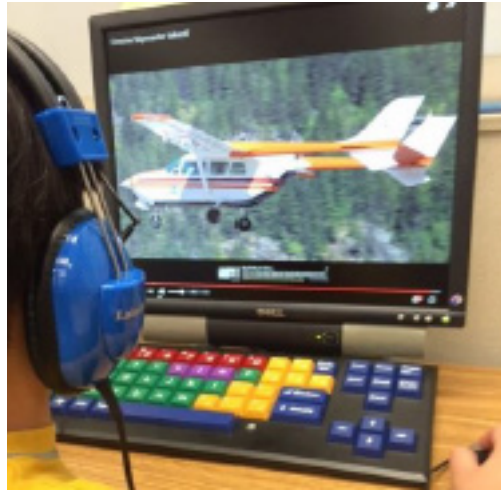


OCDE Special Schools Program Philosophy and Mission Statement

It is the goal of the OCDE Special Schools Program to provide the most meaningful education program designed to meet each student's individual needs. This goal emphasizes the teaching of skills that are aligned with California State Standards and are critical to the present and future needs of our students. Our philosophy is based on the following beliefs:

- 1 All students have the ability as well as the right to learn and to progress.
- 2 Each student's educational program shall be developed through the individualized education program (IEP) process utilizing a team to identify and implement functional goals and objectives.
- 3 Each student's educational program shall focus on maximizing student independence.
- 4 Each student shall participate in instructional activities that are positive, age-appropriate, and safe in inclusive settings whenever possible.
- 5 All students shall participate in instructional opportunities that assist them to participate as fully and independently as possible in their present and future environments.



OCDE Special Education Services Strategic Plan ensures that all students with disabilities are equipped with the 21st century competencies they need to be successful and as independent as possible in present and future environments.



Orange County Department of Education
Special Education Services
200 Kalmus Drive
Costa Mesa, CA 92626
<https://www.ocde.us>



Orange County Department of Education Special Education Classes



**For Students with
the Most Significant
Support Needs**



What services are available?

Educationally related services identified through the IEP may include specialized health care services, speech and language, adapted physical education, psychological services, counseling, vision services, orientation and mobility, assistive technology, transition, and physical and occupational therapy services.

What instructional strategies are utilized?

All instruction is individualized with a strong emphasis on student independence. Choice making, self-determination, and integration with typical peers and the community are also priorities.

Instruction includes:

Assistive Technology — Services include evaluation, training and technical assistance. Devices and adapted instructional methods, such as mobile devices, switch access, and augmentative and alternative communication (AAC), are identified and developed according to individual student needs.

Curriculum, Instructional Strategies and Methodologies — Curriculum is designed to meet the educational needs of students with the most significant support needs. Some curriculum and methodologies used include Unique Learning Systems/News2You, ST Math, TEACCH, SUCSESS Project strategies, Work Experience Education, and Applied Behavior Analysis.

OCDE Special Education classes work from the position that students have difficulty modulating their behavior due to a variety of factors including:

- Deficits in receptive and expressive communication skills
- Frustration and anxiety caused by a lack of understanding
- Poor organization and regulation skills
- Environmental stimuli

Therefore, providing a highly structured environment with clearly defined areas for specific activities, visual schedules, and visual communication systems presents students with predictable routines, and expectations. This predictability affords students stability and confidence within the classroom and allows them to become ready for instruction and function in a more independent manner within classroom, school and community environments.



The IEP process guides each student's program. IEP goals are aligned to state standards with the focus for all students to be proficient in communication, collaboration, creativity, critical thinking, character, college/career, and community access.

