INTEGRATED SERVICES
GUIDELINES FOR SERVING STUDENTS IN
INTEGRATED LEARNING SUPPORT (ILS) PROGRAMS
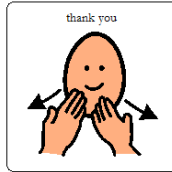
POUDRE
SCHOOL
DISTRICT

Educate… Every Child, Every Day

2012

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thank you

ACKNOWLEDGEMENTS

In 2010-2011, a comprehensive evaluation of the Integrated Learning Support (ILS) program was conducted through consultation with Dr. Lewis Jackson, University of Northern Colorado. The ILS program is a special education program that provides services and support for students with significant support needs who reside in Poudre School District. This evaluation included extensive feedback from Integrated Services staff, general education staff, and administrators, as well as parents of students with significant support needs. The results and recommendations of this program evaluation are the foundation for this document that outlines research-based and best practice constructs for improving programming and outcomes for students with significant support needs.

The following Task Force members worked throughout the 2011-2012 school year to develop this document:

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TABLE OF CONTENTS

*Life is either
a daring adventure
or nothing*

~ Helen Keller ~

Educate…Every Child, Every Day

Poudre School District exists to support and inspire every child to think, to learn, to care, and to graduate prepared to be successful in a changing world.
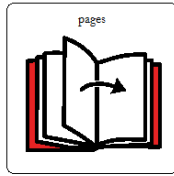
DEFINING INTEGRATED LEARNING SUPPORT (ILS) PROGRAMS

In Poudre School District students with significant support needs are provided a Free, Appropriate, Public Education (FAPE) through the Integrated Learning Support (ILS) program. Students with Significant Support Needs are those students that are best defined as students having low-incidence disabilities including: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, complex health issues, serious physical impairment, multiple disability, and/or autism. Low incidence disabilities typically occur in 1% of the school-aged population at any given time. In contrast, high incidence disabilities make up the larger share of special education populations and include speech/language impairments, specific learning disabilities, mild/moderate intellectual disabilities, and emotional disabilities.

Programming and educational opportunities for students with significant support needs have evolved since initial special education legislation in 1975. Within the last decade, federal legislation in special education law (IDEA 2004) and No Child Left Behind have been driving forces in requiring public schools to increase the integration of students with disabilities with their peers without disabilities to provide greater access to general education content, while still meeting their individual needs. Changes have occurred in viewing significant support programs as education programs that focus on care, motor growth, and activities that are fun; to requiring an education focusing on taking care of their own physical and adaptive skill needs, as well as access to and alignment with general education.

ILS programming and education focus on a multitude of areas. Instruction specific to individuals with severe disabilities include communication, motor, adaptive skills, and independence. The program also includes academic skills in reading and mathematics that are taught in alignment with grade-appropriate content and the educational learning environment of students without disabilities. Instruction and support in communication and social skills, positive behavior strategies, and safety are embedded in ILS programming. Blended with all of these are transition to post-secondary work and learning opportunities, and independent living planning with families and community resources.

Students in Poudre School District who are determined to have a disability under current federal and state guidelines will receive a free and appropriate education (FAPE) in the least restrictive environment (LRE). This will include a continuum of services designed to meet each student's individual needs as defined in their IEP.

Free Appropriate Public Education (FAPE)
Free Appropriate Public Education or FAPE means special education and related services that are provided at public expense, under public supervision and direction, and without charge. FAPE must meet all standards and guidelines set forth in current state and federal legislation. Services are provided in conformity with an individualized education program. [ECEA 2.19]

Least Restrictive Environment (LRE)
To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general educational classes with the use of supplementary aids and services cannot be achieved satisfactorily. [ECEA 2.29] The Integrated Services Department will work to ensure that students with disabilities are educated in the least restrictive environment. Decisions about individualized programming will be driven by each student's unique needs. In many cases, the home school has or can arrange programming for students who have mild to moderated needs. Students with extensive needs may attend programs housed outside their home school.

Provision of FAPE and LRE in Poudre School District
Students with significant support needs a may be provided supports and services through an ILS program at center-based schools throughout the district. Other center-based special education programs may include programs for students with autism, students with significant emotional/behavioral disabilities, and students with significant hearing disabilities. Students who do not fall into these categories based on state and federal guidelines are provided supports and services in a multi-categorical special education program at their neighborhood school.

An open mind is a good place to start

Jim Henson
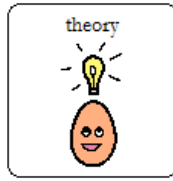
ILS THEORY OF ACTION

If we, the school community, use a continuum of inclusive practices to develop and provide authentic learning opportunities in meaningful environments that are well planned, relevant and research based, and that encourage membership and participation, then students with significant support needs will be valued and contributing members of their community now and in the future.

OUR GUIDING PRINCIPLES

Academic Achievement
Students receive instruction in standards-based curriculum, including
Extended Evidence Outcomes and Extended Readiness Competencies,
in order to best meet their educational needs

Communication
Students use meaningful, functional, spontaneous language
to relate to others and their environment

Community Membership
Every student is a valued and active member of their community

Individualization
All student's strengths and needs are identified and addressed through
*a multi-disciplinary team approach*

Personal Independence
Students develop personal routines, habits, and decision-making skills
in order to function independently and/ or interdependently

PROGRAM BELIEFS

We believe:

- All students can learn

- All students will lead productive lives

- All students deserve to be treated with dignity and respect

- All students should be provided equal opportunity to participate in the general education environment, core curriculum, activities, and peer relationships

- Each student is an individual and has unique strengths and goals

- Learning objectives must address each student's individual educational needs

- In assuming the competency and ability of each student

- Independence, self-advocacy and communication are foundational skills present in every learning opportunity and educational environment

- In a strengths- and evidence-based approach to teaching and supporting students

- The community, including general education teachers and typical peers, needs to be educated about and supported through the practice of inclusion, and how to support students with significant support needs in an inclusive environment

- It is essential to set high, realistic and consistent expectations for learning, behavior, and social interactions

- Behavior can be a student's attempt to communicate and it is important to identify and teach ways to develop appropriate communication skills

- Learning opportunities can occur in multiple, integrated, and naturally occurring environments

- Every team member, including students and parents, is part of collaborative decision-making process

- School should be a positive, supportive, engaging, and safe place for all students

- Friendship is important for all students

- Peer interactions and relationships need to be fostered

- In the importance of working with families to best meet the needs of their child and help prepare them for life now and in the future

- Education is one process, among many, that will impact a student's growth, development, and future outcomes

- Students have a voice and the right to participate in their education

- All concerns need to be heard and validated through a respectful, collaborative process
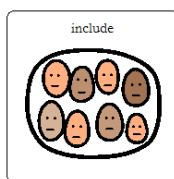
INCLUSIVE PRACTICES

Students in Poudre School District who are determined to have a disability under current federal and state guidelines will receive a free and appropriate education (FAPE) in the least restrictive environment (LRE). This will include a continuum of services designed to meet each student's individual needs as defined in their IEP, with those services generally being viewed as being support services to general education, rather than a place where services are provided.

The Continuum of Services is provided in the context of inclusion and general education with the belief that all students are general education students, and, whenever possible, should attend their neighborhood school. Least Restrictive Environment decisions are made through the IEP process and the IEP team student-centered, decision-making process that addresses the student's learning and behavioral needs. For some students with significant support needs, the Least Restrictive Environment may be at a center-based program in a school outside of the student's neighborhood school. When this does occur, the student is also provided a Continuum of Services and is included to the maximum extent possible in the general education setting.

At the heart of inclusive practice is the expectation of participation, fulfillment, and success (NCSL West-Burnham, 2008). Successful and effective practices of inclusive education and decision-making are related to several important characteristics. Of primary importance is having the vision of shared ownership for all students and their progress in the general education curriculum (Stetson & Assoc., 2011). Characteristics of inclusive education include "presumed competence, authentic membership, full participation, reciprocal social relationships, and learning to high standards by all students with disabilities" (NCIE, 2011).

In developing a student's Individual Education Plan (IEP) and determining how special education services will be provided, the general education curriculum and classroom is the "starting point." This is based on the premise that supports and services for students with disabilities can be provided in the general education classroom (Stetson & Assoc., 2011). Recent legislation, including the re-authorization of the Elementary and Secondary Education Act, the subsequent alignment of the Individuals with Disabilities Act 2004, and the No Child Left Behind Act all require that all students be provided with supports and services that allow them to participate and progress in the general education curriculum. "The intent of this and related mandates is increased access to the general curriculum in order to prepare students for meaningful and successful lives as they enter adulthood" (2010, Copeland & Cosbey).

Students with disabilities do not need to engage in the general education curriculum in the same way as students without disabilities. Research demonstrates that students with disabilities receive educational benefit by being exposed to the general education curriculum whether or not they are being held accountable to meet all grade level expectations. The student's specific IEP goals and objectives are used to determine the extent of the general education curriculum the student will be accessing. The goals and objectives are based on the student's current level of

performance, strengths and needs, as well as the expected outcomes for post-secondary transition.

Research demonstrates positive outcomes for including students with extensive support needs in general education settings. For example, participation of these students in inclusive settings has been associated with increased social interaction, friendships, and social competence (Copeland & Cosbey p. 214-215). Furthermore, both students with disabilities and students without disabilities benefit from this collaborative effort with increased positive outcomes. (2011, Stetson & Assoc.). Educating students with disabilities on an equal basis reflects the fundamental principle of modern democracy that all citizens deserve the right to claim a place in mainstream society (NCIE, 2011).

In Poudre School District we, the Integrated Learning Support programs, are committed to promoting inclusive practices in all learning environments. We believe all members of the school community need to have a shared commitment to inclusive practices and model acceptance of all students. This includes collaborative planning, shared decision making, participation in on-going staff development around best practices and implementation of age-appropriate activities based general education curriculum and materials.

We as a public school system strive to provide a level of service to address student needs; yet, like any other facet of a publicly funded system, we operate under limited financial resources. However, as a vision for the future we continue to advocate for students to attend their neighborhood school. Students need to be included in general education classes with typical peers.
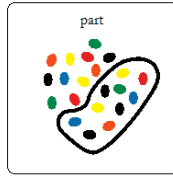
Risk
more than others think is safe

Care
more than others think is wise

Dream
more than others think is practical

Expect
### more than others think is possible

Cadet Maxim

PROGRAM COMPONENTS

The program elements described below outline the best practices that guide ILS programming in Poudre School District.

Academic Instruction

- Align student instruction with general education curriculum through collaboration

- Modify content, materials, and assessments to meet individual needs

- Ensure vertical alignment and successful transition through the grade levels by developing ILS program curriculum, instruction, and measurements of progress and growth based on the scope and sequence of the Colorado Content Standards Extended Evidence Outcomes and Extended Readiness Competencies.

- Present research-based instruction in multiple modalities to fit students' learning styles and needs

- Implement a variety of materials and technology to provide age-appropriate instructional and communication supports

- Match teaching strategies to learner needs to identify areas for prompting, differentiating, scaffolding, and reinforcement
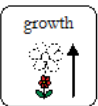
Assessment & Progress Monitoring

- Use on-going assessment and progress monitoring to drive instruction and the development of goals and objectives

- Monitor progress with a variety of assessment tools including: standardized and criterion referenced tests, curriculum based measurements, work samples/portfolios, observation/data collection, and alternate state and district assessments

- Maintain on-going communication and collaboration regarding student progress with families and team members
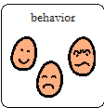
Behavior Support

- Develop and implement research-based behavioral interventions to support individual students' needs

- Create learning environments designed to motivate and encourage student engagement

- Provide instruction and reinforcement in socially appropriate and/or replacement behaviors

- Ensure opportunities for peer support and modeling

- Use Functional behavioral assessments (FBA) to develop behavior intervention plans that are monitored and revised as needed

Collaboration

The Integrated Learning Support programs foster collaboration with:

- Community Agencies
  - Collaborate with community agencies, including the community center board (Foothills Gateway) and other related services, in accordance with students' needs
  - Assist parents/guardians in applying for and accessing services within the community

- Home
  - Maintain consistent and on-going communication with parents/guardians
  - Recognize the relevancy of the student's cultural background, traditions, and family dynamics; utilize interpreters and ELA teams as needed

- School
  - Communicate with teachers, administration, related service providers, and other building staff
  - Provide information about district and community resources such as : Parent Liaison, Special Education Advisory Committee (SEAC)
  - Share ownership of learner outcomes
  - Presume student competence and belonging

Environmental Considerations

- Identify barriers to access and participation and develop modifications/adaptations to ensure membership and participation

- Implement use of low-tech, no tech and natural supports, as well as specialized equipment and tools

- Collaborate with district SWAAAC team, related service providers, general education, building support staff, and community resources

- Address students' physical and health needs in all environments

- Teach students to adapt to their environment; not always expect/need the environment to adapt to them

- Provide access to age appropriate environments and resources to teach adaptive skills

- Evaluate fine and gross motor skills with on-going assessment

- Implement universal design strategies to provide multiple means of presentation, expression, and engagement

Independent Living Skills

- Provide instruction, support, facilitation, and opportunities to practice independent living skills for student to be as independent as possible

- Consult and collaborate with IEP team, family/parents, outside resources to identify target skills for independent living instruction and development

- Independent Living Skills include:
  - personal care
  - domestic care and responsibilities
  - safety and health education
  - nutrition/cooking/menu planning
  - money/finance, budgeting, shopping
  - transportation in order to maintain community mobility
  - self-advocacy
  - time management
  - vocational skills, pre-vocational skills

Individualized Educational Planning (IEP)

- Least Restrictive Environment and Individualized Education Plan (IEP) are based on students' individual needs

- IEP goals and objectives are based on standards, Extended Evidence Outcomes, and Extended Readiness Competencies

- Work collaboratively with all members of the IEP team to best meet the needs of students

- Service delivery models:
  - ILS students may need support in all aspects of their school day
  - Services can be delivered in general education, special education, and community settings
  - Services can be delivered in individualized, small, and large group instruction settings

Language & Communication

- Provide instruction, support, facilitation, and opportunities to practice
  - all modes of effective communication (modes of communication include verbal/vocal, non-verbal communication systems, augmentative)
  - communication to build and maintain relationships
  - communication that demonstrates learning
  - expressive and receptive language skills
  - new and functional vocabulary
  - communication to advocate for self

- Collaborate with IEP team, family/parents, outside resources (i.e. SWAAAC) to identify communication goals, strategies, assessment tools, and resources

- Provide differentiated and age-appropriate support, facilitation, and instruction based on students' communication strengths, needs, and preferences
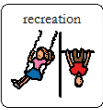
Leisure & Recreation

- Provide awareness of, exposure to, and opportunities for participation in leisure and recreation activities through community based education programs

- Facilitate and explore a variety of independent leisure skills and interests that meet students' needs and match their preferences

- Provide families with information on community resources, programs, and activities

- Support and facilitate participation in recreation/leisure activities that naturally occur in typical environments (clubs, sports, recess, birthday parties, etc.)

- Create opportunities for students to practice arranging and participating in independent recreation/leisure activities

Self-Determination

- Facilitate and support student involvement in the IEP process and transition planning to the greatest extent possible

- Identify and provide opportunities for students to make choices and exert control over their environments

- Encourage, support, and provide direct instruction in skills needed to make choices, advocate for self, express wants/needs

- Honor students' preferences/choices/decisions to support personal goals
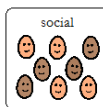
Social Skills

- Develop explicit instruction for different settings, audiences, and environments to promote meaningful and authentic social interactions

- Provide age-appropriate instruction and support students in developing inter/intrapersonal skills

- Promote safe and appropriate social interactions

- Build peer support systems and age appropriate relationship skills

- Create opportunities for early and on-going experiences with typical peers
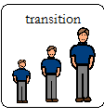
Transition Planning

When students transition within the educational setting (between grade levels or between schools) or to post-secondary environments, consideration is given to the following factors:

- Feelings of safety, belonging, and support

- Continuity of interventions and programming

- Maintenance of social connections with peers

- Comfort and familiarity with the new environment

- Preparation of students to be as successful and independent as possible within their current and future environments from early childhood to post-secondary adult life

School To School Transitions

- Inform and support parents early in the process

- Collaborate with the receiving school

- Arrange and conduct observations between the sending and receiving school staff

- Conduct staff info & teaming meetings in preparation for successful student transition

- Teach and prepare the student in anticipation of the new setting

- Plan for and accommodate adjustment to the new setting

When students learn together,

Students learn to live together!

Unknown

Post-Secondary Transition Planning

- Initiate post-secondary transition planning early in school career

- Consider individual student needs, family goals, and future plans

- Encourage students and families to register with the Community Center Board in infancy or as soon as the student is identified as being eligible for services in the community for individuals with developmental delays; inform families of on-going requirements regarding registration with the Community Center Board

- Utilize tools available to assist with this transition process, including *Circle of Friends* and the *Path Plan*

- Develop transitional IEPs when a student is 15 years old to address and develop post-secondary goals

- Administer and use transition assessments to develop postsecondary goals in the areas of education, career, and independent living

- Connect students and families to programs available to support students in vocational educational opportunities while in school, including Alternative Cooperative Education (ACE), School to Work Program SWAP) and work study programs

- Identify appropriate 18-21 transition programming options available in Poudre School District, including Community Connections, Cooper Home, and Project Search

- Coordinate and facilitate transition to adult support services (post-secondary supports) including: discussion of guardianship, financial planning, Supplemental Security Income (SSI), Division of Vocational Rehabilitation, Medicaid, and living environment options

- Inform students and families about other resource in PSD, including Transition Series in the Spring and on-line transition services

BEST PRACTICES CHECKLIST

These best practice indicators offer guidance to educators, teams, and administrators when developing, implementing, and reflecting upon effective supports and services in our ILS programs. Implementation of these principles will result in positive outcomes for students who have significant support needs. This checklist identifies areas to consider for effective ILS programs. This checklist tool is intended to assist those who are educating students with significant support needs.

HOW TO USE THIS CHECKLIST

1. As a team, discuss each program component and the best practices that go along with them
2. Identify the areas in which your team is secure, developing, and emerging—as well as the areas that are not yet evident in your program or are not applicable to your program or site
3. Identify 2-4 components that are a priority for your team—mark these in the column labeled "Primary Focus," on the left side of the checklist
4. List the best practices identified as a primary focus on the summary page found at the end of the document
5. Identify what next steps need to be taken, and what resources/support are necessary, for successful implementation of these best practices
6. Set a time for your team to review the implementation plan and/or revisit the Best Practices Checklist

WHO MAY BE USING THIS CHECKLIST

ILS Teams
- Self-assessment or self-evaluation process
- Start-of-the-year planning, preparation, and goal setting
- End-of-the-year reflection

School Administrators
- Discussion guide when working with ILS teams
- Identify areas of success and opportunity with ILS teachers/teams
- Communicate with other principals who have ILS programs at their site

Integrated Services Administration
- Support, facilitate, and guide ILS programming at current and future sites
- Communicate with ILS teams and school principals around ILS program components
- Identify and provide feedback on areas for further Professional Development

ILS PROGRAM BEST PRACTICES CHECKLIST

ILS Program Location: _____   Date: _____

Evaluator: _____

Primary Focus	ACADEMIC INSTRUCTION	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Align student instruction with general education curriculum through collaboration						
	Modify content, materials, and assessments to meet individual needs						
	Ensure vertical alignment and successful transition through the grade levels by developing ILS program curriculum, instruction, and measurements of progress and growth based on the scope and sequence of the Colorado Content Standards Extended Evidence Outcomes and Extended Readiness Competencies.						
	Present research-based instruction in multiple modalities to fit students' learning styles and needs						
	Implement a variety of materials and technology to provide age-appropriate instructional and communication supports						
	Match strategies to learner needs for prompting, scaffolding and reinforcement						

Primary Focus	ASSESSMENT AND PROGRESS MONITORING	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Use on-going assessment and progress monitoring to drive instruction and the development of goals and objectives						
	Monitor progress with a variety of assessment tools including: standardized and criterion referenced tests, curriculum based measurements, work samples/portfolios, observation/data collection, and alternate state and district assessments						
	Maintain on-going communication and collaboration regarding student progress with families and team members						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	BEHAVIOR SUPPORTS	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Develop and implement research-based behavioral interventions to support individual students' needs						
	Create learning environments designed to motivate and encourage student engagement						
	Provide instruction and reinforcement in socially appropriate and/or replacement behaviors						
	Ensure opportunities for peer support and modeling						
	Use Functional behavioral assessments (FBA) to develop behavior intervention plans that are monitored and revised as needed						

Primary Focus	COLLABORATION	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	The Integrated Learning Support programs foster collaboration with:						
	Community Agencies: Collaborate with community agencies, including the community center board (Foothills Gateway) and other related services, in accordance with students' needs						
	Community Agencies: Assist parents/guardians in applying for and accessing services within the community						
	Home: Maintain consistent and on-going communication with parents/guardians						
	Home: Recognize the relevancy of the student's cultural background, traditions, and family dynamics; utilize interpreters and ELA teams as needed						
	School: Communicate with teachers, administration, related service providers, and other building staff						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	COLLABORATION (continued)	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	School: Provide information about district and community resources such as: Parent Liaison, Special Education Advisory Committee (SEAC)						
	School: Share ownership of learner outcomes						
	School: Presume student competence						

Primary Focus	ENVIROMENTAL CONSIDERATIONS	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Identify barriers to access and participation and develop modifications/adaptations to ensure membership and participation						
	Implement use of low-tech, no tech and natural supports, as well as specialized equipment and tools						
	Collaborate with district SWAAAC team, related service providers, general education, building support staff, and community resources						
	Address students' physical and health needs in all environments						
	Teach students to adapt to their environment; not always expect/need the environment to adapt to them						
	Provide access to age appropriate environments and resources to teach adaptive skills						
	Evaluate fine and gross motor skills with on-going assessment						
	Implement universal design strategies to provide multiple means of presentation, expression, and engagement						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	INDEPENDENT LIVING SKILLS	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Provide instruction, support, facilitation, and opportunities to practice independent living skills for student to be as independent as possible						
	Consult and collaborate with IEP team, family/parents, outside resources to identify target skills for independent living instruction and development						
	Independent Living Skills include:						
	• personal care						
	• domestic care and responsibilities						
	• safety and health education						
	• nutrition/cooking/menu planning						
	• money/finance, budgeting, shopping						
	• transportation in order to maintain community mobility						
	• self-advocacy						
	• time management						
	• vocational skills, pre-vocational skills						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	INDIVIDUALIZED EDUCATIONAL PLANNING (IEP)	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Least Restrictive Environment and Individualized Education Plan (IEP) are based on students' individual needs						
	IEP goals and objectives are based on standards, Extended Evidence Outcomes, and Extended Readiness Competencies						
	Work collaboratively with all members of the IEP team to best meet the needs of students						
	Services delivered in the general education setting						
	Services delivered in the special education setting						
	Services delivered in the community setting						
	Services delivered in individual instructional setting						
	Services delivered in small group instructional setting						
	Services delivered in large group instructional setting						

Primary Focus	LANGUAGE & COMMUNICATION	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Provide instruction, support, facilitation, and opportunities to practice all modes of effective communication (modes of communication include verbal/vocal, non-verbal communication systems, augmentative)						
	Communication to build and maintain relationships						
	Communication that demonstrates learning						
	Expressive and receptive language skills						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	LANGUAGE & COMMUNICATION (continued)	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	New and functional vocabulary						
	Communication to advocate for self						
	Collaborate with IEP team, family/parents, outside resources (i.e. SWAAAC) to identify communication goals, strategies, assessment tools, and resources						
	Provide differentiated and age-appropriate support, facilitation, and instruction based on students' communication strengths, needs, and preferences						

Primary Focus	LEISURE & RECREATION	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Provide awareness of, exposure to, and opportunities for participation in leisure and recreation activities through community based education programs						
	Facilitate and explore a variety of independent leisure skills and interests that meet students' needs and match their preferences						
	Provide families with information on community resources, programs, and activities						
	Support and facilitate participation in recreation/leisure activities that naturally occur in typical environments (clubs, sports, recess, birthday parties, etc.)						
	Create opportunities for students to practice arranging and participating in independent recreation/leisure activities						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	SELF-DETERMINATION	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Facilitate and support student involvement in the IEP process and transition planning to the greatest extent possible						
	Identify and provide opportunities for students to make choices and exert control over their environments						
	Encourage, support, and provide direct instruction in skills needed to make choices, advocate for self, express wants/needs						
	Honor students' preferences/choices/decisions to support personal goals						

Primary Focus	SOCIAL SKILLS	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Develop explicit instruction for different settings, audiences, and environments to promote meaningful and authentic social interactions						
	Provide age-appropriate instruction and support students in developing inter/intrapersonal skills						
	Promote safe and appropriate social interactions						
	Build peer support systems and age appropriate relationship skills						
	Create opportunities for early and on-going experiences with typical peers						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	TRANSITION PLANNING	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	School To School Transitions						
	Inform and support parents early in the process						
	Collaborate with the receiving school						
	Arrange and conduct observations between the sending and receiving school staff						
	Conduct staff info & teaming meetings in preparation for successful student transition						
	Teach and prepare the student in anticipation of the new setting						
	Plan for and accommodate adjustment to the new setting						
	Post-Secondary Transition Planning						
	Initiate post-secondary transition planning early in school career						
	Consider individual student needs, family goals, and future plans						
	Encourage students and families to register with the Community Center Board in infancy or as soon as the student is identified as being eligible for services in the community for individuals with developmental delays; inform families of on-going requirements regarding registration with the Community Center Board						
	Utilize tools available to assist with this transition process, including *Circle of Friends* and the *Path Plan*						
	Develop transitional IEPs when a student is 15 years old to address and develop post-secondary goals						
	Administer and use transition assessments to develop postsecondary goals in the areas of education, career, and independent living						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

Primary Focus	TRANSITION PLANNING (continued)	Not Yet Evident	Emerging	Developing	Secure	Not Applicable	Comments
	Connect students and families to programs available to support students in vocational educational opportunities while in school, including Alternative Cooperative Education (ACE), School to Work Program SWAP) and work study programs						
	Identify appropriate 18-21 transition programming options available in Poudre School District, including Community Connections, Cooper Home, and Project Search						
	Coordinate and facilitate transition to adult support services (post-secondary supports) including: discussion of guardianship, financial planning, Supplemental Security Income (SSI), Division of Vocational Rehabilitation, Medicaid, and living environment options						
	Inform students and families about other resource in PSD, including Transition Series in the Spring and on-line transition services						

ILS PROGRAM BEST PRACTICES CHECKLIST

Date: _____

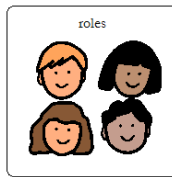| SUMMARY	

Best Practices Identified as a Primary Focus for this ILS Program	Next Steps for Development and Implementation of Best Practices
	1.
	2.
	3.
	4.
	1.
	2.
	3.
	4.
	1.
	2.
	3.
	4.
	1.
	2.
	3.
	4.

Support/Resources Needed for Development/Implementation of Best Practices		
Support/Resource Needed	Who is responsible for contacting/initiating this support?	Comments

Team Members and Follow-Up		
When will this implementation plan be revisited?		
Team Members:		

ROLES AND RESPONSIBILITIES

Students with significant support needs are provided with a wide range of supports and services through a collaborative, problem solving community. District employees who provide supports and services to students do so from a student centered, confidential, and professional approach. Multi-disciplinary teams may include any or all of the following members:

Building Administrator

- Foster a school climate of acceptance and membership for all students and model this attitude to staff, students, families, and the community

- Recruit and hire new staff who are committed to adopting best practices of inclusion

- Possess a strong foundational knowledge of inclusive practices and special education

- Actively support teachers and staff through equitable allocation of resources

- Work collaboratively and cooperatively with ILS staff in order to support their management and leadership in the ILS program

- Support special education staff in student behavioral management by being aware of student behavior plans and interventions, which may include physical interventions

- Serve as a liaison and advocate for the ILS program among district level staff, parents, and community

- Supervise and evaluate staff based upon specific knowledge of the program and individual roles

- Participate in IEP meetings, as requested, and/or ensure participation of critical staff

Community Agencies

- Inform students, families and school staff about services and supports available

- Participate in IEP meetings for students of transition age, or as requested

- Remain informed about individual students receiving services from their organization

- Serve as a resource to the school team, as appropriate

25

District Administrator

- Ensure that teachers and service providers are implementing best practices and complying with district, state, and federal regulations

- Actively support teachers and staff

- Facilitate collaboration among service providers throughout the district

- Guide, support and inform building administrators about district policies, guidelines, and expectations

- Communicate about available resources and advocate for equitable allocation of resources

- Remain aware of specific student and family needs that impact the student's education and/or programming needs

- Provide opportunities for professional development that addresses current and diverse programming needs

- Facilitate support from Parent Liaison when appropriate

General Education Teacher

- Foster a classroom climate of acceptance and membership for all students and model this attitude to staff, students, families, and the community

- Possess a strong foundational knowledge of inclusive practices and special education

- Participate in collaborative planning, co-teaching, and development of instructional materials and programming

- Collaborate with special education team to adapt and modify general education curriculum to meet student's IEP goals and objectives and to ensure access to a standards-based education in the general education environment

- Provide Special Education teachers access to curriculum scope and sequence, lesson plans, assessments, and other instructional materials

- Communicate with Special Education staff about classroom activities and events

- Participate in IEP meetings and have a working knowledge of the plan's behavioral and learning interventions

- Complete all feedback tools conscientiously for use by the Integrated Services team

- Keep Integrated Services teachers informed of communications with families

Integrated Learning Support Teacher

- Serve as case manager for students with significant support needs, complete necessary documentation, and communicate with all team members

- Develop and implement standards-based IEP's that meet the individual educational needs of students

- Participate in collaborative planning, co-teaching, and development of instructional materials and programming with general education teachers

- Advocate for students

- Collaborate with classroom teachers to adapt and modify general education curriculum to meet student's IEP goals and objectives and to ensure access to a standards-based education in the general education environment

- Develop/implement behavior support plans and provide training to all relevant staff

- Hire, supervise, train, support, and evaluate paraprofessionals

- Ensure that the health, physical, and safety needs of students are met in all environments

- Coordinate schedules for students, paraprofessionals, itinerant service providers, and volunteers

- Collect data and monitor progress in order to drive instruction

- Develop collaborative relationships with families and community service providers

- Facilitate and model best practices of inclusive education and ability awareness

- Provide direct instruction in functional academic and/or vocational skills

- Administer alternate state and district assessments

- Teach peers about students' strengths and how to best support them in the classroom

- Provide families with information on futures' planning resources and registration guidelines

- Supervise and mentor college/university interns, practicum students, and student teachers

- Participate in collaborative planning, co-teaching, and development of instructional materials and programming

Nurses

- Participate in developing and maintain students' Health Care Action Plans
- Train and delegate staff for all health care related and medical needs (i.e. medication administration, tube feeding, personal care)
- Conduct alternate hearing / vision screenings
- Consult with staff to understand health care needs of a student and how to best accommodate in the classroom environment and school community
- Possess knowledge of available community resources
- Serve as a liaison between school team and medical professionals
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Occupational Therapists

- Collaborate with team members in supporting student achievement of learning goals and/or accommodations across school and community-based educational settings
- Conduct environmental assessments and serve as a resource to problem–solve sensory-motor based barriers that might limit a student's participation
- Help improve student performance through reasonable adaptations, accommodations, and modifications when indicated
- Provide equipment, tools and assistive technology needed for students to access their educational environments and move toward goal attainment
- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications
- Support students with successful transitions into appropriate vocational, educational, and independent living pursuits
- Maintain communication with parents and other relevant providers

Other School Personnel and Volunteers

(Social Worker, Counselor, Cook, Custodian, Office Manager, School Resource Officer, etc.)

- Provide opportunities for students to develop and generalize skills in the school environment

- Ensure safety and security for all students

- Support growth and progress in communication and social skills

- Help students be an active part of the school community

- Assist students doing school jobs

Paraprofessionals

- Hold students to high expectations, promotes independence and problem-solving

- Under the direction of certified Integrated Services staff, paraprofessionals:
  o Support students with significant needs in all environments
  o Implement teacher directed lessons and activities
  o Provide direct instruction to students in order to meet IEP goals and objectives
  o Implement behavioral support plan strategies and interventions
  o Provide for the health, physical, and safety needs of students in all environments
  o Conduct data collection and progress monitoring
  o Provide positive behavior support and reinforcement to all students
  o Facilitate and encourage positive social relationships with peers
  o Communicate with special education and general education teachers
  o Maintain respect and confidentiality in all communications regarding students
  o Participate in professional development opportunities
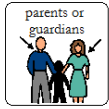
Parents/Guardians

- Assist in creating consistent support and learning opportunities across environments by aligning home and school goals

- Develop collaborative relationships to foster open communication between school and home to best meet students' needs

- Maintain responsibility for students' health and welfare; communicate with school staff about health and welfare

- Ensure that their student is enrolled with the community center board (Foothills Gateway) and/or other appropriate community agencies

- Participate in creative problem solving

- Become involved with multiple aspects of the school community (i.e. serve on general education committees, school-wide events, etc.)

- Be an active member at the IEP and conferences by being prepared (i.e. knowing what the prior IEP currently says, how child is doing in school, and what possible next steps may be)

- Advocate for individual strengths and needs

- Seek out information and share resources and strategies

Peers

- Advocate for friends (i.e. help interpret to others message being said)

- Be a good / appropriate role model and provide positive support

- Enjoy each other's company

- Treat students with significant support needs like they would treat anyone else – with respect

- If uncertain, ask clarifying questions as to how to best support, communicate and learn with students who have significant support needs

- Don't assume a peer can't do something or participate

- Follow school rules and school-wide behavior expectations

- Be a catalyst for change and model acceptance in the school community

Physical Therapists

- Collaborate with team members in supporting student achievement of goals across school and community-based educational settings

- Conduct environmental assessments and serve as a resource to problem–solve motor based barriers that might limit a student's participation

- Help improve student participation through reasonable adaptations, accommodations, and modifications

- Collaborate with and train staff in ways to safely support students' physical needs and access to their educational environment

- Provide equipment and training for students to access their educational environments and move toward goal attainment

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

- Maintain communication with parents and other relevant providers
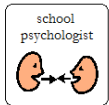
School Psychologists

- Conduct assessments to provide information about present levels of functioning and drive support and instruction

- Support teachers and paraprofessionals with behavioral support strategies and resources

- Develop an awareness of appropriate assessments for students with significant support needs

- Communicate with parents and team members using language that focuses on students' strengths

- Collaborate with teachers and support staff on behavior support strategies, Functional Behavior Assessments, and Behavior Intervention Plans

- Collaborate with community resources (i.e. Foothills gateway) when appropriate to facilitate a successful transition to post-secondary settings

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Speech/Language Pathologists

- Support functional communication needs of students to access all environments through direct service and consultation

- Work collaboratively with special education team, general education teachers, and paraprofessionals

- Support the implementation of assistive technology

- Serve as a resource to problem-solve speech/communication barriers

- Communicate with parents and private service providers

- Develop, monitor and maintain communication plans including assistive technology, picture schedules, and other visual materials

- Provide initial, triennial, and on-going evaluation of students communication needs

- Supervise SLPA's when appropriate and delegate responsibilities

- Participate in progress monitoring, data collection, maintenance of special education records, and referrals to SWAAAC or MCAT

- Support students who have ELL needs

- Provide support and resources for school staff, parents, peers, and administrators for individual communication needs and strategies

- Be an active member at IEP meetings to assure communication needs are being addressed in all components related to that IEP

- Self-advocate personal schedule to communicate availability at multiple sites
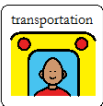

Students

- Be a learner at school and do their best work

- Have fun at school

- Follow school rules and school-wide behavior expectations

- Participate in school activities

- Be safe in school and in the community

- Advocate for self; participate in the IEP process to their individual ability
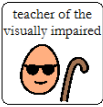
Teacher of the Visually Impaired/Orientation and Mobility Specialist

- Provide direct services to students with a vision disability

- Consult with staff as to how best to meet vision needs of students in the classroom and school environments

- Provide equipment, tools, and technology to support visual access as stated in IEP

- Serve as a resource to problem solve orientation and mobility issues

- Work directly with and serve as a resource for outside agencies / resources

- Produce brailled, tactile, and large print materials for student use in the classroom and community

- Be an active member of the IEP team including assessment, service delivery, and input related to accommodations and modifications

Transportation

- Be familiar with students' individual needs and Individual Transportation Plans (ITP)

- Provide support to students during transportation to/from school

- Follow protocols of IEP Behavior Support Plans and Health Care Action Plans

- Communicate with school staff and parents

- Organize and schedule bus routes to meet students' needs

- Develop rapport with students and parents

- Participate in the IEP meeting, as necessary

We must be the change

we want to see in the world

Gandhi

Appendix A

SCHOOL AND COMMUNITY RESOURCES

Poudre School District
PSD Early Childhood…………………………………………………………(970) 490-3204
PSD Special Education Advisory Committee (SEAC)……………………………(970) 490-3225
PSD Integrated Services On-Line………....www.psdschools.org/department/integrated-services

Assistive Technology
Assistive Technology Resource Center (ATRC)………………………………….(970) 491-6258

Child Care
Early Childhood Council…………………………………………………....(970) 377-3388
Respite Care, Inc………………………………………………………………(970) 207-9435

Health Care
Larimer County Health Care Program for Children with Special Needs………….(970) 498-7000

Mental Health Care
Larimer Center for Mental Health………………………………………………..(970) 494-9761

Parent Information & Community Support
Autism Society of Larimer County……………………………………………….(970) 980-7527
Foothills Gateway………………………………………………………………..(970) 226-2345
Parent to Parent Colorado………………………………………………………(877) 472-7201
Peak Parent Center………………………………………………………………(719) 531-9400
United Way 2-1-1 is your Community Connection to Services…………………...(970) 407-7066

Sports and Recreation
City of Fort Collins Parks and Recreation Division………………………………(970) 224-6027
National Sports Center for the Disabled…………………………………………(970) 726-5514
Special Olympics…………………………………………………………………(970) 301-4623

Camps in Colorado for Children with Special Needs
Adam's Camp……………………………………………………………………(303) 563-8290
Rocky Mountain Village (Easter Seals)…………………………………………...(303) 569-2333
Colorado Lions Camp……………………………………………………………(719) 687-2087

Transportation
City of Fort Collins Transfort……………………………………………………(970) 224-6066

Poudre School District and Integrated Services do not endorse any of the listed providers or products.

**A more expansive list of Community Resources can be found in the Integrated Services
Parent Handbook, www.psdschools.org/department/integrated-services**

Appendix B

ACRONYMS

ACE	Alternative Cooperative Education	**IFSP**	Individualized Family Service Plan
ADA	Americans with Disabilities Act	**ILP**	Individual Literacy Plan
ASL	American Sign Language	**ILS**	Integrated Learning Support
AT	Assistive Technology	**IS**	Integrated Services
AYP	Adequate Yearly Progress	**ITP**	Individual Transportation Plan
BIP	Behavior Intervention Plan	**LEP**	Limited English Proficiency
CBM	Curriculum-Based Measurements	**LRE**	Least Restrictive Environment
CCB	Community Center Board	**OCR**	Office of Civil Rights
CDE	Colorado Department of Education	**OT**	Occupational Therapy
CEC	Council for Exceptional Children	**PART C**	IDEA/Early Intervention Services for Children Birth to 3 Years Old and Families
CO-ALT	Colorado Alternate Assessment		
CPI	Crisis Prevention Institute		
CSAP-A	Colorado State Assessment Program Alternate	**PBIS**	Positive Behavior Intervention and Support
CSEAC	Colorado Special Education Advisory Committee	**PEAK**	Parent Education and Assistance for Kids
DHH	Deaf or Hard of Hearing	**PEP**	Parents Encouraging Parents
DVR	Division of Vocational Rehabilitation	**PLC**	Professional Learning Community
ELL	English Language Learners	**PT**	Physical Therapy
ELA	English Language Acquisition	**RtI**	Response to Intervention
ESL	English as a Second Language	**SEAC**	Special Education Advisory Committee
ESY	Extended School Year	**S/L**	Speech Language
FAPE	Free Appropriate Public Education	**SLP**	Speech Language Pathologist
FBA	Functional Behavior Assessment	**SPED**	Special Education
FERPA	Family Educational Rights and Privacy Act	**SRO**	School Resource Officer
HCAP	Health Care Action Plan	**SSI**	Supplemental Security Income
HCP	Health Care Program for Children with Special Needs	**SWAAAC**	State Wide Augmentative Alternative Assistive Communication
IDEA	Individuals with Disabilities Education Act		
IEP	Individualized Education Program		

Appendix C

GLOSSARY OF TERMS

A

Accommodations - services or supports used to enable a student to fully access the subject matter and instruction; does not alter the content or expectations, instead is an adjustment to instructional methods

Adaptation - involves an adjustment to the instructional content or performance expectations of the student with a disability from what is expected or taught to students in general education

Adaptive Skills - necessary skills for daily functioning i.e. communication, self-care, social skills

Alternate Assessments - alternate assessment are used to determine educational accountability for all students with disabilities; assessment participants are those students with disabilities who are unable to participate in regular assessments even with accommodations

Assistive Technology – technology that promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks

Augmentative Communication - alternative methods of communications for those that are unable to effectively or functionally communicate verbally; tactics range from low tech systems, i.e. sign language or picture exchange to high tech systems, i.e. voice output systems

B

Behavior Support/Intervention Plans - Behavior Intervention Plan takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior

C

Case Manager – the teacher or service provider that coordinates the students' communication and educational needs between service providers, the parents or guardian, and the school environment

Community Based Education (CBE) – structured opportunities for students to build awareness, develop, practice, and generalize communication, social, functional math, and leisure skills within the students' community

Community Centered Board (CCB) – Community Centered Boards (CCB) are responsible for community services for children with developmental delays and disabilities and adults with developmental disabilities; currently there are 20 CCBs who serve approximately 11,000 individuals and families across the state of Colorado; Foothills Gateway Rehabilitation serves persons in Larimer County

Collaborative planning – research-based professional dialogue between two or more staff members working interdependently to develop and achieve common goals that are focused on the following: continuous improvement of student performance, professional practice, and/or the achievement of school improvement goals

Co-teaching – two or more educators share instructional responsibility for a single group of students, primarily in a single classroom or workspace for a specific content, with mutual ownership

Criterion Referenced Tests - a test in which questions are written according to specific criteria. A student knows what the standards are for passing and only competes against him or herself

Curriculum – collective description of teaching, learning, and assessment materials available for a given course of study

Curriculum Based Measurement - a method teachers use to find out how students are progressing in basic academic areas

D

Differentiation - the adaptation of classroom learning to suit each student's individual needs, strengths, preferences, and pace

E

English Language Acquisition (ELA) – an educational approach in which English Language Learners (ELL) are instructed in the development of the English language

Expressive Language - being able to produce speech or communicate a message

Extended Evidence Outcomes (EEO) - provide the alternate standards in mathematics, science, social studies, and reading, writing, and communicating for students with significant cognitive disabilities, who qualify for the alternate assessment; these alternate expectations are directly aligned to the grade level expectations for all students

Extended Readiness Competencies (ERC) - underlying skills students need to reach specific indicators for content standards, life outcomes, career membership, and community memberships

F

Fine Motor Skills – Fine motor skills are the coordination of small muscle movements which occur e.g., in the fingers, usually in coordination with the eyes; in application to motor skills of hands (and fingers) the term dexterity is commonly used

Functional Academics - using reading, writing, and math skills in everyday life

Functional Behavioral Assessment (FBA) - comprehensive and individualized assessment to identify the purpose or function of a student's problem behavior(s)

G

Gross Motor Skills – motor skills involving large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting; a person's gross motor skills depend on both muscle tone and strength

H

High Tech Communications Systems - communication devices using specialized technology that produce speech or communication

I

Inclusion - a term used to describe the ideology that each child, to the maximum extent appropriate, should be educated in the school and classroom he/she would otherwise attend involves bringing support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students)

Inclusive Practices – strategies to ensure that students with disabilities participate meaningfully in the general education curriculum beginning at the earliest age

Individualized Education Plan (IEP) - a legal document designed by a multi-disciplinary team that outlines the child's learning/behavior goals and objectives; must be updated at least every 12 months, includes description of the child's present level of educational performance and identifies annual goals and objectives along with methods for assessing progress; also outlines any necessary supports, accommodations, adaptations, and/or related services

Integration - acceptance into community: the process of becoming an accepted member of a group or community

Interpersonal Skills - ability to interact with others, sometimes referred to as "people skills"

Interventions – team-based problem-solving decision making that supports student success in academics and/or behaviors that use a combination of high quality, culturally and linguistically responsive instruction; assessment; and are evidence-based

Intrapersonal Skills - ability to understand one's self and how others perceive you

L

Low Tech Communication Systems - not using technology, i.e. communication book, picture exchange or sign language

M

Modifications - involves an adjustment to the instructional content or the performance expectations of students with disabilities from what is expected or taught to students in general education

Multi-disciplinary Team - a group composed of members with varied but complimentary experience, qualifications, and skills that contribute to the achievement of the team's specific objectives; in the school setting this might be a special education teacher, general education teacher, school psychologist, speech/language pathologist, occupation therapist, etc.

Multiple Modalities - the sense modalities used in learning, i.e. visual, auditory, aural or tactical

N

Natural Supports - personal associations and relationships typically developed in the community that enhance the quality and security of life for people

Nonverbal Communication - communication by means other than using words, see augmentative communication

P

Paraprofessionals – a classified employee who supports students in the school setting and are an integral part of the Integrated Services team

Parent Liaison - a resource for parents and guardians to answer questions and assist them in: understanding the special education process, when needing support in working with their child's school, accessing community resources, and/or are moving into Poudre School District

Positive Behavior Intervention and Support (PBIS) - a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students

Professional Development – skills and knowledge attained for both personal development and career advancement; professional development encompasses all types of facilitated learning opportunities

Progress Monitoring - the scientifically based practice of assessing student's academic performance on a regular basis for three purposes: 1) to determine whether children are profiting appropriately from the instructional program, including the curriculum; 2) to build more effective programs for the children that do not benefit; and, 3) to estimate rates of student improvement

R

Receptive Language - is the comprehension or understanding of language listening and understanding what is communicated

Related Services (Itinerants) - related services are intended to address the individual needs of students with disabilities, in order that they may benefit from their educational program; occupational and physical therapy, vision, school health services, and special transportation assistance are just some examples of related services that can help eligible students with disabilities participate more fully and successfully in the learning process

S

Scope and Sequence - the breadth and depth of a specific curriculum; for example, the scope is how much you are going to teach of a subject over the course of a semester or year, the sequence is the order you are going to teach the lesson in

Service Delivery Models - a three-tiered approach to providing universal and supplemental and/or modified instruction and behavior supports designed to provide a continuum of services to all students

Social Skills - maintaining interpersonal relationships, understanding emotions and social cues, understanding fairness and honesty, and obeying rules and laws

Special Education Advisory Committee (SEAC) – SEAC brings together parents, professionals and community members interested in collaborative efforts that support and assist PSD in providing the best education for all students; SEAC meets monthly during the school

year and offers informational speakers, and provides a forum for networking among parents and professional addressing issues of concern to the special education community

Standardized Tests - a test that is administered or scored in a consistent manner and that provides accurate and meaningful information on student's level of performance relative to others at their age or grade levels

Standards Based Education – the creation of curriculum frameworks which outlines specific knowledge or skills which students must acquire based on state content standards

SWAAAC - State Wide Augmentative Assistive Alternative Communication

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T

Transition - a set of activities and services that assist students with disabilities to successfully move from the school environment to the post-school environment, such as employment, post-secondary education, or vocational training

Transition Assessments – ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments; assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Plan

Transitional IEPS – IEPs written when a student is 15 years or in 9th grade to address and develop post-secondary goals and life after the individual turns 21; goals and services include education/training, employment, and independent living

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U

Universal Design – broad-spectrum ideas meant to produce buildings, products, and environments that are inherently accessible to both people without disabilities and people with disabilities

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V

Vertical Alignment - planning curriculum across the grade levels from kindergarten to high school building upon instruction based upon standards; correct vertical alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts

Appendix D

HIGH SCHOOL PROGRAMS

Alternative Cooperative Education (ACE): provides work experience, related classroom instruction and employment-related transition planning for high school students with special needs. Students develop personal and career skills, preparing them to live and work independently as vital, contributing members of their community.

Professional and Community Experience (PaCE): offers an opportunity for any student to step outside the school walls and explore various career options. The community experience allows students to gain on-the-job training in areas of career interest.

Front Range Career and Technical Education Programs: Career and Technical Education is a coordinated system of programs, activities and learning experiences that connect school and work. Career and Technical Education provides a framework for connected learning paths that all students can follow as they move from school to post-secondary education or employment.

18 TO 21-YEAR-OLD PROGRAMS

Community Connections: assists students with significant learning needs in the Poudre School District transition from high school to adult living / post-secondary education.

Cooper Home: a collaborative effort between students, parents and the community to assist students in moving toward natural supports within the community and the work site while fostering independence.

Supported Employment Alternative Cooperative Education (ACE): provides job coaches and other supports for students with significant challenges as they develop vocational and related skills through job trials, internships, paid work and other hands on community work experiences.

Project Search: a community partnership program designed to help students with special needs develop career skills that they can use in the workplace after they finish school. Students who participate in Project Search will attend classes, learn employment-related skills and work at internships where they are supported through on-the-job coaching and work site accommodations.

School to Work Alliance Program (SWAP): provides counseling and guidance, job development, job placement, on-the-job training and job-site support to assist young people with disabilities to become employed and self-sufficient.

Please visit www.psdschools.org/department/integrated-services for more information

Appendix E

ASSESSMENTS AVAILABLE TO ILS PROGRAMS

While not an exhaustive list, these are some of the assessments used by multi-disciplinary teams in ILS programs throughout the district. Assessments are used to identify educational needs, drive instruction, monitor progress, and develop IEP goals and objectives.

Adaptive Behavior Scale (ABS)
The Adaptive Behavior Scale (ABS) is a widely used assessment of adaptive behavior in children ages 3 to 18 who are being evaluated for cognitive disabilities, Autism, and/or behavior disorders. The child or adolescent being evaluated can be assessed in 15 to 30 minutes. The ABS features nine behavior domains and evaluates adaptive behaviors considered important to personal responsibility and dependent living. The ABS also includes four behavior domains that assess social adaptations and maladaptive behavior.

Assessment of Basic Learning and Language Skills—Revised (ABLLS-R)
The Assessment of Basic Language and Learning Skills—Revised (The ABLLS-R), is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities. It provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten.

Brigance Inventory of Early Development (IED) II
The criterion-referenced Brigance IED II includes the following skill areas, which are designed to align to state and national standards:
- Physical Development—preambulatory, gross-, and fine-motor skills
- Language Development
- Academic/Cognitive—literacy and mathematical concepts
- Daily Living
- Social and Emotional Development

The assessments in the IED II are easy for teachers to administer and produce results that translate directly into instructional plans for students functioning below the developmental age of 7. The IED II delivers key strategies to support IEP writing, progress monitoring, and program improvement.

Choosing Outcomes and Accommodations for Children (COACH)
COACH is a planning tool designed to identify the contents of a student's educational program and strategies for implementing this program in general education settings and activities. COACH is a set of field-tested steps that turn ideas about inclusive education into actions that your team can take

District Alternate Assessment
A standards-based assessment designed specifically for students with significant cognitive disabilities and is meant to provide a picture of student performance to schools, districts,

educators, parents and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the Expanded Benchmarks which are linked to the Colorado Model Content Standards in the content areas assessed.

Every Move Counts
Every Move Counts assessment:
1. Is communication based
2. Is not developmental
3. Identifies abilities rather than disabilities
4. Focuses on skills relevant to building a functional communication system.
    A. motivating targets,
    B. current communication systems,
    C. appropriate symbol systems,
    D. response modes,
5. Detects smaller increments of growth
6. Is dynamic and ongoing

Extended Evidence Outcomes (EEO) and Extended Readiness Competencies (ERC)
Each Colorado Content Area Standard includes EEO's and ERC's that align with the content standard. The EEO's and ERC's outline foundational skills and modified benchmarks for each standard that indicate a student's progress toward that standard.

School Function Assessment (SFA)
The SFA helps elementary school students with disabilities succeed by identifying their strengths and needs in important nonacademic functional tasks. School personnel familiar with the student's typical performance complete the SFA. There are three scales are included for evaluating students—Participation, Task Supports, and Activity Performance. Criterion cut-off scores help establish eligibility for special services Use SFA to facilitate collaborative program planning for students with a variety of disabling conditions. (Information taken from the Pearson Assessments website)

Test of Early Reading Ability (TERA)
The Test of Early Reading Ability-Third Edition (TERA-3) is a unique, direct measure of the reading ability of young children ages 3-6 through 8-6. Rather than assessing children's "readiness" for reading, the TERA-3 assesses their mastery of early developing reading skills. The TERA includes three sub-tests:
1. Alphabet: measuring knowledge of the alphabet and its uses
2. Conventions : measuring knowledge of the conventions of print
3. Meaning: measuring the construction of meaning from print.

Test of Early Math Ability (TEMA)
The TEMA-3 measures the mathematics performance of children between the ages of 3-0 and 8-11. It is also helpful with older children who have learning problems in mathematics. It can be used as a norm-referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses. The TEMA-3 is an excellent way to measure progress in math, evaluate programs, screen for readiness, discover the bases for poor school performance in math, identify gifted students, and guide instruction and remediation. The test measures both informal and formal concepts and skills in the following domains: numbering skills, number-comparison

facility, numeral literacy, mastery of number facts, calculation skills, and understanding of concepts.

Test of Early Written Language (TEWL)
The TEWL-3 is one of the few measures of written language expression in children. Suitable for individual assessment with children ages 4-0 to 11-11, it is grounded in current research on developing literacy abilities. Because research has shown that mechanics and content are equally important to overall literacy aptitude, these areas are equally assessed. There are two subtests, Basic Writing and Contextual Writing. The subtests can be administered independently or together to measure the child's overall writing ability.
1. Basic Writing Subtest
    This subtest includes 70 items in order of increasing difficulty. It measures a child's understanding of language and ability to use writing tools including metalinguistic knowledge, directionality, organization, structure, awareness of letter features, spelling, capitalization, punctuation, proofing, sentence combining, and logical sentences.
2. Contextual Writing Subtest
    This subtest includes 20 items measuring a child's ability to create a story when prompted by a picture. It covers story format, cohesion, thematic maturity, ideation, and story structure.

Vineland II Adaptive Behavior Survey (VABS)
The VABS is a valid and reliable test to measure a person's adaptive level of functioning. Vineland-II can aid in diagnosing and classifying developmental disabilities, and other disorders, such as autism, Asperger Syndrome, and developmental delays. The content and scales of Vineland-II were organized within a three domain structure: Communication, Daily Living, and Socialization. In addition, Vineland-II offers a Motor Skills Domain and an optional Maladaptive Behavior Index to provide more in-depth information. The VABS are useful in assessing an individual's daily functioning. They can be used as an evaluation and diagnostic tool for individuals with developmental disabilities or individuals with other handicaps. They can also be used to develop individual educational programs and can monitor progress during such a program.