

Instruction

Curriculum Extensions

Board policy provides a broad program of services to meet the needs of all students.

1. Instruction of Special Education Students

Special Education Services are provided to all students in a continuum. The Individualized Education Plan (IEP) team will discuss and determine services provided to each individual student based on evaluation results. The following options are available:

All programs are not offered in all schools.

- Early Childhood Classrooms
- Preschool Options
- Speech/Language Classrooms
- Inclusive Classrooms
- Structured Learning Classrooms
- Speech and Language
- Hearing Impaired
- Visually Impaired
- Community Based Transition Programs

Other Services May Include:

- Occupational therapy
- Physical therapy
- Specially designed physical education
- Orientation and mobility
- Audiology
- Educational interpreter
- Psychological services
- School health services
- Social worker
- Assistive technology
- Transportation

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2. Instruction of English Language Learners (EL)

RUSD is committed to educational programs providing language minority students with the linguistic, cultural, and academic skills necessary to function fully in an English-speaking society, while contributing to their general education development without compromising their pride in their native language and cultural background.

- Instruction of English Learners (EL)

Due to the unavailability of certified bilingual teachers of other languages, the district's EL students other than Spanish as well as Spanish speakers who opt out of the Dual Language Program are assigned to mainstream classes where they receive English language development support services from licensed English as a Second Language educators. ESL services are available at every RUSD school site.

The English as a Second language services are also offered as a component of the bilingual program. Classes are taught by certified ESL teachers at various schools in RUSD at the K-12 level. Newly arrived language minority students are given the opportunity of attending a bilingual or ESL school.

- Instruction of Dual Language Students

The goal of dual language programs is to prepare bilingual and biliterate students to achieve high levels of success academically, linguistically and socially. There will be continuation of the Dual Language Immersion approach at elementary grade levels as well as during the summer school with continued focus on EL's skills, strategies, and language acquisition. In RUSD, dual language schools follow an 80/20 model in which kindergarten students receive 80 percent of their daily instruction in Spanish and 20 percent in English. By fifth grade, children spend half of the day learning in each language. In addition, there will be continued expansion of the dual developmental program at the middle school level. High School students are supported through a transitional bilingual approach including ESL, bilingual ELA, and targeted support in the content classes.

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English Learner Program Objectives include:

- Achieve the basic skills of understanding, speaking, reading and writing two languages, one of which is English, as measured by ACCESS and classroom performance and assessments in both their first and second languages.
- Achieve at a rate commensurate with their own age, ability, and grade level in all school subject areas as measured by retention rates, GPA, classroom based assessments, benchmark assessments, standardized tests, etc.
- Maintain a positive feeling of pride in themselves, the family, and their cultural background and recognize that their bilingualism is an asset as students become involved in school activities and community activities in addition to their classroom activities, which will be measured by their overall academic performance, attendance, and enrollment.
- Provide students with limited English support instruction needed to help develop the ability to communicate and comprehend in L2 and achieve full English proficiency as measured by the annual ACCESS for ELLs test.

3. Montessori Program

Racine Unified offers access to a Montessori program for students ages 3 through 11. Annual enrollment is through the School Choice Program.

Montessori education is a method of education based on self-directed learning activities that emphasizes learning through all five senses and multi-age classrooms. Children in Montessori classes learn at their own, individual pace and according to their own choice of activities from hundreds of possibilities. Learning is an exciting process of discovery, leading to concentration, coordination, motivation, self-discipline, and independence.

4. Early Learning

Racine Unified offers multiple early learning opportunities for students ages 3 and 4. Annual enrollment is through the School Choice Program. *(Programs not offered in every school. No early entry provisions.)*

- a) Parent Child Oriented Classroom (PCOC) – qualifying students are 3 years old by September 1 and reside in a Title I attendance boundary for Kindergarten.

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- b) Half-day or full day 4-year old kindergarten (4K) – qualifying students are 4 years old by September 1.

5. Alternative Learning

Racine Unified offers a variety of programs to meet the needs of our alternative learners. These programs are outside of the comprehensive high schools designed for learners who need an alternative to the traditional school programming. Programs are offered based on the needs of the students. The programs include but are not limited to:

- Racine Alternative Education (RAE)
- Special Education Options (SEO)
- Turning Point Academy (TPA)
- INSPIRE
- Transitional Education Program (TEP)
- Juvenile Detention Facility
- Racine County Jail (RCJ)
- GED02
- Intensive Needs Classroom (INC)

Legal Reference:

Policy adopted: April 11, 1977

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Administrative Regulation revised: July 16, 2018