A Powerful Partnership!

District 103 Board of Education
November 17, 2015
First Things First...Least Restrictive Environment

While special education is a service (or a set of services), LRE is defined legally as the environment where those services take place. The law specifies that: “...to the maximum extent appropriate, children with disabilities are educated with children who are not disabled...with the use of supplemental aids and services...”

IDEA 2007
It's good for children

Educating children in the LRE is supported by research and outcomes. Over 20 years of research has shown the benefits of educating all students together including:

- Higher academic performance
- Growth in social cognition
- Lower dropout rates
- Higher employment rates
- Higher self-esteem and self-concept
- Improved ability to form warm and caring friendships

Tonight’s Learning Targets

- Review the continuum of Special Education programming in District 103
- Describe how the ELC supports the work of District 103 programming
Early Childhood

in District 103

LEADERS IN LEARNING
Early Childhood Programming at Sprague School

- Self-Contained Early Childhood
- Blended Early Childhood (Community Peer Program)

- Walk-In Services/Itinerant (Speech/Language, Occupational Therapy)
How do we decide which support is the LRE for our youngest learners?

Method 1: Preschool Screening

→ District preschool screenings are conducted at Sprague School twice a year, minimally, and at ELC as needed. The students are given the Developmental Indicators for the Assessment of Learning (DIAL 4) assessment, which focuses on:
  ◆ Motor Skills
  ◆ Concepts
  ◆ Language
  ◆ Self Help
  ◆ Social Development

→ Students can be recommended for:
  ◆ No support
  ◆ Further evaluation to determine needs via an Early Childhood Assessment at ELC
How do we decide which support is the LRE for our youngest learners?

Method 2: Transition from Early Intervention (EI) to Early Childhood Programming

- Children that are between the ages of birth to three years old can receive early intervention services through Child Family Connections (CFC).
- Between 24 and 30 months, the CFC Coordinator will contact the ELC to begin the transition process.
- The Executive Director and either the School Psychologist or the Speech Pathologist attend the transition meeting at the child’s home with the parent(s), early intervention staff and the CFC coordinator.
- The team explains the difference between EI services and school based services. We also begin to discuss the preschool options in District 103 and develop a relationship with the family.
How do we decide which support is the LRE for our youngest learners?

Method 2: Transition from Early Intervention (EI) to Early Childhood Programming

- About 6-8 weeks prior to a student turning three years old, the student and the family come to the ELC for an early childhood assessment.
- An early childhood assessment is done all through play.
- A School Psychologist, Speech-Language Pathologist, Occupational Therapist, and Physical Therapist make up the team of professionals that are part of the assessment team.
What information is gathered through the play based assessment at the ELC?

- Cognitive and pre-academic readiness
- Speech and language skills
- Fine, gross, and sensory motor skills
- Social emotional functioning
- Vision and hearing
After an evaluation at the ELC...

- The ELC team reviews with the parent(s) prior to them leaving the assessment the child’s strengths and weaknesses.
- A formal meeting is set-up with the District 103 EC team, parents and the ELC team. All the data that was gathered is shared and a formal report is written.
- Special education eligibility is reviewed at this meeting and if the child is eligible an Individualized Education Plan is written collaboratively between the ELC staff and the District 103 EC staff.
ELC play based assessment room...
## K-8 Continuum of Programming in District 103

<table>
<thead>
<tr>
<th>General Education</th>
<th>General Education with Consultation</th>
<th>General Education with Resource / Related Services</th>
<th>Instructional Programming</th>
<th>Intensive Programming</th>
<th>Therapeutic Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full day in General Education courses with no support OR with supports available to all students: <em>Academic Interventions</em> <em>Social Emotional Supports</em> <em>Executive Functioning Skill Development</em></td>
<td>Full day in General Education courses Consultation for progress monitoring/teacher support</td>
<td>“Vitamin” for more time and support Supplements the core curriculum (pre-teach/re-teach) Related services provided for specialized instruction IEP goal instruction</td>
<td>Offered in Literacy and Math at all D103 schools Small group instruction on grade level learning standards Replaces the core curriculum IEP goal instruction</td>
<td>EC self-contained and blended Intensive Instructional Program (IIP) K-8 Guided Program K-8 (shared with D102 and D96)</td>
<td>Outside placement for complex needs that cannot be met within our programming (7 students)</td>
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</table>
EC-8 Continuum of Programming in District 103

SPECIAL EDUCATION PROGRAMMING
DISTRICT 103

- Early Childhood Programs
- Related Services*
- Resource Programs
- Itinerant Programs
- Direct Instruction Programs
- Intensive Instructional Programs
- Guided Programs
- Therapeutic Day School/Residential Placement
- Home Hospital Services
ELC Support to D103 Programs

The ELC provides support for itinerant services in the following areas:

- Hearing Itinerant (Teacher of the Deaf/Hard of Hearing)
- Audiology (partnership with NSSE0)
- Vision (partnership with NSSE0)
- Orientation and Mobility (partnership with NSSE0)
ELC Assistive Technology

- The AT team is a two member team made up of a speech pathologist and a special education teacher.
- Assistive Technology provides students with the tools that they need to develop academic and/or communication skills. This may look like:
  - a program on the iPad that speaks full sentences when selected by the student
  - a button that speaks a single message when activated by the student
  - computer software that assists with writing through word prediction
  - software to assist with reading, improving comprehension
  - printed pictures for visual schedules
- Assistive Technology is not always computers, applications, software, and/or iPads. It can come in low tech or no tech and still be effective for the student.
- The Assistive Technology Team at the ELC can assist in the selection of assistive technology for a student with the input of educational team.
- The Assistive Technology Team at the ELC is able to provide teachers, students, and staff with training to access the technology.
ELC Support to D103 Programs

- Consultation and collaboration among the Directors, Assistant Directors and the ELC
- Shared resources among all three districts - including audiology equipment, assistive technology, etc.
- Lending assessment library
- Shared professional development
- Bulk purchasing of special education software, equipment, and/or curriculum for the three districts
ELC Support to D103 Programs--FTE

- Assistive Technology Facilitators = 1.5 FTE shared between District 96, 103 and 125 on a fluid basis
- Hearing Itinerant = .5 FTE (2.5 days per week) in District 103
ELC Funding

- ELC serves as the agent for the IDEA Flow Through and Preschool grants
- ELC keeps one third of the IDEA Flow Through and Preschool grants for supplies and materials, professional development, testing materials, audiology booth, etc.
- ELC distributes proportionate share of funds out to each member district (D96, D103, D125)
### Curriculum/Instruction

**Assessment**
- Preschool Screenings
- All K-8 Assessment

**Specialized Classrooms/Programs**
- Resource
- Instructional Classes (Direct Instruction/DI)
- Intensive Instructional Program (IIP)
- Guided Program

**Related Services**
- Speech/Language
- Social Work/Counseling
- Psychology
- Occupational Therapy
- Physical Therapy
- Adaptive P.E.

### Early Intervention Transition Planning

**Early Childhood Assessment**

**Related Services**
- Audiology
- Hearing Itinerant
- Vision Itinerant
- Assistive Technology Facilitators

**Collaboration**

**Resources**

**Support**

**Training**
ELC Next Steps

- **Audiological Services**
  - Booth - construction will begin in January
  - Audiologist

- Selling related services to non-member districts

- Create a parent advisory committee

- Continue to provide professional development and resources around best practices for the low incidence population
D103 Next Steps

- Continue to investigate best practices for Early Childhood programming and Least Restrictive Environment
- Continue to explore and implement best practices for serving students with unique special education needs in the least restrictive environment (Autism Spectrum Disorder, Physical Disabilities, Complex Medical Needs)
- Continued research and development of instructional and curricular methods that maximize student growth in low incidence programming
Questions?

A Powerful Partnership!