

Basic writing and ELA skills
Self-contained is for students that need an alternative 6-8th grade curriculum

Collaborative Classes

- ELA
- Math 6, 7 & Pre-Algebra

Students able to maintain the pace of a general education class with limited supports in place in the IEP.

RtI -Services

Reading Intervention

Tier 2 - MAP scores between 10th-25th percentile, 1-1.5 grade level below, Lexile Range 600-800L

Tier 3 - MAP scores below 10th percentile, Lexile below 500L

Math Intervention

Pre-algebra small group instruction recommendation by teacher based on grades, test scores and MAP scores

More Restrictive

Least Restrictive



**HIGH SCHOOL
SERVICES**

HIGH SCHOOL (9TH - 12TH GRADES)

Life Skills Program

- Functional Reading
- Functional Math
- Life Skills Science
- Life Skills Social Studies

Resource Academic Advisory

Adapted Physical Education

Self-Contained Classes

- Science
 - ◆ Biology
- English
 - ◆ Reading for Success (9-10)
 - ◆ Essentials of Composition & Literature (10-12)
- Math
 - ◆ Algebra 1
 - ◆ Geometry
 - ◆ Algebra 2
 - ◆ Foundations of Math

Collaborative Classes

- English 1, 2, & 3
- Writer's Craft
- Contemporary Literature
- Algebra 1 & 2
- Geometry
- Molecular Biology
- Global Studies
- U.S. History
- American Government
- Consumer Education

ADDITIONAL RESOURCES FOR 9TH – 12TH GRADE

Interventions

- Placement based on MAP data
- Utilizes the Edmentum program
- Math Momentum
 - Algebra 1 Momentum
 - Geometry Momentum
 - Algebra 2 Momentum
- ELA Momentum
 - English 1 Momentum
 - English 2 Momentum
 - English 3 Momentum
- College and Career Prep course
- Central Academy

Interventions continued...

- Reading Momentum
- Comp and Literature Momentum
- Work Refusal Program

CHS Service Providers

- Services determined by IEP team
- Student Services
 - School Counselors
 - Social Workers
 - School Psychologist
 - Nurse
 - Speech Pathologist
 - RTI Coordinator
 - Credit Recovery Teacher

MID-VALLEY SPECIAL
EDUCATION
COOPERATIVE

MID-VALLEY SPECIAL EDUCATION COOPERATIVE:

- ✘ MVSEC provides comprehensive and highly specialized programs for exceptional children as part of the continuum of services for Central 301 students
- ✘ Most programs are housed in various locations throughout the member districts, including Central 301
- ✘ Students integrate and interact with the students from their “host” schools
- ✘ Families are encouraged to become a part of their child’s school culture as much as possible

MID-VALLEY SPECIAL EDUCATION COOPERATIVE PROGRAMS

- ✘ ABLE Program (Ability-Based Learning and Education)
 - For students in grades kindergarten through 12th grade who demonstrate multiple and complex disabilities
 - Have significant physical, cognitive and communication need
 - Students benefit from a focus on functional academics, life skills and a wide variety of vocational training experiences
- ✘ New Pathways Program
 - For students in grades preschool through 12th grade who have significant educational challenges as a result of autism or similar neuro-developmental delays

MID-VALLEY SPECIAL EDUCATION COOPERATIVE PROGRAMS

X The ELS Program (Educational Life Skills)

- For students in grades kindergarten through 12th grade whose primary needs are cognitive in nature
- Students benefit from a focus on functional academics, adapted living, social and a wide variety of vocational skills

X New Directions Program

- For students in grades kindergarten through 12th grade whose primary needs are emotional or behavioral in nature
- Students benefit from a comprehensive, alternative school environment

X SAFE Schools

- For students in 6th-12th grades who require an alternative educational program due to consideration for suspension or expulsion in their home schools



**TRANSITION
SERVICES**

12+ PROGRAM

The goal of the 12+ Transition Program, operated by Mid-Valley Special Education Cooperative, is to prepare students for the transition from high school to adult living

- ✘ Typical students served by this program are:
 - Between the ages of 18 and 21
 - Have completed high school meeting diploma requirements
 - Their IEP reflects a need for further support through public education
- ✘ Services may include:
 - Acclimating the student to a college campus
 - Facilitating support through the college disability service office
 - Providing vocational services
 - Providing social/emotional supports
 - Certified staff members provide support through scheduled meetings with the student or groups of students

S.A.I.L. (STUDENTS ATTAINING INDEPENDENT LIVING)

The S.A.I.L. Transition Program is a community-based, life-skills program for students operated by Mid-Valley Special Education Cooperative. The goal of the program is to prepare students for the transition from public education to adult living

- ✘ Serves students between the ages of 18 to 21 and their IEP reflects a need for further support through public education
- ✘ The program uses supported real-life experiences to facilitate the development of independent adult skills
- ✘ Program components include daily living skills, personal social and social language skills, vocational training, money management, consumer foods, communication skills, community and career exploration, recreation and leisure, and volunteerism.

NONPUBLIC SPECIAL EDUCATION PROGRAMS

- ✘ Nonpublic special education programs provide educational, therapeutic and/or residential services to students with disabilities
- ✘ In the continuum of services for eligible students, federal and state laws allow programmatic options for students who may require exceptional educational and/or clinical intervention to meet their needs
- ✘ Typically, students placed in 14-7.02 programs have such severe and perhaps complicated clinical and educational needs that school districts may opt to refer their students to outside district placements after exploring other least restrictive options