



Reaching All Learners: *Special Education Integrated Service Delivery*

The Winnetka Public Schools community empowers every student to flourish in an innovative, experiential environment. We support and challenge all learners to actively engage in continual growth and achievement to make a meaningful difference in the world.

D36 Shared Vision Alignment

- ❑ Special education services include specific instruction that supports students who may demonstrate deficits in their learning or social and emotional profiles, and challenges students to function at their full potential.
- ❑ Provision of specific instruction, accommodations and curricular modifications enables each student to demonstrate individual growth and to achieve a level of success.
- ❑ Through provision of proper levels of support and opportunity for students to meet challenges successfully, students are able to engage in their learning, demonstrate independence, and better prepare for their future.
- ❑ Providing integrated service delivery results in better outcomes for all students, improving their capacity to make a meaningful difference in the world.

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Research is Clear

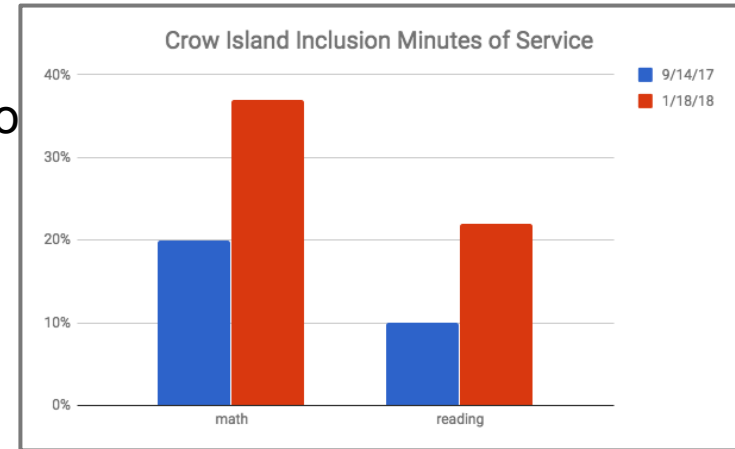
Integrated (inclusive) programming results in the most positive gains for ALL children.

- ❑ Although a child with a disability may learn differently than his peers, this does not justify exclusion from a general education classroom.
- ❑ Studies conducted in the U.S., Australia, Canada and Ireland demonstrated either a positive effect or no negative effect on the academic, social, and personal development of students without disabilities when educated with peers who have intellectual disabilities or other disabilities.



Department of Student Services - Focus Areas

- ❑ Piloted staffing modifications at GR and CI
- ❑ Implemented more inclusive service delivery model at SK
- ❑ Partnered with NSSD's Dr. Kurt Schneider for professional learning (staff, admin, Board)
- ❑ Provided coaching supports for behavior intervention
- ❑ Improved IEP goal writing
- ❑ Re-evaluating how to provide most effective associate support
- ❑ Refining necessary specialized instruction thresholds



Reaching All Learners - Annual Goals

- ❑ Implement a K-2 Intervention model of support
 - ❑ 85% of students receiving intervention in reading or math will successfully exit by meeting grade level expectations within 16 weeks of intervention.
- ❑ Establish a District-wide Special Education service delivery model (Year 2 of 2-year goal)
 - ❑ Increase the percentage of special education services within general education in reading and math by 15% (elementary grades)
 - ❑ Meet or exceed a 50% MAP growth target in reading and math for students with an IEP (by cohort)
 - ❑ Develop a visual continuum that represents District-wide special education service delivery

Modifications for Next Year

- ❑ Enhance special education services and supports
 - ❑ Full time psychologist at each elementary building
 - ❑ LEA, behavioral coaching, general education supports
- ❑ Align students with special education supports by classroom
 - ❑ Reviewing student goal areas when considering classroom placement
 - ❑ Developing appropriate groupings can increase integrated service options.
- ❑ Redefine how placement decisions are made when determining which setting is most appropriate
 - ❑ Continuum of service delivery
 - ❑ The IEP - Present levels of performance, goals, minutes of service, placement



Engagement & Learning Opportunities

- ❑ Collaboration opportunities among staff
 - ❑ General Education
 - ❑ Special Education
 - ❑ Associates
- ❑ Ongoing Professional Development
 - ❑ Certified and Non-Certified Staff
 - ❑ Differentiation, Tier 1 Interventions, classroom supports and services
- ❑ Parent Education
 - ❑ Expand WPI opportunities regarding special education and integrated service delivery
 - ❑ Provide clarity regarding teacher and associate roles and how all contribute to students' success
 - ❑ Collaborative steps with private providers



Next Steps

- ❑ Staffing review
 - ❑ Address the needs of our students in the most functional and appropriate way.
 - ❑ Re-align and or redistribute current staff to better meet the needs of students.
- ❑ Data collection
 - ❑ Ascertain if data we are collecting supports our current service delivery model and if not, make appropriate adjustments
- ❑ Expand professional development opportunities
 - ❑ Collaboration, coaching supports, co-teaching
 - ❑ Parent Education
- ❑ Develop school wide structures to support all educators
 - ❑ Clear vision regarding integrated services and supports for academics and behavior
 - ❑ Collaboration



Q & A

