



Crystal Lake Elementary District 47

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ASPIRE

INTRODUCTION

The ASPIRE (Achieving Social Pragmatics and Individual Relationships Everywhere) Program consists of self-contained classrooms for students in grades kindergarten through 8th grade. ASPIRE stands for “achieving social pragmatics & individual relationships everywhere”. This program services students with Autism Spectrum Disorder. (ASD can be identified through a medical diagnosis or the student has met the Educational Autism criteria or the student meets both medical and educational ASD criteria.) However, meeting ASD criteria is not a requirement for placement in this program; the program also provides services for students who present with educational needs similar to or consistent with students who meet medical or educational ASD criteria.

Class size in the program is limited to 13 students, with one teacher and paraprofessional support, allowing for a smaller student to staff ratio. The ASPIRE Program’s multidisciplinary team of educational specialists function cohesively to provide appropriate instructional and diagnostic services. The multidisciplinary team consists of a school psychologist, social worker, nurse, speech and language pathologist, physical therapist, occupational therapist and an assistive technology coordinator. A vision and/or hearing itinerant is also available, when required, to meet student needs. These specialists provide related services and/or therapies to meet the variety of educational needs of the students in the program.

PROGRAM OBJECTIVES

The overall goal of the District 47 ASPIRE Program is to provide eligible students with the least restrictive educational placement while addressing their individual social, communication, academic and sensory regulation needs.

PROGRAM STRUCTURE

The ASPIRE Program provides individualized opportunities to kindergarten through eighth grade students whose educational needs cannot be met within a full time general education environment. Program components include highly structured and individualized academic instruction, intensive communication development, social skills training, positive behavioral supports, educationally based sensory activities designed to teach appropriate self regulation, and access to modified encore classes. Community based field trips are provided throughout the year to reinforce the academic, social, communication and/or sensory goals of the students.

Each student is provided the opportunity for integration into general education classes to the maximum extent possible as determined appropriate by the IEP team.

The program provides individualized instruction in 1:1 and/or small group settings based on the needs of the students. The curriculum is aligned to the Common Core State Standards. Alternate curriculum is provided when students’ educational needs demonstrate it is required.

Frequent communication with the students’ parent(s) is considered an essential component within the

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ASPIRE program. In addition, once the necessary releases have been obtained, an on-going dialogue is established with the student's private therapeutic providers and any other community agencies working in the best interest of the students to aide in achieving common goals for students in the school, home and community.

ENTRANCE GUIDELINES

When considering the appropriateness of placement within the ASPIRE Program, the multidisciplinary team determines if student exhibits significant impairment that cannot be supported in a less restrictive environment in one or more of the following areas:

- * reciprocal social interaction
- * verbal and nonverbal communication
- * sensory regulation
- * restricted repertoire of activities and/or interests which impact daily functioning
- * repetitive or ritualistic behaviors which impact daily functioning

EXIT GUIDELINES

Exiting from the program would be based on an IEP team's decision.. If a student is being considered for general education placement with related services, the ASPIRE team will consult with the receiving team prior to the IEP meeting.

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