

# SPECIAL SCHOOL DISTRICT RESOURCES

The St. Louis County Special School District provides support to Clayton High School students diagnosed with an educational disability. CHS students with an Individualized Education Plan (IEP) are provided support on a continuum of services. Special education teachers collaborate with general education teachers about accommodations and modifications in the classroom, as well as co-taught classes within the general course offerings. Special education teachers conduct classes in study and learning strategies, reading strategies, and functional skills curriculum. All services are based entirely on the individual student's IEP.

## ENGLISH ESSENTIALS

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

English Essentials provides direct instruction of verbal and written communication skills in real world environments along with classroom enrichment activities to support life skills and transitional goals. This course is designed to build a solid foundation of everyday verbal and written communication skills. Topics may include, but are not limited to: library use, basic grammar, job-related skills, research, everyday reading and writing skills, and verbal communication. The primary goal of the course is to provide instruction, support, and feedback to students as they learn how communication arts is utilized daily. English Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

## MATH ESSENTIALS

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

Math Essentials provides direct instruction of math skills in real world environments along with class enrichment activities to support life skills and transitional goals. This course is designed to build a solid foundation of everyday math skills. Topics may include, but are not limited to: basic math facts (addition, subtraction, multiplication, and division), fractional parts, money, measurement, time, banking, check writing, budgeting, shopping, and problem- solving skills. The primary goal of the course is to provide instruction, support, and feedback to students as they learn how math is utilized daily. Math Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

## HISTORY ESSENTIALS

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

History Essentials is a life-skills history course designed for students who have an IEP and need additional assistance learning the basic concepts in U.S. and world history. All the lessons are modified to meet the student's specific needs. Topics may include, but are not limited to: economic, geographical, civic, and cultural concepts. Emphasis will be given to critical thinking skills, use of source documents, and historical perspectives. History Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

## **SCIENCE ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

Science Essentials is a life-skills science course designed for students who have an IEP and need additional assistance learning the basic concepts in science. All the lessons are modified to meet the student's specific needs. Topics may include, but are not limited to: motion, force, energy, states of matter, life processes and diversity in the living world, classification systems, health, and biomes and their impact on everyday life. Lab activities and projects will be a part of this course. Science Essentials does not satisfy credit for state of Missouri graduation requirements. It is designed for students that are graduating based upon meeting IEP goals, as determined by their IEPs. **(This course does not qualify for NCAA eligibility.)**

## **TRANSITION TO WORK-OFF**

11th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

Through the Community Based Vocational Instruction (CBVI) program, students are provided direct instruction on vocational skills in real work environments, along with classroom enrichment activities to support vocational goals. The goal of this course is to provide instruction, support, and feedback to students as they learn workplace expectations and prepare for competitive employment, supported employment, sheltered workshop, or volunteering.

Transition to Work-Off is designed for students with IEPs. **(This course does not qualify for NCAA eligibility.)**

## **TRANSITION TO WORK-ON**

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

An SSD course designed for students who have an IEP and need direct instruction in the classroom setting of soft skills that may include, but are not limited to: punctuality, quality of work, teamwork, communication, self-motivation and following directions to develop vocational abilities. The goal of this course is to provide instruction, support, and feedback to students as they learn workplace-related skills and expectations prior to entering the Community Based Vocational Instruction (CBVI) program. This course will be offered on alternate days. Transition to Work-On is designed for students with IEPs. **(This course does not qualify for NCAA eligibility.)**

## **SSD COOPERATIVE WORK EXPERIENCE PROGRAM (COOP)**

11th – 12th Grade

Credit –1/2

Semester 1 and/or 2

### **Prerequisite: IEP Case Manager/IEP team recommendation, VR Eligible**

Students will gain vocational skills in real work environments, along with classroom enrichment activities to support vocational goals. Students will maintain employment that is supervised by the school and Department of Vocational Rehabilitation (VR) in cooperation with a business. The goal of this course is to provide instruction, support, and feedback to students as they learn workplace expectations during on-the-job experiences. COOP is designed for students with IEPs. **(This course does not qualify for NCAA eligibility.)**

## **STUDY SKILLS**

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

Study Skills is an academic strategies course designed for students who have an IEP and need additional assistance learning the basic strategies for academic success. This course is designed to facilitate learning through strategies in organization and time management, test taking, note taking, and self-advocacy, as well as learning strategies in reading comprehension, written expression, math, and vocabulary development. IEP goals, skill development, related services, and academic support are implemented and monitored during this course. **(This course does not qualify for NCAA eligibility.)**

## **QUEST**

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation, Counseling team recommendation**

QUEST is a course designed to support the unique social and emotional needs of students. This course provides direct support in work completion, academic monitoring, and ongoing teacher communication; in addition to direct instruction in social skills, relaxation and calming techniques, self-regulation strategies, anger management techniques, reduction of stress and anxiety strategies, goal setting, problem-solving and decision-making. **(This course does not qualify for NCAA eligibility.)**

## **READING ESSENTIALS**

9th - 12th Grade

Credit – 1

Full Year

### **Prerequisite: IEP Case Manager/IEP team recommendation**

Reading Essentials is a course designed for students who have an IEP and need additional assistance in developing skills to become proficient readers. This course utilizes a research-based reading curriculum to develop student skills in phonemic development, word parts, word relationships, parts of speech, reading comprehension and writing. Students develop and implement reading strategies for classroom learning. IEP goals, skill development, related services, and academic support are implemented and monitored during this course. **(This course does not qualify for NCAA eligibility.)**