

Special Education Programs

Learning for Independence program (LFI) at Roosevelt Elementary School, John Deere Middle School, Wilson Middle School, and Moline High School.

Philosophy

Moline School District's guiding principle is the Moral Imperative: Raising the Bar and Closing the Gap. The services provided to students in the Learning for Independence program revolve around the research-based best practices to which Moline School District No. 40 is committed. Using DuFour's Professional Learning Communities (PLC) model, all students are provided a guaranteed and viable curriculum within a continuum of services, including specific research-supported instructional strategies, balanced assessment, and rigor.

Purpose

The Learning For Independence program provides special education services within a public school setting to students in kindergarten through age 22 identified with significant cognitive and adaptive deficits as well as children with pervasive developmental disorders. The needs of these students require a functional academic curriculum focused on the acquisition of daily living, social, communication, and vocational skills leading to a successful transition to adult life within the community.

Program Goals

- To provide a broad continuum of differentiated functional instruction in a public school setting. Programming is structured to foster development of functional academic, communication, community, domestic, recreational/leisure, and vocational skills appropriate to each student's cognitive level and ability.
- To provide intensive one-on-one programming in ABA therapy (PEAK programming) as needed.
- To provide opportunities for integrated activities with general education peers and opportunities to generalize skills in natural settings.
- To maximize independent functioning in the school, home, community, and work environments.
- To offer career exploration, job sampling, prevocational, and vocational experiences in preparation for adult life.

Entrance Criteria

- Assessment data and special education services indicating significant cognitive/adaptive delays and/or ASD that cannot be met within a Co-taught/ Resource environment with significant accommodations and modifications. A student may also exhibit a range of problematic behaviors due to a significant cognitive and/or ASD.
- LFI generally programs for functioning -2 SD from the mean or SS=70 or below.
- *Students exhibiting more severe cognitive/adaptive delays may be considered for entrance to the district Life Skills program (see below).*
- Determination by the school-based IEP team (Resident school and LFI Serving school) that a functional academic curriculum and life skills services are necessary to meet the student's needs.

- The school-based IEP team determines appropriate program and placement based on collection of data and associated development of IEP goals.

Exit Criteria

- A student may exit the Learning For Independence program based upon the school-based IEP team's determination that another program would better address the student's needs.
- A student will exit the Learning For Independence program upon acceptance of a high school diploma or reaching the age of 22.

Related Services

Related services are determined by the student's IEP team and may include the identified related services such as adapted physical education, occupational therapy, physical therapy, or acquisition of daily living skills.

Course Offerings

At the elementary and middle school levels, classes are typically self-contained and students attend PE/Adaptive PE, music and library with their age-appropriate peers or separately (based on student need determined by the student's IEP team). Students attend general education classes based on need, determined by the student's IEP team.

Moline High School course offerings are included in a mirrored document.

Life Skills program at Hamilton Elementary School, Wilson Middle School, and Moline High School.

Philosophy:

Moline School District's guiding principle is the Moral Imperative: Raising the Bar and Closing the Gap. The services provided to students in the Life Skills program revolve around the research-based best practices to which Moline School District No. 40 is committed. Using DuFour's Professional Learning Communities (PLC) model, all students are provided a guaranteed and viable curriculum within a continuum of services, including specific research-supported instructional strategies, balanced assessment and rigor.

Purpose:

The Life Skills Program provides special education services within a public school setting to students in kindergarten through age 22 identified with significant cognitive and adaptive deficits as well as children with pervasive developmental disorders. The needs of these students require a functional academic curriculum focused on the acquisition of daily living, social, communication, and vocational skills leading to a successful transition to adult life within the community.

Program Goals:

- To provide a broad continuum of differentiated functional instruction in a public school setting. Programming is structured to foster development of functional academic, communication, community, domestic, recreational/leisure, and vocational skills appropriate to each student's cognitive level and ability.
- To provide intensive one-on-one programming in ABA therapy (PEAK programming).
- To provide opportunities for integrated activities with general education peers and opportunities to generalize skills in natural settings.
- To maximize independent functioning in the school, home, community, and work environments.
- To offer career exploration, job sampling, prevocational, and vocational experiences in preparation for adult life.

Entrance Criteria:

- Assessment data and special education services indicating severe cognitive/adaptive delays and/or ASD that cannot be met within a Co-taught/ Resource/ LFI environment with significant accommodations and modifications. A student may also exhibit a range of problematic behaviors due to a significant cognitive and/or ASD.
- Life Skills generally programs for functioning -3 SD from the mean or SS=55 or below.
- *Students exhibiting less severe cognitive/adaptive delays may be considered for entrance to the district Learning For Independence program (see above).*
- Determination by the school-based IEP team that a functional academic curriculum and Life Skills services are appropriate.
- The school-based IEP team determines appropriate program and placement based on collection of data and associated development of IEP goals.

Exit Criteria:

- A student may exit the Life skills program based upon the school-based IEP team's determination that another program would better address the student's needs.
- A student will exit the Life Skills program upon acceptance of a high school diploma or reaching the age of 22.

Related Services:

Related services are determined by the student's IEP team and may include related services such as adapted physical education, occupational therapy, physical therapy, or acquisition of daily living skills.

Course Offerings:

At the elementary and middle school levels, classes are typically self-contained and students attend PE, music and library with their age-appropriate peers or separately (based on student need determined by the student's IEP team). Students attend general education classes based on need, determined by the student's IEP team.

Moline High School course offerings are included in a mirrored document.

Gateway to Positive Behavior Program

Philosophy:

Moline School District's guiding principle is the Moral Imperative: Raising the Bar and Closing the Gap. The services provided to students in the Gateway to Positive Behavior Program revolve around the research-based best practices to which Moline School District No. 40 is committed. Using DuFour's Professional Learning Communities (PLC) model, all students are provided a guaranteed and viable curriculum within a continuum of services, including specific research-supported instructional strategies, balanced assessment and rigor.

Purpose:

The Gateway to Positive Behavior Program provides instruction within a public school setting to students in kindergarten through age 22 identified with significant emotional or behavioral deficits which are not successfully managed in a less restrictive setting. These students require a structured, highly supervised therapeutic environment focused on the development of academic and problem solving skills. The program offers individualized and small group instruction utilizing a research-based therapeutic curriculum that provides positive and frequent feedback through the use of rewards and incentives. These rewards and incentives are a component which are designed to help students achieve their individual goals and objectives. Students participate in research-based, structured activities designed to help them learn alternative, positive strategies for self-management of negative behaviors.

Program Goals:

- To develop emotional self-awareness, self-control and problem solving skills in order to make positive choices.
- Provide opportunities that allow students to access and participate in general education classes, as appropriate.
- Provide opportunities to establish and maintain appropriate interpersonal relationships with peers and adults.
- Provide opportunities to access, reflect upon and accept feelings and appropriately express them.
- Instruct students on the building of individual and group problem-solving and coping skills.
- Strengthen inner capacity and resources for becoming a productive, socially aware independent adult.

Entrance Requirements:

- Student's identified needs, eligibility, and IEP goals are written with a primary focus on addressing adverse effects to educational performance caused by deficits in social-emotional and/or behavioral functioning.
- IEP contains FBA/BIP addressing specific target behaviors
- Completed Functional Behavior Report (FBA) that identifies specific behaviors that are interfering with current placement.
- Behavior Intervention Plan (BIP)

- Attempted BIP addressing current FBA that targets specific behaviors that are interfering in current placement. Data collection collected for minimum of _____ weeks for interventions in BIP.
- If first intervention unsuccessful, re-evaluate function of the behavior (FBA) and updated BIP for a second attempt at addressing the function of the behavior in current placement.
- Consideration of lateral change in setting (classrooms) prior to change to more restrictive setting (This is to ensure other students/teacher personalities are not the adverse antecedent).
- Intensive Individualized Behavior Point System and/or other tier 3 behavior intervention attempted to address identified behavior(s). (e.g. self-monitoring, self-assessment, goal setting)
- A home school IEP team recommendation/decision

Exit Requirements to increased general education classroom exposure (less restrictive):

- Step 1: consistent daily fusion behavioral scores of 90% or above for a period no less than 9 weeks.
- Step 2: behavioral success (with fusion point sheet) in general education academic classes (with support) for at least 2 subjects per day (added 1 at a time) for a period longer than 9 weeks.
- IEP team approval.

Exit Requirements to separate school setting (more restrictive):

- The student is a danger to themselves and/or those around them.
- Consideration when a student exhibits behaviors that disrupts the class routine multiple times per week. (requires removal of student or removal of the class)
- Consideration when a student scores a fusion score of 60% or below (during that time they are not following directions or completing work).
- The student has limited or no success in the general education setting for specials and lunch/recess with accommodations.

Related Services

Related services are determined by the student's IEP team and may include related services such as occupational therapy, therapeutic services, speech and language, and/or nursing services.

Course Offerings

At the elementary and middle school levels, classes are typically self-contained and students attend PE, music and library with their age-appropriate peers or separately (based on student need determined by the student's IEP team). Students attend general education classes based on need, determined by the student's IEP team.

Moline High School course offerings are included in a mirrored document

The Secondary Education Program (STEP)

Program Goal:

The goal of STEP at Moline High School is to teach students skills that will help bring about workplace readiness.

STEP 1 focuses on the Consumer Education requirement, career exploration, and work seek/work retention skills.

STEP 2 focuses on career exploration, work seeking/work retention skills and reviews basic math skills.

STEP 1 Curriculum (Juniors, 2 semesters)	STEP 2 Curriculum (Seniors, 2 semesters)
<p>Textbook: "Mathematics for Business & Personal Finance" – Glencoe McGraw Hill, copyright 2010</p> <p>Emphasis: Consumer Education topics for consumer education credit & STEP requirements</p> <p>Gross Pay</p> <ul style="list-style-type: none"> o Time – adding and subtracting time o Paychecks – Wages, Overtime, Piecework, Salary, Commission <p>Net Pay</p> <ul style="list-style-type: none"> o Taxes – Federal, State o Social Security o Medicare o Group insurance <p>Budgeting</p> <ul style="list-style-type: none"> o Averages – average expenses o Expenses & percent of total o Preparing a budget <p>Checking Accounts</p> <ul style="list-style-type: none"> o Value of coins and currency o Deposits o Check-writing process o Check registers o Bank statements and reconciliation o Simple interest <p>Cash Purchases</p> <ul style="list-style-type: none"> o Sales tax o Total purchasing price o Unit pricing o Comparison shopping o Coupons and rebates o Markdown o Sales price <p>Loans & Cost of Credit</p>	<p>Textbook: "Working" – Cengage – copyright 2013</p> <p>Emphasis: Work skills – job seeking & retention, work ethics, competitive employment / STEP requirements</p> <p>Interests and Occupations</p> <ul style="list-style-type: none"> o Why people work o Self-information o Understand industries and occupations, investigate occupations o Transferrable skills <p>Preparing for Work</p> <ul style="list-style-type: none"> o Job search preparation o Apprenticeship programs o Job search in the digital age o Job applications o Resumes o Contacting employers o Interviewing – before, during, after <p>On the Job</p> <ul style="list-style-type: none"> o First day at work – orientation, W4, organizational structure, policies, rules o Workplace management o Supervisors o Job performance and attitudes o Grooming, appearance, proper dress o Work behavior o Worker safety and health o Job earnings and paycheck o Job changes <p>Success Skills</p> <ul style="list-style-type: none"> o Communication – listen, speak, read, write, group participation o Basic Math and Measurement Skills

<p>Insurance</p> <p>Careers</p> <ul style="list-style-type: none"> o Interest inventory o Career search o Resumes/cover letters/interviewing/thank you letters <p>Work Skills</p> <ul style="list-style-type: none"> o Attendance, punctuality, work ethic, initiative, follow directions, quality of work, hygiene, appropriate dress, safety conscious, general manners, etc. <p>Illinois Department of Human Services/Division of Rehabilitation Services (DHS/DRS) guidelines for STEP</p>	<ul style="list-style-type: none"> o Health and Safety – nutrition, diet, stress, physical fitness, accidents, personal safety o Computer and Technology Skills o Work Ethic <p>Managing Your Money</p> <ul style="list-style-type: none"> o Economics o Consumers in the marketplace o Banking and credit o Budgeting, saving, investing money o Insurance o Taxes <p>Independent Living</p> <p>Illinois Department of Human Services/Division of Rehabilitation Services (DHS/DRS) guidelines for STEP</p>
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MHS Vocational Program provides students the opportunity to learn the following skills:

Life Skills - This class is a preparatory work program designed to assist students enrolled in the life skills program. Students work to develop independent functioning skills as it relates to self-care, job development, and independent living skills needed for community living and employment.

Learning Grounds Café (food service industry skills and customer relations skills) – students operate a cappuccino machine, wait on customers for their coffee, cappuccino, or hot chocolate order, operate a cash register, and make change.

Learning Grounds WearHouse Clothes store (retail industry skills) – students wash, soft, fold, tag, and organize donated clothes for students who need clothes.

Craft projects – students measure, and assemble craft projects, such as bird houses, holiday ornaments, furniture, and plant boxes.

Plants – plant, water, harvest, paper pots, bird seed rings, herbal infused vinegar

On-site Jobs:

- o Recycling – cans, bottles, paper
- o Van/Car care – wash, vacuum, shampoo, tires, battery, wiper blades, washer fluid, oil.
- o Cleaning – sweep, pick up trash, clean glass, door handles, railings, computer keyboards

- o Laundry – PE uniforms, rags, work clothes – wash, dry, fold, deliver

Cooking:

- o toast, eggs, grilled cheese, chili, pizza, etc. Plan, cost, prepare, cook, set table, eat & socialize, cleanup
- o Kitchen safety – first aid, disinfectant, diet, menu, hygiene, etc.

Transportation – bus schedules, read maps, plan trip, cost trip

Money skills, cost to buy, tax, make change, count money, identify money, budget, cost/sell/profit

Self- advocate (know personal information & family contacts, speak-up for needs/wants)

Basic computer application skills (documents, spreadsheets, presentations, Internet navigation, etc.)

Off Campus Job Coaching: Students learn on-site job skills in selected community job sites in order to develop competitive employment skills, such as HyVee, YMCA, Botanical Center, Goodwill. Moline High School also serves as a job coaching site.