DeKalb Community Unit School District 428

DeKalb District 428 Special Education Programs

DeKalb District 428 is committed to providing a comprehensive continuum of specialized programs to meet the diverse needs of students with disabilities. This document outlines these programs and the vital role of paraprofessionals in supporting student success.

Early Childhood Program (Ages 3-5, Located at ELDC)

- Serves students with global developmental delays, which may include delays in communication, self-help, pre-academic skills, fine/gross motor skills, or sensory processing.
- Employs an alternative curriculum and developmentally appropriate practices.
- Operates Monday through Thursday.
- **Paraprofessional Role:**
    - Facilitate student access to the program by implementing modifications and adaptations to the pre-academic curriculum.
    - Implement strategies to foster growth in communication and socialization.
    - Support students with daily living tasks, such as putting on coats/backpacks, using the restroom, and eating.

Developmental Communications Program (Grades K-5, Located at Brooks and Jefferson Elementary)

- A specialized program designed for students with communication and sensory needs, requiring a highly structured environment.
- May utilize an alternative curriculum in academic and behavioral systems, with embedded communication supports and social interaction skills.
- **Paraprofessional Role:**
    - Assist students in accessing the program by implementing curriculum modifications and adaptations, including using assistive technology.
    - Implement strategies to promote growth in communication, socialization, and self-help skills.
    - Follow behavioral intervention plans with the goal of fostering student independence.

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

Elementary School SOAL (Located at Mitchell, Founders, Cortland Elementary)

- Focuses on the acquisition, development, and instruction of functional skills in reading, writing, math, communication, and life skills.
- Includes community skills training.
- Provides functional daily living skills instruction and practice.
- Offers a high level of related service support (Speech and Language, Occupational, and Physical Therapies).
- **Paraprofessional Role:**
    - Support student access to the program by implementing curriculum modifications and adaptations.
    - Implement strategies to promote growth in communication, socialization, and self-help skills.
    - Follow behavioral intervention plans with the goal of fostering student independence.
    - Provide support for students with toileting, positioning, and transitioning throughout the school.

Middle School SOAL (Located at Huntley Middle School)

- Emphasizes the application of functional skills in reading, writing, math, communication, and life skills to address real-life problems and develop independence.
- Includes vocational skill exploration and development.
- Students participate in general education as appropriate to meet individual educational needs.
- **Paraprofessional Role:**
    - Assist students in accessing the program by implementing curriculum modifications and adaptations.
    - Implement strategies to promote growth in communication, socialization, and self-help skills.
    - Follow behavioral intervention plans with the goal of fostering student independence.
    - Provide support for students with toileting, positioning, and transitioning throughout the school.

DeKalb High School SOAL

- Focuses on expanding functional skills in reading, writing, math, communication, and life skills to address real-life problems and apply independent living skills within the broader community.
- **Paraprofessional Role:**

- Support student access to the program by implementing curriculum modifications and adaptations.
- Implement strategies to promote growth in communication, socialization, and self-help skills.
- Follow behavioral intervention plans with the goal of fostering student independence.
- Provide support for students with toileting, positioning, and transitioning throughout the school.

Transition Program (Ages 18-22, Located at Beyond One Barb Transition Center)

- Focuses on developing independence while transitioning students to adult opportunities in the areas of community, independent living, vocational skills, recreation/leisure, and functional academics.
- Students spend a portion of the day outside of the school setting learning vocational skills.
- The program centers on supporting contacts with adult service providers and encourages interagency collaboration to ensure student successful transition to adult life.
- **Paraprofessional Role:**
  - Assist students in accessing the program by implementing curriculum modifications and adaptations.
  - Implement strategies to promote growth in communication, socialization, and self-help skills.
  - Follow behavioral intervention plans with the goal of fostering student independence.
  - Provide support outside of the classroom during community trips and vocational opportunities.

Resource/Inclusion Program (Grades K-12, Located at All Buildings)

- Students access the general curriculum with modifications and related services. Students have a variety of disabilities, including specific learning disabilities, speech and language disabilities, and high-functioning autism.
- **Paraprofessional Role:**
  - Assist with implementing modifications and adaptations to the general curriculum.
  - Perform general supervisory duties during lunch, recess, drop-off, and dismissal.
  - Implement behavior intervention plans.

Intensive Academics Program (Grades 4-12, Located at Various Schools)

- A multi-grade special education program for students who demonstrate significant and pervasive academic deficits, along with limited executive functioning skills, that impede their participation in the general education curriculum.
- **Paraprofessional Role:**
  - Assist within the intensive classroom by providing redirection, pre-teaching, and

re-teaching of concepts, and assistance with interventions.
    - Implement curriculum modifications and engagement strategies within the general classroom when students are integrated for particular subjects.

Target Program (Grades 9-12, Located at DHS)

- An alternative academic environment with student-centered behavioral systems, with the goal of transitioning students into the general education curriculum.
- Students have daily access to social-emotional supports.
- Students receive social skills training and require structured routines, activities, and expectations.
- Communication supports and social interaction skills are embedded into the curriculum.
- Positive behavioral strategies and supports are intensively integrated throughout the day.
- **Paraprofessional Role:**
    - Provide behavioral and academic supports as defined by the student's Individual Education Plan within the Target classroom and general education classroom when integrated.

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