

Supporting Special Education in D25

Department of Student Services

Arlington Heights School District 25
Peg Lasiewicki, Ed.D.
July 15, 2021

Department of Student Services

- Health Services
- Management of Student Records
- Truancy
- McKinney-Vento Liaison
- Section 504
- Proportionate Share
- Homebound Services
- Early Childhood
- IDEA Implementation
- Multi-Tiered Systems of Support
(shared with DSL)

Continuum of Services

General Education with Supplementary Aids and Services

- Special education staff work with general education staff to adapt curriculum, develop interventions, make modifications, and implement accommodations for students in the general education setting

Itinerant Services

- Students receive support in a specific area of need, such as speech-language therapy, occupational therapy or social work services either in an individual, small group, or in-class setting

Resource

- Students receive special education support less than 50% of their day (including related services)
- Services may be provided within the general education setting or outside of the general education setting in a resource room
- Available at all buildings

Continuum of Services

Instructional Programs

- Students receive special education support more than 50% of their day
- Students participate in alternate curriculum for elements of core instruction in reading, writing, and math
- Students participate in general education classes, as much as appropriate, as determined by the IEP team
- District Instructional programs include:
 - Early Childhood: Communications, Self-Contained classrooms, Children's Circle (includes typical peers)
Communications K-5, 4 sections
 - Foundations K-5, 3 sections
 - Integrated Services K-5, 6 sections
 - Extended Resource 6th-8th, 2-3 sections at each middle school
 - Individualized Learning Program 6th-8th, 1 section at each middle school

Continuum of Services

Public Therapeutic Day School

- For students whose needs cannot be met in the local public school district due to intense level of academic, behavioral, or functional needs.
- NSSEO:
 - Timber Ridge- students with emotional and behavioral needs
 - Miner- students with autism and cognitive needs
 - D62 MacArthur- students with hearing impairments

Private Therapeutic Day School

- For students whose needs cannot be met in a public therapeutic setting due to intense level of academic, behavioral, or functional needs
- Current schools 2021-2022-
 - Winston Knolls
 - Hyde Park Day School

Continuum of Services

Residential Placement

- Intensive level of support for students whose needs cannot be met in a day school environment
- Student must demonstrate intense need for support in both home and school environments
- Requires approval by ISBE before placement can begin
- Placement may be out-of-state
- No students currently placed

Home/Hospital Services

- For students who cannot attend school due to mental and/or physical needs
- Student must have current doctor's note requesting home/hospital service
- Currently have 3 permanent home-bound and one partial homebound by IEP

Educational Environments

- ISBE sets goals and collects data on the four educational environments where students with disabilities can be educated
 - Inside general education classroom 80% or more of the day
 - Inside general education classroom 40-79% of the day
 - Inside general education classroom less than 40% of the day
 - Served in separate educational facility

Student Services Staff

- Peg Lasiewicki, Ed.D., Assistant Superintendent of Student Services
 - Diane Carpenter
 - Ginny Braun
- Student Services Coordinator
 - Dina Albrecht
 - Lauren Hammer
 - Diane Kaffka
 - Lisa Kramp
 - Andrea Luessow
 - Melanie Soprano
 - Allie Yoder

School	Resource Teachers	Instructional Teachers
Dryden	3.0 FTE	
Greenbrier	2.0 FTE	7.0 FTE Early Childhood
Ivy Hill	3.0 FTE	
Olive	3.5 FTE	
Patton	3.0 FTE	
Westgate	2.5 FTE	6.0 FTE Integrated Services
Windsor	3.0 FTE	3.0 FTE Communications 4.0 FTE Foundations
South	7.0 FTE	1.0 FTE Individual Learning Program 2.0 FTE Extended Resource Program
Thomas	7.0 FTE	1.0 FTE Individual Learning Program 2.0 FTE Extended Resource Program

Student Services Certified Staff

Support Staff and Related Services

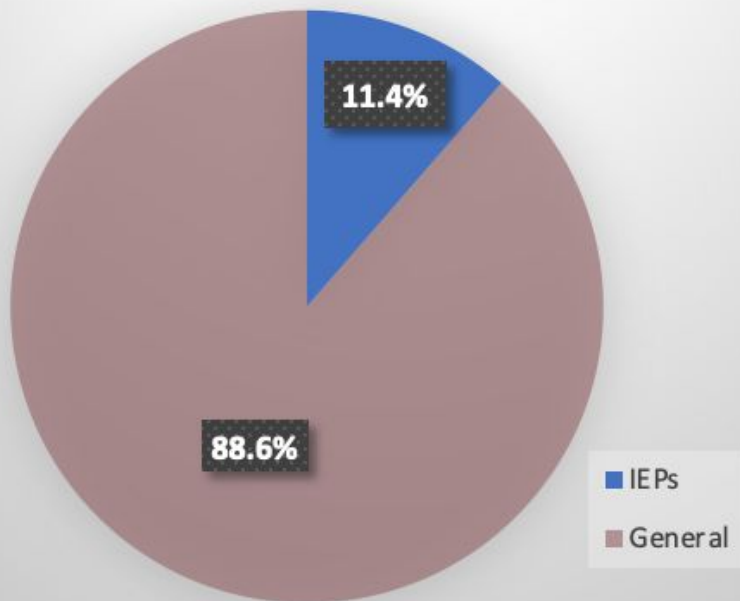
Position	Full Time Equivalent
Psychologists	9.0 FTE
Social Workers	18.5 FTE
Speech Language Pathologists	19.1 FTE
Occupational Therapists	6.0 FTE
Physical Therapists	3.2 FTE
Certified School Nurses	3.2 FTE
Registered Nurses	10.0 FTE
BCBA	1.0 FTE, 1.2 FTE (NSSEO)
Teaching Assistants	116.3 FTE

Students Receiving Special Education

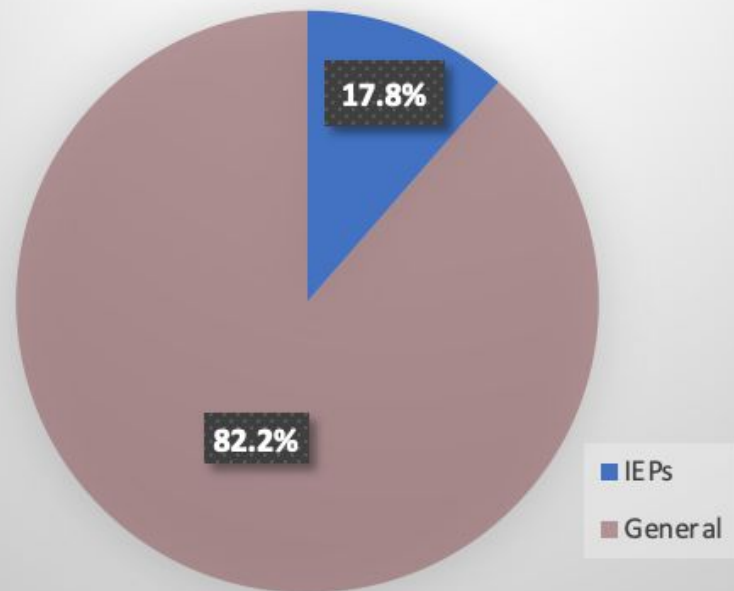
School	Total IEP	Speech Only	Other eligibility	Non Home-School
Dryden	49	14	35	10
Greenbrier	28	7	21	8
Ivy Hill	58	8	50	20
Olive	44	6	38	10
Patton	57	10	47	22
Westgate	41	10	31	1
Windsor	50	4	46	4
South	78	4	74	7
Thomas	108	3	105	8

Percent of Students with IEPs 2020

District 25



State



State Assessment Information

IAR Proficiency for Students with IEPs 2019

- District Math 16.5%
- State Math 8.5%

- District ELA 16.9%
- State ELA 9.2%

- District Science 34%
- State Science 16.8 %

IAR Gap Analysis for Students with IEPs 2019

- District Math Gap 42%
- State math Gap 27%

- District ELA Gap 48%
- State ELA Gap 34%

MTSS

Multi Tiered Systems of Support

MTSS is a framework designed to respond to the needs of all students within a system which integrates tiered academic and behavioral supports

- Tier One - 80% or more of the students
- Tier Two- 10% of the students
- Tier Three- 10% of the students

MTSS/RtI

- MTSS/RTI Coordinator
- Interventionists

Looking forward...

Questions we are asking...

- How can we best improve the academic growth for our students?
- How can we best support our students' social and emotional needs?
- How can we expand our inclusive practices in D25?
- What resources or reallocation of services will need to take place?
- What is the estimated cost to sustain any change?

Looking forward...

Special Olympics

Special Olympics offers Two Options:

Unified Champion Schools

- Whole School Approach
- Combines an equal number of students with and without intellectual disabilities on teams

Traditional Teams

- Students with disabilities participate on teams
- Students without disabilities volunteer to assist on teams

Currently, we have;

- Partners in Athletics at Thomas Middle School
- Ambassadors Program at South Middle School

Questions?

Thank you

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