

**Schools Indicating an Intent to Participate in the Special Needs  
 Scholarship Program (SNSP) – 2016-17 School Year**

**Please click on or scroll down to the designated “Special Education Profile Page”  
 to read the special education profile of each participating private school.**

Christ-St. Peter Lutheran School  
 2229 W Greenfield Avenue  
**Milwaukee, WI 53204**  
 Other Locations: 2235 W. Greenfield Avenue  
 Administrator: Kimberly Fisher  
 (414) 383-2055  
 Grades: K5-8      Seats Available: 1  
[Special Education Profile: Page 3](#)

Holy Family School  
 4849 N Wildwood Avenue  
**Whitefish Bay, WI 53217**  
 Other Locations: (none)  
 Administrator: Kevin Reitman  
 (414) 332-8175  
 Grades: 1, 7-8      Seats Available: 3  
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Lutheran Special School & Education Services  
 9700 W Grantosa Drive  
**Milwaukee, WI 53222**  
 Other Locations: (none)  
 Administrator: Judy Schultz  
 (414) 461-8500  
 Grades: 2-8      Seats Available: 13  
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Concordia Lutheran School  
 8500 Durand Avenue  
**Sturtevant, WI 53177**  
 Other Locations: (none)  
 Administrator: Jeannine Klein  
 (262) 884-0991  
 Grades: K5-8      Seats Available: 17  
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Holy Rosary Catholic School  
 215 S Washington Avenue  
**Medford, WI 54451**  
 Other Locations: (none)  
 Administrator: Debra Johnston  
 (715) 748-3336  
 Grades: K4-6      Seats Available: 3  
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Martin Luther High School  
 5201 S 76th Street  
**Greendale, WI 53129**  
 Other Locations: (none)  
 Administrator: Erin Janetzke  
 (414) 421-4000  
 Grades: 9-12      Seats Available: 25  
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Divine Redeemer Lutheran School  
 31385 West Hill Road  
**Hartland, WI 53029**  
 Other Locations: (none)  
 Administrator: Michael Oldenburg  
 (262) 367-3664  
 Grades: K4-8      Seats Available: 24  
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Immanuel Lutheran School  
 13445 Hampton Road  
**Brookfield, WI 53005:**  
 Other Locations: (none)  
 Administrator: Sharon Wallace  
 (262) 781-7140  
 Grades: K4-8      Seats Available: 11  
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Milwaukee Lutheran High School  
 9700 W Grantosa Drive  
**Milwaukee, WI 53222**  
 Other Locations: (none)  
 Administrator: Linda Koebert  
 (414) 461-6000  
 Grades: 9-12      Seats Available: 36  
[Special Education Profile: Page 20](#)

Granville Lutheran School  
 8242 N Granville Road  
**Milwaukee, WI 53224**  
 Other Locations: (none)  
 Administrator: Dannel Meinzer  
 (414) 354-6601  
 Grades: 1-8      Seats Available: 20  
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Lake Country Lutheran High School  
 401 Campus Drive  
**Hartland, WI 53029**  
 Other Locations: (none)  
 Administrator: Dwayne Jobst  
 (262) 367-8600  
 Grades: 9-12      Seats Available: 25  
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Montessori School of Waukesha  
 2600 Summit Avenue  
**Waukesha, WI 53188**  
 Other Locations: (none)  
 Administrator: Michelle Krauska  
 (262) 547-2545  
 Grades: K5, 2-4      Seats Available: 4  
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Heritage Christian Schools  
 3500 S Glen Park Road  
**New Berlin, WI 53151**  
 Other Locations: 1500 S. West Lane  
 Administrator: Barbara Wier  
 (262) 432-0333  
 Grades: 1-12      Seats Available: 18  
[Special Education Profile: Page 10](#)

Lighthouse Christian School  
 5202 Regent Street  
**Madison, WI 53705**  
 Other Locations: (none)  
 Administrator: Tia Sierra  
 (608) 441-9408  
 Grades: K4-6      Seats Available: 8  
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Mount Olive Lutheran School  
 5301 W Washington Boulevard  
**Milwaukee, WI 53208**  
 Other Locations: (none)  
 Administrator: Sherry Scheid  
 (414) 774-2200  
 Grades: K4-8      Seats Available: 11  
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Northwest Lutheran School  
 4119 N 81st Street  
**Milwaukee, WI 53222**  
 Other Locations: (none)  
 Administrator: Dannel Meinzer  
 (414) 463-4040  
 Grades: 1-8      Seats Available: 4  
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Saint Coletta Day School  
 1740 N 55th Street  
**Milwaukee, WI 53208**  
 Other Locations: (none)  
 Administrator: William Koehn  
 (414) 453-1850  
 Grades: 3-12      Seats Available: 22  
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Sherman Park Lutheran School  
 2703 N Sherman Boulevard  
**Milwaukee, WI 53210**  
 Other Locations: 137 N. 66th Street  
 Administrator: Dannel Meinzer  
 (414) 447-0266  
 Grades: 1-8      Seats Available: 4  
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Pilgrim Lutheran School  
 6717 W Center Street  
**Milwaukee, WI 53210**  
 Other Locations: (none)  
 Administrator: Dannel Meinzer  
 (414) 259-0190  
 Grades: K5-8      Seats Available: 10  
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Saint Marcus Lutheran School  
 2215 North Palmer Street  
**Milwaukee, WI 53212**  
 Other Locations: 243 East Center Street  
 Administrator: Sandy O'Brien  
 (414) 562-3163  
 Grades: K4-8      Seats Available: 81  
[Special Education Profile: Page 32](#)

Tamarack Waldorf School  
 1150 E Brady Street  
**Milwaukee, WI 53202**  
 Other Locations: 2628 N. Dr. Martin Luther King  
 Jr. Drive  
 Administrator: Cecilia Hunter  
 (414) 277-0009  
 Grades: K4-12      Seats Available: 22  
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Pius XI Catholic High School  
 135 N 76th Street  
**Milwaukee, WI 53213**  
 Other Locations: (none)  
 Administrator: Grace Hein  
 (414) 290-7000  
 Grades: 9-12      Seats Available: 19  
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Saint Martini Lutheran School  
 1520 S Cesar E Chavez Drive  
**Milwaukee, WI 53204**  
 Other Locations: (none)  
 Administrator: Dannel Meinzer  
 (414) 383-7058  
 Grades: K5-8      Seats Available: 10  
[Special Education Profile: Page 35](#)

Wells Street Academy  
 2020 W Wells Street  
**Milwaukee, WI 53233**  
 Other Locations: (none)  
 Administrator: Daiquiri Williams  
 414-937-2020  
 Grades: K4-12      Seats Available: 18  
[Special Education Profile: Page 44](#)

Renaissance School  
 6150 Taylor Avenue  
**Racine, WI 53403**  
 Other Locations: 2224 30th Avenue  
 Administrator: Dannel Meinzer  
 (262) 554-6768  
 Grades: 1-8      Seats Available: 4  
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Saint Paul Lutheran  
 1819 N 13th Street  
**Sheboygan, WI 53081**  
 Other Locations: (none)  
 Administrator: Wendy Kretschmar  
 (920) 452-6882  
 Grades: K4-8      Seats Available: 5  
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Christ-St. Peter Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Christ-St. Peter Lutheran School (CSP) offers a continuum of services within its special education program. A multi-tiered system of support (MTSS) describes two support systems, one for academic needs and one for behavioral needs.

First, CSP takes a preventative approach to increase academic achievement in the form of a RTI (Response to Intervention) system. Within RTI, instructional tiers are created to meet and remediate each student’s needs. All students are first provided with the general educational program. Progress is monitored. Students’ needs are identified within the classroom. Small group instruction within the regular curriculum occurs. When sufficient growth is not demonstrated, more intense intervention happens in small group interventions with research-based interventions that employ an intentional focus on literacy or math skills. Leveled Literacy Intervention (LLI) is one of the many programs that are used to address academic needs. Students may participate in one or more of several programs within the school. All services are targeted at being as inclusive as possible. A student with a current IEP may be served immediately within the continuum of special needs services. The school has a full time ELS teacher, Special Education Teacher, and Title I teacher who offer different intervention approaches depending on the student’s level of need and support. The instructional needs of students with disabilities may be approached through inclusive instruction, differentiation, small group intervention, small group functional /alternative programming, or a combination of these options.

The school also provides behavioral services for students with a positive behavioral intervention and support (PBIS) system. Teachers take a preventive approach to behavioral needs by providing a structured instructional environment, solid routines, use of positive environmental reinforcement, and a disciplinary approach that is supported by relationship building, individual reasoning, and student accountability. A Behavioral Intervention Plan (BIP) may be developed for the individual student. Within-class plans, out-of-class counseling, and the engaging of community resources in the form of day treatment may be part of a plan.

We currently program for students with a range of disabilities, including, but not limited to, specific learning disabilities, speech and language issues, cognitive disabilities, attention disabilities, and OHI.

At the current time, MPS only provides related services for speech and language at the K4 and K5 level for private school students who reside in the city of Milwaukee.

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**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Director of Special Programming  
BS, Elementary Ed. – Special Ed Certification in Cross Categorical Education  
License-1) Elementary/Middle School - 2) Emotional

Christ-St. Peter Lutheran School – Special Education Profile (contd.)

Behavioral Disorders  
M. Ed. - Educational Policy for Students

ESL Teacher  
BS, Elementary Ed. – License Elementary/Middle, TESOL  
Certified

Special Education Teacher  
BS, Elementary Ed.

Title I Teacher  
BS, Elementary Ed. – License, Elementary/Middle

Speech and Language Teacher  
MPS employee, licensed and certified.

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Concordia Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Concordia Lutheran School exists for the purpose of “Bringing Christ and excellence in academics to our children for life and forever”. The aim of this ministry is to assist parents:

1. In helping their children grow in the love and knowledge of Christ, their Savior;
2. In giving their children a Christian education and training according to the Word of God, for daily living in service to God and their neighbor; and
3. In further equipping their children with the necessary knowledge and skills so they may become useful members of society.

EDUCATIONAL ENVIRONMENT

Students receiving special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities who are educated in the least restrictive environment show higher self-esteem, increased motivation, improved socialization and communication skills, and greater academic achievement than those in a segregated, or more restrictive environment.

As the school grows its special needs capabilities, faculty and staff will participate in ongoing professional development to continue to enrich the educational environment for all students.

METHODS OF INSTRUCTION

The most recent individualized education program or services plan will be implemented, as modified by agreement, between the school and parent of the special needs student. In addition, related services not included in the individualized services program or services plan will be outlined and agreed upon by the school and parent. This program, plan, or related services outline will guide instructional methods.

General education teachers will provide instruction and interventions that align with the student’s individualized education program or services plan. Both push-in and pull-out services may be employed to match the specific needs and progress of the student. Interventions will be tailored in a fashion guided by student responses and progress. Instruction and approaches are regularly adjusted according to evidence of success with regard to each child.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education staff and administrator determine the services that are needed for the child. The nature, extent, and location of services will be tailored to the unique needs of the child.

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Concordia Lutheran School – Special Education Profile (contd.)

INSTRUCTIONAL MATERIALS

Students who receive special education services utilize textbooks and supplementary materials used in the general education setting. These materials may be augmented by materials that provide information at a reduced language and/or reading level as determined by individual needs.

Curriculum development in areas of support for students with disabilities will be accomplished through collaboration with the classroom teacher, special education staff and school administrator. Student specific practice activities and materials may be developed and utilized to reinforce specific skill sets. The school team will tailor materials to meet individual needs to the best of the school’s ability and in consultation with parents.

ASSESSMENT

Both formal and informal assessments are used in determining student progress. The specific evaluation tools that are administered depend on the nature of the disability and the student’s age and grade level.

Students with disabilities will participate in the state assessment program (grades 3 – 8) unless otherwise indicated in the IEP or service plan. These assessments may be administered with or without standard accommodations.

The general education (classroom) teacher, special needs staff, instructional assistants, or proctors may administer assessments. The classroom teacher will be responsible for interpreting and communicating the results of assessments to parents. Teachers use assessment data to make instructional decisions and monitor IEP progress. Assessments conducted during the year will be shared with the parent at the quarterly progress report.

In order to provide the best service possible it is the school’s expectation that parents will include the school’s special education team and administrator on the IEP team for evaluation or review.

RIGHTS

Students enrolled in the Special Needs Scholarship Program will receive the following documents which outline the rights of the participating student and their parents:

- Comparison of Rights of Students with Disabilities and their Families under State and Federal Education Law and Under the Wisconsin Special Needs Scholarship Program
- Concordia Lutheran School Parent/Student Handbook
- Procedural Safeguards Notice

All special education services are contingent upon an individualized educational plan which is signed by the parent and school administrator. Students who do not have a signed agreement may not be served.

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For additional information, please contact Mrs. Jeannine Klein, Special Needs Scholarship Program  
Administrator at 262-884-0991.

Concordia Lutheran School – Special Education Profile (contd.)

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

The following staff members may provide instruction and support for students with disabilities as outlined in their agreed upon individualized education plan:

GENERAL EDUCATION/CLASSROOM TEACHERS

- plan and implement the instructional program, in collaboration with the administrator and special education staff
- monitor student progress and direct activities of instructional assistants (aides, other support staff, etc.) who work the students
- possess a bachelor’s degree or beyond from an accredited university or college

SPECIAL EDUCATION STAFF

- are part of a collaborative special education team working under the direction of the administrator to provide academic, emotional and developmental support to all students as may be needed. This team may include outside consultants as deemed appropriate.
- work in collaboration with the general education/classroom teacher to adjust curriculum and instruction to meet individual needs
- may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate
- will possess or in the process of obtaining certified training in special education

INSTRUCTIONAL ASSISTANTS

- perform teaching-related activities and non-teaching assignments at the direction of the administrator, classroom teacher and/or special education staff
- may teach select lessons in a smaller group setting or one-on-one as the needs of the child or IEP dictate
- possess a high school diploma or its equivalent

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Divine Redeemer Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Divine Redeemer believes that it's important to have mainstreamed classrooms for students who have special needs as they are able to learn classroom and social skills from their peer groups. Students are then given many accommodations in the classroom to help accomplish this goal. Accommodations are administered by the classroom teacher. All of the teachers at Divine Redeemer have made accommodations for various students at one time or another.

Speech and language services are provided on campus through the local public school district.

A variety of math classes are offered in the middle school to match students with their skill level.

The Accelerated Reader program is in wide use in our school. Classroom and library books are labeled with their reading level so students can read at an appropriate level thus providing differentiated instruction. This program allows for books to be read to them or read independently without penalty.

If we have a minimum of five students who qualify for this program, we intend to hire a full-time resource room person.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

It is a requirement at Divine Redeemer that teachers be fully licensed by the state of Wisconsin and maintain their license. All teachers hold a minimum of a Bachelor's degree.

In addition, we have teachers who hold the following:

810 - Cognitive Disabilities  
1740 - Psychology (Grades 1-6)  
316 - Reading Teacher (soon to have obtained her  
doctorate)  
Early Childhood Special Education experience

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Granville Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student’s IEP. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. We will also offer speech and language support to those students who are struggling with speech and language impairments; services will be in accordance with the student’s IEP. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student’s most current IEP. They will utilize or modify the current IEP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be picked up at the school.

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

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Heritage Christian Schools – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Heritage Christian Schools will provide services to students with mild learning disabilities or needs. These services may include one-on-one or small group tutoring by teachers employed in the school’s Resource Department.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Mrs. Tanis Huebner:

Orton-Gillingham trained at Children’s Dyslexia Centers, Inc., Milwaukee, Wisconsin: an IMSLEC accredited program; Certified Academic Language Practitioner (CALP #3477); Academic Language Therapy Association (ALTA); Bachelor’s Degree in Elementary Education from Cedarville University, Cedarville, Ohio.

Wisconsin State Certification: 1982-2014

Mrs. Patrice Hoban:

Bachelor’s Degree in Special Education: Exceptional Educational Needs from UW-Whitewater.  
Wisconsin State certification last updated in 2010.

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Holy Family School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

General Services: Individualized educational services and behavioral interventions based on principles of applied behavior analysis

- Consultant, in collaboration with parent and teacher shall develop an Individual Service Plan for child. The parties will regularly review this plan and revise or update as appropriate given the child’s progress and need
- Consultant shall provide regular graphic representations of progress to parent during a monthly meeting with the Behavior Analyst and Educational Liaison. During this meeting, the services provided will be described as well as the student’s progress and response to the services
- Utilize principles of ABA including but not limited to instructional strategies such as: strategic use of reinforcement schedules, discrete trial teaching, natural language paradigm, errorless learning, prompting and prompt fading, shaping, Direct Instruction curricula, Sequenced Curricula, video modeling, task analyses, and programming for generalization
- Modify regular education assignments based on individual learner abilities and goals
- Implement program modifications as directed by Instructional Liaison or Board Certified Behavior Analyst (BCBA)
- Assist in preparation and maintenance of instruction materials
- Assist in supervision of student as assigned tasks in classroom during normal duty hours
- Collect data and record notes in designated student program notebook
- Supervise student and promote interaction in a variety of situations under the jurisdiction of certified staff
- Provide direct support and training of staff and teachers (when warranted)
- Provide direct coaching of peers as appropriate
- Provide report card in conjunction with certified teacher(s)

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- Collaborate with School staff

Holy Family School – Special Education Profile (contd.)

- Collaborate with Home staff
- Collaborate with Home staff to provide nonacademic treatment in this community setting as appropriate as directed by BCBA

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Qualifications of Direct Service Providers:

Behavior Analyst/Consultant: Board Certified and Licensed Behavior Analyst

Current Behavior Analyst/Consultant: Tamara Kasper: Board Certified and Licensed Behavior Analyst/Speech- Language Pathologist

Board Certified Behavior Analyst (BCBA) is certified by the Behavior Analysis Certification Board, licensed by the State of Wisconsin, and meets Medicaid requirements.

Educational Liaisons: Bachelor’s Degree, minimum of 2,000 hours of supervised experience in supervision and/or implementation of applied behavior analytic programs, and continued training in workforce mandatories. All staff meet the requirements to render services under Medicaid, which includes passing background checks.

Current Educational Liaisons:

Laura Wood: Master’s Degree in Educational Psychology/School Counseling

Kelly Zinsli: Master’s Degree in Professional Development, Bachelors in Elementary Education/Special Education

Jessica Adams: Master’s Degree in Behavior Analysis

Laura Biwer: Board Certified Assistant Behavior Analyst

Jessica Peterson: Board Certified Assistant Behavior Analyst

Paraprofessionals: Supervised training and experience in implementation of applied behavior analytic programs with The Center, and continued training in workforce mandatories. All staff meet the requirements to render services under Medicaid, which includes passing background checks.

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Sarah Kamps: Bachelors in Educational Studies  
Holy Family School – Special Education Profile (contd.)

Noelle Perry: Bachelor’s Degree in Psychology, Bachelor’s in Sociology

Paul Glaser: Bachelor’s Degree in Psychology

Taylor Tischauser: Bachelor’s Degree in Kinesiology, continuing education in OT

Amber Allen: Pursuing Bachelor’s Degree in Psychology with a minor in Biology

Emily Wollner: Bachelor’s Degree in Educational Studies and Adaptive Education

Ashley Rodriquez: Bachelor’s Degree in Psychology

Emily Schultz: Bachelor’s Degree in Art and a Minor in Psychology, RBT (certification pending)

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Holy Rosary Catholic School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

At Holy Rosary Catholic School we have a teacher with a special education background and a reading specialist. Our building is on one mail level and is completely wheelchair accessible. Our goal is to mainstream students into the regular classroom, using as many accommodations and modifications as necessary to provide and appropriate education.

Our students receive physical therapy and speech pathology from Medford Public School. Our reading teacher will be working with students using a computer based reading program called Fast Forward, voice activated iPad and Foundations reading program, which is the precursor to the Wilson Decoding Series and we have the Wilson Decoding as well. We will provide these services as needed. We currently use the SuperKids Reading program in grades PK-2 and Saxon Math which is hands-on using lots of manipulatives. Our classrooms have access to SmartBoard Technology for usage throughout the school. We also have voice-activated Chromebooks and over-sized stylus.

Other devices and/or services include, but are not limited to: slantboard to raise materials up and clip work in place, switch adapted scissors or push down tabletop scissors for cutting activities, adaptive seating during floor time activities, handled cup with straw, and 90 degree left-handed utensils for self-feeding, gait trainer, and stander. Additional time is given to students to accommodate their needs to complete their work. A raised keyboard can also be provided to assist with technology needs. Equipment includes: Gait-trainer, stander, in-room chair, powered wheelchair, tumble chair with desk. We have a certified nursing assistant who provides tube feeding as needed.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

T001 - TeacherProfessional Educator 5 Year - UW - Stevens Point

1808 - Early Childhood Special Education - UW –Stevens Point

1088 - Elementary/Middle Level Education - UW- Stevens Point

1361 - Reading Teacher (Early Childhood-Adolescence) UWStevens Point

Teacher Assistant - Bachelor Degree in Psychology UWStevens Point One-on-one Teacher Assistant

Revised November 2016

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**Schools Indicating an Intent to Participate in the Special Needs  
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CNA - Certified Nursing Assistant NorthCentral Technical College, Wausau, WI Tube Feeding

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Immanuel Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Immanuel Lutheran School exists to share the love of Christ with children through an excellent educational experience. Immanuel will gladly make reasonable modifications to the educational program and practices, and procedures if necessary, to allow your child to participate in all aspects of the school experience. This may include the methods of instruction, additional instruction, accommodations in the classroom, as detailed in the education plan both the school and parents agree upon before a child is enrolled at Immanuel.

Immanuel has enjoyed success utilizing “Words Their Way” for spelling and guided reading groups in place of a basal reader. The curriculum and instruction at Immanuel is student focused with accommodation plans for students that benefit from them. The cross-curricular approach at Immanuel allows students to succeed at all ages and ability levels. The Immanuel resource room assists students when help is needed outside of the classroom.

Immanuel special education resources are focused primarily with the youngest students with the goal of helping children to be independent learners in the later elementary years. Immanuel strives to supply speech and language support through a partner agency and the Wilson Reading system is utilized. On occasion, based on student need, sensory support is provided in the classroom or resource room.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

All homeroom teachers at Immanuel hold a current Wisconsin teaching license. Support staff are qualified according to Wisconsin state standards.

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Lake Country Lutheran High School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Lake Country Lutheran provides assistance, as available, for students with a diagnosed disability that impacts their ability to function successfully in the classroom. Lake Country Lutheran offers classroom accommodations which help support instruction, promotes student self-advocacy, problem solving, and skills for classroom and life success.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

The staff that will work with the students who qualify for the Special Needs programs have all completed their college degrees ranging from BA to Masters of Education. Two of the administrators have their Master’s Degrees in Educational Administration have worked as Guidance Counselors and Directors of Student Services for over 25 years in previous schools and now at Lake Country. As the Counselors and Directors they have worked with the public schools in their district in identifying and securing the resources needed to help the student be successful.

Dwayne Jobst Master’s Degree Bowling Green State University

Erik Malm Master’s Degree Concordia University Wisconsin. 5051- Principal File Number 610253

Greg Brazgel Master’s Degree Concordia University Wisconsin 820 Speech and Language Pathology. File Number 591492

Becky Garlock BA, Concordia Chicago, Director of Student Services

Matt Pankow, BA Notre Dame, MA from UW Madison, MA from Concordia Wisconsin, Director of Student Services.

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Lighthouse Christian School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

We provide an individualized education for each student who attends. Students are tested and placed at the academic level where they will be most successful. Students with special needs will also receive pull-out services by a licensed special ed teacher who will focus on the goals in the IEP. Special needs assistants also work alongside students to allow them to participate in the class as much as possible.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Special Education License -- Early childhood to Middle childhood

Special Education Assistant -- SEA certificate

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Lutheran Special School & Education Services – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LSSSES provides Christ centered programs and services that support students with learning challenges as well as some identified special education needs (such as ADD, ADHD, LD, mild cognitive disabilities as well as some mild emotional, behavioral and other difficulties) These services help to prepare students to maximize their God-given spiritual, academic, emotional and social potential in non-categorical, self-contained, multi grade, elementary classrooms.

The methods of instruction in these classes may include: Small group, Classroom centers, Specialized and experiential instruction, Rotating lessons, Thematic units, Different levels of books and materials, with an arts integrated focus.

Instruction may be provided by classroom teachers, Title I services, art therapist, social worker, visual art consultant, teacher consultants, Sharp Literacy, occupational therapy and physical therapy students, education students, and volunteers.

Currently, LSSSES does not provide speech and language therapy, occupational therapy or physical therapy.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Current LSSSES teachers have the following qualifications:

BA Elementary Education, BFA Ceramics, MS

Ceramics Ed.D Art education

BS Elementary Education, MA Reading specialist - License #'s: 316, 086,811

BA Behavioral Science

BS Elementary Education, BS Special Education - License #'s: 1088,1810,22,45,118

BFA Art Education, MS Art Therapy

BS Elementary Education, BS Special Education - License #'s: 1810, 1088

BA Elementary Education

BS Early childhood, MA SPED, MS Ed Psych – License #'s: 806,811,083,808,62,42,22,45

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Martin Luther High School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

The Transitional Services Program at Martin Luther High School services students who have documented IEPs. These students will receive accommodations that have been put in place from their evaluations. Accommodations will be facilitated by classroom teachers and overseen by the Director of Transitional Services. Students who have low test scores, struggle academically, and are having difficulty acclimating to high school also can also receive services through the Transitional Services Department. Students are able to participate in Guided Studies during their scheduled study hall period. This is a smaller study hall, where they can receive peer tutoring from NHS students, help from classroom teachers, and also the Guided Studies teachers. They also use this time to organize their binders, study for tests, and complete missing work.

\*Individual Learning Profiles: Each year students who have an IEP or other documentation are given ILPs so that teachers are aware of their accommodations. These include background information on the student, what accommodations are needed, and what the student’s disability is. These are distributed by the Director of Transitional Services at the beginning of each year so that classroom teachers can understand the student’s disabilities and accommodations.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Program Director: Erin Janetzke, B.A., Special Education Teaching Certificate

School Counselors; Caralee Hammerling, Master of Science in Education

School Counselor: Jake Burkee, Master of Science in Education

Transitional Services Instructor: M.S. in Education

Transitional Services Instructor: M.S. in Education

All other teachers hold minimum of a bachelor's degree as a requirement for teaching. Any student receiving instruction in the conventional classroom setting would be receiving same from an instruction with a minimum of a bachelor's degree.

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Milwaukee Lutheran High School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

The Transition Education Services program at Milwaukee Lutheran provides assistance, as available, for students with a diagnosed disability or impairment that affects his or her ability to function independently within the school environment. The program offers a spectrum of services which includes a modified core curriculum through self-contained classes, resource study hall, reasonable classroom accommodations, and post-secondary planning. Students receive academic support and instruction that promotes self-advocacy, problem solving, the development of compensatory skills and classroom success.

Methods in instruction may include:

Computer assisted instruction  
Direct instruction  
Scaffolding  
Adapted Books and Texts  
Small Group Instruction  
Peer Tutoring

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

We currently employ three teachers and a counselor for work with our transition students.

Linda Koebert - Lead Teacher and Program Coordinator  
B.S. - Elementary Education, Special Education; M.Ed. -  
Special Education License Type: Professional Educator; 1811 – Learning Disabilities (PK-9)

Maynard Saugstad - Teacher  
B.S. - Education; M.S. - Special Education  
License Type: Professional Educator; 810 – Cognitive Disability

Craig Loscheider - Teacher  
B.A. - PE; M.Ed. - Secondary Education  
License Type: Initial Educator; 801 - Special Education; 830 - Emotional Behavioral Disabilities,

Georgia Cucinello - Counselor  
B.A. - Education  
License: Life Certificate; 811 - Learning Disabilities

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Montessori School of Waukesha – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Montessori School of Waukesha was recently accredited by American Montessori Society, which means we meet the highest Montessori educational standards. The design of the Montessori philosophy not only prepares students academically, but also provides them with life skills. This proven method, which encompasses the entire child’s physical, emotional, social, and intellectual development, results in the child’s ability to be self-directed and independent. The curriculum is inherently individualized; as students demonstrate mastery, they are then introduced to more difficult concepts.

MSOW has a unique partnership with the School District of Waukesha for district sponsored 4K to first grade students for the 2016-17 school year. The MSOW Special education program is twofold: for district sponsored students, special education services are provided through district therapists and staff in the classrooms or the building during the child’s day. For tuition based students, MSOW provides the facility for private therapists for those who have identified special needs.

The Montessori curriculum is integrated which facilitates understanding of how different subjects relate to one another. The teacher is also able to introduce new concepts in a variety of ways, based on the needs of the child. When given the opportunity to make choices and learn at their own pace, children feel empowered and gain a sense of confidence, with a strong eagerness and love of learning that remains with them throughout their lives.

MSOW faculty works collaboratively with therapists to prepare the classroom environment and the community for the success of each student. Due to the multi-age classrooms, Montessori is most successful with experienced Montessori students to provide leadership and mentoring. Therefore, as a philosophical imperative, priority will be given to students with prior Montessori experience.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Speech Pathologist:

A private speech-language pathology service provider based in Pewaukee, Wisconsin. Services are provided in the client's natural communication environment (home, school, childcare center) with a family-centered approach. Parents are encouraged to be present during sessions. Collaboration between the speech-language pathologist and parents is vital to the progress of the client. All individual sessions include feedback and strategies for facilitation of carryover into daily living skills provided within the session. Speech/Language Therapy for Kids, LLC services are provided by ASHA certified speech-language pathologists who have many years of experience.

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Montessori School of Waukesha – Special Education Profile (contd.)

Therapists specialize in pediatric speech and language disorders. One therapist received both her Bachelor of Science Degree and Master’s Degree in Speech-Language Pathology from Illinois State University. She has extensive experience in the school and private clinical settings in the following areas:

Autism  
Apraxia  
Articulation  
Fluency/stuttering  
Phonological Impairments  
Pragmatics  
Receptive/Expressive Language  
Sensory Feeding  
Voice  
Telepractice

The therapist is currently a licensed Speech-Language Pathologist in Wisconsin. She holds a Certificate of Clinical Competence and is a member of the American Speech- Language-Hearing Association (ASHA).

Special Education:

Education:

B.S. Deaf Education

Masters coursework in Curriculum and Instruction with emphasis in literacy

Professional Development via summer institutes, webinars, workshops, conferences

Renewal of WI DPI licensure is in process

Experience:

Birth to 3 program

K-12 public school, private school teacher

National instructor-3 cr. graduate literacy course

National consultant to school districts and private schools for literacy course implementation

Private instructor (tutor)

Memberships:

International Literacy Association (ILA)

International Dyslexia Associatio (IDA)

WI Branch of IDA (WIBIDA)

The Association for Supervision and Curriculum

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Development (ASCD)  
Wisconsin State Reading Association (WSRA)  
Mount Olive Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Mount Olive provides excellent educational support for students with special needs: those who are formally identified with a special need and those who have not received a formal individual education plan. The delivery of Student Services is child-centered. Decisions about assessments and interventions are based on each child's needs.

Mount Olive offers the following services to students with special needs:

- 1) Title I Reading and Math Instruction to supplement our reading and math curriculum to progress students toward grade level proficiency;
- 2) Resource Teacher who provides instruction for students with significant special education needs;
- 3) Certified Counselor who provides individual and small group aid to students;
- 4) Other support available to students:
  - a) Small group or on-on-one tutoring with a teacher or support teacher;
  - b) After school office hours for additional assistance from teacher.
- 5) Learning Accommodations are provided in the classroom to students with documented learning needs;
- 6) Mount Olive has students with IEPs (Individual Educations Plans) or Service Plans (comparable to IEP for nonpublic/ private schools)/

Mount Olive may be referred for a special education evaluation.

Mount Olive does not have wheelchair access.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

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1) Mrs. Adele Totsky (B.A.; Wis. DPI License 40 Prof. Educator; 45 Elementary Teacher; 1088 PreK - Grade 8);

2) Mrs. Holly Berndt (B.S.; Wis DPI Life License);

Mount Olive Lutheran School – Special Education Profile (contd.)

3) Mrs. Kari Bohmann (B.A.; Wis DPI License Prof Educator 1088 Elementary/Middle Level Ed PreK - Grade 8);

4) Mrs. Katherine Librizzi (B.A.; Wis DPI License 40 Prof. Educator 45 Elementary Teacher 086 PreK - Grade 8);

5) Mrs. Kelsey Lambrecht (B.S.; Teach. Cert. ABD);

6) Mrs. Rachel Burant (B.A.; Wis DPI License 1777 - Reg Ed [MC-EA]);

7) Mr. Aaron Longmire (B.A.; Wis DPI License 20 Initial Educator 72 Middle Childhood - Early Adolescence 777 Reg Ed 734 Social Studies);

8) Mr. John O'Connor (B.A.; Wis DPI License 20 Initial Educator 73 Early Adolescence to Adolescence 725 History 701 Broad Field Social Studies);

9) Mrs. Erin Ballard (B.A.; Wis SPI 20 Initial Educator 1300 English);

10) Mr. Brian Lerret (B.A.; Wis DPI License 45 Elementary 46 Grades 1-9 118 1st-Grade 8 703 Social Studies);

11) Mrs. Leah Armstrong (B.A; Wis DPI License Teacher-Init Educator 5 Year; 1777 Reg Ed [MC-EA] Cross Categorical Special Education [MC-EA]);

12) Mrs. Danika Berczy (B.A; M.A. in Counseling).

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Northwest Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student’s IEP. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. We will also offer speech and language support to those students who are struggling with speech and language impairments; services will be in accordance with the student’s IEP. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student’s most current IEP. They will utilize or modify the current IEP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be picked up at the school.

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

A licensed teacher with a degree in special education will be providing these supplemental services.

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Pilgrim Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student’s IEP. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. We will also offer speech and language support to those students who are struggling with speech and language impairments; services will be in accordance with the student’s IEP. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student’s most current IEP. They will utilize or modify the current IEP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be picked up at the school.

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

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Pius XI Catholic High School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Overview:

This college-prep, ungraded, non-credited, resource program provides academic support for students who have been diagnosed with Specific Learning Disabilities or similar educational disabilities by a professional educational evaluator such as a psychologist or IEP Team. The program services are provided to freshmen, sophomores, juniors, and seniors who meet the criteria.

Methods of Support:

All students are 100% mainstreamed into the regular Pius classroom curriculum where they receive academic instruction. Classroom instruction is supported in the resource program by one-on-one support, small group support, and peer tutoring focusing on the development of study skills, successful performance in regular classes, developing compensatory skills, self-advocacy skills, and planning for post-secondary success.

Goals for each student:

- Understand their disabilities and how they affect their learning. [1]
  - o Verbally and/or in writing, identify their specific type of disability.
  - o List their academic strengths and weaknesses.
  - o Prioritize their academic work and responsibilities.
  
- Compensate for disabilities, leading to academic and personal success. [2]
  - o Identify individual compensatory skills (i.e. extra test time, using spell checker, using a note-taker, etc.).
  - o Use compensatory skills that are needed for academic success.
  - o Develop organization, time management, study, and test-taking skills.
  
- Communicate with others and advocate for themselves. [3]
  - o Meet as needed with their support teacher.
  - o Employ solid communication skills to use with peers and teachers.
  - o Critically assess their education and communication skills.
  - o Meet with their subject teachers to explain their disability and educational needs.
  - o Work as a team with their teachers and parents to meet academic goals.
  
- Build future skill sets. [4]
  - o Identify appropriate college majors and/or career goals which complement their strengths and weaknesses.
  - o Identify areas of challenge and implement strategies to overcome these challenges.
  - o Begin and then finalize post-secondary planning.

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Pius XI Catholic High School – Special Education Profile (contd.)

- Use their gifts, talents, and strengths to create their best work.
  - o Maintain trust between themselves and their teachers through honest behaviors.
  - o Treat others with dignity and respect.
  - o Recognize they are ambassadors for students with disabilities and be good role models in their community.

Format:

A student who has met criteria will work with the same support teacher from freshmen through senior year. They will schedule time with their support teacher at the beginning of every semester. They will be required to attend the scheduled time but are able to come in during unscheduled times if there is a need. While in the support room, a student will work on schoolwork, organization, planning, or a test.

Staff:

The support program is staffed by two educators with Bachelor’s degrees in Special Education. Certifications include #1801, Cross-Categorical and #1811, Learning Disabilities.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Staff:

The support program is staffed by two educators with Bachelor’s degrees in Special Education. Certifications include #1801, Cross-Categorical and #1811, Learning Disabilities



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Renaissance School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student’s IEP. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. We will also offer speech and language support to those students who are struggling with speech and language impairments; services will be in accordance with the student’s IEP. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student’s most current IEP. They will utilize or modify the current IEP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be picked up at the school.

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

A licensed teacher with a degree in special education will be providing these supplemental services.

**Schools Indicating an Intent to Participate in the Special Needs  
Scholarship Program (SNSP) – 2016-17 School Year**

Please click on or scroll down to the designated “Special Education Profile Page”  
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Saint Coletta Day School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

St. Coletta Day School provides special education services within a unique school environment. A positive and structured learning atmosphere helps the students to achieve their best academically, socially and spiritually. We are a “school within a school” located within the St. Sebastian Community. Our long history helps to provide the consistency and stability necessary to maintain the strong bond between the two schools.

Our program is best suited for students who are at least eight years old and capable of academic achievement and possess sufficient self-care skills to be independent. We have expanded our program to include two classrooms and a full-time staff of four.

Our curriculum is designed to support students at their current level of functioning and to bridge the gap between their current level and their expected level of functioning. Following a teacher modeling approach we use research based explicit instruction that is compatible with the common core skills. Other elements of our teaching methods incorporate approaches known as gradual release of responsibility and backwards by design. The use of these methods combined with our structured routine directly benefits students who learn differently.

What sets us apart from other programs that work with students with intellectual disabilities is our learn-at-your-own-pace approach. We offer small class sizes in a comfortable and safe environment. Structure and flexibility within the classroom setting ensures self-esteem. We partner with the Urban Ecology Center for environmental education and with Alverno College for art education and art therapy activities.

Our students tend to learn best by a hands-on approach. Lessons are designed so that our students take an active, participatory role in their own learning adding great value to their education. Where a textbook lesson may not be appropriate, the hands-on method imprints the lesson or activity for them because they are “doing” something rather than simply hearing about doing something.

We partner with the Urban Ecology Center for environmental education and with Alverno College for art education and art therapy activities. These partnerships encourage our students to create and design in an atmosphere of exploration. Because our school serves as a host site for students from Alverno College, we have access to some of the best practices in the art education and art therapy fields. With the Urban Ecology Center we are part of their Neighborhood Environmental Education Project.

Finally, our student-centered field trips reinforce all of the classroom lessons and life lessons that we teach. Each activity becomes an additional learning experience. The students feel a sense of pride and accomplishment through these “learning beyond the classroom” experiences. Our students also give back to the community through their participation in local service projects in their neighborhood.

Revised November 2016

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Saint Coletta Day School – Special Education Profile (contd.)

Using public transportation to reach our destinations not only serve a purpose and fulfill a great need in our community, but also teach our students everyday life skills that will help them attain independence.

Key Components:

Learn at your own pace program  
Small class size  
Individualized attention  
Structure and flexibility  
Self-esteem building  
Comfortable learning environment  
Parent involvement

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

William A. Koehn  
License 5051 Administrator M.A.  
License 810 Teacher B.S. (Special Education)  
License 106 Teacher B.S. (Elementary Education)  
42 years Special Education teaching experience

Rachel Lustig  
License MCEA-Certification and Teaching license- (middle child early adolescent) Cross-categorical  
B.A. plus 17 credits  
9 years Paraprofessional experience (Special Education)

Julie Borouchoff  
License Special Education Program Aide  
B.A. in Theatre Arts  
Founder: SuperStars Camp  
20+ years Paraprofessional experience (Special Education)

Traci Schneider  
B.S. in Exercise Science & Fitness Specialization  
4 years Teacher Aide experience (Special Education)

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Saint Marcus Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

St. Marcus is committed to providing high quality educational services to all students. This includes students with special needs. St. Marcus currently serves students with autism, cognitive disabilities, emotional behavior disabilities, specific learning disabilities, other health impairments, significant developmental delays and speech/ language impairments.

Methods of Instruction

St. Marcus provides excellent support for students with special needs - those who are formally identified with a special need and those who have not received a formal individual education plan. Many special needs students receive individualized support and curriculum modification provided by classroom teachers as well as support teachers in the classroom. St. Marcus also offers the following services to students with special needs:

- Special Education Teachers to provide replacement curriculum instruction, in-class academic and behavior support for students with significant special education needs
- Resource Teachers to provides instruction for students with significant special education needs and assist with in-class support
- Dyslexia Specialist to evaluate and tutor students identified with dyslexia
- Title I Reading & Math teachers to supplement our reading and math curriculum to progress students toward grade level proficiency
- A Licensed School Counselor to provide social and emotional support
- A Licensed Therapist to provide student and family support

St. Marcus has students with IEPs' (Individual Education Plan) and/or a Service Plan (a document similar to an IEP for non-public/private schools). In addition:

- Students at St. Marcus can be referred for an special education evaluation
- The public school handles referrals for St. Marcus students who reside in the city of Milwaukee
- If a child lives outside of Milwaukee, the public school where the family resides can handle the referral
- The public school provides diagnostic specialists such as a school psychologist, special education teacher, speech and language pathologist, social worker, etc. who evaluate St. Marcus students to determine if they meet criteria for a disability and if they are in need of special education services
- The public school currently provides special education services at St. Marcus
  - Speech & Language Services in grades K4 & K5 (30 minutes /1 time per week)
  - Significant Developmental Delay services in grades K4 through age 9 (30 minutes /2 times per week)
  - Specific Learning Disability services in grades 3 through 6 (45 minutes /1 time per week)

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Saint Marcus Lutheran School – Special Education Profile (contd.)

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

- Director of Student Services - K3 – 8<sup>th</sup> Grade
  - BS - Bachelors of Science Degree
  - MA - Masters of Science Degree
  - Wisconsin State Teaching License: Grades K – 8; Reading Teacher; Principal
  - Teaching Experience - 25 years
  - Administrative Experience – 7 years
  
- Kindergarten & Primary Special Education Teacher - K4 – 4<sup>th</sup> Grades
  - BS - Bachelors of Science Degree – Exceptional Education
  - Wisconsin State Teaching License: Cross Categorical Special Education
  - Teaching Experience – 2 years
  
- Middle School Special Education Teacher - Grades 5 – 8
  - BS - Bachelors of Science Degree – Exceptional Education – Emotional Behavior Disorder Emphasis
  - Wisconsin State Teaching License: Special Education Grades 1-8; Elementary Education Grades 1-8
  - Minnesota State Teaching License: Elementary Education K-8
  - Teaching Experience - 9 years
  
- Kindergarten & Primary Resource Teacher - K4 – 4<sup>th</sup> Grades
  - BS - Bachelors of Science Degree
  - Wisconsin State Teaching License: Elementary Education K-8
  - Teaching Experience - 5 years
  
- Middle School Resource Teacher - Grades 5 – 8
  - BS - Bachelors of Science Degree
  - Wisconsin State Teaching License – Elementary Education – Grades 1-6
  - Teaching Experience – 30 years
  
- Dyslexia Specialist
  - BS - Bachelors of Science Degree
  - Certified Dyslexia Screener
  - Certified Barton Tutor
  - Teaching Experience – 9 years
  - Tutoring Experience – 10 years

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**Schools Indicating an Intent to Participate in the Special Needs  
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- Four - Title I Reading and/or Math Teachers – Grades K5 – 8
  - BS - Bachelors of Science or Arts Degree
  - Wisconsin State Teaching License – Elementary Education Grades K-8 or Grades 1-8
  - Teaching Experience – Range: 5-10 years

Saint Marcus Lutheran School – Special Education Profile (contd.)

- School Counselor – Grades - K3 - 8
  - MA - Masters of Science
  - Wisconsin State License - Pupil Services Stage: Professional Educator 5 Year; School Counselor Developmental Level: Early Childhood-Adolescence
  - Department of Safety & Professional Services License - Professional Counselor
  - Experience – 6 years
- Licensed Therapist – Grades - K3 - 8
  - MSW – Master of Social Work
  - Wisconsin State License – Clinical Social Worker
  - Experience – 15 years

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**Schools Indicating an Intent to Participate in the Special Needs  
Scholarship Program (SNSP) – 2016-17 School Year**

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Saint Martini Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student’s IEP. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. We will also offer speech and language support to those students who are struggling with speech and language impairments; services will be in accordance with the student’s IEP. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student’s most current IEP. They will utilize or modify the current IEP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be picked up at the school.

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**Schools Indicating an Intent to Participate in the Special Needs  
Scholarship Program (SNSP) – 2016-17 School Year**

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Saint Paul Lutheran – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

St. Paul Lutheran School provides excellent support for students with special needs; those who are formally identified with a special need and those who have not received an IEP. The delivery of Student Services is child centered. Decisions about assessments and interventions are based on each child's needs. St. Paul offers the following services to students with special needs: Title I Reading and Math instruction to supplement our reading and math curriculum to progress students toward grade level proficiency. Reading integration specialist, part-time Math integration specialist, part-time small group or one-on-one tutoring with a teacher or support teacher. After school hours to get help from teachers. Learning accommodations are provided to students in the classroom for students with documented learning needs. St. Paul has students with an IEP or a plan of service. St. Paul can refer students to the Sheboygan Area Public School District for testing and evaluation. St. Paul does NOT offer handicap accessible rooms/building or full-time one-to-one instructors or educational aides.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

The teachers at St. Paul hold a BA in education from a four year accredited college/university. Tutors from Sheboygan Area School District hold a degree or certificate in Special Ed. One teacher at St. Paul holds a certificate as a reading interventionist. Another has had extra classes in Special Education instruction. One part-time teacher will have a special ed degree or certificate.

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Sherman Park Lutheran School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

LUMIN Schools will provide students with a Specific Learning Disability supplementary academic support in order to reinforce and reteach academic concepts presented as part of the regular educational curriculum in accordance with the student’s IEP. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. We will also offer speech and language support to those students who are struggling with speech and language impairments; services will be in accordance with the student’s IEP. LUMIN Schools are not wheelchair accessible.

A team of stakeholders, which could include student, parents, special educators, classroom teachers and school administration, will meet in order to discuss the student’s most current IEP. They will utilize or modify the current IEP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be picked up at the school.

A licensed teacher with a degree in special education will be providing these supplemental services. A speech and language pathologist will provide the speech services.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

A licensed teacher with a degree in special education will be providing these supplemental services.

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**Schools Indicating an Intent to Participate in the Special Needs  
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Tamarack Waldorf School – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

The Learning Support Program at Tamarack Waldorf School is designed for students in Kindergarten and Grades K4-12 whose social/physical developmental capacities, physical health and/or academic skills need individual attention beyond what can be met within a classroom setting. Our goal is to work with students as needed so they can integrate into the fabric of the class in which the Waldorf method of instruction is followed.

As defined by the governing body of Waldorf Schools AWSNA, Waldorf schools offer a developmentally appropriate, experiential, and academically rigorous approach to education. They integrate the arts in all academic disciplines for children from preschool through twelfth grade to enhance and enrich learning. Waldorf Education aims to inspire life-long learning in all students and to enable them to fully develop their unique capacities.

The Learning Support Program treats students with love and respect and is designed to support them academically and help them develop inner and outer balance, as well as concentration and awareness of self and others. Students are encouraged to take in the world and give back to it appropriately, and to transform personal areas of need into confidence and inner strength.

If your child is referred to the Learning Support Program, the process will most often begin with an age appropriate assessment, conducted by our Learning Support teachers. You will then be contacted so that our staff may meet with you to review findings and provide recommendations. The student's most recent IEP will be implemented with any agreed upon modifications based on services that the parents and Tamarack's Learning Support team agree upon. All of this will culminate in an individualized Care/Service Plan designed to meet the individual needs of your student within the environment of Tamarack Waldorf School. Once this plan is in use, communications will be through conferences, reports, and updates.

Our goal is to work with parents and teachers to create a deep and relevant engagement in a healing, low stimulus, arts inspired, and therapeutic environment to provide the most appropriate services possible.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Mona Zignego M.A.- Ms. Zignego has been teaching in a school setting for 24 years. She is a licensed teacher and has her Waldorf Certification through Great Lakes Waldorf Institute. She is currently finishing her doctoral work in Language and Literacy as well as obtaining her Reading Specialist license. Ms. Zignego primarily provides support to Tamarack Waldorf High School.

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**Schools Indicating an Intent to Participate in the Special Needs  
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Tamarack Waldorf School – Special Education Profile (contd.)

Cecilia Hunter M.ed. Ms. Hunter is a special education instructor with 15 years of experience. She is a special education teacher licensed in MC-EA and Cross Categorical Special Education. Additionally, Ms. Hunter has a Sunbridge Waldorf Therapeutic Certification which allows her to provide Extra Lesson support for students. She primarily provides support to Tamarack Waldorf Grade School.

Mary Millikin M.A. Ms. Millikin has been teaching for 16 years. She is a licensed teacher who has obtained her Waldorf teaching certificate from Great Lakes Waldorf Institute. Her well rounded instruction provides support in the classroom, small groups, and one on one in Math and Language Arts related areas.

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Wells Street Academy – Special Education Profile

**I. Methods of instruction that will be used by the school to provide special education and related services to SNSP students.**

Wells Street serves students ages 4 to 21 who have involved developmental delays in addition to having special health care needs, including complex medical conditions. The goal of Wells Street Academy is to work with all of our students at an individual level in order to meet the needs of all students so they may reach their highest levels of independence.

The school serves 19 students with one special education teacher, a paraprofessional and provides related services – occupational therapy, speech and language, physical therapy, music therapy, animal assisted therapy, and nursing services.

At Wells Street Academy we believe that every child, regardless of medical challenges, can reach his or her full potential with early intervention, an education plan tailored to the student’s particular needs and dedicated educators who work hand-in-hand with the child’s family and health care team.

Wells Street staff will meet with the families to review the IEPs. If modifications need to be made the staff will amend the IEP and will put this in writing for the family. Every Wells Street Academy student receives on-on-one attention from our educators and staff, all of whom have years of experience working with children who have special health care needs.

**II. Qualifications of the teachers and other persons who will be providing special education and related services to SNSP students.**

Nicola Ciarro – Principal and Special Education Director

LICENSES AND CERTIFICATIONS

2015 - 2020	DPI License 80, Director of Pupil Services, Prekindergarten – 12 <sup>th</sup> grade
2008-Present	DPI License 51, Principal, Prekindergarten-12 <sup>th</sup> grade
1996-Present	DPI License 810, Cognitive Disabilities 6 <sup>th</sup> -12 <sup>th</sup> grade
1996-Present	DPI License 811, Learning Disabilities 6 <sup>th</sup> -12 <sup>th</sup> grade
2002-Present	DPI License 951, Charter School Instructional Staff, Pre-K-12 <sup>th</sup> grade
	Orton-Gillingham Level 1 (a multisensory reading method)

EDUCATION

University of Wisconsin – Milwaukee	Milwaukee, Wisconsin	2013- 2015
Certification course work for Pupil Services Director License		
Capella University	Minneapolis, Minnesota	2005-2008

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**Schools Indicating an Intent to Participate in the Special Needs Scholarship Program (SNSP) – 2016-17 School Year**

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Master of Science – Educational Leadership  
 Principal Certification coursework

Wells Street Academy – Special Education Profile (contd.)

University of Wisconsin-Milwaukee	Milwaukee, Wisconsin	1996-1999
Baccalaureate Certification Special Education-Learning and Cognitive Disabilities		
University of Wisconsin-Milwaukee	Milwaukee, Wisconsin	1992-1995
Master’s in Art – History, certification in Public History and Museum Studies		
Lander College	Greenwood, South Carolina	1985-1988
Bachelor’s in Art, Art-Concentration in photography		
Hillsborough Community College	Tampa, Florida	1982-1984
Course work designed to lead up to an Associate’s Degree in Art		

Christine Boyce – Head of Pediatric Skilled Nursing

LICENSES

State of Wisconsin Registered Nurse – 115378-30 Expires 2-28-2018

EDUCATION

Certified Brain Injury Specialist	Milwaukee, WI
	2010
Cardinal Stritch University	Milwaukee, WI
BSN	1993
University of Wisconsin-Milwaukee	Milwaukee, WI
BA: Communication	1981
Gogebic Community College	Ironwood, MI
LPN	1973

Cathy Wolber – Lead Teacher

LICENSES AND CERTIFICATIONS

1997-2018	DPI License 88 – Elementary/Middle Level Education, Pre-kindergarten- Kindergarten
1997-2018	808 Early Childhood – EEN, Pre-kindergarten- Kindergarten

EDUCATION

Fall, 2015	Language and Literature in Early Childhood Special Education
Spring, 2015	Teaching Reading and Writing-Primary
Summer, 2012	Curriculum & Methods-Special Education Primary
Graduated-	
May, 1997	University of Wisconsin—Milwaukee. Bachelor of Science, Early Childhood, Exceptional Education Needs.

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Jacqueline Moses - Paraprofessional

LICENSE

2002-2013      DPI 70 – Special Education Program Aide – Will renew on July 1<sup>st</sup> 2016

EDUCATION

Waukesha County Technical College  
AA – Paraprofessional Educator

2001-2003

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