











Department of Student and Special Services

Ice Cream Social Sept. 24, 2013

Our Team

- Administrator for Student and Special Programs
Denise Thrasher thrashed@wilmette39.org
- Assistant Director of Special Education
Anne Davy Bowers bowersa@wilmette39.org
- Early Childhood Coordinator
Julie Pease peasej@wilmette39.org
- Special Education Coordinator (WJHS; Central; McKenzie)
Romy DeCristofaro decistr@wilmette39.org
- Special Education Coordinator (Highcrest; Romona; Harper)
Tonya Martin martint@wilmette39.org

Teachers = 45

-  **Central:** Beth O'Toole,, Ann Pasquesi, Jen Blons, Victoria Musolf, Megan Leighty, Daniel Kalb
-  **Romona EC:** Kristen Johnson, Elyse Kunzel, Elizabeth Gill, Jill Dzik
-  **Romona:** Robyn Konecnik, Sarah Frank, Megan Chan, Kristen Parker, Rae Sunderman
-  **Harper:** Anne Clark, Kate Cummings,
-  **Highcrest:** Kristin Reese, Erica Surdyk, Theresa Malstrom, Jean Patrick,, Maura Whiston, Jenna Panke, Alice Gremminger, Beth Woodward, Taylor Harvey, Benjamin Baird, Kelly Coyne
-  **McKenzie:** Carla Perry, Katie Vallem, Rachel Gerber, Amy Fitzgerald
-  **Wilmette Junior High:** Kathleen Pollard, Hannah Deutsch, Wendy Godsell, Stephanie Dorsey, Julia Ferris, Nicole Peters,, Aleece Ginsburg, Megan Spellman,, Samantha Mann,, Katy Green,, Kristie Lukasik, Maureen Kirby
-  **Parochial Schools:** Joanna Nummy

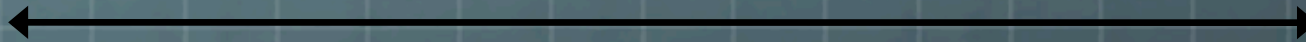
Specialists = 43

- 🌐 Intervention Specialists/Assistive Technology: Tracy Parent, Courtney Longua, Zachary Sunderman
- 🌐 Adapted Physical Education: Joseph Ryback
- 🌐 Psychologists: Christine Rusnak, Katherine Neidich, Samantha McKay, Sarah Prouty, Pamela Star, Julie Nesheim
- 🌐 Occupational Therapists: Kellie Truppa, Amy Robinson, Lindsey Barnes, Paula Lundell, Mary Frandsen
- 🌐 Physical Therapist: Kristin Spalo
- 🌐 Vision Itinerant: Samantha Zauner
- 🌐 Orientation and Mobility: Charyn Beaumont
- 🌐 Speech Pathologists: Marty Wolf, Gayle Wasserman, Anne Dowd-Fisher, April Lutgen, Nancy Grand, Cristina Chung, Sarah Whitaker, Kimberly Picton,, Brittany Barker, Melissa Johnson, Therese O'Shea-Kinsley, Julie Pline,
- 🌐 Social Workers: Jami Jacobs, Jill Gershune, Alene Frost, Pam Mark, Brittany Berman, Hilary Harvey, Nadine Ibrahim, Shelly Auslander,, Cathy Glaaser, Kathy Brandeisky, Pam Katz
- 🌐 Social Work Interns: Sonya Morgan, Monica Milweski

401 Wonderful Students!!!



A Full Continuum



Birth

Grade 8










out placed self-contained resource supportive inclusion general education

Our Services









- **Early Childhood**
 - 3 to 5 years of age
 - Connecting Kids
 - Full Day
 - Tran disciplinary approach to services (SLP, OT, PT) in class – co-teaching
 - Itinerant Speech

Our Services

Grades K-4

-  Inclusion
-  Pull-out Reading
-  Pull-out Math
-  Pull-out Writing
-  Comprehensive Programming
-  Supportive Programming
-  External Placements

Grades 5-8

-  Inclusion
-  Instructional Reading Class
-  Instructional Math Class
-  Instructional Writing Class
-  Academic Strategies Class
-  Comprehensive Programming
-  Supportive Programming
-  External Placements

Comprehensive	Support	Essential	Inclusion
Provides ongoing, targeted instruction in a variety of domains	Provides support for complex FAB/BIPs that require consistency of implementation	Provides targeted support in essential academic areas	Providing academic instruction to groups of students as needed
Provides individualized support for grade level learning goals	Provides strategies to assist with self management	Provides a consistent environment in order to meet multiple academic needs	Provides instruction utilizing a co-teaching model
Provides instruction for meaningful opportunities to expand social repertoire	Provides support for immediate crisis as well as a safe place for breaks	Provides support for grade level learning goals	
	Provides support in a variety of settings		
Provides comprehensive support to meet individual student needs	Provides grade-level instruction in appropriate environments		
<i>Program provides transdisciplinary approach on an ongoing basis</i>	<i>Program provides transdisciplinary approach on an ongoing basis</i>	<i>Program provides transdisciplinary approach on an ongoing basis</i>	

Comprehensive	Support	Essential	Inclusion
Learners who need life skill instruction	Learners with complex FAB/BIPs that require constant follow through	Learners with primarily academic needs	Learners with academic needs that can be grouped with peers
Learners who need specialized instruction	Learners who need daily regulation	Learners who academic needs could not be met in peer groups due to discrepancies	Learners who benefit from co-teaching for much of their instruction
Learners who need remedial support on a consistent basis	Learners who have aggression (self, physical or verbal)	Learners with multiple academic needs	Learners who benefit from 2 or fewer pull out classes a week
<i>Learners who need a transdisciplinary approach on an ongoing basis</i>	Learners with executive functioning needs	Learners with executive functioning needs	
	<i>Learners who need a transdisciplinary approach on an ongoing basis</i>	<i>Learners who need a transdisciplinary approach on an ongoing basis</i>	

Legal Up-Dates

- Still waiting for reauthorization of NCLB and IDEA
- Illinois State Board of Education is considering the repeal of class size rules and 70/30 rule

Class Size

- 🌐 Based on the time a student spends in general education class
 - 🌐 In the general education classroom 80%+ of school day – 17:1:1 or 15:1
 - 🌐 In general education classroom between 79-40% of school day – 15:1:1 or 10:1
 - 🌐 In general education classroom 39% or less of the school day – 13:1:1 or 8:1

70/30 rule

A general education classroom is a class that is

Composed of students of whom at least 70% are
without IEPs

Utilizes the general curriculum

Taught by a certified general education teacher

Not designated as remedial

2011-12 Special Education Profile Report

- 🌐 Students with IEPs – 12.4% (State ave. 13.8%)
- 🌐 LRE (time in general education) School-age
 - 🌐 $\geq 80\%$ 70.6 (State average = 59%)
 - 🌐 40-79% 23.2 (State average = 20.7%)
 - 🌐 $< 40\%$ 1.8 (State average = 15.1%)
 - 🌐 Separate facility 4.4 (State average = 4.2%)

Continued Inclusion

- Related Arts at WJH
- Buddy Programs
- Extra-curricular activities
 - Elementary Clubs
 - Sports
 - RAD
 - DEN
 - HMS and WJH Clubs
 - High 5 Junior

Annual Yearly Progress (AYP)

- Connected to NCLB
- By 2014 all students (100%) must met or exceed standards
 - Illinois uses ISAT
 - Target for 2010-11 was 85%
 - Target for 2011-12 was 92.5% but amended to 85%
 - Target for 2012-13 was 92.5%
 - Target for 2013-14 is 100%
- Districts are beginning to struggle with meeting AYP for subgroups
 - Students with Disabilities is a subgroup

AYP

2011 (85%)

- 🌐 District Met Math
 - 🌐 Did not meet in Reading
- 🌐 WJH Met in Reading
 - 🌐 Did not meet in Math
- 🌐 HMS Met in Reading and Math
- 🌐 McKenzie, Romona, Harper, Central – no subgroup

2012 (85%)

- 🌐 District Met in Reading
 - 🌐 Did not meet in Math
- 🌐 WJH Met in Reading and Math
- 🌐 HMS met in Reading
 - 🌐 Did not meet in Math
- 🌐 McKenzie, Romona, Harper, Central – no subgroup

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- 🌐 McKenzie, Romona, Harper, Central – no subgroup

2013 (92.5%)

- 🌐 District meet in Reading and Math
- 🌐 WJH Met in Reading and Math
- 🌐 HMS did not meet in Reading or Math
- 🌐 McKenzie, Romona, Harper, Central – no subgroup

Continuation

- 🌐 Rtl
- 🌐 Use of Specialized Curriculums: Language!, Saxon Math, Wilson Reading, Rewards, Read 180, System 44, Trans Math, Reading Mastery
- 🌐 KIDS Program – IEPs, evaluations, reports sent via email

What's to come?

- Continued collaboration with PASS 39
- Continued training for teachers and paraprofessionals
- Continue expansion of assistive technology to support instruction
- Unified Practice
- Common Core State Standards

CCSS

- **Adopted by over 40 states**
- **Phase in approach**
 - **Phase 1: Communicating/training**
 - **Phase 2: Curriculum development, identify appropriate resources**
 - **Phase 3: (2014-15) Implementation, new assessment (PARCC)**

Two Sets of Standards

English Language Arts (ELA)

- Grade-by-grade progression
- Spotlights “text complexity”
- Emphasis on vocabulary building
- Greater emphasis on reading informational text
- Highlights support of claims with textual evidence
- Focus on ability to conduct and report on research

Math

- Fewer domains of study for each grade level, but greater depth of study
- Focus on mastery of skills and concepts
- Emphasis on mathematical practices that align with our Characteristics of Successful Learners (CSL)

 **Questions?**

 **Discussion**

 **Comments**

Thank You!