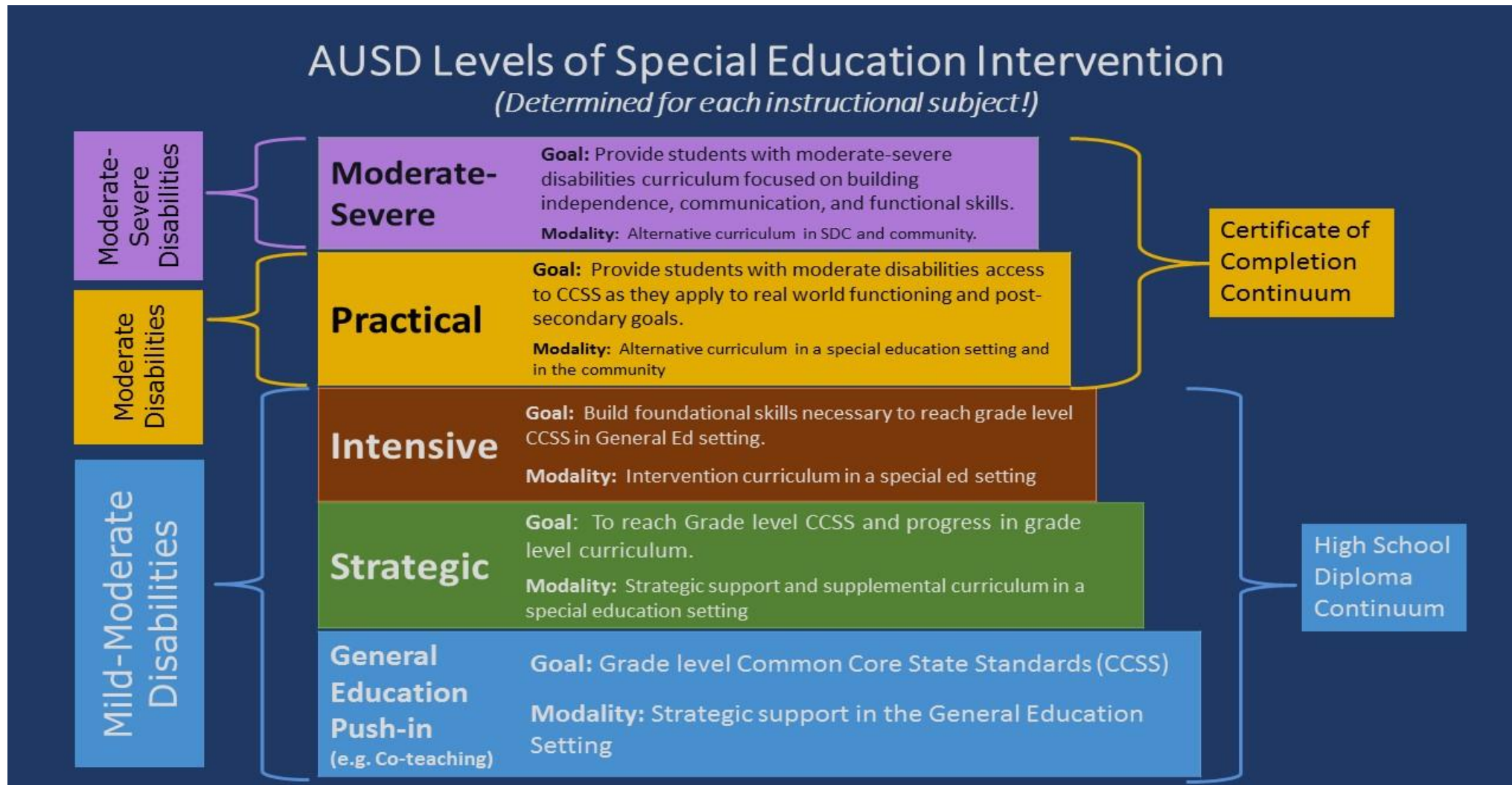


Special Education Continuum of Supports

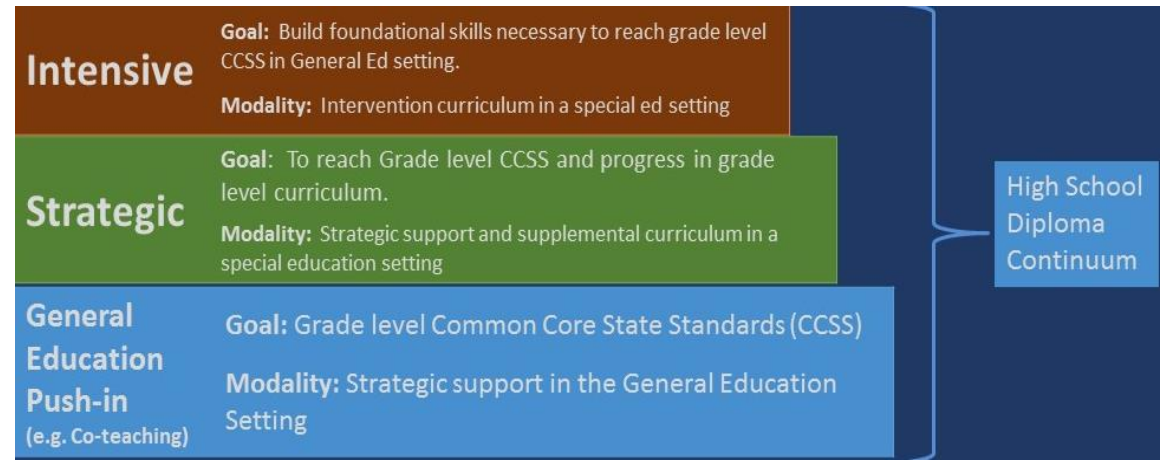
Kirsten Zazo
Chief Student Support Officer
February 28, 2017

AUSD's Levels of Special Education Intervention



Continuum of Services for Students with Mild-Moderate Disabilities

(High School Diploma Continuum of Services for secondary students)



- **General Education Push-in**

Student is able to access curriculum content and understand essential concepts with periodic supplemental support and curriculum adaptation by special education staff

- **Strategic**

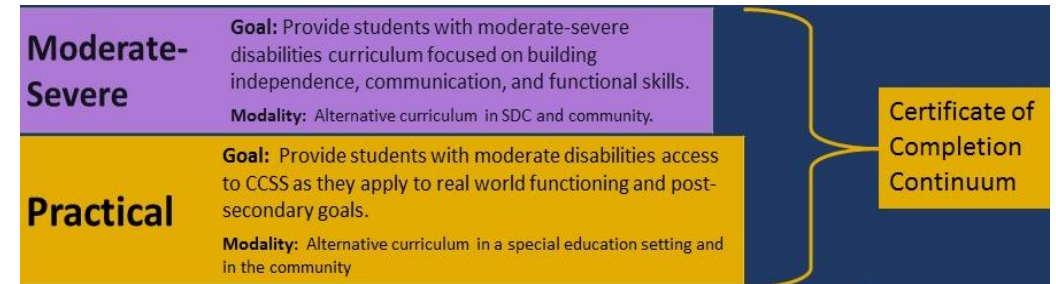
Student is able to access grade level curriculum and content but **requires** extensive accommodations and adaptations and a slower pace to meet all **ESSENTIAL** standards; or Disability and/or behavioral needs require a smaller/specialized setting in order to derive educational benefit

- **Intensive**

Student is not able to access grade level curriculum and content. Requires intensive remediation in foundational skills in order to make progress toward grade level standards. *(for 5th graders, 2 or more grade levels behind)*

Continuum of Services for Students with Moderate-Severe Disabilities

(Certificate of Completion Continuum)



PRACTICAL

- Typical Student Background and Level of Independence:
 - Student's level of disability is considered in the Moderate range.
 - Student is unable to access grade level standards in Strategic, Intensive, or General Education academic classes.
 - Student's instructional reading comprehension level is below 5th grade.
 - Student has had extensive exposure to evidence-based intensive interventions in the course's subject area and has not made significant progress toward grade level functioning; or, student is moving up from a moderate-severe program.
 - Student demonstrates a basic level of safety and independence in school and community settings.

MODERATE-SEVERE

- Typical Student Background and Level of Independence:
 - Student's level of disability is in the Moderate to Severe range.
 - Student is highly dependent on staff support and prompts for majority of school day.
 - Due to communication and cognitive deficits, student will need staff support to safely navigate campus for foreseeable future.

AUSD's Specialized Programs/Classrooms

Preschool Special Education Programs

Preschool	Programs	Sites
<ul style="list-style-type: none">Students with delays who are 3-5 years of age may receive instruction and services ranging in intensity, depending on the child's needs.	<ul style="list-style-type: none">Speech OnlyModerate-Severe SDCAutism Specific SDC	<ul style="list-style-type: none">HaightRuby Bridges and WCDCPaden, WCDC

Elementary Mild-Moderate SDC

Mild-Moderate Special Day Classes	Program	Site(s)
<ul style="list-style-type: none">There is a continuum of elementary mild-moderate special day classes (SDC). A SDC is a more restrictive environment in a small group setting with general education mainstreaming opportunities.	<ul style="list-style-type: none">K-2 M/M SDC3-5 M/M SDC	<ul style="list-style-type: none">Maya Lin

Mild-Moderate Autism Programs

Early Autism Supported Inclusion (E.A. S. I.)	Program	Site(s)
<ul style="list-style-type: none"> The E.A.S.I. Program is designed for students diagnosed with autism. Students spend the majority (at least 60%) of their day in the general education classroom. Specialized academic instruction (SAI) includes social skills, communication, emotional regulation, and transitions geared toward helping students become successful learners. 	<ul style="list-style-type: none"> K-5 	<ul style="list-style-type: none"> Haight
BRIDGE Program	Program	Site(s)
<ul style="list-style-type: none"> The BRIDGE Program is designed to meet the needs of students diagnosed with autism who lack the social-cognitive and executive functioning skills necessary to be successful in academic and social situations. The amount of time students spend in general education varies according to their need. BRIDGE specialized academic instruction (SAI) may include direct teaching in the areas of social skills, organization, independent work skills, behavior, and academics. 	<ul style="list-style-type: none"> K-5 6-8 9-12 	<ul style="list-style-type: none"> Earhart Lincoln Middle School (LMS) Alameda High School (AHS)

Elementary Mild-Moderate Foundations to Success SDC

Mild-Moderate Special Day Classes	Program	Site(s)
<ul style="list-style-type: none">Elementary mild-moderate special day classes (SDC). Foundations class services students who are having behavioral and emotional challenges. The class focusses on explicit classroom routines, visual schedules, coping skills, positive reinforcement, behavior modification. A SDC is a more restrictive environment in a small group setting with general education mainstreaming opportunities.	<ul style="list-style-type: none">K-2 M/M SDC	<ul style="list-style-type: none">Otis

Counseling Enriched Classroom (CEC)

Counseling Enriched Classroom (CEC) SDC	Program(s)	Sites
<ul style="list-style-type: none">• The Counseling Enriched Classroom (CEC) SDC programs serve students whose behavioral and emotional needs are documented to be more intense in frequency, duration, and/or intensity than other students in his/her age group.• The students' behavioral needs manifest in the school, home, and community environments which negatively impact their ability to access their educational program.• The CEC program includes mental health support (individual, group, and family therapy) as part of the intensive, individualized services.• Students' access to general education varies according to their needs.• The purpose of the CEC program is to increase a student's ability to function effectively on a mainstream school campus.	<ul style="list-style-type: none">• 3-5 CEC• 6-8 CEC• 9-12 CEC	<ul style="list-style-type: none">• Otis• LMS• AHS

Elementary Intensive Moderate-Severe Programs

Moderate-Severe Special Day Class	Program	Sites
Student Background and Level of Independence <ul style="list-style-type: none"> • Student's level of disability is in the Moderate to Severe range. • Student is highly dependent on staff support and prompts for the majority of the school day. • Due to communication and cognitive deficits, students need staff support to safely navigate the campus. • Students take the alternative state performance assessment. 	<ul style="list-style-type: none"> • K-2 M/S • K-2 M/S Autism 	<ul style="list-style-type: none"> • Ruby Bridges • Earhart • Edison
Classroom Structure and Focus <ul style="list-style-type: none"> • Structured reinforcement-based instruction (discrete trial, TEACCH stations). • Majority of academic instruction is 1:1 to 3:1 student/teacher ratio. • Focus on building skills in independence, communication, functional daily living, and attending/focus on task. • Movement/Sensory interventions to build focus. 	<ul style="list-style-type: none"> • 3-5 M/S • 3-5 M/S Autism 	<ul style="list-style-type: none"> • Ruby Bridges • Edison

Practical Skills Program

Practical Skills Special Day Class	Program	Sites
Student Background and Level of Independence <ul style="list-style-type: none">• Student’s level of disability is considered in the Moderate range.• Student is unable to access grade level standards in Strategic, Intensive, or General Education classes.• Student’s instructional reading comprehension level is below 5th grade.• Student has had extensive exposure to evidence-based intensive interventions in the course’s subject area and has not made significant progress toward grade level functioning, or student is moving up from a moderate-severe program.	<ul style="list-style-type: none">• 6-8• 9-12	<ul style="list-style-type: none">• LMS• AHS
Classroom Structure and Focus <ul style="list-style-type: none">• Focus of a Practical course is on functional application of grade level standards, with the goal of functional independence in the community and readiness for future education and employment.• Student may take anywhere from one to all of their academic courses in the Practical Program but take general education electives and PE.• Practical academic courses do not satisfy requirements for a high school diploma.		

Secondary Intensive Moderate-Severe Programs

Moderate-Severe Special Day Class	Program	Sites
Student Background and Level of Independence <ul style="list-style-type: none"> • Student's level of disability is in the Moderate to Severe range. • Student is highly dependent on staff support and prompts for the majority of the school day. • Due to communication and cognitive deficits, the student will need staff support to safely navigate the campus for the foreseeable future. • Student takes the alternative state performance assessment. • Educational goal is a Certificate of Completion. 	<ul style="list-style-type: none"> • 6-8 M/S • 6-8 M/S Autism 	<ul style="list-style-type: none"> • WMS • LMS
Classroom Structure and Focus <ul style="list-style-type: none"> • Structured reinforcement-based instruction (discrete trial, TEACCH stations). • Majority of academic instruction is 1:1 to 3:1 student/teacher ratio. • Focus on building skills in <ul style="list-style-type: none"> – Independence, communication, functional daily living, and attending/focus on task • Movement/Sensory interventions to build focus. 	<ul style="list-style-type: none"> • 9-12 M/S • Adult Transition 	<ul style="list-style-type: none"> • AHS • AHS