

Supporting Your Child's Success

LDA, D65, D67, D115
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Demystifying the IEP and Student Supports

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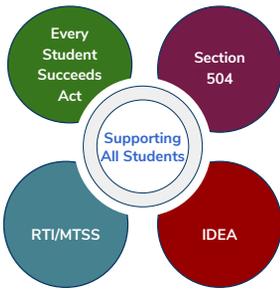
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Today's Objectives

Understand:

- Federal laws impacting education (drivers of process)
- Six main principles of the Individual with Disabilities Education Act (IDEA)
- The special education process and the components of an Individual Education Plan (IEP)
- How to participate in a meaningful and productive IEP process with the school team.

Federal Laws Supporting all Students



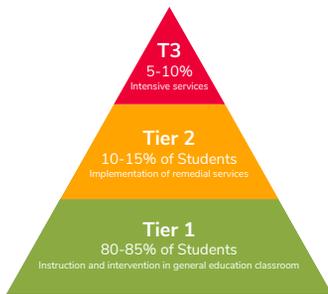
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Every Students Succeeds Act

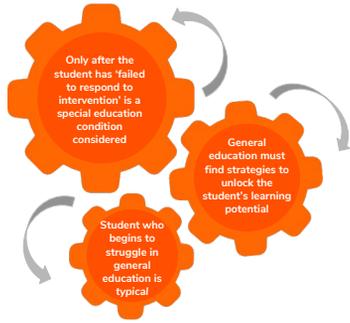


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Following the MTSS/RtI Model



Assumptions of RtI



Tier I Core Instruction Is...

- Available to all students; **universal**
- Delivered **within** classrooms or **throughout** the school
- An **ongoing** process of developing strong classroom instructional practices to reach the **largest number** of struggling learners
- Encompasses the school's **core curriculum**, published or teacher-made **materials** used to deliver curriculum, and whole-group **teaching/management strategies**.



Tier I Also Involves

- **Universal screening** of all students to make sure that students are meeting benchmarks.
- **Review of data** on the part of teachers and teams.
- Activities associated with "**Child Find**" portion of the Federal IDEA Law.



Tier II Supports

Tier II Supports Are

- In addition to the core instruction (not in replace of)
- Provided in a small group, sometimes in the classroom, sometimes outside of the classroom
- Focus primarily on providing increased opportunities to practice and learn skills taught in the core instruction

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Tier III Supports

- In addition to Tier I and Tier II supports
- Intensive academic and behavioral supports for students with needs that are well below their peers
- Increase in time, decreased number of students, intensify intervention

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Individual With Disabilities Act Of 2004



IDEA Purposes, Section 1400 (d)

"to ensure that all children with disabilities have available to them a **free appropriate public education** that emphasizes special education and related services designed to meet their **unique needs and prepare them for further education, employment and independent living**"

and "to ensure that the **rights of children with disabilities and parents** of such children are protected..."

Special Education Process

- Child is identified as possibly needing additional support or suspected of having a disability.
- Child is evaluated by a multidisciplinary team.
- Eligibility is decided by a team including parents.
- A student may not be eligible. If the student is found eligible, an IEP meeting is scheduled.

Entitlement Decisions

Eligibility: Based on an identified disability

Adverse Effect: Tells us what impact the disability has on child's progress

Instructional Need: Tells us what and how to teach

Entitlement Decision: Tells us whether or not interventions require Special Education

504 Plans

A 504 Plan is :

- Developed to ensure that a child who has a mental or physical impairment, that impacts one or more major life activities, receives accommodations that will ensure their academic success and access to the learning environment.
- The accommodations that will be needed for a student to have an opportunity to perform at the same level as their peers.



Special Education Process	IEP meeting is held and the IEP is developed.
	Services are provided by highly qualified professionals.
	Progress is measured and reported to parents on a regular basis.
	IEP is reviewed annually or as needed and a reevaluation occurs at least every 3 years.

IDEA Provision: IEP

An Individualized Education Program (IEP) is:

- A written document developed by parent(s) and school personnel to ensure that each student with a disability is provided special education and related services that are appropriate to his/her special needs.
- A detailed description of what you and the school will do to give your child the extra help and attention needed.
- A fluid document; a road map showing where your child is at and where he is going.
- Reviewed at least annually.

IDEA Provision: IEP

The IEP will include a statement of:

- Present levels of academic achievement and functional performance
- Measurable annual goals
- Special education and related services to be provided
- Program modifications or supports to be provided

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IDEA Provision: Placement Consideration, and the Least Restrictive Environment (LRE)

Least Restrictive Environment (LRE)

- The cornerstone of placement decision – the goals written and the least restrictive environment available.
- To the maximum extent possible, students with disabilities aged 3-22 should be educated with children who are not disabled.
- The first placement consideration should be a regular education setting with accommodations or modifications.
- A general education class may not always be the most appropriate setting for your child.
- Unless the IEP requires another arrangement, the student should attend the school he would if not disabled.
- The placement should be as close to home as possible.

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IDEA Provisions: Procedural Safeguards

Principle 1: A FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Principle 2: APPROPRIATE EVALUATION

Principle 3: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Principle 4: LEAST RESTRICTIVE ENVIRONMENT (LRE)

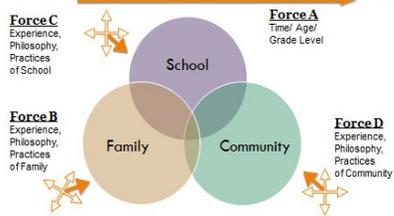
Principle 5: PARENT AND STUDENT PARTICIPATION IN DECISION MAKING

Principle 6: PROCEDURAL SAFEGUARDS

Parent Participation

Research Based

+ *School, Family & Community Partnership:* Overlapping Spheres of Influence for Student Outcomes



Telling Your Story



Approach to the IEP Meeting



Approach to the IEP Meeting

Good Meeting Facilitation

Prepare an Agenda

1. How is my child doing
2. What do we want them to learn this year
3. How and where will it be done (schedule)
4. Agreements and Action Plan

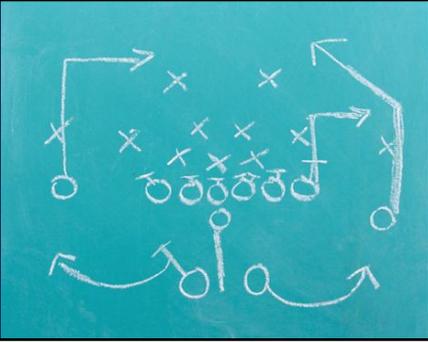
Approach to the IEP Meeting

Make a shift to full participation

Understand the meeting as the discussion stage of a process

Staff analyze data and plan prior to meeting - parents should as well.

Perspective



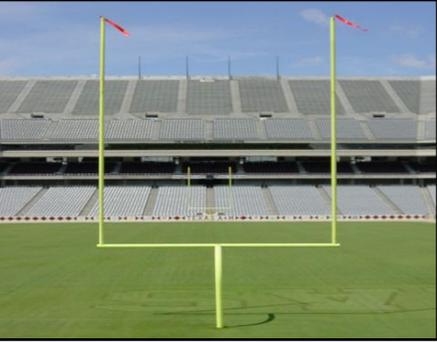
Annual goals



Perspective



Long term goals



Perspective



Partnerships
Improve
Student
Outcomes

