



Special Education ESP Roles 2020 - 2021 Academic Year

Para-Educator Classroom or Title Schools Para-Educator Classroom: Resource Classrooms (all campuses)

Para-Educator Personal Care: One on One Para-Educators for assignment with individual students (all campuses)

Para-Educator Special Needs or Title (school type) Para-Educator Special Needs Self Contained Special Education Programs

Structured Autism

- Elementary Schools: CBES, DSPES, LBES, SCES, WWA
- Middle Schools: EMS, MTMS, SMS, SRMS
- High Schools: SMHS, HHS, PVHS

Students identified for these classrooms demonstrate characteristics of Autism Specialized programs are available on general education campuses across the district and are designed to meet individual needs of identified students. Programming focus includes communication socialization and sensory integration. Students' cognitive, academic, and adaptive needs are also addressed and managed by the special education team. Instruction for these programs includes a **variety of research based strategies**.

Learning for Independence

- Elementary Schools: LKES, GHES, DTES, WWA
- Middle Schools: DSMS, SRMS
- High Schools: NCHS, PVHS, SMHS, PHS, HHS

Students identified for these classrooms have varying levels of cognitive and adaptive delays. Programming focuses on individual strengths and needs to enhance learning potential. In addition, related services are provided for eligible students with communicative



sensory/motor and medical issues. These programs are on general education campuses to maximize participation in mainstream activities and instruction.

Communication Development

- Elementary Schools: DCES, DSMS, IBES
- Middle Schools: EMS, SMS

Students identified for these classrooms have average cognitive ability and language-based learning disabilities as the primary need area. Students demonstrate severe difficulty in understanding and/or in using spoken and/or written language. These difficulties must exist in the child's native language and inhibit adequate academic progress. The focus in these classrooms which are on regular school campuses is to address language-based learning disorders through a variety of instructional techniques and materials

Learning for Academic Success

- Elementary Schools: CCES, LKES
- Middle Schools: WMS, SRMS

Students identified for these classrooms have cognitive abilities measured within the average range but whose academic skills are significantly below their grade/age peers despite a history of educational interventions in less restrictive settings. Lessons are prepared according to ability levels. Students are mainstreamed with grade/age peers in all areas where they can be successful.

Uniquely Gifted

- Elementary Schools: NRES
- Middle Schools: VVMS

Students identified for these classrooms have been identified as intellectually gifted based on results of an individually administered cognitive test, and have also been identified with a disability as determined by Federal special education guidelines. The UG program provides a balance of activities that strengthen **areas of need** while challenging each student's intellectual potential. Students are mainstreamed with grade/age peers in all areas in which they can be successful. Students who meet district Honors criteria and who demonstrate comparable skills may also be eligible for participation in the regular education Honors classroom.



CABS Para-Educator Special Needs or RR Para-Educator Special Needs Self Contained Special Education Programs.

Choices Affect Behavioral Success

- Elementary Schools: ERES, HHES, CVE
- Middle Schools: SMS
- High Schools: SMHS
- Roadrunner K-12

Students identified for these classrooms have emotional/behavioral needs that are the primary area of deficit. Classrooms are highly structured and use positive behavioral supports to encourage appropriate school behavior. Social skills are taught directly both in the classroom and within small groups. For CABS classrooms on regular school campuses, students attend special area classes/electives and lunch/recess with regular education students as appropriate. Roadrunner School is a separate facility for students with more significant emotional/behavioral needs

Preschool Para-Educator: Serving Unique Needs (SUN Kids) Preschool

Students identified for these programs are three, four and five-year-old children not yet eligible for kindergarten. Students are identified with special needs in the areas of cognition, language, fine and gross motor behavior, self help and sensory motor development. Programs include generalized cross categorical programs, as well as highly structured programs for students with Autism and with Visual Impairments. Classes are taught by certified early childhood/special education teachers with Licensed professionals (Speech, OT & PT) who provide related services within the classroom. Developmentally appropriate, child-initiated activities focus on children acquiring skills through active engagement with their environment. The program includes children who have been identified with special needs AND children who are developing typically. Typically developing preschoolers are accepted as peer models and pay tuition.