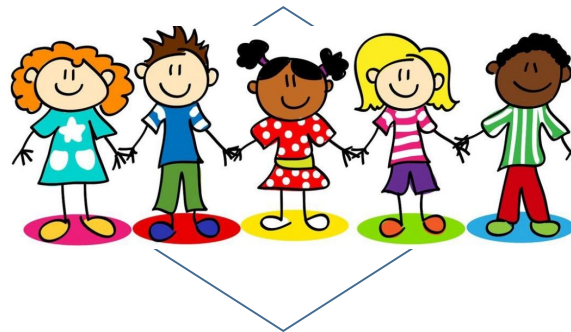
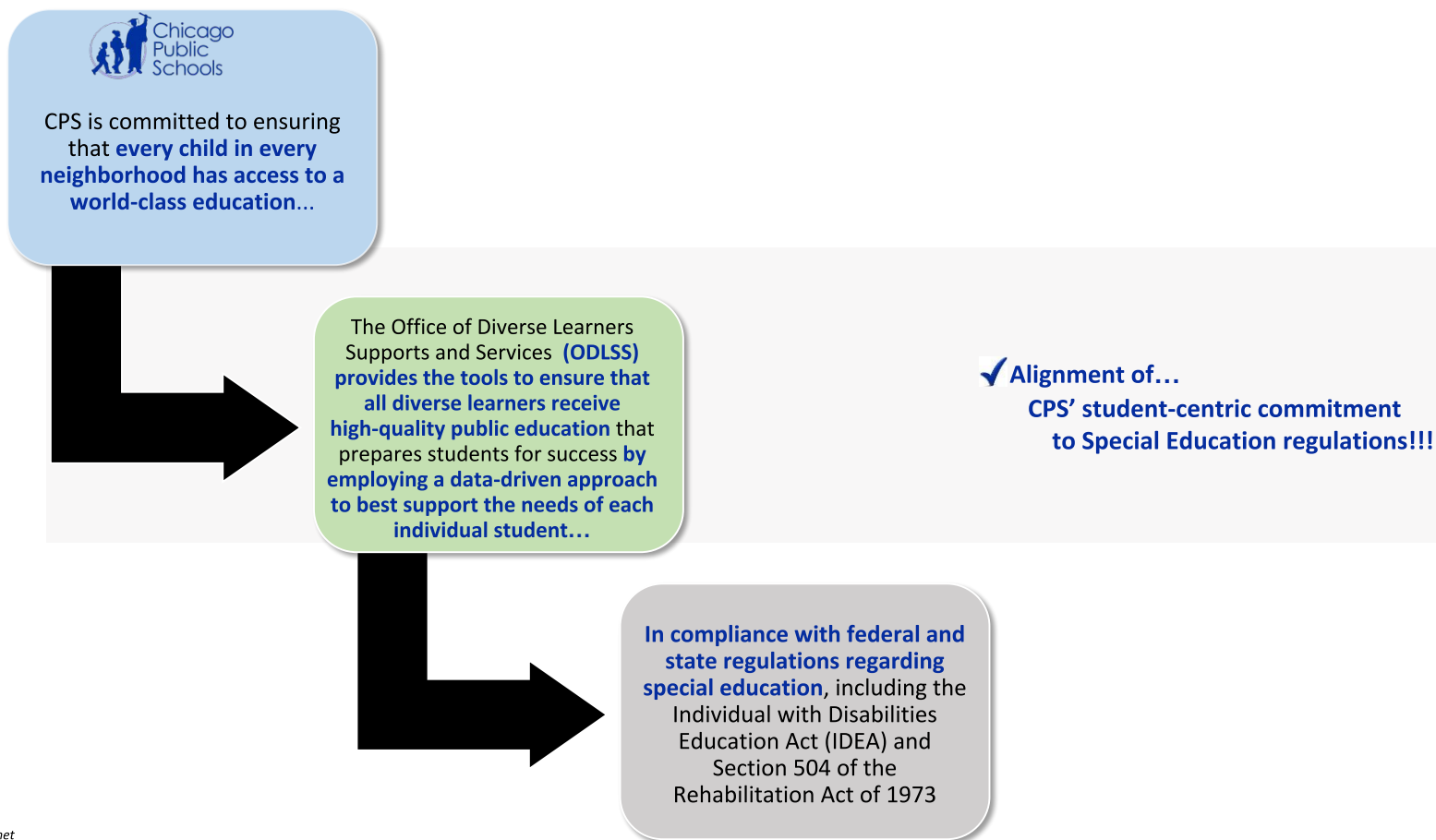




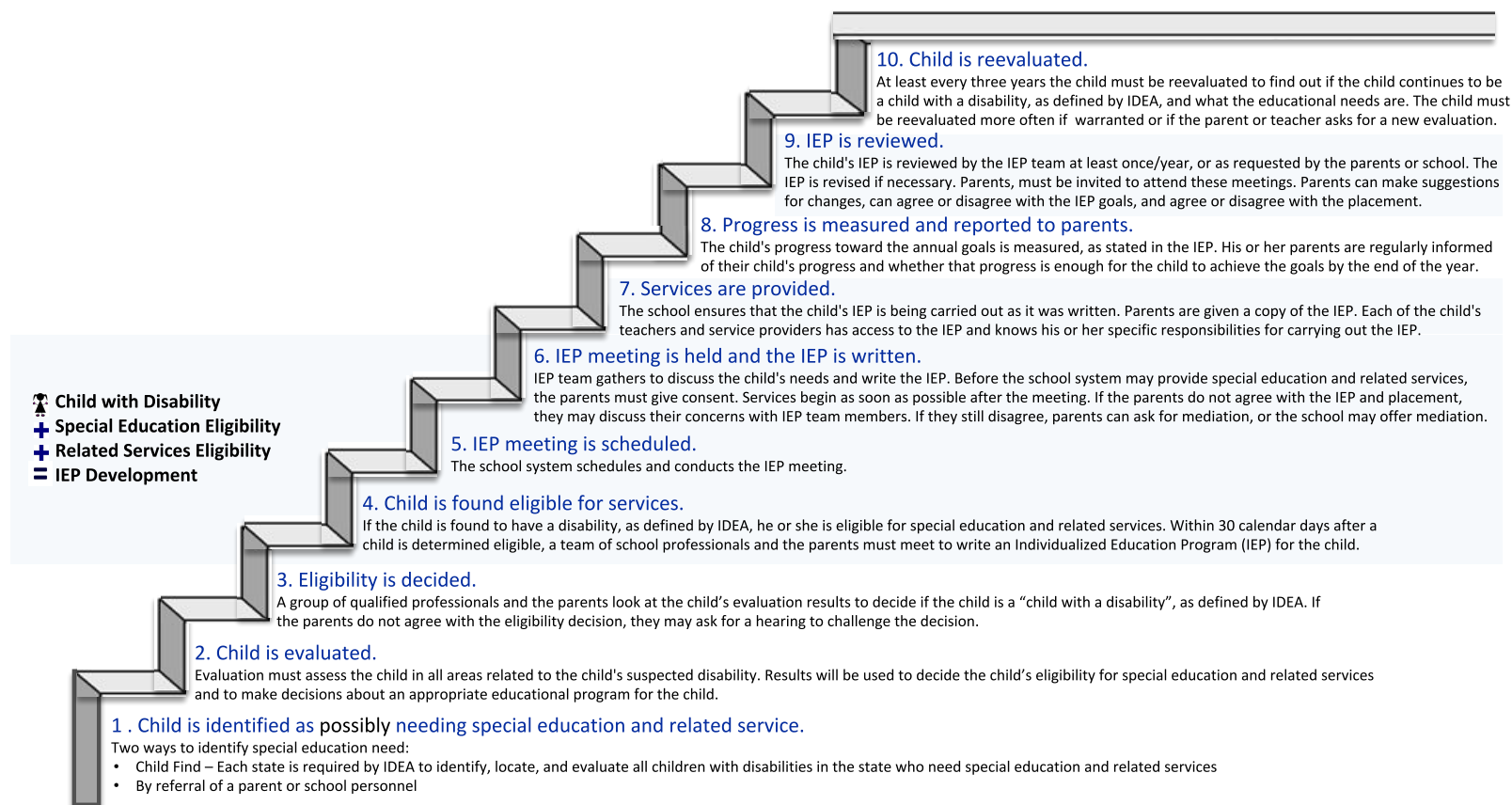
Special Education and the IEP Process Quick Guide

Overview



Special Education process

IDEA Special Education Process



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:

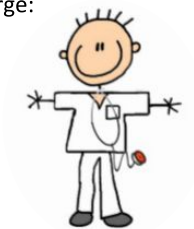
• Autism	• Multiple disabilities
• Deaf-blindness	• Orthopedic impairment
• Deafness	• Other health impairment
• Developmental Delay (ages 3-9)	• Specific learning disability
• Emotional disturbance	• Speech or language impairment
• Hearing impairment	• Traumatic brain injury
• Intellectual disability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

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

Plan	Age	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
✓ IEP	14.5-21 years of age	Uniquely designed for each student who receives special education and a transition plan

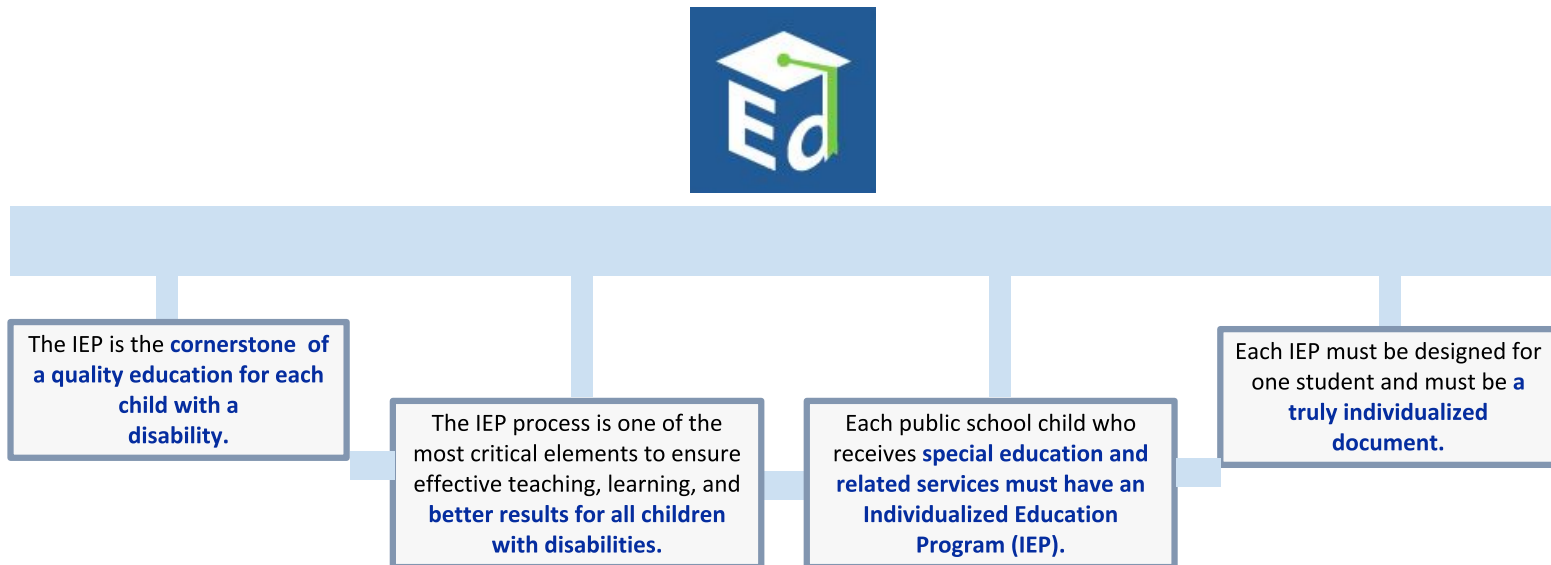
- Some examples of services that are educationally necessary for the development of the IEP, and are provided to students and their families at no charge:

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



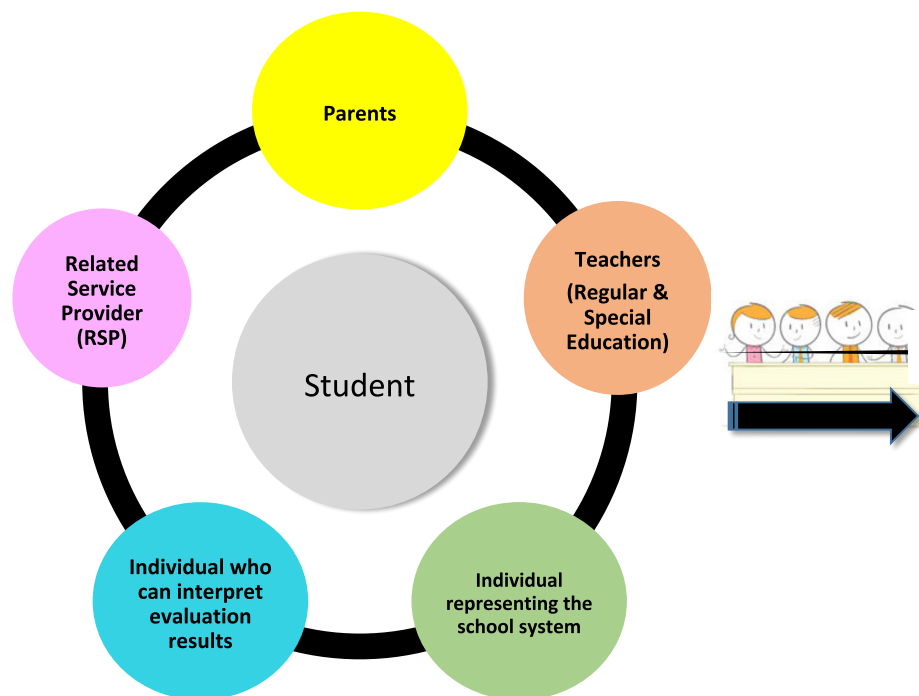
Source:
<https://www.isbe.net/Pages/Special-Education-Disability-Areas.aspx>
 IHFS (see Chapter U-200 state plan)

Why is the IEP so important to Special Education?



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>

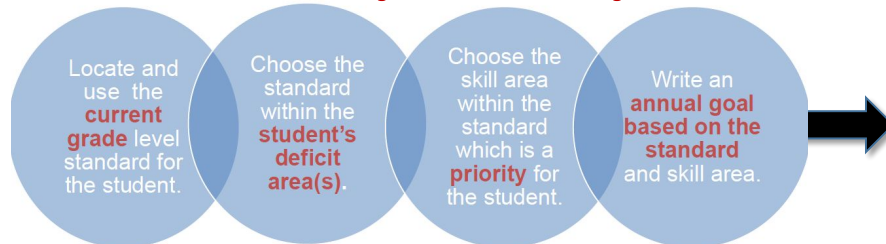
What should the IEP include?

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

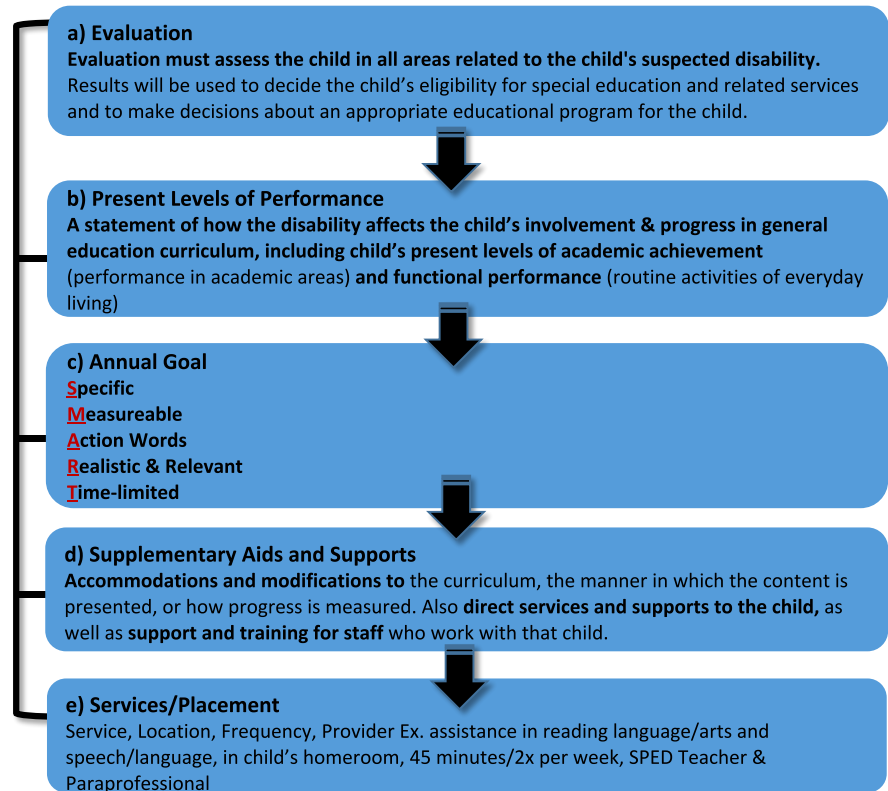
- **Post secondary employment**
- **Post secondary education and/or training**
- **Post secondary independent living**

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



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

Flow of IEP Development - Key Components



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

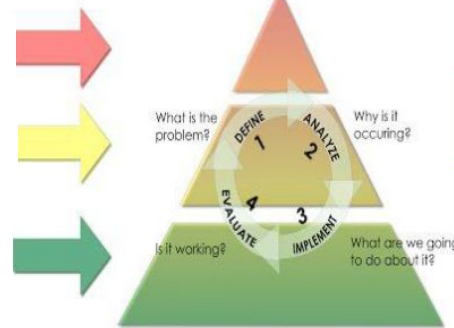
- **Multi-Tiered System of Supports (MTSS)** allows districts to fulfill their responsibility of **educating all students with quality, equity, and efficiency.**
- MTSS is a three-tiered model that **combines a standard system of assessment with high-quality instruction to implement evidence-based interventions 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.

DATA-DRIVEN MTSS Model

Tier 3: Deep & intensive supports based on Individual and small group needs (*few*)

Tier 2: Additional targeted academic and SEL supports where needed (*some*)

Tier 1: Universal instruction in the core curriculum and supportive learning environments (*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>

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.

