District 300 Special Education Programs

Early Childhood

LEAP
Definition:
Learning Enriched Academic Program is designed to meet the unique needs of students on the Autism Spectrum or other students with like needs. The program is highly structured, visual and language rich incorporating elements of discrete trials, play, and group activities. Class consists of 1 certified staff and 2 paraprofessionals, with a class maximum of 12.
Student Criteria:
Students should have a need for a highly visual and structured setting with a need for more individualized one to one teaching of new information.
Locations:
DFEC

Blended
Definition: Blended Early Learning is programming for At-Risk preschoolers identified through the our Early Childhood Screening. Larger student to teacher ratio – class maximum 20. Program blends Preschool for All and early childhood special education into one classroom with a teacher certified to teach both groups.
Student Criteria: At-Risk preschoolers as identified through our Early Childhood Screening as well as students with speech language needs or other eligibility as defined by their IEP. The delay is not significant.
Locations:
DFEC
GES
LITH
WCS
LES
EVES

Intensive Blended:
Definition: At-Risk preschoolers as identified through the Early Childhood screening process as well as students with special needs. One certified staff and 1 paraprofessional, with related services pushing in as additional adult support, class maximum of 20.

Student Criteria: At-Risk preschoolers as identified through our Early Childhood Screening as well as students with speech language needs or other eligibility as defined by their IEP. Student may not be cognitively impaired, however displays a significant delay as compared to a typically developing peer.

Locations: DFEC, LITH

Self-Contained
Definition: This classroom contains only children with multiple special needs, with the goal of preparing them with the necessary skills to join one of the blended programs. Smaller teacher to student ratio with 1 certified teacher, 2 paraprofessionals, and a class maximum of 12 students. Related service providers such as speech

therapists, occupational therapists, physical therapists, and social workers are pushing in services at various times throughout the day.

Student Criteria: Students with multiple special needs who require a highly structured classroom setting and high teacher/student ratio.

Locations:
DFEC

LEAP	Blended Intensive	Blended	Self-Contained
DFEC,	DFEC, LITH	DFEC, GES, LITH, WCS, LES, EVES,	DFEC,
<u>Curriculum</u> VBMAPP (not a curriculum/EC LEAP doesn't use Creative Curriculum)	<u>Curriculum</u> Creative Curriculum (EC)	<u>Curriculum</u> Creative Curriculum (EC)	<u>Curriculum</u> Creative Curriculum (EC)

Referral Process:
- ○ **Screening team members conduct the screening.**
- ○ **Child fails the screening and/or parent input indicates the need for additional assessment.**
- ○ **Screening team designee generates the *Initial Consent for Education services Evaluation.***
- ○ **Assessment team designee meets with the parent, reviews the results of the screening, discusses the domains portion of the consent, and asks the parent to sign the consent for initial education services evaluation.**
- ○ **Parent signs consent for evaluation prior to PBA.**
- ○ **Screening team designee provides parent with written confirmation of the appointments for PBA and ER/IEP meetings. A letter explaining the assessment is process is also given to the parent.**
- ○ **Screening file is given to deLacey Education services Clerk. The deLacey Education services Clerk copies the screening paperwork, copies the signed *Initial Consent for Education services Evaluation*, and logs the student into the education services referral notebook.**
- ○ **deLacey Education services Clerk places the file in the appropriate intake bin in the education services specialist's office at deLacey.**
- ○ **School Psychologist completes the first portion of the entry ECO at the eligibility review if an IEP is developed.**
- ○ **deLacey Intake Team conducts the PBA and ER/IEP meetings within the 60 school day timeline.**

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LIFE/L2IFE

LIFE and L2IFE programs are for our students that have Intellectual disabilities or characteristics similar to students with intellectual disabilities. The students require a functional and academic curriculum to teach life skills, functional skills, and basic academic skills. Typically students have a Full Scale IQ below 70 with adaptive rating scales also below a standard score of 70. Adaptive behaviors are everyday living skills such as walking, talking, getting dressed, going to school, going to work, preparing a meal, cleaning the house, etc. They are skills that a person learns in the process of adapting to his/her surroundings. The IEP team, along with the Education Services Administration, makes placement decisions to determine the least restrictive environment for programming.

Locations:

Elementary-
·   Algonquin Lakes Elementary School (k-2, 3-5)
·   Lincoln Prairie Elementary School (k-2, 3-5)
·   Hampshire Elementary School (k-2, 3-5)

Secondary-
·   Algonquin Middle School (6-8)
·   Dundee Middle School (6-8)
·   Hampshire Middle School (6-8)
·   Jacobs High School (9-12+)
·   Dundee-Crown High School (9-12+)
·   Hampshire High School (9-12+)

Curriculum:

	K-1	2-3	4-5	6-12
Reading	Phonics/Intro to Level 1- PCI	Level 1 and intro to Level 2- PCI Environmental Print	PCI Level dependent on student Environmental Print	PCI Level dependent on student and SRA Reading Mastery and Corrective Reading Environmental Print
Math	EQUALS	EQUALS	EQUALS	EQUALS
Social Studies/Science	Unique	Unique	Unique	Unique
Writing	Handwriting Without Tears	Handwriting Without Tears	Handwriting Without Tears	

EQUALS

"Equals is a K-12 curriculum is aligned to State Standards, Alternate Standards and Common Core Standards. It provides the best in mathematics instruction for educators who work with students in special education or in alternative education programs. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills

(data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities."

PCI- Reading
Designed as a three-level system, the PCI Reading Program helps non-readers learn to read step by step, first through whole-word visual discrimination and then through basic decoding using onsets and rimes. As students' progress through the three levels, they learn to read 405 words and become more and more independent in their ability to decode unknown words.

Each level of the PCI Reading Program has been carefully designed to guide students step by step to reading success and independence. Students begin Level One focused on learning high-frequency sight words and real-world nouns and verbs through visual discrimination. Phonemic awareness and phonics skills are slowly layered in so that by Level Three students can use the words they know to identify 23 onsets and 20 times for word building and decoding.

Unique
Reading, writing and math through social studies and science themes.
Unique curriculum provides a way for special education lessons to include *ALL* students in the same activity, with different levels of expectation.
Level 1: Students require maximum supports. Increasing participation is the main objective.
Level 2: Students may require picture support and other direct support in learning and the demonstration of comprehension.
Level 3: Students can read text, produce simple writing, perform basic math processes, and can independently demonstrate comprehension of modified learning information.

https://www.n2y.com/unique

Environmental Print
- **Program Themes**
  Level One teaches 48 signs, first through the context of a book and then generalized through a poster of a community scene and suggested community-based instruction activities. Each book and poster focuses on three signs in one of four environments.
    - Streets and Roads
    - Restaurants
    - Work Places
    - Community Places

- **Language Arts Standards**
  Level One lessons focus on teaching and reinforcing the following language arts standards:
    - Concepts of Print
    - Main Character
    - Character Traits
    - Setting
    - Cause and Effect
    - Main Idea

Criteria for Program:
- Below average intelligence (below 70 IQ)
- Below average adaptive skills (below 70 Standard Score)
- Below average academic skills
- Requires functional academics, independent living and vocational training to ensure access to skills to enhance adult living.

Referral Process:
- Complete Self-Contained Referral Process
- Consult Low Incidence Specialist

Compliance:
- Monthly Compliance Checks focusing on the following:
  - Appropriate team members present at meeting
  - Updated present levels
  - Functional levels of performance
  - Documented parent concerns
  - DLM considerations page completed
  - ESY considerations page completed
  - ESY table completed for those who qualify
  - Transition plan reviewed
  - Meeting notes uploaded in supplemental documents
  - Transportation information reflects student needs

<u>Multi-needs</u>

The multi-needs program is for students that have a combination impairments (such as intellectual disability, blindness, orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Student has marked delay in the following areas:

- Cognitive Ability

- Adaptive/ Functional Ability

- Achievement Ability

    AND

- Student has a combination of impairments that cause severe educational needs that cannot be accommodated in programs solely focused for one impairment.

- The only combination that is not considered for Multiple Disabilities is Deaf Blind

- The combination can be any of the following:

- Speech and Language

- Orthopedic Impairment

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- Vision

- Hearing

- Other Health Impairment

- Emotional Disability

Locations:

Elementary-
- Eastview- k-2 and 3-5

Secondary-
- Dundee Middle- 6-8
- Jacobs High School -9-12+

Curriculum:
Unique
Reading, writing and math through social studies and science themes.
Unique curriculum provides a way for special education lessons to include *ALL* students in the same activity, with different levels of expectation.
Level 1: Students require maximum supports. Increasing participation is the main objective.
Level 2: Students may require picture support and other direct support in learning and the demonstration of comprehension.
Level 3: Students can read text, produce simple writing, perform basic math processes, and can independently demonstrate comprehension of modified learning information.

Referral Process:
- Complete Self-Contained Referral Process
- Consult Low Incidence Specialist

Compliance:
- Monthly Compliance Checks focusing on the following:
  - Appropriate team members present at meeting
  - Updated present levels
  - Functional levels of performance
  - Documented parent concerns
  - DLM considerations page completed
  - ESY considerations page completed
  - ESY table completed for those who qualify
  - Transition plan reviewed
  - Meeting notes uploaded in supplemental documents
  - Transportation information reflects student need

LEAP

Learning Enriched Academic Program is designed to meet the unique needs of students on the Autism Spectrum or other students with like needs. The program is highly structured and visual supporting students in the areas of academics, behavior, sensory, communication and social skills. Some of our LEAP classrooms are designed to support students who are functioning significantly below grade level while other LEAP classrooms support students who are functioning at or above grade level academically. The IEP team, along with the Education Services Administration, make placement decisions to determine the least restrictive environment for programming.

Locations:
Elementary –
- Neubert Elementary School
- Eastview Elementary School
- Sleepy Hollow Elementary School

Secondary-
- Algonquin Middle School

Jacobs High School
The Life and LEAP programs use the same curriculums

Curriculum:

	K-1	2-3	4-5	6-12
Reading	Phonics/Intro to Level 1- PCI	Level 1 and intro to Level 2- PCI	Level 2 and intro to Level 3- PCI	Level 3 and start of SRA
Math	EQUALS	EQUALS	EQUALS	EQUALS
Social Studies/Science	Unique	Unique	Unique	Unique
Writing	Handwriting Without Tears	Handwriting Without Tears	Handwriting Without Tears	

EQUALS

"Equals is a K-12 curriculum is aligned to State Standards, Alternate Standards and Common Core Standards. It provides the best in mathematics instruction for educators who work with students in special education or in alternative education programs. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities."

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PCI- Reading

Designed as a three-level system, the PCI Reading Program helps non-readers learn to read step by step, first through whole-word visual discrimination and then through basic decoding using onsets and rimes. As students' progress through the three levels, they learn to read 405 words and become more and more independent in their ability to decode unknown words.

Each level of the PCI Reading Program has been carefully designed to guide students step by step to reading success and independence. Students begin Level One focused on learning high-frequency sight words and real-world nouns and verbs through visual discrimination. Phonemic awareness and phonics skills are slowly layered in so that by Level Three students can use the words they know to identify 23 onsets and 20 rims for word building and decoding.

Unique

Reading, writing and math through social studies and science themes.

Unique curriculum provides a way for special education lessons to include *ALL* students in the same activity, with different levels of expectation.

Level 1: Students require maximum supports. Increasing participation is the main objective.

Level 2: Students may require picture support and other direct support in learning and the demonstration of comprehension.

Level 3: Students can read text, produce simple writing, perform basic math processes, and can independently demonstrate comprehension of modified learning information.

https://www.n2y.com/unique

Environmental Print

Elementary High Incidence Cross Categorical Self-Contained (CCSC)

Cross Categorical Self-Contained (CCSC)

Cross-Categorical Self Contained is an academically focused program for students with high incidence disabilities that requires replacement curriculum in order to demonstrate academic progress. These special classrooms exist to provide a setting for students with disabilities who require a very restrictive, self---contained setting. The purpose is to provide an educational placement for student with social emotional, academic or sensory needs that cannot be accommodated in the least restrictive environment. These classrooms are also where students will be placed if they transfer into one of our schools with a current IEP indicating self--contained placement. The IEP team, along with the Education Services Administration, make placement decisions to determine the least restrictive environment for programming.

Locations:

Elementary-
- Neubert Elementary School K-2/3-5
- Gary D. Wright Elementary School K-2/3-5
- Westfield Community School 3-5
- Lakewood Elementary School K-2/3-5
. Sleepy Hollow Elementary School K-2/3-5

Curriculum:

	K-1	2-3	4-5
Language Arts	Reading Mastery WonderWorks	Reading Mastery WonderWorks	Reading Mastery Corrective Reading WonderWorks
Math	Math Expression Core Curriculum	Math Expression Core Curriculum	Math Expression Core Curriculum
Social Studies/Science	Core Curriculum S.T.E.M.	Core Curriculum S.T.E.M.	Core Curriculum S.T.E.M.

Reading Mastery

Reading Mastery is a K-5 reading program that utilizes the Direct Instruction method to support students' development of proficient decoding and comprehension skills. Reading Mastery provides targeted instruction in the following foundational reading skills:

· Phonemic Awareness
· Letter-Sound Correspondence
· Sounding Out of Words
· Word Recognition
· Vocabulary
· Oral Reading Fluency
· Comprehension

Reading Mastery is best used in a small-group setting. It is strategy based instruction that allows students to learn new information in a more efficient manner. The program utilizes intensive, explicit and systematic instruction to support student's skill development.

Reading Mastery curriculum aligns with the rigorous CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice. Overall, *RMSE* met 95% of the ELA Standards prescribed in the CCSS.

Corrective Reading

SRA's Corrective Reading program provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program is divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive two full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program. In the single-strand sequence, students study just one program (Comprehension, for example) and receive one full period of instruction per day. Each Comprehension level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence. The series is

designed to change the behavior of the problem reader. The specific tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

WonderWorks

WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. *WondersWorks* rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.

Math Expressions

Math Expressions Common Core combines elements of standards-based instruction with the best traditional approaches. Through drawings, conceptual language, and real-world examples, it helps students make sense of mathematics. NSF-funded* and research-based, *Math Expressions* is proven to be effective in raising student achievement. Put your students on the path to becoming lifelong learners—and lovers—of all things math with our trusted Common Core math curriculum.

- Supports the CCSS by covering select concepts for deeper mastery
- NSF-funded, research-based, and proven to raise student achievement
- Offers new ways to teach and learn through exploration, modeling and discussion

S.T.E.M.

STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the
global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy. (Tsupros, 2009)

Criteria for Program:
- Significantly below average academic achievement
- Significant discrepancy in academic achievement between age/grade level peers, despite significant, ongoing, and progressive academic interventions
- The building can no longer sustain the level of support required for student to make progress
- The student must have sufficient and regular school attendance
- The student is not behind due to cultural, economic, or environmental disadvantages

Referral Process
- Complete Self-Contained Referral Process
- Consult High Incidence Specialist

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Bilingual Cross Categorical Self-Contained

Bilingual Cross-Categorical Self Contained is an academically focused program for students with high incidence disabilities that require modified curriculum in order to demonstrate academic progress. These special classrooms exist to provide a setting for students with disabilities who require a very restrictive, self--contained setting. The purpose is to provide an educational placement for student with social emotional, academic or sensory needs that cannot be accommodated in the least restrictive environment. These classrooms are also where students will be placed if they transfer into one of our schools with a current IEP indicating bilingual self--contained placement. The IEP team, along with the Education Services Administration, make placement decisions to determine the least restrictive environment for programming. Students' second language needs are addressed through English as a Second Language and bilingual instruction. The language of instruction follows the District 300 Transitional Bilingual Education program model with students transitioning to full English instruction by third grade.

Locations:
Elementary-
·   Lakewood Elementary School/K-2, 3-5

Curriculum:

	K-2	3-5
Language Arts	Maravillas	Maravillas
Math	Math Expression Core Curriculum	Math Expression Core Curriculum
Social Studies/Science	Core Curriculum S.T.E.M.	Core Curriculum S.T.E.M.

Maravillas

Maravillas is the first K-5 reading program with every component and lesson designed to meet the Common Core State Standards for Reading/Language Arts. The program's instruction plans mirror those of *Reading Wonders* and it provides a wealth of authentic literature from across the Spanish-speaking world. This is used in our cross categorical bilingual self-contained classrooms.

Math Expressions (Delivered in Spanish)
Math Expressions Common Core combines elements of standards-based instruction with the best traditional approaches. Through drawings, conceptual language, and real-world examples, it helps students make sense of mathematics. NSF-funded* and research-based, *Math Expressions* is proven to be effective in raising student achievement. Put your students on the path to becoming lifelong learners—and lovers—of all things math with our trusted Common Core math curriculum.

·   Supports the CCSS by covering select concepts for deeper mastery
·   NSF-funded, research-based, and proven to raise student achievement

·   Offers new ways to teach and learn through exploration, modeling and discussion

S.T.E.M.
STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the
global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy. (Tsupros, 2009)

Criteria for Program:
- Require bilingual instruction
- Significantly below average academic achievement
- Significant discrepancy in academic achievement between age/grade level peers, despite significant, ongoing, and progressive academic interventions
- The building can no longer sustain the level of support required for student to make progress
- The student must have sufficient and regular school attendance
- The student is not behind due to cultural, economic, or environmental disadvantages

Referral Process
- Complete Self-Contained Referral Process
- Consult High Incidence Specialist

S.O.A.R.

The SOAR classroom is designed to meet the emotional needs or academic needs of students whose behavior or academics may prevent them from accessing their learning in the general education classroom. A level system is used which allows students to earn privileges and work toward accessing the general education classroom with support. Specific curriculum is implemented to increase a student's social/emotional skills and self-control. The IEP team, along with the Education Services Administration, make placement decisions to determine the least restrictive environment for programming.

Locations:
Elementary
·   Westfield K-2
·   Westfield 3-5
Secondary
·   Dundee Middle School 6-8

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Curriculum:

	K-2	3-5	6-8
Language Arts	Reading Mastery Core Grade Level Curriculum WonderWorks	Reading Mastery Corrective Reading WonderWorks	Core Grade Level Curriculum
Math	Math Expressions core curriculum	Math Expressions core curriculum	Core Grade Level Curriculum
Social Studies/ Science	Core Grade Level Curriculum S.T.E.M.	Core Grade Level Curriculum S.T.E.M.	Core Grade Level Curriculum
Social/Emotional	Second Step	Second Step	

Reading Mastery

Reading Mastery is a K-5 reading program that utilizes the Direct Instruction method to support students' development of proficient decoding and comprehension skills. Reading Mastery provides targeted instruction in the following foundational reading skills:

· Phonemic Awareness
· Letter-Sound Correspondence
· Sounding Out of Words
· Word Recognition
· Vocabulary
· Oral Reading Fluency
· Comprehension

Reading Mastery is best used in a small-group setting. It is strategy based instruction that allows students to learn new information in a more efficient manner. The program utilizes intensive, explicit and systematic instruction to support student's skill development.

Reading Mastery curriculum aligns with the rigorous CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice. Overall, *RMSE* met 95% of the ELA Standards prescribed in the CCSS.

Corrective Reading

SRA's Corrective Reading program provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program is divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive two full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program. In the single-strand sequence, students study just one program (Comprehension, for example) and receive one full period of instruction per day. Each

Comprehension level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence. The series is designed to change the behavior of the problem reader. The specific tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

WonderWorks

WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. *WondersWorks* rapidly accelerates students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.

Math Expressions

Math Expressions Common Core combines elements of standards-based instruction with the best traditional approaches. Through drawings, conceptual language, and real-world examples, it helps students make sense of mathematics. NSF-funded* and research-based, *Math Expressions* is proven to be effective in raising student achievement. Put your students on the path to becoming lifelong learners—and lovers—of all things math with our trusted Common Core math curriculum.

- Supports the CCSS by covering select concepts for deeper mastery
- NSF-funded, research-based, and proven to raise student achievement
- Offers new ways to teach and learn through exploration, modeling and discussion

S.T.E.M.

STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy. (Tsupros, 2009)

Criteria for Program:
- Possess a disability that hinders or prevents student from fully accessing the learning environment.
- Significantly below average social/emotional skills that are compromising student's ability to access the academic and social environment.
- Significant discrepancy in social/emotional functioning with peers and/or staff despite intensive interventions across all settings that cannot be maintained in the student's existing setting.
- Extensive disciplinary referrals resulting in limited access to the academic setting and loss of instructional time.
- The Building can no longer sustain the level of support required for student to make progress.
- Behavior plans that have been enacted are no longer effective.
- Lack of sustained relationships with peers and adults.
- Frequent refusal of staff or school expectations.
- Unable to comply with teacher requests
- School can be a source of confusion, angst or anxiety
- Perceived as bizarre or odd or is often ridiculed
- Disproportionate reactions to circumstances, but are not under the student's control.

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Referral Process:
- ● Complete Self-Contained Referral Process
- ● Consult High Incidence Specialist

Resource/Support

Program Description

Resource rooms are classrooms or small groups where a special education program can be delivered to a student with a disability. It is for students who qualify for specialized instruction in an individualized or small group setting for a portion of the day. Individual needs are supported in resource rooms as defined by the student's IEP. The child getting this type of support will receive some time in the resource room and sometime in the general education classroom with modifications and or accommodations.

Locations

All Elementary, Middle, and High School buildings

Curriculum

Follow general education core curriculum.

Criteria for Program

- ● Possess a disability that hinders or prevents student from fully accessing the learning environment.
- ● Moderately below grade level achievement.
- ● Requires intense and specific instruction to remediate skills in a specific instructional area.

HIGH INCIDENCE - PLUS MORE

Curriculum:

	6-8	9-12
Reading	Boost/Blitz Comp Tool Kit iReady Lessons, Corrective Reading LLI	Achieve 3000 Boost/Blitz Corrective Reading iReady Lessons
Math	iReady Lessons Pre-Teach/Re-Teach	ALEKS iReady Lessons
Social/Emotional	n/a	Personal Development

Corrective Reading

SRA's Corrective Reading program provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program is divided into two strands: Decoding and Comprehension. Students can complete the programs in either a double-strand or a single-strand sequence.

In the double-strand sequence, students receive two full periods of instruction per day—one period in a Decoding program and one period in a Comprehension program. In the single-strand sequence, students study just one program (Comprehension, for example) and receive one full period of instruction per day. Each Comprehension level is independent of the others. Students may be placed at the beginning of one level and complete all the lessons in that level in either a single-strand or double-strand sequence. The series is designed to change the behavior of the problem reader. The specific tendencies of the problem reader suggest what a program must do to be effective in changing this student's behavior.

Boost/Blitz

Students in this program have a severe weakness in decoding, fluency, and comprehension that is addressed ,reiterated, and reinforced in this program. This class moves at a slower pace with more repetition than our other courses.

Achieve3000

Achieve 3000 is an online reading program that differentiates instruction. Each lesson is based on a student's Lexile level and is focused on improving the student's reading. During each lesson a student receives one-on-one teaching, at their level, and stretching them with complex text so they can reach their maximum potential and meet all their reading needs.

ALEKS

ALEKS is an online math program that is Web-based assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics that they are most ready to learn. Student works through lessons, ALEKS reassesses the student to ensure that topics learned are also retained.

Related Services

Social Work and Psychology Services

For the 2016/2017 school year all D300 buildings have a minimum of one full time psychologist and social worker in attendance. Within the school day the psychologists carefully balance their time between RTI and Education Services. Psychologists work very closely with benchmarking (iReady) and the data entry of that data. Also,

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psychologists facilitate the data review meetings and/or problem solving teams (depending on grade levels).

Social Workers also help with the administration of benchmarking and work very closely with the building's PBIS team. At the elementary and middle school levels the social worker helps organize the quarterly PBIS celebrations. In all levels (elementary and secondary) social workers are facilitating groups dealing with everything from anxiety to bullying to gender diversity.

Hearing Services in District 300

District 300 has four full time hearing itinerants and one full time contract itinerant from Northwestern Illinois Association (NIA) that service our students with hearing loss. We also employ a Low Incident Specialist for Hearing that provides our teachers with technical hearing support. The itinerants work throughout the district and are assigned to sets of buildings. Hearing services are available in all buildings district wide. Students qualify for hearing services by meeting both audiological and educational criteria. The hearing itinerants provide push in and pull out sessions with the students to provide academic and language support and teach listening and advocacy skills and strategies. They also collaborate with the student's classroom teacher and provide in-services about each student's hearing loss and how to meet the student's unique needs in the classroom.

We currently have students with a significant hearing loss, whose needs cannot be met with the support of a hearing itinerant who attend the Northwestern Illinois Association Deaf and Hard of Hearing program that is located in District 300 at Westfield Community School and Hampshire High School. The program offers self-contained and mainstreaming options utilizing total communication (sign language and oral language) to instruct the students from preschool to high school.

Vision Services

Program Description:
District 300 has four full time vision teachers and one contract vision teacher from Northern Illinois Association (NIA). We also contract a vision supervisor that provides our teachers with technical vision support. Our two vision itinerant, serves all of our students across the district with a variety of vision needs. They provide different vision tools such as SLANT boards, color contrast, enlarged print books, and magnifiers to meet the students' needs. They use a variety of curriculum to teach vision advocacy skills. They works with the student to find strategies that assist them in and outside of the classroom. Our students qualify for vision services for a variety of vision needs such as nystagmus, myopia, astigmatism, and a variety of other vision conditions.

Our blind program support our students who are blind in and outside the general education. They use variety of braille curriculum to teach the students braille during their vision time. The students meet with the Vision teacher throughout the day to support the students vision needs.

Locations:

Building	Program
All Buildings in D300	Vision Itinerant
All Buildings in D300	Vision Itinerant

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LPES	Blind Program
AMS	Blind Program
DCHS	Blind Program

Referral Process:

- Send an Ocular to Low Incidence Specialist
- Complete Vision Referral Packet
- Consult Low Incidence Specialist

Compliance:

- Monthly Compliance Checks focusing on the following:
    - Appropriate team members present at meeting
    - Updated present levels
    - Functional levels of performance
    - Documented parent concerns
    - ESY considerations page completed
    - ESY table completed for those who qualify
    - Transition plan reviewed
    - Meeting notes uploaded in supplemental documents
    - Transportation information reflects student need

Oak Ridge School

Program Description:

Students are referred to Oak Ridge for a variety of reasons. Oak Ridge serves District 300 students in grades 6-12 with a wide variety of needs and services. Students are expected to follow District 300 Curriculum rules/ expectations. The ultimate goal is for all students to be able to mainstream back into their base schools and be successful in the areas of academic growth, positive behavior, and consistent attendance.

Special Education: Students are referred to Oak Ridge to meet the educational needs of the student based upon the student's IEP from their base school. Students referred to Oak Ridge have a variety of disabilities. Student's academic and behavioral needs are met through the program and the student's IEP. A Special education student who commits an expellable offense may be placed at Oak Ridge under safe schools or meet the state requirements of a 45 -day placement. During this placement, the IEP team consisting of base school personnel, parents, student and Oak Ridge staff will work to determine if the student's offence was related to the students' disability and hold a manifestation determination. If the offense is not related to the student's disability the student will face possible expulsion or transfer to the safe school programs. IF it is related to the disability the IEP team will discuss the appropriate placement for the student. The team may decide to continue with Oak Ridge and any positive days accumulated for the return to the base school will be counted.

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Safe Schools: District 300 Students (general and/ or special education) who commit an expellable act may be referred or administratively transferred to Oak Ridge under the safe school program. Students who are referred to Oak Ridge for safe school program in lieu of expulsion are allowed a second chance to stay in school and successfully complete the Oak Ridge program. Students in the safe school program should complete the program within one calendar year. At the intake meeting, an individual optional education plan (IOEP) will be developed. If the student is not making progress in the program the student may be brought back to the District disciplinary review team for possible expulsion.
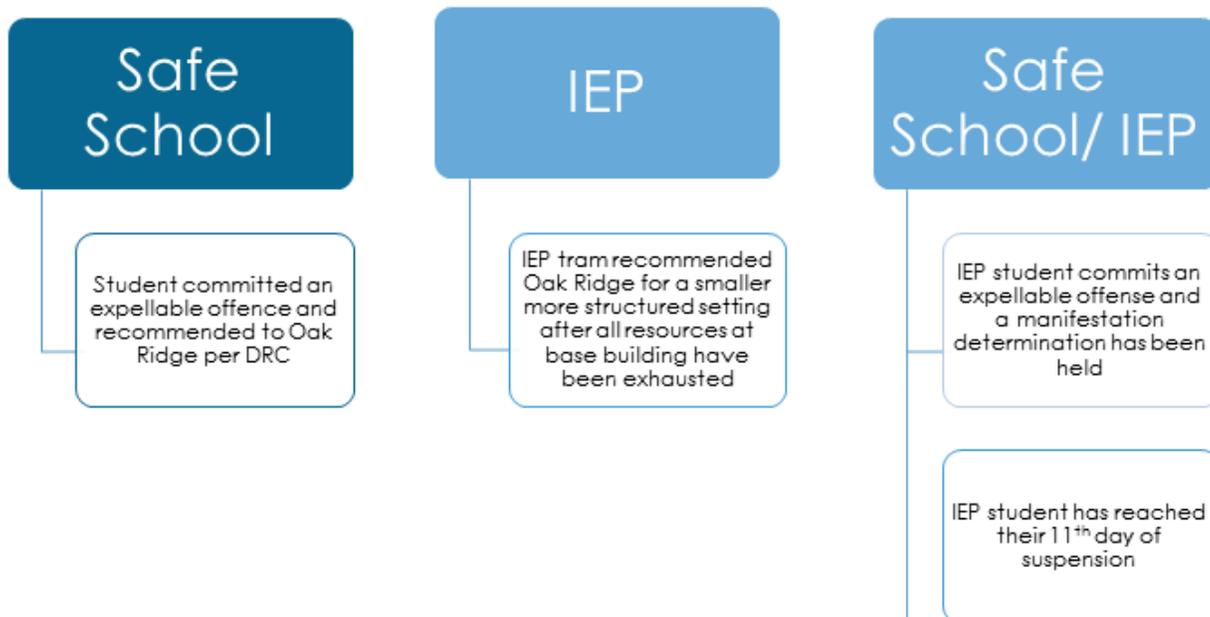
45-Day Placement: Students in grades 6-12 with an IEP who are eligible under the legal requirements of a 45-day placement.

Curriculum:
Core Plus More

	6-8	9-12
Reading	Boost/Blitz, Comp Tool Kit, iReady Lessons, Guided Reading Corrective Reading, LLI	Achieve 3000, Boost/Blitz Corrective Reading, iReady Lessons
Math	iReady Lessons Pre-Teach/Re-Teach	ALEKS iReady Lessons
Social/Emotional	Personal Development	Personal Development

Referral Process:
Students can be referred to Oak Ridge through an IEP meeting for a smaller more structured setting to focus on academics and monitor the social emotional learning.

Safe School
Student committed an expellable offence and recommended to Oak Ridge per DRC

IEP
IEP tram recommended Oak Ridge for a smaller more structured setting after all resources at base building have been exhausted

Safe School/ IEP
IEP student commits an expellable offense and a manifestation determination has been held

IEP student has reached their 11th day of suspension

300 P.L.U.S- People Learning in Unique Settings

Program Description:
300 P.L.U.S. is a District 300 special education program serving students with significant, complex learning needs from ages eighteen to twenty-two. It is housed at Elgin Community College, but district-based out of Jacobs High School. The 300 P.L.U.S. Program provides a <u>functional adult living/vocational curriculum</u>. The program stresses community experiences, development of vocational and daily living skills, adult living objectives, and volunteer opportunities in the student's home community.   The students must have met graduation requirements and opted not to take their diploma.

Location: Elgin Community College Campus

300+ -
Employment: Students use a hands-on vocational curriculum to learn skills necessary for the work-force and independent life. In addition, students will participate in training site to gain vocational experience or to identify a possible career.

Education and/or Training: Classroom and community based instruction are provided to help students achieve the greatest level of independence possible. Students continue to learn reading, writing and math, while developing basic living skills, job skills, personal safety, and community access.

Independent Living: Students build a network of support utilizing resources available in their county (Kane/McHenry). Students develop self-advocacy skills and identify and practice the decisions they will make as responsible adults. Students will continue to build functional life skills needed for independence or interdependence in adulthood.

*Related services will be provided based on a student's IEP.

300+ Blended-

Employment: Students without paid positions will participate in training sites to gain vocational experience or to identify a possible career. Students develop a better understanding of the job world and the careers that interest them and that they have abilities for.

Education and/or Training: Students build foundational reading, writing and math skills before for entering Tier 4. Students working towards possible enrollment in ECC classes that have no prerequisite**.**

Independent Living: Independent living skills are integrated into the curriculum to incorporate real life situations into a structured learning environment

*Related services will be provided based on a student's IEP.

300+ Independent
Employment: Students will learn and apply skills to be their own advocate and take steps to enter their chosen career. Competitive Employment is sought with the support of the Vocational Coordinator.
Education and/or Training: The instructional focus will be on strengthening the academic skills for students interested in pursuing

- *Associate degree:* the academic curriculum is designed to help students pass the MCC proficiency with little or no need for preparatory courses (i.e. MAT 071, MAT 095, ENG 088, ENG 095, etc.)
- *Certificate program* (i.e. computer skills, early childhood education, emergency medical technician

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(EMT), game development, etc.)
- <u>Workforce Training Program</u> or passing a <u>competency or licensing exam</u> (i.e. welding, commercial driver's license (CDL), paraprofessional certification, veterinarian certification, etc.)

Independent Living:

Independent living skills will be incorporated into the vocational and academic curriculum. Using real-life scenarios, students are given options and opportunities for independent living.

*Related services will be provided based on a student's IEP.

Criteria for Program:

- Two consecutive years of clean behavior record.
- Meet all graduation requirements.
- Previous vocational experience.
- Established systematic data showing need for continued support in one or more areas:
Functional academics, vocational skills and/or independent living skills
- Previous Community Based Instruction.

Referral Process:
- Complete 300+ Referral Process
- Consult Education Services Generalist

Compliance:

- Monthly Compliance Checks focusing on the following:
  - Updated present levels
  - Functional levels of performance
  - Documented parent concerns
  - Task Analysis Rubrics completed
  - ESY considerations page completed
  - ESY table completed for those who qualify
  - Transition plan reviewed
  - Meeting notes uploaded in supplemental documents
  - Transportation information reflects student need

Curriculum

300+ ECC	300+ Blended	300+ Independent
Functional academics- Unique Transitional Components	Functional Academics- Casey Life Skills iREADY ALEKS and Achieve 3000	ECC course ALEKS and Achieve 3000
Vocational Class- I Determine, Whose future is it anyways,	Vocational Class- I Determine, Whose future is it anyways,	Vocational Class- I Determine, Whose future is it anyways, Interest

Interest inventories and hands on Training Sites.	Interest inventories and hands on Training Sites.	inventories and hands on Training Sites.
Independent Living Skills- Unique and Meadowdale Apartment	Independent Living Skills- Casey's Life Skills and Meadowdale Apartment	Independent Living Skills- Casey's Life Skills and Meadowdale Apartment

Unique

Reading, writing and math through social studies and science themes.

Unique curriculum provides a way for special education lessons to include *ALL* students in the same activity, with different levels of expectation.

Level 1: Students require maximum supports. Increasing participation is the main objective.

Level 2: Students may require picture support and other direct support in learning and the demonstration of comprehension.

Level 3: Students can read text, produce simple writing, perform basic math processes, and can independently demonstrate comprehension of modified learning information.

I'm Determined

The I'm Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

Casey's Life Skills

Casey Life Skills (CLS) is a free tool that assesses the behaviors and competencies youth need to achieve their long term goals. It aims to set youth on their way toward developing healthy, productive lives. Examples of the life skills CLS helps youth self-evaluate include:

- Maintaining healthy relationships
- Work and study habits
- Planning and goal-setting
- Using community resources
- Daily living activities
- Budgeting and paying bills
- Computer literacy
- Their permanent connections to caring adults

Outplacement and Residential

District 300 offers a continuum of services for all students within the least restrictive environment. There are times when the IEP team determines that a student needs a therapeutic program or a residential placement through ISBE. These conversations are not taken lightly as this is a very restrictive placement.

Therapeutic and Residential Placement Outcomes:
- Promotes student success in educational settings despite intellectual, emotional and behavior limitations that interfere with learning.
- Provide appropriate instruction and relate services in order to teach students to access their

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learning environment and provide appropriate strategies to manage their disabilities.
- Promote student advocacy and disability awareness so students with disabilities will be perceived by their peers, teachers
and themselves as valuable, contributing members of their school community.
- Provide direct therapeutic services to enable students to achieve their IEP goals.
- Provide support to teachers, parent and student regarding special needs of students with disabilities.
- Actively promote inclusive practices for children with disabilities to transition back to public school setting.

Therapeutic Placements

These placements occur in one of two ways:

- The IEP team meets and determines that the student can't access the educational environment in a public school setting and requires a more restrictive placement to address academic, social/emotional and behavioral needs. The student's ability to safely access the public school setting is also a major consideration. The district is reimbursed 100% after 2 per capita is spent.
- Parents unilaterally place the student in the therapeutic setting. Unilateral rules apply. The IEP team meets to determine the appropriateness of the placement based on the student's needs.

Residential Placements

These placements occur in one of two ways:
- The parents have obtained an outside funding source and are placing the students in a residential program. The district will support the educational placement of the student.
- The IEP team meets and determines that the student can't access the educational environment due to outside factors and requires 24/7 care to be able to access the educational environment. A 34-37 is obtained from the state and the residential placement is reimbursed at 100% (depending on funding)

Unilateral Placements

It is the parent's responsibility to notify the school within 10 days that they have unilaterally placed their student at a residential facility and want the school to assume responsibility.