



# **The Winston Knolls School**

## **Program Description**

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## **I. Program History**

The Winston Knolls School is a non-public special education school approved by the Illinois State Board of Education as a 501(c)(3) nonprofit organization. We provide school-based services to children (ages 3-22) diagnosed with autism spectrum and related disorders such as emotional/behavioral disorders, developmental disabilities and other health impairments. We believe every student should be given the opportunity to reach his or her full potential.

The Winston Knolls School is a Pre-Kindergarten through 12<sup>th</sup> grade school that educates students from more than 30 different school districts throughout the Chicagoland area. Students are grouped in classes based on their age and current learning performance.

## II. Mission/Vision Statement

### Mission

The Winston Knolls School provides a comprehensive and distinctive learning environment for students with autism and related challenges. Through effective teaching, personalized curriculum and behavioral services, we help our students and their families achieve the highest quality of life.

### Vision Statement

Inspiring a lifetime of individual achievement, independence, and learning.

### Core Values

- Commitment
- Compassion
- Courage
- Dignity
- Respect

## The Winston Knolls School Seal



The Winston Knolls School seal symbolizes our vision of individual achievement, independence and learning. Each component of our school seal will serve as the formal representation of The Winston Knolls School.

These individual elements combine to form the official seal which signifies our organization and the growth and academic excellence for which we strive.

The **lit torch** shining at the top of the seal signifies hope and enlightenment for all of our students.

The **circle** around the shield represents the commitment and devotion we have to our students and their families.

The **shield** in the center of the seal represents protection, life's challenges and dedication to our mission of helping our students and their families achieve the highest quality of life.

The **lion** in the top left quadrant signifies strength, courage, dignity and sound judgment in our students' life activities.

The **tree of life** in the top right quadrant represents compassion and the growth and achievement of our students.

The **book** in the bottom left signifies a commitment to education and learning of academia and life skill components, nurturing students in all aspects.

The **infinity symbol** in the bottom right quadrant represents the autism spectrum and the respect that all of our students deserve.

### III. Purpose & Scope

#### Purpose

The Winston Knolls School at Hoffman Estates utilizes a multi-disciplinary approach to developing skills that will foster independence in our students. The collaboration between disciplines results in a unique approach where communication, sensory regulation, and social-emotional development are incorporated into the instructional day in order to provide students multiple opportunities to practice these skills for generalization and mastery. In the classroom, students follow a daily schedule with instructional periods lasting 30 minutes in length. Subjects covered on a daily basis include core academics such as mathematics and language arts, science, social studies, life skills groups, and vocational groups. WKS does not subscribe to one specific curriculum due to the diverse range of student learning needs but through multi-disciplinary collaboration, uses evidence-based strategies to address the unique individualized needs of our students; examples of instructional tools and curriculum used include, but are not limited to: Reading A-Z, IXL Math & Language Arts, News-2-You, Functional Academics Curriculum for Exceptional Students (FACES), Core Vocabulary, Social Thinking, and Zones of Regulation. Related services typically follow a push-in model in order to support skill building within the educational environment while also delivering direct services within group and individual settings.

Behaviorally, students access motivational systems in the form of token economies used in the classrooms. Students earn points or tokens for demonstrating positive behaviors, paired with positive verbal reinforcement; these points and tokens can be accumulated for students to cash in at various times throughout the day for a variety of different incentives. When students display maladaptive behaviors, WKS utilizes a continuum of interventions determined by the intensity level of the student's behavior. Within the classroom setting, various prompting levels and break opportunities are used to manage mild intensity level behaviors.

The Winston Knolls School at Hoffman Estates uses *The Zones of Regulation*®; a framework and curriculum for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioral therapy, The Zones approach uses four colors to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behavior impacts those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

When in need of further support, students are referred by their classroom staff to one of our Zones Rooms, an alternative learning space staffed by a dedicated team of behavior interventionists who support students experiencing moderate to severe intensity level dysregulation. The behavior interventionists, paraprofessionals with state-certified substitute licenses, are trained in Nonviolent Crisis Intervention (CPI) techniques with an emphasis on verbal de-escalation strategies to support students with coaching for self-regulation and management, debrief and problem-solve challenging situations from the classroom, and practice replacement skills. When a student has demonstrated the ability to cooperate through all steps, they process with the referring classroom staff before returning to their schedule. When a student experiences severe level dysregulation in the form of repeated physical aggression, self-injury, and/or property destruction, trained personnel may engage them in physical management. WKS does not utilize seclusion or isolated timeout as a form of restrictive intervention.

As a result of our unique blend of programming, students at WKS receive goals that address their diverse range of needs to include academic, communication, functional, motor/sensory, social/emotional, and vocational skills. These goals are created with the purpose that students develop the necessary skills to prepare them for the next phase of their life, whether that be reintegration into the least restrictive environment of their district schools or into postsecondary experiences.

While a 5:1 student-to-staff ratio is common in each classroom, on a daily basis each student has the opportunity to work with a number of different staff such as the adaptive physical education teacher, transition teacher, speech-language pathologist, occupational therapist, and behavior interventionists in order to increase the opportunities for skill-building in a particular domain area.

## Scope

SCERTS® is a comprehensive intervention model for children and older individuals with autism spectrum disorder (ASD) and their families. The model can also be used with individuals not on the autism spectrum who are developing social communication and emotional regulation skills. SCERTS provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviors. SCERTS is designed to help families, educators and therapists collaborate in a carefully coordinated manner.

A unique aspect of SCERTS is that the most significant challenges are addressed while identifying and building upon strengths. This is accomplished through family-professional partnerships, and by prioritizing the abilities and supports that will lead to the most positive long-term outcomes. It provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve the quality of life for people with ASD and their families. The framework of goals and objectives can be used across individuals with a range of developmental abilities. It is a lifespan model that can be used from initial diagnosis, throughout the school years, and beyond. It can be adapted to meet the unique demands of different social settings for younger and older individuals including home, school, community and vocational settings.

Practice in the SCERTS model is based on evidence from multiple sources. First, it is rooted in research on child development as well as research addressing the core challenges of ASD. Second, it incorporates the documentation of meaningful change through the collection of clinical and educational data, and programmatic decisions are made based on objective measurement of change. Third, given that it is not an exclusive model, evidence-based practices from other approaches are easily infused in a program plan for an individual. Finally, practices in the SCERTS Model are supported by empirical evidence from contemporary treatment research in ASD and related disabilities.

The SCERTS Model embodies a framework that is consistent, yet its structure allows for the implementation of a variety of teaching methodologies based on the individual needs of the child. The SCERTS Assessment Process provides all individuals involved with our students with a shared understanding when discussing a child's needs, laying the groundwork for consistency and continuity of care.

## IV. Program Overview

The Winston Knolls School serves students ages 3-22. As a result of Illinois law passed in July 2021, students may continue to receive special education services throughout the school year in which they turn 22 years of age. Students are in school for a minimum of 176 school days during the regular school year. During the regular school year (RSY), the school hours are 8:50 AM-2:50 PM on Monday, Tuesday, Thursday, and Friday. Students attend The Winston Knolls School from 8:50 AM- 1:50 PM on Wednesday.

Extended School Year (ESY) runs approximately mid- June through the end of July. ESY is in session for a minimum of 120 hours from approximately 8:50 AM- 2:00 PM;. The exact end time for ESY varies year-to-year, due to when the July 4<sup>th</sup> holiday falls on the calendar.

Each classroom team is led by a state-certified special education teacher supported by a classroom assistant, with a maximum size of ten students for a 5:1 student-to-staff ratio. Any additional staff is determined by the needs of the classroom. The Winston Knolls School educates students in grades pre-kindergarten through high school and post-secondary age. Students are assigned to classrooms based on cognitive and communication ability levels, while maintaining a four-year chronological age span in elementary classrooms and a six-year age range in secondary classrooms. The maximum allowable number of students in the WKS program is ninety (90).

## High School Programming

The high school program follows graduation requirements as suggested by the Illinois State Board of Education. All students are expected to meet these guidelines, unless determined at the student's IEP meeting. Students are enrolled in courses as required by their home district. However, if the district has stricter credit requirements for graduation, every attempt will be made to meet these requirements.

Students earn course credit based on attendance, work done in class, assessments, and homework. Students are educated based on their intellectual and cognitive functioning with all curricular content and lessons modified to meet their needs and ability level. English, Mathematics, Social Science, Science, and electives meet five days a week and Adaptive Physical Education is conducted no less than two times a week. All academic lessons are administered in a self-contained classroom setting, where one teacher delivers all subjects.

## State Assessments

The Winston Knolls School administers the Illinois Assessment of Readiness (IAR), the Dynamic Learning Maps Assessment (DLM), ACCESS for ELLs, Illinois Science Assessment (ISA) and the Brockport Physical Fitness Test; we are not a testing site for PSAT and SAT. These assessments are taken at the student's home school in coordination with parents and district. Student participation in, as well as accommodations and modifications for, either assessment will be determined at the IEP meeting. All students enrolled in The Winston Knolls School high school program are eligible for the Extended School Year (ESY), but participation in this program will be determined at the IEP meeting. High school students participating in ESY earn credit toward graduation.



Lessons are created with the belief that students learn best through interaction and activity rather than by listening. Adolescents, more specifically those enrolled at a therapeutic day school, have intellectual capacities seldom tapped by traditional schooling. Instructors make a connection to students to help make better instructional choices and lessons are designed to include a full range of sensory motor experiences, including music, smell, touch, and emotion. Instruction encourages the use of inquiry or problem-based learning to address the cognitive changes that occur during adolescence, as students move from concrete thinking to abstract thinking.

The Winston Knolls School uses a child-centered approach to learning. Ideally, we honor how students learn and nurture their unique talents because engaging the senses and emotions will increase student attention span and heighten memory using adolescent literature to boost literacy and address contemporary issues. When students see how what they study in school is relevant to them, they become excited about learning and bring a passion to the classroom.

## V. Disability & Instruction Style

*Autism (age 3-22):* Intensive educational programming is provided to address areas of language, social skills, and self-regulation through multiple disciplines. Considerations are made to address the unique needs of each student that include groupings by and in classrooms to facilitate cooperative learning to foster social skills, language considerations to develop effective expressive communication, and a functional curriculum to develop skills that students can apply in their community settings. Instructional strategies begin with the classroom and all instructional materials containing visual supports and cues. Picture symbols are used to create a personal visual schedule for the student to minimize problem behaviors by creating predictability in their day and routines; the classroom environment itself has clearly marked delineations between work and leisure areas; instructional goals are embedded in the daily routines of the student, allowing for multiple opportunities to practice newly acquired skills throughout the day. Prompting levels are also utilized for teaching skill acquisition, ranging from full physical assistant to expectant pause. As the student begins to demonstrate increased independence, prompting levels are faded systematically to the next least restrictive.

*Other Health Impairment (age 3-22):* Specialized instruction includes use of assistive technology and devices or specialized equipment to support the student in accessing instruction. In collaboration with school health professionals, the team determines the need for rest breaks, flexible scheduling, and modification to services delivery. Students will also benefit from classroom environmental considerations such as specialized or preferential seating. Instructional strategies center around allowing extra time for students to shift from one activity or environment to the next to allow students to organize their thoughts and materials. Classrooms are organized accordingly with all materials kept in permanent locations for easy access and build routine. Students are allowed extra time for finishing assignments or for testing; and for more complex activities, steps are simplified to make them more manageable. Daily and weekly schedules clearly delineate each activity and are used as prompts to direct the student back on task. Schedules are kept as consistent as possible with minimal unstructured time.

*Developmental Delay (age 3-9):* Specific instructional strategies involve the use of modeling to demonstrate acquisition of new skills in language, communication, and cognition. Students are provided with explicit instruction in life skills related to daily living and self-care. For these profiles of students, introduction of new skills are broken into smaller steps and opportunities to increase social interaction with peers are encouraged in play-based instruction. Visual cues are used to orient the student in the classroom by using boundary markers and colored tape on the floor to represent boundaries between spaces that are used for different functions. Common classroom items are stored on accessible shelves or see-through containers that are labeled in order to train students on when and how the materials are accessed and used. Clear, predictable daily schedules are posted to provide structure to a student's day and are modified with either objects representing the task, symbols, or written text depending on the student's level. Hands-on demonstration and modeling are used to clearly define expectations to students and a small number of key skills are taught at one time to provide for ample time to work on generalizing the mastered skills.

*Specific Learning Disability (age 3-22):* For students with the eligibility of specific learning disability, programming is designed to meet their individual needs with modifications in pace, content, and/or curriculum. Specific instructional strategies include: Maintaining attention by breaking long tasks or assignments into smaller segments (administer the smaller segments throughout the day), presenting limited amounts of information on a page, and gradually increasing the amount of time a student must attend to a task or lecture; Using prompts and cues to draw attention to important information, with types of cues including written cues, such as highlighting directions on tests or activity sheets; verbal cues, such as using signal words to let students know they are about to hear important information; and instructional cues, such as having a student paraphrase directions or other information to the instructor.

*Emotional Disability (age 3-22):* Academic instruction is designed to the student's instructional level and uses highly motivating, age-appropriate materials for engagement. Interpersonal skills are integrated within the structure of the classroom environment with natural social rewards to shape and maintain appropriate behaviors. Social emotional learning is an integral part of this programming and the service provision of the clinical therapy team may range from consultative to direct. For students with an emotional disability, academic achievement and problem behaviors often go hand-in-hand. The more difficulty a student with an emotional disability has with a classroom task, the more likely that maladaptive behavior will result. Instructional strategies for students with emotional disorders are often best practices for all students such as: allowing students to choose between classroom tasks and providing consistent and specific praise to motivate and encourage them.

*Intellectual Disability (age 3-22):* Therapeutic supports would involve compensatory communication techniques and strategies to support language development and increase intelligibility. Visual supports and activity schedules are embedded into classroom programming and act as cues to provide sequencing of tasks, transitions, and behavioral expectations. Instructional approaches also include reducing problem behaviors by teaching functionally adaptive skills. Examples of specific instructional strategies include: teaching one concept or activity component at a time; teaching one step at a time to help support memorization and sequencing; teaching students in small groups, or one-on-one, if possible; providing multiple opportunities to practice skills in a number of different settings; the use of physical and verbal prompting to guide correct responses, and providing specific verbal praise to reinforce these responses.

*Speech/Language Disability (age 3-22):* WKS employs two (2) speech-language pathologists (one full-time, one part-time) to deliver speech-language services as listed in each student's IEP. A variety of the curriculum available at WKS (IXL Math & Language Arts, Reading A-Z, Environmental Print, etc.) is adapted or created to incorporate augmentative communication tools such as NovaChat, TouchChat, and LAMP. Speech/language therapy is delivered in a variety of models based on the needs of the student. This may take place in a diverse range of settings within the educational environment including individual or small group pull-out sessions, integration of strategies into the classroom environment, group therapy in the classroom, or community-based outings. Consultation and collaboration with teachers, parents, and other service providers is vital to consistent implementation as well. Instructional strategies incorporated into the classroom setting center around utilizing a variety of prompting levels to help children with articulation disorders learn proper production of speech sounds; helping children who stutter to speak more fluently; assisting children with voice disorders to improve their voice quality; helping individuals with aphasia to relearn speech and language skills; assisting individuals who have difficulty swallowing as a result of illness, surgery, stroke, or injury; evaluating, selecting, and developing augmentative and alternative communication systems; and enhancing communication effectiveness. All instructional staff work closely with the speech-language pathologist to incorporate these strategies into the school day in order to generalize mastery of skills.

*Traumatic Brain Injury (age 3-22):* Although the effects of this disability can greatly vary from individual to individual, consistency and predictability are essential organizational strategies employed by classrooms at WKS. Nurses on staff at WKS are the school health professionals and are an essential part of the team to monitor and treat any medical needs while classrooms work with the related services team to differentiate instruction to best meet a student's unique needs. Students in this disability category also benefit from programming in behavior and emotional regulation as well as social skills development. Psychologists and occupational therapists on staff provide services centered around regulation strategies using the Zones of Regulation, Centervention, and Generation Mindful, among others. Speech-language pathologists utilize the Social Thinking curriculum to support social skills development. Instructional strategies for students with TBI include: repetition and consistency; demonstrate new tasks, state instructions, and provide examples to illustrate ideas and concepts; avoid figurative language; reinforce lengthening periods of attention to appropriate tasks; probe skill acquisition frequently and provide repeated practice; teach compensatory strategies for increasing memory; prepare for students' reduced stamina and increased fatigue and provide rest breaks as needed; and keep the environment as distraction-free as possible.

## VI. Related Services

Speech, Occupational Therapy, and Psychological Services are provided by a combination of full-time and contracted licensed Speech/Language Pathologists, Occupational Therapists, and Clinical Psychologists. Speech and Occupational Therapy are integrated into the curriculum, but students also receive direct and group therapy minutes as determined at their Annual Review. All related service professionals consult with the classroom team on a regular basis to ensure program integrity.

### Speech Language Therapy

Speech therapy includes developing instructional strategies to build compensatory communication and language skills for students. Where appropriate, speech-language pathologists will work with and train families and school staff to ensure that augmentative communication devices are being used appropriately in both school and at home. Service delivery includes a combination of individual and group therapy based on a student's needs with consultation and collaboration in order to integrate techniques and strategies within the natural classroom environment in order to provide students with numerous opportunities for generalized skill acquisition.

### Occupational Therapy

Occupational therapists support fine and gross motor development to assist the student in accessing their educational environment as independently as possible. These skills can be worked on in isolation or pushed in within the general classroom setting. Sensory integration is also a vital component to occupational therapy services and a student's needs are identified to develop effective sensory diets within the learning environment. .

### Adaptive Physical Education

Students will receive Adaptive Physical Education (APE) as part of their weekly schedule. The Physical Education teacher is either a state-certified special education teacher or a physical education teacher with an Adaptive Physical Education approval from ISBE. Students receive a minimum of two, 30-minute PE sessions per week, which are held in the school gym.

## Counseling Services

Therapeutic services are an integral part of the WKS program. The clinical team will provide individual therapy, group therapy, and crisis intervention to address the social emotional needs for all students. Psychoeducational programming will be held for parents on a quarterly basis with family consultation being provided as needed. The clinical team is also responsible for leading the development of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP). All therapeutic services will be supervised or provided by a full-time licensed mental health professional as certified and required by the Illinois Department of Finance and Professional Regulation (IDFPR).

Students receiving direct service of counseling as indicated on their IEP will be assigned an individual therapist who will meet with them in a manner tailored to the student's individual needs while also meeting the requirements outlined in the student's IEP. These sessions focus on a wide variety of issues, including but not limited to the reason the student was referred to The Winston Knolls School; primary issues and concerns; level of self-awareness and insight; emotional and behavioral management skills; coping, problem-solving and self-soothing skills; and communication and relationship skills. Therapists also collaborate with the classroom teachers who serve as case managers and the liaisons with parents, school districts, and outside service providers.

Clinical staff will participate in student's IEP meetings and contribute by identifying, implementing, and tracking progress of social-emotional goals. A thorough social-developmental history will be collected and updated as needed for each Winston Knolls' student.

Individual therapists work with classroom staff to identify appropriate times to pull students from their academic schedule to receive direct individual counseling. In addition to the regularly scheduled sessions, therapists will be available throughout the school day for students requiring therapeutic support. Crisis management services will be provided for any student being harmed by or harming someone else or indicating intention of harming themselves or someone else.

The clinical team will utilize an integrated theoretical orientation including cognitive-behavioral, family-systems, and narrative therapy principles. The program will strive to guide students to attach a positive meaning to themselves, their world, and their future with an emphasis on inspiring the core values of The Winston Knolls School: Commitment, Compassion, Courage, Dignity, and Respect.

## Transition Services

The Winston Knolls School transition program focuses on life after high school. Students enrolled in the high school program will address their lives after high school, starting at 14 ½ years old. A Transition Plan will be added to the student's IEP and will address the student's interests and goals after high school, as well as skills needed to meet these interests and goals. Part of The Winston Knolls School high school program is to help students build their independence, regardless of their disability.

A work program will be set up throughout The Winston Knolls School. Students in this program must meet a predetermined set of criteria, have parent permission, and be at least 14 ½ years old. Students participate in jobs around the school such as collecting recycling, stacking chairs in the cafeteria, running the dishwasher, and watering plants. Students earn “money” based on the established token economy and the guidelines in their behavior intervention plan.

As students progress towards and/or reach post-secondary age (19-22), they will receive job coaching to participate in on-site vocational training that includes, but is not limited to:

- Vending machine services (purchasing, stocking, keeping inventory, banking)
- Day-to-day janitorial & cleaning services
- School library program

In partnership with local businesses and organizations, students will also be provided with opportunities to participate in both vocational and volunteer community programs under the supervision of the Transition Coordinator and job coaches.

Students will benefit from customized activities while also developing critical living skills through regular practice under the supervision of the program staff and receive supervised instruction and evaluation of executive functioning in:

- Daily living tasks
- Self-care
- Organization
- Effective communication
- Emotional intelligence
- Financial management



The transition program acknowledges the necessity to incorporate activities that showcase the importance of balancing working lives with recreation, leisure, and volunteer experiences. In addition to the programs above, students are also afforded the opportunity to participate in monthly outings to explore healthy outlets to relieve and decompress from the stress of daily life.

## Intensive Rate

Students in the intensive rate program are students who exhibit behaviors that are extremely disruptive to the educational process at The Winston Knolls School or are medically fragile. Students in the Intensive Rate Program are those who spend a significant amount of time requiring physical management because they are a danger to themselves or others. There are two ways that students will be chosen for this program, but in both cases, the student's IEP team will drive the decision-making in this process. All students enrolled in this program will have a 1:1 assistant specified in their IEP.

First, a student currently enrolled in The Winston Knolls School, the student's team of caregivers, educators, and district representatives will have met at least twice to discuss options for a change to the IEP and/or behavior plan. The call to this meeting will be the result of more than 50% of class time, in a two week period, spent in crisis management, or as the result of the student working in a 1:1 setting due to dangerous or unsafe behavior. In all cases, The Winston Knolls School will have initiated a Classroom Assistant working with the student on a 1:1 trial basis prior to the change in IEP/ program. The second way a child can be chosen for this program is by recommendation of the placing school district for a student who attends school at a placement other than The Winston Knolls School. Even with the district's suggestion, the student would be observed at the current placement, and our staff would interview the current team to determine what methods were used to extinguish the unsafe behavior.

Once determined that a student should be a part of the Intensive Rate Program, the effectiveness of the 1:1 program will be analyzed on a yearly basis at the Annual Review. Data will be collected on a trial-by-trial basis throughout the school year. In the weeks and months leading up to the Annual Review, the intervention of the 1:1 assistant would be decreased in pre scheduled situations to determine if the 1:1 assistant is still necessary.

## VII. Programmatic Outcomes

1. The Winston Knolls School will provide quarterly compounding and refresher trainings to all employed personnel on behavior intervention techniques that focus on de-escalation techniques and skill-building in the areas of functional communication, sensory regulation, self-management, and crisis de-escalation techniques outlined by, but not limited to, the Nonviolent Crisis Intervention program by the Crisis Prevention Institute. These training sessions will lead to a 20% decrease in the use of physical restraint interventions during the current program renewal cycle, as documented in behavior incident forms and logs.
2. The Winston Knolls School will provide support for its students to build the necessary functional skills by identifying areas of need and establishing achievable goals through the SCERTS model in order to remove intensive supports such as a 1:1, Behavior Intervention Plan, or reintegrate students back to the next least restrictive environment, such as a program in their home school district. It is expected that 20% of students will achieve the next least restrictive services (interventions or reintegration) within two years.

## VIII. Data Collection

At WKS, qualitative and quantitative data are collected to measure student progress in a variety of manners. Academic data to monitor progress in mathematics and language arts are tracked through student samples of work, periodic informal assessments, observations, and built-in to instructional programs such as IXL Math and Language Arts, and Reading A-Z. Behavior data is collected through observations, reports, and a log is kept of all out-of-classroom interventions to document antecedents, behaviors, consequences, intervention levels, frequency, and duration.

## IX. Philosophy and Methodology for Reintegration

WKS is an agent of contracted public school districts to provide intensive therapeutic support with the goal of reintegration into the least restrictive environment (LRE). When the WKS team considers a student for reintegration to the next least restrictive environment, observations and assessments of skills are conducted and reported when reviewing placement options during their annual review. WKS works closely with the parents, public school district representative, and

home school team to determine the appropriate level of mainstream (partial to full). Indicators of a student's readiness for a mainstream are based on a declining trend of target behaviors, removal of a behavior intervention plan, and/or sustained absence of out-of-classroom interventions for a full IEP year.