



Student Services

Norridge School District 80

April 15, 2025

Special Education

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About Special Education

IDEA is a Federal Law that has two key principles:

- **Free Appropriate Public Education (FAPE)**
 - Every student with a disability is entitled to a Free Appropriate Public Education. This means:
 - Education must be provided at no cost to families.
 - It must be individualized to meet the unique needs of the student.
 - It must provide access to the general education curriculum and allow the student to make meaningful progress.
 - FAPE ensures that students with disabilities receive the supports they need to succeed alongside their peers.
- **Least Restrictive Environment (LRE)**
 - The IDEA also requires that students with disabilities be educated in the Least Restrictive Environment, which means:
 - Students should be taught with their non-disabled peers to the maximum extent appropriate.
 - Removal from general education settings should only occur when the nature or severity of the disability makes education in that setting, even with supports, not possible.



Disability Categories

There are 13 Disability Categories
recognized under IDEA



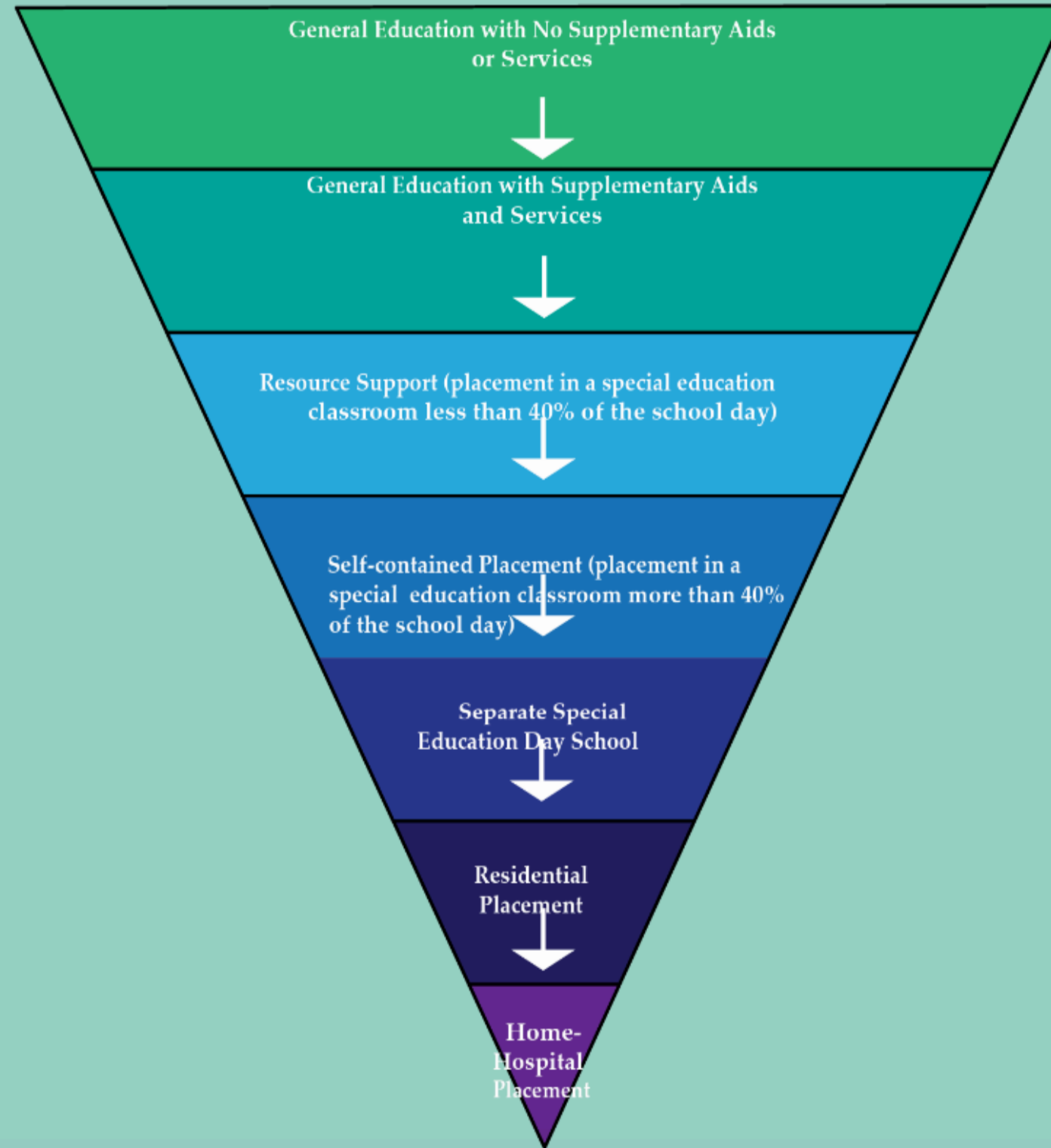
AUTISM SPECTRUM DISORDER	MULTIPLE DISABILITIES
DEAF-BLINDNESS	ORTHOPEDIC IMPAIRMENT
DEAFNESS	OTHER HEALTH IMPAIRMENT
DEVELOPMENTAL DELAY	SPECIFIC LEARNING DISABILITY
EMOTIONAL DISABILITY	SPEECH/LANGUAGE IMPAIRMENT
HEARING IMPAIRMENT	TRAUMATIC BRAIN INJURY
INTELLECTUAL DISABILITY	VISUAL IMPAIRMENT

Who do we serve?

- As of March 5th, Norridge School District 80 serves 161 students with disabilities.
- This includes students of most of the disabilities categories previously identified.
- The key question: How do we services all of our students?



The Placement Continuum



Our Services

- Inclusion Support / Push-In Support (Co-Teaching)
 - A special education teacher supports instruction within the general education classroom.
- Resource Instruction or Pull-Out Services
 - Students receive specialized instruction in a separate setting for part of the day (For reading or math support).
- Self-Contained Classrooms
 - Students receive most or all instruction in a special education setting with a smaller student-to-teacher ratio and more intensive supports.
- Out-of-District Placements
 - For students whose needs cannot be met within the district, placement in specialized schools or programs may be required.



Our Services



- Inclusion Support / Push-In Support (Co-Teaching)
 - We have been using “Co-Teaching” very liberally, when we most often mean “Inclusion”
 - Co-teaching is a strategy used to implement inclusive practices. In a co-taught classroom, a general education teacher and a special education teacher work together to plan and deliver instruction to a mixed group of students (with and without IEPs).
 - “Inclusion is the umbrella; co-teaching is one of the tools underneath it.”



Our Services

- Resource Instruction or Pull-Out Services
 - Resource Instruction - deliberately paced in a smaller instructional environment.
 - Instruction in both English Language Arts and Mathematics in order to support students with significant discrepancies in their learning
 - Instruction that allows for opportunities to demonstrate proficiency of grade level Priority Standards.
 - Instruction that is differentiated to ensure that students learn the most important concepts necessary for success in future grades.



Multilingual Education



About Multilingual Education



Key Principles of Multilingual Education

- **Equity, Not Deficit**
 - MLs are learning a second language.
 - Their home language is an asset, not a barrier.
- **Language Development is a Process**
 - English proficiency develops across speaking, listening, reading, and writing—and it takes time (often 5–7 years to achieve academic fluency).
 - Students may still be developing English even if they appear fluent in conversation.
- **Language Access is a Civil Right**
 - MLs are protected by federal laws including Title VI of the Civil Rights Act of 1964 and Lau v. Nichols (1974).
 - They are entitled to meaningful access to instruction and support services.

Who do we serve?

- 30.1% of our students are considered English Language Learners (ML).
- This represents 23 different languages.
- The key question: How do we services all of our students?



Languages Served

- Albanian
- Arabic
- Assyrian
- Bisaya/Cebuano
- Bosnian
- Bulgarian
- Chin (Haka)
- Filipino
- Greek
- Gujarati

- Lao
- Malayalam
- Mongolian
- Polish
- Romanian
- Russian
- Serbian

- Spanish
- Tagalog
- Tamazight
- Turkish
- Ukrainian
- Vietnamese



Our Services

- There are two basic services that NSD 80 follow:
 - TBE: Transitional Bilingual Education
 - Required when there are 20 or more MLs from the same language background in school (preschool is counted separately).
 - English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects
 - TPI: Transitional Program of Instruction
 - The school has an option to offer these services instead of TBE when there are 19 or fewer MLs from the same language background at school (preschool is counted separately).
 - District/school locally determined: The program usually offers at least English as a second language (ESL), and native language support as needed.



Our Services

- Full-time TBE: requiring native language instruction in all core subjects language arts, math, science, and social studies; ESL
- Part-time TBE: available to students who meet the part-time criteria and would benefit from receiving only some components of the full-time program, based on the students educational needs; at least ESL
 - Specific scores on ACCESS (English proficiency assessment) or English language proficiency screener as determined by the state
 - The current cut-off scores are: In kindergarten: at least 4.0 Oral composite score. In the older grades: at least 3.5 literacy composite score .



Program Models

TBE

This program groups English-speaking students with ML students who speak the same native language. These students receive language instruction designed to make them proficient in both languages.

TBI

These programs provide English as a second language and native language support, as needed.

Sheltered

This method places MLs from a variety of language backgrounds in the same classroom. Here, they receive content area instruction in English that has been adapted to meet their skill levels.

Newcomer

This is a short-term program available to recent immigrants. Students receive ESL and content area instruction designed to address any gaps in learning and help smooth the transition to the public school classroom.

NSD 80 Program Models

Leigh

- **TBE Full-time**
 - Ukrainian
 - Polish
- **TBE Part-time**
 - Ukrainian
 - Polish
 - Spanish

Giles

- **TBE Full-time**
 - Ukrainian
 - Polish
- **TBE Part-time**
 - Polish
 - Ukrainian
 - Spanish
 - (SY 25-26)

Preschool



About Preschool (PFA)



What is PFA?

- A state-funded program that provides free preschool to children, typically ages 3-5.
- Targets families based on need (e.g., income, language, special needs, homelessness).
- Emphasizes early learning standards and kindergarten readiness.

Goals of PFA:

- Ensure access to high-quality preschool education for at-risk children.
- Foster developmental growth to close achievement gaps.

District Responsibilities:

- Conduct community outreach and recruit eligible families.
- Offer high-quality, research-based curriculum aligned to state early learning standards.
- Monitor child progress through developmentally appropriate assessments

We are currently undergoing state monitoring to ensure compliance with this program.

Who do we serve?

What is Child Find?

- A legal obligation under the Individuals with Disabilities Education Act (IDEA).
- Requires all public school districts to identify, locate, and evaluate all children with disabilities (from birth to age 21) who may need special education services.

Focus for Preschool Age:

- IDEA Part C: Birth to 3 (usually coordinated with Early Intervention agencies).
- IDEA Part B, Section 619: Ages 3 to 5 — preschool special education services provided by the school district.



Who do we serve?

District Responsibilities:

- Actively seek and evaluate children who may have developmental delays or disabilities.
- Provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).
- Coordinate with community programs (e.g., preschools, pediatricians, EI providers).
- Complete evaluations and hold Individualized Education Program (IEP) meetings within state timelines.



Students Served



- Once children turn the age of three (3), if they have been identified as requiring support through Early Intervention (“27 Month List”), they become our responsibility for ensuring their continued education and possible therapies through an IEP.
- As of today, we have 93 students attending our Preschool program
- We currently have capacity to service up to 103 students this year
- Next year, we are looking to service up to 120 students.

Our Services

- We have a blended preschool program
 - Blended preschool is a model where students of all abilities learn together in the same classroom. This includes children with disabilities identified through our Child Find process, students eligible for PFA due to at-risk factors, and their typically developing peers.
 - Inclusive classrooms that serve:
 - Students identified through Child Find (with IEPs)
 - Students eligible for Preschool For All (PFA)
 - Typically developing peers






Our Services

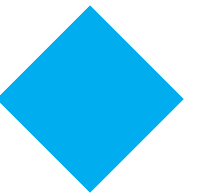
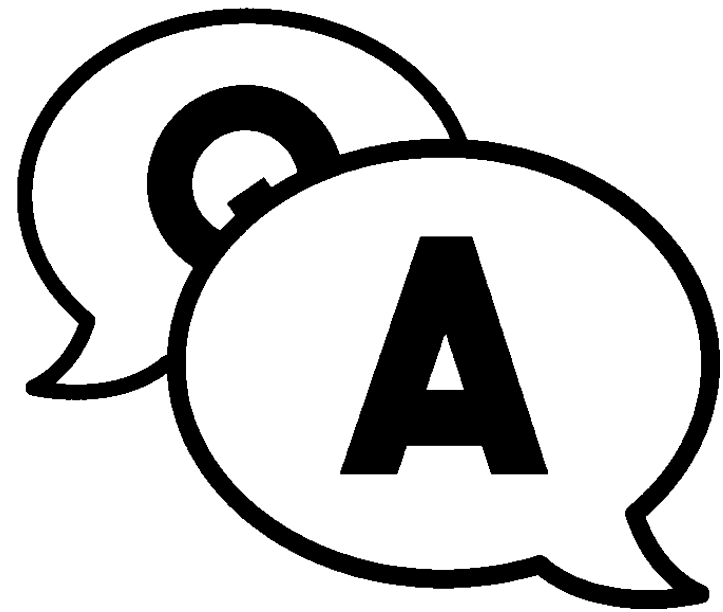
- In our program, we have three teachers, with two sections each (A.M. and P.M.)
- We focus on equity, access, and early intervention
- The program supports kindergarten readiness through developmentally appropriate instruction (play-based).
- The program promotes social-emotional growth, peer learning, and community inclusion
- But, we need to be mindful of the 70/30 rule (Special Education)!



What is needed next year?

SpEd	ML	Preschool
<ul style="list-style-type: none">• New Self-Contained Special Education Classroom (Preschool to K Transition classroom) 	<ul style="list-style-type: none">• Spanish Teacher (Leigh/Giles)• One additional paraprofessional (Polish - Leigh) 	<ul style="list-style-type: none">• One additional paraprofessional per classroom 

Questions?





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