

Woodstock Community Unit School District 200 Special Education Programs and Descriptions

Clay Academy Public Therapeutic Day Program

The Clay Academy Public Therapeutic Day Program serves students in all areas of eligibility. However, the most common disability areas in this program are: Emotional Disability and Other Health Impaired.

The students in this program perform below their same age peers in the areas of academics, social/emotional development, motor and speech/language functioning. Academically, the students in this program have varying ability levels due to the impact of their emotional disabilities and behavior difficulties, along with gaps in school attendance. All students are challenged with emotional/behavioral issues as a primary disability and therefore perform significantly below same age peers in relation to social/emotional functioning. Students demonstrate varying abilities in terms of motor function. The speech and language needs of some of the students can vary from moderate to severe impairments. Language processing, auditory processing and articulation fluency impact some students' ability to communicate their wants and needs.

The academic curriculum used in this program reflects the same curricula used in the general education programs across District 200. The curriculum is differentiated to meet each students' individual needs.

"Second Step", "Truthought" and "Character Counts" are the social/emotional curriculum tools used at Clay Academy.

The imperative strategies used in this program include CPI, LSCI, small group instruction, multi-modal instruction, visual schedules, a behavioral point/level system and sensory tools.

Data is collected through a custom designed point and level system for behaviors and MAPS and Aimsweb for academics. The information is used to track progress, and to develop and modify behavioral interventions. Academic data is collected to help guide instruction and academic planning modifications used within the classroom.

The physical environment consists of a time out room, sensory room and a life skills kitchen which are accessible to all students. Adaptive gym equipment is used as well as OT/PT sensory equipment in and outside the classroom. There are two adults in each classroom with a maximum of ten students per class. Staff are all expected to wear portable walkie-talkies at all times when students are in attendance at the school.

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Participation in a two year district mentoring program, LBS1 certification, CPI training, IEP training, MAP and AIMSweb are required training for all Clay Academy staff. Students are provided multiple opportunities for community service and educational field trips. Several times per year, field trips related to curriculum are planned to increase awareness of academic concepts and social skills. All students are expected to participate in two organized community service activities. Examples of community service have been shoveling for neighborhood houses around the school and helping elderly residents with garden clean up in the fall.

Each student has access to community services based on student and/or family needs. Many students are involved with SASS, WRAP, counseling, and psychiatric services. All students have access to their home school activities and sports. As students progress through the point and level system, they earn the ability to be mainstreamed back to their home schools.

Clay Academy is a public therapeutic day school which primarily provides services to students with social/emotional and behavioral disabilities. Students ranging from Pre-K through grade 12+ are provided an education focused on their specific social/emotional/behavioral needs, with the characteristics of their individual disability(s) being the primary target of the instructional program.

Early Childhood Special Education

The Early Childhood Special Education Program serves students in all areas of eligibility. However, the most common disability areas in this program are: Developmental Delay, Cognitive Disability, Speech / Language Impaired, Other Health Impaired, Multiple Disabilities and Autism.

This program serves students who have a range of ability levels and often demonstrate multiple developmental delays in comparison to same aged peers. Every child is unique and may or may not demonstrate delays in all areas of academic, social/emotional, motor or speech/language functioning.

The academic curriculum for the students with IEPs uses components from the general education curriculum. The blended preschool programs use "Everyday Math", "Jolly Phonics" and "Creative Curriculum." The kindergarten program uses "Harcourt" for literacy and social studies, "Everyday Math" and/or "Saxon Math", "Jolly Phonics", "Foss Science", and Debbie Diller math and literacy stations.

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The intervention curriculum used with the Early Childhood Program includes “Text Talk”, “Reading Mastery” and “Language for Learning.” “Second Step” is the social / emotional curriculum that is used building wide in the early learning center that houses all district Pre-K/Kindergarten students.

The students with IEPs require a variety of strategies to meet their individual needs. The specific strategies used include visual schedules/visual supports, CPI, and 1, 2, 3 Magic. A variety of visual and auditory timers are used to assist students. As part of our Tier 2 behavioral supports, identified students participate in “Check and Connect” as well as classroom behavior incentive programs.

Children participate in benchmark assessments three times per year to document current functioning levels and individual student progress. Multiple sources of data are used to drive instructional practices. In addition, teachers collect data through skill based progress monitoring, observational notes, classroom based observations and common assessments.

The building that houses the Pre-K/ K students is handicap accessible. Additional accessibility needs are determined by individual student needs (i.e. a changing table, air conditioning, etc.) Specific equipment may be needed and is determined by the individual needs of the students.

The staff is involved in training throughout the year. Training opportunities are driven by student needs and modifications to the curriculum and assessments used within District 200.

All students with IEPs have access to the general education curriculum on a daily basis throughout their school day. Parent education services, home visits, parent involvement nights, community referrals, links with community resources and consultation for behavioral strategies are some of the supports that are available to the families whose child participates in the Early Childhood Program.

Credit Recovery Program

The Odyssey Program serves students in all areas of special education eligibility. The students in this program are delayed in completing the academic requirements needed to earn a high school diploma.

The students in this program require a great deal of external support and motivation to be successful. They may have significant difficulties with attendance, task completion, motivation and maintaining on-task behaviors.

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The academic curriculum used in this program is an online curriculum. Data on academic task completion is collected through the computer program.

Odyssey requires a separate classroom with workstations for each student. Each workstation contains one computer for each student, access to the internet, headphones, and teacher access to monitor student productivity and on-task behavior.

If needed, students in this program may be granted early release because they are employed in the community.

Students can take electives in the general education curriculum and participate in physical education with the general education population. Interaction with peers occurs in general education classes, at lunch and during physical education, as well as participating in extra-curricular activities at the high school level. The same family supports that are available to all of D200's students are available to the families of students who participate in the Odyssey Program.

Self-Contained Emotional Disability Program

The Self-Contained Emotional Disability Program serves students in all areas of eligibility. However, the most common disability areas in this program are: Emotional Disability and Other Health Impaired.

The students in this program are typically below grade level academically compared to their peers. However, student's abilities can range from above grade level to more than 2 years below grade level. The academic curriculum used in this program is the same curriculum as their General Education peers with modifications and adaptation. Supplemental materials are often used with a variety of learning modalities and approaches.

Students with Social/Emotional Disabilities require adult guidance and support in areas such as problem solving, decision making, impulsivity, academics and handling routine class and school tasks. Typically, students need related services from individuals such as social workers, counselors, psychologists, and outside agencies. "Second Step", "Boystown", and "Fuzzy Feelings" are programs used by the Social Worker in this program. Students function at an extremely low social/emotional functioning level compared to same aged peers. Motor functioning and speech and language skills for students with emotional disabilities vary when compared to same aged peers.

The imperative strategies used in this program include CPI; point level/ reward systems; movement breaks; processing through difficult situations; classroom/ school routines and differentiation of academic instruction.

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Data is collected for both academics and behaviors regularly. Academic data is collected through progress monitoring; Measure of Academic Progress (MAP); formative and summative assessments; curriculum assessments. Behavioral data is collected by daily point sheets, time-out logs, and observation charts. The data is used to guide instruction, in order to modify and make changes in both learning and behaviors.

Individual desks, a quiet area and a time out room provide more personal space than is typically needed with same aged peers. Some students require specific computer programs [per each child's IEP] and adaptive technology devices, such as Alpha Smarts, iPads, etc. Adult to student ratio is anywhere from 2:1 up to 1:8. The younger students in this program, typically require more adult attention and supervision.

CPI and Global Compliance Network (GCN) training is required staff training. Supplies include general teacher supplies, equipment, curriculum and access to technology.

The Self-Contained Emotional Disability program uses materials that are differentiated based on the age, academic ability, grade level, social/ emotional functioning and maturity of the students.

The students go on school field trips and community service providers come to school to work with students. Students have the opportunity to be mainstreamed in all areas of the school day including related arts classes and lunch, and in specific academic classes based on their ability level.

Self-Contained Autism (Target) Program

The Self-Contained Autism (Target) Program serves students in all areas of eligibility. However, the most common disability areas in this program are Autism, Cognitive Disability, Speech/Language Impaired and Other Health Impaired. Students in this classroom typically have a diagnosis of Autism or other pervasive development disorders.

Academically, the students placed in the Target program are significantly delayed when compared to peers. Functional performance is an area most impacted for students in this classroom. Attention, hygiene, toileting and daily routines are all impacted and addressed through instruction. The students social/ emotional functioning is often significantly delayed, as evidenced by difficulty in regulating emotions, reading social cues and determining appropriate personal space with others. Peer relationships are immature, if existent. Reciprocal conversations are difficult for these students and sensory-motor integration is typically delayed. This significantly impacts the student's ability to learn and function in a regular classroom setting.

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Speech / language skills are also typically delayed, and overall language acquisition can be delayed and slow to develop. Echolalia is common. Students in the classroom can range in language skills from non-verbal to significant delays in both articulation and pragmatic skills. Students' receptive and expressive language deficits adversely impact their ability to engage in and access general education curriculum and appropriate peer relationships.

The academic curriculum used in this program include: Unique Learning, News 2 U, Star Curriculum, FISH Curriculum, Language for Learning, Board Maker, Reading A-Z and general education curriculum as appropriate.

Star Curriculum, Circles, Social Stories and Social Thinking are examples of the social/emotional curriculum used.

The imperative strategies used in this program include: Visual Schedules, I am working.... (cards), First, then..... (cards), CPI, TEACCH methods, Discrete Trial, Structured Teaching / Environment, Social Stories, Board Maker, consistent reinforcement of skills, low student to teacher ratio, simplified language and prompting (visual and verbal).

Data is collected daily by using Discrete Trial, behavioral data, ABC Charts and academic progress monitoring. Data is used to determine and evaluate progress to make adjustments in instruction and curriculum and optimize student learning.

The students in this program need sensory breaks and therefore benefit from having a motor area. Adjustable lighting and a quiet learning environment are also a requirement. Partitions, augmentative communication devices, sensory integration equipment such as: Wiggle seats / weighted vests, cube chairs, bean bags, etc. and headphones are specific equipment used in this program. Specific supplies include visual timer, Velcro, a computer, a color printer, a laminator and reinforcers. In order to work in this program staff need to be trained in CPI, PECS and TEAACH. The adult to student ratio is 1:2.

Students in this program participate in grade level field trips. High School students have monthly community outings to places such as the bowling alley, restaurants and the public library. Related Arts classes and lunch are in the general education environment. Students are introduced to general education curriculum on an individual basis. All programs are housed in general education buildings. Lunch, related arts classes, assemblies and recess are all with typically developing age appropriate peers. Communication logs, Parent University, IEP meetings, home visits and outside community agencies are the supports available to a child who participates in this program. In addition, the two schools that have Target programs are strongly involved in the Best Buddies program.

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Life Skills Program

The Life Skills Program serves students in all areas of eligibility. However, the most common disability areas in this program are: Cognitive Disability, Other Health Impaired, Multiple Disabilities and Developmental Delay.

The students in this program are significantly lower in academic functioning levels than their same aged peers. They are less independent, need more direct assistance and require significant redirection. They require a modified curriculum and/or alternative curriculum and assessment tools. Some students require continual assistance in all functional areas such as daily living skills, communication, socialization, vocational skills and recreational activities. Students in this program are significantly delayed in social emotional areas such as using appropriate: social skills, verbal communication, eye contact and social language and pragmatics. Students in these programs may be lacking emotional maturity and may exhibit extremely limited social skills as compared to their same aged peers. Student's motor skills may range from non-ambulatory and extremely limited mobility to abilities similar to their same age peers. Students may use a variety of adapted equipment in order to access and participate in the school environment. Students may need OT, PT and Adaptive PE services. Students may have significant speech and language delays ranging from non-verbal to slight delays in appropriate use of language skills.

The replacement curriculum used in this program include: Unique Learning System, Creative Curriculum/GOLD Assessment, Read/Play/Learn, FISH curriculum, Reading Milestones, News 2 You, Touch Money, Touch Math, Cook To Learn, Survival Signs, Meville to Weville, Handwriting without Tears and Handy Learning.

Circles Curriculum, FISH Curriculum, and Second Step are the social/emotional programs used.

It is imperative to the teaching of the students in this program that specific strategies are used, including: visual schedules, CPI, checklists/task analysis, opportunities for repetition, sensory breaks, small group and 1:1 instruction, redirection, positive reinforcement, behavior management incentives (1st then charts, I'm working for cards), social stories, authentic experiences, inclusion/peer buddies/student helpers, visual/kinesthetic/auditory teaching and adaptive environment (seating, technology etc). The Life Skills program provides specialized transportation and specialized diets/preparation.

Data is collected through IAA assessment informal data sheets, formal data (Woodcock-Johnson) surveys, rating scales, questionnaires, observation charts,

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task analysis and tally analysis. Data is used to direct instruction, monitor student progress, determine IEP goals and update goals and to gain more information about the student to meet their individual needs.

The specific program environment requires that it be accessible to students with various disabilities. Bathrooms and hallways must be able to accommodate a wheelchair. The oversized classrooms should be temperature controlled. Other requirements include changing rooms and evacutracks for buildings with more than one level.

The Life Skills program uses a number of program specific equipment: adaptive seating for bathrooms, classrooms and bikes; standers, hoier lifts; side lyers; sit to stand; swings; gait belts; mats; wheelchairs; adaptive feeding; switches and communication devices; Boardmaker; sensory tools and input devices; therapy balls; motor rooms; walkers; nursing equipment; slant boards; positioning equipment; adaptive scissors. The room needs to be equipped with a microwave, refrigerator and washer/dryer. The adult to student ratio is 1:2 for Associate support and 1:10 for Teacher.

Field trips for vocational training, socialization and for information to enhance awareness of community resources are ways the students in this program have access to the community.

Students can be integrated into general education Related Arts classes and academic classes based on ability. Life Skills classes are also involved with The Best Buddy Program, Special Olympics, Young Athletes and Project Unify.

LBS Program (Gr. K-12)

The LBS Program (Gr. K-12) serves students in all areas of eligibility. However, the most common disability areas in this program are: Specific Learning Disability, Cognitive Disability, Orthopedic Impairment, Visual Impairment, Hearing Impairment, Speech / Language, Emotional Disability, Other Health Impaired, Developmental Delay, Autism and Traumatic Brain Injury.

The students in this program have delayed academic functioning in relation to their same aged peers. There is a wide range of abilities within the LBS inclusive model that our district uses.

LBS 1-5 –Typically a student is below the 10th percentile for their grade level in one or more subject areas. Most often, the subject is reading and it can be in one or more of the areas as outlined by the National Reading Panel: phonemic awareness,

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phonics, fluency, vocabulary or comprehension. For writing most of the students are one to two years below grade level when work sample comparisons are used along with rubrics. Areas of difficulty for the writing process include focus and elaboration, grammar, and mechanics. Additionally, physically writing is often challenging for many of the students because of fine motor difficulties. In math, many of the students, when compared to same aged peers, are well below in problem solving and higher order thinking skills as well as number sense, number concepts, fact fluency and computation. These students are typically below the 10th percentile when compared to same age peers using standardized tests as well as classroom assessments. Overall, these students often display slow or minimal progress in reading, writing or math.

The majority of the students are able to navigate the school without assistance. They are able to eat, follow routines, take care of personal items, and use the bathroom without assistance. Some students have difficulty with transitions and some may need minimal assistance with arrival and departure. The range/continuum spreads from average (same as same aged peers), to students that need guided assistance with social skills, peer relations, interpersonal relationships, and self-management. Some have very limited communication skills which impacts their ability to problem solve when specific situations arise. Some students need individual behavior plans, some check in-check out procedures, while others receive mentoring, and participate in social skills groups. The majority of the students' motor functioning parallels same aged peers. They are able to participate in general education physical education. They can produce written work in a timely manner in accordance with classroom expectations. Some students require occupational therapy for fine motor delays. This often impacts their handwriting and their writing is slower and labor intensive.

Other students have gross motor difficulties and require adapted physical education and/or physical therapy. Many of the students in the program also receive speech/language services for receptive and expressive difficulties. Other areas impacted include difficulty with questioning techniques and memory. Not all students in the program require speech and language services. Many of the students in this program also have sensory concerns that impact their education. Some need motor breaks and training to recognize when they are reaching the point of sensory overload. Other students experience difficulties with attention and impulsivity. Medical needs such as seizure disorders, encopresis, enuresis, heart conditions and diabetes, are another area that may need to be addressed in this program and include monitoring the student, coordinating services and consulting with other educational staff.

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LBS 6–8 is divided into 2 levels Replacement and Resource. Students in the replacement program at this age level are 2–4 years behind with processing delays and low fluency in all academics. The majority of the students are functioning at age appropriate levels with difficulties that include – opening lockers, time management and organizational issues. Students’ social/emotional functioning varies: most are mildly behind, but some have had significant deficits in impulse control, problem solving, reading social cues and handling conflict situations appropriately. In the Replacement students may have mild issues in motor functioning, mild deficits in speech/language which include: word retrieval, low vocabulary levels, auditory processing difficulties, difficulty making connections between presented information and daily life. Exploratory classwork is modified/accommodated to student level of functioning when necessary. Classes sometimes include students with more severe deficits in the areas of social/emotional development, Autism and cognitive delays and may need additional assistance (academic, functional, behavioral, social, communication).

Students in the Resource Program have lower academic skills and are approximately 2 years behind same age peers. They have slow processing speed, memory recall issues, and are below grade level in reading, vocabulary development, math and reading fluency. Students may require attention movement breaks. They often experience a lack of work completion, organizational issues, below average fine motor skills and difficulty with visual transfer of information. The students struggle at times with: peer relationships, understanding social cues, communicating with teachers when struggling in classes, working together in groups and age appropriate maturity. Spatial areas of concern include: handwriting, spacing of writing and organization of materials. Areas of speech/language difficulty include: receptive language below grade level, difficulty with expressive vocabulary, sentence structure, grammar, articulation, spelling and following directions. Students may also have difficulty in personal hygiene, inability to work independently, minimal life experience/connections and a lack of basic background knowledge.

LBS 9–12 –The student’s academic functioning in relation to their same aged peers is delayed. They are academically functioning below grade level. They work at a slower pace and need constant repetition to understand a new concept. Some students are integrated into the general educational programs as appropriate. The students’ functional performance in relation to their same aged peers varies in accordance to their disability. Some of the students are severely delayed whereas, others are age appropriate. The student's social/emotional functioning in relation to their same aged peers varies in accordance to their disability. Some of the students have more social/emotional concerns/challenges than others. The student's motor

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functioning in relation to their same aged peers is at or near the same. Currently, a few students are in wheelchairs. There are students that have more severe deficits in their fine motor skills. The students' speech/language functioning in relation to their same aged peers is about the same yet, there are students that receive speech/language services to address their needs. Speech/Language issues are addressed within the classroom and/or in a one on one situation as deemed appropriate for the student as determined by the student's IEP.

The academic curriculum used in this program is researched based. The principles align to general education and are then modified as needed. Corrective Reading, Reading Mastery, Michael Heggerty Phonemic Skills, Souday Spelling and Phonics program, Saxon Math are used in grades 1, 2, & 3; Mad Minute Math Fact Fluency, and Number Worlds are used for LBS 1-5. The 6-8 LBS program both use INSIDE Reading and Pacemaker Basic Math. The Resource program also uses Rebecca Sittons; Math. For the replacement students in the LBS 9-12, in English, the district will be implementing the EDGE program. For the resource level students, novels are used in conjunction with various researched based strategies. Guided Language Acquisition by Design (GLAD) and CRISS strategies are being used throughout the curriculum. Pre-Algebra Holt is being used for Resource Mathematics. AIMSweb is being used to assess progress in Mathematics.

The majority of the students in the LBSI program do well with the PBIS strategies as outlined by individual elementary buildings. Other students in this program may need individual procedures such as behavior plans, check in check out, along with modeling and practicing social skills. These procedures are created based on research based practices. No specific curriculum is used district wide. Some buildings use 8 Keys of Excellence and some use Character Counts while others have created their own.

All instruction is differentiated to meet the needs of each student per their IEP. Different modalities are used within the classrooms. Some students need to have planners and are required to fill them out each period. Some students need to have print enlarged. Repetition and re-teaching of new skills is used often in the classroom. There are visual cues used in the classroom. Graphic organizers, pre-made outlines and different CRISS strategies are utilized throughout the curriculum. Students are given extended time and if needed, tests are read to them.

Grade level curriculum based measurements (benchmarks) in reading and math are given three times per year to all students in the LBS 1-5 program. Standardized, normative assessments in the area of reading and math are also given three times per year. Progress monitoring using curriculum based probes is given to students once a week. Teachers also use in-program assessments along with checklists, rubrics and work samples to evaluate student progress. Using the data, problem

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solving meetings are held regularly to discuss student progress. If the student is not making adequate progress, changes to instruction are considered. The LBS 6–8 Program uses AIMSweb and 6 Minute Solution to assess and teach fluency: AIMS Web = 1 time per week, 6 Minute Solution = multiple days per week (3–5 days); MAP Testing = 3 times per year for assessing Reading, Writing and Math, and is used to assess individual student progress and to focus instruction. Resource – AIMSweb (Math/Reading), Performance Tracker, 6 Minute Solution, Attendance, unit tests, selection test data, parent contacts, data collection for behavior, psychologist and social workers observations are all utilized. The LBS 9–12 program also uses the AIMSweb and MAP testing for progress monitoring. There is a pre- and post-test given for the curriculum, along with curriculum based assessments that are used. The students' IEPs drive what data is needed for each student's annual review.

The specific program environment for the LBS program at all grade levels is a standard district classroom. Access to an elevator and a controlled environment are currently available to the LBS 9–12 program. The specific equipment needed can vary from something as small and inexpensive as pencil grips to more costly items such as communication devices. Hands on equipment to meet the kinesthetic learning style of the resource students are used. Resource students use SMART Boards and they work with computers, printers and other technology programs such as LCD projectors and iPads. Students in this program may use prone standers and slant boards. If needed, sensory items are provided. The program is reviewed often to fit the needs of the students currently in the program. Adult to student ratio for LBS 1–5 is 1:13 maximum, but typically 1:5 in a small group. The LBS 6–9 ratio is 1:8, up to 13 students with an associate for replacement and 1:12 for Resource. The approximate adult to student ratio in the LBS 9–12 program is 1:8.

Staff training for this program consists of LBS 1 certification for teacher and associates must meet state certifications. Teacher training in CPI, lifting and transporting, the computerized IEP system, GLAD, SONDAY, CRISIS, AIMSweb and INSIDE is required for the LBS 6–9 program. Associates will need to be familiar with AIMSweb. Supplies for this program typically include general classroom supplies. Curriculum materials (general education) as well as specific intervention programs to address skill deficits are required. In certain cases, assistive technology is needed to meet individual student needs.

All students have the same access to community as their same aged peers. They participate in field trips, extra-curricular activities, NISRA, Best Buddies, PBIS assemblies and grade level outings. The high school students are given opportunities to job shadow and access the local community college. They can address four year colleges through college visits. The students have opportunities to access the community to enhance their learning to ensure rigor and relevance as it relates to the real world. Career options are investigated by students using Career Cruising as a guide. All instruction is aligned to general education curriculum maps that are based on the common core standards.

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Instruction is at a student's level, so it may be a lower level but the purpose is to build foundation skills that will help the student be independent and successful leading to reintegration into the general education classroom. Collaboration occurs between the general education and special education teachers to make sure that all needs are being met. All students are placed in the least restrictive environment. They are given ample opportunities to participate in all programs that are offered within the buildings. Full inclusive practices are in place for art, music, physical education, library, lunch and recess. Accommodations and modifications may be needed and/or associate support for them to participate fully. On a case by case basis, all students are included when appropriate in academic subjects. When students are in the general education classroom, heterogeneous grouping practices are in place. Families of students in this program have access to the supports of free/reduced lunch, social workers, a counselor, speech/language pathologist and a case manager. The families are made aware of the McHenry County Directory of Resources, NISRA and the District website with includes the virtual backpack and Homework Hotline. Instructional pull out services are only done after careful consideration and evidence of a significant discrepancy in performance as compared to same age peers.

Life Connections

The Life Connections Program serves students in all areas of eligibility. However, the most common disability areas in this program are: Cognitive Disability, Orthopedic Impairment, Specific Learning Disability, Visual Impairment, Hearing Impairment, Deafness, Deaf/Blind, Speech/Language, Emotional Disability, Other Health Impaired, Multiple Disabilities, Developmental Delay, Autism and Traumatic Brain Injury.

The students in Life Connections vary in their academic functioning. The range varies from significant to mild/moderate delays in relations to their same aged peers. The Life Connections program is made up of four tiers that serve the varying levels of student academic functioning. Students in this program have functional performance, social/emotional, motor and speech language functioning that fall slightly below to well below their same age peers.

The academic curriculum used in this program include: Unique Learning System, FISH Curriculum, Life Facts, Career Cruising, Practical Mathematics for Consumers and Learning for Life.

Unique Learning System, FISH Curriculum and Life Facts are the social/emotional curriculum used.

The specific strategies that are imperative to the teaching of the students in this program are CPI, visual schedules, shadowing, modeling, on site vocational training,

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repetition, small group/individual instruction, kinesthetic, community based experience, Picture Exchange Communication (PECS) and Hand over Hand direct assistance.

Data is collected through structured observation, daily logs, monthly intern data sheets, checklist/task list, work samples and self-documentation. The data is used to monitor a student's progress, establish and modify IEP goals as well as to place students in the appropriate tier level and for defining vocational placement options.

The specific program environment consists of wheel chair accessible high school and community college classrooms, a vocational lab, motor room, adaptive restroom facilities, kitchen access, adaptive equipment for positioning, communication devices, assistive technology, wheelchair ports, vocational boxes and personal care/hygiene supplies. The students also require community internships. The approximate adult to student ratio ranges from 1:4 to 1:10.

CPI, PECS, lifting and feeding training are all specific training required for staff working in this program. Staff need to be knowledgeable of vocational and transition programming and have a familiarity with outside agencies and what they provide. The staff require basic classroom and office equipment and supplies as well as vocational activities/boxes.

A wide variety of community access experiences are available on a weekly basis. Students in this program are exposed to on-site vocational training in the community. Life Connections is a transition program and students are required to complete their high school or equivalent requirements before entering the transition program. Some students do take college level classes with support provided, if necessary. Life Connections' curriculum focuses on "real world" exposure to materials. Peer helpers assist students in the high school setting. Lunchtime is shared with typically developing peers. When housed at the local community college, students in this program have exposure to same aged college students. During internship opportunities, students have interaction with co-workers and employers. The families of students in this program have many supports available to them. Those supports include: DRS, Pioneer Center, Options and Advocacy, SSI, WRAP, NISRA, McHenry County Mental Health Board and Medicaid.

Life Connections focuses heavily on vocational and independent living training. Independence in both areas is emphasized in this program.

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Private Day Therapeutic Programs

Occasionally, there is a student enrolled in District 200 whose needs cannot be met within one of the public, in district programs. If an IEP team determines that a private program is needed for the student, District 200 makes every effort to find an appropriate placement for that student as close to Woodstock as possible. Some of these programs are listed in the following pages.

Private Residential Programs

Occasionally, there is a student enrolled in District 200 whose needs cannot be met within one of the public, in district programs or within a private day school setting. If an IEP team determines that a residential program is needed for the student, District 200 makes every effort to find an appropriate placement for that student as close to Woodstock as possible. Some of these programs are listed in the following pages.