



**GENEVA SCHOOL DISTRICT
STUDENT SERVICES UPDATES**

2016

Re-Authorization of IDEA in 2004

- (1) child's placement be as close as possible to the child's home, and (2) the child is educated in the school he or she would attend if not disabled;
- must ensure that each child with a disability has the supplementary aids and services to participate with nondisabled children in the extracurricular services and activities to the maximum extent appropriate;
- Rtl - prohibit the use of a severe discrepancy between intellectual ability and achievement for determining if a child has an SLD;
- Clarifies that transition services should begin at age 14 1/2 , and should include a list of interagency responsibilities with needed resources; IDEA has been amended to clarify that one of the primary purposes of the law is to ensure a free appropriate public education designed to meet each student's unique needs and to "prepare them for further education, employment and independent living."
- For a child whose behavior impedes the child's learning or that of others, the team must consider the use of positive behavioral interventions, supports, and other strategies to address that behavior;
- For a child with limited English proficiency, the team must consider the language needs of the child;
- For all children, the team must consider the need for assistive technology devices and services.
- The LEA for where the private school is located is responsible for identifying students in that school for eligibility and entitlement under IDEA. The LEA is also responsible for providing services.
- School teams must consider outside evaluations initiated by parents

What has happened in ten years?

Over the past 10 years, the number of U.S. students enrolled in special education programs has risen 30 percent. (National Education Association, 2016).

Nationally, the number of students with Autism quadrupled in the last 15 years. In the state of Illinois, 8,293 student qualified under this category ten years ago. Now, 21,893 students in Illinois qualify for services the eligibility category of Autism.

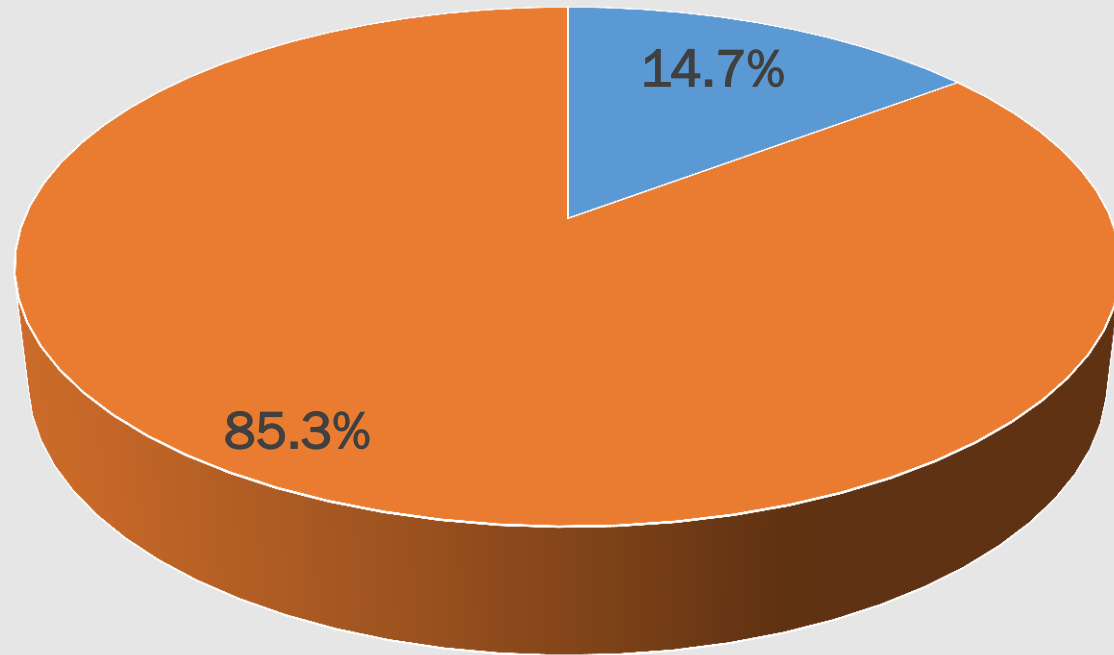
The number of students qualifying for post-secondary services has increased.

Greater identification of students with disabilities from birth – 5 years old.

Service costs for high-need disabilities has continued to increase, thus special education costs have increased.

Many unfunded mandates have increased the need for additional staff: Erin's Law, AED Training for HS students,

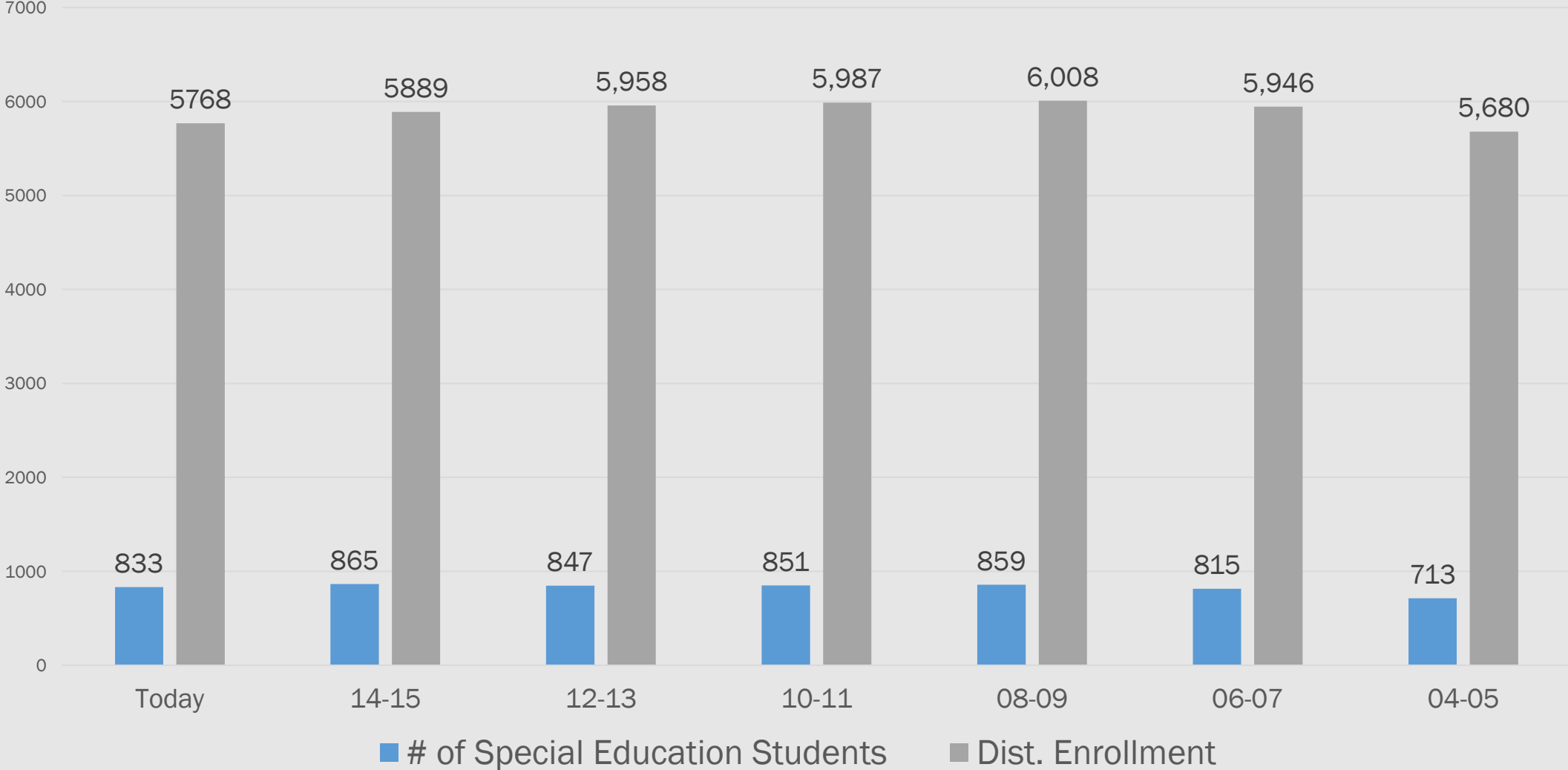
IDENTIFIED STUDENTS WITH DISABILITIES



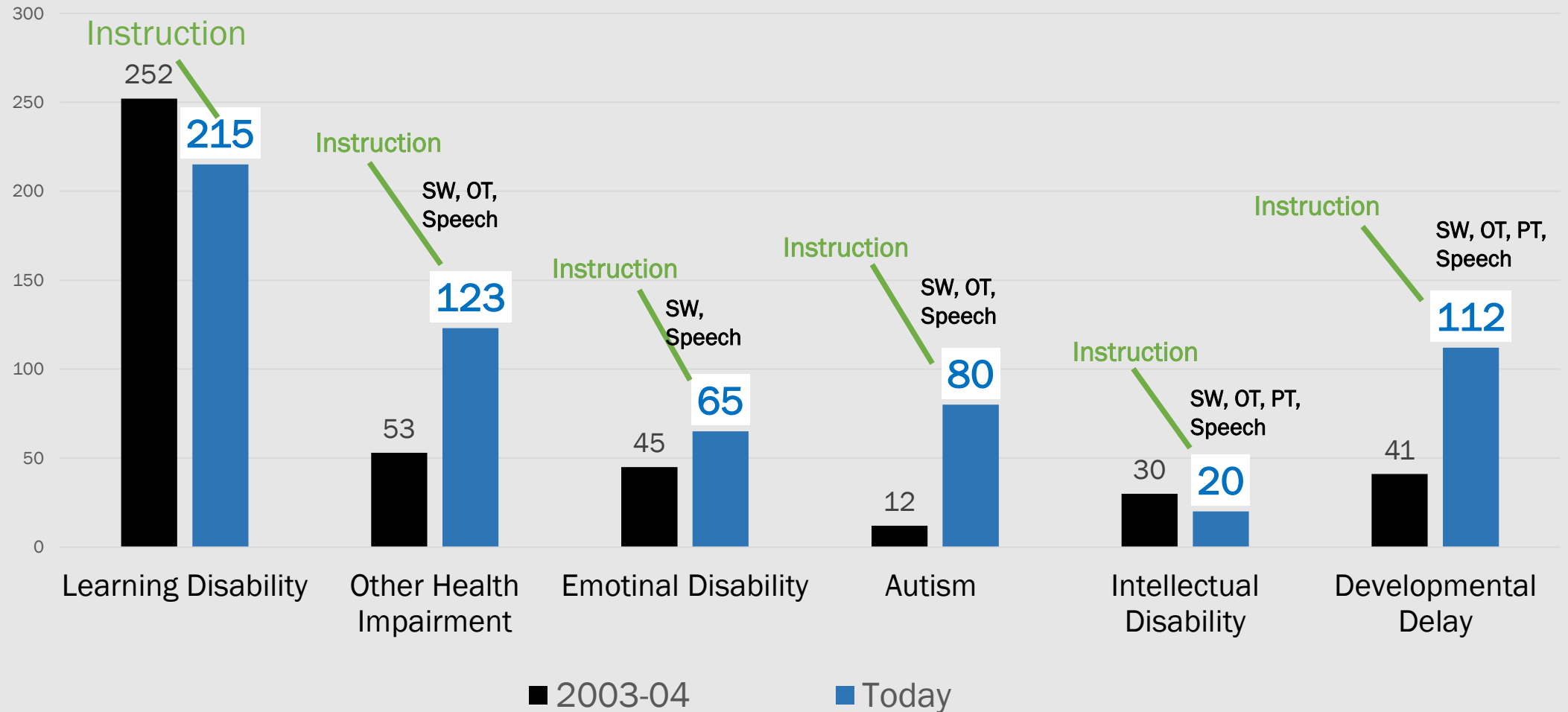
■ Special Education

■ General Education

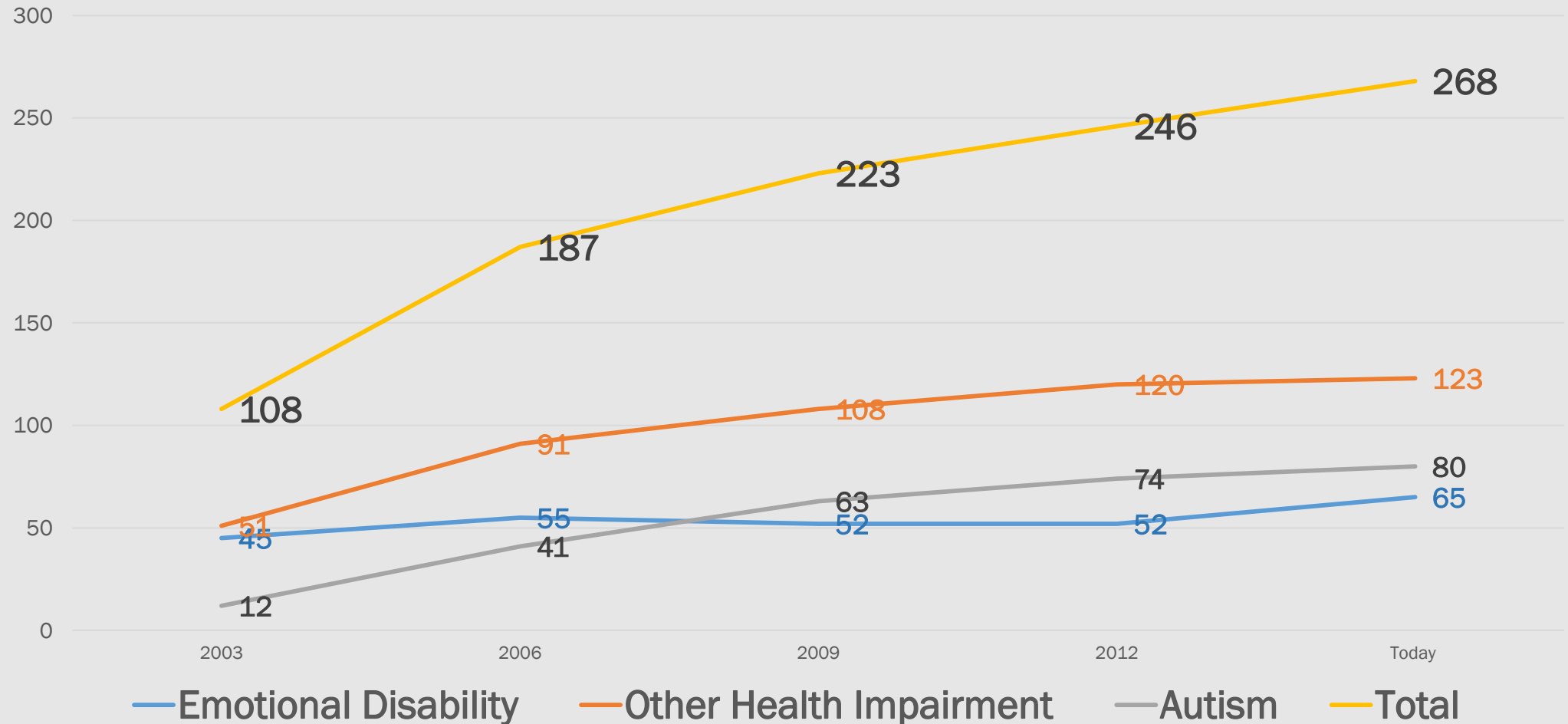
A CLOSER LOOK AT OUR NUMBERS



Changes in Student Needs

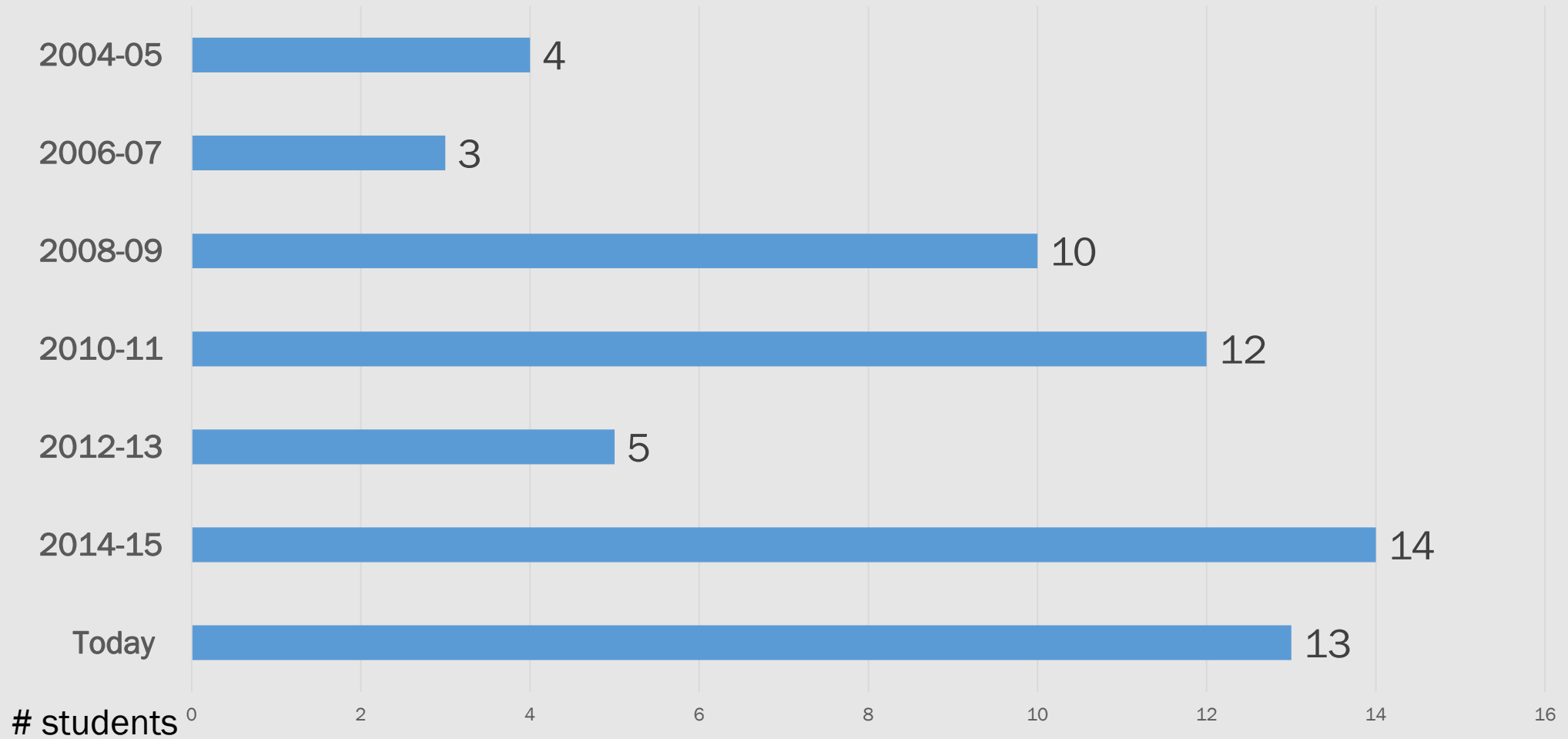


Increasing Need of Social-Emotional Support

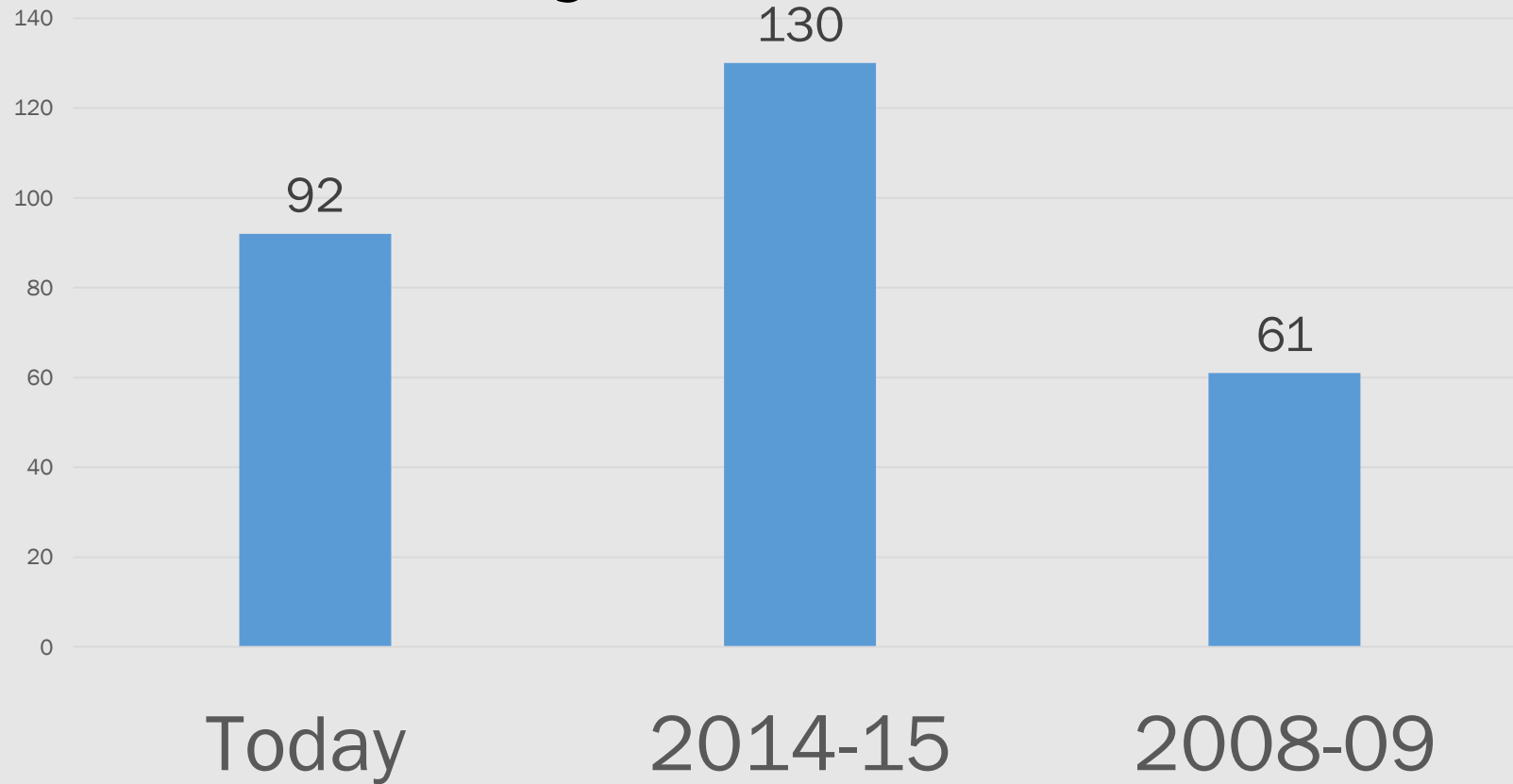


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Post-Secondary Services (Transition)



Early Childhood

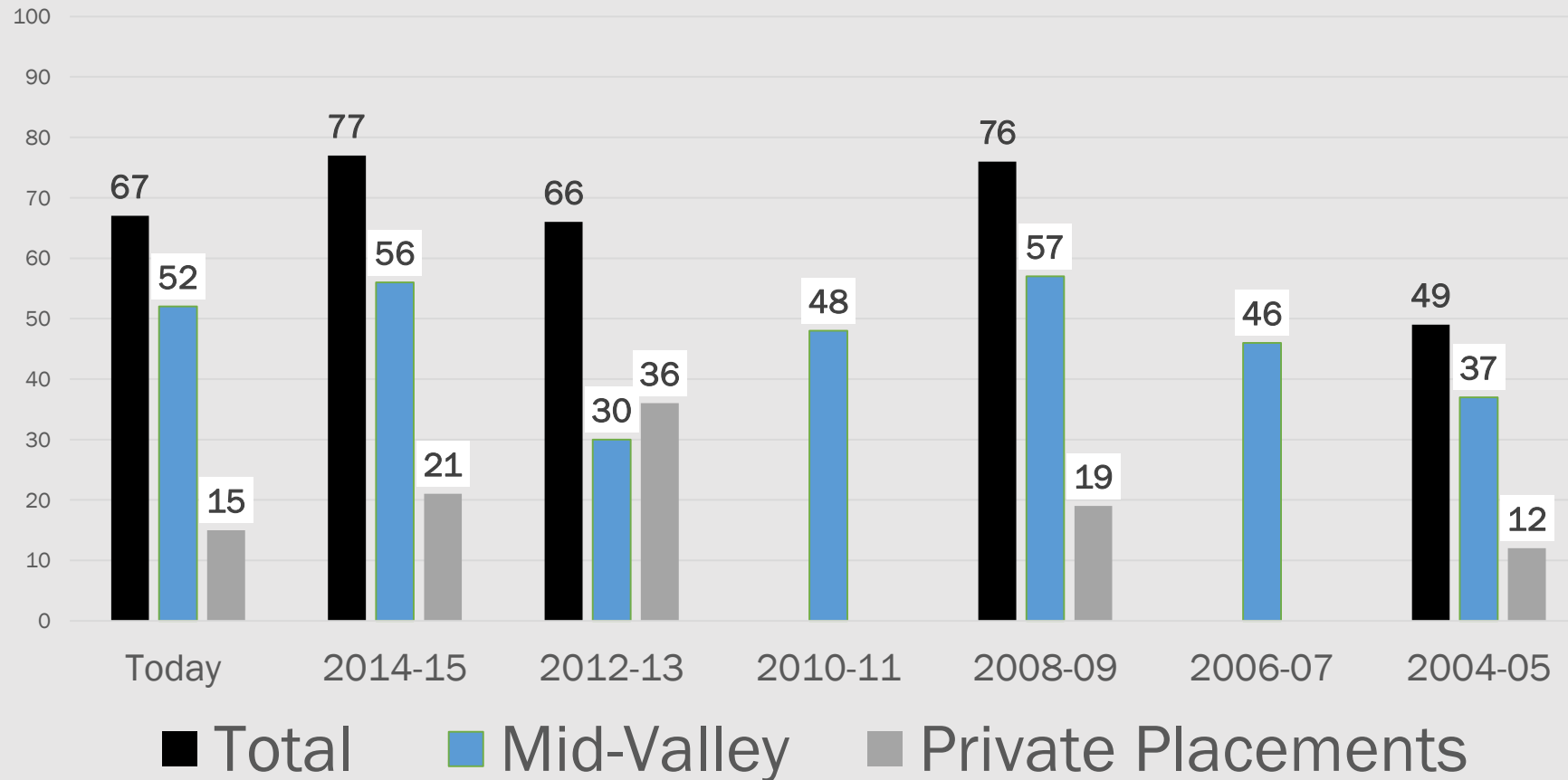


Educational Environment

In 2004, 60% of our special education students were spending 80% or more of their day within a regular education classroom.

Today, close to 75% of our special education students are spending 80% or more of their day within the regular education classroom.

Mid-Valley or Private Placements



Other Services by Student Services

	Today	2014-15	2013-14
504 Plans	188	170	161
Students Hospitalized	36	82	
Incidents of Hospitalization	41	120	
Hours of Homebound Tutoring	306 hours	1059 hours	
Social – Emotional Support for Regular Education Students from Psychologists and Social Workers	~140		

The social-emotional needs of students at
ALL levels continue to increase.

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How are we responding to our students' needs?

Second Step (Elementary)

CHAMPS (HSS and MCS)

ACHIEVE (GHS)

READ 180 (GMS)

Math Booster (GMS)

Wilson (Elementary)

Coaching with Behavior Specialist

Increased time for 4 year olds

Monthly Mental Health Partnership Meetings

Teaming with Tri-Cities

Chick-Chat

Increased Vocational Experiences (18- 22 year olds)



Thank
YOU