

Urbana School District 116
Student Services/Special Education

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Students with IEPs

- Our students with IEPs are general education students FIRST and their education is a shared responsibility of all of our educators.
- Age range – We have extended responsibilities for our students with special needs.
 - We serve students from age 3 through the day before their 22nd birthday (ages 3-21).

Eligibility for Services

- Disabilities outlined in IDEA and state regulations we serve include:

Autism	Deaf-Blindness	Deafness
Developmental Delay	Emotional Disturbance	Hearing Impairment
Intellectual Disability	Multiple Disabilities	Orthopedic Impairment
Other Health Impairment	Specific Learning Disability	Speech or Language Impairment
Traumatic Brain Injury	Visual Impairment	

Services/Programs

- Urbana School District 116 offers a continuum of services for students with disabilities based on individual student need.
- The continuum refers to types of services, number of minutes, strategies and curriculum used, accommodations, etc.
- Specialized instruction and related services tailored to individual student strengths and needs

Examples

- Students receiving services for speech articulation needs working with a speech language therapist 30 minutes per week.
- Students receiving in-class social skills and academic support 150 minutes per week.
- Students enrolled in a co-taught English classroom (a classroom with a general education and special education teacher working together).
- Students working on job skills in the community with the support of special education staff.
- Students attending Gerber School full time.

Staff

- Special Education Teachers
- Psychologists, social workers, speech language pathologists, occupational/physical therapists
- Teaching assistants, interpreters, secretaries, and other support staff

All Schools

- All schools have special education teachers, related service providers, support staff, and teaching assistants working with students with diverse needs
- Some buildings have specialized programs that are more intensive in their focus. Examples
 - Yankee Ridge – Program for students with Emotional Disabilities
 - Thomas Paine – Cross-Categorical program for students with intellectual, functional, sensory, and other needs.
 - Life Skills Program (Thomas Paine, UMS, UHS, Wesley Foundation for students with significant disabilities)

Preparing students for Post Secondary

As students move through high school, the IEP is focused on the transition process to improve "the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities." (IDEA, 2004)

Preparing students for Post Secondary

- Post-secondary outcomes focused on:
 - Education
 - Training
 - Employment
 - Independent Living

Preparing students for Post Secondary

- Transition Services include
 - Instruction
 - Related Services
 - Community Experiences
 - Development of Employment and other post-school objectives
 - Acquisition of Daily Living Skills or the provision of a functional vocational evaluation.
 - Linkages to Outside Agencies

ISBE Data Review Process

- Entered into voluntarily by USD116 administration and faculty with ISBE
- Process for analyzing data to ensure students with disabilities have access to the general education environment and we have a full continuum of services
- Reviewed our practices, procedures, data, attitudes, and beliefs about inclusive practices

ISBE Data Review Process

- Has already led to an increase in specialized literacy instruction in general education classroom at the elementary level
- We continue to talk with our special education staff about inclusive practice during staff development days during the year and track our outcome data

Questions?
