



## ***Bridge Programs: Grades K-8***

(Number and type of classrooms are determined by student need and age ranges)

***Program Overview:*** The Bridge Program serves students with disabilities that require a high level of support needed to participate in the general education setting and / or intensive instruction/interventions outside of the general education classroom. The types of disabilities are considered low incidence disabilities. The students will be found eligible to participate in one of the program models with disabilities such as Autism, Neurological Impairment, Developmental Delay, Intellectual Impairment, or Multiple Disabilities, etc.. The students will have deficits in the areas of communication, social/behavioral, and cognitive abilities/needs, who require significant support in order to learn and access the curriculum.

***How is a student enrolled/referred to the Bridge Program:***

MV School professionals, IEP teams, Parents, medical professionals, social service agencies or developmental services may refer students for possible placement.

Placement decisions are made through the IEP team meeting process and following the below criteria/process.

**1. All the following criteria are met:**

- Student is eligible for special education
- IEP addresses all areas of need, with documentation of the progress or lack of progress toward meeting goals and objectives
- Disability determined by the team appropriate for the type of classroom/program model being considered (see each for specifics).
  - These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and access the curriculum
- AND one or more of the following factors:
  - Significant behavior that impacts the ability to access and participate safely (to self or others) in the general education setting
  - Significant delays in language and functional communication
  - Significantly below grade level in multiple areas
  - Lack of appropriate social interaction skills that severely impact day to day interactions with peers and adults
  - Significant medical needs and interventions
  - Significant motor impairment; need for various equipment/devices
  - Repetitive and restrictive stereotyped movements or behaviors

**2. Referral Process is completed before student is eligible.**

- i. CST/RTI/IEP process followed
- ii. Contact Director of Student Support Services
- iii. The team considered and worked from the least restrictive to the most restrictive programming outside this program

**3. The following steps are completed and an IEP Team meeting is scheduled:**

- If significant behaviors are present, a Functional Behavioral Assessment is conducted (if not previously conducted) and a behavior plan has been implemented and in place with ongoing data collection and analysis
- Observations of the potential student take place by any or all of the following: Shared Service Coordinator/Special Educators/Related Service Providers
- Current team shares up to date information/data/evidence of behavioral, academic, cognitive, and achievement assessment results.
- Staff clearly defines which, if any, skill deficits are preventing the student from making adequate progress in the general curriculum or setting. (Please note: A determination should be made by the Team regarding the need for specially designed instruction in order to address skill deficits and clearly define desired outcomes.)

**4. If at the Team Meeting it is determined the student requires support/services in one of the Shared Services Program the following items must be completed before the student begins new services in the new placement:**

- All evaluations, eligibilities, & IEP process has been completed
- IEP changes are made and IEP is signed and accepted by parent/guardian (services, nonparticipation justification & placement page)
- Determine schedule of transition for student/staff
- Schedule orientation for student