

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

InVEST Middle

In Vocational, Educational and Social Transition

**Site: Sandburg Education Center
2400 Sandburg Lane North, New Hope, MN 55427**

Target Population

The target population includes students, 6th-8th grade, who are receiving special education services primarily for Emotional Behavioral Disorders (EBD), need social skills, life skills, and emotional development. This design may include students with Autism Spectrum Disorders (ASD).

Student Profile

Most life areas are impacted by chronic mental illness and these students may meet criteria for serious and persistent mental illness (SPMI) including schizophrenia, bipolar disorder, anxiety disorder or major depression. Some students with chronic mental illness are more likely to exhibit serious and persistent behavior in the community, home, school, and work. Student ability level ranges from borderline to gifted ability.

Mission/Goals

InVEST students will learn skills to manage their mental health needs in order to achieve a safe level of maximum self-sufficiency. Students will successfully master academics, functional academics, and transition skills. This will be achieved through individualized interventions, and through school based experiences. Students will increase understanding of their own mental health needs, and improve personal responsibility and self-advocacy skills in order to manage their needs at school, home, and in the community.

Components

Academic Skills:

- Individualized assessment
- Preparation for Minnesota statewide testing
- Individualized and Group Instruction in core academic areas
- Experiential approaches to learning
- Community-based activities

Social Emotional Learning:

- Individual and Group Social skill instruction and interventions
- Social Worker and psychologist support
- Access to outside resources to enhance learning
- Development of Coping Skills
- Development of Self-Awareness and Self-Advocacy Skills
- Relationship Skill Development through peer and staff interactions

Pre-Vocational Skills:

- Career assessment beginning at age 14
- Introduction of work behavior skills necessary to acquire and keep jobs
- School-based work experiences

Family/Interagency Collaboration:

- Social worker supports family access to community resources
- Co-located mental health services

Community-Based Services:

- Community service projects

Inclusion:

- Systematic reintegration process to ensure readiness

Program Core

Licensed Ratio: 4.4

Non Licensed Ratio: 3.8

Teacher-to-Student Ratio: 1:8

Staffing Includes:

Program Core

- Licensed/Highly Qualified Instructors
- Educational Assistants

Support Staff

- Program Facilitator
- School Social Worker
- Developmental Adaptive Physical Education (DAPE) Staff(Consultative)
- Work Experience Coordinator
- School Psychological Services
- Nursing Services

Other Support Staff, as needed

- Assistive Technology Specialist
- Audiologist
- Autism Specialist
- Communication Disorder Specialist (CDS)
- Due Process Facilitator
- Educational Audiology Specialist
- Low Incidence Specialists (Deaf/Hard of Hearing [D/HH], Blind/Visually Impaired [B/V], and Physical/Health Disabilities [PHD] teachers)
- Materials Production Specialist (Braille, etc.)
- Occupational Therapy (OT) Staff
- Orientation & Mobility (O&M) Specialist
- Physical Therapy (PT) Staff
- Sign Language Interpreter

For further information contact Ruth Norman, Program Facilitator.