

Welcome to Geneva's Structured Learning Classrooms



WHO WE ARE

The Geneva FAST team is comprised of highly qualified:



SPECIAL EDUCATION
TEACHERS



GENERAL EDUCATION
TEACHERS



SPEECH & LANGUAGE
PATHOLOGISTS



SCHOOL
PSYCHOLOGISTS



SCHOOL SOCIAL
WORKERS



SCHOOL NURSES

and other related services
as appropriate.

WHAT ARE STRUCTURED LEARNING CLASSROOMS?

Structured Learning Classrooms (SLC) in Geneva Community Unit School District 304 empower all students to learn and be highly successful by creating an optimum learning environment and thoughtfully designed experiences to meet each student's specialized needs.

Through a team approach and use of research-based curriculum and interventions, SLC classrooms are part of *Geneva's Tradition of Excellence* and reflect the strong belief that each student can achieve at high levels.

Geneva School District 304 believes that consistent, meaningful partnership with families, students and the school community is a key factor in maximizing each student's strengths and preparing each student for a successful adult life.

PROGRAM DESIGN

SLC Classrooms in Geneva 304 provide a structured, comprehensive educational program for school aged students with identified special education needs.

Multi-modal instruction is provided in a highly structured environment with supports and resources to address individual student needs.

Curricular programs reflect a rigorous academic focus adapted and/or modified based on individual student needs that incorporate Common Core and/or State Standards.

Transition instruction and services support students as they move from school to community living, beginning age 14 1/2.

CONTACT

For questions regarding SLC, please contact Melissa Groot, Special Education Coordinator, at:



mgroot@geneva304.org



630-463-3064

MORE ON BACK

Please see other side of flyer to learn about the SLC Program's Instructional Focus.





RECIPE FOR SUCCESS



HOME AND SCHOOL PARTNERSHIP

Regular communication regarding your student's daily availability for learning, safety, and Individualized Behavior Intervention Plan goal.



AVAILABLE FOR LEARNING

Participates in academic, functional, and social opportunities by engaging in classroom discussion, transitioning effectively between activities, completing in-class tasks/ assignments, keeping body in the group, and utilizing whole body listening skills.



SAFETY

Student was respectful to adults and peers, student was responsible and appropriate with materials and school property, kept hands feet and objects/ materials to themselves, and followed all Geneva CUSD 304 handbook rules.



INDIVIDUALIZED BEHAVIOR INTERVENTION PLAN (BIP)

Identified through the Eligibility and/or Individualized Education Plan (IEP) process based on individual student need(s).

SLC INSTRUCTIONAL FOCUS



- Access to general education curriculum and instruction based on student's individualized needs.



- Research-based curriculum and instruction in literacy, math, science, and social studies through district or SLC adopted core academic programs.



- Positive behavioral supports to develop appropriate social, emotional, functional, and behavioral skills at the individual, small group, and SLC classroom levels. SLC classrooms utilizes a token economy system with multiple exchanges and student identified and classroom identified reinforcements.



- Instruction in Social Emotional Learning (SEL) Competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



- Multi-modal instructional methodologies including visual supports, social stories, scheduling and sensory supports to meet the individualized needs of students.



- Fostering independence in home, school, and community environments through modeling and coaching.



- Social integration activities and/or social skills development opportunities through partnerships with peers.



- Development and implementation of individualized transition plans with a focus on post-secondary goals and opportunities, if appropriate (or beginning at age 14 ½).

