



Crystal Lake Elementary District 47

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Learning Resource

Each school in the district offers a range of special education support through the Learning Resource program. Learning Resource (LR) programs within District 47 provide special education and related services in the least restrictive environment, which is determined by the student's IEP team and is individualized appropriately to meet the educational needs of each student.

Students who have active IEPs receive a variety of appropriate supports as determined by the student's IEP (Individualized Education Program) team. In the general education setting, Learning Resource programs provide services to students with an identified disability who qualify for special education under one of 14 disability areas. Therefore, the LR programs throughout the district do not all look the same. Below is a general description of the range of services that are provided; however, for a complete understanding of an individual student's support, parents should refer to the student's IEP.

Consult Services

Consultative services are written on a child's IEP to document the services that a student is benefitting from that are not direct contact service time. For example, a special education teacher (also referred to as a Learning Behavior Specialist or LBS) and all related service professionals must communicate with the student's teacher(s) about the overall educational functioning of the student. Therefore, the IEP may reflect the time involved in consulting with other staff, communicating with parents, and planning for/creating accommodations or modifications that the student will use in the general education setting. Consultation minutes can be the only type of support a student receives or it can be combined with Integrated Services or Direct Instruction support as well. Each student's educational needs are individualized on the IEP.

Integrated Services

Learning Resource services can be provided within the general education setting through an integrated model. This means that a special education teacher, LBS or related-service provider (ex: Speech-Language Pathologist, Social Worker, Psychologist, Occupational Therapist, Physical Therapist, Vision or Hearing Itinerant) provide the special education support to the student while the student is in his/her classroom. Students can also be integrated into the general education environment with paraprofessional support. This means that the student participates in the general education setting (Core or Encore classes) with a paraprofessional present in the setting to provide support to the students with IEPs, but they can work with any student in the classroom. Paraprofessionals typically support students with organization, prompt them to stay on task, initiate seatwork, break down multistep directions into more manageable parts, record data on student behavior, re-teach material and check for student

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understanding of the content presented. Paraprofessionals do not typically provide the initial instruction to students as students in the general education classroom should be able to access most of their instruction from the classroom teacher. Paraprofessionals typically support several students within the general education environment simultaneously with the goal of increasing independence for all students they are working with in the classroom. If a student is requiring a significant amount of support in the classroom from a paraprofessional, the IEP team may reevaluate the student's placement to determine if a different educational setting is required.

Direct Instruction

Learning resource services may require the student be removed from the general education setting for a period of time to receive direct instruction special education services. Although there are some direct instruction services that can be provided as a station in the classroom, direct instruction usually means that the student will be pulled out of the general education setting for the period of time indicated on the IEP. This is necessary for some areas of instruction because the skills being worked on are significantly different than what is being done in the classroom. The Special Education teacher/related service provider will work with the classroom teacher to make sure that the student is not pulled out of class for initial instruction or for areas that may be challenging for the student. If you have concerns that your student is missing instruction in the classroom in order to access a special education service, please contact your student's case manager to discuss your concerns.