



Crystal Lake Elementary District 47

300 Commerce Dr., Crystal Lake, IL 60014 815.788.5000

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Cross-Categorical Program

INTRODUCTION

The cross-categorical program is designed for first through eighth grade students who exhibit significant needs across multiple areas and are not able to make progress in their home school even while intensive specialized instructional strategies/curriculums and small group instructional settings have been provided. Intermediate grade level students may be performing significantly below grade placement academically and/or may have significant needs in the area of executive functioning. Students in the program may also be those who cannot handle multiple transitions throughout the day or have been unable to progress within a general education setting. The goals for students in the cross-categorical program focus on the development of academic skills as well as executive functioning as appropriate. Cross-categorical programming can be considered if the student does not require a more specialized program (ASPIRE, Adjusted Learning, OASIS)

PROGRAM OBJECTIVES

The overall goal of the District 47 cross-categorical program is to provide eligible students with the least restrictive program option available to accelerate their academic progress. Alternate and District curriculum is used as appropriate to meet the students' needs. The program has an academic focus in the areas of reading, writing, and math with instruction delivered within a small group setting. Science and Social Studies themes are woven into the Language Arts and Math instruction. Related services are provided as indicated on the students' IEPs. Students are mainstreamed for PE and encores, as appropriate, with paraprofessional support as needed.

PROGRAM STRUCTURE

The program is structured with smaller student to teacher ratios with a maximum number of 13 students with 1 teacher. Paraprofessional support is also provided as part of the program. The program provides a hands-on, multi-sensory approach utilizing curriculum and supplemental strategies and instruction to meet the individual academic and executive functioning needs of each student. Each student is provided the opportunity for integration into general education classes to the maximum extent possible as determined appropriate by the IEP team.

ENTRANCE GUIDELINES

Guidelines for use by the multidisciplinary team in determining the appropriateness of placement consideration within the Cross-Categorical Program are as follows:

1. The team has determined that the student's specific identified needs would not be better

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met in a more specialized program that is more targeted in those areas.

2. The student demonstrates significant needs across multiple areas and is not able to make progress in their home school even with intensive specialized instructional strategies/curriculums and small group instructional settings provided over an extended amount of time.

EXIT GUIDELINES

Exiting from the program would be based on an IEP team's decision. Returning to a general education placement with special education and related services will be considered when the student has accomplished the following criteria:

- Student has been successfully integrated into the general education setting with learning resource and related service supports as needed.
- It has been determined that the student can make progress with building level special education supports and resources and this may include direct instruction services and all related services.

The decision for a change of placement would be made in the forum of an IEP meeting with all necessary participants present.