

A. Description of overall philosophy (200 word limit):

Special education staff and stakeholders at ReNEW Schaumburg Elementary, embrace the philosophy that students with exceptionalities succeed when “all staff embraces all students”; hold the highest expectations for teacher performance and accountability; and promote multidisciplinary, holistic, comprehensive and integrated service delivery for students qualifying for special education services. Special education staff view special education as a three year intervention per the intent of IDEA 2004, as opposed to a lifelong assumption. Special education staff focus on successful student access to the general education curriculum by identifying and addressing barriers to student success in the general education setting.

The primary goals of ReNEW’s special education service delivery system are:

- To improve academic, self-help, and behavior performance outcomes
- To increase student access to the general education curriculum
- To promote meaningful college and career preparation and readiness for postsecondary pursuits.

B. Name and contact information for special education coordinator (school and, if applicable, network)

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| School Leader of Special Education Programming; Contact Information | Adam Campagna, Special Education Coordinator, acampagna@renewschools.org Martha Willis, Special Education Coordinator Coordinator, mwillis@renewschools.org |
| CMO Leader of Special Education Programming; Contact Information (if different) | Nori Ryland, Director of Special Education nryland@renewschools.org |

C. Data Snapshots

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| 2015-16 enrollment rate of students with disabilities served by the school | 17.1% |
| 2014-15 in school and out of school suspension rate of students with disabilities served by the school | 8.7% |
| 2014-15 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year | 0 |

| D. Description of how pupil appraisal, special education, and related services are provided by the school | |
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| <i>Appraisal/Evaluation</i> | |
| Main point of contact if a parent would like to request an evaluation | Amy Henley, Manager of School Data & Interventions, ahenley@renewschools.org |
| Response to Intervention Overview | <p>Examples of universal screeners: Strategic Teaching and Evaluation of Progress (STEP) assessment, Developing Skills Checklist (DSC), Measures of Academic Progress (MAP), STAR Reading and Math, WIDA-ACCESS, Unique Learning, BASC-3 Behavioral and Emotional Screening Systems or the Strengths & Difficulties questionnaire.</p> <p>Examples of reading interventions: Foundations Double Dose, Heggarty PPA, Reading Mastery, Phonics Blitz/Boost, Words Their Way, iReady, 6-minute Solutions, Guided Reading, Collaborative Strategic Reading, IXL, StudySync, Incremental Rehearsal for rote skills (e.g., sight words, alphabetic principle, letter sounds), reading fluency, guided reading,</p> <p>Examples of math interventions: iReady, Math Facts in a Flash, Do the Math, Do the Math Now, Richardson: DNC, IXL, ST Math, Khan Academy, rote skills rehearsal through calendar math and daily math routines.</p> <p>Examples of behavior interventions: Behavior reflection log, restorative consequences, parent conferencing, crisis intervention plans, behavior contracts, Second Steps Curriculum, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.</p> |
| School Building Level Committee (SBLC) | <p>Members of the SBLC team:</p> <p>Required members: Principal/Designated Administrator, SBLC Chairperson, General Education Classroom Teacher, Referring Teacher</p> <p>Optional members: Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker/School Psychologist, Behavior Interventionists, Pupil Appraisal Team Member, Resource Personnel</p> <p>Example engagements with parents: Develop interventions in collaboration with parents, review and analysis of student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504</p> |

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| | <p>consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations.</p> <p>Example decisions SBLC team can make: Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Support and Appraisal team for evaluation, referral to outside services.</p> |
| Appraisal Team | <p>Members of appraisal team: Evaluation Coordinator, Parent/Guardian, General Education Teacher, Manager of School Data & Interventions, School Social Worker, School Psychologist, Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, Neuropsychologist, Child and Adolescent Psychiatry, Board Certified Behavior Analyst, Teacher of Visually Impaired, Teacher of the Hearing Impaired, Orientation and Mobility Specialist, based on identified student needs.</p> <p>Example engagements with parents: Meet to develop evaluation plan and sign permission to evaluate, obtain full psycho-social history, interpret and disseminate findings of evaluation.</p> <p>Example decisions appraisal team can make: Determine eligibility or non-eligibility of student, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).</p> |
| <i>Instructional and Related Services Provision and Staffing</i> | |
| Specialized Instruction | <p># Special Education Teachers: 12 # Paraprofessionals: 7 # Academic Interventionists: 5</p> <p>Examples of curricula: Unique Learning Systems, StudySync, Failure Free Reading, Do the Math, Do the Math Now, Phonics Boost/Blitz, Visualizing/Verbalizing, ST math, iReady, Key Math, Metacognition Skill Building, Previewing Core Content</p> |
| Speech/language | <p># On staff or contracted from external provider: 1 FT provider, 0.5 contracted provider</p> <p>If not currently providing service, plan to deliver service in future: N/A</p> |
| Audiology | <p># On staff or contracted from external provider: 1 contracted provider</p> <p>If not currently providing service, plan to deliver service in future: N/A</p> |
| Counseling (mental health, other therapies) | <p># On staff or contracted from external provider: 2 School Social Workers / Counselors</p> <p>If not currently providing service, plan to deliver service in future: N/A</p> |
| Occupational therapy | <p># On staff or contracted from external provider: 1 FT provider</p> <p>If not currently providing service, plan to deliver service in future: N/A</p> |

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| Physical therapy | # On staff or contracted from external provider: 1 FT provider If not currently providing service, plan to deliver service in future: N/A |
| Health/Nursing services | # On staff or contracted from external provider: 1 RN If not currently providing service, plan to deliver service in future: N/A |
| Orientation and mobility services and accessibility (including interpreting services) | Describe accessibility accommodations are available to students: Students receive instruction and equipment per their IEP. This building has three levels; therefore, accessibility accommodations and supports include an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. For students who require interpreters, an interpreter will be provided when the need is identified. Students with orientation/mobility impairments will be assessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate. # On staff or contracted from external provider: 1 contracted provider If not currently providing service, plan to deliver service in future: N/A |
| Adaptive physical education | # On staff or contracted from external provider: 1 contracted provider If not currently providing service, plan to deliver service in future: N/A |
| Specialized Transportation | Methods of transportation: Contract with specialized transportation company to provide bus services per IEP (currently with 34 routes across network). If not currently providing service, plan to deliver service in future: N/A |
| Assistive Technology | Examples of supports: Calculators, iPads, Chromebooks, Digital Media/Audio Materials (Text-to-speech software), Communication Devices if needed |

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside of the regular education setting

| <i>School-based Supports (in-school)</i> | | | |
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| | Description of Supports within Inclusion | Description of Supports within Resource | Description of Supports within Self-Contained |
| PK – 8 | ReNEW’S special education teams support students with exceptionalities in general education classes by providing a range of supplementary aides and | ReNEW promotes and makes available a range of resources for students with exceptionalities, including scientifically based tools, computer assisted/blended | Part Time Participation in Specialized Classrooms: ReNEW’S special education teams support students who need integrated services such as |

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| | <p>resources. Special education teachers provide general education teacher and student support through collaborative lesson planning, assignment modification, consultation, “push-in” during class time, “pull-out” to pre- or re-teach lessons, co-teaching, metacognitive support, behavior management coaching, and progress monitoring.</p> | <p>learning resources, intensive small group remedial classes with literacy specialists and special education staff, and individualized and small group sessions reinforcing meta cognitive skills. Remedial support is based on careful analysis of student performance data over time, in collaboration with the student, and guided by best practice research and application. Support determined per IEP.</p> | <p>communication and speech/language support in the Language Based Learning Centers, therapeutic interventions or functional skills training in the resource setting.</p> <p>Substantially Separate Classrooms: ReNEW provides the following substantially separate programs for students with more significant disabilities who need very intensive support: Community Based Instructional Program, Autism Skills Development Programs, or ReNEW Therapeutic Program (details on program model and goals can be found on Special Education GoogleSite). Assistance provided by paraprofessional per IEP.</p> |
| 9/T9 – 12 | N/A LEA does not offer these grades. | | |
| Description of extended school year services: | <p>Identification: Students qualify based upon criteria identified by IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). IEP teams use criteria to determine eligibility and programming for ESY services (specified in <i>Bulletin 1530, Section 705</i>). Delivery: Students receive individualized support beyond the normal school year of the LEA at no cost to parents or families.</p> | | |
| Description of | ReNEW Therapeutic Program (RTP) is intensive behavioral support program, | | |

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| <p>specialized programs (criteria for participation, delivery):</p> | <p>conceived of as a therapeutic day school within a public school, designed to meet the needs of small number of students with documented evidence of severe emotional and behavioral problems that present a significant barrier to student success in the classroom and positive integration within the school community. Acceptance to the program is based on referral, application, and review process per IEP team (targeting students with Emotional Disturbance or qualifying OHI diagnosis who exhibit significant need for systematic behavioral and mental health supports in small group setting.</p> <p>Delivery: RTP is a set of substantially separate (aka self-contained) classrooms taught by special education teachers, supported by paraprofessionals, and full-time social workers.</p> <p>ReNEW Autism Skills Development (ASD) Program supports students with more severe autism spectrum disorders across ReNEW Schools. The classrooms support students in grades K – 8. The program is targeted to students with diagnosed autism spectrum or related disorders who exhibit signs of severe autism (including limited communication, social/emotional, and academic skills, and possibly behavioral outbursts) and who are unable to function successfully in a general education environment for much of the day. The program seeks to prepare students to function at a high level in less restrictive settings and to provide opportunities to do so, while also offering instruction in all areas of student need, ranging from academics to behavior to social skills, and targeted, research-based interventions and supports for students with autism or related disabilities.</p> <p>Delivery: ASD is a set of substantially separate (self-contained) classrooms taught by special education teachers, supported by paraprofessionals, and team of clinical providers and general education staff as a student transitions into general education setting when appropriate, directed by IEP team.</p> <p>ReNEW Community Based Instructional (CBI) Programs support students in grades K – 21st year who have demonstrated through academic assessments and other indicators that meet the criteria to participate in LAA1 assessments. The program seeks to prepare students to function at a high level in less restrictive settings and to provide opportunities to do so, while also offering the on-level remedial instruction that would be difficult to adequately provide in a general education or resource setting. In addition, the CBIP offer vocational training through in-class workshop setting simulation and school-based jobs, such as running the school store. Finally, students in CBIP participate in community experiences to prepare them for the ‘real world,’ such as grocery shopping, using public transportation, and</p> |
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| | <p>visiting restaurants. In the CBI program at RAHS, community vocational experiences are implemented when IEP Teams deem it appropriate and needed to advance student progress.</p> <p>Delivery: CBI is a set of substantially separate (self-contained) classrooms taught by special education teachers, supported by paraprofessionals, and team of clinical providers, directed by IEP team.</p> |
| <p><i>Community-based Supports (out-of-school)</i></p> | |
| <p>Key Partnerships</p> | <p>Partner and services provided:</p> <ul style="list-style-type: none"> Community in Schools LSU TIERS Families Helping Families Metropolitan Human Services District Milestones, Behavior Therapeutic Solutions, Children's Bureau, Metropolitan Human Services |
| <p>Other out-of-school instruction and supports</p> | <p>Methods of instruction and service delivery:</p> <p>Hospital/Homebound Services provided with referral and written approval of student's physician or licensed psychologist. Students are supported by certified Homebound Instruction Teacher, a full-time employee of ReNEW.</p> <p>If not currently providing service, plan to deliver service in future: Coordinate with local agencies to support students requiring placement in special school, more restrictive therapeutic setting than RTP, or juvenile detention facility.</p> |