

Updated October 2018



Woodford County Special Education Association
309.367.4901

WCSEA

Skill Builders

Handbook

WCSEA Skill Builders

Program Overview

WCSEA supervises special programs classrooms within the county to support students with individual learning needs. The purpose of the Skill Builders program is to provide K-12 instruction in functional skills, including academic, behavioral, communication, and fine & gross motor skills. Students are provided an individualized academic experience that allows development commensurate with ability. Self-help, social, and communication skills are an ongoing focus. Repeated practice of skills across a variety of settings is provided in order to promote generalization of skills. Students are integrated into the Least Restrictive Environment when appropriate as per the IEP process.

Purpose of the Skill Builders Handbook

This handbook should serve as a supplement to the handbook and policies established at each serving school.

2018-2019 Classroom Locations

- K-4 Sowers Elementary School in Roanoke, IL
- K-2 Fieldcrest Primary School in Minonk, IL
- 5-8 Roanoke Benson Junior High School in Benson, IL
- 5-8 Germantown Hills Middle School in Germantown Hills, IL
- 9-12+ Metamora Township High School in Metamora, IL

Curricula and Learning Strategies

A variety of curricula and learning strategies are implemented within the Skill Builders program:

- Unique Curriculum: a standards-based curriculum specifically designed so that students with special needs can access general education standards.
- News2You: a weekly newspaper connecting students with special needs to the world around them, enabling them to expand their horizons and engage in relevant current events topics.
- General Education Grade Level Curriculum in reading and math: this varies by building. Skills Builders teachers have access to grade level curricula within the building they are housed. They can adapt pace and scope of material presented as well as match Skill Builder students to their individual learning levels.

- Community Outings: Community outings are aligned to IEP goals/objectives as well as the overall program mission of independence for Skill Builder students.
- Visual Supports
- MTHS PAES Lab: The PAES lab is an alternative measure of vocational potential. The on site lab will allow our students to utilize a hands-on curriculum, rather than just reading about the necessary skills for a multitude of employment opportunities. This curriculum juggles Work and Life Skills Training, Performance Based Vocational Assessments, Career Exploration, Proper Work Behavior Development, and Data Collection all in one setting. This dynamic curriculum operates in a simulated work environment. Students become actual employees and teachers become supervisors. Work procedures like punching a time clock are followed, so that the students get the feel of real work, at the same time as the development of work skills and assessment. Comprehensive feedback is developed as the students progress through the skill sets and can be used to write and implement meaningful IEP goals, transition plans, course planning, and career paths. PAES also helps with the compliance of IDEA Indicator 13.
- Supported school and community employment provided by vocational specialist and job coaches.
- Therapies to address deficit areas
 - Occupational Therapy
 - Physical Therapy
 - Speech Therapy
 - School Social Work
 - Vision and Hearing Consultation

Parent Involvement

- Parents are invited to communicate regularly with their child's teacher. The teacher will indicate the most effective method of communication.
- Each school site establishes Parent-Teacher Conference dates on the annual school calendar. Refer to the school calendar sent home at the start of the year.
- Parents will participate in their child's IEP Annual Review meetings each school year.
 - Additionally, parents may request an IEP meeting at any time.
- Parents will participate in their child's Re-Evaluation meeting once every three years.

Program Evaluation

Program staff will utilize many different methods to determine student progress.

Examples of these include:

- Individual student progress on IEP goals and objectives
- Performance on DLM Assessment
- Students demonstrate improved communication skills by utilizing preferred method of output across the school day (I.e verbal, PECS, AAC device)
- Students demonstrate improved social skills in a variety of school and community settings through structured and unstructured peer interactions and relationships
- Student Growth outcomes
- On-going communication between teacher and parent
- On-going communication with housing Principal

Attendance

Regular attendance is directly related to a successful school experience. Attendance is also part of the student's permanent school record.

- Any time that a student cannot attend school, a parent or guardian must contact the school, teacher, and/or bus driver as indicated by teacher. This should be done each day of the student's absence. If a phone is not available, a written note the following day from a parent/guardian or doctor will be required.
- Excused absences
 - A. Personal illness or injury
 - B. Serious illness or death in the family
 - C. Medical or dental appointments
 - D. Family emergencies
 - E. Special circumstances approved by the program administrator
 - F. Religious holiday requested by parent/guardian
- Unexcused absences
 - A. Truancy
 - B. Oversleeping
 - C. Tardiness to school/class without parent/guardian notification
 - D. Missing the bus/lack of a ride to school
 - E. Babysitting
 - F. Shopping trips, hair appointments, etc
- Pre-arranged Absences: Any time that parents/guardians know in advance that their child will be absent from school due to family vacations (those unable to be scheduled at another time) or other unavoidable circumstances not considered excused, the parent/guardian must contact the classroom teacher to request considerations for prearranged absences. It is the parent's responsibility to make arrangements with each of their child's teachers regarding assignments prior to the prearranged absence.

- Leaving School Early: A parent or guardian must make a request in writing, by phone, or in person in order for a student to leave school early. Please make these arrangements in advance whenever possible. The adult picking up the student needs to come to the school office and sign the student out.
 - If a student becomes ill at school, a parent or guardian will be contacted to make the necessary arrangements to have the student picked up by an adult. The designated adult must sign the student out at the school office.

Health and Medical

- Students must be fever, vomit, and diarrhea free for 24 hours before returning to school following any of these occurrences either at home or at school.
- Medication at School: Students may not possess or use any medications at school except as indicated. The school will not provide any medications. If a student must take prescription or non-prescription medication during school hours, it will be administered under the supervision of a school nurse or other designated personnel. A written request completed by the parent/guardian must be on file. The appropriate form is available in the school office.
 - All prescription medications brought to the school must be in their original containers labeled by the pharmacist or physician. Non-prescription medication must also be sent in the original container. It is requested that an adult bring the medication to school if possible, or send a signed note along with the medication to school with your child. Medication will be kept locked in the school office or a locked cabinet in the classroom.
- Physical Examinations: Illinois law requires all students entering kindergarten, fifth, or ninth grade, and all transfer students to have a physical examination within the last year. All transfer students must meet the State of Illinois health requirements. The student health history and immunization record must be completed before the physical examination form will be accepted.
- Immunizations and Dental Examinations: Students must have immunization for DPT, polio, mumps, measles, and rubella. The Illinois School Code states: "If a child does not comply, the school shall exclude that child from school until the child provides proof of having had the exam and/or those required immunizations which are medically possible to receive immediately." A dental examination is required as part of the child's total health program.
- Vision and Hearing Screenings: An attempt is made to give all students a vision and hearing screening annually. If the screening indicates that a child should receive a more extensive examination by a physician, the parent/guardian will be formally notified.

- Head Lice and Other Communicable Diseases: Students found to have head lice or nits will be excluded from school. If a child suffers a lice infestation, the parent/guardian should check with their physician and/or the Health Department for the proper treatment. Students may return to school only after proper treatment and after all nits have been removed. In certain circumstances, students will be required to be checked by school nurse or other school personnel before returning to school.
 - In the event that a lice infestation is suspected, school policy will be followed. Other communicable diseases will be handled in a similar manner.
- Emergency Information: Parents/guardians will be notified if a student becomes ill or has an accident at school. A parent/guardian will be required to pick up the student. If it is not possible to contact the parent/guardian, the person designated on the registration form will be called. **It is imperative that this information be kept up-to-date and accurate.** Parents/guardians should notify the school of changes in address, phone numbers, names of emergency person, or physician.
- Abuse and Neglect Child Reporting Act: Section 4 of the Abuse and Neglected Child Reporting Act states: “Any...school personnel...having reasonable cause to believe a child known to them in their professional capacity may be an abused child or neglected child shall immediately report or cause a report to be made to the Department of Child and Family Services (DCFS).”
- Updated seizure and other specialized medical plans should be provided to the teacher for team to review on a regular basis.



Woodford County Special Education Association
309.367.4901

Skill Builders Handbook Acknowledgement Form

Please sign below and return this form to your child's
WCSEA Skill Builders teacher.

I have read, or have had explained to me, this
Parent/Student Handbook which contains policies and
procedures regarding the WCSEA Skill Builders Program.
I understand that this handbook is a supplement to the to
the handbook and policies established at my child's
serving school.

Parent Name

Date

