



Integrated Life Skills Program

The Integrated Life Skills (ILS) Program in San Diego City Schools Special Education Programs Division is a program for students five to 22 years of age who have significant disabilities. The ILS Program follows a curriculum using alternative standards, leading to a certificate of completion rather than a diploma. Located at various comprehensive school sites throughout the district, the ILS Program serves over 1,000 students.

The ILS program prepares students to live in their school community based on the belief that each student, regardless of disability, is assured equal access to the educational options and supports provided to all children of the same age group. These principles include:

- All students can benefit from sound educational practice;
- All students benefit from living, growing and learning together throughout the formal education process; and
- Through diversity our communities are strengthened.

Students who meet the eligibility criteria for the Integrated Life Skills Program function within the mild to profound range of mental retardation, (69 IQ and below) and represent a variety of disabilities as identified in the Individuals with Disabilities Education Act (IDEA). Stated criteria must include:

- Significant sub-average *general intellectual functioning* existing concurrently with deficits in *adaptive behavior* and manifested during the developmental period, adversely affecting educational performance.

Each student's Individualized Education Plan (IEP) specifies individualized goals and objectives that provide access to the district's core curriculum and to meet student needs. The IEP may also state the need for one or more related services.

Placement: Placement in the ILS program is made after an IEP team determines eligibility.

The ILS Program provides a continuum of services at or near the student's neighborhood school, school choice or other appropriate setting.

- General education classrooms of their same age peers on a full- or part-time basis; and
- Special day class for small group instruction.

The Program Provides:

- Access to general education environments
- Access to a variety of core curriculum and instructional options, with adaptations and modifications, assistive technology, and communication strategies necessary to meet individual needs, based upon current research theory.
- Collaboration between general and special education personnel.
- Ranges of designated services (i.e. APE, SLP, and OT/OP) are available to students who qualify, as determined by assessment in the area of concern and IEP team.
- Consultation in the process of developing instructional strategies and writing positive behavior support plans.
- Extended school year programs are provided to students as determined by the IEP team.
- Best practices in all areas of teaching and learning based upon current research theory and philosophy.

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SUMMARY

- ❖ Serves students five to 22 years, who have significant disabilities.
- ❖ The ILS Program follows a curriculum using alternative standards, leading to a certificate of completion rather than a diploma.
- ❖ Access to the general education environments.
- ❖ Access to a variety of core curriculum and instructional options, with adaptations and modifications, assistive technology, and communication strategies necessary to meet individual needs, based upon current research theory.
- ❖ Ranges of designated services (i.e. APE, SLP, and OT/PY) are available to students who qualify, as determined by the specialist in the area of concern and IEP team.

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Serving nearly 136,000 students, San Diego City Schools is the second largest school district in California, with 202 educational facilities and more than 14,500 full-time equivalent positions (representing more than 15,800 employees). SDCS is improving student achievement by focusing on challenging instruction in reading, writing and mathematics in pre-kindergarten through Grade 12. The district is committed to supporting schools and enhancing the classroom learning environment through modernized facilities and resources and through parent, teacher and community involvement in the educational process.