



Specialized Programs

STAR Program

Program Description

The STAR program is designed with a focus on the intensive programming and supports that are needed for students exhibiting deficits in the areas of communication and emotional regulation, often stemming from their challenges as a student on the autism spectrum. Direct instruction in the areas of social skills and communication will be a daily component of the program, often co-taught by the classroom teacher and speech-language pathologist or social worker.

Access to the general education and core curriculum is also embedded in the structure of the day, per the recommendations as found in each student's IEP. If a student's IEP indicates participation in an alternate state assessment, we provide an alternative and modified curriculum that is aligned with the Essential Elements and parallels the scope and sequence of the general curriculum, and is aligned with the state standards.

Due to the intensity of the support needed for success the maximum class size is 10 students. Every classroom has an ISBE licensed teacher with at least 2 paraprofessionals. Individual student needs may change the staffing ratio.

Student Profile

Students in the STAR program are unique individuals with challenges that are specific to their learning profile. However, students typically have had difficulty in the following areas:

- Communication
- Sensory
- Independent functioning
- Social-emotional

These challenges have resulted in the need for specialized instruction in a setting outside of the general education classroom.

Program Goal

The delivery of a free appropriate public education (FAPE) in the least restrictive environment (LRE) is not only a legal mandate but a program goal. As students improve upon their skills in communication and regulating their emotional and behavioral challenges, staff will support them toward an increased level of general education participation. The ultimate goal is for students to return to their general education class utilizing strategies they have learned and incorporated as established skills.



Note: Please ensure you refer to the Special Education Department Intranet page to ensure you are using the most current version of this procedure.



PLUS Program

Program Description

The PLUS (Programmed Learning for Unique Students) program is designed with a focus on the intensive programming and supports that are needed for students exhibiting significant deficits in the areas of cognition and learning. The instructional model lends itself to increased repetition and practice of skills within a total communication approach. Particular focus is on the functionality of the instruction in order that the students gain independence, with both adaptive and academic skills. The program utilizes the N2Y.com curriculum. This is an alternative and modified curriculum that is aligned with the Essential Elements and parallels the scope and sequence of the general curriculum and is aligned with the state standards.

Due to the intensity of the support needed for success the class size ranges from 8 students in the Early Childhood classroom to 13 students in the elementary and secondary schools. Every classroom has an ISBE licensed teacher with at least 2 paraprofessionals. Individual student needs may change the staffing ratio.

Student Profile

Students that could benefit from the PLUS program are unique individuals with challenges that are specific to their learning profile. However, students typically have had difficulty in the following areas:

- Independent functioning
- Communication
- Cognition
- Sensory
- Health/medical concerns

These challenges have resulted in the need for specialized instruction in a setting outside of the general education classroom.

Program Goal

The delivery of a free appropriate public education (FAPE) in the least restrictive environment (LRE) is not only a legal mandate but a program goal. As students improve upon their independent skills, staff will support them toward an increased level of general education participation. The ultimate goal is for students to return to their general education class utilizing strategies they have learned and incorporated as established skills.



SELF Program

Program Description

The SELF (Social Emotional Learning Foundation) program is designed with a focus on the intensive programming and supports that are needed for students exhibiting deficits in the areas of behavioral and emotional regulation. Additional programmatic targets are social relationships, social cognition, academics, and de-escalation strategies. Students in this program follow a curriculum that parallels the general education curriculum and is aligned with state standards.

Due to the intensity of the support needed for success, the class size ranges from 10 to 13 students. Every classroom has an ISBE licensed teacher with at least 2 paraprofessionals. Individual student needs may change the staffing ratio.

In addition to the focus on social and emotional functioning as it relates to educational success, students also are afforded a full complement of related services. These services can include counseling from either a school social worker or psychologist, occupational therapy, speech therapy, and/or physical therapy. The specific related services for individual students are outlined in their IEPs.

Student Profile

Students in the SELF program are unique individuals with challenges that are specific to their learning profile. However, students typically have had difficulty with maintaining regulation in the following areas:

- Social-emotional
- Behavioral
- Communication
- Sensory

These challenges have resulted in the need for specialized instruction in a setting outside of the general education classroom. Students who are considered for placement in the program will have had at least one Functional Behavior Assessment (FBA) and at least one Behavior Intervention Plan (BIP).

Program Goal

The delivery of a free appropriate public education (FAPE) in the least restrictive environment (LRE) is not only a legal mandate but a program goal. As students improve upon their skills in managing and regulating their emotional and behavioral challenges, staff will support them toward an increased level of general education participation. The ultimate goal is for students to return to their general education class utilizing strategies they have learned and incorporated as established skills.



Note: Please ensure you refer to the Special Education Department Intranet page to ensure you are using the most current version of this procedure.



DHH Program

Program Description

The DHH (Deaf and Hard of Hearing) Program is designed with a focus on the intensive instruction and support needed for students with hearing loss who are exhibiting deficits in the areas of academics, language development, and communication. The DHH Program is built upon research-based practices in Deaf Education and utilizes the philosophy of Total Communication (sign language, speech, visuals, AAC, etc). Additional programmatic targets include speech therapy, auditory skills training, social/emotional skills, and self-advocacy skills. Students in this program follow a curriculum that parallels the general education curriculum and is aligned with state standards.

Every classroom has an ISBE licensed Teacher of the Deaf who is fluent in sign language. Due to the intensity of the support needed for success, the class size is 1 Teacher of the Deaf to 5 DHH students. Due to the intensive language and communication needs of students with hearing loss, classes consisting of 6 or more students will have the support of a classroom paraprofessional. Individual student needs may change the staffing ratio.

In addition to the focus on language and communication as it relates to educational success, students are also afforded a full complement of related services. These services can include counseling from the DHH Program counselor, occupational/physical therapy, assistive technology, or speech therapy as determined by the IEP team through an evaluation process.

Student Profile

Students in the DHH Program are unique individuals with challenges that are specific to their hearing loss and learning profile. Students with hearing loss typically have experienced difficulty in the following areas:

- Communication
- Language Development
- Academics (Literacy and Numeracy)
- Social-Emotional
- Self-Advocacy

These challenges have resulted in the need for specialized instruction in a setting outside of the general education classroom. Students who are considered for placement in the program will have documentation of hearing loss either through an audiogram or medical record.

Program Goal

The delivery of a free appropriate public education (FAPE) in the least restrictive environment (LRE) is not only a legal mandate but a program goal. As stated by the National Association of the Deaf, the LRE for all Deaf and Hard of Hearing children includes an environment that presents the fewest language and communication barriers to their cognitive, social, and emotional development. The



Note: Please ensure you refer to the Special Education Department Intranet page to ensure you are using the most current version of this procedure.



NAD also believes that direct and uninhibited communication access to all facets of a school's programming is essential for a Deaf and Hard of Hearing student to realize his or her full potential. As students improve upon their communication, language, academic skills, and self-advocacy skills, certified DHH staff will support them toward an increased level of general education participation. The ultimate goal is for students to join or return to the general education class utilizing strategies they have learned and incorporated as established skills.