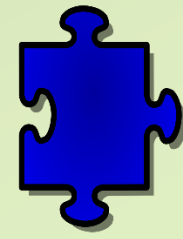
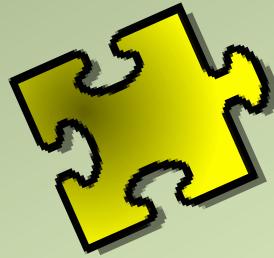
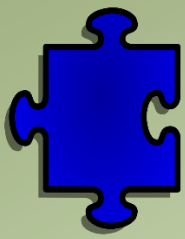


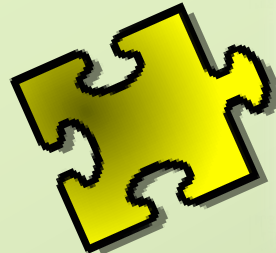
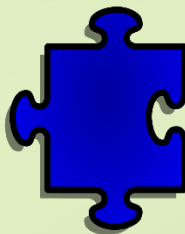


# Welcome to the Special Services Department Information for Special Services

*September 2020*



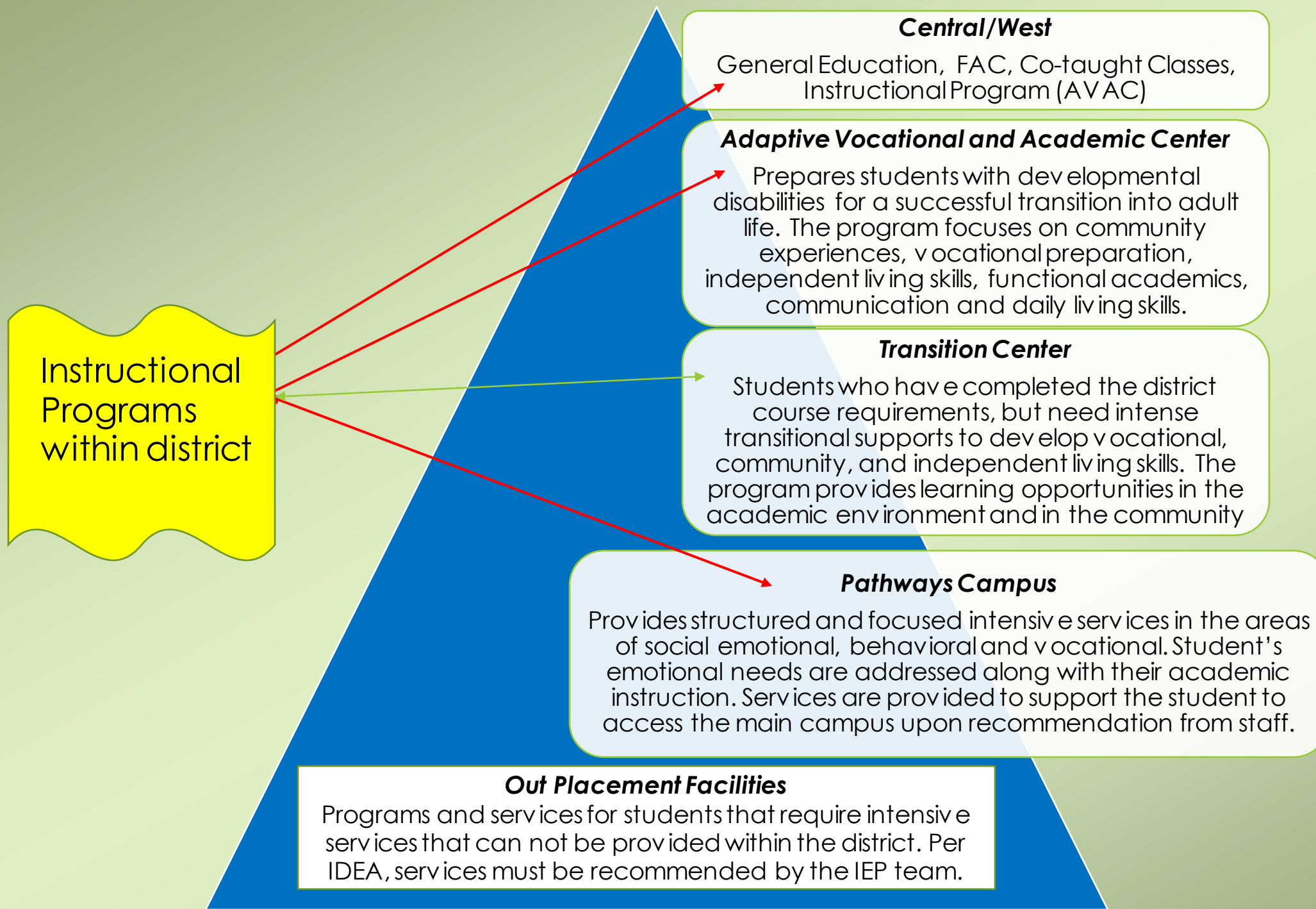
**Alone we can do so little...  
Together we can do so much!**



# Mission of JTHS

***“The mission of Joliet Township High School, a historically rich, unified, and innovative learning community, is to empower every student to compete and contribute positively to our community and global society by providing a rigorous and personalized education through an academy environment.”***

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# Overview of Programs and Supports

## Instruction and Curriculum

- Online Credit Recovery Program
- Instructional Blended Learning Course
- Freshmen Consultative Program
- CTE Cohort
- Alignment of curriculum and instructional content

## Post Secondary Supports and Programs

- Alignment to the PACE document
- Increase supports in academy/CTE/Elective courses
- Increase vocational experiences
- Increasing post secondary options visits (Manufacturing tours, Trade school and College)

The background of the slide is a soft-focus image of autumn leaves. A large, vibrant red maple leaf is prominent on the left side, with its veins clearly visible. Other leaves in shades of orange, yellow, and green are scattered throughout the background, creating a warm and seasonal atmosphere.

# Instructional Programs and Services

Central Campus

# Programs within the Instructional Setting

- General Education
- General Education with consultative supports
- General Education with accommodations
- Co Taught Program
- Freshmen Consultative Program (9<sup>th</sup> grade only)
- Resource Class
- CTE Classes
- Instructional Classes (special education classes)

# Co Taught Program

- To identify incoming 8<sup>th</sup> grade students that can participate in the general education class with a special education teacher as a support.
  - General Curriculum
  - Pacing follows general education
  - Access to sped teacher and general education teacher
  - Sped teacher provides additional support and break down of curriculum during instruction
  - Accommodations implemented into instruction and daily class activities
  - Case Manager coordinates delivery of services
- Co-Taught Classes at the 9<sup>th</sup> grade level
  - Algebra 1 CT
  - World Affairs CT
  - Biology CT
  - English 1 CT
- Students should:
  - Be able participate in instruction with accommodations provided
  - Have a reading level of 6<sup>th</sup> grade or higher



# Freshmen Academy Consultative Program

- Freshmen Academy Consultative Program- supports students in general education classes in the Freshman Academy utilizing flexible supports and services. The goal of this program is to increase the enrollment of special education students in regular education classes outside of the co-taught program
  - General Curriculum
  - Focus on Self-Advocacy
  - Pull out/Push in Services from FAC teacher
  - Sped teacher provides additional support and break down of instruction mostly outside of the classroom
  - Accommodations provided
- Caseload max of 24 students
- 1 special education teacher/FAC teacher (serves as the student's case manager)
- 1-2 paraprofessionals assigned to work with two of the FAC teams

# Career and Technical Educational Cohort

- CTE Cohort Program-identifies students that express interest in a trade program or career/ pathway that aligns with individual career plans, courses of study, and community experiences for students with special education services
  - Identified for students that are interested in a career in trades, jobs that require certification, working with unions, or job employment immediately after graduation
  - 9<sup>th</sup> grade-Students are enrolled in Intro to Tech.
  - The curriculum introduces the students to the different academies available at JTHS such as:
    - Computer Aid Drafting
    - Electronics
    - Construction
- CTE cohort assists students with identifying and receiving experience in a career of interest before selecting an academy at the end of their freshmen year. Students in the cohort continued to receive assistance in CTE classes.

# Instructional Classes

- Special education directed instruction to a small class
- Modified Curriculum Expectations
- Slower pace
- Small group/one to one instruction
- Implementation of accommodations/modifications into daily instruction
- 9<sup>th</sup> grade instructional classes:
  - World Affairs
  - Algebra 1 (Blocked with Algebra Support)
  - Biology
  - English

# Vocational Supports

- Course of Study is developed based on the students post secondary interest
- Case manager develops and monitors student's transition plan
- District Transition Coordinator
  - Works with students and parents to be active on PUNS List
  - Meets with students to discuss vocational skills and supports
- Naviance Program
- Scheduled Guidance Sessions
- Job Shadowing
- Community Service
- Community Partnerships with Guest Speakers
- Vocational Classes
  - Community Trips
  - Employment Readiness & Assistance
  - Job Coaching



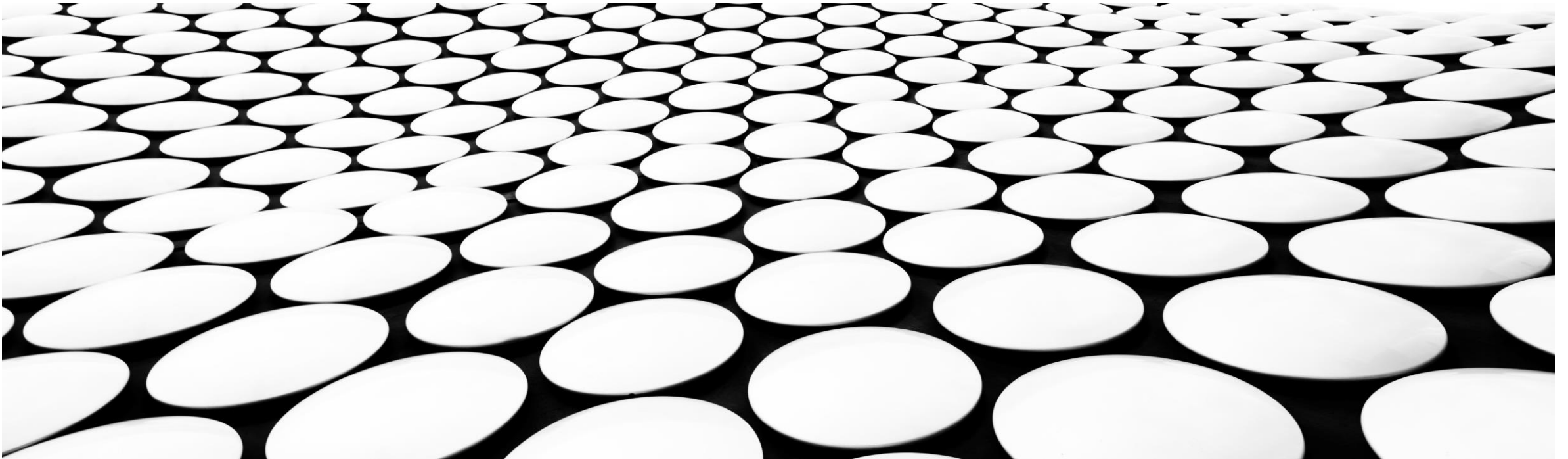
# Provision of Related Services

- Individual Sessions
- Targeted Small Groups
- Classroom Groups
- Crisis Intervention (Social Work and Counseling)
- Pull Out Services & Push In Services

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# **WELCOME TO JOLIET TOWNSHIP ADAPTIVE VOCATIONAL ACADEMIC CENTER PROGRAM!**

A DISTRICT PROGRAM THAT SERVES ALL LIFE SKILLS STUDENTS AT JOLIET CENTRAL CAMPUS



## THE AVAC PROGRAM

- The program is housed at the Central Campus
- Our focus is on academics, social skills, and building skills to enhance their experiences not only in their school environment, but in the Joliet Community. This important programming begins to shape and prepare them for future independence in the home, community, post-secondary college, training center, and on the job.



## AVAC STUDENTS

Receive door to door special transportation as indicated on their IEP

Enter and Exit the building with AVAC staff present to assist with arrival and dismissal.

Are provided escorting as needed until they can independently navigate the building

Eat lunch in the cafeteria with support staff available

Can participate in afterschool clubs and activities



## **AVAC FRESHMAN CLASS SCHEDULE**

- AVAC students follow the established JTHS Graduation Requirements. Community service opportunities are built into the school day program students, but outside community service is encouraged when appropriate.
- In the traditional in-person setting ALL AVAC freshman start their day period 2 (8:00 am) and end period 8 (3:00 pm). All students have scheduled classes period 2-8, which includes an Advisory/Lunch period.
- AVAC freshman have similar schedules to all incoming freshman which will include, English/Language Arts, Math, Science, Social Science, PE/ROTC/APE, Self-Improvement and program electives, based on availability of classes for the year.
- ALL AVAC Freshman students have Physical Education. Based on the student needs they have either Adaptive PE, PE 1, or ROTC 1.

# AVAC PROGRAM STAFF

- **AVAC Program Coordinator** – Lynda Shanks
- **Special Education Teachers**
  - Classroom teachers
  - Vision Itinerant
  - Hearing Itinerant
  - Physical Impairment Resource
- **Paraprofessionals**
  - Classroom
  - One on one
- **Related Services** (per IEP recommendations)
  - Speech and Language
  - Social Work
  - Occupational Therapy
  - Physical Therapy
  - Nursing
  - Orientation and Mobility
  - Hearing, Vision, Audiology

# WHAT IS AVAILABLE OUTSIDE OF THE AVAC PROGRAM FOR STUDENTS?

## Electives

- AVAC students have and are currently participating in many JT Central Electives
  - Intro to Technology
  - Self Improvement
  - Intro to Art
  - Mixed Chorus
  - Ensemble
  - Concert Band
  - And more...

## Afterschool Sports, activities and clubs

- AVAC students have and are currently participating in JT Central sports, activities, and clubs
  - JTHS Special Olympics
  - JTHS Golf team
  - JT Central Bowling team
  - JT Central Baseball
  - Art Club,
  - Anime club
  - JT Central Musical
  - And more...

# JTHS SPECIAL OLYMPICS

- The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.
- *JTSO currently offers SO sports opportunities in the following sports (as allowed based on current pandemic status):*
  - Fall - Bowling (not officially Special Olympics sanctioned)
  - Winter - Basketball (Blue team won the SO State Championship Gold in 2018 and 2019)
  - Spring - Track and Field



The logo for Pathways Academy features the name in a bold, dark brown, sans-serif font. The text is centered within a white, cloud-like or scalloped-edged shape. This white shape is set against a solid yellow background. A vertical dark brown bar runs along the left edge of the image.

# **PATHWAYS ACADEMY**

**JOLIET TOWNSHIP 204**

# OUR GOALS

- Identify different pathways to support, guide, and empower students to access the academic environment so that they can compete and contribute positively in our communities and globally.
- Provide a positive learning environment where students can develop successful academic, behavioral, vocational, and social skills.
- Mastery of these skills will lead to reintegration at their home campus and will prepare students to achieve their post-secondary goals.

# WHO ARE WE?

## THE ALPHAS

- Traditional Alternative School student profile
- Primary eligibility is typically Emotional Disability
- Also service student identified with ADHD, Specific Learning Disabilities, and other eligibilities through differentiated instruction
- All students have an IEP.
- All students have an individual Behavior Intervention Plan.
- Transition to Campus meetings are held for qualifying students towards the end of each semester
- Focus on Academics, Social Emotional Learning, and Vocational Skills

# WHO ARE WE?

## THE BRAVOS

- Utilize the computer-based APEX Program
- Aligned with Common Core State Standards and JT Curriculum
- Program is comprised of students who have experienced difficulties attending school at their home campus as a result of social/emotional issues.
- Students are credit deficient and at-risk of not graduating on schedule
- Program allows for credit recovery in a non-traditional academic setting
- As with Alphas, there is a focus on Academics, Social Emotional Learning, and Vocational Skills
- **Referrals for this program are generated by the Behavioral Health Teams at the Main Campuses after campus-based interventions are utilized**
- Up to 40 spaces in the program

# THE JTHS CIBS PROGRAM

- Crisis Intervention/Behavioral Stabilization Program
- An alternative to suspension for special education students within the district
- Temporary placement is recommended at a Manifest Determination Review (MDR) or a Behavior Review Staffing after an incident has occurred
- One classroom staffed with a certified LBSI and a paraprofessional
- Work is sent from main campuses
- Students must be passing classes, have good attendance, and no major dean referrals before their return to their home campus
- Exit Meetings are held to transition students back to their main campuses

# STAFFING

- Director of Alternative Programs-Jennifer Stansbury
- Full Time Social Worker
- Full Time Guidance Counselor
- Full Time Dean of Students
- 8 Special Education Teachers
- 2 Regular Education Teachers
- 1 CIBS Coordinator
- 14 Instructional Paraprofessionals



# SOCIAL/EMOTIONAL SUPPORT

- Individual Sessions
- Targeted Small Groups
- Classroom Groups
- Crisis Intervention
- Pull Out Services & Push In Services
- New Data Collection System to drive treatment plans and goal development
- ThinkFirst & CBITs
- Tiered Interventions for At-Risk Attendance Intervention
- Focus on building strong relationships and sense of community
- Integrated into the classrooms (Restorative Practices)

# VOCATIONAL SUPPORT

- Naviance Program
- Scheduled Guidance Sessions
- Job Shadowing
- Community Service
- Community Partnerships with Guest Speakers
- Vocational Classes
  - Community Trips
  - Employment Readiness & Assistance
  - Job Coaching

# PATHWAYS ELIGIBILITY

## THE ALPHAS

- Must have an IEP
- Primary Eligibility is typically ED, however some students are admitted with other primary eligibilities such as OHI or SLD.
- Students exhibit high levels of social/emotional need that requires an academic setting that is smaller and can provide more directed support and intervention in order for them to experience academic success
- **Pathways is not a physical management facility.** Students who require regular physical management are not recommended for the program.
- Eligibility and placement will be determined at the 8<sup>th</sup> Grade Transition Meetings in which a representative from Pathways will attend.

# **PATHWAYS ELIGIBILITY**

## **THE BRAVOS & THE CIBS PROGRAMS**

- Eligibility for these programs are determined by either the Behavioral Health Team (BHT) or by Special Education Teams at the main campuses.
- Eligibility is not determined prior to the start of Freshman year.

# CONSIDERATIONS FOR RELATED SERVICES FOR INCOMING 8<sup>TH</sup> GRADE STUDENTS

- The elementary school and high school settings are two different environments. Incoming freshmen will have 7 periods of academics each day
- When determining minutes for related services such as SP/L and Social work, consider how often the student will be removed from their academic classes based on the recommendations
- Consider recommending minutes per annually, semester, or quarter in lieu of week/ month to allow flexibility in the provision of services.
- Some related services such as social skills, are integrated in the AVAC program, so the team should consider the need for services outside what is offered in the program.
- If a recommendation is made to dismiss services, the team should consider if consultative minutes will assist with the student's transition to the high school environment.



In this Special Services Department  
We Let Go  
Because Hakuna Matata  
**AND ALL THE BEAR NECESSITIES**  
will always be your guide  
TO INFINITY AND BEYOND  
*All it takes is a Faith, Trust*  
and a little bit of pixie dust  
**while we keep on swimming**  
**we whistle while we work**  
*We believe in Happy Endings*  
*And we know that*  
Life is always better under the sea  
*Because in this Department*  
**We do Disney**  
#JTAchievesTogether

