

SPECIAL EDUCATION SERVICES AT GRANDVIEW

Grandview's special education department is proud to provide special education services for students with defined disabilities. Grandview's special education department provides services through a variety of programs and methods. A guiding principle of special education is to provide services and accommodations students need in order to receive reasonable educational benefits while also keeping them in the general education setting as much as possible.

Qualifying for special education services is a multi-step process designed to ensure that students remain in the least restrictive environment as possible. Grandview supports students through an MTSS process. MTSS stands for multi-tiered systems of support. Before a student is to be considered for a special education evaluation, a student should receive targeted intervention while their progress is monitored to see the student's response. Some of Grandview's targeted interventions are the Student Success Center, Math Tutoring Center, and Grandview's Reading, Organization, and Writing Lab (GROWL). If a student fails to show growth from a targeted intervention, the school may request a special education evaluation.

A special education evaluation is a 60-day process in which the assessment team conducts targeted assessments in areas of concern. The purpose of the evaluation is to determine if there is a disability that prevents a student from receiving reasonable educational benefit from general education alone. The evaluation must show that a student meets the qualifications for a disability in one (or more) of the disability titles recognized by the Individuals with Disabilities Education Act. Those disabilities are

- Autism Spectrum Disorder
- Deaf-Blindness
- Developmental Delay
- Hearing Impairment including Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Disability
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

TIER 3

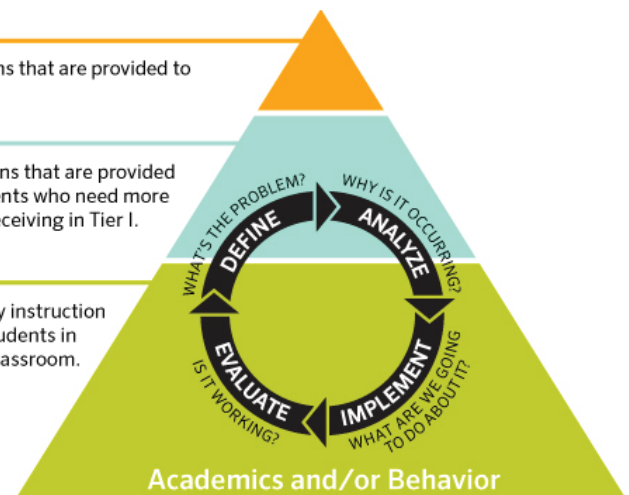
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



SPECIAL EDUCATION SERVICES

Student Achievement Services (Special Education) Course Descriptions

If a student has a current Individual Education Plan (IEP), he/she is automatically eligible for any of the following classes if the student's IEP specifies the need. Several academic mainstream courses will be co-taught. Co-taught courses provide a Student Achievement Services instructor in the class to help accommodate or make necessary modifications for students with an IEP. It also will provide a smaller pupil-to-teacher ratio.

ACADEMIC SUPPORT LAB

Grade Level: 9 – 12

Year: 1.0 Credit

Prerequisites: IEP and coordinator approval

This course is for students who can be successful in academic coursework in mainstream classes. The Academic Support Lab offers academic coaching and tutoring on organization and self-determination, adult guidance, and academic structure in support of mainstream coursework. This course may be taken more than once for credit.

INTERGRATED MATH

Grade Level: 9 – 12

Year: 1.0 Credit

Prerequisites: IEP and coordinator approval

This course is designed to provide students with IEPs access to targeted instruction aimed at minimizing or closing gaps in their mathematical understanding and supporting progress toward grade-level expectations. The class emphasizes building a strong foundation in number sense and computational skills, while also addressing key concepts such as simplifying expressions, solving word problems, working with fractions, tackling multi-step equations and inequalities, evaluating expressions, graphing functions, and solving systems of equations. In combination with Math 8 content, this course helps students strengthen their fluency and develop the fundamental algebra skills necessary for future success.

ALGEBRA FOUNDATIONS 1

Grade Level: 9 – 10

Year: 1.0 Credit

Prerequisites: IEP and coordinator approval

This class is a team-taught class, taught by a special education and general education teacher. Students in this class most likely struggle with student skills and math skills and need additional support. This class follows the Algebra 1 curriculum but goes at a slower pace and focuses on the essentials needed for Alg 1. Students in this class should have an identified math disability and have a math goal.

LIFE SKILLS MATH

Grade Level: 12

Year: 1.0 Credit

Prerequisites: IEP and coordinator approval

Life Skills Math (11th grade) is a yearlong course that covers basic math skills and the practical applications of those skills as they relate to the real world. Emphasis is placed on the development of functional math skills including decimals and percents, ratios and proportions, personal finance, budgeting, interest/credit, and financial decision-making, among other things. The course provides an access point for math with students who have not found much success in traditional math courses, who are most likely not college-bound, and who have a need to be career and consumer-ready.

DHH STUDY HALL

Grade Level: 9 – 12

Year: 1.0 Credit

Prerequisites: IEP and coordinator approval

This class is taught by a teacher for the Deaf/Hard of Hearing for students that have various levels of hearing loss. The class focuses on learning various tools/advocacy skills on how to be successful in their general education classrooms. Students in this class use this time also to catch up on their assignments, study for their tests, and ask questions as needed.

GUIDED STUDY

Grade Level: 9 – 12

Year: 1.0 Credit

Prerequisites: IEP and coordinator approval

This class is designed to support students with executive functioning deficits. A student that is appropriate for this class should have a hard time completing assignments, initiating tasks, self advocating, or following through with assignment completion. If a student is passing most classes then we recommend they start, as a freshman, in an AVID or Student Success Center class.

STRATEGIC READING 1**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

Strategic Reading 1 is a pullout, special education class that provides specialized literacy instruction. SR1 combines a variety of reading interventions and reading curricula to address a variety of reading deficits such as decoding, fluency, vocabulary and comprehension. Strategic Reading 1 works best for students reading at the 7th-grade level or below. The only difference between Strategic Reading 1 and 2 is the different topics covered in units of study. This class will consist of a majority of freshmen but also have a few sophomores.

STRATEGIC READING 2**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

Strategic Reading 2 is a pullout, special education class that provides specialized literacy instruction. SR2 combines a variety of reading interventions and reading curricula to address a variety of reading deficits such as decoding, fluency, vocabulary and comprehension. Strategic Reading 2 works best for students reading at the 8th grade level or below. The only difference between Strategic Reading 1 and 2 is the different topics covered in units of study. This class will consist of a majority of sophomores but can be appropriate for freshmen who may only need 1 or 2 additional semesters of reading instruction.

ELEMENTS OF ENGLISH**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

Elements of English is taught by a special education teacher and offered to students in grades 9-12 who receive services through the affective needs program. This class emphasizes the development of skills in reading, writing, speaking, and listening in order to address students' individualized literacy goals. Course content includes vocabulary, applied grammar, the writing process, and reading comprehension of a variety of materials.

ELEMENTS OF GEOGRAPHY**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This is an Affective Ed class that will explore the fascinating world of geography through an inclusive lens. My goal is to make geography accessible and engaging for all students, regardless of their learning needs. Throughout the course, we will cover various topics, including physical geography, human geography, and the interactions between humans and their environment. We will use a variety of teaching methods and resources to accommodate different learning styles and abilities. This class is taught solely by a social studies special education teacher with paraprofessional support.

ELEMENTS OF GOVERNMENT**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

In this class, students are guided in exploring the complex and fascinating world of government through an inclusive lens. The goal of the class is to make the study of government accessible and engaging for all students, including those with unique learning needs. Students will learn the foundations, structures and main purposes of the U.S. Government at the federal and state level. The main topics covered in this class are the Constitution, the three branches of government, the rights and responsibilities of citizens, and the political process. A variety of teaching methods and resources are used to accommodate the different learning styles and abilities. Students in this class receive instruction at grade level that is modified and scaffolded to meet the needs of students who require more individualized academic, behavioral and social-emotional support. This class is taught solely by a social studies special education teacher with paraprofessional support.

ELEMENTS OF US HISTORY**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

In this class, we will explore the unique subject of US history through an inclusive and diverse lens. My goal is to make history accessible and engaging for all students, including those with learning needs. Throughout the course, we will cover various topics, the American Revolution War, the founding and development of this country's political, economic and social systems, the Civil War and the aftermath, the Civil Rights Movement, important historical figures and current historical events. A variety of teaching methods and resources are used to accommodate the different learning styles and abilities. Students in this class receive instruction at grade-level that is modified and scaffolded to meet the needs of students who require more individualized academic, behavioral and social-emotional support. This class is taught solely by a social studies special education teacher with paraprofessional support.

STUDENT SEMINAR**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

Student Seminar is an affective education class taught by a special education teacher and offered to students in grades 9-12 who receive services through the affective needs program. The class focuses on Social/Emotional Learning (SEL) and addresses students' individualized SEL goals. This class is offered through the SAS Coordinator approval. Mental health services are embedded into this class.

ILC ART**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This is a class for students who may struggle to independently keep up in a typical art class or who need extra support. Projects/Topics may include artist studies, painting, drawing, photo, creative problem solving, expression of emotions, acting, music, etc. This class also participates in Grandview's music therapy program.

ILC COMMUNITY**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It is designed to teach job skills through direct practical vocational experiences. Students will be required to work at a job site either within or outside of the high school. Students will learn correct job duties and work habits while practicing skills specific to their job site. This course may be taken more than once for credit.

ILC VOCATIONAL**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It is designed to teach job skills through direct practical vocational experiences. As students manage activities of daily living, they will increase independence at home, in school, and in the community.

ILC WORLD OF WORK**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It is designed to teach job skills through direct practical vocational experiences. Students will demonstrate skills essential to the world of work. Students may participate in jobs in the school and community setting.

ILC ENGLISH**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This course is a self-contained class taught by an ILC teacher. Based on current IEP goals, teaching focus will be placed on functional skills such as reading for jobs or community survival. Other aspects of this class include reading and understanding classic literature, the writing process, and increasing grammar usage and skills.

ILC MATH**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This course is designed to develop functional math skills. Major emphasis is placed on all functional skill areas, such as money/budgeting, time, measurement/cooking, and word problem-solving. Students will also develop basic math skills. The material taught is dependent on the student's math goals as written on their IEP.

ILC SCIENCE**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. Science concepts to be covered will include Health, Life, Physical, and Earth Science. This class will include science labs to reinforce instruction. Materials are appropriate to the skill level of the students in class and based on individual goals identified in the IEP.

ILC SOCIAL STUDIES**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It introduces and reviews functional community/social skills. Students will explore functional words/signs, geography, maps (including bus schedules and routes), laws, job skills, and different cultures.

PRACTICAL ENGLISH**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This class is perfect for the emerging or sentence-level writer and may include: Novel studies with comprehension activities and discussion, sharing and following written and spoken directions, sequencing and describing tasks, communicating through social media and other technology, form & letter writing, telephone skills, gathering information from various media, the development of reading as a leisure activity, increasing sight-word vocabulary, improving written and spoken language skills, increasing pragmatic language and vocabulary

PRACTICAL HEALTH**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. Students will practice self-care skills, good hygiene, healthy eating, and exercising that will promote good health and increase student's abilities to be as independent as possible.

PRACTICAL MATH**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This course is designed to work on the necessary skills for living a full and independent adult life. Content focuses on practical math skills such as: Measurement, Estimating, Money Skills, Addition, Subtraction, Multiplication, Division, Applying math skills learned to real-life situations

PRACTICAL SCIENCE**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This course is designed to work on the necessary skills for living a full and independent adult life. Content focuses on practical science skills through science content which may include: the human body, force, and motion, biodiversity, habitats, weather, conservation, entomology, life cycles, chemical reactions, natural disasters, solar systems, etc. Topics covered each year rotate to expose students to a variety of subjects throughout their potential 4 years in the class.

PRACTICAL SOCIAL STUDIES**Grade Level: 9 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This course is designed to meet the graduation requirements for US History and Government classes. The class focuses on life skills and real-world social studies. Topics may include current events in the local and Global community, maps and following directions, timelines, US Government, US History, Citizenship, etc.

PWR I – ACE SUCCESS FOUNDATIONS CTE**Grade Level: 11 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It is designed to help students acquire the skills necessary for a successful transition to postsecondary working life. Topics include critical thinking, academic knowledge, money management, and hands-on experiences.

PWR II – ACE SUCCESS SYSTEMS CTE**Grade Level: 11 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It is designed to help students understand the relationship of their individual talents, interests, and goals with others around them. Teachers will facilitate an understanding of personal learning styles and self-management. Topics include critical thinking, money management, collaboration, conflict resolution, personal responsibility, and hands-on experience.

WE I – ACE IN-SCHOOL WORK-BASED LEARNING**Grade Level: 11 – 12****Year: 1.0 Credit****Prerequisites: IEP and coordinator approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. It is designed to help students acquire the skills necessary for a successful transition to postsecondary working life. Topics include critical thinking, academic knowledge, money management, and hands-on experiences.

STUDENTS SUPPORTING STUDENTS**Grade Level: 10 – 12****Semester: 0.5 Credit****Prerequisites: Teacher and Coordinator Approval**

This course may be repeated for credit. This is a self-contained class taught by an ILC teacher. This course provides students with strategies to support students with significant needs in the classroom. Participants will learn techniques to enhance staying on task, encourage small group participation, and reinforce classroom manners. Focusing on inclusive practices, the course includes practical tools and resources to create a supportive learning environment for all students. Through discussions and hands-on activities, students will build skills to improve engagement and collaboration.