



Crystal Lake Elementary District 47

300 Commerce Dr., Crystal Lake, IL 60014 815.788.5000

www.d47.org

[f D47schools](https://www.facebook.com/D47schools)

[@crystallakesd47](https://twitter.com/crystallakesd47)

Adjusted Learning Program

INTRODUCTION

The Adjusted Learning Program consists of self-contained Special Education classrooms for students in grades Kindergarten to 8th grade. Class size is limited to no more than 13 students, with one teacher and paraprofessional support, which allows for a smaller student to teacher ratio. Related services and/or therapies are delivered within the classroom setting, as appropriate.

PROGRAM OBJECTIVES

The overall goal of the District 47 Adjusted Learning Program is to provide eligible students with the least restrictive program option while addressing their individual academic and/or functional life skills goals.

PROGRAM STRUCTURE

The Adjusted Learning Program provides individualized opportunities to Kindergarten through 8th grade students whose educational needs cannot be met within a general education environment. The self-contained program has a smaller class size with direct and integrated related services. The mild to moderate cognitive/intellectual and adaptive delays of the students require modifications in instruction, program structure and methodologies in order to meet the identified educational needs and goals. The students are provided with opportunities for integration into general education grade level classrooms within the building to the maximum extent appropriate as determined on an individual student basis by the IEP team. Teacher guided integration opportunities are also provided when appropriate during non-academic times of the day. Community based field trips are incorporated to reinforce the academic, social, communication and/or independent functioning skills being taught.

The curriculum is aligned to the Common Core Standards and alternate curriculum is provided when student's educational needs demonstrate it is required. The program provides individualized instruction in a small group setting in the development of basic skills as well as the integration and application of those skills to real life situations. Pre-academic and academic goals are addressed in the core educational areas on an individualized basis. Independent functioning and self-help skills are developed and maintained. The program aims to encompass all areas of need including speech and language, sensory, fine and gross motor, social and life skills, environmental readiness, domestic, community, vocational, and recreation and leisure as well as academics in an integrated curriculum. It promotes skills that will enable the students to perform, as independently as possible, in society.

ENTRANCE GUIDELINES

This program serves students who have a variety of disabling conditions (including ID, AUT, MD, OHI); however, guidelines for use by the multidisciplinary team in determining the appropriateness of the placement in the Adjusted Learning program are as follows:

1. The student has been found to have cognitive/intellectual impairments, which significantly hinder their participation and progress in the general education curriculum regardless of accommodations and/or support. Approximate cognitive guidelines would include standardized scores below 75 with commensurate adaptive behavior scores, but other factors will be considered as well.
2. Final placement determination will be determined in light of overall cognitive abilities as well as skill levels in all of the following areas: adaptive skills, independent functioning, pre-academic or academic skills, communication/language skills, and social and emotional development.

EXIT GUIDELINES

The District 47 Adjusted Learning Program is a program that spans the grade levels of District #47. As a result, an exit from the program would be based on an IEP team's decision regarding a student's ability to participate and progress in the general education curriculum or the need for alternative special education programming. This decision would be made in the forum of an IEP meeting with all necessary participants present.