

SPECIAL EDUCATION SERVICES

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STEVENSON HIGH SCHOOL PROVIDES ALL STUDENTS WITH SPECIAL EDUCATION NEEDS A FREE AND APPROPRIATE PUBLIC EDUCATION. STUDENTS AND THEIR PARENTS SERVE AS MEMBERS OF THE IEP TEAM AND FULLY PARTICIPATE IN THE DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION SERVICES. ONCE A STUDENT HAS BEEN FOUND ELIGIBLE FOR SPECIAL EDUCATION AND/OR RELATED SERVICES, AN INDIVIDUALIZED EDUCATION PLAN IS DEVELOPED TO DETERMINE THE APPROPRIATE SERVICES. IT IS THE RESPONSIBILITY OF THIS MULTI-DISCIPLINARY TEAM TO DETERMINE THE MOST APPROPRIATE EDUCATION PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT.

THE ILLINOIS STATE AND EDUCATIONAL RIGHTS AND RESPONSIBILITIES GUIDE AND THE PROCEDURAL SAFEGUARDS ARE POSTED ON THE SPECIAL EDUCATION HOME PAGE OF THE STEVENSON WEBSITE. IN ADDITION, THEY ARE AVAILABLE UPON REQUEST FROM THE SPECIAL EDUCATION DIVISION.

STEVENSON HIGH SCHOOL OFFERS A FULL CONTINUUM OF SERVICES AND PROGRAMS, AS OUTLINED HERE:



SCAN QR CODE TO READ MORE ABOUT SPECIAL EDUCATION SERVICES:
WWW.D125.ORG/ACADEMICS/SPECIAL-EDUCATION

STUDY SKILLS PROGRAM

The Stevenson High School Special Education Study Skills Program is designed to foster the independence essential to work toward:

- Becoming active learners in the areas of academics and social skills
- Taking advantage of the resources that Stevenson High School has to offer
- Developing and achieving realistic transition goals

Daily study skills sessions support a student's IEP and transition plans with the special education teachers' support through the teaching and guided student implementation of strategies addressing social emotional learning, reading, writing, and exam taking. The sessions are divided up into three components including: strategy instruction/review, self-management, and individualized support. The primary goal of study skills instruction is to promote the self-advocacy and self-determination essential for independence within and beyond the walls of Stevenson High School. Executive functioning and individualized support is represented through the application of skill sets in:

- Utilization of automated systems to track progress
- Assignments and upcoming assessments
- Differentiated academic support to address and practice skill sets presently challenging the students

INSTRUCTIONAL COURSES

Instructional courses are designed to meet the needs of students who may require specialized individualized instruction with the courses required for graduation. Instructional courses parallel mainstream curriculum and may be taught collaboratively with both a special education and mainstream teacher, to courses that address the basic life skills necessary to support select transition goals taught by Special Education personnel exclusively. Similar to our Study Skills program, the primary goal of the special education instructional classes is to foster the academic proficiency and independence necessary to support the student's progression toward their next level of proficiency in all domains.

AUTISM SPECTRUM DISORDER (ASD) SUPPORT PROGRAM

The Autism Spectrum Disorder (ASD) Support Program is a strategy-based program that serves as a platform for the development of social/emotional, executive functioning, and core content skills for individual learners. Because these skills are pervasive in all coursework at Stevenson High School and beyond, students in this class will develop compensatory strategies to improve deficit areas through the application of evidence-based practices. A student's support team bridges direct instruction and classroom support through regular collaboration and communication with their teachers, as well as push-in services taking place within the classroom. Students may participate in lessons to further develop social skills and independent living skills, based on the needs of each student. ASD study skills programming is individualized for each student, based upon individual IEP goals, services, and transition plans.

STRUCTURED LEARNING PROGRAM

The Structured Learning Program is designed to meet the needs of students requiring a highly structured, consistent learning environment. The program's significantly individualized instruction focuses on increasing student's self-management skills and independence, as well as further development of functional academic skills. The program offers a modified curriculum that is supplemented with one-to-one assistance and supervision throughout the school day.

SUPPORTED ACADEMIC AND INDEPENDENT LIVING (SAIL)

The Supported Academic and Independent Living (SAIL) program offers a modified, functional curriculum for students with mild to moderate intellectual and functional deficits. The SAIL program focuses on functional academic skills aligned to the essential elements of the common core state standards, as well as independent living and prevocational skills. Students in the SAIL program participate in small group instruction to develop their foundational skills in preparation for participation in the district transition program.

EDUCATIONAL LIFE SKILLS PROGRAM (ELS)

The Educational Life Skills Program (ELS) is designed as a school-within-a-school, supporting students with moderate to severe functional and cognitive deficits. The ELS program offers individualized one-to-one support as well as small group instruction. Student learning is highly modified and individualized per student based on their specific IEP goals. The ELS program emphasizes functional life skill domains including adaptive skills, self-care, recreation/leisure, community, vocational skill sets, and communication. Students in the ELS program participate in community-based instruction to generalize skills.

ON-SITE ALTERNATIVE EDUCATION PROGRAM

The Alternative Education Program (AEP) is a highly supervised program that addresses the individual needs of students who have been challenged with emotional, behavioral, and medical aspects of their education. AEP provides a separate and highly-structured learning environment for students to meet graduation requirements and reach post-secondary transition goals. Through a non-traditional setting, social emotional learning is emphasized within context of academic growth and achievement.

HEARING/VISION ITINERANT SERVICES

Itinerant support services are provided for students challenged with mild to severe vision/hearing exceptionalities, ensuring access to all school resources. These supports are provided through the Exceptional Learners Collaborative (ELC) which supports the provision of direct service, and consultation with special education/mainstream staff.

ALTERNATIVE OFF-CAMPUS PROGRAMMING

For students requiring intensified support systems and supervision, with extensive, related service programming that needs to be provided in a more immediate and centralized fashion, Stevenson High School supports alternate off-site placement within a variety of therapeutic settings.

CONSULTATIVE/COLLABORATIVE MODEL

Stevenson High School's consultative and collaborative model is designed to meet the needs of special education students within the mainstream educational environment. This model facilitates the exchange of information and supportive services between special and general education. Ongoing contact is made with mainstream teachers, who maintain the primary responsibility for curricular and disciplinary issues.

TRANSITION PROGRAM

Stevenson High School's Transition Service Program provides individualized skill development for special education students ages 18 through 21. The curriculum for the transition program includes learning targets focusing on the development and enhancement of daily living skills, and vocational training in the areas of work behavior and communication.

Placement into the transition program is addressed on an annual basis by each student's IEP Team upon completion of all Stevenson High School graduation requirements.

EXCEPTIONAL LEARNERS COLLABORATIVE (ELC)

The Exceptional Learners' Collaborative, ELC, is a special education cooperative and joint agreement between four school districts located in Vernon Hills (Lake County), Illinois. ELC will ensure support for the full continuum of services essential to providing exceptional services to our exceptional learners in District 125. Related service supports for students with low incidence exceptionalities include assistive technology consultation, occupational therapy, physical therapy, speech and language, social work, vision itinerant, hearing itinerant, psychological services, audiology, and mobility services.

RELATED SERVICE SUPPORTS

The Adlai E. Stevenson High School Special Education Program, in partnership with the Exceptional Learners Collaborative (ELC), offers comprehensive related service supports including speech language, physical/occupational therapy, prevocational support/coordination, and counseling.