



# **Special Education Procedural Manual**

**2025 - 2026**

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# INTRODUCTION

## Individuals with Disabilities Education Act (IDEA), Article 14 of the Illinois School Code, and 23 Illinois Administrative Code Part 226

Under the IDEA and Article 14 of the Illinois School Code and implementing regulations, students with disabilities have a right to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

### The IDEA defines students with disabilities as students who:

- Are ages 3 through 21 (until the day before the 22nd birthday), unless their birthday occurs during the school year, in which case they are eligible for services through the end of the school year; and
- Have been identified with one of the disabling conditions identified in the statute that *adversely affect educational performance* and require special education.

The IDEA and its implementing regulations provide students with disabilities and their parents/guardians with procedural safeguards regarding the identification, evaluation, educational placement of, and the provision of FAPE to students with disabilities. Meaningful parent/guardian involvement is an essential part of these procedural safeguards. The Illinois rules provide further specificity regarding requirements for the identification, evaluation, educational placement, and provision of FAPE to students with disabilities. In addition, rules are provided for the administration of special education, the design of special education programs (including class size), home or hospital programs, State-operated or private programs, special education personnel, transportation, and residential care facilities.

## Acronyms/Abbreviations

There are many acronyms and abbreviations used throughout this document and within special education laws and regulations. The below are a list of some of the most commonly used:

- AAC- Alternative/Augmentative Communication
- ADHD- Attention Deficit Hyperactivity Disorder
- AT- Assistive Technology
- AUT- Autism
- BIP- Behavior Intervention Plan
- D-B- Deaf Blind
- DD- Developmentally Delayed
- DHS- Department of Human Services
- DRS - Department of Rehabilitative Services

- DLM-AA - Dynamic Learning Maps Alternate Assessment
- ED - Emotional Disability
- EL- English Learner
- ESY - Extended School Year
- FAPE- Free and Appropriate Public Education
- FBA- Functional Behavior Assessment
- FERPA -Family Educational Rights and Privacy Act
- FIE- Full and Individual Evaluation
- HI - Hearing Impairment
- ID - Intellectual Disability (mild, moderate, severe or profound)
- IDEA- Individuals with Disabilities Education Act
- IEE- Independent Educational Evaluation
- IEP - Individualized Education Program
- ISBE- Illinois State Board of Education
- LRE - Least Restrictive Environment
- MD - Multiple Disabilities
- MDR - Manifestation Determination Review
- OHI- Other Health Impaired
- OT - Occupational Therapy
- PEL -Professional Educator License
- PHY (OI)- Physically Disabled (also referred to as Orthopedic Impairment)
- PLAAFP- Present Level of Academic Achievement and Functional Performance
- PT- Physical Therapy
- RSP - Related Service Provider
- SECA- Special Education Classroom Assistant
- SW- Social Worker
- TBI - Traumatic Brain Injury
- VI- Visual Impairment

# CHILD FIND

## *Identification of students with disabilities and eligibility*

The purpose of Child Find is to locate and identify all children between 3 and 21 years of age who are suspected of having a disability that may potentially require special education services under IDEA. Child Find targets students who are not currently enrolled in a special education program, Zion education program, students who are attending a non-public school within the Zion District 6 boundaries, and highly mobile children such as migrants and students in temporary living situations (STLS). The Child Find process is triggered by a referral seeking an FIE.

## Referrals

Referrals should be made in writing and should be signed and dated with an explanation of the concerns and any supporting documents. If a parent or outside agency makes a verbal referral, ask and assist them to create a written referral. Once the written referral is received, forward this directly to the Director of Special Education (Ryan Hawkins). The original request should be placed in the student's permanent file.

Those who can make a referral are listed below (keep in mind that if the request is not made by the parent, the parent still needs to sign and date the written referral).

**Outside referrals** - Any employee of a state or community agency (Forward all of these requests to the Director of Special Education: Ryan Hawkins)

**Parent referrals** - Any parent or legal guardian (Forward all of these requests to the Director of Special Education: Ryan Hawkins)

**School staff referrals** - Any Zion staff (Forward all of these to your school's Principal and Special Education Department)

**Referrals for non-enrolled Zion students** - (Forward all of these requests to the Director of Special Education: Ryan Hawkins)

If the district receives a referral for a non-enrolled Zion student (see below), the district must follow the directions listed below under "Responses" (Forward all of these requests to the Director of Special Education: Ryan Hawkins):

- Any student attending a private school that is in the Zion 6 school boundaries (whether or not the student lives in the district boundaries).
- Any student who is being homeschooled and lives within the Zion 6 school boundaries.

## **Responses to Referrals**

When a referral is submitted in compliance with all requirements, a response must be provided to the parent/guardian within 14 school days of its receipt. (The Director of Special Education and Student Services will reach out to you in regards to any parent or outside referrals that you forwarded to her). The school team must consider any data provided by the referral party and any data that the school has been provided by the referral party. (Use the Embrace form: “Decision Re: Request for Evaluation”)

If the team does believe that an evaluation is warranted, within 14 days of the request, the district must use the form “Decision regarding request for an evaluation” and have a domain meeting. This must be completed within the 14 school days of the request being submitted. The team should also attempt to receive written consent on this day as well. “Consent for the Initial Evaluation” form must be received by the parent within 14 days. If the parent can not make a domain meeting within those 14 days, send home the consent form filled out by the team and request if the parent has any other input to be added or if they would like to meet at another time. The form must legally be received within 14 days. If the parent has not signed within those 14 days document the attempts within the contacts section of Embrace.

If the team does not believe that an evaluation is warranted at this time, within 14 days of the request, the district must use the form “Decision regarding request for an evaluation” and provide it to the parents. The reason for the denial should be outlined on this form and driven by data.

## **Initial Evaluation**

See above for the referral process.

## **Domain Assessment Planning Process**

The team must consider the below domains on the Embrace form called “Consent for Initial Evaluation”:

- Academic Achievement
- Functional Performance
- Cognitive Functioning
- Communication Status
- Health

- Hearing/Vision - if a student has failed one of these screenings. The evaluation process should be paused and the nurse should assist the family with getting tested and if necessary getting corrective measures (ie: glasses, hearing aids, FM systems, ect).
- Motor Abilities
- Social Emotional Status

**Existing Information About the Child:** For each of the above domains, determine which areas are relevant to the suspected or known disability and what information the team already knows in these areas (existing information). This information should come from multiple sources (school data, parent information, and any outside information, formal and informal sources).

**Additional Evaluation Data Needed:** Determine what, if any, additional evaluation data is needed in order to determine if a student might qualify for special education services.

**Sources From Which Data Will Be Obtained:** Identify general information regarding the type of instruments and/or procedures to be utilized. Do not include specific brand names of assessment instruments (i.e. BASC). The title of the person(s) who will be obtaining the information should be listed as well in this section.

## **Parent/Guardian Consent for Initial Evaluation**

**Evaluation timeline:** Obtain signed consent to begin evaluations on the completed form in Embrace called “Consent for Initial Evaluation”. The date of the signed consent begins the time frame to complete the assessments, have an eligibility meeting and if found eligible develop and have an IEP meeting. The time-frame is 60 school days. If there are fewer than 60 school days left in the school year, the eligibility meeting (and IEP if found eligible) must be completed prior to the first day of the next school year. Keep in mind that evaluations do not take place during the summer.

If the student fails a vision or hearing screening, contact the nurse to help support the family in getting testing completed. Pause the assessment until it is determined if there is a need for any vision or hearing corrective devices/measures and if so until these devices are received.

## Initial Eligibility Meeting

**Notice of Conference:** Send the notice of conference 10 calendar days prior to the meeting and before the 60 school day time-frame elapses. Include all relevant members on the notice and their titles.

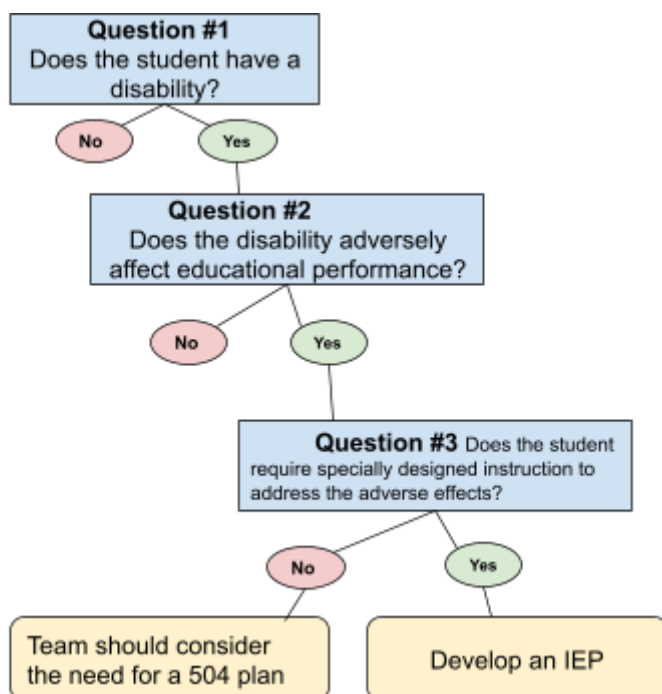
**Draft Documents:** All Illinois school districts must provide parents/guardians with all written material that will be considered by the IEP team at the eligibility meeting at least 3 school days prior to the meeting. Written material must include, at minimum, all evaluations and collected data that will be considered at the meeting. These drafts do not negate the team's obligation to review assessment results at the table during the meeting. The drafts can not include any predetermination statements (ie: what the educational label(s) might be, if the student will be getting an IEP or not, anything about minutes or services, etc). The Doc of Evaluation Results should be sent home as the draft and any completed assessment result stand alone drafts.

**Meeting:** The IEP team determines whether or not the student meets the criteria for eligibility, if the disability has an adverse impact on the student's educational performance, and if special education services are required.

All relevant domains that were determined needing additional information should be reviewed at this meeting. After reviewing all assessment results, the team must decide if they believe the student has a disability and if they require an IEP. The team must answer all 3 questions below.

## Defining Questions

*Three Questions that must to be answered at ALL eligibility meeting.*



**Question 1: Does the student meet the criteria for one or more of the 14 IDEA disability categories and eligibility criteria?**

Having a disability in and of itself does not automatically make a student eligible for an IEP. The team must answer all 3 questions.

## IDEA Disability Categories

**Autism:** a developmental disability that affects an individual's ability to communicate (e.g., the ability to use language to express one's needs) and the ability to engage in social interaction (e.g., the ability to engage in joint attention). This disability significantly affects verbal/nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Often other characteristics associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. The child's performance, strengths, skills, deficits, and challenges associated with ASD will vary greatly from child to child.

**Deaf/Blindness:** exhibits concomitant hearing and visual disabilities, the combination of which causes severe communication, developmental, and educational needs that cannot be accommodated by special education services designed solely for students with either deafness or blindness.

**Deafness:** a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

**Developmental Delay (ages 3-9 only):** A child who is experiencing developmental delays, as defined by the State (see below):

- a. Must be measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:
- b. physical development
- c. cognitive development
- d. communication/language development
- e. social or emotional development
- f. adaptive/behavior development

And

- g. Additionally, performance on a standardized developmental evaluation instrument which yields 1.5 standard deviations below the mean, or 25% delay based on chronological age in two or more of the developmental areas. Or performance on a standardized developmental evaluation instrument which yields 2.0 standard deviations below the mean or 40%

delay based on chronological age in one of the developmental areas. When one area is determined to be deficient by 40% or more, the existence of other disability categories that should also be considered.

Qualifying for EI (Early Intervention) services does not automatically qualify a student for special education services. The entire eligibility process in this section needs to be followed.

**Emotional Disability:** (This includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- a. An inability to learn that cannot be explained by intellectual, sensory, or health factors
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- c. Inappropriate behavior or feelings under normal circumstances
- d. A general pervasive mood of unhappiness or depression
- e. A tendency to develop physical symptoms or fears associated with personal or school problems

**Hearing Impairment:** An impairment in hearing, permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness

**Intellectually Impaired (Mild, Moderate, Severe/profound):** Cognitive development significantly below that of their typically developing peers, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, and thus adversely affecting a child's educational performance.

**Multiple Disabilities:** Comorbid impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes severe educational needs that cannot be accommodated in special education programs solely for one of the impairments. (Does not include deaf/blindness.)

**Other Health Impaired:** Limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, due to chronic or acute health problems such as a heart condition, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, attention deficit hyperactivity disorder (ADHD), leukemia, diabetes, rheumatic fever, or Tourette syndrome, and adversely affects a child's educational performance.

**Physical (Orthopedic) Impairment:** A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, disease or other cause (e.g., cerebral palsy, amputation, fractures, or burns).

**Specific Learning Disability:** 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, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. In accordance with 23 Illinois Administrative Code 226.130, Illinois districts are required to use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures, as described in 34 CFR 300.304, to determine special education eligibility under the category of specific learning disability (SLD).

- a. Basic Reading
- b. Reading Fluency
- c. Reading Comprehension
- d. Listening Comprehension
- e. Math Calculation
- f. Math Problem Solving
- g. Written Expression
- h. Oral Expression

**Speech and Language Impairment:** A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**Traumatic Brain Injury:** An acquired injury to the brain, caused by an external force. This injury results in total or partial functional disability, or psychosocial impairment, or both, that adversely affects the student's educational performance. This term does not apply to brain injuries that are congenital, degenerative or induced by birth trauma.

**Visual Impairment:** An impairment in vision that, even with correction, adversely affects a child's educational performance (includes both partial sight and blindness).

**Question 2: Determine if the student’s disability adversely affects educational performance.**

If the IEP team determines that a student has characteristics of one or more disability areas, the team must next determine if the student’s disability adversely affects educational performance. Educational performance includes academic as well as functional performance (e.g., behavior, social, communication skills, adaptive/independent living skills, etc.). Does the disability adversely affect educational performance? There must be a relationship between the child’s disability and academic performance. Adverse effect on educational performance means a significant and consistent negative impact and influence of the disability on the student’s educational performance, as evidenced by their skills in academics, social, developmental and functional domains.

If there is no adverse effect, the student is NOT eligible for special education and/or related services.

**Question 3: Does the student require special education and related services to address the adverse effect of the disability on educational performance?**

For a child to be eligible for IEP services, the disability must adversely affect the child’s educational performance and necessitate specially designed instruction and/or related services in order for the student to make progress in the general education curriculum.

If yes, the student is eligible to receive an IEP. See IEP section for the development of the IEP ([IEP \(Individual Education Program\)](#)) Keep in mind that the IEP for an initial eligibility for a student found eligible must be completed within 60 school days from the signed consent and no more than 30 days after the initial eligibility meeting.

If the answer to question #3 is “no”, but the answers to questions #1 and #2 is “yes”, then the team must consider a 504 plan. If the student does not require special education to address the adverse effect of the disability on educational performance (i.e., the student’s disability can be accommodated in the general education classroom without the services of a special education teacher/specially designed instruction or the student only requires related services), the student is not eligible for special education and no IEP will be developed. The student may be eligible under Section 504.

## Reevaluation

There are three types of reevaluations:

- Triennial (3 year reevaluation): a reevaluation must be conducted for each student with a disability who is receiving special education and/or related services at least every three years from the date of the last eligibility determination, to determine if they are still eligible for special education.
- Reevaluation prior to triennial: If a request/referral is made (see referral process above) or if the parent has provided a new outside diagnosis (team must review and consider which could lead to the need to evaluate).
- Evaluation to consider a related service: a request may be made prior to the three-year reevaluation date to determine if an additional related service is required. For this type of evaluation, the 60-school-day time frame for initial evaluations applies. This type of evaluation may be requested to consider the addition or removal of a related service based on a written request by the teacher, related service provider, and/or student's parent/guardian because of a significant change in the student's educational needs, including improved academic achievement and functional performance.

## Domain Assessment Planning

The team must meet to consider the below domains on the Embrace form called "Consent for Reevaluation":

- Academic Achievement
- Functional Performance
- Cognitive Functioning
- Communication Status
- Health
- Hearing/Vision- if a student has failed one of these screenings, the evaluation should be paused and the nurse should assist the family with getting tested and if necessary getting corrective devices (i.e. glasses, hearing aids, FM systems, ect).
- Motor Abilities
- Social Emotional Status

**Existing Information About the Child:** For each of the above domains, determine which areas are relevant to the suspected or known disability and what information the team already knows in these areas (existing information). This information should come from multiple sources (school data, parent information, and any outside information, formal and informal sources).

**Additional Evaluation Data Needed:** Determine what, if any, additional evaluation data is needed.

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## **Parent/Guardian Consent for an Evaluation**

**Evaluation Timeline:** Obtain signed consent to begin evaluations on the completed form in Embrace called “Consent for Reevaluation”. The date of the signed consent begins the time frame to complete the assessments, have an eligibility meeting and if found eligible develop and have an IEP meeting. The time-frame is 60 school days. If there are fewer than 60 school days left in the school year, the eligibility meeting (and IEP if found still eligible) must be completed prior to the first day of the next school year.

There are no evaluations completed over the summer. If the student fails a vision or hearing screening, contact the nurse to help support the family in getting testing completed. Pause the assessment until it is determined if there is a need for any vision or hearing corrective devices and if so until these devices are received.

## **Reevaluation/3 Year Evaluation/Eligibility Meeting**

**Notice of Conference:** Send the notice of conference 10 calendar days prior to the meeting and before the 60 school day time-frame elapses. Include all relevant members on the notice and their titles.

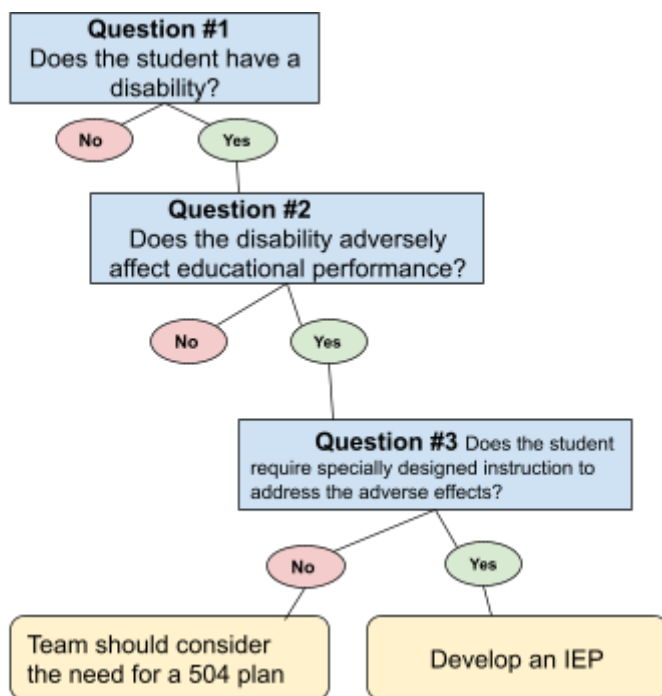
**Draft Documents:** All Illinois school districts must provide parents/guardians with all written material that will be considered by the IEP team at the eligibility meeting at least 3 school days prior to the meeting. Written material must include, at minimum, all evaluations and collected data that will be considered at the meeting. These drafts do not negate the team’s obligation to review assessment results at the table during the meeting. The drafts can not include any predetermination statements (ie: what the educational label(s) might be, if the student will be getting an IEP or not, anything about minutes or services, etc). The Doc of Evaluation Results should be sent home as the draft.

**Meeting:** The IEP team determines whether or not the student continues to meet the criteria for eligibility, if the disability has an adverse impact on the student’s educational performance, and if special education services are required.

All relevant domains that were determined needing additional information should be reviewed at this meeting. After reviewing all assessment results, the team must decide if they believe the student has a disability. Must answer all 3 questions below.

## Defining Questions

*Three Questions that must to be answered at ALL eligibility meeting.*



**Question 1: Does the student meet the criteria for one or more of the 14 IDEA disability categories and eligibility criteria?**

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- e. social or emotional development
- f. adaptive/behavior development

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- g. Additionally, performance on a standardized developmental evaluation instrument which yields 1.5 standard deviations below the mean, or 25% delay based on chronological age in two or more of the developmental areas. Or performance on a standardized developmental evaluation instrument which yields 2.0 standard deviations below the mean or 40% delay based on chronological age in one of the developmental areas. When one area is determined to be deficient by 40% or more, the existence of other disability categories that should also be considered.

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- a. An inability to learn that cannot be explained by intellectual, sensory, or health factors
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- c. Inappropriate behavior or feelings under normal circumstances
- d. A general pervasive mood of unhappiness or depression
- e. A tendency to develop physical symptoms or fears associated with personal or school problems

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**Intellectually Impaired (Mild, Moderate, Severe/profound):** Cognitive development significantly below that of their typically developing peers, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, and thus adversely affecting a child's educational performance.

**Multiple Disabilities:** Comorbid impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes severe educational needs that cannot be accommodated in special education programs solely for one of the impairments. (Does not include deaf/blindness.)

**Other Health Impaired:** Limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, due to chronic or acute health problems such as a heart condition, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, attention deficit hyperactivity disorder (ADHD), leukemia, diabetes, rheumatic fever, or Tourette syndrome, and adversely affects a child's educational performance.

**Physical (Orthopedic) Impairment:** A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, disease or other cause (e.g., cerebral palsy, amputation, fractures, or burns).

**Specific Learning Disability:** 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, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. In accordance with 23 Illinois Administrative Code 226.130, Illinois districts are required to use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures, as described in 34 CFR 300.304, to determine special education eligibility under the category of specific learning disability (SLD).

- a. Basic Reading
- b. Reading Fluency
- c. Reading Comprehension
- d. Listening Comprehension
- e. Math Calculation
- f. Math Problem Solving
- g. Written Expression
- h. Oral Expression

**Speech and Language Impairment:** A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**Traumatic Brain Injury:** An acquired injury to the brain, caused by an external force. This injury results in total or partial functional disability, or psychosocial impairment, or both, that adversely affects the student's educational performance. This term does not apply to brain injuries that are congenital, degenerative or induced by birth trauma.

**Visual Impairment:** An impairment in vision that, even with correction, adversely affects a child's educational performance (includes both partial sight and blindness).

**Question 2: Determine if the student's disability adversely affects educational performance.**

If the IEP team determines that a student has characteristics of one or more disability areas, the team must next determine if the student's disability adversely affects educational performance. Educational performance includes academic as well as functional performance (e.g., behavior, social, communication skills, adaptive/independent living skills, etc.). Does the disability adversely affect educational performance? There must be a relationship between the child's disability and academic performance.

Adverse effect on educational performance means a significant and consistent negative impact and influence of the disability on the student's educational performance, as evidenced by their skills in academics, social, developmental and functional domains.

If there is no adverse effect, the student is NOT eligible for special education and/or related services.

**Question 3: Does the student require special education and related services to address the adverse effect of the disability on educational performance?**

For a child to be eligible for IEP services, the disability must adversely affect the child's educational performance and necessitate specially designed instruction and/or related services in order for the student to make progress in the general education curriculum.

If yes, the student is eligible to receive an IEP. See IEP section for the development of the IEP ([IEP \(Individual Education Program\)](#)) Keep in mind that the IEP for an initial eligibility for a student found eligible must be completed within 60 school days from the signed consent and no more than 30 days after the initial eligibility meeting.

If the answer to question #3 is "no", but the answers to questions #1 and #2 is "yes", then the team must consider a 504 plan. If the student does not require special education to address the adverse effect of the disability on educational performance (i.e., the student's disability can be accommodated in the general education classroom without the services of a special education teacher/specially designed instruction or the student only requires related services), the student is not eligible for special education and no IEP will be developed. The student may be eligible under Section 504.

## **Procedural Safeguards**

Provide a copy of the procedural safeguards in the language in which the parent requires. Indicate that you provided the Procedural Safeguards to the parent in the "Contact Form" in Embrace.

# **IEP (INDIVIDUALIZED EDUCATION PROGRAM)**

## **Required members**

The IDEA requires that specific individuals be present at the IEP team including the parent, a regular/general education teacher, a special education teacher, an individual from the school district capable of making decisions and committing district resources (LEA- this is the building principal/district administrator), and any related service providers.

An excusal can only occur if the parent and the district agree to excuse the team member from the meeting and the excusal form in Embrace is signed.

Team members whose area of expertise will be discussed can only be excused when the parent and the school agree, and if they submit their input in writing to the IEP team (including the parents) before the meeting.

An excusal should be used ONLY on an emergency basis and not common practice.

## **Notice of conference**

All required members must be listed on the notice of conference.

The notice of conference must be sent out 10 calendar days prior to the scheduled meeting.

Place a contact in Embrace (Contact Form) to demonstrate when and how the NOC was sent to the parent. Include date and how it was sent (ie: email, sent home with student, US mail, etc). This information is then able to be transferred on the bottom of the cover page of the IEP.

## **Required draft**

All Illinois school districts must provide parents/guardians with all written material that will be considered by the IEP team at the eligibility meeting at least 3 school days prior to the meeting. Written material must include, at minimum, all evaluations and collected data that will be considered at the meeting and a copy of all IEP components that will be discussed by the IEP team, other than the components related to the educational and related service minutes proposed for the child's least restrictive environment (LRE) / educational placement. (do not place any minutes of services within the draft)

## **IEP meeting**

Can take place in person, virtually or over the phone depending on the parent's preference. Please indicate in the notes section how the participants participated in the meeting.

## **IEP components**

### **Student Strengths**

The IEP team should describe what the student can do in positive terms. A summative narrative describes the student's strengths in academic, developmental, social, and functional areas. Use data to determine and reference strengths. This section should also include student interests and/or any motivators. All team members should input information in this section (including the parents)

### **Parental Concerns/Input**

As valuable members of the IEP team, parents/guardians are encouraged to participate actively during the IEP meeting and provide input in the development of their child's IEP, including any ideas and/or concerns they have to enhance the student's education that should be captured in this section.

### **Health Information/Concerns**

List any current health concerns and/or needs here. Include hearing and vision screening results. A Medical Service Plan must be added for all major health concerns (ie: asthma, seizures, diabetes, allergies, etc)

### **Present levels of academic achievement**

This section contains a narrative summation of the student's academic needs in each subject or content area. All teachers (general education and special education) who educate the student should have information included in this section. It includes a general summary of the student's academic needs, current levels of academic performance, and areas of need in each core curricular subject where there are identified deficits. Previous goal progress should be included.

Additional areas to include and consider in this section include:

- What is the student's learning style (kinesthetic, visual, auditory, etc)
- What was the effectiveness of past interventions and/or strategies used with the student
- Summary of the student's curriculum-based assessment results, along with the results of district-wide assessments and state assessments. The dates of the testing and

progress monitoring data should be included, but assessments over 12 months are not generally relevant to the IEP development.

- Previous goal progress

## **Present Levels of Functional Developmental Performance**

This section describes the student's social/emotional, behavioral, independent functioning, communication, and executive functioning deficits and needs. Explicit information about the student's strengths and weaknesses in each area are described along with the effectiveness of past interventions and/or strategies. Appropriate related service providers should include information in this section (SW, SLP, OT, PT, Vision, etc). Previous goal progress should be included.

## **Results of the Initial or Most Recent Evaluation**

This information is found from the most recent evaluation/eligibility. This would include the summary of assessment results and the areas of eligibility. If it is SLD, list all areas that the student qualifies for (reading fluency, reading comprehension, basic reading, math calculation, math problem solving, written expression, listening comprehension, and/or oral expression). If it is OHI, list what areas the student qualified for (ADD, ADHD, Autism, epilepsy, etc) . If it is ED, list all areas that the student qualified for (Depression, Anxiety, etc).

## **Adverse effects**

This information is found from the most recent evaluation/eligibility on the Eligibility Determination page under Adverse Effects. This must remain the same in all IEPs until a new evaluation is completed and the Adverse Effects are changed.

All of the Above Drives the Development of the IEP.

## **IEP Goals**

**Goal Type:** This is the area of the determined deficit that will be addressed through this goal. (ie: Reading comprehension, expressive language, math calculation, written expression, fine motor skills, etc)

**Goal Subject/Category:** This is a drop down box. (this does not print on the IEP).

**Goal Area:** Choose from academic, functional or transition.

**Method of Parent Notification:** This is how you will be reported out on the particular goal. In most cases indicate “Progress Report” as the IEP progress report cards will show the parent how the student is progressing towards the specific IEP goal. The only time you would also indicate “Report Card” is for a core academic area in which the student will also receive a report card in that area as well. Parents must be notified of the student’s progress toward IEP goals as regularly as non-disabled students are notified of progress.

**Title(s) of Goal Implementor(s):** This can include multiple providers if appropriate.

**Present Level of Academic Achievement and Functional Performance related to the goal:** Only include present levels and baseline data that is relevant to the particular goal.

**Core Standards/State Standards:** Illinois currently has educational standards for early childhood, fine arts, foreign language, physical development and health, science, social emotional, and social science. The Common Core for ELA and Math are now incorporated into the full set of learning standards.

**Goal Statement:** The goal must tie to the disability and the adverse effects. And must be a SMART goal (see below).

**Scoring Method:** How the goal will be measured to determine mastery.

All goals must be connected to the adverse effects. All goals are also connected to direct service minutes. Include instructional strategies, such as assistive technology or augmentative communication solutions within the goal statement.

All goals developed should be SMART goals:

- **Specific:** Goals should clearly describe the skill the student is learning. Goals should never be vague. If the student moves to another school district/school/teacher, the new teacher should be able to read the goals and know exactly what is being taught.
- **Measurable:** Goals should be observable and measurable. The goal is stated in a way that progress can be measured. Progress can be measured through standardized testing, curriculum-based measurement, work samples, and teacher data sheets, anecdotal evidence.
- **Action words/Attainable:** Goals must use action words. Goals represent a skill that is reachable for your child. Goals are based on Present Levels of Performance, not state curriculum standards. The goal represents progress that is realistic for your child.
- **Realistic/Results/Relevant:** Goals should be unique to the specific student. This includes academics, communication, social skills, functional skills, and vocational goals as appropriate. The goal clearly lays out what the student will do to accomplish it.

- **Time-Limited-Timely:** Goals set out what a student can accomplish in one year of special education services or less. Progress monitoring should take place at regular intervals. The goal includes a time frame in which the student will achieve it, with the right supports and services. It also states when and how often progress will be measured.

Objectives/Benchmarks: Should be SMART (see above)

- **Objectives:** Are the intermediate knowledge, skills and/or behaviors that must be learned for the student to reach the annual goal. They break down the skills described in the annual goal into discrete components.
- **Benchmarks:** Are the major milestones that the student will demonstrate that lead to the annual goal. They describe the amount of progress the student is expected to make within specified segments of the year and establish expected performance levels that allow for regular checks of progress.

**Scoring method:** How the goal will be measured to determine mastery.

**Evaluation Procedure:** Indicate how you will be collecting data to show how the student is performing on this goal.

**Schedule for Determining Progress:** Indicate how often this goal/benchmark/objective's data will be reviewed to determine progress

## **Educational Accommodations/modifications**

- **Consideration of special factors:** The IEP team must consider special factors that are to be discussed to further identify each student's individualized needs and determine if the student requires this type of support in order to make progress in the age/grade appropriate general education curriculum. A student may or may not have needs in some or all of these areas. The special factors include:
  - Student's need for AT devices or services to access the educational curriculum (if yes then list the AT needed, if no you must list WHY it is not needed)
  - Communication needs including students who are deaf/hard of hearing. If yes, complete the linguistic and cultural accommodations section below. (ALL students who have communication deficits are included in this section). This section can include the need for speech therapy, AAC, sign language, etc.

**For students who are deaf/hard of hearing and others, as applicable:**

- Identify the language and communication need(s):

ASL                       Auditory/oral                       Cued Speech                       Speech Generated Device  
 Tactile                       Signed English                       Other (please describe): \_\_\_\_\_

- List the opportunities for direct communication/interaction with peers and professional personnel in the child's language and communication mode:

- List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive:

- English Learner Status - language needs - If "Yes," complete the Linguistic and Cultural Accommodations section.
- For a student who is blind or visually impaired, if instruction should be provided in braille and/or include the use of braille.
- Behavior that impedes a student's learning or that of others must be addressed. If yes, the team must consider strategies, including positive behavioral interventions and supports to address behavior. This may include a Functional Behavioral Assessment (FBA requires consent) and/or a Behavioral Intervention Plan. Accommodations can also be included to support behavior.
- **Supplementary Aids, Accommodations, and Modifications**
  - All providers must consider what accommodations and modifications are required for the student to make progress towards the general education curriculum.
  - All accommodations and modifications must be specific to the student's needs and disability related deficits and written in a very specific way.
  - If paraprofessional support is needed there should be a statement of the data driven reason and what specifically the para is needed for and when.
  - All accommodations listed must tie to the student's disability and adverse effects (please refer to the student's adverse effects from their last eligibility).
  - An accommodation changes how a student learns the material. (examples below):
    - **Environment/setting:** limit distractions, sit by teacher, sit away from window, adaptive seating (specify what type), headsets when loud, structured routine
    - **Presentation:** graphic organizers, visual schedule, written schedule, checklists for steps to complete a task, color coding, embedded choices

- **Response:** Scribe, type responses, draw a picture, provide choices, allow student to volunteer when reading out loud, speech to text
  - **Materials:** can type when longer than 2 sentences, scribe for written, highlight key words, provide copy of teacher’s notes, provide a word bank, manipulatives, calculator to check work, use of a number line, fidgets, text to speech
  - **Pacing:** breaks, extended time (specify exactly how much), allow extra time for transitions (specify how much time), allow extended processing time (specify how much time)
- A modification changes what a student is taught or expected to learn. (examples)
  - Reduce amount of work required
  - Reduce the number of problems to complete
  - Alternate curriculum- provide specific information on how it is modified (do not provide the brand name)
  - Alternate books
- **Supports for School Personnel:** is there any specific training that any of the staff requires to implement the IEP (specific disability training, AAC training, aided language stimulation training, behavior plan training, etc)
- **Parent Training and Counseling:** does the parent require any support or training to understand the student’s disability or how to support the implementation of the IEP.

### **Assessment Accommodations:**

Only list testing accommodations that a student requires *based on their disability* to “even the playing field”. A student should not receive different accommodations for district or state assessments than they require for classroom assessment accommodations. All accommodations listed must tie to the student’s disability and adverse effects (please refer to the student’s adverse effects from their last eligibility).

- **Environment/setting:** limit distractions, sit by teacher, sit away from window, headsets when loud, a separate setting

- **Presentation:** use of graphic organizers, color coding, embedded choices (you can not have “read test out loud” or “text to speech” for ANY reading tests- including classroom, district or state assessments)
- **Response:** Scribe, type responses, draw a picture, provide choices, speech to text
- **Materials:** can type when longer than 2 sentences, scribe for written, highlight key words, provide a word bank, manipulatives, calculator to check work, use of a number line, fidgets
- **Pacing:** breaks, extended time (specify exactly how much)
  - Classroom-Based Assessments(see above)
  - District-Wide Assessments (see above)
  - State Academic Assessments (see above)
  - State Assessment of English Language Proficiency (see above)
  - Assessment Accommodations (see above)

### **Autism Considerations:**

For ALL students with an eligibility determination of AUTISM this form must be added and filled out at ALL annual IEP meetings. All below areas must include the specific student needs in each area. All below areas must include the support(s) the team Identified the child requires to address the needs identified. Follow-up activities should also be included at the bottom of this page.

- Verbal and nonverbal communication needs
- Social interaction skills and proficiencies
- Needs resulting from unusual responses to sensory experiences
- Needs resulting from resistance to environmental change or change in daily routines
- Needs resulting from engagement in repetitive activities and stereotyped movements
- Need for any positive behavioral interventions, strategies and supports
- Other needs which impact progress in the general curriculum, including social and emotional development

## Educational Services and Placement

Include the start date and end date of the IEP. The start date would be the day after the IEP meeting and the end date would be one year from the date of the meeting.

Instructional minutes include all instruction time in a day (everything except for lunch, recess, and passing periods).

- **General Education- no Supplementary Aids:** Include all times of the school day where the student does not require any services or accommodations (list specific name of time ie: lunch, use the word “specials” for art, music, library, etc. List PE separately if indicted for this section )
- **General Education- with Supplementary Aids:** Include all times of the school day where the student requires accommodations only in the general classroom (please note supplementary aides does NOT mean an aide. It can include times of day where the student requires paraprofessional support). List all specific names ie: social studies, science, lunch, use the word “specials” for art, music, library, etc. List PE separately if indicted for this section.
- **Special Education in General Classroom:** Include all co-teaching minutes in this section. List the specific subject areas where the student requires specially designed instruction by a special education teacher in the general classroom. Minutes should be indicated weekly.
- **Special Education Outside of General Classroom:** Include all minutes of specially designed instruction by a special education teacher that this student requires in a special education setting. Minutes should be indicated weekly. For students that only have a Speech and Language Impairment- this is where those minutes are indicated. These minutes are not placed in related services.
- **Related Services:** indicate how many minutes that this service will occur. Place all minutes monthly (even if you are providing them weekly). Choose the delivery method (in general classroom, out of general classroom, in special ed, out of special education, ect). These minutes are listed in related services section and not special education (If speech only the minutes are listed in special education)

## Educational Environment Considerations

Special education classes, separate schooling, or removal from regular education environment is required because the nature or severity of the student's disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. (explain)

- Student will participate in nonacademic activities with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers. (if no explain)
- Student will attend the school he or she would attend if nondisabled. (if no explain)

### **Placement Considerations**

**Potentially Harmful Effect/Reason Reject:** Discuss and choose the possible harmful effects for a minimum of 3 placement options. As a team, discuss what the least restrictive option for the student will be. The choices in Embrace are listed below:

- Participation in speech therapy will provide the student with specialized instruction designed to meet speech/language delays, but requires that the student miss some general education classroom activities.
- Student will participate in the general education curriculum, but will not receive specialized instruction in deficit areas.
- Student will participate in the general education program and receive monitoring and consultation services to staff, but will not receive direct specialized instruction.
- Student will receive small group instruction in identified areas as well as support and modification in other areas of the general education curriculum, but will not participate to the full extent in the general education program.
- Student will receive small group instruction in math as well as support and modification in other areas of the general education curriculum, but will not participate to the full extent in the general education program.
- Student will receive small group instruction in reading as well as support and modification in other areas of the general education curriculum, but will not participate to the full extent in the general education program.
- Student will receive support and modification in the general education curriculum, but will miss some general education activities while receiving supportive instruction.
- Student will receive small group instruction in math as well as support and modification in other areas of the general education curriculum, but will not participate to the full extent in the general education program.
- Student will receive small group instruction in reading and written language as well as support and modification in other areas of the general education curriculum, but will not participate to the full extent in the general education program.

- Student will receive small group instruction in reading, written language, and math as well as support and modification in other areas of the general education curriculum, but will not participate to the full extent in the general education program.
- Student will receive small group instruction, level appropriate materials, and multisensory instruction to develop academic skills, but will not participate to the full extent in the general education program.
- Student requires small group, specialized instruction to develop language and readiness skills, but will have limited contact with general education peers.
- Student will participate in a structured learning environment that provides a systematic behavior management system, but participation in the general education program will be limited.
- Student will receive a functional curriculum that emphasizes the development of communication skills, daily living skills, vocational skills, and academic skills, but participation in the general education curriculum will be limited.
- Student will receive small group instruction, level appropriate materials, and multisensory instruction to develop academic skills, but will participate less than forty percent of the day in the general education program.
- Student will receive small group, specialized instruction in academic areas as well as vocational training, but participation in the general education program will be limited.
- Student will receive small group, specialized instruction in reading, written language, and math, but participation in the general education curriculum will be limited.
- Student will participate in a highly structured environment to address academic and behavioral concerns, but will have no interaction with the general education environment and peers.
- Student will receive individualized instruction through tutoring, but student will be removed from the general education environment and peers.
- Student receives small group specialized instruction but will be removed from some general education activities.
- Student receives small group specialized instruction but will participate less in general education activities.
- Student receives small group specialized instruction but has limited participation with general education peer activities.

- Student receives small group specialized instruction in a highly structured program but does not participate with general education peers.
- Student receives specialized therapy/services at home but does not participate in a school program with peers.
- Student receives specialized therapy/services at school but does not participate in a general education setting with peers.
- Other (please describe)

## **Transportation**

The IDEA includes transportation within its definition of “related services.” Transportation includes travel to and from and between schools, travel in and around school buildings, and specialized equipment if required to provide transportation to a student with a disability. If the student qualifies for transportation then it must be listed as a related service in the IEP. If any specialized equipment is required these should also be listed (ie: wheelchair lift, car seat, harness, etc)

A student qualifies for transportation if:

- The student can not get to school the same way that their non-disabled peers do based on their disability.
- The student is placed at a school other than their neighborhood school in order to receive FAPE.

Specialized transportation is a door to door service. If a student qualifies please contact The Director of Special Education: Ryan Hawkins.

## **ESY:**

Extended School Year is a service that students must qualify for. ESY services are defined as special education and related services that are provided to a child with a disability beyond the normal school year in accordance with the child’s IEP at no cost to the parents of the child.

The primary purpose of ESY services is to prevent severe regression and recoupment problems. ESY qualifications are made on a case-by-case basis. There must be specific data included in the ESY section of the IEP to support qualifying for ESY. This section can not be left blank. ESY services must be provided only if the student’s IEP team, on an individualized basis, determines that ESY services are necessary to ensure FAPE with support of data that is included on this page.

### Regression/recoupment data:

- Does data indicate that the student's loss of acquired skills over breaks are severe and that it would take a period of time for lost skills to be regained upon return that is longer than that of a nondisabled student (i.e., 30 school days after summer break)?
- Data can be used before and after breaks (winter break, spring break, summer break, or even weekends)
- This data that is required to be included in this section must have at minimum 3 data points:
  - How the student was functioning on an IEP goal prior to a break?
  - How the student was functioning on an IEP goal after a break?
  - Was the regression significant/severe?
  - How long and when did the student recoup the IEP goal skill(s) that they had prior to the break?
  - Was the amount of time to regain the IEP goal skill significant?
- Other: Is the student beginning to master an important skill such that instruction cannot be interrupted without loss of mastery?

A description of ESY services must include the amount, frequency, duration, and location (general or special education setting) of the services. The IEP goals that the student qualifies for ESY for should also be included.

Related services are services that are needed for the student to benefit from special education and therefore can not be the only service a student qualifies for during ESY. They may be provided if they are needed for the child to benefit from special education services that are provided during ESY and qualify for those related services in the same way for special education services.

### **IEP Notes**

In the IEP notes page memorialize discussions that occurred during the IEP meeting and summarize the decisions and decision-making process of the IEP team. Any concerns or input that the parent has raised should be considered during the IEP meeting and should be documented here. This will then serve as a PWN (prior written notice). A Prior Written Notice (PWN) is a written explanation of a change the school district wants to make or refuses to make in a child's Individualized Educational Program (IEP). It is important that parents understand

what the school plans to do (or not do) for their child. Prior Written Notice means that before (prior to) the school district taking or refusing to take certain actions, they must give parents information in writing (the notice) stating what the action is and why they are taking or not taking the action.

## **Conference recommendations**

Recommendations must be filled out completely and signatures are placed on the form (signatures on this form in the state of Illinois are for attendance purposes)

Conference summary page must be completed (do not forget to go into this form and update at the end of the meeting) with placement: (to be completed after placement determination)

## **Consent to bill Medicaid**

Ask parents to fill out and sign the Parental Notice for Release of Info/One-Time Consent to Bill Medicaid. This form only needs to be signed one time in their educational time in the district. Upload signed form in Embrace. Every year after this has been signed you only have to provide one time a year the following form found in Embrace: Information for Parents About Medicaid in Schools (document in the IEP notes page that this was provided)

<https://embraceblog.embraceeducation.com/blog/parental-consent-for-medicaid-billing>

## **Procedural Safeguards**

Provide a copy of the procedural safeguards in the language in which the parent requires. Indicate that you provided the Procedural Safeguards to the parent in the “Contact Form” in Embrace.

## **Functional Behavioral Analysis (FBA)**

When a student’s behavior impedes their learning and/or peers’ learning, the team would be required to get consent from the parents in order to begin this process. The school’s assigned Social Worker will drive the process. The FBA is a problem-solving process for analyzing problematic student behavior(s). It is designed to help teams select positive and appropriate interventions that directly address problematic behavior; its focus is on identifying significant, student-specific, social, affective, cognitive, and/or environmental factors associated with the occurrence and nonoccurrence of specific behaviors. The broad perspective offers a better understanding of the purpose behind the student’s behavior and an effective plan for addressing it. This information will then help develop a Behavior Intervention Plan.

An FBA:

- Involves a systematic process for identifying target behavior(s) and gathering information about when, where, and why a behavior is occurring, which leads to the development of the BIP
- Is designed to help determine the antecedents and consequences of target behavior(s), as well as the communicative and functional intent of such behaviors
- Leads to more specific and effective behavioral interventions
- Summarizes prior interventions implemented and indicates which prior interventions were successful and which were not.

## **Behavior Intervention Plan (BIP)**

A BIP must:

- Summarize the findings of the FBA
- Describe the behavioral interventions to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors
- Identify the measurable behavioral changes expected and methods of evaluation
- Include a schedule for a review of the interventions' effectiveness
- Include provisions for communicating with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions

## **Transition Plan**

A transition plan must be developed for all students who are entering high school and who are or will be 14½ years old during the life of the IEP, whichever occurs first, and annually thereafter. Transition services are a coordinated set of activities for students with disabilities that are designed to be within a results-oriented process, focused on improving the academic and functional achievement of the student with disabilities to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The plan is based on the individual student's needs, taking into account the student's strengths, preferences, and interests related to instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and the acquisition of daily living skills.

Transition assessments, survey and/or interviews:

- At least one formal or informal assessment pertaining to post-secondary employment;
- At least one formal or informal assessment pertaining to post-secondary education and/or post-secondary training; and
- At least one formal or informal assessment pertaining to post-secondary independent living

Assessment results must be referenced in the IEP (present levels of performance) and assessments must be conducted and updated annually.

**Post-secondary outcomes:** Indicate realistic, appropriate, and measurable post-secondary outcomes that take into account the student's preferences, strengths, and interests.

Post-secondary outcomes should be based upon the age-appropriate transition assessments/surveys/interviews related to employment, education and/or training, and independent living skills. The post-secondary outcomes are statements that indicate what a student "will do" rather than "plans" or "hopes" after leaving high school and should be individualized to the student's preferences, strengths and interests.

## Translation and interpretation

**During the IEP meeting:** If a parent requests an interpreter please ensure a district translator is available and participates in the IEP meeting.

**IEP document:** If the parent requests the IEP documents in an alternate language provide this to the parent and document this action in Embrace. When you are in Embrace and choose print "Print Forms", then "Print Options", then "Translate" and then choose the appropriate language required.

## Embrace Parent Contacts

Use this section to document all parent contacts (emails, phone calls, text, or in person that are related to the IEP process or any other special education concerns)

# **ROLES AND RESPONSIBILITIES**

## **Principal**

As the instructional leader of a school, the principal is responsible for ensuring that their school complies with all applicable federal and state laws so that students with disabilities receive FAPE in the LRE and have access to the age- and grade-appropriate general education curriculum and all program options available at the school. The principal must oversee and ensure the implementation of all IEPs for each student with disabilities in their school. The principal is the LEA at meetings (on rare occasions the principal can assign an alternate LEA)

## **Special Education Teacher**

The special education teacher acts as the case manager at all meetings (unless the student has only SLI - speech and language impairment in which case the speech therapist is the case manager- however these meetings still require an LEA and general education teacher present). As the case manager you must open all documents for all meetings for the students on your caseload in a timely manner. Review the student's current IEP to determine the degree of mastery of annual goals. Compiling qualitative and quantitative data and other information about the student's educational needs in general and in relationship to the general education curriculum. Gather all relevant data to be included in the IEP (goal data, assessment data, attendance, behavior data, grades, etc). Identifying the student's strengths, talents, hobbies, and other interests. Create the NOC with all relevant team members and ensure the whole team is aware of meeting time and date. Provide written Parent/Guardian Notification of Conference (NOC) at least ten calendar days prior to the meeting. Document in Embrace notes section when this is sent home. Make sure to schedule early enough in case any cancellations occur. Coordinate the completion of the IEP draft so all relevant information is within and is sent home 3 school days prior to the IEP meeting or eligibility meeting. Convene and facilitate the IEP conferences. After the meeting and the IEP is finalized provide the relevant accommodations to all relevant general education teachers. Implement the IEP as written and take relevant data on all special education IEP goals.

## **Related Service Provider**

Review the student's current IEP to determine the degree of mastery of annual goals. Compiling qualitative and quantitative data and other information about the student's educational needs in general and in relationship to the general education curriculum. Ensure all information is within the draft documents in a timely manner. Implement the IEP as written and take relevant data on all special education IEP goals.

## **General Education Teacher**

Review all the student's current IEPs that are in their classroom. If the purpose of the conference is to determine a student's eligibility, compiling data including progress monitoring data through Multi-Tiered Systems of Support (MTSS) or other response to interventions (ex. PST), samples of student work, and other information relevant to determining the student's potential for learning, rate of learning, and need for specialized instruction and/or accommodations. Attend IEP meetings and provide robust information/data to the special education teacher to include in IEP documents. Participate in the meetings providing data and impressions on student progress and needs. After the IEP meeting implement all relevant accommodations and modifications and take any relevant data. Collaborate with the special education teacher and/or related service provider(s) to support the implementation of the IEP.

## **Parent/Guardian**

Parents/guardians are equal members of the IEP team and should be encouraged to actively participate in the discussion and decision-making during IEP and eligibility meetings. Share information about their vision for the student's future and expectations for the year. Identify the student's strengths and interests, including the types of activities the student enjoys at home and in the community. Ask other IEP team members to clarify, explain, or give examples if any information presented is unclear. Ask questions to clarify any reports or information regarding the student's present levels of performance in classwork, behavior, and community activities, as appropriate. After the IEP meeting, establish and maintain communication with teachers and related service providers. Assist the child with homework assignments and/or ask the teacher what can be done to help the child with school work.

## **Student**

Students may be invited to attend all or part of an IEP meeting. Students must be invited to attend IEP meetings if transition goals and services are being considered. If the student does not attend, efforts must be made and documented to assure that the student's post-secondary preferences, interests, and plans are considered by the IEP team. Share any concerns or questions with their parents/guardians or teachers. After the meeting, cooperate with teachers, paraprofessionals, related service providers, and parents/guardians in order to improve achievement and meet benchmarks and goals.

# Frequently Asked Questions

## Amendment vs revision:

An Amendment is used when there is a small tweak that the team wants to make to the existing IEP based on data. This can be done by a formal meeting or if acknowledged by the team (including parent) can occur without a meeting. After the amendment is made the ENTIRE IEP with the newly amended section included should be provided to the parents. Document in parent contacts how and when they gave permission. Also document on the IEP notes section with the new date and what was changed and why. Here are some examples of what you might use an amendment for:

- An error you noticed after the IEP meeting occurred (typos, forgot to add minutes of a related service provider however it was discussed at the meeting and is documented in the IEP notes section).
- A student met an IEP goal sooner than expected so you want to increase the level of mastery, etc).
- An accommodation in the IEP was tried and not successful so you want to remove it from the IEP.
- An accommodation was tried and successful and you want to add it to the IEP.
- A child is in a different school and the minutes of the day or subjects for that grade level are different.

A revision to an IEP occurs for 2 different reasons.

- An annual Review is also considered an Annual Review/Revision.
- If the team has data to support the need for a more significant change in the existing IEP then a revision meeting should take place. This would include all of the same steps as an IEP meeting.
- New additional goals needed in an area previously identified as the disability.
- Any significant changes needing to be changed with data to support these changes in minutes.

Here are some reasons why you should have a whole new IEP:

- The team has data to support that the student needs a more or less restrictive environment.
- Changes in LRE and/or placement location.
- Any significant changes needing to be changed with data to support these changes.

## **How many attempts do I have to make to schedule the IEP meeting before I can move on without parents?**

- Make and document 3 attempts to arrange a mutually agreed upon time and date.
- Documentation must be placed within Embrace.
- Make 3 different types of attempts (letter sent home, phone call, certified mail, text, etc).

## **What to do if an annual review and reevaluation are due at different times?**

- If the reevaluation is due after the annual review you should move up the reevaluation so that both are completed prior to the due date of the annual review.
- If the reevaluation is due prior to the annual review, the new annual review date will be moved up as you must complete an IEP review within 30 days of re-eligibility (and within the 60 days since consent signed for the evaluation).

## **How many days before a due date should you schedule a meeting?**

To be safe, schedule meetings 2 weeks before they are due. This will help keep your cases in compliance if there needs to be any reschedules based on unexpected events or illnesses of key participants.

## **When do you need 2 placement pages in an IEP ?**

- When a child goes from a half day program to a full day program (early childhood to kindergarten) within the life of the IEP.
- When a child goes from elementary school to high school within the life of the IEP.
- Whenever the school day or general education subject minutes will change from one grade level to another and affect the student's minutes of services.

## **What does the 10 days to implement IEP mean?**

The law allows the school district 10 school days to begin to implement a new IEP. This allows the district to get any resources in place that they might need to implement the IEP. If the district does not require the 10 days then they can ask parents if they want to waive the 10 days and start implementing the IEP right away. The parent might also decide to not waive the 10

days as they might be considering invoking their procedural rights. There is a signature for this on the conference recommendation page.

## **Does an IEP expire?**

NO. An IEP does not expire until a new one is put in its place. This does not negate the responsibility to hold an annual review at least 1 time a year. An IEP is out of compliance if it is not updated at least 1 time a year.

## **How many days do we have to respond to a parent's request for an IEP meeting?**

- 10 calendar days
- You are only required to respond to the request and not have the meeting within the 10 days.
- You can say “no”, however make sure you have a good reason and place in writing in Embrace contacts. Here are some examples:
  - We have just met and do not have any new data at this time to consider.
  - There are only 2 weeks left of the school year.
  - The IEP is due next month and we will do our best to try to move it up some.
- You can say “yes” and then work on scheduling, knowing the reasons why the parent is requesting so those issues/concerns can be addressed at the meeting.

# Timelines

Task	Timeline	Law	Comments
<b>District's response to parents' request for an evaluation.</b>	14 <u>school</u> days	<b>23 IAC 226.110(c)(3)</b>	Response must be in writing. If deemed necessary then must develop a domain document and get consent from parents in this time frame.
<b>After consent to evaluation, conduct evaluations.</b>	Within 60 <u>school</u> days after consent is received an eligibility meeting must be conducted.	<b>23 IAC 226.110(d) and 23 IAC 226.110(j)</b>	At an initial eligibility meeting and found eligible, an IEP meeting must be completed within 30 <u>calendar</u> days.
<b>School district shall provide a copy of the IEP report to the parents.</b>	Upon completion of the IEP meeting.	<b>23 IAC 226.110(f)</b>	
<b>A newly developed or revised IEP shall be implemented by the school district</b>	No later than 10 <u>calendar</u> days after parental notice	<b>23 IAC 226.220(a) and 23 IAC 226.520</b>	Parents may waive the 10-day notice period before the IEP is implemented.
<b>Response to a parent request for an IEP meeting</b>	Within 10 <u>calendar</u> days.	<b>23 IAC 226.220(b)</b>	District must respond in writing if they agree to meet or not. Include the reason if the district does not agree to meet.
<b>Provide the notice of conference to parents of an IEP meeting.</b>	At least 10 <u>calendar</u> days prior to meeting.	<b>23 IAC 226.530</b>	Meeting must be at a mutually agreed upon time and date. Ensure an interpreter is available if needed.
<b>Provide the draft of the IEP to parents.</b>	At least 3 <u>school</u> days prior to the meeting		Do not include any minutes of services or LRE information.