

ROCK ISLAND-MILAN SCHOOL DISTRICT #41

Supporting Scholars with Disabilities: *A Districtwide Student Services Perspective*

Jeff Dase, Deputy Superintendent

Alicia Sanders, Director of Student Services

Nicole Berry, Early Childhood Director

Jennifer Fuhr, Elementary Special Education Coordinator

Christi Varnes, Secondary Special Education Coordinator

Mikki Edmonds, Special Services Liaison

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Supporting Scholars with Disabilities

*Every scholar deserves access,
belonging, high expectations, and the
supports necessary to reach their
potential.*



Where Does Guidance for Serving Scholars with Disabilities Come From?

WHERE GUIDANCE COMES FROM

WHERE GUIDANCE COMES FROM	SOURCE	WHAT IT MEANS FOR OUR SCHOLARS
 FEDERAL LAW IDEA • Section 504 • ADA	↓	 RIGHTS & ACCESS Ensures civil rights and access to a free appropriate public education (FAPE).
 ILLINOIS REQUIREMENTS School Code • ISBE Regulations & Guidance	↓	 STATE EXPECTATIONS Sets requirements and guidance for serving students with disabilities.
 DISTRICT EXPECTATIONS Board Policy • Procedures • Practices	↓	 CONSISTENT PRACTICE Creates clear processes and consistent supports across our schools.
 INDIVIDUAL STUDENT NEEDS IEP • 504 Plan • Individualized Supports	↓	 STUDENT SUCCESS Individualized supports help students access, learn, grow, and reach their potential.
OUR GOAL:  ACCESS  BELONGING  GROWTH  INDEPENDENCE		



Our District Responsibility

We are responsible for ensuring:

Access

- ❑ Students have access to meaningful instruction.

Inclusion

- ❑ Students are valued members of their school community.

Individualization

- ❑ Supports are based on student needs.

Opportunity

- ❑ Students have access to the same opportunities as their peers.

Outcomes

- ❑ We monitor whether our supports are actually making a difference.



Who Are Our Scholars?

5,919

**District
Enrollment**

1,125

**Scholars with
Disabilities
Enrollment**

19.0%

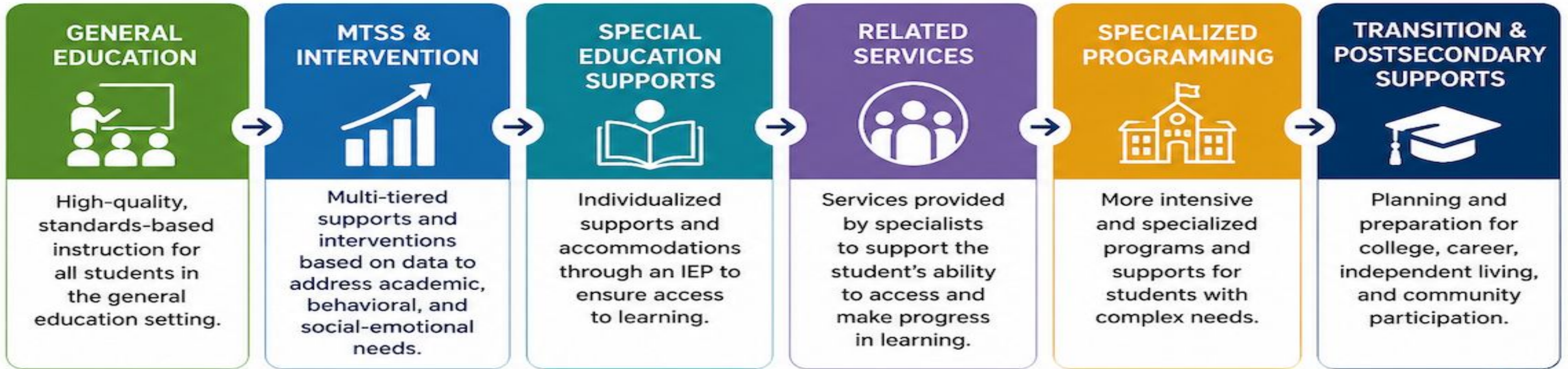
**Percentage of
District Enrollment**

Data Source: DecisionEd
Date: August 17, 2026



CONTINUUM OF SERVICES

Meeting Students Where They Are. Supporting Them to Reach Their Full Potential.



Universal Supports

Targeted to Intensive Supports

OUR STUDENT SERVICES PARTNERSHIP NETWORK



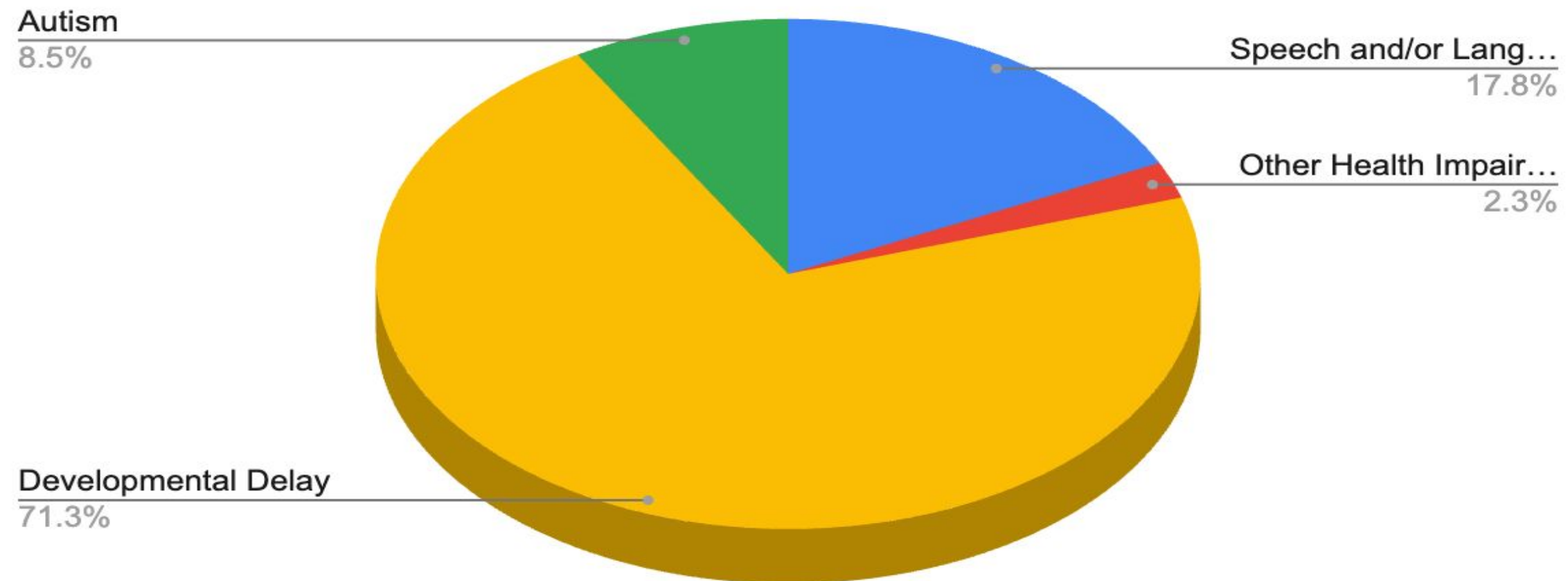
STUDENT SERVICES IS A CONTINUUM, NOT A COLLECTION OF SEPARATE DEPARTMENTS.

We collaborate across disciplines and systems to remove barriers, provide the right supports, and empower every scholar to learn, grow, and succeed.



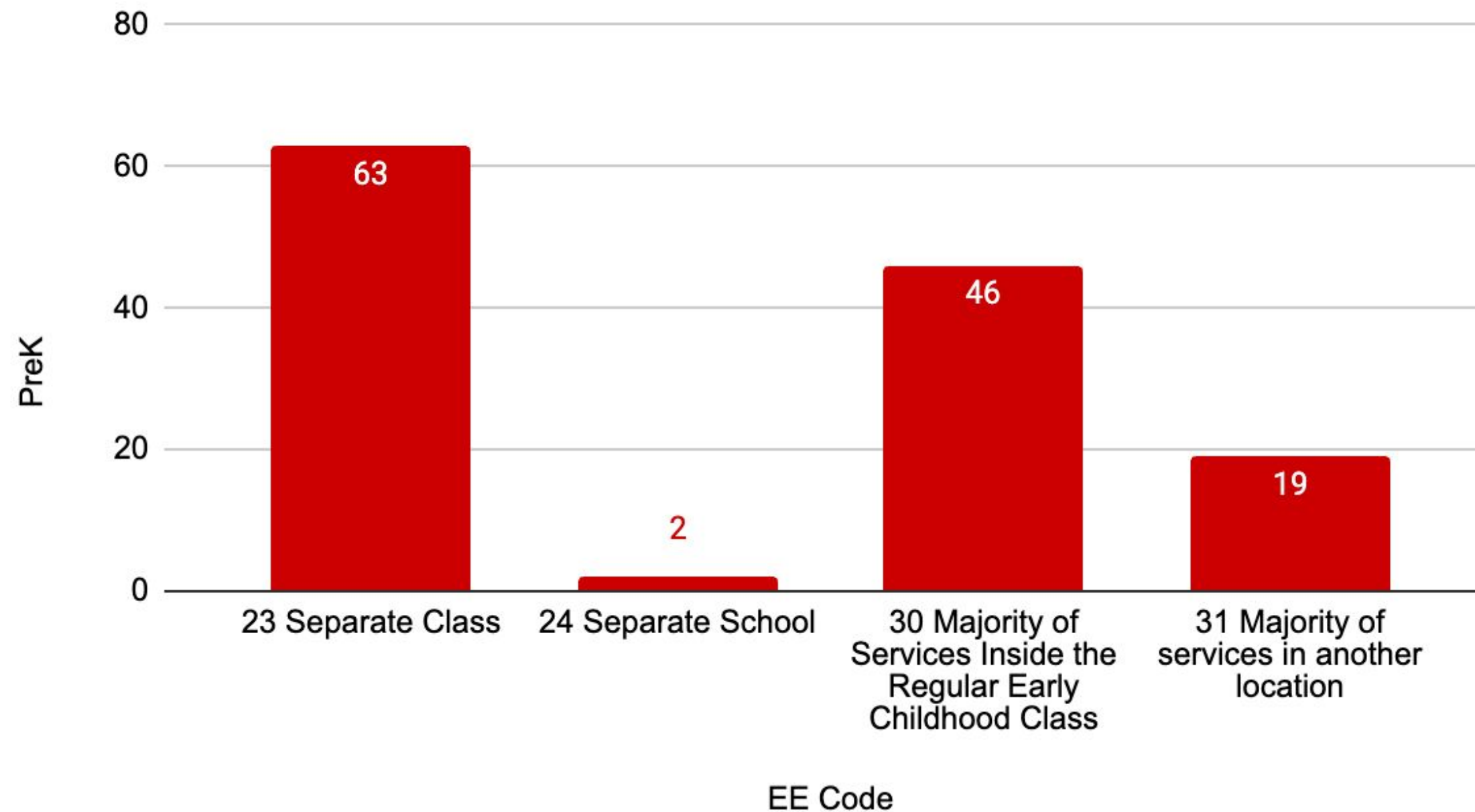
PreK Informational Data

PreK by Disability



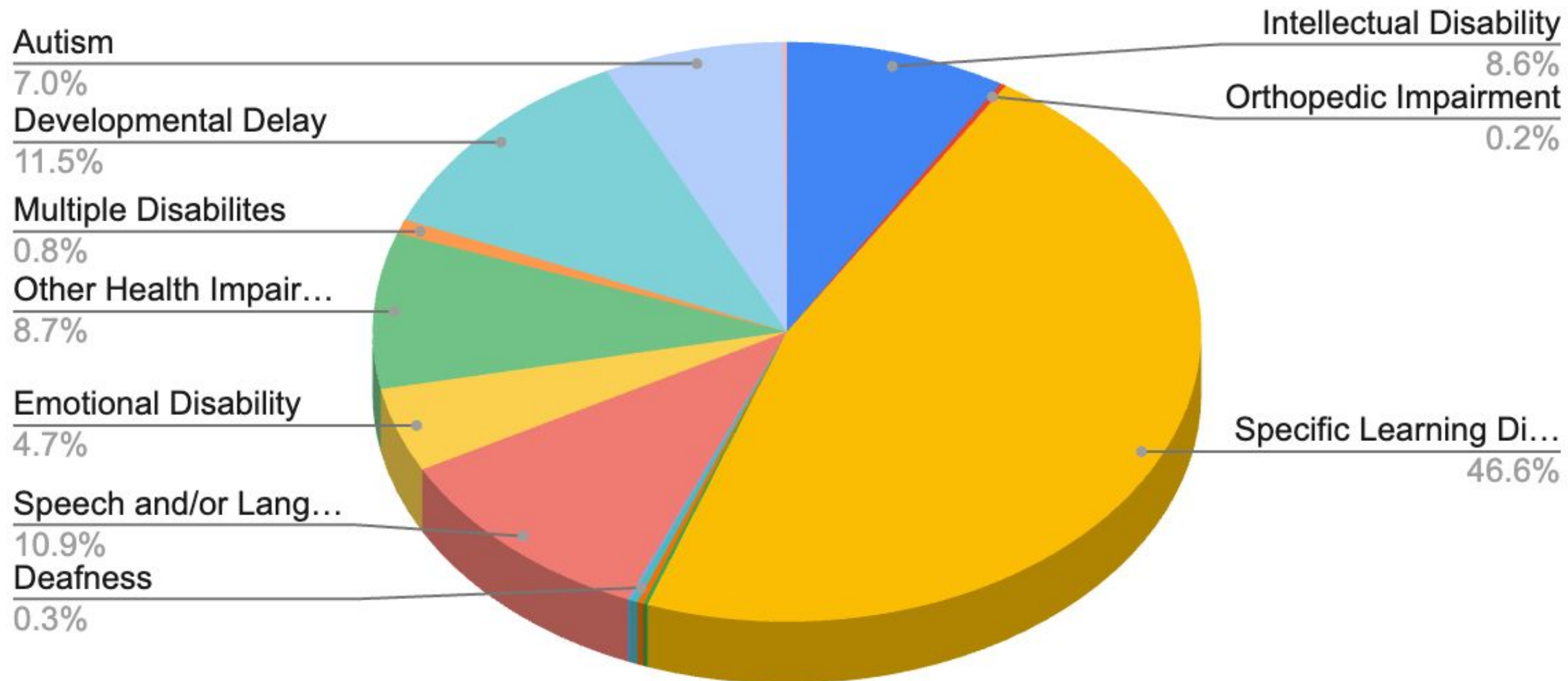
PreK Informational Data

PreK Count by Educational Environment Code



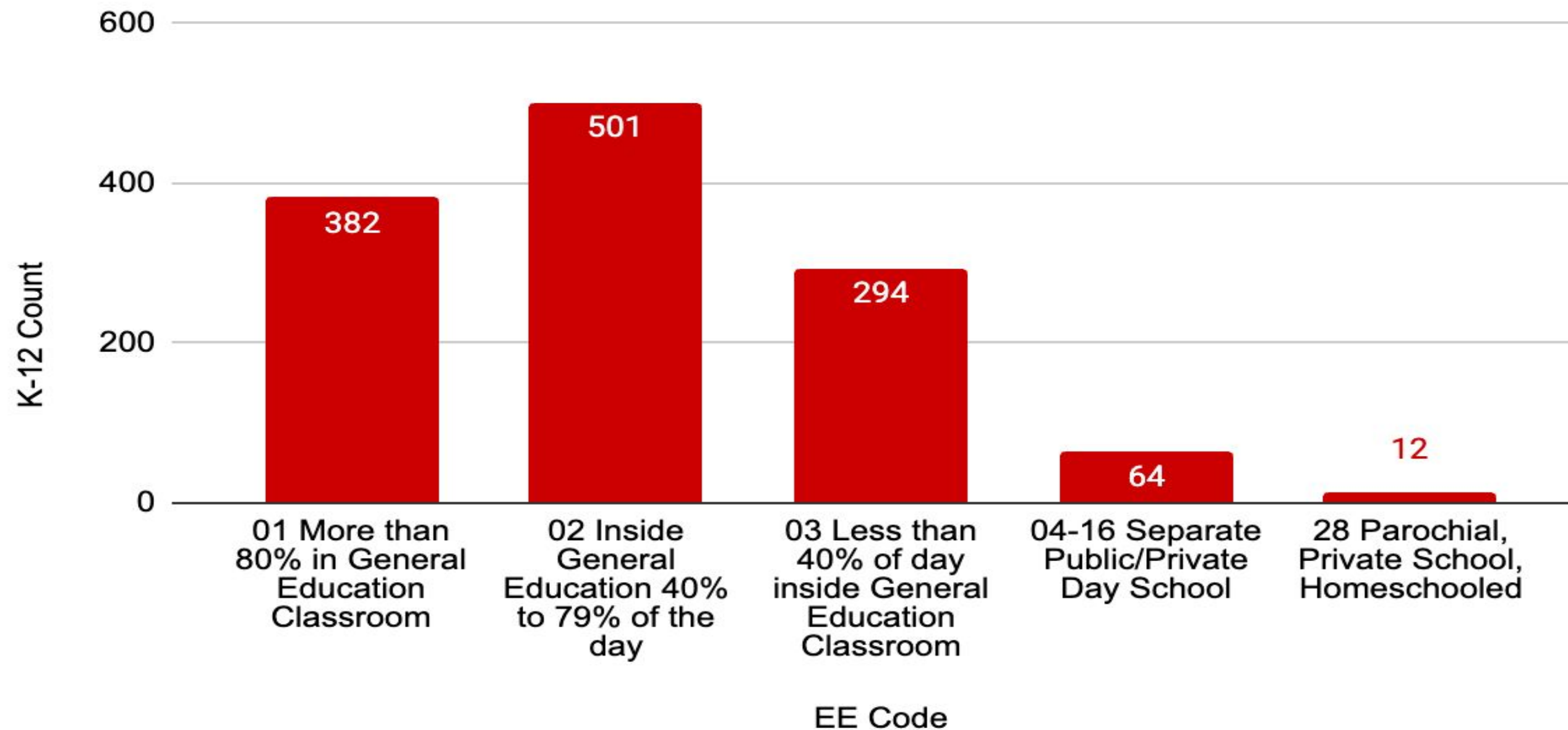
K-12 Informational Data

K-12 Count by Disability



K-12 Informational Data

K-12 Count by Educational Environment Code

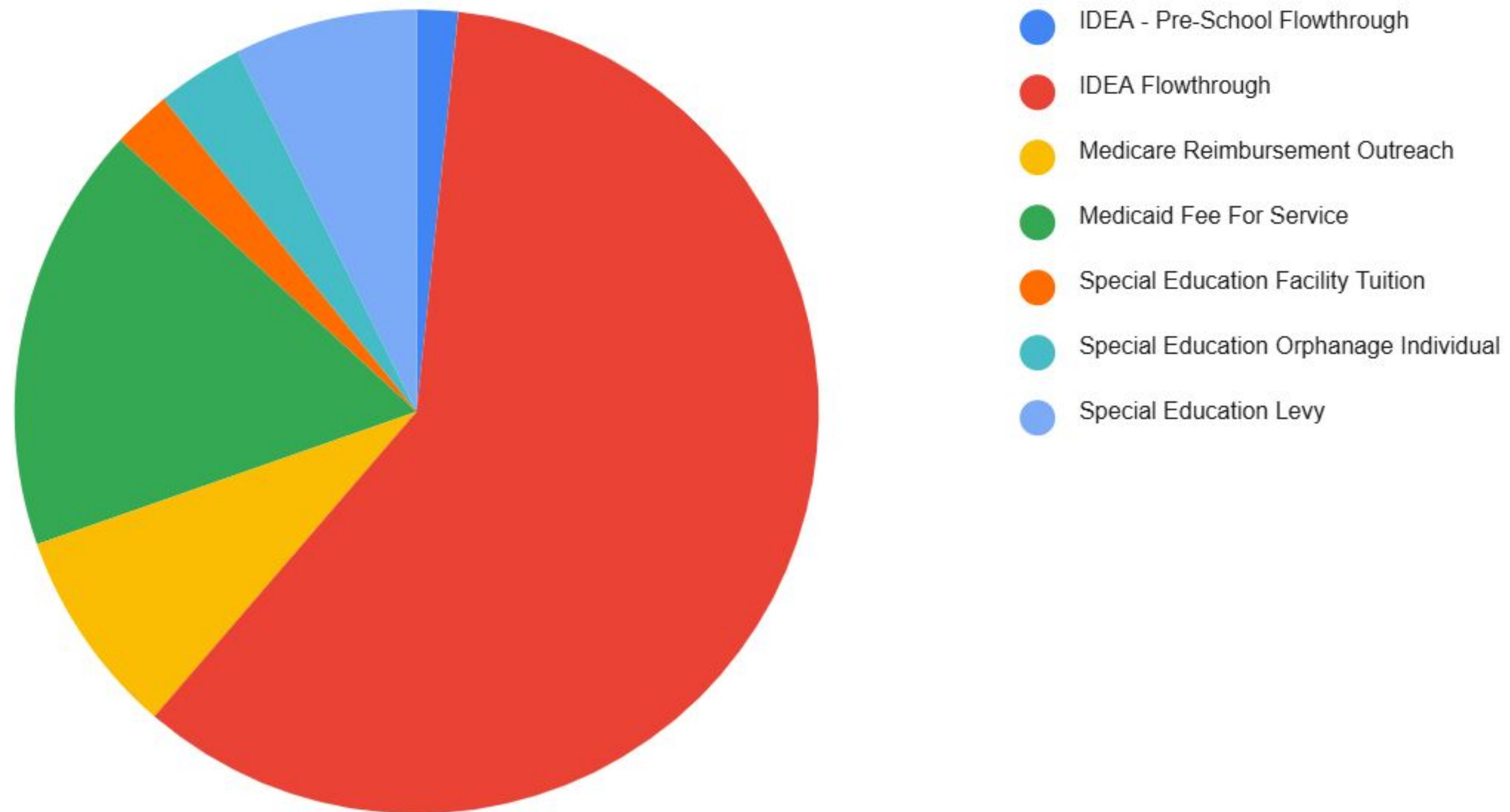


How are Special Education Services Funded?

IDEA - Pre-School Flowthrough	\$56,016.00	1.65%
IDEA Flowthrough	\$2,026,333.00	59.66%
Medicare Reimbursement Outreach	\$283,404.66	8.34%
Medicaid Fee For Service	\$582,967.04	17.16%
Special Education Facility Tuition	\$80,058.14	2.36%
Special Education Orphanage Individual	\$118,454.41	3.49%
Special Education Levy	\$249,434.17	7.34%
	\$3,396,667.42	100.00%



How are Special Education Services Funded?

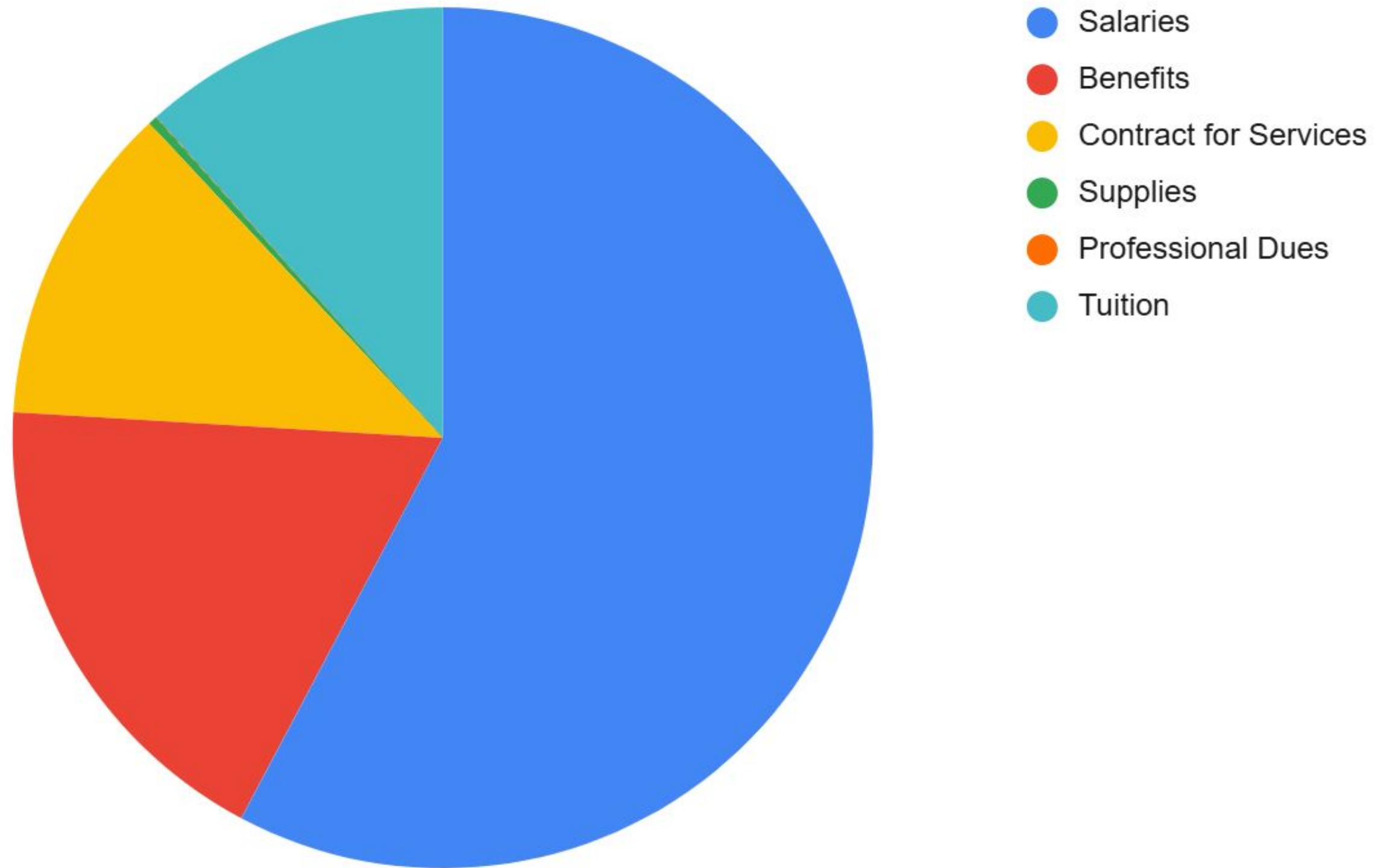


How are Special Education Services Expended?

Special Education Levy	\$18,843,141	89.14%
Medicare - Fee for Service	\$200,805	0.95%
IDEA Flowthrough	\$2,038,541	9.64%
IDEA - Pre-School Flowthrough	\$56,016	0.26%
	\$21,138,504	100.00%



How are Special Education Services Expended?



Summary

	Revenues	Expenditures	Difference
IDEA - Pre-School Flowthrough	\$56,016.00	\$56,016.24	\$ 0.24
IDEA Flowthrough	\$2,026,333.00	\$2,038,541.47	\$ 12,208.47
Medicare Reimbursement Outreach	\$283,404.66	\$0.00	\$ (283,404.66)
Medicaid Fee For Service	\$582,967.04	\$200,804.62	\$ (382,162.42)
Special Education Facility Tuition	\$80,058.14	\$0.00	\$ (80,058.14)
Special Education Orphanage Individual	\$118,454.41	0	\$ (118,454.41)
Special Education Levy	\$249,434.17	\$18,843,141.32	\$ 18,593,707.15
	\$3,396,667.42	\$21,138,503.65	\$ 17,741,836.23



Our Partnership with Out-of-District Programming

Our out-of district partnerships expand our continuum of support. The goal is always to provide the right program, the right supports, and the right opportunities for each scholar to grow.



Illinois School for the Visually Impaired (ISVI)

BHASSED Partnership Highlights

Specialized Programs
Related Services & Specialists
Behavior & Mental Health Supports
Transition Services
Professional Learning
Special Education Guidance
Shared Expertise & Resources



From Compliance to Student Outcomes

Building Level PLCs - Progress monitoring, data analysis, goal setting and alignment, student programming needs.

District Case Manager PLC - District alignment of processes & procedures, transition planning, post-secondary goals.

CPI Training - District alignment of de-escalation techniques.

K-6 Direct Instruction - Updated materials and job-embedded professional development for special education teachers and paraprofessionals.

Access to Foundational Curriculum - District wide grade level access to general education curriculum and instruction.

Student Services PLC - Solution focused participation of psychologists, school social workers

Designated School Improvement Schools - Secondary co-teaching professional development and creation of district wide expectations and protocols, partnership with CEC (*Catalyst for Educational Change*)



What We're Seeing in Our Schools

Strengths

- ❑ **Inclusive Services:** Provide special education inclusion services within all general education PreK classrooms serving scholars with IEPs.
- ❑ **Consistent Support:** Ensure Head Start teachers and scholars have consistent access to a special education teacher as a resource.
- ❑ **Collaboration:** Partner with classroom staff to identify and address individual student needs.
- ❑ **Teacher Support:** Provide guidance, intervention strategies, and practical recommendations to strengthen classroom instruction.
- ❑ **Inclusive Practices:** Build staff capacity to support scholars with disabilities within the general education environment.
- ❑ **Student Outcomes:** Promote meaningful participation, access to learning, and growth for every scholar.



What We're Seeing in Our Schools



Areas for Growth

- ❑ **Increase Inclusion:** Expand special education inclusion services across general education classrooms serving scholars with IEPs.
- ❑ **Strengthen Access:** Ensure scholars with disabilities have consistent access to grade-level instruction and learning opportunities.
- ❑ **Build Teacher Capacity:** Provide general education teachers with ongoing access to special education expertise and support.
- ❑ **Increase Collaboration:** Strengthen co-planning and collaboration between general and special education staff.
- ❑ **Targeted Support:** Use student data to identify individual needs and provide appropriate interventions and strategies.
- ❑ **Promote Inclusive Practices:** Increase the use of evidence-based strategies that support participation, engagement, and independence.
- ❑ **Focus on Outcomes:** Connect provider services and supports to measurable **student growth, achievement, and skill development.**



Our Focus Moving Forward

Access

Meaningful access to grade-level instruction

Belonging

Students are valued members of their school community

Growth

Academic, behavioral, social-emotional and functional growth

Preparation

College, career, independence and life after high school



Thank you for your continued support...

We will continue to:

- ❑ Maintain high expectations.
- ❑ Remove barriers to learning.
- ❑ Strengthen inclusive practices.
- ❑ Support our educators.
- ❑ Partner with families.
- ❑ Use data to drive improvement.
- ❑ Prepare students for life beyond RIMSD 41.



Discussion Prompts

1. Where do we see opportunities to improve LRE and inclusive opportunities?
2. What outcome measures should the Board regularly monitor beyond compliance?
3. Where are staffing, programming, or professional learning needs creating barriers to quality services?
4. How do we know that an IEP is not simply compliant, but effectively implemented?
5. How can we strengthen proactive supports rather than responding only when a student is in crisis?
6. How do we ensure families feel like partners in the educational process, rather than participants only when there is a problem?
7. Are we communicating clearly about services, progress, concerns, and available supports?
8. What could we do differently to build greater trust with families of scholars with disabilities?
9. Where do we see disproportionality in identification, placement, discipline, or access to opportunities?

