

Biology
Consumer Economics
Curriculum Skills Resource
Driver Education
English I, II, III & IV
Health
L.I.F.E. Skills I & II
L.I.F.E. English
L.I.F.E. Home Living Education
L.I.F.E. Mathematics
L.I.F.E. Physical Education
L.I.F.E. Reading
L.I.F.E. Work Experiences
Transition Program
Math I & II
Geometry
Practical Math
Personal Psychology
Personal/Social Development
Personal/Social Development/Self-Contained
Physical Science
Reading
Social Communication
United States History
Work Experience II & III
World History

Special Education

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Special Education Services Department Description

A continuum of support services are available for students with disabilities. Programs range from supports and services provided in the regular education classroom to special education content area classrooms for instructional or functional academic needs.

Each Special Education Services teacher serves as a case manager to a group of students with disabilities. The case manager serves as a team member with the student's counselor, social worker, and general education teachers in supporting the student with special needs. The Department Program Coordinators, the Special Education Services Social Worker, and School Psychologists serve as coordinators of IEP meetings.

The Department's services are coordinated by the Director of Special Education Services and supported by psychologists, social workers, speech language pathologists, special education teachers, itinerants, and ParaEducators.

Course Sequences and Offerings

All Learning Independence for Every Day (L.I.F.E.) Classes are held at South Campus

L.I.F.E. English	L.I.F.E. Physical Education	
L.I.F.E. Reading	L.I.F.E. Skills I-II	L.I.F.E. Social Skills
L.I.F.E. Mathematics	L.I.F.E. Home Living Education	L.I.F.E. Work Experience

South Campus 9-10

English I	English II
Math I	Math II
World History	Health
Personal/Social Development	Curriculum Skills Resource
Reading	Biology
Social Communication	Curriculum Skills Resource

North Campus 11-12

English III	English IV
Geometry	Practical Math
U.S. History	Personal Psychology
Personal/Social Development	Curriculum Skills Resource
Physical Science	Reading
Work Experience II-III	Social Communication

Transition Program

Special Education



Special Education Services

LADSE

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LADSE Mission

LADSE is a special education cooperative governed by a Directing Board made up of the superintendents of its 17 member districts. LADSE, in partnership with its member districts, provides a full continuum of programs, services, and supports for students and their families and LADSE and district staff. LADSE's multi-district, self-contained programs are housed in member district school buildings. LADSE also provides to its member districts related services such as occupational and physical therapy, speech language, assistive technology, as well as professional development. All student services are accessed through the student's home district.

LEAST RESTRICTIVE ENVIRONMENT OPTIONS

- An asterisk (*) following “credit” indicates a course which applies toward the Practical Arts graduation requirement.

Regular Education Classes, Special Education Classes, and Related Supportive Services

- Support services that may be provided to the regular education classroom are a ParaEducator, collaborative consultation to the classroom teacher by Special Education Services staff, modified curriculum, and/or resource pullout instruction for tutorial and/or compensatory instruction (i.e., Curriculum Skills Resource class, Personal Social Development class, Inclusion Facilitator services, and Vocational/Transitional Coordinator services).
- Instructional academic classes for students with significant educational needs in reading, writing, mathematics, organization, and work completion provide a practical approach to basic skill and concept development. They are offered in required subjects such as English, mathematics, history, driver education, health, consumer education, social studies, and science.
- L.I.F.E. academic classes (formerly called Functional classes) provide a community based approach to the following major areas: domestic, recreation/leisure, self-help, motor, language, and cognitive skills with an emphasis on life skills training, vocational training, and independent functioning in the community.
- Transition Program offers transition services for individuals who are ages 18 to 22 with various disabilities. The program offers services in a simulated real-life setting with meaningful practice and application of independent living and vocational skills.

Special Education Self-Contained

- A student may require specialized instruction throughout the school day, 9-10 periods per day. A student in a self-contained setting at the high school level receives instruction in required course offerings and some selected elective course offerings in Special Education Services with minimal participation in regular education. Participation in the lunchroom and hallways continues. This is considered a very restrictive environment.

Related Services

- The most commonly provided related services include hearing itinerant services, occupational therapy, physical therapy, school health services, school psychological services, school social work services, vision itinerant services, speech/language services, and transition services. Parents seeking assistance in these areas should contact their student's counselor, social worker, case manager, and/or the Special Education Services Program Coordinator.

- An asterisk (*) following “credit” indicates a course which applies toward the Practical Arts graduation requirement.

Biology

Credit: 1	Level: I
Grade Offered: 10	Annual SP2116 SP2117

Prerequisite: None

The goal of this course is to develop an understanding of the unity in the diversity of life forms and processes. Major concepts and areas of biology are introduced through a variety of hands-on, practical, and appropriately paced activities designed to fit a variety of students’ learning styles. The course makes biology a “real” part of students’ everyday life by increasing their awareness of their place in the environment. This class meets one of the graduation requirements for Science.

Consumer Economics

Credit: 1/2	Level: I
Grade Offered: 11, 12	Fall SP2851 Spring SP2852

Consumer Economics focuses on personal money management to help students become more informed consumers. A variety of units teach students how to address the consumer issues that they will face in their adult lives. Topics include insurance, housing, transportation, health services, credit, buying goods, and banking. Attention is also given to the basic economic structures in our country. This class meets the graduation requirement for Consumer Economics.

Curriculum Skills Resource

Credit: 1/2 (dc)	Level: Same as English Placement
Grade Offered: 9, 10	Fall SP0216 Spring SP0217
11, 12	Fall SP0211 Spring SP0212

Prerequisite: Director or designee and Individual Education Plan (IEP) team approval

This course consists of two major components: resource support and learning strategy instruction. Resource support is provided to students with IEP’s to meet the needs associated with their enrollment in general education classes. Learning strategy instruction is based on the Strategic Instruction Model (SIM) developed at the University of Kansas and encompasses instruction in test-taking, self-questioning, vocabulary development, and para-phrasing. Additionally, the class addresses self-advocacy and during students’ junior year, post-secondary education entrance test preparation.

English I

Credit: 1	Level: I
Grade Offered: 9	Annual SP2216 SP2217

Prerequisite: None

English I is a literature based class designed to help students improve in the areas of reading, writing, and critical thinking skills. Vocabulary development, use of inference and literary techniques are stressed during classroom discussion. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English II

Credit: 1	Level: I
Grade Offered: 10	Annual SP2226 SP2227

Prerequisite: English I

English II continues the development of reading, writing and critical thinking skills. Novels are discussed in terms of plot, setting, conflict, characterization and vocabulary. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English III

Credit: 1	Level: I
Grade Offered: 11	Annual SP2231 SP2232

Prerequisite: English II

English III is a continuation of the themes and literary techniques discussed in English II. Novels and non-fiction texts are the basis for discussion and written language assignments. Vocabulary development continues to be emphasized. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English IV

Credit: 1	Level: I
Grade Offered: 12	Annual SP2241 SP2242

Prerequisite: English III

In English IV, novels and non-fiction texts are used to reinforce Language Arts and to encourage critical thinking. Compositions requiring students to make judgments and comparisons are stressed. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension.

Health

Credit: 1/2	Level: I
Grade Offered: 10	Fall SP9016
	Spring SP9017
Prerequisite: None	

This course provides in-depth and appropriately-paced instruction in the following areas: human anatomy and physiology, mental health (including death education), chronic and degenerative diseases, human sexuality, alcohol, drugs and tobacco, consumer health, environmental health, and first-aid. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); chronic and degenerative disease; human sexuality; alcohol, drugs, and tobacco; consumer health; environmental health; and first-aid.

L.I.F.E. Skills I

Credit: 1 (dc)	Level: I
Grade Offered: 9	Annual SP1916
	SP1917
10, 11	Annual SP1926
	SP1927
Prerequisite: None	

The focus of this course is to develop and enhance independent living skills necessary for success in adult life. The emphasis will be on life skill development in the areas of behavior, communication, community, grooming, self-awareness, health, money, recreation, safety, social skills, time management, and weather. Emphasis will also be on interaction within the environment and the development of skills necessary for success in adult life. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans.

L.I.F.E. Skills II

Credit: 1 (dc)	Level: I
Grade Offered: 11	Annual SP1936
	SP1937
12	Annual SP1946
	SP1947
Prerequisite: L.I.F.E. Skills I or the approval of the Director or designee and IEP team approval	

The focus of this course is to further enhance life skills. Students will work on developing, improving, and extending skills required for increased independence. The emphasis will be on continued life skill development in the areas of behavior, communication, community, grooming, self-awareness, health, money, recreation, safety, social skills, time management, and transportation. Curriculum implementation will include interactions within various environments. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans.

L.I.F.E. English

Credit: 1 (dc)	Level: I
Grade Offered: 9 - 12	Annual SP1516
	SP1517
Prerequisite: Director or Designee and IEP team approval	

This highly individualized course uses research based curriculum to teach students essential language arts skills. Students learn to demonstrate understanding of words, stories, and written language in a manner that best reflects student goals. This class helps students make connections and generalize language arts across curricula.

L.I.F.E. Home Living Education

Credit: 1 (dc)	Level: I
Grade Offered: 9 - 12	Annual SP1316
	SP1317
Prerequisite: Director or Designee and IEP team approval	

The emphasis of this course is to enhance students' daily living skills. Skill development will focus on kitchen safety, meal planning and preparation, and operating household appliances (e.g. washer, dryer, small appliances, stove, etc). The course is individualized to meet each student's needs.

L.I.F.E. Mathematics

Credit: 1 (dc)	Level: I
Grade Offered: 9 - 12	Annual SP1216
	SP1217
Prerequisite: Director or Designee and IEP team approval	

This course is designed to develop and enhance basic math skills. Instruction will focus on money skills, telling time and time management, computation, measurement, and word problems. The course is individualized to meet each student's needs.

Driver Education

Credit: 1/2	Level: III
Grade Offered: 10, 11, 12	One semester
	Fall SP9146
	Spring SP9147
9, 10, 11, 12	Summer school
Prerequisite: At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters.	

Reading

Credit: 1 (dc)	Level: I
Grade Offered: 9, 10	Fall SP2516
	Spring SP2517
11, 12	Fall SP2511
	Spring SP2512

Prerequisite: Director or designee and IEP team approval

This research-based course is designed specifically for students who require a more intensive reading program. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary and fluency through whole-group, small-group and individual activities. Data collected through curriculum based measures is used to adjust instruction in order to meet the individual needs of all students.

Social Communication

Credit: 1 (dc)	Level: Same as English class
Grade Offered: 9, 10	South Campus SP2296
	SP2297
11, 12	North Campus SP2291
	SP2292

Prerequisite: Director or designee and IEP team approval

This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist.

United States History

Credit: 1	Level: I
Grade Offered: 11, 12	Annual SP2211
	SP2212

Prerequisite: None

This course examines the growth of the United States from colonial times to the present. It presents the sequential approach of history to the students through individual unit packages to assure their success. Every student in this course must pass the U. S. Constitution Test in order to fulfill graduation requirements. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.

Work Experience II and III

Credit: 1* (each year)	Level: I
Grade Offered: 11	Annual II SP2721
	SP2722
12	Annual III SP2731
	SP2732

Prerequisite: None

This course focuses on skill development in the world of work. The course begins with a minimum two-week orientation to the work training program. Community job training placement follows with efforts made to individualize each placement according to students' strengths and challenges. The course emphasizes the development of appropriate work habits necessary for occupational success. As students progress in their work training sites they are better able to generalize their coursework and IEP goals to the world of work.

World History

Credit: 1	Level: I
Grade Offered: 9	Annual SP2816
	SP2817

Prerequisite: None

World History explores Pre-Historic man to the present. Through reinforcement of geography, thinking, reading, comprehension, and written language skills, students learn how the past has shaped the world they live in today.

Transition Program

Credit: 1	Annual	SP1556
		SP1557

Grade Offered: 12+

The goal of the Transition Program is to offer transition services to individuals with various disabilities/ability levels (ages 18-22) who have met the requirements for graduation. The Transition Program offers a continuum of services in an authentic setting with meaningful practice and application of a full spectrum of independent living and vocational skills. The Transition Program follows a unique time table that does NOT align with the regular high school bell schedule. Individuals work on a variety of skills and activities based on individual goals, including (but not limited to) life skills, community-based training, vocational training, transportation training and recreation/leisure activities. Additionally, students in the Transition Program have access to the LTHS Transition House. The LTHS Transition House opened in winter of 2011 and serves to acquaint students with foundations of home living in an authentic setting. The Transition House is used to teach basic home upkeep, gardening, laundry, cooking, home project management, home safety, etc.. Other topics may be covered as different opportunities arise.

Special Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

SP2216/7	English I
SP2256/7	English I PSD
SP2516/7	Reading
SP2316/7	Mathematics I
SP2346/7	Mathematics I PSD
SP2296/7	Social Communication
SP2816/7	World History
SP2826/7	World History PSD
SP1916/7	L.I.F.E. Skills I
SP1516/7	L.I.F.E. English
SP1616/7	L.I.F.E. Reading
SP1416/7	L.I.F.E. Social Skills
SP1316/7	L.I.F.E. Home Living Education
SP1116/7	L.I.F.E. Work Experience
SP1216/7	L.I.F.E. Mathematics
SP7016/7	L.I.F.E. Physical Education

Fall Only

SP0216	Curriculum Skills Resource (F)
SP2516	Reading (F)
SP2416	Personal/Social Development I
SP0046	Inclusion Study Hall

Spring Only

SP0217	Curriculum Skills Resource (S)
SP2517	Reading (S)
SP2417	Personal/Social Development I
SP0047	Inclusion Study Hall

Sophomore Courses

Annual

SP2216/7	English I
SP2256/7	English I PSD
SP2226/7	English II
SP2266/7	English II PSD
SP2516/7	Reading
SP2296/7	Social Communication
SP2116/7	Biology
SP2316/7	Mathematics I
SP2346/7	Mathematics I PSD
SP2326/7	Mathematics II
SP2356/7	Mathematics II PSD
SP2236/7	Practical Math
SP2416/7	Personal/Social Development
SP2816/7	World History
SP2826/7	World History PSD
SP1916/7	L.I.F.E. Skills I
SP1516/7	L.I.F.E. English
SP1616/7	L.I.F.E. Reading
SP1416/7	L.I.F.E. Social Skills
SP1316/7	L.I.F.E. Home Living Education
SP1116/7	L.I.F.E. Work Experience
SP1216/7	L.I.F.E. Mathematics
SP7016/7	L.I.F.E. Physical Education

Sophomore Courses (cont'd)

Fall Only

SP0216	Curriculum Skills Resource
SP9146	Driver Education Special Education
SP9016	Health Special Education
SP9096	Health PSD
SP2416	Personal/Social Development
SP2516	Reading

Spring Only

SP0217	Curriculum Skills Resource
SP9147	Driver Education Special Education
SP2417	Personal/Social Development
SP2517	Reading

Junior and Senior Courses

Annual

SP2291/2	Social Communication
SP2231/2	English III
SP2241/2	English IV
SP2261/2	English II PSD
SP2271/2	English III PSD
SP2281/2	English IV PSD
SP2511/2	Reading
SP2331/2	Geometry
SP1241/2	Practical Math
SP2361/2	Geometry PSD
SP2171/2	Physical Science
SP2211/2	U. S. History
SP2831/2	U.S. History PSD
SP2721/2	Work Experience II
SP2731/2	Work Experience III
SP1236/7	L.I.F.E. Skills I
SP1246/7	L.I.F.E. Skills II
SP1516/7	L.I.F.E. English
SP1616/7	L.I.F.E. Reading
SP1416/7	L.I.F.E. Social Skills
SP1116/7	L.I.F.E. Work Experience
SP1216/7	L.I.F.E. Mathematics
SP7016/7	L.I.F.E. Physical Education
SP1316/7	L.I.F.E. Home Living Education
SP1556/7	Transition Program

Fall Only

SP2851	Consumer Economics
SP0211	Curriculum Skills Resource
SP9016	Health SC
SP2921	Personal Psychology
SP2421	Personal & Social Development
SP2511	Reading
SP0041	Inclusion Study Hall

Spring Only

SP2852	Consumer Economics
SP0212	Curriculum Skills Resource
SP9017	Health SC
SP2922	Personal Psychology
SP2422	Personal & Social Development
SP2512	Reading
SP0042	Inclusion Study Hall