

# Alden Hebron School District #19

## Support Programs

### Our Mission Statement

*Alden-Hebron School District #19, in partnership with our community, will educate and inspire our students to reach their individual potential enabling them to be responsible members of society.*

Alden Hebron School District #19 is committed to making our mission a reality for each student. To that end, a wide range of programs and services are provided for our students. The purpose of this document is to inform parents of the supporting programs the District offers so that all students are appropriately challenged to maximize learning.

Additional information may be obtained by contacting your child's teacher or the building principal.





## Special Education and Related Services

### DEFINITIONS

**Special Education and Related Services** may be provided to a child with an identified disability between the ages of 3 and 21 to address the adverse effect of the disability on his/her education.

**Definition of Special Education:**

Educational programs or practices specially designed to meet the needs of a student with an identified disability. This includes the use of researched-based teaching approaches and specialized equipment or care within or outside the general education environment.

**Definition of Related Services:**

Related services are support services that may be provided to assist a student in accessing his/her academic program. Related services include, but are not limited to, the following: occupational therapy, physical therapy, psychological services, social work services, and speech and language services.

### ELIGIBILITY for SERVICES

**Referral Process:**

A student is referred for a special education evaluation when there is reason to believe he/she may have a disability requiring special education and related services. Referrals may be made by School District 19 personnel, the parent(s) or guardian(s) of the student, an employee of a community service agency, or other qualified persons as deemed appropriate by Federal and State Law.

After determining the appropriateness of the referral, the school district must notify the parent(s)/guardian(s) and referring party in writing of their decision to initiate the evaluation process.

**Identification of Needs Assessment/Domain Review:**

After determining that an evaluation is warranted, the Individualized Education Program (IEP) team, which includes relevant school staff and parents, must review and evaluate existing information about the child. This includes current performance data, classroom observations, specialized evaluations such as those performed by individual evaluations, and information provided by the parents. This review may be conducted without a meeting. Upon reviewing the information, the IEP Team members shall determine whether additional evaluation data are needed, and which qualified members of the team will conduct the evaluations. The following areas may be assessed: academic/developmental skills; functional skills; cognitive functioning; hearing/vision; health; motor abilities; communication status; and social emotional status.

Written parental consent must be obtained prior to conducting the evaluation. The identified needs assessment must be shared with parent(s)/guardian(s).

### **Evaluation Review**

Within 60 school days of obtaining written parental consent to conduct an evaluation, an IEP meeting must be convened to consider for the evaluation information and determine if the student is eligible for special education and related services.

An IEP Team must include, but is not limited to, the following individuals:

- Parent(s)/guardian(s)
- General education teacher (if the child is or may participate in the general education environment)
- Special education teacher
- LEA representative who is knowledgeable about the school district's resources and has the authority to make commitments for the provision of resources
- Individual(s) qualified to interpret the results of the evaluation

With parent(s)/guardian(s) consent, individuals may be excused from the meeting if results are interpreted and shared with parents prior to the meeting.

### **Determination of Eligibility**

A student may be found eligible for special education and related services if the IEP Team determines the following:

- The student has an identified, disabling condition
- The student has been resistant to interventions presented in the general education setting
- The student's present levels of performance are discrepant from that of his/her peers
- The student's disability has an adverse effect on his/her educational performance

A student may not be found eligible to receive special education services if a student's delay is based on one of the following factors:

- Lack of instruction in reading
- Lack of instruction in math
- Limited English proficiency
- Environmental/cultural factors, economic disadvantage

## **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

If a student is found eligible to receive special education services, an IEP must be developed within 30 calendar days of determining eligibility. In developing an IEP, the IEP Team must consider the following factors:

- Student strengths
- Parent(s)/guardian(s) concerns
- Identified needs based on recent evaluations/assessments/classroom information
- Other factors related to the student's specific needs

An IEP must include the following components:

- Statement of student's present levels of performance
- Statement of measurable annual goals that reflects the State Goals for Learning and the Illinois Learning Standards/Common Core Standards, as well as benchmarks/short term objectives
- Description of the specific special education and related services needed
- Description of the supplementary aides, services, and program modifications needed
- Explanation of the extent, if any, the student will be removed from the general education environment
- Statement of student's ability to participate in state and district wide assessment
- Determination of the appropriate placement for the student
- Other components as required by Federal and State rules/regulations

A review of the student's progress and the above components must take place at least one time per year by the IEP team.

A review of eligibility for special education and related services must take place at least every three years by the IEP team.

At any point in the school year, an IEP meeting can be convened by any members of the team to discuss a student's progress and educational programming.

## **PROGRAMS and SERVICES**

District 19 provides a continuum of special education programs and related services within and outside the general education setting to meet the unique learning needs of our students. Placement in separate special education classes is considered only when the services needed by the student to meet his/her goals cannot be adequately implemented within the general education classroom.

If a student requires more specialized instructions and programming not available within the school district, District 19 is committed to seeking other appropriate placement options outside of the school district. This includes both public and private facilities.

### **Special Education Program Options**

#### ***General Education Classes with Special Education Support***

A general education class is one that is taught by a general education teacher and is not designed to be a general remedial classroom. Based on the student's IEP, the general education instruction may be modified through:

- Supported services or specialized instruction
- Consultation to and with special education personnel
- Provision of special equipment, materials, and/or accommodations

- Modifications to the instructional program or grades
- Modifications to the curricular content and/or methodology
- Other supplementary services, such as itinerant or resource services

### ***General Education Co-taught Classes***

At Alden Hebron High School, co-taught classes are offered in a variety of core subjects, based on the assessed need each year. Co-taught classes are general education classes and are not designed to be general remedial classrooms.

Co-taught classes include two certified teachers; one a general education teacher with content area expertise, and the other a special education teacher with instructional expertise. Benefits of a co-taught classroom include a reduced teacher/student ratio, differentiated specialized instruction, and increased opportunities for student response. Students with and without special education needs benefit from a co-taught classroom.

In addition to supporting the general curriculum, the special education teacher may address specific student goals within a co-taught class. Specific modification, accommodations, and adaptations may also be provided as indicated in a student's IEP.

### ***Resource Services/Resource Class***

Resource services are provided by a certified special education teacher to support a student's individual learning needs. Resource services can be provided within or outside the general education classroom, as deemed appropriate by the IEP Team. If occurring outside the general education classroom, this service is considered a resource class.

The general purpose of a resource class is to strengthen a student's knowledge/acquisition of general education curriculum through the use of researched-based interventions. Organization and study skills are other areas commonly addressed during resource class. Class size and teacher/student ratios are kept small in this type of classroom, in order to provide more individualized instruction.

### ***Self-contained/Life Skills Class***

At Alden Hebron Elementary School a self-contained pre-school program is offered. At Alden Hebron Middle School a self-contained/life skills class is offered.

Self-contained/Life Skills classes include a certified special education teacher with instructional expertise. Benefits of a self-contained classroom include a reduced teacher/student ratio, differentiated specialized instruction, and increased opportunities for student response. Benefits of a Life Skills class include a reduced teacher/student ratio, differentiated specialized instruction, increased opportunities for student response, and opportunities for development of life skills through classroom and community experiences.

### ***District-Wide Related Services***

District-wide related services that are available to students with identified special education needs include the following:

### ***Occupational Therapy***

Occupational therapy (OT) services are provided by a licensed occupational therapist contracted from the Special Education District of McHenry County (SEDOM).

Students found eligible for OT services are those with identified needs in the areas of fine motor skills, visual motor skills, motor planning, and/or regulation.

OT services may only be provided to students to support their educational program. Service delivery models for OT services include: direct/individual services; integrated services; and/or consultation services to the IEP Team. Services may occur within or outside the general education classroom.

### ***Physical Therapy***

Physical therapy (PT) services are provided by a licensed physical therapist contracted from the Special Education District of McHenry County (SEDOM).

Students found eligible for PT services are those with identified needs in the areas of gross motor skills, generally impacting their strength, balance, coordination, mobility, and/or stability in his/her educational environment.

PT services may only be provided to students to support their educational program. Service delivery models for PT services include: direct/individual services; integrated services; and/or consultation services to the IEP Team. Services may occur within or outside the general education classroom.

### ***Social Work Services***

As a member of the educational team, social workers consult with classroom teachers and school staff regarding social emotional issues that may impact student learning. This includes being actively involved in the social emotional learning and development of all students. The social worker may work with students individually, in a small group or whole classrooms. Topics may include: improving interpersonal relationships, self-esteem and self-discipline, problem-solving, conflict resolution, and decision-making skills.

The social worker also works regularly with students requiring special education services. He/she regularly participates in Data Review Team and Problem Solving Team meetings and may gather information and/or design interventions for students identified as needing short-term or long-term social work services. The social worker serves as a link between home, school, and community. This may entail:

- Being a liaison to community resources and organizations offering mental health and counseling services to children and families
- Maintaining communications with service providers as needed or requested by parents
- Providing help to parents so they become more effective participants in their children's education
- Helping parents to understand their child's developmental and educational needs and to strengthen their parenting skills or relationship with children

- Facilitate needed supports during a crisis involving any student in the building as needed or requested by the administration.

### ***Speech and Language Services***

Speech and language services (SL) are provided by a certified speech and language pathologist. Students found eligible for SL services are those with identified needs in the areas of speech articulation, speech fluency, expressive language skills, receptive language skills, and/or pragmatic language skills.

SL services are the *ONLY* related service that may be provided in isolation. Unlike the other services described in this section, speech is considered both a program and a related service.

The service delivery model used for speech includes: direct/individual services; integrated services; and/or consultation services. Services may occur within or outside the general education classroom.

## **INSTRUCTIONAL AIDES**

Elementary, Middle School and High School instructional aides may be used to assist and support a student with special education needs. An instructional aide may be assigned to support an individual student, small group of students, or the general education classroom setting as deemed appropriate by an IEP Team. Instructional aides assist in the implementation of the daily program under the direction and supervision of a certified teacher. Responsibilities of an instructional aide include, but are not limited to, the following:

- Support of a student's self-care/daily living needs
- Implementation of a modified curriculum
- Implementation of supplementary supports and accommodations

Instructional aides are considered non-certified staff and work under the direct supervision of a certified teacher. Therefore, they are not responsible for determining curricular modifications or specialized assessment.