



SPECIAL EDUCATION PROGRAMMING

A full continuum of special education and related services is available to students who are eligible for special education services in North Shore School District 112. The process for eligibility and service delivery follows this path: classroom and team-based problem-solving, team determination of a need for assessment/evaluation, identification of eligibility for special education, needs identified based on the assessment, goals developed to address the student's needs, services identified to meet the goals, and placement determined based on the services. These components are documented by the Individualized Education Program (IEP), developed for all students who are eligible for special education. All goals, services, and needs are determined by the Individual Education Program team, composed of school staff, administrators and parents. There are a variety of services available to students within each building, as well as several school sites that specialize in meeting specific needs.



EARLY CHILDHOOD

The Early Childhood Program is available for students eligible for special education ages 3-5. Principal Chelsey Maxwell is in charge of the program, and all questions regarding services should be directed to her. Sometimes children are collaboratively served at the Early Childhood Center between several classrooms or settings in order to meet their individualized goals and objectives.

There are multiple levels of service available to students at our Green Bay Early Childhood Center. The Early Childhood Center provides itinerant services for students that need Speech and Language services, but not at the level of a classroom program. These students are brought to the Itinerant Program by their parents/caregivers for therapy appointments. The length of service and individual sessions are determined by the IEP team based on recommendations by the speech pathologist regarding the time needed to meet the child's goals and objectives.

Many students receive services in a blended program in which students with disabilities are educated alongside students who are typically developing. These classrooms are typically taught by a teacher who has dual certification in special education and early childhood education. We maintain classroom compositions that include both typically developing students and students with IEPs based on state requirements.

Students with more significant needs or more specialized needs may receive the bulk of their programming in a smaller class with specialized services and all students with disabilities. Every effort is made to provide opportunities for students in these classrooms to interact with typically developing peers. Frequently students in these classrooms have significant language deficits, a high need for structure, and may experience difficulties with managing their behavior due to their language deficits or sensory needs. These classrooms typically have a special education teacher and a speech pathologist to support student needs as well as paraprofessional support.

Related Services: Related services such as speech, occupational therapy, and physical therapy are typically provided within the classroom and within the context of classroom units.



RESOURCE SERVICES

Description: Special education instruction, often called "Resource" is available to eligible students in all buildings. Resource services are typically used to meet the academic or functional goals of students who are discrepant from grade level standards in specific subject/skill areas, or have social-emotional/behavioral needs that can be met within the general education setting with some specialized instruction in another location (e.g., pull-out services, resource room), or with special education supports being provided within the general education classroom (e.g., push-in services). The amount of resource support can range due to the intensity of each student's individual needs. Some students may receive the bulk of their instruction from their general education teacher with supplemental instruction provided by the special education teacher, while other students may receive all academic instruction for specific subjects from a special education teacher in a separate classroom.

Assessment and Curricula: The majority of students receiving resource services will take state standardized tests (e.g., PARCC), and are provided instruction aligned with grade level content. Research-based curricula and strategies are used to address skill deficits, and accommodations are used to support student learning within the general education classroom whenever possible. Research-based curricula are used for students who require a replacement curriculum.

Staffing: Students receiving resource services receive these services from a special education teacher. Paraprofessionals may also be used to support student needs. Students may receive services in a general education classroom or within a smaller classroom taught by a special education teacher. Instruction is individualized, with research-based curricula and instructional strategies used to address areas of need and support students to access the general education curricula.

Related Services: Related services such as speech, social work, occupational therapy, and physical therapy can occur either inside or outside of the classrooms. These services are provided to students who require these services to benefit from educational programming.



INTENSIVE RESOURCE SERVICES

Description: Intensive resource services are designed to meet the needs of students who have significant academic skill deficits (e.g., 2 or more years behind their typical, same grade peers), or behavioral needs that can be addressed in a small, structured setting with a behavioral plan and without significant disruptive, unsafe, or aggressive behavior. Students typically spend more of their academic day receiving services in a small setting composed of students with similar needs. Intensive resource services are available in all elementary schools and middle schools, and may look different based on the needs of students. Inclusion with their typical peers in the general education setting is a valued component of the services, and opportunities are identified based on each student's individual strengths and needs.

Assessment and Curriculum: Students receiving intensive resource services typically take state standardized tests (e.g., PARCC), and are responsible for learning prioritized grade appropriate content. However, the standards for these students may be taught at a lower level, or accommodations may be made to facilitate the student's ability to participate in the general education curriculum (e.g., a student reading 3 grade levels below may listen to an audiobook of the content being taught in general education, and join his or her peers for discussion and concepts related to the book). Research-based curricula and instructional strategies used to address areas of deficit.

Staffing: Students receiving services through intensive resource services receive those services from a special education teacher. Paraprofessionals may also be used to support student needs. Students may receive services in a general education classroom or within a smaller classroom taught by a special education teacher. Students may be grouped in mixed-grade groups for some of their instruction.

Instruction is highly individualized, with research-based curricula and instructional strategies used to address areas of need.

Related Services: Related services such as speech, social work, occupational therapy, and physical therapy can occur either inside or outside of the classrooms. These services are provided to students who require these services to benefit from educational programming.



INDIVIDUALIZED LEARNING

Description: Services available through Individualized Learning are designed for students who require a high degree of structure and support to learn in the busy and stimulating environment of the school. Students receiving services through Individualized Learning may present with global developmental delays, cognitive disabilities, or a need for intensive academic and behavioral support. These students typically require a highly structured program with instruction in a wide variety of skill areas that go beyond academics. Students may respond best to instruction that uses environmental structures to communicate desired behaviors, and classrooms are designed to teach students "how to learn." Students who benefit from this level of support typically have significant needs in the areas of social and communication skills, developing reciprocal relationships with peers and adults, behavior, independence and self-care skills, functional academic skills, and community access and pre-vocational skills. The IEP team meets regularly to identify the supports and services required by students, and how to deliver these services in the least restrictive environment alongside their general education peers.

Assessment and Curriculum: Students receiving Individualized Learning services may take either the state test (e.g., PARCC) or the alternative state tests (e.g., DLM). Students may take district-wide tests such as the Measures of Academic Progress (MAP), or the ABLLS as a criterion-referenced measure. These decisions are made by the student's IEP team based on state guidelines. Students may be accessing the general education curriculum during academic sessions, however the standards

may be at a significantly lower level than their age/grade, or students may focus on select or essential standards (e.g., Common Core Essential Elements). Many students receiving Individualized Learning services will be working on discrete skills. Instruction is highly individualized, with research-based curricula and instructional strategies (e.g., ABA, VB) used to address areas of need. The core curricular resource used is the Unique Curriculum, with supplements from a variety of district resources and research-based materials.

Staffing: Support for students receiving Individualized Learning services may include a special education teacher(s), and integrated, ongoing support services from a speech pathologist, psychologist or social worker with time dedicated to the students receiving services. Paraprofessionals may also be used to support student needs. These classrooms tend to be multi-grade (e.g., may be K-1 or 6-8).

Related Services: Related services such as occupational therapy and physical therapy may be provided to eligible students either within the classroom or outside of it. These services are provided to students who require these services to benefit from educational programming.

Assessment and Curriculum: The majority of students receiving services through SAIL will take state standardized tests (e.g., PARCC), and are responsible for learning grade appropriate content. However, the standards for these students may be taught at a lower level, or accommodations may be made to facilitate the student's ability to participate in the general education curriculum (e.g., a student reading 3 grade levels below may listen to an audiobook of the content being taught in general education, and join his or her peers for discussion and concepts related to the book). Instruction is highly individualized, with research-based curricula and instructional strategies used to address areas of need.

Staffing: Support for students receiving services through SAIL includes special education teacher(s), and a social worker assigned to the SAIL classrooms or serving individual students. Paraprofessionals may also be used to support student needs. These classrooms tend to be multi-grade (e.g., may be K-2, 3-5, or 6-8).

Related Services: Related services such as speech therapy, occupational therapy and physical therapy may be provided to eligible students either within the classroom or outside of it.



SOCIAL ACADEMIC INTEGRATED LEARNING (SAIL)

Description: Services available through SAIL are designed for students who require a high degree of emotional and behavioral support to learn. The classrooms serving students are highly structured, and are designed to address the emotionality and behavioral struggles that students exhibit in school. Students receiving services through SAIL participate with their general education peers based on individual strengths, needs, and the IEP team's determination. All students receiving services in SAIL have behavior plans based on functional assessments that are used to create consistent plans for teachers and staff to follow and are used to guide both instruction and intervention plans.

The Department of Student Services believes that school and family partnerships are key to student success. Providing information to parents allows them to meaningfully participate in their children's education.