Snohomish School District Pre K- 12th grade/Transition Program Special Education Program Offerings

Snohomish School District offers multiple levels of learning experience for students based on their IEPs. Specialized programming is offered at designated sites in the north and south end of the district. All processes begin at the family's neighborhood school with the IEP team.

Level of Support	Minimal Assistance	Moderate Assistance	Significant Assistance
	Resource Room: Every school serving K-12 students	**Developmental Preschool:** Cascade View Elementary, Riverview Elementary, Totem Falls Elementary **SSC:** Riverview Elementary, Little Cedars Elementary, Snohomish High School, Glacier Peak High School	**LS:** Cascade View Elementary., Totem Falls Elementary., Riverview Elementary., Valley View Middle School, Snohomish High School, Glacier Peak High School **PBS:** Emerson Elementary, Snohomish High School, Glacier Peak High School **Transition Center:** Central Campus
Program Descriptions	**Resource Room:** All schools offer resource room intervention services. Students are assigned to a general education classroom and receive SDI from a special education teacher and/or therapist(s), often in an alternate setting. Students generally spend 80-100% of their day in the general education setting.	**Developmental Preschool:** Students aged 3-5 receive SDI in a special education setting with classroom paraprofessional support as needed. Motor and communication services are often provided through a push-in model. **Social Skills and Communication (SSC)**: Social skills/ communication focus program for students that require moderate assistance with self-regulation/ peer interactions and communication. Learning focus may be due to an Autism diagnosis. Students are supported in their general education classroom and in small groups learning in the special education setting.	**Life Skills (LS):** Focus is on functional academics and life skills. Students have opportunities to join typical peers in the general education setting. The instruction and performance expectations are significantly modified, and students are supported in learning groups of 1 to 4. **Positive Behavior Support** (**PBS):** Serves students whose behavior/social deficits are their primary disability. A highly structured classroom with an overt social/behavioral curriculum, high levels of adult support, and an explicit incentive system. Students have opportunities to receive instruction in the general education classroom. **Transition Center**: Serves students ages 18–22 who have completed 4 years of high school and whose IEP teams have identified a need for continued IEP services after high school. The program prepares students for post-secondary life by building the academic, employment, and daily living skills necessary for success