

Schools Indicating an Intent to Participate in the Special Needs Scholarship Program (SNSP) – 2017-18 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 Ave., **Milwaukee**, WI 53204
 Other Locations: 2235 W. Greenfield Ave.
 Administrator: Kimberly Fisher
 (414) 383-2055
[Special Education Profile: Page 3](#)

Holy Family School
 4849 N. Wildwood Ave., **Whitefish Bay**, WI 53217
 Other Locations: None
 Administrator: Kevin Reitman
 (414) 332-8175
[Special Education Profile: Page 12](#)

Lutheran Special School & Education Services
 9700 W. Grantosa Dr., **Milwaukee**, WI 53222
 Other Locations: None
 Administrator: Judy Schultz
 (414) 461-8500
[Special Education Profile: Page 20](#)

Concordia Lutheran School
 8500 Durand Ave., **Sturtevant**, WI 53177
 Other Locations: None
 Administrator: Jeannine Klein
 (262) 884-0991
[Special Education Profile: Page 5](#)

Holy Rosary Catholic School
 215 S. Washington Ave., **Medford**, WI 54451
 Other Locations: None
 Administrator: Debra Johnston
 (715) 748-3336
[Special Education Profile: Page 15](#)

Martin Luther High School
 5201 S. 76th St., **Greendale**, WI 53129
 Other Locations: None
 Administrator: Erin Janetzke
 (414) 421-4000
[Special Education Profile: Page 22](#)

Divine Redeemer Lutheran School
 31385 West Hill Rd., **Hartland**, WI 53029
 Other Locations: None
 Administrator: Michael Oldenburg
 (262) 367-3664
[Special Education Profile: Page 9](#)

Immanuel Lutheran School
 13445 Hampton Rd., **Brookfield**, WI 53005
 Other Locations: None
 Administrator: Sharon Wallace
 (262) 781-7140
[Special Education Profile: Page 17](#)

Milwaukee Lutheran High School
 9700 W. Grantosa Dr., **Milwaukee**, WI 53222
 Other Locations: None
 Administrator: Linda Koebert
 (414) 461-6000
[Special Education Profile: Page 23](#)

Granville Lutheran School
 8242 N. Granville Rd., **Milwaukee**, WI 53224
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 354-6601
[Special Education Profile: Page 10](#)

Lake Country Lutheran High School
 401 Campus Dr., **Hartland**, WI 53029
 Other Locations: None
 Administrator: Dwayne Jobst
 (262) 367-8600
[Special Education Profile: Page 18](#)

Montessori School of Waukesha
 2600 Summit Ave., **Waukesha**, WI 53188
 Other Locations: None
 Administrator: Michelle Krauska
 (262) 547-2545
[Special Education Profile: Page 25](#)

Heritage Christian Schools
 3500 S. Glen Park Rd., **New Berlin**, WI 53151
 Other Locations: 1500 S. West Ln.
 Administrator: Barbara Wier
 (262) 432-0333
[Special Education Profile: Page 11](#)

Lighthouse Christian School
 5202 Regent St., **Madison**, WI 53705
 Other Locations: None
 Administrator: Tia Sierra
 (608) 441-9408
[Special Education Profile: Page 19](#)

Mount Olive Lutheran School
 5301 W. Washington Blvd., **Milwaukee**, WI 53208
 Other Locations: None
 Administrator: Sherry Scheid
 (414) 774-2200
[Special Education Profile: Page 28](#)

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Northwest Lutheran School
 4119 N 81st St., **Milwaukee**, WI 53222
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 463-4040
[Special Education Profile: Page 31](#)

Saint Marcus Lutheran School
 2215 N. Palmer St., **Milwaukee**, WI 53212
 Other Locations: 243 E. Center St.
 Administrator: Sandy O'Brien
 (414) 562-3163
[Special Education Profile: Page 39](#)

Tamarack Waldorf School
 1150 E. Brady St., **Milwaukee**, WI 53202
 Other Locations: 2628 N. Dr. Martin Luther King Jr. Dr.
 Administrator: Cecilia Hunter
 (414) 277-0009
[Special Education Profile: Page 50](#)

Pilgrim Lutheran School
 6717 W Center St., **Wauwatosa**, WI 53210
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 259-0190
[Special Education Profile: Page 32](#)

Saint Martini Lutheran School
 1520 S. Cesar E Chavez Dr., **Milwaukee**, WI 53204
 Other Locations: 1557 W. Orchard St.
 Administrator: Dannel Meinzer
 (414) 383-7058
[Special Education Profile: Page 43](#)

Wells Street Academy
 2020 W. Wells St., **Milwaukee**, WI 53233
 Other Locations: None
 Administrator: Daiquiri Williams
 (414) 937-2020
[Special Education Profile: Page 52](#)

Pius XI Catholic High School
 135 N. 76th St., **Milwaukee**, WI 53213
 Other Locations: None
 Administrator: Grace Hein
 (414) 290-7000
[Special Education Profile: Page 33](#)

*Saint Mary's Springs Academy
 255 County Rd. K, **Fond du Lac**, WI 54937
 Other Locations: None
 Administrator: Kelly Norton
 (920) 322-8007
[Special Education Profile: Page 44](#)

*Zion Lutheran School
 N48W18700 Lisbon Rd., **Menomonee Falls**, WI 53051
 Other Locations: None
 Administrator: Matthew Pankow
 (262) 781-7437
[Special Education Profile: Page 55](#)

Renaissance School
 6150 Taylor Ave., **Racine**, WI 53403
 Other Locations: 2224 30th Ave., **Kenosha**
 Administrator: Dannel Meinzer
 (262) 554-6768
[Special Education Profile: Page 35](#)

Saint Paul Lutheran
 1819 N. 13th St., **Sheboygan**, WI 53081
 Other Locations: None
 Administrator: Wendy Kretschmar
 (920) 452-6882
[Special Education Profile: Page 47](#)

Saint Coletta Day School
 1740 N. 55th St., **Milwaukee**, WI 53208
 Other Locations: None
 Administrator: William Koehn
 (414) 453-1850
[Special Education Profile: Page 36](#)

Sherman Park Lutheran School
 2703 N. Sherman Blvd., **Milwaukee**, WI 53210
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 447-0266
[Special Education Profile: Page 49](#)

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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 with its special education program. A multi-tiered system of support (MTSS) describes two support systems, one for academic and one for behavioral needs.

First, CSP takes a preventative approach to increase academic achievement in the form of a Response to Intervention (RtI) system. Within RtI, instructional tiers are created to meet and remediate each student's needs. All students are first provided with a high quality, achievement focused general education program. Progress is monitored. If students struggle students' needs are identified within the classroom. Small group instruction within the regular classroom occurs. If sufficient growth is not demonstrated, more intense intervention occurs in small group setting with research-based interventions that employ an intentional focus on literacy or math skills. Leveled Literacy Intervention (LLI) is one of the many programs 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, giving all students access to a high quality educational curriculum. A student with a current IEP may be served immediately within the continuum of special needs services. Our 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 through a positive behavioral intervention and support system (PBIS). Teachers take a preventative 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 the plan.

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

At the current time, speech and language services are provided for K4 and K5 students through MPS.

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

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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)1088
Elementary/ Middle School 2)1830 Emotional Behavior Disabilities

M. Ed - Educational Policy Studies : Diversity and Equity

ESL Teacher

BS Elementary Ed - License 1088 Elementary/Middle, TESOL certified

Special Education Teacher

BS Elementary Ed

Title I Teacher

BS Elementary Ed - License 1088 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.

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Concordia Lutheran School – Special Education Profile (cont)

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.

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 or service plan 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.

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Concordia Lutheran School – Special Education Profile (cont)

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 or service plan which is signed by the parent and school administrator. Students who do not have a signed agreement may not be served.

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 or service 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

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Concordia Lutheran School – Special Education Profile (cont)

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 be 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

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

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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

Guidance Counselor

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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.

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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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.

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

- Implement the child’s most recent individualized services plan, as modified by agreement between the private school and the child’s parent, and related services agreed to by the private school and the child’s parent that are not included in the child’s individualized education program or services plan. The parties will regularly review this plan and revise or update as appropriate given the child’s progress and need
- In accordance with Wis. Stat. § 115.7915(i) and Wis. Admin. Code § PI 49.12 provide quarterly reports to parents, using the form provided by the department, that describe the implementation of their child’s individualized services plan, as modified by agreement between the school and the child’s parent, and the pupil’s academic progress. In addition, 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

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Holy Family School – Special Education Profile (cont)

- 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)
- Collaborate with School staff
- Collaborate with Home staff
- Collaborate with Home staff to provide non-academic 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

Jessica Adams: Master’s Degree in Behavior Analysis

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Holy Family School – Special Education Profile (cont)

Laura Biwer: Board Certified Assistant Behavior Analyst.

All staff meet the requirements to render services under Medicaid, which includes passing background checks.

Sarah Kamps: Bachelors in Educational Studies 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

Emily Schultz: Bachelor’s Degree in Art and a Minor in Psychology, RBT

Kayla Heier, Bachelor of Science in Community Engagement and Education

Allison Jung, Bachelor’s Degree in Occupational Therapy (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 main 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 an 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 – Teacher Professional Educator 5 Year - UW - Stevens Point

1808 - Early Childhood Special Education - UW –Stevens Point

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

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Holy Rosary Catholic School – Special Education Profile (cont)

T001 Teacher Initial Educator 5 Year 1777 – Regular Education Middle Childhood-Early Adolescence – UW
– Eau Claire.

1361 - Reading Teacher (Early Childhood-Adolescence) UW-Stevens Point
Teacher Assistant - Bachelor Degree in Psychology UW-Stevens Point One-on-one Teach Assistant

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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, motor room, 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. Students will receive modifications as outlined in their IEP or Service Plan.

Each year prior to school, the designated staff person assigned to a student being serviced by an IEP will meet with the teachers of the student and the parents of the student to review and adjust the plan as needed. Students will meet regularly with an assigned staff person to review student progress and to be an advocate for the student with their classroom teachers. A list of all students on an IEP or Service plan will be distributed to the classroom teachers.

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.

Students are included in the regular education curriculum as much as possible. Remediation is provided for students who are behind using SPECTRUM curriculum. Classroom support and accommodations are also provided. We provide reading support through our reading program "Reading Simplified." We have an onsite speech therapist, counselor and behavior support teacher who supplement services as needed.

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

Teacher, Bachelor's in Special Education

Speech Therapist, PhD in Speech Therapy

Assistant, SEA Certificate

Student Services, Reading Specialist Certificate

Counselor, Phd in Psychology

Social Worker, Master's in Social Work, Behavior specialist

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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

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Lutheran Special School & Education Services – Special Education Profile (cont)

Art Education, MS Art Therapy

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

Martin Luther High School has in place a Transitional Services Program. Students who have documented IEP accommodations, will receive those accommodations from their classroom teachers. Classroom teachers facilitate the accommodations of those students and are overseen by the Director of Transitional Services. Students who have low test scores, struggle academically, and are having a difficult time acclimating to the rigor of high school academics can also receive services through the Transitional Services Department. Students are able to participate in Guided Studies during their scheduled study hall period. Guided Studies is a smaller study hall where students can receive peer tutoring from NHS members, help from classroom teachers, and also from Guided Studies teachers. The time in Guided Studies is also spent helping students organize their binders, study for tests, and complete missing work.

At the beginning of each school year, teachers are equipped with "Individual Learning Profiles" for students receiving accommodations. The students who fall into the two categories listed above have an "ILP" that is distributed by the Director of Transitional Services to all classroom teachers. These are used as a tool for classroom teachers to use for accommodations of students. Included in the "ILP" is educational background information on the student as well as their diagnosis; classroom modifications that have been used in the past; and classroom accommodations to be put into action during the school year. Each school year "ILPs" are updated.

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 Counselor: Caralee Hammerling, Mater of Science in Education

School Counseor: Jake Burkee, Master of Science in Education

Transitional Services Instructor: M.S. in Education

Transitional Service Instructor: M.S. in Education

All other teachers hold a minimum of a bachelor's degree as a requirement for teaching.

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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 of instruction may include:

- Computer assisted instruction
- Direct instruction
- Scaffolding
- Adapted Books and Texts
- Small Group Instruction
- Peer Tutoring
- Title 1 Language Arts support

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, M.Ed. - Special Education;
Special Education License Type: Professional Educator; 811 – Learning Disabilities (PK-9)

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

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Milwaukee Lutheran High School – Special Education Profile (cont)

Craig Loscheider - Teacher

B.A. - PE; M.Ed. - Special 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 (MSOW) 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 to prepare them for success. 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 second grade students for the 2017-18 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 but not required. Collaboration between the speech-language pathologist, faculty and parents is vital to the progress of the client. All individual sessions

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Montessori School of Waukesha – Special Education Profile (cont)

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.

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 spectrum disorder
Apraxia
Articulation
Fluency/stuttering
Phonological Impairments
Pragmatics
Receptive/Expressive Language
Sensory Feeding
Voice

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)

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Montessori School of Waukesha – Special Education Profile (cont)

Memberships:

International Literacy Association (ILA)

International Dyslexia Association (IDA)

WI Branch of IDA (WIBIDA)

The Association for Supervision and Curriculum Development (ASCD)

Wisconsin State Reading Association (WSRA)

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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:

- Title I Reading and Math Instruction to supplement our reading and math curriculum to progress students toward grade level proficiency
- Resource Teacher who provides instruction for students with significant special education needs
- Certified Counselor who provides individual and small group help to students
- Other support available to students
 - o Small group or one-on-one tutoring with a teacher or support teacher
 - o Afterschool office hours to get extra help from a teacher
- Learning Accommodations are provided to students in the classroom for students with documented learning needs.
- Mount Olive has students with IEP (Individual Education Plan) and/or a Service Plan (a document similar to an IEP for non-public/private schools)
 - o Students at Mount Olive can be referred for an special education evaluation

Please note that Mt. Olive does not have wheelchair access.

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Mount Olive Lutheran School – Special Education Profile (cont)

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

Armstrong, Leah	Bachelor in Luth. Education	Concordia University, Wisconsin
Ballard, Erin	Bachelor in Secondary Ed. (English)	Concordia University, Wisconsin
Berndt, Holly	Bachelor of Science Colloquy	Carroll College Concordia University, Wisconsin
Bohmann, Kari	Bachelor of Arts	Concordia University, Wisconsin
Burant, Rachel	Elementary Ed. Certification BFA Art-Graphic Design Colloquy	Concordia University, Wisconsin NW Missouri State University Concordia University, Wisconsin
Hojnacki, Danika	Associate of Arts Bachelor of Arts Master of Arts	Lakeland College Lakeland College Lakeland College
Lerret, Brian	Bachelor of Science	Concordia University, Wisconsin
Lambrecht, Kelsey	Bachelor of Science Teaching Certificate	University of Wisconsin, Madison Wisconsin Lutheran College
Librizzi, Katie	Bachelor of Science	Concordia University, Wisconsin
Longmire, Aaron	Bachelor of Arts Colloquy	Wisconsin Lutheran College Concordia University, Wisconsin
Meier, Rosalie	Bachelor of Science Master’s of Reading and Learning Dis. SLED	Concordia College, Nebraska Cardinal Stritch University LCMS

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Mount Olive Lutheran School – Special Education Profile (cont)

O’Connor, John	Bachelor of Science	Concordia University, Wisconsin
Rosebrock, Rev. Stephen	Bachelor of Music Ed. Master of Divinity Master of Arts	Baldwin-Wallace College Conservatory of Music Concordia Theological Seminary St. John’s University, Collegeville, MN
Scheid, Sherry	Bachelor Of Science	Concordia College, Nebraska
Totsky, Adele	Bachelor of Science	Concordia University, Wisconsin

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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.

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.

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.

Revised August 2017

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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.

EDUCATIONAL DISABILITIES SUPPORT PROGRAM PROFILE

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]
 - Verbally and/or in writing, identify their specific type of disability.
 - List their academic strengths and weaknesses.
 - Prioritize their academic work and responsibilities.
 - Compensate for disabilities, leading to academic and personal success. [2]
 - Identify individual compensatory skills (i.e. extra test time, using spell checker, using a note-taker, etc.).
 - Use compensatory skills that are needed for academic success.
 - Develop organization, time management, study, and test-taking skills.
 - Communicate with others and advocate for themselves. [3]
 - Meet as needed with their support teacher.
 - Employ solid communication skills to use with peers and teachers.
 - Critically assess their education and communication skills.
 - Meet with their subject teachers to explain their disability and educational needs.
 - Work as a team with their teachers and parents to meet academic goals.

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Pius XI Catholic High School – Special Education Profile (cont)

- Build future skill sets. [4]
 - Identify appropriate college majors and/or career goals which complement their strengths and weaknesses.
 - Identify areas of challenge and implement strategies to overcome these challenges.
 - Begin and then finalize post-secondary planning.
 - Use their gifts, talents, and strengths to create their best work.
 - Maintain trust between themselves and their teachers through honest behaviors.
 - Treat others with dignity and respect.
 - 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. 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 Bachelors and/or Masters Degrees in Special Education. Certifications include #1811, Learning Disabilities, #1952, Alternative Education, and #1810, Intellectual 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 Bachelors and/or Masters Degrees in Special Education. Certifications include #1811, Learning Disabilities, #1952, Alternative Education, and #1810, Intellectual 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.

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

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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.

Profile of the School’s Special Education Program:

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

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Saint Coletta Day School – Special Education Profile (cont)

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. 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.

We are proud that our current student population includes African-American, Asian, Hispanic and Caucasian ethnicities and represents families of all economic backgrounds.

Critical Components to St. Coletta Day School

1. Learn at your own pace program
2. Small class size
3. Individual attention
4. Structure/flexibility
5. Staff stability, complimentary skills
6. Self esteem building
7. Comfortable environment
8. Parent involvement
9. Direct communication with parents
10. Continued, creative funding

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Saint Coletta Day School – Special Education Profile (cont)

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 Services Plan (a document similar to an IEP for non-public/private schools). In addition:

- Students at St. Marcus can be referred for a special education evaluation

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Saint Marcus Lutheran School – Special Education Profile (cont)

- 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)

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

Staff Qualifications

- Director of Student Services – Grades K3 – 8
 - 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 – 8 years
- Associate Director of Student Services – Grades K3 – 8
 - BS- Bachelors of Science Degree
 - MA- Masters of Science in Educational Leadership
 - Wisconsin State Teaching License: Grades 1-8; Elementary and Middle Level Education; Social Studies
 - Teaching Experience - 13 years

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Saint Marcus Lutheran School – Special Education Profile (cont)

- Kindergarten & Primary Special Education Teacher – Grades K4 – 4
 - BS - Bachelors of Science Degree – Exceptional Education
 - Wisconsin State Teaching License: Cross Categorical Special Education
 - Teaching Experience – 3 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 - 10 years

- Kindergarten & Primary Resource Teacher – Grades K4 – 4
 - BS - Bachelors of Science Degree
 - Wisconsin State Teaching License: Elementary Education K-8
 - Teaching Experience - 6 years

- Middle School Resource Teacher - Grades – Grades 5 – 8
 - BS - Bachelors of Science Degree
 - Wisconsin State Teaching License – Elementary Education – Grades 1-6
 - Teaching Experience – 31 years

- Dyslexia Specialist – Grades K5 – 8
 - BS - Bachelors of Science Degree
 - Certified Dyslexia Screener
 - Certified Barton Tutor
 - Teaching Experience – 9 years
 - Tutoring Experience – 11 years

- 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

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Saint Marcus Lutheran School – Special Education Profile (cont)

- 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 – 7 years
- Licensed Therapist – Grades K3 – 8
 - MSW – Master of Social Work
 - Wisconsin State License – Clinical Social Worker
 - Experience – 16 years
- Speech & Language Pathologist – Grades K3 – 8
 - Certifications
 - ASHA Certificate of Clinical Competence (CCC)
 - Experience – 4 years

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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.

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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Saint Mary's Springs 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.

SMSA provides Catholic centered educational opportunities and programming to support students with a variety of ability levels. We currently serve students with special needs such as; speech and language, learning disabilities, mild-cognitive disabilities, other health impairments, students identified with ADD/ADHD, and high functioning Autism. Our vision is to provide a Christ-centered educational approach for all students who attend, facilitated by teachers through academic differentiation, intervention, enrichment, and individualized learning opportunities. We strive to find the strengths of our students and grow them.

St. Mary’s Springs Academy Mission:

St. Mary’s Springs Academy, rooted in Christ’s teaching, academic excellence, and service to Church and community, prepares students to meet global challenges and become leaders of tomorrow.

St. Mary’s Springs Academy Vision:

SMSA inspires students to live a purpose filled life through inclusion in Catholic community, development of God-given strengths, and a commitment to individualized academic achievement.

Educational Environment:

Students receiving special education services will receive their services in the least restrictive environment, and to the greatest extent possible receive their education in the regular education classroom with their peers.

Methods of Instruction:

The most recent IEP or service plan will be implemented, as modified by the agreement between St. Mary’s Springs Academy and the parents of the special needs student. Related services, not included in the plan will be outlined and agreed upon by St. Mary’s Springs Academy and parent.

Regular education teachers will provide instruction and interventions as outlined in the student’s IEP or service plan. The teacher will use an individualized approach to their learning in partnership with the Student Services Coordinator who oversees the student's progress and educational plan.

To the greatest extent possible, students receiving special education services will have access to resources and supports to ensure their success. Our staff is trained in reading intervention, Love and Logic, and blended learning opportunities that allow for students to experience educational success. The location and frequency of the instruction will be individualized to the student’s unique needs.

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Saint Mary's Springs Academy – Special Education Profile (cont)

A speech and language professional will provide speech services on campus.

Instructional Materials:

Students who receive special education services may utilize regular classroom materials, but may have additional supplementary materials to support their learning. These materials will be made available per the IEP and/or service plan agreement.

Assessment:

SMSA utilizes both formal and informal assessment to document progress. All students are assessed routinely in reading and math in grades K-8 at the beginning, middle, and end of the school year. Additionally, we participate in statewide Forward Exam in grades 3-8 and 10. Our high school students take the Aspire test in grades 9-10 and our 11th grade students take the ACT. Students with disabilities will participate in the state assessment and school assessments, unless parentally opted out. Students are allowed testing accommodations listed on their IEP or service plan. The assessments can be given in a variety of environments to meet the student's needs. Overall, we use assessments in conjunction with classroom based performance to closely monitor achievement and ensure our students are making expected gains.

Parents will receive a progress report from the student services coordinator quarterly based on the student's progress towards their goals outlined on their IEP, in addition to the progress reporting done through the general education teacher.

Rights:

Students enrolled in the SNSP program will receive documentation that outlines 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 under the Wisconsin Special Needs Scholarship Program.
- SMSA Parent/Student Handbook
- Procedural Safeguards Notice

All special education services are contingent upon the agreement between St. Mary's Springs Academy and the family, to fulfill the IEP, which is signed by both the parent and a SMSA School Administrator or designee. Students who do not have a signed agreement will not be served through the program.

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Saint Mary's Springs Academy – Special Education Profile (cont)

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

It is a requirement of SMSA that teachers be fully licensed by the state of Wisconsin and maintain their license. All teachers have a minimum of a Bachelor’s degree. The following staff members will provide oversight and instructional support for students with disabilities outlined on the agreed upon IEP or service plan.

Director of Student Services
Principal and Director of Instruction License
Cross-Categorical Special Education License K-12
Regular Education License 1-8
PhD studies in Educational Leadership

K-8 Student Services Coordinator
Cross-Categorical Special Education grades 1-8
Intellectual Disabilities
Early Childhood PK-3

9-12 Student Services Coordinator
Learning Disabilities PK-9
Cross-Categorical Special Education grades 1-8
Early Childhood PK-3
Intellectual Disabilities

K-5 Interventionist
Adaptive Education 1-6
Elementary Middle school 1-6

Instructional Learning Support Staff:

Our support staff work closely with our teaching staff to carry out curriculum in small groups, or individually with students under the direct supervision of our teachers. Our support staff also participate in training in our instructional models and are an extension of our teaching staff primarily in grades K-2.

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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 yet 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 1 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 help from classroom teachers.

Learning accommodations are provided to students in the classroom for students with documented learning needs.

St. Paul has students with an IEP or plan of service.

St. Paul can refer students to the Sheboygan Area School District for testing and evaluation.

St. Paul does NOT offer:

- Handicap accessible rooms/building
- Full-time one-to-one instructors or educational aides.

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Saint Paul Lutheran – Special Education Profile (cont)

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

All teachers at St. Paul have a BA in Education from a 4 year accredited university or college. One teacher has a Reading interventionist certificate, one teacher has a minor in special education.

All the tutors that come from the SASD hold a current license in special education or speech therapy.

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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.

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.

Revised August 2017

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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 lifelong 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 program will most often begin with an age appropriate assessment which will take any current IEP your student has into careful consideration. You will then be contacted so that our staff may meet and review findings and provide recommendations and lesson plans. This will culminate in the creation of a Services and Care Plan designed to meet the individual needs of your student. Once the Services and Care 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.

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Tamarack Waldorf School – Special Education Profile (cont)

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. Ms. Zignego serves as a Title I reading teacher.

Cecilia Hunter, M.A. 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. Ms. Millikin currently serves as a Title I reading and math teacher.

Kaitlyn Phillips has an elementary school teaching certificate. She brings an understanding of the social-emotional development of the child and seeks to meet them and raise academic skill and confidence.

Caitlyn Lewis has BA degree from UW-Madison. She brings expertise in math education to students.

Carol Lynn Wandler, Speech Pathologist, provides evaluations and speech and language therapy.

Kim Bair, M.A., has Waldorf Teaching Certification and many years experience teaching in Waldorf Schools. Ms. Bair serves as a Title I reading teacher.

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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 23 students with one special education teacher, an early child care supervisor, 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.

Michelle Jenkins- Principal, Special Education Director

LICENSES AND CERTIFICATIONS

-	DPI License 80	Director of Special Education and Pupil Services	
-	DPI License 51	Principal Grades K-12 National Louis University	2016-2021
-	DPI License 10	Director of Instruction National Louis University	2016-2021
-	DPI License 808	Early Childhood Special Education	1995-2010
-	DPI License 809	Early Childhood Special Education	2010-2019

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Wells Street Academy – Special Education Profile (cont)

Jazmyn Smith, Early Care and Education (Childcare) Supervisor

LICENSES AND CERTIFICATIONS-

- Childcare Administrator certification, UWM
- Administrator Credential, The Registry
- Special Education Program Aide License, DPI

EDUCATION

- University of Wisconsin, Milwaukee- Bachelor of Arts in Community Engagement

Jacqueline Moses - Paraprofessional

LICENSE

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

EDUCATION

- Waukesha County Technical College 2001-2003
- AA – Paraprofessional Educator

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Zion 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.

Zion Lutheran School provides very limited services for students with special needs. We have contracted with Lutheran Special School and Educational Services (LSSSES) to have a consultant visit our school one day per week to do student observation and testing, and to provide parents and teachers with recommendations for accommodating the special needs of students. Most accommodations must fit within the regular classroom setting. We receive limited pull-out services from a Speech and Language Pathologist and a School Psychologist from the Hamilton School District. Additional services in the classroom or out of the classroom may be available as funding allows. Parents of a student with special needs are encouraged to speak with the principal about whether the school is able to appropriately serve the needs of their child.

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

Beth Eubank, our lead teacher in 4-year-old kindergarten, has a minor in special education. The rest of our classroom teachers have bachelors degrees in education, but no special education degrees or certifications.

Jenny Stollenwerk, our consultant from Lutheran Special School and Educational Services, has a degree and certificate for elementary school special education.

Jenny Haag and Tracey Edmond, our Speech Pathologists from the Hamilton School District, and Michelle Seligman, our School Psychologist from the Hamilton School District, each have appropriate degrees and certifications for their positions.

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