

KSD Special Education Program Offerings

Pre-School Programs

Birth-3

All Special Education services for students ages Birth to 3 are provided in the home. Our local provider agency is the Children's Developmental Center. For more information, or to refer your child for services please call: 509-735-1062.

Ages 3-5

Special education preschool-age programs provide children with special needs, ages three to five (birthday after August 31st), with early intervention services. Program and service options are dependent on each student's individual needs, as identified in the evaluation and IEP. Options include, but are not limited to, speech/language and or/motor services, itinerant direct and/or consultation services, and specially-designed instruction for cognitive, social and/or adaptive skills.

Resource Program

The resource program is designed to meet the needs of students with disabilities who are eligible for special education services. These program classrooms and teachers provide research-based, specially designed instruction, delivered in an individualized or smaller group format, targets goals in the specific qualifying area as described in each student's special education evaluation.

The resource program is available in all schools at the elementary, middle and high school levels.

Structured Learning

The Structured Learning Program is designed to meet the educational needs of students who are functioning in the low to low average range of intellectual ability and have deficits in the areas of academic functioning that require significant modification of the grade level curriculum to make progress.

Tier II Autism

The Tier II Autism program is designed to meet the educational needs of students who have deficits in the areas of organizational skills, executive functioning skills, and social competency skills that are often associated with autism spectrum disorder. The students in this program are functioning in the low-average to high-average range of intellectual ability.

Using evidence-based practices, the goal is to provide instruction, opportunities for application, knowledge, training and support to maximize independence and enhance students' opportunities to achieve their full potential. Specially-designed instruction targets goals in the specific qualifying areas as described in each student's special education evaluation including all academic areas of need. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). Students may also need support in the mental health areas of anxiety and depression.

In addition to these special education services, students spend a portion of their day in general education classrooms. The programs are not offered in all schools and participation in the program may require the student to not attend his or her neighborhood school.

Tier II Behavior

The Tier II Behavior Program is a program that consists of strength-based therapeutic classrooms dedicated to students who benefit from behavioral supports due to emotional stressors. Within a supportive and collaborative environment, the goal is to equip students with positive coping and behavioral skills so they will succeed academically, in the community and in the workplace.

Using Positive Behavioral Interventions and Supports (PBIS), students are provided specially designed instruction in the areas of social, emotional and/or behavioral skills that facilitates reintegration in to their home school communities. Functional behavior assessments and intensive data collection systems are used to identify targeted behavior and guide interventions provided.

Specially-designed instruction targets goals in the specific qualifying areas as described in each student's special education evaluation including all academic areas of need. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). Students may also need support in the mental health areas of anxiety and depression.

In addition to these special education services, students spend a portion of their day in general education classrooms. The programs are not offered in all schools and participation in the program may require the student to not attend his or her neighborhood school.

Tier III Autism

The Tier III Autism program is designed to meet the educational needs of students who have significant deficits in the areas of adaptive skills, communication skills, and behavior that are often associated with autism spectrum disorder. The students in this program are functioning in the low to low-average range intellectual ability.

Using evidence-based practices, the goal is to provide instruction, opportunities for application, knowledge, training and support to maximize independence and enhance students' opportunities to achieve their full potential. Specially-designed instruction targets goals in the specific qualifying areas as described in each student's special education evaluation including all academic areas of need. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). Students may also need support in the mental health areas of anxiety and depression.

Students generally spend most of their day in the special education setting depending on their individual needs. Rooms are staffed at approximately one adult to 2 students. The programs are not offered in all schools and participation in the program may require the student to not attend his or her neighborhood school.

Tier III Life Skills

The Tier III Life Skills program is designed to meet the educational needs of students who possess moderate to severe intellectual disability and significant deficits in the areas of adaptive skills,

communication skills, functional academics and behavior that are most effectively served within a self-contained setting.

Using evidence-based practices, the goal is to provide instruction, opportunities for application, knowledge, training and support to maximize independence and enhance students' opportunities to achieve their full potential. Specially-designed instruction targets goals in the specific qualifying areas as described in each student's special education evaluation including all academic areas of need. Related services are provided for students who qualify in the areas of motor (OT/PT) and communication (SLP). Students may also need support in the mental health areas of anxiety and depression.

Students generally spend most of their day in the special education setting depending on their individual needs. Rooms are staffed at approximately one adult to 3 students. The programs are not offered in all schools and participation in the program may require the student to not attend his or her neighborhood school.

Community and Employment Transition Program (18-21):

The Community and Employment Transition Program is specifically for students 18-21 years of age. It is meant to focus on the needs for students in vocational and adaptive skill sets to assist in transition to post-secondary work, living, community participation and future training.

Other Special Education and Related Services

Speech Language Pathologist (SLP)

A Speech/Language Pathologist (SLP) plans, implements and directs programs for children who have communication disabilities. In order to receive SLP services, a student must first be qualified as disabled, and must be eligible to receive special education services.

Speech and Language Services Include:

- Identifying communication problems through referral and screening.
- Assessing and diagnosing communicative needs and behaviors.
- Implementing intervention based on individualized student goals.
- Reassessing and evaluating progress in achieving goals and objectives.
- Helping parents understand, prevent, and remediate communication problems.
- Working with school staff and other professionals to meet the communicative needs of children.

Occupational and Physical Therapy (OT/PT)

Occupational and physical therapists plan, implement, and direct programs for students who have educationally significant fine and gross motor difficulties. In order to receive Occupational and Physical Therapy (OT/PT) services, a student must first be qualified as disabled, and must be eligible to receive special education services. Services are designed to support students in the school setting.

Occupational and physical therapy services include:

- Evaluating the student’s motor problems.
- Implementing intervention based on individualized student goals.
- Assessing progress in achieving goals and objectives.
- Helping parents understand, prevent, and remediate motor problems.
- Working with school staff and other professionals to meet the motor needs of children relevant to the educational setting.

Therapy activities are goal-directed, measurable, motivating to the student, and geared toward enabling the student to participate in classroom and school activities. A variety of options are available for the delivery of therapy services. Services may be provided directly by the therapist, or the therapist may consult with classroom staff, who carry out the activities. Therapy may be provided in a group or individually.

Assistive Technology

The district supports the use of assistive technology devices, as appropriate, to maximize the accessibility to the general education curriculum by children with disabilities. Assistive technology devices are equipment and systems that are used to increase, maintain or improve functional capability of a child with a disability.

Assistive technology ranges from low-tech to high-tech devices. A low-tech device may be as simple as an adaptive pencil grip. A mid-tech device might be a battery-operated communication device that plays recorded messages. An example of a high-tech device might be a classroom computer with text-to-speech software that gives the struggling reader access the general education curriculum.

Deaf and Hearing Impaired

Due to the wide variation in services often required for students who are deaf or hearing impaired, we do not always have an in-district program to appropriately address every student’s needs. Some students with hearing impairments may be appropriately served in their neighborhood schools, while others may need more specialized services beyond the district’s capacity to deliver. In those cases, services may be provided through a contract with another local school district or outside agency.

Instructional levels (e.g. signing ability, social, communication, and academic skills) and appropriate placement will be identified through the special education evaluation and IEP team consensus. To determine the services needed, an evaluation for special education needs to be completed first.

Vision Impairment and Blindness

Students with significant visual impairments are typically serviced in their neighborhood schools with resource assistance. A teacher of the visually impaired supports the team at the school. Services provided include instruction in Braille, alternative technologies, and mobility.