

# Community School Program

The IU13 Community School Program serves adolescents with emotional difficulties who struggled in a traditional school setting. This program operates on behalf of the 22 public school districts in Lancaster and Lebanon counties. It is designed to meet students' academic, emotional and behavioral needs while preparing them to function appropriately in their communities. It offers a lower student-to-staff ratio and specialized instruction to meet the individual student's needs.



- Community School West – Manheim
- Community School West Self-Contained Secondary Intensive Emotional Support
- Community School Southeast High School – Lancaster
- Community School Southeast Center-Based Functional Classroom

## Community School West (Manheim, PA):

Community School West (CSW) is home to students grade 6-12 who display behaviors that impede learning, students who are in need of Emotional Support services, and students who are most appropriately served with a focus on academics.

Students at CSW receive a block of social skills instruction per day, a block of transition skills per day, and a rotating marking period curriculum of Drug and Alcohol Awareness, Anger Management, Healthy Relationships, and Reality Check group work.

The students are supported by an Assistant Social Worker, Special Education Consultant, Psychologist, Behavior Support Assistants, and a Job Trainer.

Students are placed into homerooms by grade level and receive social skills and transition classes with grade-alike peers. The homerooms then split into comprehension-alike student groups to receive their core content areas (math, science, social studies, literature, and English composition) with a focus on student-specific instructional levels paired with an emphasis on higher-level critical thinking strategies.

CSW students participate in a hybrid content class. They receive direct instruction, reinforced instructional concepts via online curriculum learning, and then experience a hands-on Project-Based learning activity for multi-modality instruction.

CSW houses three traditional center-based Emotional Support classrooms, the self-contained Secondary Intensive ES class, and the Low Ropes Adventure-Based course (contracts available to districts) in a country-side location.

## CSW Self-Contained Secondary Intensive Emotional Support:

- Self-contained design meets the needs of students with extreme deficits in the area of Social skills
- The student population has historically been comprised of students who have high-functioning Autism; who are neurologically-impaired; and who have Tourette's syndrome
- Emphasis is placed on teaching and modeling social skills so that they are easily transferred across environments from school, to home, to workplace
- Academically-driven curriculum for students performing at grade-level and above is offered in a multi-modality environment
- Academic instruction in this room is provided via integrated curriculum and offers AP courses when appropriate
- Individualized Hybrid instruction is delivered for each student at their academic level



## **Community School Southeast High School (Lancaster, PA):**

Community School Southeast (CSSE) is home to students who display behaviors that impede learning, students who are in need of Emotional Support services, and students who are most appropriately served with a focus on traditional academics.

Students at CSSE receive a block of social skills instruction per day, a block of transition skills per day, and a rotating marking period curriculum of Drug and Alcohol Awareness, Anger Management, Healthy Relationships, and Reality Check group work.

The students are supported by a Social Worker, Special Education Consultant, Psychologist, Behavior Support Assistant, and a Job Trainer.

CSSE students are placed into homerooms by their comprehension levels (determined upon placement), and then travel with that same group of students throughout the day to five core content classes: math, science, social studies, literature, and English composition.

By placing students in comprehension-alike groups, all areas of instruction are targeted to student-specific instructional levels with an emphasis on higher-level critical thinking strategies. As a means to weave instruction throughout the day, CSSE teachers utilize cross-curricular Project-Based Learning Initiatives as well as new technological tools to provide opportunities for students to participate in varying multi-modality methodologies.

### **CSSE Center-Based Functional Classroom:**

The Functional classroom is designed for students who display behaviors that impede learning, who have Emotional Support needs, and who are academically functioning significantly below their grade level. The Functional Classroom focuses on transition, everyday life skills, functional academics (while incorporating Keystone concepts), and social skills.

The Functional Classroom ventures into the community to experience a commingling of social skills and real-world skills as they learn to navigate grocery store check-outs, bus station depots, and real-world work experiences; such as, mock-interviews, and completing job applications and resumes.

An emphasis on providing the academic building blocks in each student's desired area of post-secondary skills so that a successful transition to a CTC setting is not only attainable but achievable has been our focus.

### **Contact Information**

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