

Continuum of Special Education Services

Hawthorn School District 2016-2017



Introduction

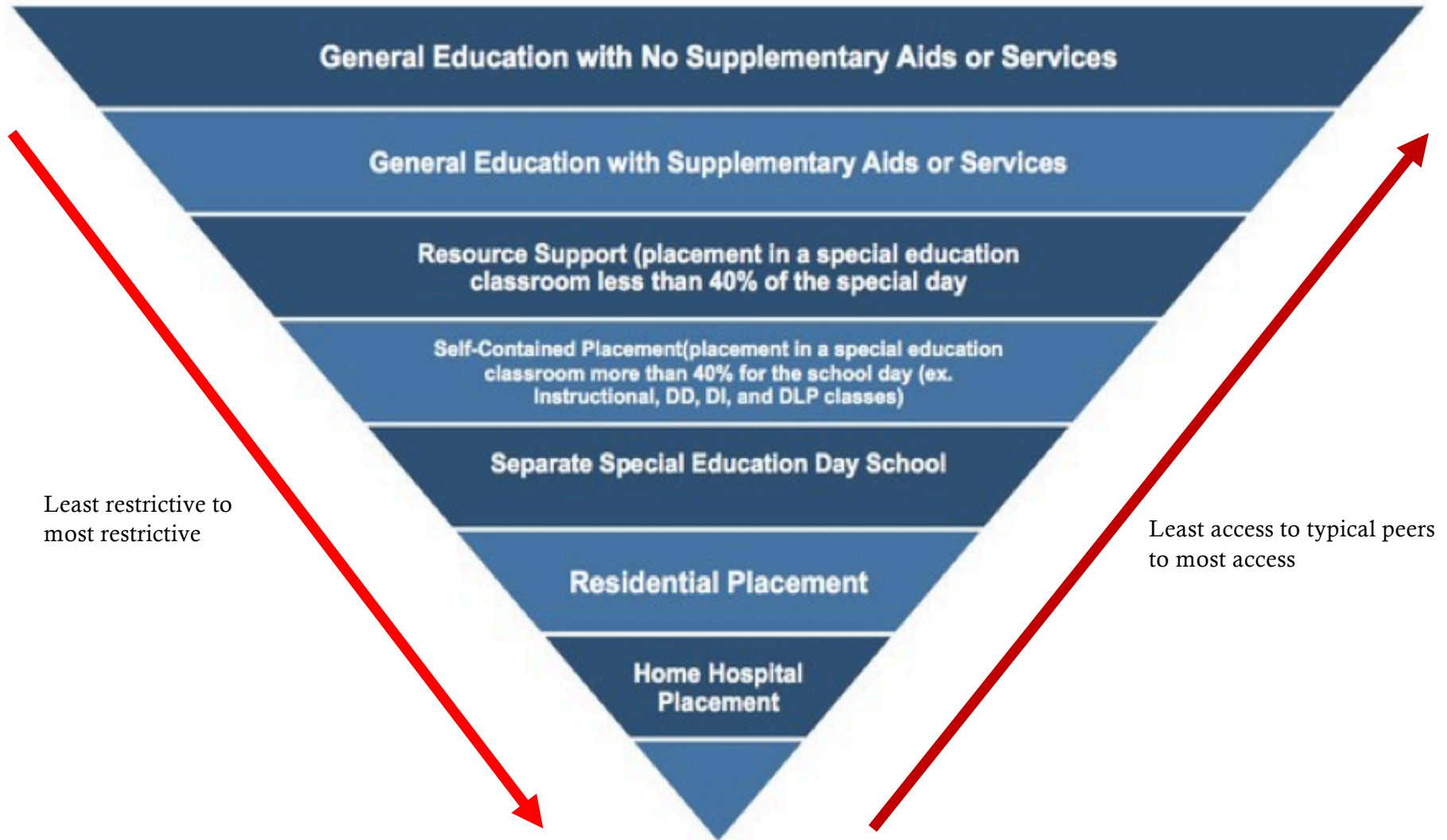
The purpose of this presentation is to inform members of the Hawthorn community, faculty, staff, and parents, on the continuum of special education services offered by Hawthorn School District 73.

It is the District's obligation to develop and Individual Education Plan which supports eligible students to work towards their goals in a setting that is least restrictive.

Purpose of Special Education

To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

Continuum of Special Education Services



Placement vs Location

- ◆ Hawthorn School District 73 offers a full continuum of services to eligible students. Eligibility is determined following IDEA guidelines.
- ◆ When an IEP Team determines a placement, they are referring to a level of service on the continuum. The location of those services may be in varied locations.
- ◆ Not all levels of service and/or placements are available within Hawthorn School District buildings.
- ◆ Hawthorn partners with its cooperative district, Special Education District of Lake County (SEDOL) which provides levels of service and/or placements that are not available within our district schools.
- ◆ If a student requires services and/or placement that is beyond the scope of either District or SEDOL, Hawthorn maintains the responsibility for educating the student, in ISBE approved facilities, in order for that student to receive a free, appropriate public education.

General Education

- ◆ To the greatest extent possible, a student will be educated in the general education classroom with his or her peers. Only when necessary to meet a student's unique learning needs, will the student be placed in a more restrictive setting.
- ◆ General education with supplementary aids or services –
 - ◆ Consultation services
 - ◆ Push-in instructional services (Co-teaching)
 - ◆ Related Services, such as speech, occupational therapy, physical therapy, social work, hearing itinerant services, etc.

Co-Teaching

Co-teaching is a level of support whereby special education services, (specifically designed instruction) are provided in a general education classroom to a group of students, with and without disabilities. The classroom is taught by two teachers, one general education content specialist, and one special education teacher. Co-teaching placements offer the following benefits:

- ◆ Students with disabilities are provided access to the general education curriculum and general education setting
- ◆ Students with disabilities will still receive specialized instruction
- ◆ Greater instructional intensity and differentiated instruction
- ◆ Students with disabilities may feel more connected with their peer group

Resource Support

- ◆ Resource support– placement in a special education classroom for less than 40% of the special day
 - ◆ Small groups or individualized instruction for reading, math, writing, speech, occupational therapy, social work, etc.
 - ◆ Pull-out service delivery model.

Self-Contained Placement

Self-Contained Placement (placement in a special education classroom for more than 40% of the school day). This placement is within a school that also houses general education students. Self-contained placements offer the following supports:

- ❖ Small group size
- ❖ Specialized instruction
- ❖ Related services are often integrated into the program
- ❖ Mainstreaming with general education peers, as appropriate

Self-Contained Placements at Hawthorn

Early Childhood Special Education –

Cross-categorical instructional classroom for children aged 3 through 5 years who need significant support in pre-academics, speech, motor, and/or social-emotional skills.

Learning Opportunities Programming (LOP)-

Cross-categorical instructional classroom for children who need support in all core academic classes. These students require a modified curriculum and classrooms are often multi-grade.

Kindergarten through 8th grade

Self-Contained Placements within SEDOL

- Educational Life Skills (ELS) – a program for students who have moderate to severe cognitive needs and who require a curriculum that focuses on functional life skills and adaptive behaviors.
- Language and Social Skills Opportunities (LASSO 1,2) –A program for students who exhibit characteristics generally associated with autism spectrum disorders and need a highly structured environment which focuses on communication, social skills, sensory needs, functional academics, and self help skills.
- Teaching Appropriate Behaviors (TAB)-A program for students whose behavioral or emotional needs are to such a marked degree that they adversely affect their educational performance and/or the learning of others. The program is intended to teach appropriate behaviors, teach new academic skills, and reduce inappropriate behavior.

Separate Special Education Day School - Public

Separate Special Education Day Schools, sometimes referred to as Therapeutic Day Schools, can be either publicly or privately funded and operated. We are fortunate to be a member of SEDOL that operates the following day public day school programs:

Gages Lake School – Public therapeutic day school for students with significant emotional and behavioral needs. The focus of the program is to provide therapeutic interventions to help students manage their social, emotional needs and develop their academic skills. Preschool through 8th grade

Separate Special Education Day School - Public

Gages Lake also houses a Shaping Appropriate Behavior (SAB) program, which serves students with mild to severe intellectual disabilities and significant adjunct inappropriate behaviors requiring a self-contained setting with emphasis on behavior management skill development. Students will typically come from a self-contained Life Skills program housed in a general education setting. The goal of this program is to return students to a lesser restrictive environment, typically an ELS/Life Skills program once behaviors have become manageable.

Separate Special Education Day School - Public

John Powers Center – serves students who are deaf and hard of hearing who rely on sign language as their main mode of communication or use it to supplement their auditory and oral communication skills. Preschool through 8th grade.

Laremont School – serves students who exhibit severe to profound cognitive disabilities and/or multiple disabilities who need extensive care. Specialized staff so that student's intensive medical, personal care, and educational needs can be met in a school environment. Preschool through age 22.

Separate Special Education Day School - Public

Laremont School also houses Language and Social Skills Opportunities 3 (LASSO3) and a Shaping Appropriate Behavior (SAB) programs within its building.

The LASSO 3 program serves students whose primary eligibility is typically Autism and requires significant staff intervention and direction. Students require a self-contained school environment due to behaviors that are non-compliant, aggressive and/or violent. The classroom routine addresses behavior, sensory, and communication needs using a structured and predictable schedule.

The Shaping Appropriate Behaviors (SAB) program serves students with mild to severe intellectual disabilities and significant adjunct inappropriate behaviors requiring a self-contained setting with emphasis on behavior management skill development. Students will typically come from a self-contained Life Skills program housed in a general education setting. The goal of this program is to return students to a lesser restrictive environment, typically an ELS/Life Skills program once behaviors have become manageable.

Separate Special Education Day School - Private

In Illinois, there are approximately 369 private therapeutic schools approved by the Illinois State Board of Education

Approval is based upon eligibility categories they serve and age of the student. Most therapeutic day schools specialize with a specific population of students. Some examples of private special education day schools are:

Cove School – Northbrook

Connections Day School – Libertyville

The Bancroft School – Hoffman Estates

Chicago Lighthouse - Chicago

Residential Placement

- ❖ Students require residential placements for a variety of reasons and in a variety of situations
- ❖ Students who require residential programs are those for whom the educational needs and emotional/behavioral needs are "intertwined" or "inseparable" and a determination is made by the IEP team that the child requires therapeutic and habilitation services in order to "benefit from special education"
- ❖ Students who require 24 hour supervision – aggressive, destructive, self-injurious, assaultive

Homebound/Hospital

Services are provided to students who are unable to access educational services in a school environment, either in their home or in a hospital setting.

- Most restrictive environment as there is typically no or limited access to typical peers
- Temporary or permanent placement

Questions

Should you have questions regarding the continuum of special education services, please contact the Department of Special Services at 847-990-4272.