

Schools Indicating an Intent to Participate in the Special Needs Scholarship Program (SNSP) – 2018-19 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.

*Aquinas High
 315 11th St. S., **La Crosse**, WI 54601
 Other Locations: None
 Administrator: Ted Knutson
 (608) 784-0287
[Special Education Profile: Page 7](#)

*Cathedral Elementary
 1319 Ferry St., **La Crosse**, WI 54601
 Other Locations: None
 Administrator: Ted Knutson
 (608) 784-5998
[Special Education Profile: Page 12](#)

*Cross Trainers Academy
 1530 W. Center St., **Milwaukee**, WI 53206
 Other Locations: None
 Administrator: Corrine Kroeker
 (414) 935-0500
[Special Education Profile: Page 25](#)

*Aquinas Middle
 315 11th St. S., **La Crosse**, WI 54601
 Other Locations: None
 Administrator: Ted Knutson
 (608) 784-0287
[Special Education Profile: Page 8](#)

*Catholic East Elementary
 2461 N. Murray Ave., **Milwaukee**, WI 53211
 Other Locations: 2038 N. Bartlett Ave., Milwaukee
 Administrator: William Hughes
 (414) 964-1770
[Special Education Profile: Page 13](#)

*Crown of Life Christian Academy, Inc.
 404 Roosevelt St., **Fort Atkinson**, WI 53538
 Other Locations: None
 Administrator: Matthew DeNoyer
 (920) 563-2278
[Special Education Profile: Page 28](#)

*Beautiful Savior Lutheran School
 1205 S. East Ave., **Waukesha**, WI 53186
 Other Locations: None
 Administrator: Jennifer Wolff
 (262) 542-6558
[Special Education Profile: Page 9](#)

*Central Wisconsin Christian School
 301 Fox Lake Rd., **Waupun**, WI 53963
 Other Locations: None
 Administrator: Mark Buteyn
 (920) 324-4233
[Special Education Profile: Page 16](#)

Divine Redeemer Lutheran School
 31385 W. Hill Rd., **Hartland**, WI 53029
 Other Locations: None
 Administrator: Tracy Parker
 (262) 367-3664
[Special Education Profile: Page 29](#)

*Bethlehem Evangelical Lutheran School
 N84W15252 Menomonee Ave., **Menomonee Falls**, WI 53051
 Other Locations: N108W14290 Bel Aire Lane, **Germantown**
 Administrator: Daryl Weber
 (262) 251-3120
[Special Education Profile: Page 10](#)

Christ-St. Peter Lutheran School
 2229 W. Greenfield Ave., **Milwaukee**, WI 53204
 Other Locations: 2235 W. Greenfield Ave., Milwaukee; 1204 S. 8th St., Milwaukee
 Administrator: Kimberly Fisher
 (414) 383-2055
[Special Education Profile: Page 19](#)

*Divine Savior Catholic School
 423 Fremont St., **Kiel**, WI 53042
 Other Locations: None
 Administrator: Kerry Sievert
 (920) 894-3533
[Special Education Profile: Page 30](#)

*Blessed Sacrament Elementary
 2404 King St., **La Crosse**, WI 54601
 Other Locations: None
 Administrator: Ted Knutson
 (608) 782-5564
[Special Education Profile: Page 11](#)

Concordia Lutheran School
 8500 Durand Ave., **Sturtevant**, WI 53177
 Other Locations: None
 Administrator: Jeannine Klein
 (262) 884-0991
[Special Education Profile: Page 21](#)

*Good Shepherd Evangelical Lutheran School
 777 Indiana Ave., **West Bend**, WI 53095
 Other Locations: None
 Administrator: James Sievert
 (262) 334-7881
[Special Education Profile: Page 32](#)

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Granville Lutheran School
 8242 N. Granville Rd., **Milwaukee**, WI 53224
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 354-6601
[Special Education Profile: Page 33](#)

*Holy Ghost Elementary School
 436 S. Main St., **Chippewa Falls**, WI 54729
 Other Locations: None
 Administrator: Jeffrey Heinzen
 (715) 723-0538
[Special Education Profile: Page 41](#)

Lighthouse Christian School
 6402 Schroeder Rd., **Madison**, WI 53711
 Administrator: Tia Sierra
 (608) 441-9408
[Special Education Profile: Page 49](#)

Heritage Christian Schools
 3500 S. Glen Park Rd., **New Berlin**, WI 53151
 Other Locations: 1500 S. West Ln., New Berlin
 Administrator: Barbara Wier
 (262) 432-0333
[Special Education Profile: Page 34](#)

Holy Rosary Catholic School
 215 S. Washington Ave., **Medford**, WI 54451
 Other Locations: None
 Administrator: Brenda Spindler
 (715) 748-3336
[Special Education Profile: Page 43](#)

Lutheran Special School & Education Services
 5425 S. 111th St., **Hales Corners**, WI 53130
 Other Locations: None
 Administrator: Jennifer Stollenwerk
 (414) 461-8500
[Special Education Profile: Page 50](#)

*High Point Christian School
 7702 Old Sauk Rd., **Madison**, WI 53717
 Other Locations: None
 Administrator: Sheila Olson
 (608) 836-7170
[Special Education Profile: Page 36](#)

Immanuel Lutheran School
 13445 Hampton Rd., **Brookfield**, WI 53005
 Other Locations: None
 Administrator: Sharon Wallace
 (262) 781-7140
[Special Education Profile: Page 45](#)

Martin Luther High School
 5201 S. 76th St., **Greendale**, WI 53129
 Other Locations: None
 Administrator: Erin Janetzke
 (414) 421-4000
[Special Education Profile: Page 52](#)

*Hillel Academy
 6401 N. Santa Monica Blvd., **Milwaukee**, WI 53217
 Other Locations: 2315 W Good Hope Rd., **Glendale**
 Administrator: Brian Kreuziger
 (414) 962-9545
[Special Education Profile: Page 38](#)

*Kettle Moraine Lutheran High School
 3399 Division Rd., **Jackson**, WI 53037
 Other Locations: None
 Administrator: Jamie Luehring
 (262) 677-4051
[Special Education Profile: Page 46](#)

*Mary Queen of Saints Catholic Academy
 1435 S. 92nd St., **West Allis**, WI 53214
 Other Locations: None
 Administrator: William Hughes
 (414) 476-0751
[Special Education Profile: Page 53](#)

Holy Family School
 4849 N. Wildwood Ave., **Whitefish Bay**, WI 53217
 Other Locations: None
 Administrator: Amy Kern
 (414) 332-8175
[Special Education Profile: Page 39](#)

Lake Country Lutheran High School
 401 Campus Dr., **Hartland**, WI 53029
 Other Locations: None
 Administrator: Heidi Reimer
 (262) 367-8600
[Special Education Profile: Page 48](#)

*Messmer Catholic Schools
 742 W. Capitol Dr., **Milwaukee**, WI 53206
 Other Locations: 3027 N. Fratney St., Milwaukee; 514 N. 31st St., Milwaukee
 Administrator: Mike Bartels
 (414) 264-5440
[Special Education Profile: Page 56](#)

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Milwaukee Lutheran High School
 9700 W. Grantosa Dr., **Milwaukee**, WI 53222
 Other Locations: None
 Administrator: Linda Koebert
 (414) 461-6000
[Special Education Profile: Page 59](#)

*Newman Catholic High
 1130 W. Bridge St., **Wausau**, WI 54401
 Other Locations: None
 Administrator: Dan Sullivan
 (715) 845-8274
[Special Education Profile: Page 67](#)

*Notre Dame School of Milwaukee
 1418 S. Layton Blvd., **Milwaukee**, WI 53215
 Other Locations: 1420 W Scott St., Milwaukee
 Administrator: Anna Hartnett
 (414) 671-3000
[Special Education Profile: Page 75](#)

Montessori School of Waukesha
 2600 Summit Ave., **Waukesha**, WI 53188
 Other Locations: None
 Administrator: Michelle Krauska
 (262) 547-2545
[Special Education Profile: Page 61](#)

*Newman Catholic Middle
 1130 W. Bridge St., **Wausau**, WI 54401
 Other Locations: None
 Administrator: Ann McManus
 (715) 845-8274
[Special Education Profile: Page 68](#)

*Our Lady Queen of Peace
 2733 W. Euclid Ave., **Milwaukee**, WI 53215
 Other Locations: None
 Administrator: William Hughes
 (414) 672-6660
[Special Education Profile: Page 76](#)

Mount Olive Lutheran School
 5301 W. Washington Blvd., **Milwaukee**, WI 53208
 Other Locations: None
 Administrator: Sherry Scheid
 (414) 774-2200
[Special Education Profile: Page 63](#)

*Northwest Catholic School
 7140 N. 41st St., **Milwaukee**, WI 53209
 Other Locations: None
 Administrator: William Hughes
 (414) 352-6927
[Special Education Profile: Page 69](#)

Pilgrim Lutheran School
 6717 W. Center St., **Wauwatosa**, WI 53210
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 259-0190
[Special Education Profile: Page 79](#)

*Newman Catholic Elementary School
 602 Military Rd., **Rothschild**, WI 54474
 Other Locations: None
 Administrator: Tina Meyer
 (715) 359-9662
[Special Education Profile: Page 65](#)

Northwest Lutheran School
 4119 N. 81st St., **Milwaukee**, WI 53222
 Other Locations: None
 Administrator: Dannel Meinzer
 (414) 463-4040
[Special Education Profile: Page 72](#)

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 80](#)

*Newman Catholic Elementary School
 604 N. 6th Ave., **Wausau**, WI 54403
 Other Locations: None
 Administrator: Terry Vechinski
 (715) 845-5754
[Special Education Profile: Page 66](#)

*Notre Dame de la Baie Academy
 610 Maryhill Dr., **Green Bay**, WI 54303
 Other Locations: None
 Administrator: Karen Konop
 (920) 429-6100
[Special Education Profile: Page 73](#)

*Prince of Peace
 1646 S. 22nd St., **Milwaukee**, WI 53204
 Other Locations: 1114 S. 25th St., Milwaukee
 Administrator: William Hughes
 (414) 645-4922
[Special Education Profile: Page 82](#)

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*Randolph Christian School Society, Inc.
 457 N. 2nd St., **Randolph**, WI 53956
 Other Locations: None
 Administrator: Jeffrey Hoogveen
 (920) 326-3320
[Special Education Profile: Page 85](#)

*Saint Charles Borromeo Catholic School
 3100 W. Parnell Ave., **Milwaukee**, WI 53221
 Other Locations: None
 Administrator: William Hughes
 (414) 282-0767
[Special Education Profile: Page 97](#)

*Saint Lucas Lutheran School
 648 E Dover St., **Milwaukee**, WI 53207
 Other Locations: None
 Administrator: Andrew Baxter
 (414) 483-8000
[Special Education Profile: Page 109](#)

Renaissance School
 6150 Taylor Ave., **Racine**, WI 53403
 Other Locations: 1510 Villa St., Racine
 Administrator: Dannel Meinzer
 (262) 554-6768
[Special Education Profile: Page 87](#)

Saint Coletta Day School
 1740 N. 55th St., **Milwaukee**, WI 53208
 Other Locations: None
 Administrator: William Koehn
 (414) 453-1850
[Special Education Profile: Page 100](#)

Saint Marcus Lutheran School
 2215 N. Palmer St., **Milwaukee**, WI 53212
 Other Locations: 243 E. Center St. Milwaukee; 2210 N. 1st St., Milwaukee
 Administrator: Rebecca Hannemann
 (414) 562-3163
[Special Education Profile: Page 112](#)

*Roncalli High School
 2000 Mirro Dr., **Manitowoc**, WI 54220
 Other Locations: None
 Administrator: Barbara Strawn
 (920) 682-8801
[Special Education Profile: Page 88](#)

*Saint John XXIII Catholic School
 1802 Wisconsin St., **Port Washington**, WI 53074
 Other Locations: 446 Johnson St., Port Washington
 Administrator: Kristi Klein
 (262) 284-2441
[Special Education Profile: Page 103](#)

*Saint Martin of Tours Parish School
 7933 S. 116th St., **Franklin**, WI 53132
 Other Locations: None
 Administrator: William Hughes
 (414) 425-1114
[Special Education Profile: Page 115](#)

*Saint Augustine Preparatory Academy
 2607 S. 5th St., **Milwaukee**, WI 53207
 Other Locations: None
 Administrator: Alfonso Carmona
 (414) 810-1380
[Special Education Profile: Page 90](#)

*Saint Joseph Catholic Academy
 2401 69th St., **Kenosha**, WI 53143
 Other Locations: 7207 14th Ave., Kenosha
 Administrator: Robert Freund
 (262) 654-8651
[Special Education Profile: Page 105](#)

Saint Martini Lutheran School
 1520 S. Cesar E Chavez Dr., **Milwaukee**, WI 53204
 Other Locations: 1557 W. Orchard St. Milwaukee
 Administrator: Dannel Meinzer
 (414) 383-7058
[Special Education Profile: Page 118](#)

*Saint Catherine School
 2647 N. 51st St., **Milwaukee**, WI 53210
 Other Locations: None
 Administrator: William Hughes
 (414) 445-2846
[Special Education Profile: Page 94](#)

*Saint Joseph Catholic School
 813 E. Patten St., **Boyd**, WI 54726
 Other Locations: None
 Administrator: Sara Giza
 (715) 703-1034
[Special Education Profile: Page 108](#)

*Saint Mary School
 214 Church St., **Algoma**, WI 54201
 Other Locations: None
 Administrator: Margaret Hall
 (920) 487-5004
[Special Education Profile: Page 119](#)

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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 120](#)

*Saint Roman Parish School
 1810 W. Bolivar Ave., **Milwaukee**, WI 53221
 Other Locations: None
 Administrator: William Hughes
 (414) 282-7970
[Special Education Profile: Page 130](#)

Tamarack Waldorf School
 1150 E. Brady St., **Milwaukee**, WI 53202
 Other Locations: 2628 N. Dr. Martin Luther King Jr. Dr., Milwaukee
 Administrator: Cecilia Hunter
 (414) 277-0009
[Special Education Profile: Page 139](#)

*Saint Patricks Elementary
 127 11th Ave. N., **Onalaska**, WI 54650
 Other Locations: None
 Administrator: Ted Knutson
 (608) 783-5483
[Special Education Profile: Page 123](#)

*Saint Thomas Aquinas Academy
 341 E. Norwich St., **Milwaukee**, WI 53207
 Other Locations: None
 Administrator: William Hughes
 (414) 744-1214
[Special Education Profile: Page 133](#)

*Torah Academy of Milwaukee
 6800 N. Green Bay Ave., **Glendale**, WI 53209
 Other Locations: None
 Administrator: Trudy Farber
 (414) 352-6789
[Special Education Profile: Page 141](#)

Saint Paul Lutheran School
 1819 N. 13th St., **Sheboygan**, WI 53081
 Other Locations: None
 Administrator: Wendy Kretschmar
 (920) 452-6882
[Special Education Profile: Page 124](#)

*Shining Star Christian Schools, Inc.
 4050 N. 95th St., **Milwaukee**, WI 53222
 Other Locations: 137 N. 66th St., Milwaukee
 Administrator: John Mattek
 (414) 376-9230
[Special Education Profile: Page 136](#)

*TransCenter For Youth/El Puente
 1127 S. 35th St., **Milwaukee**, WI 53215
 Other Locations: None
 Administrator: Lynn Klipstine
 (414) 672-1237
[Special Education Profile: Page 142](#)

*Saint Paul Lutheran School
 N4118 County Rd. AB, **Luxemburg**, WI 54217
 Other Locations: None
 Administrator: Daniel Olson
 (920) 845-2095
[Special Education Profile: Page 126](#)

*Shoreland Lutheran High School
 9026 12th St., **Somers**, WI 53171
 Other Locations: None
 Administrator: Sue Scriver
 (262) 859-2595
[Special Education Profile: Page 137](#)

Wells Street Academy
 2020 W. Wells St., **Milwaukee**, WI 53233
 Other Locations: None
 Administrator: Mary Hoffman
 (414) 937-2024
[Special Education Profile: Page 146](#)

*Saint Rafael the Archangel School
 2251 S. 31st St., **Milwaukee**, WI 53215
 Other Locations: 2075 S. 32nd St., Milwaukee; 2259 S 31st St., Milwaukee; 3132 W. Lincoln Ave., Milwaukee; 2059 S. 33rd St., Milwaukee
 Administrator: William Hughes
 (414) 645-1300
[Special Education Profile: Page 127](#)

*Stevens Point Christian Academy
 801 County Rd. HH W., **Stevens Point**, WI 54481
 Other Locations: None
 Administrator: Heidi Uitenbroek
 (715) 341-0588
[Special Education Profile: Page 138](#)

*Winnebago Lutheran Academy
 475 E. Merrill Ave., **Fond du Lac**, WI 54935
 Other Locations: None
 Administrator: David Schroeder
 (920) 921-4930
[Special Education Profile: Page 148](#)

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Zion Lutheran School
N48W18700 Lisbon Rd., **Menomonee Falls**,
WI 53051
Other Locations: None
Administrator: Matthew Pankow
(262) 781-7437
[Special Education Profile: Page 149](#)

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Aquinas High – Special Education Profile

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

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student’s most current Individualized Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

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

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Aquinas Middle – Special Education Profile

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Beautiful Savior 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.

Beautiful Savior Lutheran School is here to assist parents in the following of our Lord when He said, “Parents... bring (your children) up in the training and instruction of the Lord.” (Ephesians 6:4b) As We welcome this opportunity to give children the quality Christ-centered education, which they so vitally need. We pray that their faith and love for the Savior will enable them to overcome the many temptations that will confront them in this life. We have faith in the Lord’s command and promise when He says, “Train a child in the way he should go, and when he is old he will not turn from it.” (Proverbs 22:6)

Beautiful Savior Lutheran School will gladly make reasonable modifications to educational programming and procedures if necessary within the regular educational classroom. We offer an academically appropriate education for each individual child based on their need and approved by both parents and school.

Title I services and Speech Therapy are provided through the School District of Waukesha.

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

All teachers at Beautiful Savior Lutheran School hold a minimum of a Bachelor’s Degree in Education.

Our Special Education Lead Teacher is Katherine Mech—M.S. EC Special Education.

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Bethlehem Evangelical 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.

Bethlehem Lutheran School (BLS) has a special education program that assists classroom teachers in managing the education of every student in their classroom. Classroom teachers make use of differentiation and Response to Intervention (RtI) techniques to identify and work with struggling learners within the general classroom setting. The BLS Learning Service Coordinator creates a Learning Service Plan informing parents of any environmental accommodations or instructional modifications that are being used in their child's education. When a student is identified as needing Tier 2 or Tier 3 Interventions, the BLS Learning Service Coordinator or another approved Learning Service Provider meet with students individually or in small groups of same-age peers outside of the general classroom. Parents of children receiving Tier 2 or Tier 3 Interventions receive bimonthly updates via e-mail on their child's progress. The classroom teachers, Learning Service Coordinator, and other Learning Service Providers make use of the RtI resource materials that accompany our reading and mathematics curriculums in developing appropriate instructional materials.

At the current time, speech and language services are provided for qualifying 4K - Grade 8 students through the Local Education Agencies.

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

Learning Services Coordinator: B.S. in Elementary Education; MN teaching license (K-6, Elementary Education; 5-8, Social Studies)

Learning Services Provider: B.S. in Elementary Education; M.S. in Education, Special Education emphasis; WI teaching license (MC-EA, Grade Levels 1-8; 1777 Regular Education; 1734 Social Studies)

Learning Services Aide: Associate Degree in Hotel/Hospitality Management

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Blessed Sacrament Elementary – Special Education Profile

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

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ACS elementary school buildings are not wheelchair accessible.

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

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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**Schools Indicating an Intent to Participate in the Special Needs
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Please click on or scroll down to the designated “Special Education Profile Page”
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Cathedral Elementary – Special Education Profile

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

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student’s most current Individualized Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

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

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Catholic East Elementary – Special Education Profile

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

MISSION AND VISION

The Mission of Catholic East Elementary School, a richly diverse Catholic community, is to pursue academic excellence, nurture strong moral development and foster lifelong learning through living out the Gospel values.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit

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Catholic East Elementary – Special Education Profile (cont.)

psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development to best serve students with disabilities – mind, body, and spirit.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include extended time for completion, quiet or distraction-free testing spaces (Least Restricted Environment), 1:1 or small group testing with teaching staff, and having exam questions read aloud.

In addition, Catholic East employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, guided reading, What I Need (WIN) Time, blended learning, Title 1 Reading intervention, afterschool tutoring for grades 2-4, other out-of-class homework help as needed, and other 1:1 or small group intervention as needed. Instructional materials include Words Their Way, Louisiana Believes, Newsela, Headsprout, RazKids, BrainPOP, I-Ready, and MindUP. Catholic East currently has Chromebooks available for instruction and student use, as SMART Boards in every classroom and document cameras. Catholic East also has a Guided Reading Library on-campus and at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam in grades 3-8, Measures of Academic Progress (MAP), Educational Software for Guiding Instruction (ESGI), and some students take the STAR Assessment. Classroom-based assessments include unit tests, progress monitoring, running records, and live scoring.

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Catholic East Elementary – Special Education Profile (cont.)

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes certified reading specialists, a teacher with an Intellectual Disabilities license and a licensed Guidance Counselor
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Central Wisconsin 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.

Mission: Central Wisconsin Christian School serves students in elementary, middle and high school with a mission to teach children to glorify God and serve in His world.

Here, Christ is central to what we do. We embrace a theology of inclusion, and believe that all students are challenged to develop and grow in the gifts that God has given them. We approach our work with a foundation of core values – to choose joy, care for others, speak the truth in love and strive to grow.

Educational Environment: Our mission and values are exemplified in our approach to nurturing all of our students, particularly those with special needs or challenges. Our philosophy is one of inclusion, where students in the same age group grow and learn together in the classroom, in the least restrictive environment possible.

We employ early intervention strategies to identify, evaluate and assist students who struggle. Our team – administrators, special education professional, resource teacher, classroom teachers, aides and school counselor – works in harmony to build a solid foundation for each student so that he or she develops academically, spiritually, socially and personally.

Our school’s warm Cornerstone Learning Center for high school students, bright and airy classrooms for elementary students, and middle school small-class approach provide our students with an appropriate environment in which to thrive.

We network with outside professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Central Wisconsin Christian School will meet with the parents of special needs students who have an Individualized Education Program or Individual Service Plan. They will modify the plan through agreement,

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Central Wisconsin Christian School – Special Education Profile (cont.)

which may also include any additional services not outlined in the plan that are available and may benefit the student.

All staff that works with the student will use the modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student’s response, progress and success. The nature, scope and location of services will be fashioned to attend to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

Instructional Materials

Students with special education services will use textbooks and materials also in use in the general education classroom. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor select curriculum and materials that are best suited to the student’s ability, in consultation with the student’s parents.

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student’s special need, age and grade level.

Special needs students will participate in state assessment at all three levels – elementary, middle and high school, unless the modified IEP or ISP states otherwise. These assessments may be conducted with or without accommodations.

The special needs team will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

Instructional Staff

Central Wisconsin Christian School has a team approach to assist students with special needs. The team may

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Central Wisconsin Christian School – Special Education Profile (cont.)

include administrators, general education classroom teacher, special needs coordinator, special education professional, instructional aides, school counselor and professional therapists as needed for specialized speech and language, occupational and physical therapy.

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

Special education and support staff

Special education teacher: BA degree with WI license in special education

Educational Student Services Coordinator: BA, WI teacher certification, special education degree

School Counselor: Masters in Educational Psychology/School Counseling

Administration and classroom teachers: BA/BS degree at minimum and teaching licenses from WI and/or neighboring states.

Literacy specialists: BA degree and training in Orton Gillingham reading intervention

Paraprofessionals and classroom aides: Minimum high school diploma. Many with experience in special education, autism support, Orton Gillingham reading support.

Consultation services provided by Christian Learning Center, Grand Rapids, MI

State licensed credentialed persons for out sourced services such as OT, PT and speech and language.

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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 currently provides support 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. We offer a continuum of services within our special education program. A multi-tiered system of support (MTSS) describes two support systems, one for academics needs and one for behavioral needs.

Methods of Instruction

Christ- St. Peter takes a preventative approach to increase academic achievement in students who struggle in the form of an RTI (Response to Intervention) system. Within RTI, layers of instructional tiers are created to meet and remediate each students needs. Students are provided with an excellent interactive general educational curriculum. Progress of benchmarks is monitored. Students’ needs are identified within the classroom and small group instruction within the regular curriculum occurs. When sufficient growth is not demonstrated, more intense intervention occurs in a small group setting. A school based Instructional Services Plan (ISP) is developed to outline goals, specific services and programs to be put in place to support students’ learning. Research-based interventions are employed with 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 using one to one, small group, pull-out, and push in instructional methods. Student with current IEP/Service Plans may be served immediately within the continuum of special needs services. An ISP is developed to implement goals within these plans. The school has a full time ELS teacher, Special Needs Resource teacher, and two Title I teachers, all offering different intervention approaches depending on the students level of need and support. Speech and Language services are provided through a contracted independent educational service. The instructional needs of students with disabilities may be approached through inclusive instruction, differentiation, small group intervention, one to one instruction, small group functional /alternative programming or a combination of these options.

The school also provides behavioral services with student within a positive behavioral interventions and support (PBIS). Teachers again take a preventive approach to behavioral needs by providing a structured

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

instructional environment, solid routines, use of positive environmental reinforces, and a disciplinary approach which 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 engaging community resources in the form of day treatment may be part of their plan.

At the current time, MPS provides related services for speech and language at the K4 and K5 level.

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, WI License-1)
Elementary/Middle School- 2) Emotional Behavioral Disorders, M. Ed.

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

Special Education Teacher- BS, Elementary Ed.

Title I Teachers - BS, Elementary Ed. – WI License, Elementary/Middle School Certification

Speech and Language Specialist –

Speech and Language Pathologists, Occupational Therapists, Services Supplied by Mrs. Myer’s Educational Services

Additional services Provided By Milwaukee Public Schools

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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.

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

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

STAFFING

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

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Cross Trainers 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.

Cross Trainers Academy is committed to providing quality educational services to all students, including students with special needs. Throughout the history of the school, we have worked to meet the needs of students with learning disabilities, emotional disabilities, speech and language impairments, and other health impairments.

The staff at Cross Trainers Academy works diligently to support students with special needs in a number of ways. Our class size is intentionally kept low so that our classroom teachers can identify and meet the needs of each individual learner, making modifications when needed. We also have educational assistants to support the learning that takes place, working intentionally with struggling students on targeted interventions. The following services are available to students with special needs:

- Special Education Teachers and Licensed Teachers to provide replacement curriculum instruction and/or in-class academic and behavioral support
- Resource Teachers to provide targeted instruction in areas of need
- Title I Reading and Math teachers to supplement the classroom instruction that takes place
- A Licensed School Psychologist to assess students and to work on specific emotional and behavioral plans
- A Licensed Therapist to work with students who are struggling with social, emotional and/or behavioral issues
- A School Counselor to provide student support

Cross Trainers Academy puts together an individualized “CTA Service Plan” for each student with special needs, outlining goals and services for each student.

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Cross Trainers Academy – Special Education Profile (cont.)

Milwaukee Public School currently provides special education services under a “Service Plan” at Cross Trainers Academy for students who qualify for an I.E.P (Individual Education Plan). The following areas are served:

- Speech and 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

Coordinator of Student Services – K4-12th grade

MA – Masters of Arts Degree
BS – Bachelors of Science Degree
Wisconsin State Teaching License
Teaching Experience
Administration Experience

Resource Room Teacher – K4 – 3rd grade

MA – Masters of Arts Degree
BS – Bachelors of Science Degree
Wisconsin State Teaching License
Teaching Experience

Resource Room Teacher – 4th – 12th grade

BS – Bachelors of Science Degree
Wisconsin State Teaching License
Teaching Experience

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Cross Trainers Academy – Special Education Profile (cont.)

Two Title I Reading/Math Teachers – Grades K5-12th
BS – Bachelors of Science Degree
Wisconsin State Teaching License
Teaching Experience

School Psychologist
MS – Masters of Science in School Psychologist
MA – Masters of Arts in Education
BS – Bachelors of Science Degree
State Licensed
Teaching Experience
Administration Experience

School Therapist
BS – Bachelors of Science Degree
State Licensed

School Counselor
MA – Masters of Arts in Education
BS – Bachelors of Science Degree

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**Schools Indicating an Intent to Participate in the Special Needs
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Crown of Life Christian Academy, Inc. – Special Education Profile

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

Crown of Life Christian Academy will provide special education accommodations and services to students who have special needs. All students will participate in the general education courses through our mainstreamed classrooms. Students are then given accommodations by the general education teacher according to their individual needs. Accommodations include, but are not limited to a variety of methods of instruction, in-class support, one on one academic intervention all to help each individual child achieve their goal.

Crown of Life Christian Academy will also offer speech and language, OT and PT support to those students who qualify with speech and language, OT or PT impairments; services will be in accordance with the student’s IEP or ISP.

Examples of these modifications can include, but are not limited to, allowing students to use adaptive materials such as scissors, writing utensils, and technology in place of traditional implements. For children with speech and language concerns, teachers may allow for written or typed lessons rather than oral lessons. Students may have the option of alternative seating and use of the elevator for mobility as needed. Adaptations for testing will also occur as needed. Students will be allowed longer time periods for taking tests and may do some sections orally in a one on one situation with a proctor.

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

Crown of Life Christian Academy will ensure that a licensed speech and language pathologist will provide the speech services, a licensed occupational therapist will provide the needed occupational therapy, and a physical therapist will provide the needed physical therapy.

All general education teachers at Crown of Life Christian Academy hold a minimum of a Bachelor's degree. In addition, we have teachers who hold the following:

- Masters Degrees in Curriculum and Instruction
- Wisconsin State teaching License
- Masters Degree in Professional Development with an emphasis in Reading

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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. With the monies from the Special Needs Scholarship Program we were able to hire a Resource Room teacher this year. This teacher meets with students with special needs either on a one to one basis or in small groups. She also writes academic plans for those students with special needs listing the accommodations needed in the classroom. 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. Since we now have a Resource Room teacher with additional students in the SNSP program we intend to hire a speech 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:

Resource Room teacher currently working on a Master's Degree in Special Education
1740 - Psychology (Grades 1-6)
1316 - Reading Teacher (graduating with a Doctorate this Spring)
1395 - English as a Second Language (PK - Grade 9)
Guidance Counselor
Title One Math teacher experience
Gifted & Talented experience
Early Childhood Special Education Experience

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Divine Savior 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.

Mission: Divine Savior exists to provide a high quality, personalized Catholic education that will enable students to walk in the footsteps of Christ, develop lifelong learning skills, and to value prayer, knowledge and service to others.

Educational Environment: Students receiving special education services will receive such service in the least restrictive environment with the non-disabled peers.

We network with outside professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Divine Savior Catholic School will meet with the parents of special needs students who have an Individualized Education Program or Individual Service Plan. They will modify the plan through agreement, which may also include any additional services not outlined in the plan that are available and may benefit the student.

All staff that works with the student will use the modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student’s response, progress and success. The nature, scope and location of services will be fashioned to attend to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

Instructional Materials

Students with special education services will use textbooks and materials also in use in the general education classroom. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor select curriculum and materials that are best suited to the student’s ability, in consultation with the student’s parents.

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Divine Savior Catholic School – Special Education Profile (cont.)

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student’s special need, age and grade level.

Special needs students will participate in state assessment (gr. 3-8), unless the modified IEP or ISP states otherwise. These assessments may be conducted with or without accommodations.

Teachers and special needs staff will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

Instructional Staff

Divine Savior Catholic School has a team approach to assist students with special needs. The team may include administrators, general education classroom teacher, resource education professional, instructional aides and professional therapists as needed for specialized speech and language, occupational and physical therapy.

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

The school will outsource speech and therapy services as needed. These services will be provided by licensed teachers having earned a minimum of a bachelor's degree from an accredited college or university. The school also plans on hiring a part-time special education resource teacher who will also be required to have a bachelor's degree from an accredited institution. The licenses will correspond to the service being provided (i.e. speech).

All current teachers at all grade levels as well as the academic aide have bachelor degrees from accredited colleges and universities. All teachers have elementary, special ed, or subject specific licenses issued by the State of Wisconsin.

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Good Shepherd Evangelical 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.

Good Shepherd enjoys the services of a full time special education teacher. Our teacher is Ms. Patricia Holem. Patty holds a current license in special education.

Patty provides services to students in our 4k - 8th grade programs. She utilizes pull-out programs for many of the students and works with them individually or in small groups. Patty also provides services to our teachers by helping make necessary accommodations in the classroom to meet the needs of these students.

At the present time Patty provides services to approximately 25% of our student body. However, only a fraction of these students have an active ISP.

Good Shepherd also enjoys the services of a 3/5 FTE school counselor. Our school counselor is Mrs. Kristen Kapler. Kristen helps numerous students with social and emotional issues. She utilizes small group instruction, whole class instruction, and individualized instruction. Kristen also works with teachers in designing classroom accommodations for students who require them.

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

Ms. Patricia Holem holds Wisconsin state licenses for Learning Disabilities (PK - 12); Elementary/Middle Level Education (K - 8); and Emotional Behavioral Disabilities (PK - 12). Patty received her Master of Education degree from National-Louis University on August 31, 2000.

Mrs. Kristen Kapler holds a Wisconsin state license as a school counselor. Kristen received her master's degree from Concordia University, Mequon.

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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/Services Plan (ISP). 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/ISP. 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/ISP. They will utilize or modify the current IEP/ISP 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.

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

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of 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.

Program Summary:

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 educational support services (ESS) department, in class support from both the classroom teachers and ESS personnel, and tutoring in basic reading skills using the Wilson Language System which is based on the Orton-Gillingham method. HCS also offers a Title 1 intervention program at both campuses in cooperation with the New Berlin Public Schools.

Student Success Plans:

All students receiving services through the Special Needs Scholarship Program receive an individualized success plan. This plan outlines the student’s areas of need and specifies the actions to be taken by support services personnel, the classroom teacher, parents, and the student to promote the student’s academic success. These actions include both interventions designed to raise the student’s skill level in a particular area of academic need and accommodations to minimize any negative impact that the student’s disability would otherwise have on their classroom performance. Interventions are combined with a measurable goal so that student success can be tracked and adjustments can be made as needed.

Assessment:

As a student begins receiving support through the Educational Support Services program the school evaluates the student's academic records and completes any testing needed to gain a full understanding of their needs. These needs then dictate the goals and accommodations included on the student’s success plan and are assessed periodically to monitor progress. The assessment used is dependent upon the best fit for the student’s need.

Intervention:

One size fits all programs rarely fit anyone well. Our goal is to design a program that is a custom fit to the specific needs of each student. In doing so, we will pull from a variety of resources including the Wilson Language Systems. However, it is always the needs of the student and not the sequence of a curriculum that dictate the intervention a student receives.

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Heritage Christian Schools – Special Education Profile (cont.)

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

Educational Support Services

Mr. Eric Schroeder, Educational Support Services Director: M.Ed. in Educational Leadership from Cedarville University, Cedarville, Ohio. Wisconsin licensed teacher, Orton-Gillingham training in progress at the Children’s Dyslexia Center (to be completed in July of 2018)

Ms. Amanda Kiecker, Middle School / High School Educational Support Services Facilitator: BA in psychology from Wisconsin Lutheran College.

Mrs. Katrina Olguin, Elementary Educational Support Services Paraprofessional: BA in International Business from Alverno College, BA in Business Administration from Alverno College, Master’s of Accounting and Financial Management from Keller Graduate School of Management.

Title 1

Mrs. Sarah Bach, Title 1 teacher: BS in Elementary Education from Northwestern University, post-baccalaureate reading license in progress from Viterbo University, Wisconsin licensed teacher.

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High Point 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.

High Point Christian school is committed to excellence in all things, including providing a learning environment in which God’s Word and His truths are an integral part. We provide Christ centered services and program for students with learning differences as well as some identified special education needs such as: attention issues, autism, speech and language, OHI, as well as some emotional and behavioral difficulties. Currently, initial speech screenings are done by the Special Education teacher on staff. If a student qualifies for speech and language services they are provided by the Madison Metropolitan School District. Our goal is to provide these services to prepare students to maximize their God-given academic, spiritual, emotional and social potential both in school and the community.

Students are included in the regular education curriculum as much as possible. Additional support and/or remediation is provided for students by classroom teachers. The methods of instruction used may include: one-on-one intervention, small group intervention, differentiating assignments/homework, and/or providing extra time on quizzes/tests.

The most recent individualized education program or services plan will be implemented and/or modified by agreement, between the school and parents. In addition, related services not included in the plan will be outlined and agreed upon as well. The program, plan or related services outline will guide instructional methods.

As our school grows its resources to be able to provide additional services to students and families, faculty and staff will participate in ongoing professional development to enrich the educational environment for all students.

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High Point Christian 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.

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

General education/classroom teachers

Plan and implement the instructional program, along with the administrator and special education staff

Monitor student progress and direct activities of instructional assistants (aides, support staff, etc) who work with the students

Director of Student Academic Services

BS-Education, Special Education, Cross Categorical, Grades K-12

Masters in Educational Administration

Masters in Special Education

Reading Teacher-316

May teach lessons in smaller group settings or one-on-one as the needs of child or IEP/service plan dictate

Work collaboratively with the general education teachers to adjust curriculum to meet individual student needs

Work collaboratively with team to provide academic, emotional and developmental support to all students as needed. This team may include outside consultants/service providers as needed.

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Hillel 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.

Bader Hillel Academy provides students with identified needs both academic and behavioral support in a number of ways including:

- Differentiation of the general curriculum by the general education teacher
- Differentiation, modification, and/or accommodation of the general education curriculum by the general education teacher in conjunction with the learning coordinator
- Pull-out remediation for reading up to 90 minutes a week by the learning specialist
- Pull-out remediation for reading up to 2 hours a week by Title I
- Push-in support by the reading specialist (limited)
- Paraprofessional support (classroom)
- Speech services up to 30 minutes a week (provided by the local educational agency)
- School Psychologist on staff 2 days a week
- Use of individual positive behavior systems
- Use of universal proactive behavior strategies (classroom and/or school)

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

Teacher Qualifications:

- Learning Coordinator-- Masters in Special Education
- Learning Specialist-- B.S. in Elementary and Special Education; Masters in Curriculum and Instruction
- Title I Teacher-- Masters in Reading and Learning Disabilities; 1316 Reading Teacher, early elementary – adolescence
- School Psychologist-- Masters in Educational Psychology with a certificate in School Psychology
- Paraprofessional(s)-- B.A.

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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 IEP or 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 IEP or 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
- 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

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Holy Family School – Special Education Profile (cont.)

- 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.

Current Educational Liaisons:

Tamara S. Kasper, MS, CCC-SLP, BCBA, Director

1. Jessica Adams: Bachelor Degree Psychology, Master Behavioral Analysis, anticipated 2018
2. Laura Biwer: Bachelor Degree Psychology, Board Certified Assistant Behavior Analyst, BCaBA
3. Laura Wood: Master Degree Educational Psychology/School Counseling
4. Substitute: Kelly Zinsli: Master Degree Education
5. Amber Allen, Bachelor Degree Psychology
6. Amoa Childs: Bachelor Degree Biology & Chemistry, Master Behavioral Analysis, anticipated 2018
7. Sydney Erdmann, Bachelor Degree Psychology
8. Paul Glaser: Bachelor Degree Sociology
9. Amanda Gonzalez: Master of Science Psychology, BCBA anticipated 2018
10. Allison Jung: Bachelor of Science in Community Engagement and Education
11. Sarah Kamps: Bachelor Degree Educational Studies
12. Noelle Perry: Bachelor Degree Sociology & Psychology
13. Ted Loy: Behavioral Treatment Technician
14. Miranda Pierce: Behavioral Treatment Technician
15. Emily Pfeiffer: Behavioral Treatment Technician

All staff meet the requirements to render services under Medicaid which includes passing caregiver background checks, and Center requirements of continuing education and supervised training in ABA.

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Holy Ghost Elementary 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.

Our Mission: Committed to the formation of community, academic excellence and the spiritual and physical well-being of each student in the spirit of Jesus Christ.

Our Vision: We are the school of choice for an excellent Catholic faith based education within the Chippewa Falls area. We welcome all families to be a part of our school community no matter their faith or financial means. In partnership with our parents, we form the whole child in support of our values and mission. Our vision of the whole child consists of a lifelong learner, who upon graduation, is academically prepared for post-secondary education and career, grounded in relationship with Jesus Christ, balanced physically and emotionally, and actively engages as servant leaders in family, parish, and civic communities.

Method of Instruction: MACS serves students with special needs such as specific learning disabilities, speech and language impairments, mild cognitive disabilities, high-functioning autism and some medical needs that do not require nursing care. All students with special needs participate in the regular academic curriculum in the classroom. Teachers use a variety of teaching techniques to meet the needs of individual learners including differentiation, modifications, academic intervention, enrichment and individualized learning opportunities.

The current Individual Education Plan (IEP) or Individual Service Plan (ISP) from the public school, modified and agreed upon between MACS and the parents of the student with special needs, is implemented in the regular classroom with the option for individualization in a small group or one-on-one setting with an interventionist. The current math and literacy curriculums include tier 2 and 3 level interventions allowing all students to pursue and succeed in the regular curriculum. Specialized programming is also available and may include literacy and math intervention using research-based supplemental materials such as Sound Partners, REWARDS, and others. The use of smart boards, iPads and chromebooks is integrated into all aspects of the curriculum. Technology is also available for individualized instruction.

Speech/Language therapy and Title 1 reading services are available on site, provided by qualified staff from the Chippewa Falls Unified Public Schools.

Assessment: All students are evaluated at regular intervals throughout the year using AIMSweb. Data from

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Holy Ghost Elementary School – Special Education Profile (cont.)

these evaluations is analyzed by teachers, specialists and the principal and used for making educational decisions. Students with special needs may be evaluated on a more frequent basis (bi-weekly or monthly) to ensure interventions are being successful. Additional academic modifications can be made based upon student progress.

Parents will receive quarterly progress reports. More frequent feedback to parents can be arranged as outlined on the agreed upon MACS Individual Service Plan.

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

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

The Student Support Services Coordinator, who will supervise all special education services, has a Master’s Degree in Special Education and has a Cross-Categorical teaching license for grades K-12 from the Wisconsin Department of Public Instruction. The interventionist has experience and training in working with special needs students. All classroom teachers are licensed by the state of Wisconsin and most have advanced degrees and additional training in special needs. A reading specialist will be on staff at the elementary level. Two full time counselors, one at the middle school/high school level and one at the elementary school level are part of the educational team.

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**Schools Indicating an Intent to Participate in the Special Needs
Scholarship Program (SNSP) – 2018-19 School Year**

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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 Grade 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. We use the Wilson Decoding program as well. We will provide these services as needed. We currently use the SuperKids Reading program in grades PK-2 and Saxon Math, which encourages the use of math manipulatives throughout the early learning grades. 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, use of a handled cup with a straw, and 90 degree left-handed utensils for self-feeding, gait trainer, and stander. Additional time is given to student to accommodate their needs to complete their work. A stander, in-room chair, powered wheelchair, tumble chair with desk are available.

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

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

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Holy Rosary Catholic School – Special Education Profile (cont.)

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

1361 - Reading Teacher (Early Childhood -Adolescence) UW-Stevens Point

Teacher Assistant - High School Graduate

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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 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. The Immanuel student services team, administration, classroom teacher and parents will develop an appropriate education plan for each student utilizing the Special Needs Scholarship. 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.

Services for students at Immanuel Lutheran School may include:

- Speech/Language therapy
- Counseling services
- Occupational therapy
- Small group instruction
- Direct instruction
- Accommodations in the classroom
- Modifications to curriculum

Nursing or medical staff are not provided at Immanuel Lutheran School.

Students utilizing the Special Needs Scholarship are subject to the guidelines and expectations listed in the Parent & Student Handbook.

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 and service providers are qualified according to Wisconsin state standards.

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Kettle Moraine 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.

Empowered by God’s Word, Kettle Moraine Lutheran High School educates, encourages, and equips God’s people for life and for eternity.

As an integral part of our mission, the KML Learning Center exists to encourage and work with any KML student who needs academic support for success. Through support from the Learning Center staff, students are equipped to be successful learners with the gifts God has given them.

Currently, the Learning Center has two dedicated classrooms where support is available throughout the entire school day and after school. Students receive the following services and support in the Learning Center:

- Self-advocacy training
- goal setting
- review or re-teaching of material
- monitoring of grades
- small group or one-on-one assistance
- structured study halls
- modified curriculum and assignments (in coordination with the classroom teacher)
- training in study skills
- help with test-taking
- organizational skills

A team, which could include student, parents, special educators, classroom teachers and school administration, meet in order to discuss the student’s most current IEP or ISP. They will utilize or modify the current IEP or ISP to the agreement of all stakeholders. Scholarship students will be subject to the same rules as stated in the KML Student Handbook (available online at kmlhs.org).

KML does not offer full time one on one instructors or educational aides.

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**Schools Indicating an Intent to Participate in the Special Needs
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Kettle Moraine Lutheran High 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.

All of our full time and part time teachers have a minimum of a bachelor’s degree in education from an accredited institution of higher learning including all of our teachers who work with students in our Learning Center.

The Learning Center Administrator has a masters degree in Special Education.

KML also has a partnership with Christian Family Solutions in which students receive professional counseling services at no cost to families for up to 5 visits. KML is a licensed site for CFS where families can also utilize their insurance for further service. A counselor is on site part time.

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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 and modifications with the assistance of the Special Education Resource Counselor which help support instruction, promotes student self-advocacy, problem solving, and skills for classroom and life success. Lake Country Lutheran focuses on an individualized approach to each student’s learning styles and academic needs within the context of the regular classroom. In addition, the students work with the Special Education Resource Counselor as needed during study hall to reteach, finish assignments and tests and get extra assistance.

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

Heidi Reimer, MA Cardinal Stritch, Special Education

Kristen Olver, MS, Texas A&M, Community Counselor, LPC

Dwayne Jobst, MA, Bowling Green State University, Educational Administration

Erik Malm, MA, Concordia University Wisconsin, Educational Administration

Matt Pankow, MA University of Wisconsin, MA Concordia University of Wisconsin, 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.

The school creates an Individual Learning Plan for each student that describes the accommodations, modifications and direct services that the student will receive. They will also have quarterly goals in this plan. The school has a Special Needs Coordinator who manages all the Special Needs Students' Individual Learning Plans and sets up direct services, as well as consults with teachers on the plan. The school provides a Special Education assistant for students in need of greater support. We also have a private Speech and Language therapist on site once a week. In addition we provide counseling services and behavior support. Students will be included in the regular education setting 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 Needs Coordinator -- Bachelors in Special Education
S/L therapist -- Doctorate in Special Needs
Counselor -- PhD in Psychology
Behavior Coordinator -- Masters of Social Work
Assistant -- Special Education Assistant License

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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 implements a Transitional Services Program. Students who have been evaluated and hold a current IEP or services plan will receive the accommodations from their regular classroom teachers. The accommodations from the IEP or Services Plan will be used to create the Services Agreement between the school and student’s parent/guardian. Classroom teachers facilitate the accommodations of those students and are overseen by the Director of Transitional Services, in the Office of Student 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 who receive accommodations will participate in Guided Studies during their scheduled study hall period. Guided Studies is a small group study time for students where they can receive peer tutoring, help from classroom teachers, reteaching from Guided Studies teachers, and work on organizational skills. At the beginning of each school year all teachers are equipped with Student Learning Profiles for students receiving accommodations. The SLP is used as a tool for all classroom teachers to use for accommodations of each student. Included in the SLP is educational background information, diagnosis, classroom modifications that have been used in the past, and current classroom accommodations to be used in the classroom. SLP's are updated anytime there is an evaluation, a change in a student's IEP or services plan, or at the beginning of a new school year.

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
Guided Studies Instructor: M.S. in Education
Guided Studies Instructor: M.S. in Education
All teachers hold a minimum of a Bachelor's Degree as a requirement for teaching

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Mary Queen of Saints Catholic 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.

MISSION AND VISION

We, the Christian community of Mary Queen of Saints Catholic Academy, in collaboration with the Catholic parishes of West Allis and West Milwaukee, are called to integrate the teachings of Jesus Christ into the spiritual, academic, and social development of each individual.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit

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Mary Queen of Saints Catholic Academy – Special Education Profile (cont.)

psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

Mary Queen of Saints’ facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include assistive technology, 1:1 and small-group testing with instructional staff, quiet or distraction-free testing spaces, extended time for completion, use of a scribe, curriculum modification, and opportunities to re-take an assessment.

In addition, Mary Queen of Saints employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, What I Need (WIN) Time, Words Their Way, blended learning, Title 1 Reading intervention, individualized intervention from a Resource Specialist, and supplemental academic support from instructional staff upon request. Instructional materials include Raz Kids, Excel Math, Louisiana Believes, BrainPOP, BrainPOP Jr., and Khan Academy. Mary Queen of Saints currently has Chromebooks, iPads, and a computer lab available for instruction and student use, as well as SMART Boards in classrooms. Mary Queen of Saints staff also have access to a Guided Reading Library on-campus as well as at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include

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Mary Queen of Saints Catholic Academy – Special Education Profile (cont.)

The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell Reading Assessment, STAR, Educational Software for Guiding Instruction (ESGI), ACCESS, and Qualitative Reading Inventory (QRI).

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a certified reading specialist
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Messmer Catholic 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.

EDUCATIONAL ENVIRONMENT

Founded in faith and inspired by the Catholic tradition, Messmer High School’s dedication to meeting diverse educational needs provides our students the academic and cultural competence to succeed in a global economy. To that end, Messmer is committed to work with students at their educational level to succeed and work towards high school completion and the faculty and staff participate in ongoing professional development to continue to enrich the educational environment for all students.

Our dedication begins with evaluating a child’s most recent IEP or individualized services plan and determining how to best meet the student’s needs through our menu of classroom accommodations and/or intervention services. The subsequent plan, called a Personalized Learning Plan (PLP), will be agreed upon by the school and parents prior to implementation. The parties will regularly review this plan and revise or update as appropriate, given the child’s progress and needs. Identified students may also be targeted to participate in sessions geared towards accountability, study skills, organizational strategies and/or peer tutoring during the advisory block. Personalized Learning Plan participants will include students that have a formal written assessment outlining a diagnosed disability, as well as students identified by admissions or faculty as having needs to enhance their educational levels. These students will be subject to the same rules as stated in the Parent/Guardian and Student Handbook.

METHODS OF INSTRUCTION

Messmer High School aims to increase academic achievement through a Response to Intervention (RtI) model. Our RtI Committee is composed of teachers from all content areas, administrators, specialists and counselors. This RtI leadership team meets monthly to review and adjust support systems. Within RtI, instructional tiers have been created to meet and support students’ literacy needs. Universal screeners are administered to identify baseline skills in literacy and math. Teachers and specialists collaborate to adjust curriculum and instruction to meet the individual needs of students. Additional supports provided may include small group, supplementary instruction in Reading and Math, small group reading intervention, curriculum modifications and, through our qualified counseling staff, emotional and social support.

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Messmer Catholic Schools – Special Education Profile (cont.)

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.

INSTRUCTIONAL MATERIALS

Textbooks and other instructional materials may be augmented by materials that provide information at a reduced language and/or reading level as determined by individual needs.

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

Learning Support Coordinator

- Master's of Science in Literacy Education - expected 5/2018
- Director of Special Education and Pupil Services (#80 licensure) - in progress

Reading Teacher (#1316) - expected 5/2018

- Elementary/Middle Level Education, 1-6
- 12 years of experience

Reading Specialist

- Master's of Science in Literacy Education
- Reading Specialist (#5017)

Reading Teacher (#1316)

- Secondary Education- Broadfield Social Studies 6-12 (#1735, #1740, #1701, #1725, #1740)
- 8 years experience

Reading Teacher

- Master's of Science in Literacy Education
- Reading Teacher (#1316)
- English Education 6-12 (#1300)- 13 years of experience

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Messmer Catholic Schools – Special Education Profile (cont.)

Reading Teacher

- Master’s of Science in Literacy Education
- Reading Teacher (#1316)
- Secondary Education- History 6-12 (#1725)
- 8 years of experience

Title 1 Teachers

- Master’s Degrees in Learning Disabilities, Emotionally Behaviorally Disturbed, Curriculum and Instruction, Education and Teaching
- License #'s 1830, 1810, 1811, 1300, 1725, 1952, 1777, 1334, 1088

Counselors

- Master’s Degrees in School Counseling and Psychology
- School Counselor License (#7054)
- 5-15 years of experience

Deans of Students

- Master’s Degrees in School Counseling
- School Counselor License (#7054)
- 5-15 years of experience

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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 mild to moderate diagnosed disabilities or impairments that affect their ability to function independently within the school environment.

The program offers a spectrum of services including:

- a modified core curriculum through self-contained classes
- resource study hall
- reasonable classroom accommodations
- 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 two teachers, an instructional assistant, and a counselor to provide special education and related services to our Transition Program 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)

Revised October 2018

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**Schools Indicating an Intent to Participate in the Special Needs
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Milwaukee Lutheran High School – Special Education Profile (cont.)

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

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

Chloe Black
Instructional Assistant
Associate's Degree - Liberal Arts

Additionally, Milwaukee Lutheran facilitates Title 1 and DVR services for eligible students

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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) is accredited by American Montessori Society, meaning we meet the highest standards for Montessori education. 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 methods, 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 grade 3 for the 2018-19 school year. The MSOW Special education program is two-fold: for district sponsored students, special education services are provided through district therapists and staff in the classroom or the building during the child's day for students with IEPs. For SNSP students, MSOW provides the therapists and the facility to provide services during the day.

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 with decades of tenure, 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 is given to students with prior Montessori experience.

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

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

Speech Pathologists:

Private speech language pathology service providers based in Pewaukee and Oconomowoc, Wisconsin. Services are provided in the client's natural communication environment. Collaboration between the speech-language pathologist, faculty and parents is vital to the progress of the student. All individual sessions include feedback and strategies for facilitation of carryover into daily living skills and classroom social skills.

Therapists specialize in pediatric speech and language disorders, with additional experience in sensory processing, autism, apraxia, articulation, pragmatics, receptive/expressive language and voice.

Special Education:

Education: B.S. Deaf Education

Masters coursework in curriculum and instruction with emphasis in literacy

Professional development via summer institutes, webinars, workshops and conferences

This kind and gentle therapist has decades of experience in birth to 3 program, K-12 public school and is a National Instructor 3 cr. graduate literacy course.

Member 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 and will provide those students with supplementary academic support in order to reinforce and reteach concepts presented as part of the regular educational curriculum according to the students’ Individual Education Plan or Service Plan. This includes, but is not limited to, in-class support, small group instruction, and/or one-on-one academic intervention. The delivery of all student services is child-centered. Decisions about assessments and interventions are based on each child’s needs and their predetermined education plan.

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
 - Small group or one-on-one tutoring with a teacher or support teacher
 - 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 a Service Plan (a document similar to an IEP for non-public/private schools)
 - Students at Mount Olive can be referred for an special education evaluation

Please note that Mt. 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.

Armstrong, Leah	Bachelor of Arts	Concordia University, Wisconsin
Ballard, Erin	Bachelor of Arts	Concordia University, Wisconsin
	Master of Higher Level Instruction	Wisconsin Lutheran College
Berndt, Holly	Bachelor of Science	Carroll College
	Colloquy	Concordia University, Wisconsin

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

Bohmann, Kari	Bachelor of Arts	Concordia University, Wisconsin
Burant, Rachel	Elementary Ed. Certification	Concordia University, Wisconsin
	BFA Art-Graphic Design	NW Missouri State University
	Colloquy	Concordia University, Wisconsin
Hojnacki, Danika	Associate of Arts	Lakeland College
	Bachelor of Arts	Lakeland College
	Master of Arts	Lakeland College
Lerret, Brian	Bachelor of Science	Concordia University, Wisconsin
Lambrecht, Kelsey	Bachelor of Science	University of Wisconsin, Madison
	Teaching Certificate	Wisconsin Lutheran College
Librizzi, Katie	Bachelor of Science	Concordia University, Wisconsin
Meier, Rosalie	Bachelor of Science	Concordia College, Nebraska
	Master of Reading and Learning Dis.	Cardinal Stritch University
	SLED	LCMS
O’Connor, John	Bachelor of Science	Concordia University, Wisconsin
	Master of Arts	Wisconsin Lutheran College
Rosebrock, Rev. Stephen	Bachelor of Music Ed.	Baldwin-Wallace College
		Conservatory of Music
	Master of Divinity	Concordia Theological Seminary
	Master of Arts	St. John’s University, Collegeville, MN
Scheid, Sherry	Bachelor of Science	Concordia College, Nebraska
Totsky, Adele	Bachelor of Science	Concordia University, Wisconsin
Walker, Desiree	Bachelor of Science	Concordia University, Wisconsin

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Newman Catholic Elementary School (Rothschild) – Special Education Profile

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

Newman Catholic Elementary School St. Mark (NCES St. Mark) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student’s most current Individual Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCES St. Mark student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include; assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCES St. Mark standards and policies as stated in each school handbook.

Newman Catholic Elementary School St. Mark (Pre-K4, K-5) is wheelchair accessible.

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

All NCES St. Mark teachers hold a bachelor’s degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Newman Catholic Elementary School (Wausau) – Special Education Profile

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

Newman Catholic Elementary School St. Anne (NCES St. Anne) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student’s most current Individual Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCES St. Anne student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include; assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCES St. Anne standards and policies as stated in each school handbook.

Newman Catholic Elementary School St. Anne (K-5) is wheelchair accessible.

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

All NCES St. Anne teachers hold a bachelor’s degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Newman Catholic High – Special Education Profile

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

Newman Catholic High School (NCHS) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student’s most current Individual Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCHS student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include; assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCHS standards and policies as stated in each school handbook.

Newman Catholic High School (9-12) is not wheelchair accessible.

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

All NCHS teachers hold a bachelor’s degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Newman Catholic Middle – Special Education Profile

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

Newman Catholic Middle School (NCMS) will provide students with support to reinforce academic concepts taught as a part of the regular education curriculum. An Intervention team, which may include the student, parent or guardian, classroom teacher(s), Interventionist, Dean of Students, administrator, and school counselor, will meet to review the student’s most current Individual Service Plan (ISP) or Individualized Education Plan (IEP). The team will develop accommodations to create an updated ISP that is the NCMS student plan. Examples of accommodations may include small-group or one-on-one skill development, re-teaching, reinforcement of skills or work on specific learning gaps that have been identified as significant through testing (standardized or other). It may also include; assistance with homework, providing notes, pre-teaching, preferential seating, and/or individual assessment and homework options. Students with a medical or other specific diagnosis that do not require an ISP are assigned a specific Tier in our Response to Intervention (RtI) Program. The Intervention Team also makes recommendations for testing and works with local public school districts and other professional organizations to develop appropriate goals for the student. Currently, some special education services are provided by the local Public School District. SNSP students will be held to NCMS standards and policies as stated in each school handbook.

Newman Catholic Middle School (6-8) is not wheelchair accessible.

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

All NCS teachers hold a bachelor’s degree or higher. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Northwest 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.

MISSION AND VISION

At Northwest Catholic School, our mission is to serve a diverse urban community through strong academics and service rooted in the Catholic tradition. Together with parents and community members, we work hard to continually strengthen Northwest Catholic School and shine together. We form productive citizens who live the message of Jesus Christ. Guided by our Catholic values, Northwest Catholic School students are respectful citizens, responsible learners, and ready to serve.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”.

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Northwest Catholic School – Special Education Profile (cont.)

Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include use of assistive technology, extended time for completion, quiet or distraction-free testing spaces, 1:1 or small group testing with teaching staff, use of a scribe, re-teach & re-take opportunities, conducting examinations orally, and having exam questions read aloud.

In addition, Northwest Catholic employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, guided reading, Transformative Reading Intervention (TRI), blended learning, Title 1 Reading and Math intervention, 1:1 Reading intervention with a Reading Corps service member, and trauma-informed care. Instructional materials include Words Their Way, Zearn, MindUP, BrainPop, BrainPop Jr., Headsprout, Newsela, and ReadWorks. Northwest Catholic currently has Chromebooks and iPads available for instruction and student use, as well as document cameras and SMART Boards in classrooms. Northwest Catholic staff also have access to a Guided Reading Library on-campus and at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include

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Northwest Catholic School – Special Education Profile (cont.)

The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell, STAR, and Educational Software for Guiding Instruction (ESGI). Classroom-based assessments include unit tests, exit tickets, progress monitoring, benchmark testing, and Reading Corps assessments.

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a licensed Guidance Counselor, an interventionist and a half-time Reading Core teacher
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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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/Services Plan (ISP). 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/ISP. 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/ISP. They will utilize or modify the current IEP/ISP 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.

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

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Notre Dame de la Baie 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.

Notre Dame de la Baie Academy, as an educational ministry of the Roman Catholic Church, educates the whole person by developing each student's Christian faith, commitment to service, and full academic potential within a caring Church community.

In Communio is a phrase taught to us by our Norbertine fathers. As a Norbertine ideal, it means a deep sense of community where all contribute to the good of the whole. It's an ideal that we seek at Notre Dame Academy as we integrate our faith and gifts in pursuit of the development of the whole student who positively impacts our world.

Flowing from the Notre Dame Academy mission which emphasizes the, “development of the full academic potential,” and our focus on Communio, the educational community has committed itself to the development of, “The SNSP NDA Learning Program”. The “Learning Program” exists to provide assistance for students with certified learning disabilities and/or special needs and has the following goals:

1. To increase communication with families prior to starting high school by working cooperatively to create a Summary of Services Agreement (SOS) which meets the needs of the student while understanding the resources available to private schools are not commensurate with public institutions of learning.
2. To personalize the learning environment in order to meet individual needs.
3. To address the instructional needs of students who enter high school unprepared for rigorous, college preparatory work.

Notre Dame's standards-based curriculum ensures that every student successfully completes a rigorous and coherent course of study. Our curriculum focuses on college preparation and ensures all students are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

The Learning Program at Notre Dame Academy is designed for students in grades 9-12 whose social/physical developmental capacities, physical health and/or academic skills need individual attention beyond what can be met within a classroom setting. Committed to providing an education in the ‘least restrictive environment’, our goal for all members of the Learning Program is to be fully integrated into the regular education environment as much as possible.

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**Schools Indicating an Intent to Participate in the Special Needs
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Notre Dame de la Baie Academy – Special Education Profile (cont.)

During the Fall of each academic year, a Universal Assessment is taken by all freshmen and sophomores to identify students whose academic skills need further attention. Students falling below the 20th percentile in reading or mathematics will be discussed by the principal, teachers and learning specialists to determine if further assessment is warranted. If more assessment is warranted, the parent(s)/guardian(s) are contacted in order to convene a meeting. As part of this meeting, a Summary of Services agreement (SOS) may be written which would include Research Based Interventions. The Response to Interventions (RTI) will be monitored. Students who are not responding will be referred to the LEA for further evaluation.

Students who have SOS agreements, will receive modifications/accommodations designed to assist them in being successful. The SOS will be agreed upon by the school, parent/guardian and student. During the writing of the SOS agreement a discussion regarding the difference in services between private Catholic schools and public schools will be discussed and parents will give consent to their understanding of this difference. Parents will be provided a Comparison of Rights of Students with Disabilities and their Families under State and Federal Education Law and Under the Wisconsin Special Needs Scholarship Program.

Accommodations/Modifications are individualized based on student need, but may include accommodations in response, setting, timing, scheduling, organization, assignment or curriculum.

All special education services are contingent upon the Summary of Services (SOS) agreement which is signed by the parent and school administrator. Students who do not have a signed SOS 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.

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

Student Services Teachers are licensed through the State of Wisconsin

Certificate from UCLA in College Counseling; Provides emotional, social and academic support for students.

Master’s Degree in Science Education from University of Wisconsin Oshkosh. Certified Pupil Services k-12.

Master’s Degree in Science-Special Education from Western Governors University.

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Notre Dame School of Milwaukee – Special Education Profile

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

Notre Dame School of Milwaukee has an Intervention team made up of our school counselor, a special education teacher, speech therapist, and school principal. That team analyzes individual student IEP’s or service plans and coordinates a plan with the classroom teachers. The methods depend on the IEP’s or service plan needs of the child, but could include speech services, pull out (though inclusion is preferred), push in for small group and one on one instruction. Students who qualify will be encouraged to receive Title I services if the parent opts in.

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

Our speech therapist holds a Bachelor of Science in Speech Pathology from Marquette University. Our special education teacher holds a Bachelor and Master degree in Education and a Wisconsin license. We also have a retired special education teacher, who worked in the Wauwatosa School District, and holds a Master degree in Special Education who will be chairing our intervention team.

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Our Lady Queen of Peace – Special Education Profile

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

MISSION AND VISION

As a diverse urban parish rooted in Christ's Gospel and Catholic tradition, Our Lady Queen of Peace School is committed to building a community of faith through worship, education and service. With Mary as our example of unconditional love, we aspire to demonstrate God's forgiveness and serve as channels of peace, compassion and stewardship to all we meet.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive

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Our Lady Queen of Peace – Special Education Profile (cont.)

environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

Our Lady Queen of Peace’s facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include extra time for completion, use of a scribe, modified assessments, reading questions aloud, conducting assessments orally, and project-based assessment.

In addition, Our Lady Queen of Peace employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, Words Their Way, Guided Reading, What I Need (WIN) Time, Transformative Reading Instruction (TRI), blended learning, Title 1 Reading and Math intervention, and homework help from teachers upon request. Instructional materials include Louisiana Believes, BrainPOP, BrainPOP Jr., Headsprout, Raz Kids, Zearn, and math manipulatives. Our Lady Queen of Peace currently has Chromebooks and iPads available for instruction and student use, as well as SMART Boards in classrooms and document cameras. Our Lady Queen of Peace also has access to a Guided Reading Library at Seton Catholic Schools central office.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include Forward, Fountas and Pinnell, Measures of Academic Progress (MAP), Educational Software for Guiding

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Our Lady Queen of Peace – Special Education Profile (cont.)

Instruction (ESGI), ACCESS, and STAR. Classroom-based assessments include unit tests, progress monitoring, peer assessments, and project-based learning.

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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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/Services Plan (ISP). 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/ISP. 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/ISP. They will utilize or modify the current IEP/ISP 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.

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

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental 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]
 - 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.

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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Prince of Peace – Special Education Profile

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

MISSION AND VISION

Recognizing each child as a unique image of God, the student is the focus of Prince of Peace School. In a nurturing environment of mutual respect, we nourish the mind, body, heart and soul through worship, service and academics.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit

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Prince of Peace – Special Education Profile (cont.)

psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit. Prince of Peace’s facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include use of extended time for completion and conducting examinations or assessments orally.

In addition, Prince of Peace employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, possible 1:1 instruction when needed, Words Their Way, Guided Reading, What I Need (WIN) Time, Transformative Reading Instruction (TRI), Title 1 Reading intervention, Title 3 ESL intervention, Positive Behavioral Intervention & Supports (PBIS), math tutoring, blended learning, and Tier 1 (classroom-based) social-emotional education. Instructional materials include Louisiana Believes, Headsprout, Zearn, and Raz Kids. Prince of Peace currently has Chromebooks and iPads available for instruction and student use. Prince of Peace staff also have access to a Guided Reading Library on-campus and at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Fountas and Pinnell Reading Assessments, Measures of Academic Progress

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Prince of Peace – Special Education Profile (cont.)

(MAP), ACCESS, and STAR. Classroom-based assessments include unit tests, exit tickets, formative assessments, project-based learning, and individualized progress reports.

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- State of Wisconsin licensed ELA and Spanish teachers
- Special Education Staff who hold licenses from the Wisconsin Department of Public Instruction:
 - Guidance Counselor and Social Worker
 - Reading teachers
 - Intellectual Disabilities teacher
 - Early Childhood Special Education teacher
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Randolph Christian School Society, Inc. – Special Education Profile

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

Mission: Randolph Christian School believes that students are spiritual beings made in the image of God with physical, moral, intellectual and social needs. The school endeavors to fulfill those needs through nurturing and instruction so that students grow and mature to use their gifts in the world God created.

Educational Environment: Our mission and values are exemplified in our approach to nurturing all of our students, particularly those with special needs or challenges. Our philosophy is one of inclusion, where students in the same age group grow and learn together in the classroom, in the least restrictive environment possible.

We employ early intervention strategies to identify, evaluate and assist students who struggle. Our team – administrators, resource teacher, classroom teachers and aides – works in harmony to build a solid foundation for each student so that he or she develops academically, spiritually, socially and personally.

We network with outside professionals to provide the best possible supports for students who require additional assistance or programming, and we challenge ourselves to continually learn more about our profession and our students so that they excel. We have a commitment to ongoing development as professionals.

Methods of Instruction

Randolph Christian School will meet with the parents of special needs students who have an Individualized Education Program or Individual Service Plan. They will modify the plan through agreement, which may also include any additional services not outlined in the plan that are available and may benefit the student.

All staff that works with the student will use the modified plan to guide instruction. Push-in and pull-out services may be used to attend to the special needs of the student. Interventions will be employed as needed. Instruction and the teaching approaches with the student will regularly be adjusted according to the student’s response, progress and success. The nature, scope and location of services will be fashioned to attend to the unique needs of the child. Wherever possible, the student will remain with his or her peers.

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Randolph Christian School Society, Inc. – Special Education Profile (cont.)

Instructional Materials

Students with special education services will use textbooks and materials also in use in the general education classroom. Other materials and specialized equipment may also be used to augment instruction, as determined by the administrators, special education professionals and classroom teacher. The team will also collaborate to develop and tailor select curriculum and materials that are best suited to the student’s ability, in consultation with the student’s parents.

Assessment

Formal and informal assessments will occur regularly to determine student progress. The assessment tool used will depend on the student’s special need, age and grade level.

Special needs students will participate in state assessment, unless the modified IEP or ISP states otherwise. These assessments may be conducted with or without accommodations.

The special needs team will administer assessments and communicate results to parents. The team will consult with the assessment data to make instructional decisions and to monitor progress. All assessments will be shared with parents during quarterly reports.

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

Instructional Staff

Randolph Christian School has a team approach to assist students with special needs. The team may include administrators, general education classroom teacher, resource education professional, instructional aides and professional therapists as needed for specialized speech and language, occupational and physical therapy. The current administrator has an EdD in Educational Leadership and leads a team of educators with a minimum of a Bachelor's Degree, years of experience, and ongoing professional development.

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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/Services Plan (ISP). 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/ISP. 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/ISP. They will utilize or modify the current IEP/ISP 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.

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

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of Special Education) will be providing these supplemental services.

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Roncalli 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 Learning Needs and Study Skills Coordinator will assemble a team including the student and parent(s), and which may also include teachers, administrators and/or outside professionals, to discuss the student’s IEP or Services Plan. They will use the document provided as the foundation for a Roncalli High School Services Plan, developed through corroboration and mutually agreed upon by the student’s parent or guardian and the Roncalli Learning Needs Support Team. The RHS Services Plan will promote the development of academic and social skills and support success in the classroom and beyond high school.

Classroom accommodations can be made available as needed and may include direct instruction, computer assisted learning, peer tutoring, class notes, modified assignments, extended test times, adapted books or texts, or other services as needed. Roncalli High School is handicap accessible.

Roncalli High School also provides an academic course designed to assist students who have special educational needs with improving their reading comprehension skills, critical thinking skills, and study strategies which are needed to succeed in high school. As an introduction to the concepts and methods needed to increase study efficiency, the course acquaints students with better study habits. Students will examine their own study habits and discover what practices may or may not be effective. The course allows students to practice the study skills, study habits, and self-management techniques needed for mastering their homework assignments and commitments in all courses. Topics include listening, efficient textbook reading, time management, note-taking, test-taking strategies, test anxiety, and memory strategies. The students will practice implementing these skills with their daily school work from their current classes during this block.

All students are subject to the rules as stated in the Student Handbook, which can be accessed on the school’s website (roncallijets.net) or picked up from the school.

Coursework and practicum in Special Education (Cognitive Disabilities)

Revised October 2018

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Roncalli High 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.

Mrs. Colleen Piaskowski – Learning Needs and Study Skills Coordinator
B.S. – Silver Lake College
Licensed as Teacher, Adaptive Education, Regular Education, Spanish
TESOL Certification

Mrs. Sue Rohrer – Curriculum Coordinator
B.S. – Silver Lake College; M.A. – College of St. Scholastica
Licensed as Teacher, PDP Team Member

Ms. Joan Nickels – School Counselor
B.S. – UW Stout; M.S. – UW Milwaukee
Licensed for Pupil Services, School Counselor, Teaching (Short Term Substitute)
Coursework and practicum in mentoring, academic needs assessment

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Saint Augustine Preparatory 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.

Special Education Provision

St. Augustine Preparatory Academy recognizes the gifts and dignity of students with special education needs and strives to serve all students who wish to attend the Academy. Parents should contact the Superintendent and/or the Director of Special Education, to learn more about the Academy's programs and services so they can determine if St. Augustine Prep is the best choice for their child.

St. Augustine Prep serves students with special needs who have been identified as requiring supports for autism, specific learning disabilities, other health impairments, emotional behavioral disabilities, significant developmental delays, and speech and language impairments.

Instructional Supports

Special education instruction at St. Augustine Preparatory Academy follows an individually designed programming model to fit the unique needs of each student. Services are delivered through a full-inclusion push-in model, as well as small group pull-out services depending on the student's individual needs. The full-inclusion push-in model instruction is delivered in the general education classroom, with support from special education instructors. Small group pull-out instruction is delivered by a special education teacher, away from the general education classroom. Our special education teachers provide individualized supports and curriculum modifications of the grade level general education curriculum. St. Augustine Preparatory Academy also has a licensed social worker on staff to provide social, emotional, and behavioral support.

Services Provided

St. Augustine Prep currently serves students through a Summary of Service plan. In addition:

Students currently attending St. Augustine Prep can be referred for a special education evaluation by their teacher.

The public school handles referrals for current St. Augustine Prep students who reside in the city of Milwaukee.

If a child lives outside of Milwaukee, the public school district where the family resides can handle the referral.

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Augustine Preparatory Academy – Special Education Profile (cont.)

The public school provides diagnostic specialists such as a school psychologist, special education teacher, speech and language pathologist, social worker, etc. who evaluate St. Augustine Prep students to determine if a student meets criteria for a disability and if they are in need of special education services.

The public school currently provides special education services at St. Augustine Prep, which include:

Speech and 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 Disabilities services in grades 3 through 6 (45 minutes/ 1 time per week)

Special education services which are currently provided at St. Augustine Preparatory Academy include:

30 minutes/day of English Language Arts support

30 minutes/day of math support

30 minutes/ week of speech and language services

Check-in/Check-out services for behavioral support

Functional Behavioral Analysis and Behavior Intervention Plans

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Saint Augustine Preparatory 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.

Director of Special Education

BS- Bachelors of Science Degree- Special Education K-8 Learning disabilities, K-12 Cognitive Disabilities

MS- Masters of Science in Psychology Degree

EdS- Doctor Educational Science in Educational Administration and Curriculum and Instruction

Wisconsin State Teaching License: Special Education K-12

Wisconsin State School Administration license; Principal and Director of Curriculum and instruction

Teaching Experience- 10 years

Administrative Experience- 3 years

High School Special Education Teacher- Grade 9

BS- Bachelors of Science Degree in Psychology and Bio-Anthropology

Wisconsin State Teaching License: Special Education- Cross Categorical

Teaching Experience- 2 years

Middle School Special Education Teacher- Grade 6

BS- Bachelors of Science Degree in Secondary Education

Wisconsin State Teaching License: Special Education- Cross Categorical

Teaching Experience- 16 years

Elementary School Special Education Teacher- Grades K4-3

BA- Bachelor in Arts- Journalism

MS- Master of Science in Urban Special Education

Wisconsin State Teaching License: Special Education- Cross Categorical

Teaching Experience- 3 years

Speech and Language Therapist

BS- Bachelor of Science Degree in Speech Pathology and Audiology and Spanish for the Professions

MS- Masters of Science in Speech-Language Pathology

Bilingual English-Spanish Specialization Program (BIES)

Wisconsin State Teaching License: Speech and Language Pathology

Teaching Experience- 11 years

Certificate of Clinical Competency through American Speech Hearing Association

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Augustine Preparatory Academy – Special Education Profile (cont.)

School Social Worker

BS- Bachelors of Science Degree- Psychology

BS- Bachelors of Science Degree- Bible

MSW- Masters of Social Work Degree

State of Wisconsin License of Advanced Practice Social Worker

7 years experience in social services in Milwaukee, WI.

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Saint Catherine 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.

MISSION AND VISION

The mission of St. Catherine School is to educate students in an urban community. Service to God and others is a core teaching of our Catholic faith, and in our classrooms, it informs all learning. By promoting academic excellence and personal responsibility, we prepare students for lifelong learning and faith-filled living.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Catherine School – Special Education Profile (cont.)

environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

St. Catherine’s facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include use of assistive technology, extended time for completion, quiet or distraction-free testing spaces, testing conducted one-on-one or in small groups with teaching staff, and conducting examinations or assessments orally.

In addition, St. Catherine employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include Title 1 Reading Intervention, differentiation, Words Their Way, Guided Reading, What I Need (WIN) Time, Transformative Reading Instruction (TRI), afterschool High School Ready tutoring, and blended learning. Instructional materials include Louisiana Believes, Headsprout, Zearn, Eureka Math, Khan Academy, Integrated Science, and Second Step. With regard to enrichment, St. Catherine offers holistic and culturally relevant activities such as mindfulness and drumming. St. Catherine currently has Chromebooks and a computer lab available for instruction and student use. St. Catherine staff also have access to a Guided Reading Library at Seton Catholic Schools’ central offices.

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Catherine School – Special Education Profile (cont.)

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Fountas and Pinnell Reading Assessments, Measures of Academic Progress (MAP), and Educational Software for Guiding Instruction (ESGI). Classroom-based assessments include unit tests, exit tickets, formative assessments, project-based learning, progress monitoring, and individualized progress reports.

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a Wisconsin Department of Public Instruction licensed Cross-Categorical Special Education teacher and a Special Education Program Aide teacher
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Saint Charles Borromeo 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.

MISSION AND VISION

St. Charles Borromeo Parish School is dedicated to faith, family, and future. We are a faith community rooted in the Catholic tradition and the Gospel teachings, challenged to further our Baptismal call. We believe our Catholic education provides opportunities to grow spiritually and morally through religious instruction, prayer, and the Eucharistic celebration of the sacraments, develop intellectually through a strong academic curriculum, promote positive social interactions which value and respect the dignity and worth of each human person, and share our time, talent, treasure with others in our global community.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive

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Saint Charles Borromeo Catholic School – Special Education Profile (cont.)

environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

St. Charles Borromeo’s facilities are handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include extended time, 1:1 or small-group testing with teaching staff, quiet or distraction-free testing spaces, assessment modification, curriculum modification, use of a scribe, reteach & retake, study sessions, and conducting assessments orally.

In addition, St. Charles Borromeo employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, What I Need (WIN) Time, whole group/small group alternation, Guided Reading, Title 1 Reading intervention, and individualized and small-group Reading and Math intervention with a Resource Specialist. Instructional materials include BrainPOP, Raz Kids, ReadWorks, Newsela, Louisiana Believes, and Khan Academy. St. Charles Borromeo currently has Chromebooks available for instruction and student use, as well as SMART Boards in every classroom and document cameras. St. Charles Borromeo staff also have access to a Guided Reading Library both on-campus and at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell Reading

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Saint Charles Borromeo Catholic School – Special Education Profile (cont.)

Assessments, Educational Software for Guiding Instruction (ESGI), and STAR. Classroom-based assessments include unit tests, exit tickets, live scoring, and project-based assessments.

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

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a Wisconsin Department of Public Instruction licensed Speech Communications teacher and reading teacher
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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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 School-based Transition Program for students ages 18-21. We have a full-time instructional staff of five and one part-time Administrative Assistant.

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 as well as reciprocal teaching. 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.

Our School-based Transition Program continues the values and methods developed in the school program with an emphasis on life-skills and community interaction. Developing job-related skills and preparing the young adults for independence is a focus of the Transition Program.

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

With the Urban Ecology Center (UEC) we are part of their Neighborhood Environmental Education Project for environmental education. The Urban Ecology Center provides outdoor educational experiences 12 times throughout the school year. Summer camp specifically designed for our students is also a possibility through the UEC.

Our partnership with Alverno College provides art education and art therapy experiences. This partnership encourages 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.

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 necessary 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.

Core Values:

- Integrating moral values into the curriculum
- Respecting and promoting each student’s uniqueness
- Instilling a responsibility to serve others
- Inspiring each child to a lifelong love of learning
- Recognizing religious, cultural and learning differences
- Fostering a caring atmosphere for the entire school community
- Maintaining on-going communication and cooperation between the school staff and families

Critical Components to St. Coletta Day School:

- Learn at your own pace program
- Small class size
- Individual attention
- Structure/flexibility
- Staff stability, complimentary skills

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

Self esteem building
Comfortable environment
Parent involvement
Direct communication with parents
Continued, creative funding

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) 43 years
Special Education teaching experience

Rachel Lustig
Master of Science- Exceptional Education
License 1801 Cross-categorical Special Education (MC-EA)
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
5 years Teacher Aide experience (Special Education)

CindySue Nielsen
License 883 Special Education Aide
Master of Adult and Continuing Education
BS- Educational Studies-Middle School Focus
AAS-Early Childhood Education, Management, Instructional Assistant

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Saint John XXIII 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.

St. John XXIII Catholic School is committed to meeting the individualized learning needs of all students. The curriculum, instruction and assessment components at St. John XXIII are student-focused with individualized accommodation plans for students that benefit from them. The cross-curricular approach at St. John XXIII allows students to succeed at all ages and ability levels. The St. John XXIII Learning Support staff assist students when help is needed outside of the classroom. In the classroom, all students are provided with necessary accommodations in order to achieve individual learning goals. A few of these approaches include flexible seating and manipulatives in order to maintain student focus; voice enabled devices; and testing accommodations. Regular education teachers also provide small group and individualized instructional support in the areas of math, reading fluency and comprehension and study skills. Additionally, students at the middle school level participate in a daily intervention period called Flex Time. During this time, students have the opportunity to receive focused small group intervention through either their regular education teacher or a specified interventionist. When necessary, students receive additional support in these areas through a reading or math interventionist. Some of the intervention programs we implement include, Leveled Literacy Intervention, Early Literacy Intervention and Mobymax. The PWSSD also provides Speech and Language support through a certified Speech Pathologist.

We collaborate with the Port Washington-Saukville School District in creating IEP/Service Plans for particular students. The PWSSD provides initial testing and assists in creating student plans that help us to accurately meet our students’ needs. Our staff implements these accommodations and participates in regular progress checks in collaboration with the public school district special education staff. Additionally, 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 or Service Plan. They will utilize or modify the current plan to the agreement of all stakeholders. Scholarship students will be subject to the same expectations as stated in the Family Handbook. The Family Handbook can be read on the school’s website or can be obtained through the school office.

Revised October 2018

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**Schools Indicating an Intent to Participate in the Special Needs
Scholarship Program (SNSP) – 2018-19 School Year**

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Saint John XXIII Catholic 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.

It is a requirement at St. John XXIII Catholic School 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:

- Amy McMullen -Bachelors in Early Childhood, Regular Education
Certification- Reading License #316
- Marie Lippe- Bachelors in Early Childhood Education, Prek-3
Masters in Curriculum and Instruction
Certification- Reading License #316
- Dania Sereno- State Board Certification- Guidance - School Service Personnel
- Laura Gallitz- Bachelors Elementary/ Middle level Education and English #300
Alternative Education license
Cross Categorical / Special LD license -RITE program
Reading license #316
- Rebecca Olin- Bachelors Elementary and Special Education
License- Mild Interventions K-6 and Elementary Generalist
- Cindy Gibson~ Bachelors in Elementary Education
English (Grades 6-8)- License #1300
Elementary/Middle Level Education (Grades 1-8)- License #1088
Math (Grades 6-8)- License #1400
- Deborah Miller- Bachelors Physical Education-PreKindergarten to 12th grade
- Nicole Stewart- Bachelors of Science- Biological Sciences

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Saint Joseph Catholic Academy (Kenosha) – 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. Joseph Catholic Academy has high expectations and standards for all admitted students. Some students will require additional support and assistance to achieve their academic and personal goals. During the admissions process, a previously written IEP or ISP is evaluated and considered in light of the resources available at St. Joseph Catholic Academy. Though St. Joseph Catholic Academy is not legally bound to adhere to previously written IEP or ISP, every attempt is made to provide reasonable support and accommodations to all admitted students. Modifications to the IEP or ISP will be agreed to by both St. Joseph Catholic Academy and the parents/guardians of the special needs student.

Currently, SJCA serves students with special needs such as: speech and language, mild-cognitive disabilities, learning disabilities, other health impairments, and students identified with ADD/ADHD.

METHODS OF INSTRUCTION

SJCA personnel meet with parents and the student (if appropriate) to develop an accommodation plan based on an existing IEP or ISP. The accommodation plan outlines services and support that SJCA will regularly provide to the student and the family. This plan will be developed with mutual understanding and agreement between SJCA and the student’s parents.

- SJCA regularly invests in resources that provide tiered differentiation and intervention, as well as materials that supplement our core curriculum.
- Regular education classroom teachers implement interventions and instruction as outlined in a student’s accommodation plan.
- Some of the interventions and instructions are provided in the classroom setting or in small group pull-out sessions.
- The SJCA Learning Support Specialists monitor student accommodation plans and collaborate with regular education teachers.
- Teacher and student-led tutoring programs provide one-on-one or small group support to students in a specific subject area.
- Volunteers support students with and without accommodation plans through small group work and pull-out sessions during the school day. The frequency of this intervention is dependent on an individual student’s needs.

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Saint Joseph Catholic Academy (Kenosha) – Special Education Profile (cont.)

- SJCA licensed school counselors provide social and emotional support to all students, as well as academic planning. Counselors also support teachers with in-classroom needs.
- KUSD Title I Reading and Math teachers provide intervention and support for students identified as most in need, and who meet Title I qualifications.
- Students may be referred to KUSD for special education evaluations. KUSD will determine if a student is eligible for any special education support.

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

All SJCA teachers have a minimum of a Bachelor's degree. In addition to regular education classroom teachers, the following staff members will provide support, direction and resources for any student in need of special services.

Learning Support Specialist - Grades Preschool through 5

BA - Bachelor of Arts Degree
Wisconsin State Licenses: Professional Educator - Lifetime
Teaching Experience - 48 years

Learning Support Specialist - Grades 6 - 12

BA - Bachelor of Arts Degree
MA - Masters of Science Degree (Reading)
Wisconsin State Licenses: Political Science, Broad Field Social Studies, PDP Team Member, Alternate Education & Reading Teacher
Student Support Experience - 11 years

School Counselor - Preschool through Grade 5

BS - Bachelor of Science
MS- Master of Science in Educational Psychology
MS - Master of Science in Educational Leadership
Wisconsin State License: School Counselor; Principal/Director of Instruction
Counseling Experience - 10 years
Teaching Experience - 2 years

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Saint Joseph Catholic Academy (Kenosha) – Special Education Profile (cont.)

School Counselor - Grades 6 through 12

BS - Bachelor of Science

MS- Master of Science in Educational Psychology

Wisconsin State License: School Counselor

Counseling Experience - 1 year

School Counselor - Grades 6 through 12

BS - Bachelor of Science

MS - Master of Science in Counseling

Counseling Experience - 3 years

Illinois State Licenses: Professional Educator & Professional Counselor

School Counselor - Grades 6 through 12

BS - Bachelor of Science

MA - Master of Arts in Counseling (specialty School Counseling)

Counseling Experience - 4.5 years

Wisconsin State License: School Counselor

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Saint Joseph Catholic School (Boyd) – Special Education Profile

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

Currently our students attend the public school where they receive limited services throughout the year. The students that receive services are limited to one hour a week with a special education from the public school. We have to use our special education money to transport the students over to the public school by their transportation which is provided by the state. We also receive speech services from the public school which the speech therapist comes to our school and services students one day a week for about 15 to 20 min. per week.

The public school does also provide title services to our students up to 4 days a week for about a half hour each time at the public school. We also have to account for transportation out of that particular budget.

With the special education vouchers, we will be able to hire a part time teacher to come into St. Joseph’s school to spend more one on one time with them to better serve their needs.

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

The teachers that work with the students at the public school are all licensed teachers as required about the Department of Public Instruction.

The teacher that will be hired in the event that we receive a child with special needs will have a license at minimum of a bachelor’s degree in special education but a Master’s in special education will also be accepted. This teacher will work up to 2 hours a day with the child depending on the needs of the IEP.

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Saint Lucas 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.

Saint Lucas Special Education Program

Saint Lucas is committed to providing high quality educational services to all students. This includes students with special needs. Saint Lucas currently provides support for students with attention deficit hyperactivity disorder, cognitive difficulties, dyslexia, emotional behavior challenges, hearing deficits, significant developmental delays, speech/language impairments, and low academic achievement.

Methods of Instruction

Saint Lucas provides excellent support for students with special needs, including those who are formally identified with a special need through an IEP (Individual Education Plan) or a Services Plan (a document similar to an IEP for students in non-public/private schools), and those who have not received a formal individual education plan. Many students receive individualized support and curriculum modifications provided by classroom teachers, as well as assistance from other support teachers.

Saint Lucas also offers the following services to students with special needs:

Reading Specialist to provide individualized and small-group phonics, reading, and spelling instruction for students with dyslexia or with lower academic achievement in reading and spelling

Support Teachers to provide additional instruction and to assist with in-class support for students
Title I math teacher to provide small-group instruction and to help advance students toward grade level proficiency

Advance Practice Social Worker to provide social and emotional support for students and their families
Saint Lucas has students who qualify for an IEP if enrolled in a public school and/or a Services Plan if enrolled in a non-public/private school. In addition:

Students at Saint Lucas can be referred for a special education evaluation

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Lucas Lutheran School – Special Education Profile (cont.)

Milwaukee Public Schools (MPS) handles referrals for Saint Lucas 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 Saint Lucas students to determine if they meet criteria for a disability and if they are in need of special education services

The public school provides special education services at Saint Lucas:

Speech and Language Services in grades K4 & K5 (30 minutes/1 time per week)

Significant Developmental Delay services for students aged 4-9 (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

Reading Specialist

Bachelors of Science

Masters of Science in Education with a minor in Special Education

Wisconsin State Teaching License: Grades 1-9

Barton Tutor—5 years experience

Autism Line Therapist—1 year experience

Title I reading and math teacher—5 years experience

Teaching Experience—20 years

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**Schools Indicating an Intent to Participate in the Special Needs
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**Please click on or scroll down to the designated “Special Education Profile Page”
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Saint Lucas Lutheran School – Special Education Profile (cont.)

Title I Reading and/or Math Teacher—Grades K5-8
Masters in Adaptive Education
Wisconsin State Teaching License
Reading Teacher License
Experience—10 years

Two Support Teachers
Bachelors of Science or Arts Degree
Minnesota State Teaching License
Teaching Experience—1-3 years

Licensed Therapist—Grades K3-8
Master of Social Work
Wisconsin State License—Advance Practice Social Work
Experience—1 year

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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 who are admitted through the random selection process. 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. Students who are formally identified with a special need and those who have not received an Individual Education Plan (IEP) or Services Plan (SP) from a public school. The IEP or Services Plan is modified by agreement (St. Marcus Summary of Services document) between our school and the student’s parent/guardian. Many special needs students receive individualized support and curriculum modification provided by classroom teachers as well as support teachers in the classroom. St. Marcus provides 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
- A Licensed Speech Pathologist to provide student speech therapy

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

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

- 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.

- Kindergarten & Primary Special Education Teacher - K4 – 4th Grades
 - 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 - K4 – 4th Grades
 - BS - Bachelors of Science Degree
 - Wisconsin State Teaching License: Elementary Education K-8
 - Teaching Experience - 6 years
- Middle School Resource Teacher - Grades 5 – 8
 - BS - Bachelors of Science Degree
 - Wisconsin State Teaching License – Elementary Education – Grades 1-6
 - Teaching Experience – 31 years

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

- Dyslexia Specialist
 - 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 – 6
 - 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
- 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
 - MA - Masters of Science
 - Wisconsin State License – Clinical Social Worker
 - Experience – 15 years

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Saint Martin of Tours Parish 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.

MISSION AND VISION

At St. Martin of Tours Parish school, our mission is to develop creative, literate, and responsible learners who go forward to success in their personal and academic lives. As school staff, we view our work as a call, a passion, and a matter of the heart. Dedicated to providing Catholic education to children from 4-year Kindergarten through 8th grade, we support families of all faiths in the academic and spiritual development of their children for high school preparation and life.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit

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Saint Martin of Tours Parish School – Special Education Profile (cont.)

psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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.

Accommodations for students with disabilities could include use of assistive technology (such as laptops), use of a scribe, extended time for completion, quiet or distraction-free testing spaces, testing conducted one-on-one or in small groups with teaching staff, conducting examinations or assessments orally, curriculum modification, use of a calculator, and allowing parents the option to opt out of specific types of assessments.

In addition, St. Martin of Tours employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, Words Their Way, Guided Reading, WIN Time, afterschool Title 1 academic support, and homework help from teachers upon request. Instructional materials include Project Lead the Way, KJ Phonics, Louisiana Believes Reading Curriculum, textbooks, and Montessori-based math manipulatives. St. Matthias currently has two computer labs available for instruction and student use.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Fountas and Pinnell Reading Assessments, MAP, and ESGI (specifically for 4- and 5-year-old Kindergarten classes). Classroom-based assessments include unit tests, formative assessments, project-based learning, and individualized progress reports.

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Saint Martin of Tours Parish 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.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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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/Services Plan (ISP). 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/ISP. 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/ISP. They will utilize or modify the current IEP/ISP 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.

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

A team of regular education and/or special education teachers who hold at minimum degree of a Bachelor's degree, under the direction of the Director of Special Needs Services (MA of 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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Please click on or scroll down to the designated “Special Education Profile Page”
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Saint Mary 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. Mary Catholic School- Algoma meets the needs of individual students based on their changing needs and capabilities all within a loving and caring environment.

Methods of instruction include personalized educational instructional plans involving skill development in areas of academics, physical education, social skills and service opportunities for a full and enriching life experience.

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

MS- Curriculum and Instruction
MS- Administrative Leadership
BS- Middle School Education
BS Elementary Education
BS Early Childhood Education
BS Elementary Education

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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 health impairments, and students identified with ADD/ADHD. 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 requiring specialized 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 IEP or service plan, will also be outlined in the agreement.

Regular education teachers will provide instruction and accommodations as outlined in the mutually agreed upon plan. The teacher will use an individualized approach to their learning in partnership with the Student Services Director who oversees the student's progress and educational plan.

To the greatest extent possible, students receiving specialized educational services will have access to resources and supports to ensure their success. Our staff is trained in reading intervention, Love and Logic, and differentiated instruction 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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**Schools Indicating an Intent to Participate in the Special 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 for students meeting eligibility criteria for a speech and language impairment (IEP or Service Plan).

Instructional Materials: Students who receive specialized educational services may utilize regular classroom materials, but may have additional supplementary materials to support their learning. These materials will be made available per the mutually agreed upon plan.

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 mutually agreed upon 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 staff quarterly based on the student's progress towards their goals outlined on their plan, in addition to the progress reporting done through the general education teacher.

Rights: Students enrolled in the SNSP 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

All special education services are contingent upon the mutual agreement between St. Mary’s Springs Academy and the family, which is signed by both the parent and a SMSA School Administrator or designee, and outlines the services that SMSA is able to provide. 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, Grades PK-5
Bachelors of Science, Special Education
Masters of Science, Special Education
WI Teaching Licenses: Cross-Categorical Special Education; Early Childhood; Intellectual Disabilities
Teaching Experience-18 Years

Interventionist, Grades PK-5
Bachelors of Science, Elementary Education
WI Teaching Licenses: Elementary/Middle Education; Adaptive Education
Teaching Experience-15 Years

Director of Student Services, Grades 6-12
Bachelors of Science, Special Education
Masters of Science, Psychiatry
WI Teaching Licenses: Early Childhood; Learning Disabilities; Emotional-Behavioral Disabilities
Teaching Experience-16 Years

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Patricks Elementary – Special Education Profile

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

Aquinas Catholic Schools (ACS) will provide students with support to reinforce academic concepts taught as part of the regular education curriculum. A team, which may include the student, parents, classroom teacher(s), school administrator, and school counselor, will meet to review the student’s most current Individualized Services Plan (ISP) and/or Individualized Education Program (IEP). The team will utilize the ISP/IEP to develop accommodations and modifications to create an agreed upon ACS Student Plan. Examples of accommodations are small group or one-on-one re-teaching, assistance with homework, notes provided, pre-teaching, preferential seating, and/or individual assessment options. A modification example may be that the foreign language requirement is waived. Currently, some special education services are provided by the Local Education Agency (LEA). SNSP student will be held to ACS standards and policies as stated in each school handbook.

ACS elementary school buildings are not wheelchair accessible.

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

ACS homeroom teachers hold a current Wisconsin teaching license. All support staff are qualified according to the Wisconsin standards. Services will be provided by a licensed teacher, a degreed paraprofessional, and/or a licensed school counselor.

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Saint Paul Lutheran School (Sheboygan) – 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 are provided with a plan of service. St. Paul will implement a plan of service after meeting with the students’ parent and special education representative from Sheboygan Area school district. 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 with documented learning needs.

St. Paul has students with current plans of service.

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

St. Paul Lutheran School does **NOT** offer,

Handicap accessible rooms/building

Full-time one-to-one instructors or educational aides.

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Saint Paul Lutheran School (Sheboygan) – 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 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 holds a certificate as a reading interventionist.

One part-time teacher will have a Special Ed degree or certificate.

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Saint Paul Lutheran School (Luxemburg) – 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 will provide students with mild learning disabilities 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 or Service Plan. This could include in-class support, intensive small group skill building, and/or one-on-one academic intervention. The delivery of these services is child-centered. Decisions about assessments and interventions are based on each child’s needs.

Whenever possible, students receiving special education services will remain with their peers. The classroom teacher, special education teacher 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.

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. These assessments may be administered with or without standard accommodations by the general education (classroom) teacher, special needs staff, or instructional assistants.

Our building is on one main level and is wheelchair accessible. St. Paul does not provide physical or occupational therapy.

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 classroom teacher also has her MA in Educational Leadership.

In addition, our resource teacher has a BA in education, a MA in Educational Leadership, 3 additional credits in Autism Across the Spectrum, and 3 additional credits in Neurodiversity.

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Saint Rafael the Archangel 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.

MISSION AND VISION

At St. Rafael the Archangel School, we actively work to make God the center of our lives by encouraging and enhancing the basic goodness of each student — and their family — through dynamic education and faith formation.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional

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Saint Rafael the Archangel School – Special Education Profile (cont.)

development in order to best serve students with disabilities – mind, body, and spirit.
St. Rafael’s facilities are not handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include use of assistive technology (such as laptops), use of a scribe, extended time for completion, quiet or distraction-free testing spaces, testing conducted one-on-one or in small groups with teaching staff, conducting examinations or assessments orally, and translation of materials into Spanish.

In addition, St. Rafael employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, Words Their Way, Guided Reading, What I Need (WIN) Time, Transformative Reading Instruction (TRI), Title 1 intervention, and blended learning, Accelerated Reader, individualized behavioral and social-emotional support, enrichment and skills-based electives, afterschool homework help and math tutoring, and homework help during 2nd Recess. Instructional materials include Louisiana Believes, Headsprout, Raz Kids, i-Ready, SHARP Literacy, DreamBox, and ReadWorks Digital.

St. Rafael currently has Chromebooks and iPads available for instruction and student use. St. Rafael also has access to a Guided Reading Library at Seton Catholic Schools central office.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Fountas and Pinnell Reading Assessment, Measures of Academic Progress (MAP), Educational Software for Guiding Instruction (ESGI), STAR, and ACCESS. Classroom-based assessments include unit tests, exit tickets, formative assessments, project-based learning, and progress monitoring.

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Saint Rafael the Archangel 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.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff who hold licenses from the Wisconsin Department of Public Instruction in the following areas:
 - School Counselor
 - Reading
 - Adaptive Physical Education
 - Special Education Program Aide
 - Certified Speech/Communications Disorders teacher
 - Title One Reading Interventionists
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Saint Roman Parish 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.

MISSION AND VISION

At St. Roman Parish School we are committed to God through our Catholic heritage and tradition and guided by the teachings of our Lord Jesus Christ, challenged to grow spiritually, morally, intellectually, socially, and physically in our diverse learning environment, and called to serve by living and sharing Gospel values within our School, Parish, and the larger community.

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the

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Saint Roman Parish School – Special Education Profile (cont.)

school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit. St. Roman’s facilities are handicapped accessible.

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include curriculum modification, extended time for completion, use of a scribe, quiet or distraction-free testing spaces, reading assessments aloud, and allowing assessments to be completed orally.

In addition, St. Roman employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, center work, blended learning, Title 1 Reading and Math intervention, and Tier 1 (classroom-level) social-emotional education. Instructional materials include Louisiana Believes, Words Their Way, Eureka Math, Project Lead The Way, Raz Kids, BrainPOP, Headsprout, and IXL. St. Roman currently has laptops, thin clients, Chromebooks, and iPads available for instruction and student use, as well as SMART Boards in every classroom, several document cameras, and a 3D printer. St. Roman staff also have access to a Guided Reading Library on-campus and at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas and Pinnell Reading Assessments, Educational Software for Guiding Instruction (ESGI), and STAR. Classroom-based assessments include unit tests, exit tickets, live scoring, and project-based assessment.

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Saint Roman Parish 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.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a Wisconsin Department of Public Instruction licensed Adaptive Education teacher and a certified teacher who is a school-dedicated Interventionist
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Saint Thomas Aquinas 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.

MISSION AND VISION

As a Seton Catholic School, we hold the following core values:

- **Community:** We are deeply rooted in community. We collaborate with parents, parishioners and each other to empower our parish communities and neighborhoods.
- **Justice:** We strive to be a just community and advocate for the God-given dignity of everyone we encounter. Catholic teachings inspire us to lead socially responsible lives, and we encourage this in one another.
- **Joy:** We rejoice in God’s love and share it generously. We believe teaching, learning and personal growth are best nourished in joyful and engaging schools.
- **Service:** We are committed to placing our personal God-given gifts at the service of others, especially the most vulnerable within our community. We believe that God calls us to share our time, talent and treasure to improve the lives of those around us.
- **Transformation:** We believe in the power of God’s grace to transform our lives and in the potential for Catholic education to transform society. We embrace opportunities to reflect, grow and strengthen ourselves and our school communities.
- **All In:** We have chosen to be part of this community, are dedicated to its success and work passionately to advance our shared mission. We are united in responsibility for ensuring that students receive an education for life.

EDUCATIONAL ENVIRONMENT

Our Catholic faith compels us to respect life in all of its forms. In addition, the United States Conference of Catholic Bishops asserts that the Catholic Church must be “a single flock under the care of a single shepherd”. Thus, students in need of special education services will receive such services in the least restrictive environment with their non-disabled peers. Research has shown that students with disabilities benefit psychologically, socially, and academically when they are educated in the least restrictive environment. As the school grows its special education capabilities, all school staff will participate in ongoing professional development in order to best serve students with disabilities – mind, body, and spirit.

St. Thomas Aquinas Academy’s facilities are handicapped accessible.

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Saint Thomas Aquinas Academy – Special Education Profile (cont.)

INSTRUCTIONAL METHODS & MATERIALS

In accordance with the regulations of the Special Needs Scholarship program, the most recent Individualized Education Program (IEP) or service plan will be implemented as modified and mutually agreed upon by the school and the parent or guardian of the student in need of special education services. The agreed upon plan will guide instructional methods and use of materials.

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. Accommodations for students with disabilities could include use of assistive technology, extended time, quiet testing spaces, 1:1 or small-group testing with teaching staff, and conducting tests orally.

In addition, St. Thomas Aquinas Academy employs many instructional methods and materials that are suitable for all students, including those with disabilities. Such methods of instruction include differentiation, whole group/small group alternation, blended learning, What I Need (WIN) Time, Guided Reading, Title 1 Reading intervention, Engage Math, Tier 1 (classroom-based) social-emotional education, kinesthetic learning, interpersonal learning, and afterschool academic support from teachers as-needed. Instructional materials include Zearn, Louisiana Believes, Newsela, NoRedInk, Reading Street, Raz Kids, BrainPop, BrainPop Jr., and Interactive Science. St. Thomas Aquinas Academy currently has Chromebooks available for instruction and student use, as well as Mimeo projectors and document cameras. St. Thomas Aquinas Academy staff also have access to a Guided Reading Library on-campus as well as at Seton Catholic Schools’ central offices.

ASSESSMENTS

A broad range of standardized and classroom-based assessments will be employed to track student progress in English-Language Arts (ELA), Math, and other areas of academic study. Standardized assessments include The WI State Forward Exam, Measures of Academic Progress (MAP), Fountas & Pinnell Reading Assessments, Educational Software for Guiding Instruction (ESGI), and STAR. Classroom-based assessments include unit tests, exit tickets, benchmarking, live tracking, and progress monitoring.

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**Schools Indicating an Intent to Participate in the Special Needs
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Saint Thomas Aquinas 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.

There will be a team of staff that will work with students in the special needs program as agreed upon in a student’s Individualized Education Plan (IEP) or Service Plan. This team will include:

- Instructional Staff/Classroom Teachers who possess a bachelor’s degree or beyond from an accredited university or college and are licensed through the Wisconsin Department of Public Instruction
- Special Education Staff that includes a counselor certified as a LPC and a Title One Reading Interventionist
- Educational Assistants who possess a minimum of a high school diploma or its equivalent

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Shining Star Christian Schools, Inc. – Special Education Profile

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

Shining Star Christian Schools meets the academic needs of all scholars through our blended learning model. This model allows children to receive instruction at their grade level, but then also receive supplemental instruction through the use of online learning programming and small group instruction. Both online learning and small group instruction is targeted at the scholars specific reading and math levels based on assessment data. Other methods of instruction that Shining Star teachers provide include extra time to complete tasks/assignments, directions read to the scholar, quiet areas to complete tasks, and engaging lessons that incorporate multiple senses. In addition to the academic needs of our scholars, Shining Star also recognizes the mental health needs of our scholars. Through our partnership with Christian Family Solutions, our scholars have access to a professional counselor. These counseling sessions involve conversations and role playing around strategies to use when facing challenging situations.

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

Shining Star employs teachers who have completed accredited college or university education programs. All Shining Star teachers are Wisconsin State licensed or are working towards licensure. Shining Star support staff are high school graduates and/or hold college credits. All teachers partake in weekly professional developments that introduce best instructional practices that are implemented in the classroom. Through our partnership with Christian Family Solutions we also have an onsite licensed counselor available every week.

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Shoreland 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.

Special Education Program

Shoreland Lutheran High School will provide services for students with mild learning disabilities or needs. These services may include one-on-one or small group tutoring in Shoreland's Educational Center (or SEE Center), computer assisted instruction and classroom accommodations.

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

Qualifications of the teachers and other persons providing special education and services to the child.

Jody Denzin
BS- Bachelor of Science Degree in Special Education
MEd- Masters of Science Degree in Administration

Carol Hermanson
BS- Bachelor of Science Degree in Education

Jeff Dorn
Guidance Director Grades 9-12
BS- Bachelor of Science Degree
MEd- Masters of Science Degree (Special Education Emphasis)

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Stevens Point Christian 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.

Stevens Point Christian Academy (SPCA) exists to help children grow, be filled with wisdom and become strong while receiving a quality Christian education from experienced educators. SPCA makes reasonable modifications to the educational program and pedagogy to ensure that each child receives the best education experience possible based on his or her individual needs. While modifications are made, most fit within the regular classroom setting. The modifications may include: classroom accommodations, learning expectations, methods of instruction (this includes differentiated instruction, for example: use of manipulatives/technology, one on one instruction, adaptation of spelling lists/reading assignments, and hands on learning experiences to name a few) and additional instruction in and out of the classroom as detailed in the education plan that both the school and parents agree upon before a child is enrolled at SPCA.

Parents of a student with special needs are encouraged to speak with the principal/administrator about whether the school is able to appropriately serve the needs of their child. All special needs services are contingent upon an individualized educational or service plan which is modified, agreed upon and signed by the parent and Stevens Point Christian Academy school administrator. Students who do not have a signed agreement will not be served.

After enrollment a team of stakeholders, which could include student, parents, special educators, classroom teachers, and school administration, will meet in order to discuss/make modifications to the student’s most current IEP/Plan of Service. SPCA has seen great strides made with students who have plans of service. At SPCA we believe that all children matter to God and are made in His image. Each child’s uniqueness holds a key into their purpose and success in society.

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

Teachers at Stevens Point Christian Academy have a Bachelor’s degree and are experienced educators. The administrator/principal has a Master of Education degree.

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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 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 or Services Plan 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.

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

Cecilia Hunter, M.A. Ms. Hunter is a special education instructor with over 15 years of experience. She is a special education teacher licensed in MC EA and Cross Categorical Special Education. Additionally,

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Tamarack Waldorf School – Special Education Profile (cont.)

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.

Martha Nelson M.A.- Ms. Nelson over 20 years experience with High School and College students. She brings expertise and experience in College Academic preparedness. She has MA’s in English Literature and Counselor Education. Ms. Nelson serves as a Title I Reading teacher. She also teaches English Essentials, a High School remedial English class. She coordinates Learning Support services for High School students.

Mary Millikin M.A. Ms. Millikin has been teaching for 17 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 socioemotional 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, MA. Speech Pathologist, provides evaluations and speech and language therapy. Ms. Wandler provides Speech and Language therapy to students in grades K5-8. She has extensive experience working with patients of all ages in hospital, clinical and school settings.

Karina Rochette has a MA in Art Therapy from Mount Mary University. She currently provides support in fine motor development and Art Therapy to elementary students.

Gwen Zupan, BA. Ms. Zupan is currently a Title I Reading teacher. She has completed coursework in the Waldorf Teacher training at Mount Mary University. Ms. Zupan brings skills in language and drama.

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Torah Academy of Milwaukee – Special Education Profile

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

Torah Academy of Milwaukee works with students who require special attention. Adjustments and modifications are made to suit the need of the individual. If a student is found to require more than the typical adjustments, a referral is sent to our LEA, Nicolet (High School). Nicolet will send their school psychologist and special education team to observe and test the student, as they deem appropriate, generating an IEP/SP. This IEP/SP is then tailored to work within the classroom. In addition, our part time special education teacher will assist the student individually, outside of the classroom, as well as work with the teachers in formulating a plan to suit the special needs of the individual. Accommodations are put in place for all standardized testing. The special education teacher works collaboratively with the classroom teachers to adapt curriculum to meet each student's needs. Each student receives one-to-one instruction with the special education teacher in a special education setting in addition to curricular adaptations when they are included in their classroom with their peers.

Adaptations include but not limited to test modifications and tailored study guides, guided outlines for papers, use of alternate versions of curriculum and texts when needed, and implementing organizational techniques.

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

Currently we have the services of a teacher who holds multiple licenses listed below:

T001-Professional Educator Teacher
1810 Intellectual Disabilities PreK-12
1811 Specific Learning Disabilities PreK-12
1830 Emotional Behavior Disabilities PreK-12

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TransCenter For Youth/El Puente – 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 El Puente High School, we believe that ALL students can learn. We will offer a safe and inclusive Special Education program. Our program is small so that we can get to know each student on an individual level. In addition to staff getting to know students, our foundational statements set expectations for all students in terms of respecting other students and staff. These are consistently enforced and revisited throughout the year in classrooms and assemblies. We also utilize PBIS tools and strategies, which promote a sense of belonging and family in our school. A variety of inclusive after-school activities are provided to further develop this sense of belonging for all students.

El Puente High School staff does everything we can to be sure that students come to school. If a student is not in attendance, we make phone calls, send letters, and make home visits. Our program offers a structured routine to students. Students know what to expect at the school level as well as the individual classroom level. We offer a bell schedule and each classroom follows a routine instructional pattern and curriculum design format to provide structure. Accommodations are made for students who need additional instructional aides, such as daily organizers or daily behavior reports.

We are committed to scientifically based instruction, and we have a school-wide approach to literacy. Our entire staff of highly qualified teachers is involved in using the Response to Intervention multi-tier approach to supporting students with learning and behavior needs in our blended classrooms. All of our classes provide differentiation and ongoing student assessment. When a student is not making adequate progress in the regular classroom, we provide increasingly intensive instruction based on individual needs. For each individual that qualifies for the SNSP, we will design a plan that will include accommodations and modifications that take into account their needs. This support is in addition to regular classroom work and could include an individual tutor, a small group setting, extra time on assignments, etc. Our entire staff will meet to discuss student learning, behavior concerns, positive mentions, and possible cross-curricular interventions or strategies. The staff will also brainstorm positive behavior supports to help decrease problem behaviors in individual students.

We have in place, in our curriculum, many different components that help to develop feelings of self-worth in students. Staff also models and reinforces desired behaviors, cultivating a community of learning and respect amongst all students on a daily basis. We also provide social work services as needed. Social skill training is offered sometimes in classes and other times to individuals when the need occurs. Small size classes offer developmentally appropriate instruction and the use of individual tutors where needed. Remedial interventions

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TransCenter For Youth/El Puente – Special Education Profile (cont.)

are offered as needed. Graduating students are offered guidance in developing a transitional plan that may include vocational guidance, finding a post-secondary program that suits their needs, job training, or college planning.

We provide both breakfast and lunch to all students on a daily basis. In addition, we offer only healthy food and drink options in our vending machine. Both Health and Physical Education courses are offered in our curriculum. We also address individual physiological needs on a case by case basis. Students are very aware that the staff is here to help, so quite often they will ask for assistance when a physiological need arises. Many times, the importance of good health, rest, and the like is addressed through school assemblies or in individual classrooms as well.

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

Lynn Klipstine, Director
Social Worker
Degree from Marquette University, 93
Professional License: SOCIAL WORKER (120)
NLU
Master of Education
Administration and Supervision

John Surges
Master’s Degree in Curriculum and Instruction
Licenses
Bachelor’s Degree in Broad-field Science
601 Broad-field Science 7-12
635 Earth and Space Science 7-12
952 Alternative Education Program

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TransCenter For Youth/El Puente – Special Education Profile (cont.)

Sarah Windisch
BA Public Relations/Advertising
Professional Educator
License Number: 1001048996
1952 - Alternative Education/ Early Adolescence-Adolescence
1300 – English/ Early Adolescence-Adolescence
1320 - Speech Communications/ Early Adolescence-Adolescence

Nathaniel Crawley
Bachelors in Physics and alternative education
Licenses: Physics and alternative education
Degrees: Secondary education and physics

Cheri Woelfl (Title I teacher)
Degrees:
Bachelor of Arts: German (major), Mathematics (minor)
Master of Arts: Literacy & ESL
Licenses:
1316 - Reading Teacher: Early Childhood - Adolescence
1395 - English as a Second Language: Early Childhood - Adolescence
1370 - German: 6 - 12 Grade
1400 - Math: 6 - 12 Grade

Molly Imbrie
Degrees:
B.S. English Education EA-A
B.A. Women's Studies
License:
1300 English

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TransCenter For Youth/El Puente – Special Education Profile (cont.)

Timothy Steen
Degrees Bachelor of Science - Social Studies Education EAA
License: T001 – Teacher
Early Adolescence-Adolescence
1701 - Broad Field Social Studies
1725 – History
1735 - Political Science
1740 - Psychology

Renee Morrow
Degree: B.S. Mathematics
Licenses:
6-12 Mathematics
6-12 Chemistry

Daniel Gray
BA - History 1987 Illinois Wesleyan University
MA - Education 2015 Carroll University

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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 Academy 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 level of independence. The school serves an average of 20 students with a special education teacher and regular education teacher and provides related services - occupational therapy, speech and language, physical therapy, neurological 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 works closely with the student's family or guardian to fully implement Personalized Education Plans and goals for each student. Every Wells Street Academy student receives one-on-one or small group 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)

5051 - Principal
5010 - Director of Instruction
5080 - Director of Spec Ed and Pupil Services
T001 - Teacher
1809 - Early Childhood Special Education

Jason Love (Assistant Principal)

5051 - Principal
T001 - Teacher 1777 - Regular Education

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Wells Street Academy – Special Education Profile (cont.)

Jennifer Fyksen

T001 - Teacher
1811 - Specific Learning Disabilities
1830 - Emotional Behavior Disabilities
1801 - Cross-Categorical Special Education

Kathleen Urban

T001 - Teacher 1088 - Elementary/Middle Level Education

Jennifer Eggert

820 - Speech and Language

*All other related services are provided through outpatient therapy/services.

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Winnebago Lutheran 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.

Winnebago Lutheran Academy provides a variety of academic supports for students with Specific Learning Disabilities in order for them to be successful within both their required and elective courses or study. Supports could include, enrollment in a foundations level math and/or English course for those students not performing at grade level per their Service Plan needs with a max of a 10 to 1 student to teacher ratio. Supports can also include, after school peer tutoring, teacher support in a guided resource, after school hours to get help from teachers, and individual learning accommodations within reason for students with documented learning needs. Winnebago Lutheran Academy has students with Service Plans that are created with the help of the Fond du Lac Area School district and students at WLA can refer to the Fond du Lac Area School District for testing and evaluations. 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 or Service plan.

WLA does not offer handicap accessible rooms/building or full time one to one instruction or educational aids. Scholarship students will be subject to the same rules as stated in the WLA Handbook (the WLA Handbook can be read on the school’s website or can be picked up at the school upon request).

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

The teachers at Winnebago Lutheran Academy hold either a Bachelor’s or Master’s degree and have been certificated through the Wisconsin Evangelical Lutheran Synod. One teacher at Winnebago Lutheran Academy holds a Cross Categorical Special Education License through the state of WI.

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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. Kim Gruber, 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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* The list of SNSP participating private schools in this document is subject to change. Schools with the “*” are new to the SNSP for the 2018-19 school year.

** For questions about what grades and seats a specific school has available for new students, please contact the individual private school directly.

*** The special education profiles contained in this document have been submitted to the department by the individual private schools. For specific questions about the information contained in the special education profiles, please contact the individual private schools directly.