

**Pre K -12 Special Education Program Offerings
Snohomish School District**

	Developmental Preschool	Extended Day Preschool	Resource (RR)	Extended Resource (XR)	Social Skills and Communication (SSC) (Formerly “Connections”)	Positive Behavior Support (PBS) (Formerly “EBD”)	Life Skills (LS)	18-21 Transition
Target Students	Students age 3-5 with moderate to significant delays in one or more of the 5 developmental areas: motor communication, personal social skills, adaptive skills or cognition	Students age 3-5 with significant delays in two or more of the following areas: communication, personal social skills, or adaptive skills.	Students with reading, writing, math, self-regulation and/or social goals who are on an academic track and do not require specialized life skills instruction or intensive behavior support	Students with significant delays in reading, writing, and or math, who may also have self-regulation and/or social goals and may require some adaptive and/or behavior support	Students on an academic track whose primary instructional needs are in social communication, self-regulation, organization and pro-social skills. May require SDI in reading, writing, math.	Students who are on an academic track and whose primary area of needs is in the social/emotional/behavior domain	Students with significant cognitive and adaptive delays who require specialized life skills and functional academic instruction	Students who have completed graduation requirements and need to build adaptive and functional skills to prepare them for supported employment and independent or supported living.
Instructional and curricular focus	Specially designed instruction in the areas of developmental delay, with an emphasis on social and communication skills	Specially designed instruction in communication, social, and adaptive skills needed for a student to participate successfully in the developmental preschool classroom.	Specially designed instruction in reading, writing, math, and as appropriate, self-regulation or social skills	Specially designed instruction in reading, writing, math, and as appropriate, self-regulation and/or social skills	Specialized instruction in social communication, prosocial, self-regulation, and possibly organization skills with behavior support as needed. SDI in reading, writing and math as per individual student IEP	Highly structured setting with high adult: student ratio. Intensive instruction in social, behavior and self-regulation skills paired with a structured reinforcement system. SDI in academic skill areas as indicated in individual IEPs	Intensive instruction in life skills paired with functional academics as appropriate to each individual student. Community-based instruction at the secondary level	Functional and adaptive skills in the area of employment, independent living, personal care, leisure, and navigation of the community
Service delivery	Students receive SDI in a special education setting with classroom paraprofessional support as needed. Motor and communication services are often provided through a push-in model	Students receive SDI in a special education setting with classroom paraprofessional support as needed. Based on individual IEPs, students may attend the extended preschool classroom part of the day and the developmental preschool part of the day.	Students receive SDI with a special education teacher as many minutes as appropriate per individual IEP. Classroom paras may be used to support student participation in general ed settings as appropriate to each individual student	Students receive significant special education support (often half a day or more) in the special education classroom but participate meaningfully in their grade level general education classrooms for some part of each day, with or without paraeducator support	Students receive SDI with a special education teacher as many minutes as appropriate per individual IEP. The rest of the time students may be receiving Tx services or in the general education classroom. Classroom paras may be used to support student participation in general ed settings as appropriate to each individual student	Students assigned primarily to special education classroom and may spend as much time as appropriate in general education settings (up to a full day), with or without classroom para support per individual needs.	Most services provided in the special education setting and/or community. Students may spend some mainstream time in general education settings with the support of paraprofessionals.	Students attend the program 1-4 days/week according to their IEPs, and work on employment and independent living skills, (e.g., meal prep, budgeting). Many students participate in on-the-job training with job coaches or other supports. As appropriate, students go into the community to learn leisure activities, the use of public transportation, shopping, etc.
Grades	Preschool	Preschool	K-12	K-6	K-12	K-12	K-12	12+
Locations	Central Primary Center Totem Falls	Totem Falls	All schools serving K-12 students	Cascade View Totem Falls	Dutch Hill Riverview Little Cedars Centennial Middle School Snohomish High School	Central Primary Center Emerson Centennial Middle School Snohomish High School	Cascade View Totem Falls Valley View Middle School Snohomish High School Glacier Peak High School	Parkway Campus

SLP, OT, PT, VI, O&M and DHH services are available as stand-alone services or as an adjunct to program enrollment for students whose IEPs indicate services in these areas