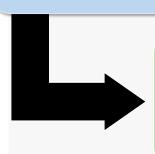


Special Education and the IEP Process Quick Guide

Overview

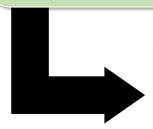


CPS is committed to ensuring that every child in every neighborhood has access to a world-class education...



The Office of Diverse Learners
Supports and Services (ODLSS)
provides the tools to ensure that
all diverse learners receive
high-quality public education that
prepares students for success by
employing a data-driven approach
to best support the needs of each
individual student...





In compliance with federal and state regulations regarding special education, including the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973

Source: CPS Intranet

Special Education process

IDEA Special Education Process

At least every three years the child must be reevaluated to find out if the child continues to be a child with a disability, as defined by IDEA, and what the educational needs are. The child must be reevaluated more often if warranted or if the parent or teacher asks for a new evaluation.

10. Child is reevaluated.

9. IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once/year, or as requested by the parents or school. The IEP is revised if necessary. Parents, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

8. Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year.

7. Services are provided.

The school ensures that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP.

6. IEP meeting is held and the IEP is written.

IEP team gathers to discuss the child's needs and write the IEP. Before the school system may provide special education and related services, the parents must give consent. Services begin as soon as possible after the meeting. If the parents do not agree with the IEP and placement, they may discuss their concerns with IEP team members. If they still disagree, parents can ask for mediation, or the school may offer mediation.

5. IEP meeting is scheduled.

The school system schedules and conducts the IEP meeting.

4. Child is found eligible for services.

If the child is found to have a disability, as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, a team of school professionals and the parents must meet to write an Individualized Education Program (IEP) for the child.

3. Eligibility is decided.

A group of qualified professionals and the parents look at the child's evaluation results to decide if the child is a "child with a disability", as defined by IDEA. If the parents do not agree with the eligibility decision, they may ask for a hearing to challenge the decision.

2. Child is evaluated.

Evaluation must assess the child in all areas related to the child's suspected disability. Results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

1. Child is identified as possibly needing special education and related service.

Two ways to identify special education need:

- Child Find Each state is required by IDEA to identify, locate, and evaluate all children with disabilities in the state who need special education and related services
- By referral of a parent or school personnel



Thild with Disability

= IEP Development

Special Education Eligibility

♣ Related Services Eligibility

What Services can be documented in the IEP?

• Under IDEA, there are 14 categories of disabilities under which children may be eligible for special education and related services:

• Autism	Multiple disabilities
Deaf-blindness	Orthopedic impairment
• Deafness	Other health impairment
Developmental Delay (ages 3-9)	Specific learning disability
Emotional disturbance	Speech or language impairment
Hearing impairment	Traumatic brain injury
Intellectual disability	Visual impairment

• Eligible children must have a formal plan to receive related services:

	<u>Plan</u>	<u>Age</u>	Qualifying Criteria	
	IFSP	Birth - up to age 3	Outlines early intervention services and expected outcomes for child and family	
	IEP	3 - 21 years of age	Uniquely designed for each student who receives special education	
1	IEP	14.5-21 years of age	Uniquely designed for each student who receives special education and a transition plan	

• Some examples of services that are educationally necessary for the development of the IEP, and are provided to students and their families at no charge:

 Nursing 	School Health Aide
Occupational Therapy	Developmental Assessments
Physical Therapy	Transportation
 Psychology 	Vision Screening (no IEP needed)
Social Work	Hearing Screening
Speech/Language	Medical Equipment
 Audiology 	Medical Services



Source: https://www.isbe.net/Pages/Special-Education-Disability-Areas.aspx IHFS (see Chapter U-200 state plan)

Why is the IEP so important to Special Education?



The IEP is the cornerstone of a quality education for each child with a disability.

The IEP process is one of the most critical elements to ensure effective teaching, learning, and better results for all children with disabilities.

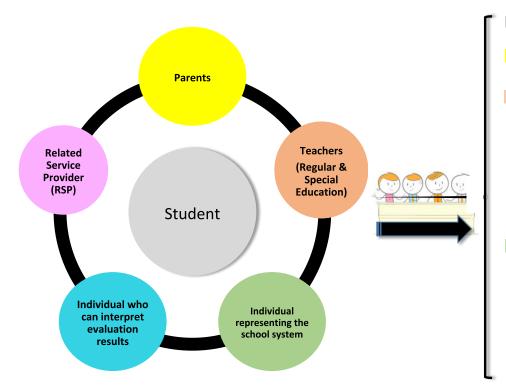
Each public school child who receives special education and related services must have an Individualized Education Program (IEP).

Each IEP must be designed for one student and must be a truly individualized document.



Who collaborates in the development of the IEP?

- The IEP creates an opportunity for IEP team members to collaborate towards improved educational results for children with disabilities.
- By law, certain individuals must be involved in writing a child's Individualized Education Plan.



Student

 Acts as a strong voice in their own education to promote self-advocacy and self-determination

Parents

 Equipped to discuss their child's strengths and needs, as well as their ideas for enhancing their child's education

Teachers

Regular - Advisor on:

- The general curriculum in the regular classroom
- The aids, services or changes to the educational program that would help the child learn and achieve
- Strategies to help the child with behavior, if behavior is an issue

Special Education - Advisor on:

- How to modify the general curriculum to help the child learn
- The supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere
- How to modify testing so that the student can show what he or she has learned

Individual representing the school system

- Knowledge of special education services and educating children with disabilities
- · Discuss necessary school resources
- · Possess the authority to commit resources and ensure compliance

Individual who can interpret evaluation results

- Discuss current school performance and areas of need to design appropriate instruction
- Discuss instructional implications of the child's evaluation results to plan appropriate instruction

Related Service Provider (RSP)

 Share expertise about the child's needs and how their own professional services can address these needs

Transition Services Rep and Outside Agency – Included when a child is at least age 14.5 to facilitate the child's movement from school to post-school activities

Source: http://www.ed.gov/parents/needs/speced/iepguide/iepguide.doc

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What should the IEP include?

IEPs are designed to close the gap between the student receiving special education services and his/her nondisabled peers...

Uniquely designed IEP Goals for each student 14.5 and above in support of the transition plan

- Post secondary employment
- Post secondary education and/or training
- Post secondary independant living

The IEP should include a statement of measurable annual goals that reflect consideration of State Goals for Learning and the Illinois Learning Standards ...

Locate and use the current grade level standard for the student

Choose the standard within the student's deficit area(s).

Choose the skill area within the standard which is a priority for

Write an annual goal based on the standard and skill area.



Flow of IEP Development - Key Components

a) Evaluation

Evaluation must assess the child in all areas related to the child's suspected disability.

Results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.



b) Present Levels of Performance

A statement of how the disability affects the child's involvement & progress in general education curriculum, including child's present levels of academic achievement (performance in academic areas) and functional performance (routine activities of everyday living)

c) Annual Goal

<u>S</u>pecific

Measureable

Action Words

Realistic & Relevant

Time-limited

d) Supplementary Aids and Supports

Accommodations and modifications to the curriculum, the manner in which the content is presented, or how progress is measured. Also **direct services and supports to the child,** as well as **support and training for staff** who work with that child.



e) Services/Placement

Service, Location, Frequency, Provider Ex. assistance in reading language/arts and speech/language, in child's homeroom, 45 minutes/2x per week, SPED Teacher & Paraprofessional

Source:

https://www.isbe.net/Documents/iep_instructions.pdf http://206.166.105.35/spec-ed/ppt/IEPs-with-NILS-pres141208.pdf

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What are the Special Education transportation guidelines?

- As part of the mandate of a Free Appropriate Public Education (FAPE), related services are required when determined necessary to assist a child with a disability to benefit from special education.
- Transportation as defined in The Individuals with Disabilities Education Improvement Act (IDEIA) includes:
 - Travel to and from school and between schools
 - Travel in and around school buildings
 - Specialized equipment (such as special or adaptive buses, lifts, and ramps), if required, to provide special education for a child with a disability
- The safe transportation of a child with special needs requires a plan that considers and adapts the transportation services to the individual needs of the student.





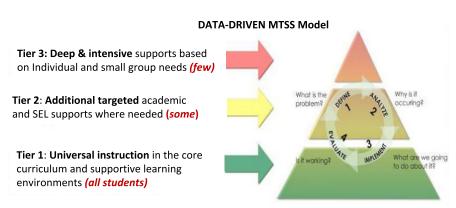


Multi-Tiered Systems of Supports
Providing ALL students with the supports they need to be Successful

Created By: Ebony Moore Director of Organizational Learning

The purpose of MTSS

- Multi-Tiered System of Supports (MTSS) allows districts to fulfill their responsibility of educating all students with quality, equity, and efficiency.
- MTSS is a three-tiered model that combines a standard system of assessment with high-quality instruction to implement evidence-based interventions
 for individual student needs.
- IDEA encourages schools to use MTSS to determine if the student responds to the intervention as a part of the evaluation procedures to determine which students may have a specific learning disability (SLD) and need special education.
- Utilizing MTSS to identify disabilities and develop IEPs reinforces educational requirements to employ ongoing progress monitoring, instructional responsiveness, and data-driven decision-making to accomplish the goal of improving outcomes for all students.



Model Attributes

- Framework that guides and integrates daily practices
- Problem-solving logic designed to guide the development of interventions
- Tier numbers describe the level of instruction as opposed to sequential process steps
- Fluidity within the tiered system allows for up and down adjustment based on performance
- Receiving Tier 3 intensive individualized interventions and supports does not always equate
 to a student being evaluated for special education eligibility.



Source:

https://www.isbe.net/Documents/mtss-ppt-2015.pdf http://www.illinoisrti.org/i-rti-network/for-educators/rtimtss-and-students-w-disabilities

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Key Terms

- **Disability** As defined by IDEA, the term "child with a disability" means a child: "with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education.
- Diverse Learners Students from racially, ethnically, culturally, and linguistically diverse families and communities.
- Individualized Education Program Document that is developed for each public school child who is eligible for special education and related services.
- Individual with Disabilities Education Act (IDEA) Ensures a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children.
- Multi-Tiered System of Support Systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting all students.
- Related Services Those services that are required to assist a child with a disability to benefit from special education.
- Section 504 of the Rehabilitation Act Civil rights law that prohibits discrimination on the basis of disability.
- Special Education Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.
- Specific Learning Disability (SLD) A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
- Supplemental Aids and Services Aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. Examples of supplemental aids and services might be assistive technologies such as a computer or adapted physical education.

