

Special Education Information Night for Incoming Freshman

December 4,
2025

6:00pm

ETHS A252
(Alumni Hall)





Welcome! ¡Bienvenido!



Thank you for joining us.

The presentation will start shortly.

If you need Spanish interpretation services, please find a seat in the designated section near our interpreter.

Gracias por acompañarnos.

Esta presentación comenzará en breve.

Si necesita servicios de interpretación, por favor, presione "interpretación" en la parte inferior de su pantalla.

Por favor, también ponga en silencio el audio original para que solo escuche al intérprete.

Presentation Team

Amy Verbrick

Director of Special Education

Millicent Griffin

Assistant Director-Instruction

Dr. Tennile Tarrant

Assistant Director-OCP/Day School

Patrick Chambers

Assistant Director-TEAMS/SESC/Park

Rada Basic

Department Chair

Alicia Hart

New Student Transition Coordinator

Case Manager





Road Map to ETHS

EVENT	Registration	Incoming Freshman Information Night (IFIN)	Special Education Information Night	MAP Testing	Course Request Night	Articulation Meeting
WHEN & WHERE	Online & Registrar's Office	November 6 In person	December 4	District 65 November/Dec Private/Parochial	ETHS Dec. 10th - Dec. 11th 6pm/ 7pm	Via Zoom Date provided by D65 or Private/Parochial School
WHAT	Enrollment Form Proof of Residency Health Forms	Curriculum Overview Self-guided tour Family Resources Student Connections	Meet Staff; Continuum of services Enrollment process	One of the measures to determine course selection	Elective Fair Course Request Completion Group Meetings	IEP meeting to determine placement & services for 2025-26

ARTICULATION MEETING WILL OCCUR ONCE REGISTERED FOR ETHS

Registration



Registration

1. Complete Online Enrollment
2. Submit Required Documents (electronically via upload)
3. Take MAP Placement Test
4. Attend Course Request Night
5. Participate in Articulation Meeting with ETHS

**Each family MUST complete the registration process, including students currently in off-campus settings.*



NEW Information

ETHS: Students enrolled in D65, we are using **i-Ready** for the **Math Placement** and **STAR** scores for Reading placement

Students enrolled in Private School: ETHS will accept scores from these available assessments: **STAR, i-Ready, and/or MAP**

ASAP: Students requiring a MAP assessment, should register for an assessment date ASAP

The assessment scores are required as part of the placement process at ETHS. All 8th graders planning to attend ETHS must have scores to assign placement.

Incoming Freshman Course Request Night

Families participate in Course Request Night to request their child's *elective course preferences* for freshman year.

December 10, 2025

Student Last Name A – F

Student Last Name G – L

Spanish Speaking A – Z

December 11, 2025

Student Last Name M – R

Student Last Name S – Z

Spanish Speaking A – Z

Incoming Freshmen Information

Incoming Freshmen



EVANSTON
TOWNSHIP HIGH SCHOOL
ESTABLISHED 1883

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Incoming Freshmen

Welcome to ETHS, future Wildkits!

We're excited to welcome you and your family to Evanston Township High School—home of the Wildkits! As an incoming freshman, you're about to begin an exciting chapter filled with new opportunities, friendships, and experiences. Starting high school is a big transition, this page is your go-to resource to help you get ready for your first year at ETHS.

Registration

Enrollment for incoming freshmen opens in the fall each year. For detailed information about the registration process, important dates, required documents, and a step-by-step guide, visit [Incoming Freshmen Registration](#).

Additional Resources

[INCOMING FRESHMAN INFORMATION NIGHT](#) >

[COURSE REQUEST NIGHT](#) >

CONTACT INFORMATION

Welcome Center
E112

Alicia Hart
New Student Transition Coordinator
Phone: (847)424-7047
Email: harta@eths202.org

School Based Health Center

HOME > STUDENTS > SCHOOL-BASED HEALTH CENTER

School-Based Health Center

The ETHS School-Based Health Center (SBHC) is a full-service health clinic located inside the school and operated in partnership with Endeavor Health. Separate from the Nurses' Office, the SBHC provides a wide range of medical and mental health services to help students stay healthy and access care in a safe and convenient setting. The SBHC is staffed by Endeavor Health medical professionals, including pediatricians, nurses, and social workers.

How to Make an Appointment

CONTACT INFORMATION

**ETHS School-Based Health Center
H101**

Phone: (847)424-7265

Fax: (847)492-5809

Email: healthcenter@eths202.org



Summer School

Opportunity that supports student transition to ETHS.
Information for Summer School course offerings and registration will be available in early 2025.

- Prep to ETHS- Open to all
- Invitation only classes
- Special Education- Extended School Year per IEP (ESY)

You can also find more information on the ETHS website [Summer School Registration](#)



Special Education Webpage

Special Education

At Evanston Township High School, we believe every student deserves access to a high-quality education that meets their individual needs. Through personalized instruction, accommodations, and targeted resources, students with disabilities receive individualized support that ensures access to grade-level content and state standards. Our Special Education Department provides services and supports that empower students to build essential skills for greater independence and meaningful post-high school opportunities. ETHS is committed to:

- Providing equitable learning opportunities for students with disabilities.
- Ensuring students access the general education curriculum to the greatest extent possible.
- Partnering with families and guardians to support student growth.
- Creating inclusive environments where students can participate fully in school life.

What is Special Education?

Special Education refers to specially designed educational services—including instruction, supports, and related services—provided by public schools under federal law to meet the unique needs of students with disabilities. Its goal is to ensure that every student can achieve academic success in the least restrictive environment appropriate for their individual needs. Special Education recognizes that diverse learners require different tools, strategies, and services to help them learn and achieve their goals.

Overview

Who We Serve

Legal Rights & Protections

Child Find Process

Special Education services are available to students who have been identified as having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. Eligible disabilities may include, but is not limited to:

- Specific learning disabilities
- Autism spectrum disorder
- Emotional disabilities
- Intellectual disabilities
- Hearing, vision, or physical impairments
- Orthopedic impairment
- Speech or language impairment
- Traumatic brain injury
- Other health impairments

Additional Information

[TRANSITION SERVICES](#) >

[TRANSPORTATION](#) >

[RESOURCES](#) >

Specialized Programs

[ETHS THERAPEUTIC DAY SCHOOL](#) >

[ETHS TRANSITION HOUSE](#) >

[PARK SCHOOL](#) >

CONTACT INFORMATION

Special Education Department S121

Amy Verbrick

Director of Special Education

Phone: (847) 424-7010

Email: verbricka@eths202.org

Tennille Tarrant

Assistant Director of Programming

Phone: (847) 424-7009

Email: tarrantt@eths202.org

Information for 504 Plans

Student Services/504 Coordinator

Phone: (847) 424-7070

Email: 504_coordinator@eths202.org



Continuum of Placements

ETHS/District 202 is an educational setting that provides for students with disabilities to be educated with their non-disabled peers to the greatest extent possible. This mandate is referred to as the Least Restrictive Environment (LRE).

The chart to the right demonstrates the continuum of services offered by District 202 beginning with the least restrictive environment- general education- to the most restrictive environment-home/hospital- placement.

It is important to remember student placement is fluid and determined by their individual need and the IEP team.

General Education
Resource
Instructional
Public Day
Private Day
Residential
Home/Hospital

Case Management

- Monitor student performance, including attendance, work completion, well-being, goal progress
- Communicate with student and home
- Periodically communicate with students' teachers and service providers as needed
- Provide responsive intervention when needed
- Implement IEP and attend all IEP meetings
- Facilitate post-high school transition planning opportunities



Transition Planning-Planning for life after high school

What are transition activities?

- Instruction
- Career Exploration
- Community Experiences
- Development of employment and other post-high school/adult living objectives
- Daily living skills, training and vocational assessment, if appropriate

Contract with Center for Independent Futures (CIF)

Department of Rehabilitative Services DRS

Community Alternative Unlimited CAU



General Education

- Courses are determined by placement guidelines
- Students are provided with the accommodations and modifications as determined in the IEP
- Case Managers provide consultation with general education teachers



Resource/Learning Strategies

- Provide reading and/or math intervention when needed
- Progress monitoring in areas of identified need
- Typically a one-period class
- Students work toward achieving IEP goals related to academics, overall functioning, and transitioning from high school to their chosen post-secondary life
- Students are provided assistance with organization, study skills, and self-advocacy
- Access to all FASH (Freshman Advisory Study Hall) activities





Instructional Classes

- Taught by a special education teacher; for students who require specialized instruction
- Provide students with learning and/or social emotional needs with a modified curriculum
- Provide whole group, small group, and individualized instruction
- Develop self-awareness and self-management skills to achieve school and life success
- Develop social-awareness, interpersonal and decision-making skills to establish and maintain positive relationships with peers and adults
- Incorporate a positive behavioral management system or direct instruction in effective effort strategies
- Class size up to 15 students





Related Services

All students have a grade level team including **IEP Coordinator, Counselor, Psychologist, Social Worker, Nurse, and Dean**

Some students have IEP-determined needs in one or more of the following domains:

- Social Work Services
- Speech/Language Therapy
- Occupational Therapy
- Physical Therapy
- Orientation and Mobility
- Vision
- Hearing
- Assistive Technology



TEAMS- Functional/Applied Instruction

- Emphasis is on functional/applied skills development, community-based experiences, instruction and training toward independence, employment and transitioning to adult living.
- General education opportunities are encouraged. Student schedules are individualized based on their IEP identified needs, preferences, interests and supports needed.



TEAMS Transition House

The mission of the ETHS Transition House program is to facilitate the independent functioning and self determination of young adults with disabilities ages 18-22 through integrated functional academic skill development, technology use and supportive participation in vocational, social, recreational and other community-based activities.

Transition House



TEAMS- Transition House aka “The House”

Students, aged 18-22 who have met graduation requirements may continue to have needs in areas of independent living, education/training, and/or employment. The IEP Team may consider services to be delivered at the **Transition House**.

Key areas monitored through transition assessments:

- Connections: Identifying and creating social and support networks
- Wellness: Managing safety, personal health and hygiene
- Getting around: Utilizing public transportation
- Fun & talents: Identifying hobbies, interests, leisure activities
- Community Engagement: understanding personal rights and responsibilities
- Earning my way: Job skills and managing personal finances
- Lifelong learning: Integrated functional academics, education/training, and independent living skills
- My place: Safely living as independent adults



ETHS Day School-Public Day

ETHS Day School embodies the mission of District 202: “Embracing its diversity, ETHS is committed to educating all of its students to their maximum potential.”

- Created to provide a structured and supportive educational environment in the Evanston community!
- Located 3 blocks from the main campus, near Dempster & Hartrey.
- Responds to unique learning needs with direct instruction, individualized services and supports, responsive scheduling, and integrated, technological instructional delivery.
- Designed for students who require intensive supports, interventions and related services that exceed the resources of the ETHS general school setting.

All placement decisions for the ETHS Day School are made by an IEP Team.

ETHS Day School



ETHS Day School





Park School-

- A self-contained, special education school that is jointly funded and operated by Evanston Township High School District 202 and Evanston/Skokie School District 65.
- Students who attend Park School require a separate public day school environment to best meet their individual needs.
- Primarily serves students from ages 3 to 22 years with low incidence disabilities, including (but not limited to) intellectual disability, multiple disabilities, physical impairment, deaf/hard of hearing, visual impairment, and autism.

All placement decisions for Park School are made by an IEP Team.



Private Placements



- Therapeutic Day School
 - Residential
 - Home/Hospital

All placement decisions are made by an IEP Team.



Articulation Meetings

- Meetings begin in early December and will be scheduled through March
- 8th Grade case manager will schedule with you
- Tues, Wed, Thurs (Some Fridays)
- Typically, meetings are 1-hour long
 - Meetings utilizing interpreters are scheduled for 2 hours to ensure meaningful discussion





Articulation Meetings

8th Grade Staff

- District Representative
- Special Education Teacher
- Related Service Provider(s)

ETHS Staff

- District Representative
- Related Service



Articulation Meetings- Agenda

|ARTICULATION MEETING AGENDA

☐	Purpose of the meeting (IEP Review/Revision, Annual, Reevaluation)
☐	Introductions, Sign-in, Excusal, Safeguards
☐	Present Levels of Academic Achievement & Functional Performance (Academic, Attendance, SEL) (Transition Summary) <i>(Current Classroom Performance and Parental Educational Concerns/Input)</i>
☐	Transition Planning <i>(Student Questionnaire/Writing, Transition Goal, Extracurricular Opportunities)</i>
☐	Goals and Objectives <i>(Written to be implemented from middle school to high school)</i>
☐	Functional Behavioral Analysis / Behavior Intervention Plan (if appropriate)
☐	Educational Accommodations and Supports
☐	Assessment
☐	Educational Services and Placement (Related Services) (ESY?) a) Current Year 'CY' - Remainder of 8th Grade b) Next Year 'NY' - Freshman Year until Annual IEP date
☐	Paperwork Prepared (IEP, IEPAAG; Course Request Worksheet)
WHAT IS THE PURPOSE OF THE MEETING? - The 8th grade meeting can serve as the student's Annual Review, Reevaluation, or an IEP Review/Revision to an existing IEP. IEP Review/Revision - If IEP was held prior to 8th grade articulation, team will review IEP and amend accordingly to the existing IEP. Annual Review - If student's IEP is coming due between January - May of 2018, team should conduct an Annual Review Reevaluation - If necessary, the HS can host a reevaluation.	



Student Schedule Sample- ETHS Placement Process

Periods	Courses
1	Humanities English (required)
2	Humanities History (required)
3	Math (Algebra or Geometry) (required)
4	PE (required)
	Lunch
5	<i>Elective</i>
6	<i>Biology?</i>
7	<i>Reading? World Language</i>
8	LEARNING STRATEGIES (FASH)

If students are required to take Reading, Biology is deferred to sophomore year.

Students can choose to defer Biology and/or World Language to sophomore year

We can discuss during Articulation IEP meeting

Student Schedule- Invitations to Supports

Students may be invited to participate in programs such as:

- AVID – Advancement Via Individual Determination
- Discovering Success Through Music
- ELEAD
- Academic Intervention Team



Students can participate if invited and have their IEP services, but this should be discussed to ensure it is best for the student to have two support systems in place.

Student Schedule Sample- ETHS Placement Process

Periods	Courses
1	Humanities English (required)
2	Humanities History (required)
3	Math (Algebra or Geometry) (required)
4	PE (required)
	Lunch
5	<i>Elective (AVID/DSTM)</i>
6	<i>Biology?</i>
7	<i>Reading? World Language</i>
8	LEARNING STRATEGIES (FASH)

If students are required to take Reading, Biology is deferred to sophomore year.

Students can choose to defer Biology and/or World Language to sophomore year

We can discuss during Articulation IEP meeting



Students with 504 PLANS

Please direct all questions regarding 504 Plans to Dr. Dondelayo White, Director of Student Supports Services at whited@eths202.org

504 Plan meetings occur in the Spring. ETHS Team will be present. Dr. White's office will contact you to schedule.



Contact Information

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Amy Verbrick Director of Special Education
verbricka@eths202.org

Tennile Tarrant Assistant Director of Special Education (Off Campus Placements)
tarrantt@eths202.org

Patrick Chambers Assistant Director of Special Education (Special Programs)
chambersp@eths.202.org

Rada Basic Department Chair
basicr@eths202.org

*Denotes primary contact for information regarding incoming students



Thank you!

Questions?

