



Crystal Lake Elementary District 47

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Communication Development Program

INTRODUCTION

The Communication Development Program (CDP) is designed for students who exhibit significant deficits in speech and language skills impacting progression with academics. CDP consists of self-contained classrooms for students in grades 1st through 8th grade. Related services/therapies are delivered within the classroom setting, as appropriate

PROGRAM OBJECTIVES

The overall goal of the District 47 Communication Development Program is to provide eligible students with the least restrictive program option while addressing their individual communication and academic goals.

PROGRAM STRUCTURE

The Communication Development Program provides individualized opportunities to first through eighth grade students whose educational needs cannot be met within a full time general education environment. It is a self-contained instructional program serviced by special education teachers, a speech and language pathologist and a related services team. The speech and language pathologist works in conjunction with the classroom teacher regarding curriculum concepts. A speech pathologist assists the classroom teacher in delivering instruction. Speech services are delivered within the classroom through an integrated model using both small and large group instruction as well as an individual basis as appropriate for meeting student needs.

A related services team provides direct therapies within the classroom setting, as appropriate. Some students may receive services/therapy outside of the classroom setting if their individual goals are not conducive to the classroom setting. The team also provides consultation and support to the special education teacher and classroom paraprofessionals as necessary. The related services team is comprised of the school psychologist, school social worker, occupational therapist, physical therapist, nurse, consultants, and related itinerants as appropriate.

The program provides a structured setting with a focus on speech/language development. The classrooms utilize specialized curriculum appropriate to meet the individual needs of the students, as well as District 47's general education curriculum with accommodations when appropriate. Independence skills are specifically taught and reinforced.

Each student is provided the opportunity for integration into general education classes to the maximum extent possible as determined appropriate by the IEP team. Social skills are specifically taught in the classroom setting and reinforced throughout the program.

Educational Excellence for All Students is Our Passion and Commitment

ENTRANCE GUIDELINES

Guidelines for use by the multidisciplinary team in determining the appropriateness of placement in the Communication Development Program are as follows:

- If a student's needs are more appropriately addressed within a more specialized program that also addresses functional and adaptive skills, the student is not appropriate for the communication development program. The student does not require a curriculum focusing on independent functioning/life skills/self-help skills
- The child may exhibit a severe or profound articulation disorder, or the child's speech is unintelligible without gestures, cues or knowledge of the context.
- The child exhibits a very significant impairment in at least two of the oral/aural language areas listed:
 - phonological
 - morphological and syntactical
 - semantic
 - pragmatic

EXIT GUIDELINES

The District 47 Communication Development Program is a program that spans 1st through 8th grades. 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 and have their individual goals addressed by another special education placement. This decision would be made in the forum of an IEP meeting with all necessary participants present. If a student is being considered for exit from the program, the Communication Development Program team will consult with the receiving team prior to the IEP meeting.