



*A Community of Learners*

**Informational Memo: Reaching All Learners: *Speech and Language Services***

TO: School Board  
Superintendent Kocanda

FROM: Beth Martin

August 21, 2018

**Background**

Winnetka Public Schools offers speech therapy services to students ages PreK-8th grade. Speech and language screenings are included as a means to complete child find obligations and to determine what children may be in need of some form of intervention. Intervention has included flexible service delivery through a response to intervention framework or speech therapy services as outlined on a child's individual education plan.

**Overview**

The Illinois State Board of Education monitors school districts and how students are identified for special education services. One area in which school districts are evaluated is how student race, ethnicity and disability categories are represented across the the school district. Data collected is reviewed and weighted, and if a school district is found to be disproportionate based on race, ethnicity or disability category, ISBE requires the school district to submit a self assessment regarding identification practices for special education eligibility.

This past year Winnetka Public Schools was found to be disproportionate in identification of "white" students with the disability description of speech-language impairment. As a result, a self assessment was completed and provide

to ISBE in May, 2018. This self assessment included an action plan which will be implemented this school year. ISBE has reviewed the self assessment and determined that based on the information submitted, the disproportionality of students with a disability in speech-language impairments was not the result of inappropriate identification practices.

**Next Steps**

Below is the action plan that was submitted to ISBE. The speech pathologists will be working collaboratively with administration to see that all is implemented as outlined.

Activity (with brief narrative)	Required Resources	Timelines	Persons Responsible
<p>1. Refinement of our RtI/MTSS process as it relates to speech and language supports for students. This will include a framework in which students will first be provided with intervention for articulation development prior to consideration of the need for IEP services for elementary aged students.</p>	<p>Professional Development; Framework development for SLP's and MTSS for articulation skills</p>	<p>2018-19, 2019-20 school years</p>	<p>Elementary School Speech Pathologists; Director of Student Services</p>
<p>2. Integrated Service Delivery - This year the special education department has taken part in a 9 hour training with the superintendent of our local special education cooperative, NSSED. This training has focused on how to deliver services in the most inclusive way, determining what is truly "special " about services we offer, and also determining when students should be exited from any special education supports as opposed to maintaining IEP services when skills are within average levels. We will continue to monitor our processes and implement changes as warranted to</p>	<p>Professional Development; Department Committee Work;</p>	<p>2018-19, 2019-20, school years</p>	<p>Director of Student Services; Department Committee members</p>

<p>promote inclusion to the greatest extent appropriate. This will include additional professional development regarding IEP writing and eligibility determination practices.</p>			
<p>3. Eligibility process review: a) Re-evaluate how we are determining when students should enter and exit from speech and language services. This may help to decrease the overall number of students who have SLI eligibility as a primary disability over time. b) Establish guidelines that can inform when language related delays may be related to other disability categories.</p>	<p>Professional Development; ISBE guidelines; IDEA procedures</p>	<p>2018-19, 2019-20, school years</p>	<p>Director of Student Services; Speech Pathologists; School Psychologists</p>
<p>4. Monitor the ethnic makeup of those found eligible under Speech/Language Impairments</p>	<p>Student Information System; Department database</p>	<p>Ongoing</p>	<p>Director of Student Services</p>