
SUPPORTING PROGRAMS

SUPPORTING PROGRAMS

The Clark County School District Compensatory Education Division and the Student Support Services Division provide support and resources for the Elementary Education Division through coordination of educational services for students. Following in this section of the CEF is a synopsis of educational services provided to support student learning.

COMPENSATORY EDUCATION

- Multicultural Education
- English Language Learner Programs
- Title I Programs

STUDENT SUPPORT SERVICES

- K-5 Special Education
- Early Childhood Special Education
- Gifted and Talented Education

COMPENSATORY EDUCATION

Title I, Part A, of Improving America's Schools Act of 1994 provides funding to meet the special educational needs of educationally deprived children in school attendance areas with high concentrations of children from low-income families in public and private schools. Funds are allocated on a per pupil basis, based upon the number of low-income students at each site being served. Each school designs its own program using a committee process involving administrators, teachers, and parents. Delivery models focus on extending the school day or school year, early childhood programs, technology, in-class instruction, and elective credit.

MULTICULTURAL EDUCATION

Project Multicultural Education provides services and training designed to support achievement of district curricular goals while including multicultural awareness for students and staff. Multicultural instruction should be consistent with the Elementary Education Division Elements of Quality, Curriculum Essentials Framework, and Academic Expectancies. Effective multicultural instructional programs build upon the existing curriculum and strengthen basic skills. Multicultural instruction should:

- use resources which support cultural and ethnic diversity.
- create a positive student disposition toward learning.
- promote the worth and dignity of all students.
- recognize the needs of cultural and ethnic groups in the community.

The following services are provided through the Multicultural Education Program:

- Project MCE Library
- Professional Training, Development, and Support: teacher consultation, inservices, PDE courses, and special conferences; program facilitation and support; technical assistance

ENGLISH LANGUAGE LEARNER PROGRAMS

English Language Learner Programs provide educational support and services for English language learners. Educational experiences designed to support student learning of academic skills and concepts while acquiring English language proficiency as rapidly as possible are provided. The English as a Second Language or the Bilingual Instruction models of instruction are currently used in the elementary schools throughout the Clark County School District for limited-English speaking or non-English speaking students. Instruction is provided through different configurations based on student needs and school resources.

COMPENSATORY EDUCATION (*Continued*)

The English Language Learner Programs Department offers support and assistance to schools and teachers in a variety of ways including:

- Instructional Staffing Support
- Instructional Supplies and Equipment Supplements
- Translation and Interpreter Services
- Staff Development
- Assessment of Student Language Proficiency
- Technical Assistance
- Funding Support
- Community Networking

TITLE I PROGRAMS

Services provided by Title I in the public schools include a TOTS program for preschool three-year-old children and a Pre-Kindergarten Prep Program for preschool four-year-old children. Kindergarten programs either extend the school day so that students receive instruction for a full day, or additional staff are added for class size reduction. These programs focus on developmental skills. Programs for students in grades 1-8 emphasize reading/language arts and/or mathematics instruction. Instructional models include in-class instruction, intersessions and tutorial instruction, and in some instances at middle schools, Title I is offered as an elective. Parent involvement activities and professional staff development are integral parts of the program. These activities are, for the most part, planned by each Title I site.

A Title I Migrant Educational Program operates in the Moapa Valley and Virgin Valley schools for students of migrant agricultural farm workers. It involves a preschool program of developmental skills. Kits of instructional materials are provided to parents for use with students in the home. Paraprofessional staff work with the parents and the students on the use of these materials.

For additional information and resources, please contact the Compensatory Education Division, Clark County School District.

- Guest Lectures and Classroom Presentations
- Special Resources Available for Teacher Use

STUDENT SUPPORT SERVICES

K - 5 SPECIAL EDUCATION

Student Support Services programs (K-5) provide an array of resources and support services to general education programs. Students requiring additional assistance, as a result of identified disabilities, may receive these services from resource teachers in either the general education classroom or in the resource room. Specific instructional goals are developed and written in each special education student's Individualized Educational Plan (IEP). The IEP identifies the individual student learning goals. General education and Student Support Services teachers collaborate to provide appropriate instruction. The Curriculum Essentials Framework (CEF) provides teachers the scope and sequence of skills to be addressed in each special education student's IEP.

If students require more intensive instruction, specialized programs may provide those opportunities. In these classrooms, a student's IEP outlines instructional goals and objectives as well as social, behavioral, or career awareness goals. The CEF continues to provide the academic curriculum for these students as appropriate. In addition, each specialized program has a unique curriculum guide designed to address the specialized needs of the target student population, thus extending the range of curriculum support beyond the academic disciplines. Objectives and suggestions for the unique populations represented provide additional resources for these teachers to remediate both the academic needs and the disability needs represented by their students.

The range of curriculum resources available to special education teachers (the CEF, elementary resource curriculum, and special programs curricula) provides multiple planning references to meet the instructional needs of students with disabilities.

EARLY CHILDHOOD SPECIAL EDUCATION

The Early Childhood Special Education program supports children ages three through five who have been found eligible to receive special education services. This educational program seeks to develop each child's individual potential through provision of a continuum of services built upon early intervention. This includes components designed to address developmentally delayed areas.

The Early Childhood Special Education program provides for individualized and appropriate educational experiences in the least restrictive environment for all children with special needs identified eligible for services. Procedural safeguards insure that all requirements are met.

Participation in the least restrictive environment allows all children to learn from one another. Experiences range from shared learning opportunities to full-time participation in the general education kindergarten program.

SPECIAL STUDENT SERVICES (*Continued*)

The Early Childhood Special Education program is designed to:

- develop and implement programming to meet the unique needs of eligible children.
- provide support to the Elementary Education Division to facilitate the educational development of young children receiving special education services.
- transition children into and out of the Early Childhood Special Education program.
- provide opportunities for parent education/involvement.
- augment instructional practice for special populations.
- provide Early Childhood Special Education services within community preschools and agencies.

GIFTED AND TALENTED EDUCATION

The educational course of study for students identified to participate in the Gifted and Talented Educational Program (GATE) includes the content to be learned and the processes which facilitate that learning. The Curriculum Essentials Framework (CEF) specifies the content standards and essential concepts and skills to be taught. A priority for GATE students is the differentiation of the curriculum to allow gifted and talented students to develop their potential and explore new domains of learning and higher level processes. Teachers of the gifted design curriculum experiences which encourage GATE students to:

- develop abstract thinking.
- sharpen reasoning abilities.
- practice creative problem solving.
- practice higher cognitive processing.
- communicate through a variety of media.

Curricula for the gifted and talented includes learning experiences which focus on interpretation of exploration, summative skills, creativity, divergent thinking, decision making, and independent inquiry. Instructional units for GATE students are distinctive due to the breadth, depth, and intensity of the learning experiences which are provided.

For additional information and resources, please contact the Student Support Services Division, Clark County School District.

CURRICULUM ESSENTIALS FRAMEWORK REVISION SUGGESTION RESPONSE SHEET

This document is in working copy form. We invite feedback regarding what is most helpful and what additions/deletions you might have for revision. Please indicate your comments below. (Use the reverse side if needed.)

Introduction

Comments: _____

Grade-Level Academic Expectancies

<input type="checkbox"/> Language Arts (Reading, Spelling, Writing)	<input type="checkbox"/> Science
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies

Comments: _____

Instructional Planning

Comments: _____

Assessment

Comments: _____

Teaching/Learning Strategies (This section is currently under development.)

Comments: _____

Content Standards/Essential Concepts, Skills, and Experiences

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> Art				<input type="checkbox"/> Music	
<input type="checkbox"/> FLES				<input type="checkbox"/> Physical Education	
<input type="checkbox"/> Health				<input type="checkbox"/> Science	
<input type="checkbox"/> Language Arts (Reading, Spelling, Writing)				<input type="checkbox"/> Social Studies	
<input type="checkbox"/> Library				<input type="checkbox"/> Technology	
<input type="checkbox"/> Mathematics					

Comments: _____

What was especially helpful? _____

Suggestions for additions/deletions _____

Administrator Teacher Date: _____

Optional: Name: _____ School _____

Return to: Director, Academic Services, 601 North Ninth Street, Las Vegas, NV 89101