



# **DeKalb Community Unit School District 428**

## **DeKalb District 428 Special Education Programs**

DeKalb Dist. 428 maintains a continuum of specialized programs to meet the diverse needs of students with disabilities. Here is an explanation of those programs and the role of the paraprofessional.

### **Early Childhood: 3 through 5 years of age. (Location: ELDC)**

- This program serves students with global developmental delays which may include delays in communication, self-help, pre-academic, fine/gross motor, or sensory.
- Alternative curriculum and developmentally appropriate approaches.
- Program runs Monday through Thursday.
- Paraprofessionals help the students access the program by implementing modifications and adaptations to the pre-academic curriculum, as well as, implementing strategies for growth in communication and socialization.
- Paraprofessionals support daily living tasks of the student, including putting on coats/backpacks, bathrooming, and eating.

### **Developmental Communications: Kindergarten -5th Grade (Location: Brooks Elementary)**

- Specialized program for students with communication and sensory needs, as well as, a need for a highly structured environment.
- Potential need for alternative curriculum in both academic and behavioral systems, with communication supports and social interaction skills embedded into the curriculum.
- Paraprofessionals help the students access the program by implementing modifications and adaptations to the curriculum, implementing strategies for growth in communication, socialization and self-help skills and following behavioral intervention plans with the goal of student independence.

### **S.O.A.L. (Specialized Opportunities for Academic and Life Skills Education) K - 12**

#### **Elementary School SOAL (Locations: Jefferson, Founders, Cortland Elementary)**

- Acquisition, development and instruction of functional skills in reading, writing, math, communication and life skills.
- Community skills training
- Functional daily living skills instruction and practice.
- High level of related service support (Speech and Language, Occupational and Physical Therapies)
- Paraprofessionals help the students access the program by implementing modifications and adaptations to the curriculum, implementing strategies for growth in communication, socialization and self-help skills and following behavioral intervention plans with the goal of student independence.



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- Students often need support in toileting, positioning, and transitioning throughout the school.

## **Middle School SOAL (Location: Huntley Middle School)**

- Application of functional skills in reading, writing, math, communication and life skills to address real life problems and develop independence.
- Vocational skill exploration and development
- Students participate in general education as appropriate to meet individual educational needs.
- Paraprofessionals help the students access the program by implementing modifications and adaptations to the curriculum; implementing strategies for growth in communication, socialization and self-help skills; and following behavioral intervention plans with the goal of student independence.
- Students may need support toileting, positioning, and transitioning throughout the school.

## **High School SOAL:**

- Expansion of functional skills in reading, writing, math, communication and life skills to address real life problems and apply independent living skills within the broader community.
- Paraprofessionals help the students access the program by implementing modifications and adaptations to the curriculum, implementing strategies for growth in communication, socialization and self-help skills and following behavioral intervention plans with the goal of student independence.
- Students may need support toileting, positioning, and transitioning throughout the school.

## **Transition Program - Individuals aged 18 - 22 (Location: DHS through 1/25)**

- Programming focuses on developing independence while transitioning students to adult opportunities in the area of community, independent living, vocational, recreation/leisure and functional academics.
- Students spend a portion of the day outside of the school setting.
- Contacts with adult service providers are made in this program and interagency collaboration is encouraged to successfully transition an individual to adult life.
- Paraprofessionals help the students access the program by implementing modifications and adaptations to the curriculum, implementing strategies for growth in communication, socialization and self-help skills; and following behavioral intervention plans with the goal of student independence. In addition, paraprofessionals provide support outside of the classroom during community trips and vocational opportunities.

## **Resource/Inclusion: Kindergarten through 12th grade (Location: All buildings)**

- Students access the general curriculum with modifications and related services. Students have a variety of disabilities, including but not limited to, a specific learning disability, speech and language disability and high functioning autism.



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- Paraprofessionals assist with implementing modifications and adaptations to the general curriculum.
- General supervisory duties during lunch, recess, drop of and dismissal.

### **Intensive Academics: Grades 4 - 12 (Location: Cortland, Brooks, Malta, CRMS, HMS, and DHS)**

- The Academic Intensive Program is a multi-grade special education program for students who demonstrate significant and pervasive academic deficits in addition to limited or poor executive functioning skills (ability to plan, organize, follow-through, self-advocate, etc.) that impedes their ability to actively participate in grade-level general education curriculum in the general education setting even with integrated special education interventions, accommodations, modifications, and supports.
- Paraprofessionals assist within the intensive classroom by providing redirection, pre teaching and re-teaching of concepts and assistance with interventions. Program Assistants also implement modifications to the curriculum and engagement strategies within the general classroom when students are integrated for particular subjects.

### **Target Program: Grades 9-12 (Location: DHS)**

- Target is an alternative academic environment with student-centered behavioral systems with the end goal of transitioning into a general education curriculum.
- Students have daily access to social emotional supports.
- Students receive social skills training and demonstrate a need for structured, communicated routines, activities and expectations.
- Communication supports and social interaction skills are embedded into the curriculum. Positive behavioral strategies and supports intensively integrated throughout the day. Paraprofessionals provide behavioral and academic supports as defined by the student's
- Individual Education Plans within the Target classroom and general education classroom when integrated.

**Note:** When a student's needs require adult one-to-one assistance, an Individual Assistant is assigned. The role of the individual assistant is dependent upon the student's particular needs as described in the Individual Education Plan.