



Comprehensive General Curriculum Units Guidelines

Purpose:

School districts in Wisconsin are responsible for providing a continuum of special education services to students with disabilities. A part of this continuum is increasing the percentage of students with disabilities who graduate from high school with a regular diploma as per Indicator #1 of DPI’s State Performance Plan.

Plan:

To improve the district’s performance on this indicator, the district utilizes three types of comprehensive special education units to facilitate student success in the general curriculum. Bridging units (AG/IG) support students requiring comprehensive academic and functional skill development. Comprehensive Behavior units (EB) support students requiring comprehensive behavioral services and supports. Placement in these units is made through the IEP team process with the approval of the school’s Specialized Services Regional Manager.

Expectations for Students in AG, IG, and EB Units:

- Students must participate in the general education curriculum in the general education environment unless an IEP team has sufficient information (data) to make a different determination.
- Students should be programmed into regular education classes before regular education students.
- Students must be instructed and assessed by licensed regular education teachers.
- Students in high school must take courses needed to meet diploma requirements and are only to be removed from a regular education environment when an IEP team has determined that a student has a disability-related need for a Lifetime course(s). The purpose of Lifetime course(s) for these students is to bridge the academic and/or socio-emotional gap between a student’s current level of functioning and the Wisconsin Academic Standards and/or the Wisconsin Social and Emotional Learning Competencies.
- Students in EB Units should only be removed from a regular education environment when an IEP team has determined that this is necessary due to the student’s disability-related needs in the area of behavior. The student’s IEP must include a description of the conditions under which a removal will occur and the services and supports that will be in place to decrease the frequency and length of future removals.

Students’ Educational Environment Codes must be either an A or B.

| Educational Environment | Code | Description/Comments |
|-----------------------------------|------|---|
| Regular Class at Least 80 Percent | A | Student is inside the regular classroom with non-disabled peers 80 percent or more of the time. See calculation instructions below. |
| Regular Class 40 - 79 Percent | B | Student is inside the regular classroom with non-disabled peers 40 to 79 percent of the time. See calculation instructions below. |

Grading:

- Students with disabilities working towards a diploma must meet the same academic standards and credit requirements as their regular education peers.
- Special education teachers supporting students in the general curriculum must be added as secondary instructors in Infinite Campus (IC).
- Special education teachers supporting high school students in AG/IG units must be primary instructors in IC for the Lifetime courses.