

Specialized Services and Supports

Sec. 14-1.08a. Separate public special education day school Definition:

“Separate public special education day school” means a separate special education program or facility that is established by a school district, public school, regional office of education, or special education cooperative exclusively to meet the needs of special education students who cannot be educated in the general school environment and that provides services comparable to a private special education school.

Mid-State Special Education, a Public Special Ed cooperative. is running this program and not a private company.

Currently the requirement under 105 ILCS 5/14-7.02 are:

- Program located in a separate building
- Students enrolled are 100% removed from general education
- The program does not serve general education students
- The program does not have general education students in the building nor are the special education students attending classes with general education students

Thrive MSSE Public Day School provides a continuum of services for students identified as having special needs. MSSE is a coop that provides support for multiple school districts. MSSE and Thrive specializes in individualizing services and together have access to the following supports and much more:

Curriculum

- Reading Specialists
- On-going Professional Development
- Tied to real world learning opportunities
- Blended learning

Social Emotional

- Board Certified Behavior Analyst/RBT
- School Social Workers/Licensed Clinical Social Worker
- Positive Behavior Interventions and Supports
 - Reinforcing appropriate school behavior
 - Building wide and Tiered
- Trauma informed Practices
 - Sensitive to the unique needs of the students
- Restorative Justice

Transition

- Licensed Transition Specialists
- Job Coaching

Whole Child

- Per IEP needs Speech Services, Occupational Therapy, Physical Therapy, Hearing Itinerant,
- Daily Level System/Token Economy tied to education/career/job skills
- Problem Solving Model

Program Goals

- To assist students in acquiring appropriate classroom and social behaviors with the goal of returning to general education or less restrictive settings.
- To provide academic instruction to maximize academic achievement at the student's appropriate level.
- To help students develop age-appropriate social and life skills to function successfully in school, at home, and in the community.
- To assist families to better understand their child.

Entrance Criteria

- Determination of special education eligibility and the school-based IEP team's recommendation.
- Data that documents a history of school problems related to behavior and/or emotional issues causing lack of success in the current educational placement.
- Data that documents a continuum of services including:
 - functional behavior assessment and behavior interventions developed and implemented over time and evidence that those interventions have not been successful in the current placement.
 - Increased level of services, i.e.
 - General Education with Supplementary Aids, Accommodations, Modifications;
 - Special Education or Related Services within the General Education Environment;
 - Special Education Services Outside the General Education Environment and General Education with Supplementary Aides, Accommodations, Modifications;
 - Special Education Services Outside the General Education Environment with a BIP implemented over time and those interventions have not been successful despite problem solving meetings in an attempt to support the student in their current placement (ex: self contained special education)
- A determination by the school-based IEP team that the student's needs cannot be met in a less restrictive program

Exit Criteria

- A student may exit Thrive MSSE Public Day School when behavioral data gathered by Thrive MSSE Public Day School staff indicates that adequate progress has been made to consider a change in placement.
- A student may exit Thrive MSSE Public Day School based upon the IEP team's recommendation that the student enter a less restrictive program.
- Students will exit Thrive MSSE Public Day School upon acceptance of a high school diploma or reaching the age of 22.
- A student will exit Thrive MSSE Public Day School upon the determination that he/she is no longer eligible for special education services.
- A student may exit the Thrive MSSE Public Day School if the parent chooses to discontinue services.

Positive Behavior Support

At Thrive MSSE Public Day School, the team strives to teach students essential skills across all school settings in order to help them be successful in school and in life. Students are taught how to demonstrate what it means to:

- **Transition:**
 - **Taking ownership for actions and consequences and prepare for the future.**
- **Honor:**
 - **Showing respect, valuing each other and ourselves, and acting with integrity**
- **Resilience**
 - **Work through tough times, learn from them, bounce back from challenges and not give up.**
- **Innovative**
 - **Finding new solutions to problems and figuring out how to make things better**
- **Vigilant**
 - **Giving students the skills to be alert and attentive**
- **Empower**
 - **Giving students the confidence, knowledge, and tools to succeed and make their own positive decisions.**

As students learn and put into practice the characteristics of what it means to THRIVE they will also learn to Be Respectful, To Make Positive Choices, and Be Accountable. Students will be reinforced and recognized for their behavior and choices throughout the school year.