

Contents of Participant's Guide - Special Education Advocacy: The Journey

Part I

- Section I** **Introduction and Overview**
- Contents of Participant's Guide
 - Training References
 - **O-I:** Section I Overhead Notes Pages
- Section II** **Foster Caregiver Roles and Responsibilities**
- **O-II:** Section II Overhead Notes Pages
 - **PR-1:** *Foster Parent Responsibilities and Consents pg 18-19*
- Section III** **Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act**
- **O-III:** Section III Overhead Notes Pages
 - **PR-2:** *Frequently Asked Questions About Section 504 and the Education of Children with Disabilities pg 29-42*
- Section IV** **Wrap Up Part I**

Part II

- Section V** **Early Intervention for Infants and Toddlers**
- **O-V:** Section V Overhead Notes Pages
 - **PR-3:** *DCFS Early Childhood Services pg 59*
 - **PR-4:** *A Family's Introduction to Part C Early Intervention*
 - **PR-5:** *Infant/Toddler and Family Rights*
- Section VI** **Special Education**
- **O-VI:** Section VI Overhead Notes Pages
 - **Educational Rights and Responsibilities:** Understanding Special Education in Illinois
- Section VII** **Resources and Summary**
- **O-VII:** Section VII Overhead Notes Pages
 - **PR-6:** *Education Advisor Contact Sheets pg 79*
 - **PR-7:** *DCFS Legal Services Tip Sheets pg 83-85*
 - **PR-8:** *Commonly Asked Questions and Answers from Foster Parents Regarding Education pg 87-100*
 - **PR-9:** *ISBE Parent's Guide Website pg 101*
 - **PR-10:** *Parent Training & Information Centers pg 103*
 - **PR-11:** *Parenting, Education & Disability WWW Resources From A to Z 105-117*
 - **PR-12:** *ISBE sample IEP form. Pg 118-145.*

Training References

All material in this training is adapted from the following sources, unless otherwise referenced:

“State of Illinois Infant/Toddler & Family Rights under IDEA for the Early Intervention System,” IDHS, October, 2007.

“A Family’s Introduction to Early Intervention,” IDHS, July 2007.

“Educational Rights and Responsibilities: Understanding Special Education in Illinois,” ISBE, June 2009.

23 Illinois Administrative Code, *Part 226, Special Education*, 2007.

325 ILCS 20, *Illinois Early Intervention Services System Act*, 1998.

Public Law 110-325, *ADA Amendments Act of 2008*, 2008.

Public Law 108-446, *The Individuals with Disabilities Education Improvement Act*, Parts B & C, 2004.

Public Law 93-112, *Section 504 of The Rehabilitation Act of 1973*, as amended.

Educational Advocacy Training for Foster Caregivers

Special Education: The Journey

Illinois Department of Children and Family Services
Richard H. Calica, Director

Agenda and Overview

Part One

- Section I – Introduction & Overview
- Section II – Foster Caregiver Roles and Responsibilities
- Section III – Section 504 and the ADA
- Section IV – Part One Wrap up

Part Two

- Section V – Early Intervention
- Section VI – Special Education
- Section VII – Final Wrap Up & Resources

Section II

Foster Caregiver Roles And Responsibilities

Unity

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a child's mind,
And they fashioned it with care.
One was a teacher.
The tools he used were books and music and art.
One was a parent with a guiding hand and a gentle, loving heart.
Day after day the teacher toiled, with a touch that was deft and sure.
While the parent labored by his side and polished and smoothed it
over.
And when at last their task was done, they stood proud of what they
had wrought.
For the things they had molded into the child could neither be sold
nor bought.
And each agreed they would have failed if they had worked alone.
For behind the parent stood the school, and behind the teacher, the
home.

Author Unknown

Caregiver Participation in Meetings

- Before the Meetings:
 - Review your child's records
 - Write down your recommendations or questions regarding IEP services
 - Decide whether your child should attend the IEP meeting
 - Prepare a folder with:
 - Information you want to share about your child
 - Written recommendations or questions you have
 - Note paper



Foster Parent Responsibilities and Consents

Foster Parents' Educational Responsibilities (Education Procedures 314.30)

Foster parents are partners with caseworkers in making educational decisions for the child(ren) in their care and should communicate regularly with caseworkers concerning educational concerns and achievements. Foster parents should expect the caseworker to assist them in carrying out their educational responsibilities. Educational progress should be discussed at every required monthly caseworker meeting and a plan to resolve educational issues should be developed as needed.

In accordance with the **Foster Parent Law (20 ILCS 505/7.2)** foster parents have a responsibility to advocate on behalf of child(ren) and youth in their care. With regard to educational services, responsibilities include, but are not limited to:

- assisting with homework as needed;
- attending parent/teacher conferences;
- picking up report cards;
- encouraging participation in extra-curricular activities;
- locating and enrolling the child in an early childhood education program, when age-appropriate;
- collaborating with the caseworker during any transitions between schools; and
- attending Truancy Adjudication Hearings as scheduled, in conjunction with the assigned caseworker.

Foster Parents' Educational Responsibilities for Students in Special Education

Foster Parents have the right and responsibility to advocate for children in their care who are eligible for special education. Federal and state law give foster parents the legal right to represent children under the age of 18 years for the identification, evaluation and provision of special education services. The major responsibilities of a foster parent in supporting students in special education include:

- Understanding the child and his/her educational/developmental needs, including the child's strengths, interests and abilities;
- Informing caseworkers of educational/developmental needs, interventions, disciplinary incidents, progress reports, etc. in a timely manner;
- Requesting evaluations;

- Attending/participating in Individualized Education Program (IEP) meetings and Individual Family Service Plans (IFSP) for early intervention;
- Negotiating for appropriate special education or early intervention services on behalf of the child, including reasonable accommodations, if necessary to benefit the child's education or developmental services;
- Monitoring disciplinary actions;
- Requesting complaint investigations, mediation, and/or impartial due process hearings at the advice of an education advisor;
- Participating in due process hearings related to the child's special education or Early Intervention (EI) needs; and
- Informing caseworkers when legal advice, related to the child's special education or Early Intervention (EI) needs is necessary.

Consents for Educational Participation

Consents for general school related activities

- Field trips within Illinois
- Routine social events (picnics, school parties, etc.)
- School enrollment
- Attendance at sporting and cultural events
- Extra-curricular activities (other than athletic participation)

Special education consents:

- Case study evaluations
- IEP or IFSP
- Three year re-evaluations of special education services
- Release of educational records
- Educational placements
- Due process hearing and mediation

Caseworker should be contacted when consent is needed for:

- Athletic participation
- Media coverage/events
- Slide show productions
- Photographs
- Voice reproductions
- Research projects
- Liability releases
- Medical examinations or care
- Physical restraints. (For DCFS policy on the use of physical restraint, refer to Part 384, Behavior Treatment in Residential Child Care Facilities.)

Section III

Section 504 of the Rehabilitation Act and the ADA

Section 504 Placement

- Free Appropriate Public Education (FAPE)
 - General education
 - Nonacademic
 - Extracurricular

- Non-discriminatory placement
 - Ensure student is educated with non-disabled peers to extent appropriate
 - Ensure facilities used for students with disabilities are comparable to facilities provided other students

PR-2
OCR Office for Civil Rights
Protecting Students With Disabilities

Frequently Asked Questions About Section 504 and the Education of Children with Disabilities

Note: This document is a revised version of a document originally developed by the Chicago Office of the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) to clarify the requirements of Section 504 of the Rehabilitation Act of 1973, as amended (Section 504) in the area of public elementary and secondary education. The primary purpose of these revisions is to incorporate information about the Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504. The Amendments Act broadens the interpretation of disability.

INTRODUCTION

An important responsibility of the Office for Civil Rights (OCR) is to eliminate discrimination on the basis of disability against students with disabilities. OCR receives numerous complaints and inquiries in the area of elementary and secondary education involving Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504). Most of these concern identification of students who are protected by Section 504 and the means to obtain an appropriate education for such students.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

OCR enforces Section 504 in programs and activities that receive Federal financial assistance from ED. Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

This resource document clarifies pertinent requirements of Section 504.

INTERRELATIONSHIP OF IDEA AND SECTION 504

1. What is the jurisdiction of the Office for Civil Rights (OCR), the Office of Special Education and Rehabilitative Services (OSERS) and state departments of education/instruction regarding educational services to students with disabilities?

OCR, a component of the U.S. Department of Education, enforces Section 504 of the Rehabilitation Act of 1973, as amended, (Section 504) a civil rights statute which prohibits discrimination against individuals with disabilities. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (Title II), which extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance. The Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 (Rehabilitation Act) that affects the meaning of disability in Section 504. The standards adopted by the ADA were designed not to restrict the rights or remedies available under Section 504. The Title II regulations applicable to free appropriate public education issues do not provide greater protection than applicable Section 504 regulations. This guidance focuses primarily on Section 504.

Section 504 prohibits discrimination on the basis of disability in programs or activities that receive Federal financial assistance from the U.S. Department of Education. Title II prohibits discrimination on the basis of disability by state and local governments. The Office of Special Education and Rehabilitative Services (OSERS), also a component of the U.S. Department of Education, administers the Individuals with Disabilities Education Act (IDEA), a statute which funds special education programs. Each state educational agency is responsible for administering IDEA within the state and distributing the funds for special education programs. IDEA is a grant statute and attaches many specific conditions to the receipt of Federal IDEA funds. Section 504 and the ADA are antidiscrimination laws and do not provide any type of funding.

2. How does OCR get involved in disability issues within a school district?

OCR receives complaints from parents, students or advocates, conducts agency initiated compliance reviews, and provides technical assistance to school districts, parents or advocates.

3. Where can a school district, parent, or student get information on Section 504 or find out information about OCR's interpretation of Section 504 and Title II?

OCR provides technical assistance to school districts, parents, and students upon request. Additionally, regulations and publicly issued policy guidance is available on OCR's website, at <http://www.ed.gov/policy/rights/guid/ocr/disability.html>.

4. What services are available for students with disabilities under Section 504?

Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

5. Does OCR examine individual placement or other educational decisions for students with disabilities?

Except in extraordinary circumstances, OCR does not review the result of individual placement or other educational decisions so long as the school district complies with the procedural requirements of Section 504 relating to identification and location of students with disabilities, evaluation of such students, and due process. Accordingly, OCR generally will not evaluate the content of a Section 504 plan or of an individualized education program (IEP); rather, any disagreement can be resolved through a due process hearing. The hearing would be conducted under Section 504 or the IDEA, whichever is applicable.

OCR will examine procedures by which school districts identify and evaluate students with disabilities and the procedural safeguards which those school districts provide students. OCR will also examine incidents in which students with disabilities are allegedly subjected to treatment which is different from the treatment to which similarly situated students without disabilities are subjected. Such incidents may involve the unwarranted exclusion of disabled students from educational programs and services.

6. What protections does OCR provide against retaliation?

Retaliatory acts are prohibited. A recipient is prohibited from intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Section 504.

7. Does OCR mediate complaints?

OCR does not engage in formal mediation. However, OCR may offer to facilitate mediation, referred to as “Early Complaint Resolution,” to resolve a complaint filed under Section 504. This approach brings the parties together so that they may discuss possible resolution of the complaint immediately. If both parties are willing to utilize this approach, OCR will work with the parties to facilitate resolution by providing each an understanding of pertinent legal standards and possible remedies. An agreement reached between the parties is not monitored by OCR.

8. What are the appeal rights with OCR?

OCR is committed to a high quality resolution of every case. If a complainant has questions or concerns about an OCR determination, he or she may contact the OCR staff person whose name appears in the complaint resolution letter. The complainant should address his or her concerns with as much specificity as possible, focusing on factual or legal questions that would change the resolution of the case. Should a complainant continue to have questions or concerns, he or she is

advised to send a request for reconsideration to the Director of the responsible OCR field office. The Director will review the appropriateness of the complaint resolution. If the complainant remains dissatisfied, he or she may submit an appeal in writing to the Deputy Assistant Secretary for Enforcement. The decision of the Deputy Assistant Secretary for Enforcement constitutes OCR's final decision.

9. What does noncompliance with Section 504 mean?

A school district is out of compliance when it is violating any provision of the Section 504 statute or regulations.

10. What sanctions can OCR impose on a school district that is out of compliance?

OCR initially attempts to bring the school district into voluntary compliance through negotiation of a corrective action agreement. If OCR is unable to achieve voluntary compliance, OCR will initiate enforcement action. OCR may: (1) initiate administrative proceedings to terminate Department of Education financial assistance to the recipient; or (2) refer the case to the Department of Justice for judicial proceedings.

11. Who has ultimate authority to enforce Section 504?

In the educational context, OCR has been given administrative authority to enforce Section 504. Section 504 is a Federal statute that may be enforced through the Department's administrative process or through the Federal court system. In addition, a person may at any time file a private lawsuit against a school district. The Section 504 regulations do not contain a requirement that a person file a complaint with OCR and exhaust his or her administrative remedies before filing a private lawsuit.

STUDENTS PROTECTED UNDER SECTION 504

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

12. What is a physical or mental impairment that substantially limits a major life activity?

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) defines a physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary;

hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

Major life activities, as defined in the Section 504 regulations at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. Other functions can be major life activities for purposes of Section 504. In the Amendments Act (see FAQ 1), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The Section 504 regulatory provision, though not as comprehensive as the Amendments Act, is still valid – the Section 504 regulatory provision's list of examples of major life activities is not exclusive, and an activity or function not specifically listed in the Section 504 regulatory provision can nonetheless be a major life activity.

13. Does the meaning of the phrase "qualified student with a disability" differ on the basis of a student's educational level, i.e., elementary and secondary versus postsecondary?

Yes. At the elementary and secondary educational level, a "qualified student with a disability" is a student with a disability who is: of an age at which students without disabilities are provided elementary and secondary educational services; of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

At the postsecondary educational level, a qualified student with a disability is a student with a disability who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activity.

14. Does the nature of services to which a student is entitled under Section 504 differ by educational level?

Yes. Public elementary and secondary recipients are required to provide a free appropriate public education to qualified students with disabilities. Such an education consists of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

At the postsecondary level, the recipient is required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program. Recipients are not

required to make adjustments or provide aids or services that would result in a fundamental alteration of a recipient's program or impose an undue burden.

15. Once a student is identified as eligible for services under Section 504, is that student always entitled to such services?

Yes, as long as the student remains eligible. The protections of Section 504 extend only to individuals who meet the regulatory definition of a person with a disability. If a recipient school district re-evaluates a student in accordance with the Section 504 regulatory provision at 34 C.F.R. 104.35 and determines that the student's mental or physical impairment no longer substantially limits his/her ability to learn or any other major life activity, the student is no longer eligible for services under Section 504.

16. Are current illegal users of drugs excluded from protection under Section 504?

Generally, yes. Section 504 excludes from the definition of a student with a disability, and from Section 504 protection, any student who is currently engaging in the illegal use of drugs when a covered entity acts on the basis of such use. (There are exceptions for persons in rehabilitation programs who are no longer engaging in the illegal use of drugs).

17. Are current users of alcohol excluded from protection under Section 504?

No. Section 504's definition of a student with a disability does not exclude users of alcohol. However, Section 504 allows schools to take disciplinary action against students with disabilities using drugs or alcohol to the same extent as students without disabilities.

EVALUATION

At the elementary and secondary school level, determining whether a child is a qualified disabled student under Section 504 begins with the evaluation process. Section 504 requires the use of evaluation procedures that ensure that children are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

18. What is an appropriate evaluation under Section 504?

Recipient school districts must establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability. The Section 504 regulatory provision at 34 C.F.R. 104.35(b) requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. Section 504 also requires that tests and other evaluation materials include those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The

tests and other evaluation materials must be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

19. How much is enough information to document that a student has a disability?

At the elementary and secondary education level, the amount of information required is determined by the multi-disciplinary committee gathered to evaluate the student. The committee should include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The committee members must determine if they have enough information to make a knowledgeable decision as to whether or not the student has a disability. The Section 504 regulatory provision at 34 C.F.R. 104.35(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. In evaluating a student suspected of having a disability, it is unacceptable to rely on presumptions and stereotypes regarding persons with disabilities or classes of such persons. Compliance with the IDEA regarding the group of persons present when an evaluation or placement decision is made is satisfactory under Section 504.

20. What process should a school district use to identify students eligible for services under Section 504? Is it the same process as that employed in identifying students eligible for services under the IDEA?

School districts may use the same process to evaluate the needs of students under Section 504 as they use to evaluate the needs of students under the IDEA. If school districts choose to adopt a separate process for evaluating the needs of students under Section 504, they must follow the requirements for evaluation specified in the Section 504 regulatory provision at 34 C.F.R. 104.35.

21. May school districts consider "mitigating measures" used by a student in determining whether the student has a disability under Section 504?

No. As of January 1, 2009, school districts, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must *not* consider the ameliorating effects of any mitigating measures that student is using. This is a change from prior law. Before January 1, 2009, school districts had to consider a student's use of mitigating measures in determining whether that student had a physical or mental impairment that substantially limited that student in a major life activity. In the Amendments Act (see FAQ 1), however, Congress specified that the ameliorative effects of mitigating measures must not be considered in determining if a person is an individual with a disability.

Congress did not define the term "mitigating measures" but rather provided a non-exhaustive list of "mitigating measures." The mitigating measures are as follows: medication; medical supplies, equipment or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids and cochlear implants or

other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining if an impairment substantially limits a major life activity. “Ordinary eyeglasses or contact lenses” are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas “low-vision devices” (listed above) are devices that magnify, enhance, or otherwise augment a visual image.

22. Does OCR endorse a single formula or scale that measures substantial limitation?

No. The determination of substantial limitation must be made on a case-by-case basis with respect to each individual student. The Section 504 regulatory provision at 34 C.F.R. 104.35 (c) requires that a group of knowledgeable persons draw upon information from a variety of sources in making this determination.

23. Are there any impairments which automatically mean that a student has a disability under Section 504?

No. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504.

24. Can a medical diagnosis suffice as an evaluation for the purpose of providing FAPE?

No. A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. As noted in FAQ 22, the Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

25. Does a medical diagnosis of an illness automatically mean a student can receive services under Section 504?

No. A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation on the student's ability to learn or another major life activity. For example, a student who has a physical or mental impairment would not be considered a student in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

26. How should a recipient school district handle an outside independent evaluation? Do all data brought to a multi-disciplinary committee need to be considered and given equal weight?

The results of an outside independent evaluation may be one of many sources to consider. Multi-disciplinary committees must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. All significant factors related to the subject student's learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior, among others. Information from all sources must be documented and considered by knowledgeable committee members. The weight of the information is determined by the committee given the student's individual circumstances.

27. What should a recipient school district do if a parent refuses to consent to an initial evaluation under the Individuals with Disabilities Education Act (IDEA), but demands a Section 504 plan for a student without further evaluation?

A school district must evaluate a student prior to providing services under Section 504. Section 504 requires informed parental permission for initial evaluations. If a parent refuses consent for an initial evaluation and a recipient school district suspects a student has a disability, the IDEA and Section 504 provide that school districts may use due process hearing procedures to seek to override the parents' denial of consent.

28. Who in the evaluation process makes the ultimate decision regarding a student's eligibility for services under Section 504?

The Section 504 regulatory provision at 34 C.F.R.104.35 (c) (3) requires that school districts ensure that the determination that a student is eligible for special education and/or related aids and services be made by a group of persons, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options. If a parent disagrees with the determination, he or she may request a due process hearing.

29. Once a student is identified as eligible for services under Section 504, is there an annual or triennial review requirement? If so, what is the appropriate process to be used? Or is it appropriate to keep the same Section 504 plan in place indefinitely after a student has been identified?

Periodic re-evaluation is required. This may be conducted in accordance with the IDEA regulations, which require re-evaluation at three-year intervals (unless the parent and public agency agree that re-evaluation is unnecessary) or more frequently if conditions warrant, or if the child's parent or teacher requests a re-evaluation, but not more than once a year (unless the parent and public agency agree otherwise).

30. Is a Section 504 re-evaluation similar to an IDEA re-evaluation? How often should it be done?

Yes. Section 504 specifies that re-evaluations in accordance with the IDEA is one means of compliance with Section 504. The Section 504 regulations require that re-evaluations be conducted periodically. Section 504 also requires a school district to conduct a re-evaluation prior to a significant change of placement. OCR considers an exclusion from the educational program of more than 10 school days a significant change of placement. OCR would also consider transferring a student from one type of program to another or terminating or significantly reducing a related service a significant change in placement.

31. What is reasonable justification for referring a student for evaluation for services under Section 504?

School districts may always use regular education intervention strategies to assist students with difficulties in school. Section 504 requires recipient school districts to refer a student for an evaluation for possible special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services.

32. A student is receiving services that the school district maintains are necessary under Section 504 in order to provide the student with an appropriate education. The student's parent no longer wants the student to receive those services. If the parent wishes to withdraw the student from a Section 504 plan, what can the school district do to ensure continuation of services?

The school district may initiate a Section 504 due process hearing to resolve the dispute if the district believes the student needs the services in order to receive an appropriate education.

33. A student has a disability referenced in the IDEA, but does not require special education services. Is such a student eligible for services under Section 504?

The student may be eligible for services under Section 504. The school district must determine whether the student has an impairment which substantially limits his or her ability to learn or another major life activity and, if so, make an individualized determination of the child's educational needs for regular or special education or related aids or services. For example, such a student may receive adjustments in the regular classroom.

34. How should a recipient school district view a temporary impairment?

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

In the Amendments Act (see FAQ 1), Congress clarified that an individual is not “regarded as” an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

35. Is an impairment that is episodic or in remission a disability under Section 504?

Yes, under certain circumstances. In the Amendments Act (see FAQ 1), Congress clarified that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

PLACEMENT

Once a student is identified as being eligible for regular or special education and related aids or services, a decision must be made regarding the type of services the student needs.

36. If a student is eligible for services under both the IDEA and Section 504, must a school district develop both an individualized education program (IEP) under the IDEA and a Section 504 plan under Section 504?

No. If a student is eligible under IDEA, he or she must have an IEP. Under the Section 504 regulations, one way to meet Section 504 requirements for a free appropriate public education is to implement an IEP.

37. Must a school district develop a Section 504 plan for a student who either "has a record of disability" or is "regarded as disabled"?

No. In public elementary and secondary schools, unless a student actually has an impairment that substantially limits a major life activity, the mere fact that a student has a "record of" or is "regarded as" disabled is insufficient, in itself, to trigger those Section 504 protections that require the provision of a free appropriate public education (FAPE). This is consistent with the Amendments Act (see FAQ 1), in which Congress clarified that an individual who meets the definition of disability solely by virtue of being "regarded as" disabled is not entitled to reasonable accommodations or the reasonable modification of policies, practices or procedures. The phrases "has a record of disability" and "is regarded as disabled" are meant to reach the situation in which a student either does not currently have or never had a disability, but is treated by others as such.

As noted in FAQ 34, in the Amendments Act (see FAQ 1), Congress clarified that an individual is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

38. What is the receiving school district's responsibility under Section 504 toward a student with a Section 504 plan who transfers from another district?

If a student with a disability transfers to a district from another school district with a Section 504 plan, the receiving district should review the plan and supporting documentation. If a group of persons at the receiving school district, including persons knowledgeable about the meaning of the evaluation data and knowledgeable about the placement options determines that the plan is appropriate, the district is required to implement the plan. If the district determines that the plan

is inappropriate, the district is to evaluate the student consistent with the Section 504 procedures at 34 C.F.R. 104.35 and determine which educational program is appropriate for the student. There is no Section 504 bar to the receiving school district honoring the previous IEP during the interim period. Information about IDEA requirements when a student transfers is available from the Office of Special Education and Rehabilitative Services at <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C>

39. What are the responsibilities of regular education teachers with respect to implementation of Section 504 plans? What are the consequences if the district fails to implement the plans?

Regular education teachers must implement the provisions of Section 504 plans when those plans govern the teachers' treatment of students for whom they are responsible. If the teachers fail to implement the plans, such failure can cause the school district to be in noncompliance with Section 504.

40. What is the difference between a regular education intervention plan and a Section 504 plan?

A regular education intervention plan is appropriate for a student who does not have a disability or is not suspected of having a disability but may be facing challenges in school. School districts vary in how they address performance problems of regular education students. Some districts employ teams at individual schools, commonly referred to as "building teams." These teams are designed to provide regular education classroom teachers with instructional support and strategies for helping students in need of assistance. These teams are typically composed of regular and special education teachers who provide ideas to classroom teachers on methods for helping students experiencing academic or behavioral problems. The team usually records its ideas in a written regular education intervention plan. The team meets with an affected student's classroom teacher(s) and recommends strategies to address the student's problems within the regular education environment. The team then follows the responsible teacher(s) to determine whether the student's performance or behavior has improved. In addition to building teams, districts may utilize other regular education intervention methods, including before-school and after-school programs, tutoring programs, and mentoring programs.

PROCEDURAL SAFEGUARDS

Public elementary and secondary schools must employ procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services.

41. Must a recipient school district obtain parental consent prior to conducting an initial evaluation?

Yes. OCR has interpreted Section 504 to require districts to obtain parental permission for initial evaluations. If a district suspects a student needs or is believed to need special instruction or related services and parental consent is withheld, the IDEA and Section 504 provide that districts

may use due process hearing procedures to seek to override the parents' denial of consent for an initial evaluation.

42. If so, in what form is consent required?

Section 504 is silent on the form of parental consent required. OCR has accepted written consent as compliance. IDEA as well as many state laws also require written consent prior to initiating an evaluation.

43. What can a recipient school district do if a parent withholds consent for a student to secure services under Section 504 after a student is determined eligible for services?

Section 504 neither prohibits nor requires a school district to initiate a due process hearing to override a parental refusal to consent with respect to the initial provision of special education and related services. Nonetheless, school districts should consider that IDEA no longer permits school districts to initiate a due process hearing to override a parental refusal to consent to the initial provision of services.

44. What procedural safeguards are required under Section 504?

Recipient school districts are required to establish and implement procedural safeguards that include notice, an opportunity for parents to review relevant records, an impartial hearing with opportunity for participation by the student's parents or guardian, representation by counsel and a review procedure.

45. What is a recipient school district's responsibility under Section 504 to provide information to parents and students about its evaluation and placement process?

Section 504 requires districts to provide notice to parents explaining any evaluation and placement decisions affecting their children and explaining the parents' right to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing.

46. Is there a mediation requirement under Section 504?

No.

TERMINOLOGY

The following terms may be confusing and/or are frequently used incorrectly in the elementary and secondary school context.

Equal access: equal opportunity of a qualified person with a disability to participate in or benefit from educational aid, benefits, or services

Free appropriate public education (FAPE): a term used in the elementary and secondary school context; for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards

Placement: a term used in the elementary and secondary school context; refers to regular and/or special educational program in which a student receives educational and/or related services

Reasonable accommodation: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment; this term is sometimes used incorrectly to refer to related aids and services in the elementary and secondary school context or to refer to academic adjustments, reasonable modifications, and auxiliary aids and services in the postsecondary school context

Reasonable modifications: under a regulatory provision implementing Title II of the ADA, public entities are required to make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity

Related services: a term used in the elementary and secondary school context to refer to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation

Section IV

Wrap Up Part I

PART II

Section V:
Early Intervention for Infants & Toddlers

Section VI:
Special Education

Section VII:
Part II Wrap Up

Section V

Early Intervention –
Part C of Individuals with Disabilities
Education Improvement Act (IDEA)



Back in 15?



DCFS Early Childhood Services

Services for Children from birth to age 3

Children between the ages of birth and 3 years receive a developmental screening within 30 days of entering substitute care to determine if they have a need for early intervention or developmental enrichment services. In Chicago, DCFS has dedicated employees who perform developmental screenings in DCFS offices. Outside the Chicago area, children are referred for developmental screenings to Child and Family Connections offices, local health departments, or other community providers.

When a child is found to have a developmental delay, or to be at risk for a delay, s/he is immediately referred within 2 working days (Procedures 314.40) to the Illinois Early Intervention Program. Participation in early intervention is mandatory for eligible children. When a child is determined not to be eligible for the Illinois Early Intervention Program, but has factors that may put them at risk of delay, they are enrolled in an early childhood enrichment program.

Services for children aged 3 to 5

All children aged 3 – 5 years receive a school readiness screening as part of the Integrated Assessment performed within 30 days of entering substitute care. Additionally, Early Childhood Procedures (Procedures 314.70) now require all foster children aged 3-5 years to be enrolled in an early childhood preschool program.

- **Head Start** is the preferred program for foster children that do not have developmental delays or disabilities, or are not at risk of school failure. Caseworkers are required by DCFS EC Policy (Procedures 314.70) to enroll children in a Head Start program when available. When a Head Start program is not available in the service area or there are no openings available, foster children are to be enrolled in a private accredited early learning center at DCFS expense.
- Per DCFS procedure (Procedures 314.70) foster children who are at risk of school failure are referred to **the Illinois Pre-kindergarten at Risk Program** through the local school district. When a pre-kindergarten at-risk program is not available in the local school district or there are no openings available, foster children are to be enrolled in a private accredited early learning center at DCFS expense.
- Per DCFS Procedures (Procedures 314.70) foster children aged 3-5 years with disabilities are to be referred for **Early Childhood Special Education** through their local school district.

Caseworkers and foster parents may receive assistance with early childhood enrollment requirements from the DCFS Early Childhood Specialist and the DCFS School Readiness Specialist. Problems with the quality of early childhood services may be referred to the appropriate POS Education Liaison or DCFS Education Advisor.

Section VI

Special Education –
Part B of Individuals with Disabilities Education
Improvement Act (IDEA)

6 Principles of IDEA

- FAPE- Free Appropriate Public Education
- Appropriate Evaluation
- LRE- Least Restrictive Environment
- Parents are Equal Partners
- Students are Part of their Transition Plan
- Parent & Student Rights Ensured by Procedural Safeguards

Eligibility Conference

- After the evaluation is completed, an Eligibility Conference must be held within 60 school days to share the results of the evaluation.
- At this meeting the IEP team will decide whether or not the student is eligible to receive special education services.

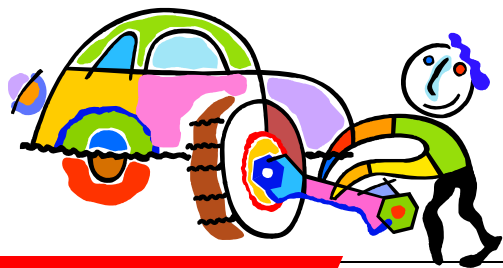
IEP Development

- An Individualized Education Program (IEP) must be developed for every child who is eligible for special education.
- The IEP will identify all of the special education services needed and where those services will be provided.

IEP Annual Review

- Your child’s IEP must be reviewed and rewritten at least once per year.
- You have the right to request an IEP meeting at any time you feel your child’s needs have changed or you feel services or placement must be adjusted.

DETOUR: Discipline and Conflict Resolution



Break into 2 teams:

**DETOUR
1**

**Conflict
Resolution**

Team 1: Conflict Resolution

Refer to Chapter 11: Conflict Resolution pages 85-112 in Educational Rights and Responsibilities: Understanding Special Education in Illinois

Team 2: Discipline Problems

Discipline Problems, refer to Chapter 10: Student Discipline pages 77-83 in Educational Rights and Responsibilities: Understanding Special Education in Illinois

**DETOUR
2**

**Discipline
Problems**

Team 1: Conflict Resolution

Whenever problems arise, it is important to first attempt to resolve them informally by talking with the staff, principal or director of special education. Other steps you can take include:

1. If you disagree with the evaluation, you can request another eligibility meeting or an independent educational evaluation at public expense.
2. If you disagree with placement or services, you can request an IEP meeting to resolve the issues.

Whenever there are problems that you cannot resolve on your own, it is important to first contact your Education Liaison if your case is with a private agency, or the DCFS Education Advisor if your case is with DCFS. When problems cannot be resolved between you and your Education Liaison or Advisor, the Illinois State Board of Education provides formal means to resolve special education disputes.

Team Exercise:

As a team, find the answers to the fill-in-the-blank spaces to complete the following statements about procedural safeguards using your “Parents Guide to the Special Education Rights of Students with Disabilities”:

1. **Complaint Investigation Process.** A formal process (Page 87) where a person brings a written complaint to the _____, claiming that the school has done something that is not appropriate for the student’s education. A complaint can result in a _____ that requires the district to correct something that is not appropriate for the student. The investigator (Page 94) has _____ calendar days from the date ISBE receives the complaint to reach a conclusion.
2. **Mediation.** If you are unable to resolve concerns about the appropriateness of your child’s special education program, you may request mediation. Mediation (Page 90) is a _____ process designed to help parties reach agreements to resolve potential disputes. A mediation agreement (Page 87) is a formal written document drafted by a _____ that describes the agreements reached by the parties to a mediation. A mediation agreement must be signed by both sides and can be enforced _____ if one party does not do what’s required in the agreement.
3. **Due Process Hearing.** A formal hearing (Page 87) that occurs if a parent (or occasionally _____) files a complaint requesting a due process hearing. The hearing may involve _____ for each side and will result in a _____, written decision that can be appealed to a court of law.

Team 2: Discipline Problems

Whenever problems arise, it is important to first attempt to resolve them informally by talking with the staff, principal or director of special education. Other steps you can take include:

3. If your child has behavior issues that are related to a disability, they should have a Behavior Intervention Plan (BIP) as part of their IEP.
4. If you feel that the behavior problems are due to a problem with inappropriate placement, services, or a BIP you can request an IEP meeting to resolve those issues.

Whenever there are problems that you cannot resolve on your own, it is important to first contact your Education Liaison if your case is with a private agency, or the DCFS Education Advisor if your case is with DCFS. When problems cannot be resolved between you and your Education Liaison or Advisor, the Illinois State Board of Education provides formal means to resolve special education disputes.

Team Exercise:

As a team, find the answers to the fill-in-the-blank spaces to complete the following statements about procedural safeguards using your handout entitled “*Chapter 10: Student Discipline*”:

4. **Suspensions (Page 78).** A student with a disability can receive the same _____ as other students, with one exception – a suspension beyond ____ days. A student with a disability cannot be disciplined more _____ than other students for breaking the same rule. If a student without a disability can be suspended for up to three days for breaking a specific rule, a student with a disability cannot be suspended for more than three days for breaking the same rule.
5. **Manifestation Determination Review (Page 78-79).** When a student faces a suspension that could result in removal from education for more than ____ consecutive school days, or when the suspension would cause the student to exceed _____ school days of suspension for the school year, the district is required to conduct a _____ (“MDR”) with members of the IEP team and the parent. An MDR is conducted to decide if the student’s disability was the primary cause of the incident in question. The two possible outcomes of an MDR are:
 1. The student’s disability _____ for the incident. In this case, the district may NOT discipline the student (i.e., impose a suspension or expulsion on the student in accordance with procedures required for all students in the district), or
 2. The student’s disability _____ for the incident. In this case, the student may be recommended for suspension or, in the case of expellable conduct, recommended for an expulsion hearing before the appropriate school district authorities.
6. **Interim Alternative Educational Setting (Page 79-80).** A student with an IEP may be immediately removed to an interim alternative educational setting, for up to 45 school days for any of the following reasons:

- 1) Where the student's conduct involves a _____ (such as a _____ or a _____);
- 2) Where the conduct involves the sale, use or possession of _____ or a _____ at school, on school premises or at school function sponsored by the school district or a state education entity (such as the ISBE or IHSA); or
- 3) Where the student inflicts _____ on another person at school, on school premises, or at a school function sponsored by the school district or a state education agency.

Section VII

Resources & Final Wrap Up

All material in this training is adapted from the following sources, unless otherwise referenced:

“State of Illinois Infant/Toddler & Family Rights under IDEA for the Early Intervention System,” IDHS, October, 2007.

“A Family’s Introduction to Early Intervention,” IDHS, July 2007.

“Educational Rights and Responsibilities: Understanding Special Education in Illinois,” ISBE, June 2009.

23 Illinois Administrative Code, *Part 226, Special Education,* 2007.

325 ILCS 20, *Illinois Early Intervention Services System Act,* 1998.

Public Law 110-325, *ADA Amendments Act of 2008,* 2008.

Public Law 108-446, *The Individuals with Disabilities Education Improvement Act,* Parts B & C, 2004.

Public Law 93-112, *Section 504 of The Rehabilitation Act of 1973,* as amended.

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EDUCATION ACCESS PROJECT FOR DCFS

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Referral Procedures: The legal services contract provides legal support for children and youth for whom DCFS is legally responsible. The contract specifically covers those students who are at risk of being expelled from public schools or who are in need of representation to secure appropriate special education or early intervention services. Referrals can be made directly to the Land of Lincoln office where the child resides by the caseworker, foster parent/caregiver, and education liaison or education advisor. **We strongly advise that the education liaison (for POS agency cases) or education advisor (for DCFS managed cases) be contacted prior to seeking a formal hearing for special education under the Individuals with Disabilities Education Improvement Act (IDEA).**



**Legal Services Contract in the DCFS Cook Regions is provided by:
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County Served: Will

Referral Procedures: The legal services contract provides legal support for children and youth for whom DCFS is legally responsible. The contract specifically covers those students who are at risk of being expelled from public schools or who are in need of representation to secure appropriate special education or early intervention services. Referrals can be made directly to the Prairie State Legal office where the child resides by the caseworker, foster parent/caregiver, education liaison or education advisor. **We strongly advise that the education liaison (for POS agency cases) or education advisor (for DCFS managed cases) be contacted prior to seeking a formal hearing for special education under the Individuals with Disabilities Education Improvement Act (IDEA).**

**Commonly Asked
Questions and Answers
From Foster Parents
Regarding Education**

**Compiled by
The Center for Child Welfare and Education
at Northern Illinois University
For
Illinois Department of Children and Family Services**

Commonly Asked Questions and Answers from Foster Parents Regarding Education

Training for Caregivers:

1. What kind of training is available to help me advocate for educational issues?

A 6-hour education advocacy training class is available from DCFS Office of Training and is required for foster parents prior to re-licensure. The course consists of what you and your child's rights and responsibilities are as well as knowing what to do and where to go to get help.

2. How will I know when the training is and how to sign up?

Training opportunities are often included in foster parent newsletters. You can also contact the DCFS Office of Training at (217) 557-4349 to register for the next available training.

3. When there is more than one foster caregiver (e.g., husband and wife) do all caregivers of record need to attend the training?

No, but it would be helpful since parenting is a partnership and at any time one or another caregiver may be called upon to provide advocacy..

General Educational Information:

4. What am I expected to do regarding school?

You are expected to:

- *Within 2 days after placement in your home, enroll the child in school.*
- *For children birth through five, assist the child's caseworker in obtaining a developmental screening for the child.*
- *For children birth through three who qualify for early intervention services make sure they participate in those services.*
- *For children three through five enroll in a state-funded early childhood program.*
- *For children and youth between ages 5 through high school graduation, make sure they attend school regularly.*
- *Regularly visit the child's school or participate in early intervention services.*
- *Talk to the child's teacher or others involved on a regular basis to monitor progress.*
- *Work as a team with the child's caseworker.*
- *Exercise your rights and responsibilities regarding special education/early intervention including, but not limited to, consents for evaluations and initial placement, participation in all meetings and decisions, and utilizing procedural safeguards such as complaints, mediation and due process if needed.*
- *Represent the child in a positive manner in all dealings with the school.*

5. How will I know what to do when it comes to making educational decisions?

As a foster parent/caregiver you spend more time with and know the child better than anyone else. You see the child in many situations and can share the valuable information that you have on what the child needs with the child's caseworker and teacher/early intervention provider. For the details on the processes of special education and early intervention, there will be training provided

by DCFS and if you need help there are education liaisons and education advisors available to help you.

6. I work during the school day, how can I attend all of these special education/early intervention meetings?

Your participation is very important. School districts and early intervention providers must schedule planning meetings and eligibility conferences at a mutually agreed upon time, date and place. The meetings do not have to take place only during school hours or at school. Sometimes, parents participate by speakerphone. A meeting may be held without you if the school district has a record of attempts made to mutually arrange a time and place, but you have been unable to attend.

7. What about confidentiality? Can I take anyone I want to an IEP meeting like parents who are not served by DCFS do?

You should always follow guidelines on confidentiality. You may take appropriate people, like an education liaison or education advisor to IEP or other educational meetings. To support a good relationship with the school, always notify the school in advance whom you are inviting to the meetings.

8. The school wants to know why my foster child is in foster care. Do I have to tell them?

You are required to share information with the school that is educationally relevant. If you feel any information about your child's history is relevant to obtaining appropriate services at school, you are free to share it with only those school staffs that need to know. Consult with your caseworker, education liaison or education advisor if you need assistance in determining what is appropriate to share.

9. My foster child wants to continue attending the school they were attending before living with me. What do I need to do?

The Illinois School Code allows DCFS to determine if a child should remain at their current school. Work with the child's caseworker to decide if it is in the child's best interest. If so, the caseworker will notify the school that:

- ◆ *DCFS has guardianship*
- ◆ *DCFS has decided it is in the child's best interest to maintain attendance at the current school*
- ◆ *Current placement information regarding names and addresses.*

10. Can I home school my child?

Generally, the DCFS Guardian does not grant permission for home schooling. It may be considered if there are extenuating circumstances; contact the appropriate education advisor for assistance.

11. Can I enroll my foster child in a private school?

You may enroll your foster child in a private school but only after discussing this with the child's caseworker and determining it is in the child's best interest. You most likely will be responsible for the cost of the private school.

12. The school district says we live too close to school for bus service but I don't think my foster child will be safe crossing busy streets. What do I do?

Talk to your child's caseworker and then in collaboration contact the school district and ask them to submit an "Application for Determination of Serious Safety Hazard" to IDOT. If approved, the caseworker will request the school district to provide transportation.

13. My foster child is struggling in school and behind his/her classmates. What do I do?

Talk to the child's teacher and caseworker and see what extra help can be given and supports can be put into place. If this does not appear to be adequate you may make a referral for an evaluation for special education.

14. I want my foster child to repeat a grade and the school doesn't agree. Who gets to decide?

The school makes the final decision. If the reason you want your child to repeat the grade is because he or she is not keeping up with the other students consider having the child evaluated for special education services. If the child is currently receiving special education services meet and look at what services need to be added or revised to the IEP. Having a child repeat a grade without knowing why the child is falling behind is not a good idea.

15. Can my foster child be in extra-curricular activities?

Yes! We encourage participation in extra-curricular activities. Children enrolled in extra-curricular activities are more likely to get better grades, have better attendance and graduate from high school.

Registration:

16. How do I know what school my foster child should attend?

You would register the child in the local school and depending on local school district attendance policies a school will be identified unless it has been decided that the child should continue attending his/her current school. Children who are in foster care have the right to attend the school they are currently attending when they come into placement or change foster homes when you and your caseworker determine it is in the child's best interest.

17. What paperwork do I need to register my foster child in school?

You will need:

- ◆ *DCFS Placement form (CFS 906) to verify residence*
- ◆ *IDPA Medical Card*
- ◆ *Certified Copy of Birth Certificate*
- ◆ *Copies of IEP, IFSP or 504 plan if the child has one*
- ◆ *ISBE Student Transfer Form (from previous school district stating the child is in good standing).*

18. What if there is no birth certificate available?

If a certified copy is unavailable, the caseworker can provide a notarized affidavit verifying the child's identity and date of birth.

19. What do I do if the school refuses to allow my foster child to attend school within two days of the child coming to live with me?

You should contact the child's caseworker for assistance. If you and the caseworker continue to have difficulty enrolling, the caseworker will contact the appropriate DCFS education advisor or POS education liaison for assistance within 5 days.

20. Can a school district refuse to enroll my foster child without a copy of his/her IEP?

The district must enroll the child with or without the IEP. You should help obtain one if possible but this cannot be used as a reason not to have the child attend school.

Fees and Payments:

21. Who pays for school fees and books?

Illinois school districts are required to provide free use of required textbooks and instructional materials for children who are eligible for the free lunch program, which all of the children that DCFS is legally responsible are. Each district has individual policies regarding the waivers of other school fees. Check to see what your district's policies are. Fees that are not waived are to be paid in accordance with DCFS Procedures 359, Authorized Child Care Payments.

22. My child has unpaid school fines (library, lost books, etc.). Can they withhold his transcript?

Yes, the school district can withhold the official transcript but can provide you with a non-certified copy until the unpaid fines are resolved.

23. Do I need to buy school supplies?

DCFS provides foster caregivers \$50.00 per school year to cover regular school supplies. Private agency (POS) caregivers should ask their agency to determine how payments are provided.

24. The school says my foster child needs tutoring. Who pays for it?

DCFS will pay for tutoring only after all other resources have been exhausted. In order to do so a written recommendation by the child's teacher is required. Some of the reasons tutoring would be purchased are:

- *The child needs remedial help after entering DCFS or changing schools.*
- *The child has one or more failing grades.*
- *Tutoring is recommended by the school on the DCFS Education Report Form (CFS 407)*
- *The child has been retained one or more years.*
- *Tutoring is recommended to compensate for extended absence from school.*

25. Who pays for summer school?

Your child's caseworker should ask for a waiver of fees. If the school district doesn't waive the fees DCFS or your private agency will pay for summer school.

Preschool:

26. Does my 3-5 year old foster child have to attend preschool?

Yes, all children aged 3 to 5 in foster care must be enrolled in a state-funded early childhood program.

27. What if there is no state funded preschool available where we live?

Work with your child's caseworker and the appropriate DCFS education advisor or POS education liaison for assistance.

Special Education:

28. Who represents children in foster care for special education purposes?

You do. With the reauthorization of the Individuals with Disabilities Education Act (IDEA '97) foster parents/caregivers are considered parents for special education purposes. For youth residing in residential facilities an educational surrogate parent will be appointed through the Illinois State Board of Education (ISBE).

29. I work during the school day, how can I attend all of these special education/early intervention meetings?

Your participation is very important. School districts/early intervention providers must schedule planning meetings and eligibility conferences at a mutually agreed upon time, date and place. The meetings do not have to take place only during school hours or at school. Sometimes, parents participate by speakerphone. A meeting may be held without you if the school district has a record of attempts made to mutually arrange a time and place, but you have been unable to attend.

30. What if I make a wrong decision?

Usually there won't be wrong decisions made but rather uninformed decisions made. If you are unsure about a decision or are afraid that you have made a wrong decision, contact the caseworker, education liaison and/or education advisor for assurance or assistance. There is usually no decision that can't be reversed when you have the appropriate information.

31. What happens if I don't want to represent the child in school matters?

As a foster parent, it is your responsibility to advocate for the educational needs of children in your care. Talk to your child's caseworker and have them help you problem solve. Your child's caseworker also has the responsibility of working with you as a partner in school matters and can assist you.

32. To what extent should a child's biological parents be involved in school meetings?

A child's biological parents should generally be involved in the planning process for any child who is in placement with a goal of "returning home." However, the Department maintains legal responsibility for the child as his/her guardian and only the foster parent has signature and decision-making authority regarding the child's special education planning and programming.

33. The school is insisting that my child's caseworker sign all special educational forms. Why can't I sign?

You must. Several years ago the federal and state laws were changed to have foster parents serve as the parent for special education services. Some school districts still haven't caught up with the changes.

34. How do I make a referral for special education services and how long does it take?

Make the referral to your child's school in writing explaining why you think the child may need special education services. If the school district agrees to evaluate your child for special education eligibility, the school will ask you to sign consent for a case study evaluation. From the time you sign the consent the school must complete the evaluation and develop an IEP if eligible within 60 school days. This works out to be about 3 months.

35. My foster child has been diagnosed with a mental illness but the school says he isn't eligible for special education services, why?

Having a medical diagnosis is not a guarantee of special education eligibility. IDEA has specific eligibility categories and the disability must have an impact on the child's education. Often students in this situation are eligible for a Section 504 Plan which will provide needed supports.

36. The school says my child isn't eligible for special education but he/she still needs help. What can I do?

School districts often have resources to help students that can assist your child. Ask the student's teacher or principal what extra help is available. If you don't think this is sufficient or meeting your child's needs, contact your caseworker and work with the POS education liaison or the DCFS education advisor.

37. The school isn't doing what the Individual Educational Plan (IEP) says. What do I do?

First, talk to the teacher and ask for her assistance in determining why the IEP isn't being followed and what can be done. If the IEP isn't being followed because the child's needs have changed, ask for an IEP meeting and revise the IEP.

If the IEP isn't being followed because all of the people who should be delivering services don't know what they are to be doing make sure they have copies of the IEP and know what is on it. If your child has gone for a significant amount of time without the services, ask for compensatory services. Compensatory services are additional services to make up for the ones that were missed.

If the IEP isn't being followed because there is a lack of school personnel to deliver the services, ask for an IEP meeting. At the IEP meeting revise the IEP for an interim period (short period of time) until school personnel can be hired. After school personnel are in place, reconvene the IEP and ask for compensatory services for the time that services weren't given.

If you need assistance, contact the child's caseworker, education liaison (POS) or education advisor.

Discipline:

38. My foster child keeps getting sent home from school for misbehaving. What do I do?

All students are entitled to a full day of instruction. The only reason a child should be sent home for behavior is if they were issued a suspension. Any time a child is sent home for ANY part of an instructional day, for anything other than illness or an emergency, this is considered a suspension. Rather than sending your child home, the school should be evaluating whether your child needs behavioral support to be successful in school. If your child already has an IEP, a behavior plan should be developed. If your child doesn't have an IEP, consider requesting an evaluation for special education.

39. The school wants my foster child to attend an alternative school for misbehaving. Can they do that?

Only in certain situations:

- ◆ *Any child can be administratively transferred for up to 45 days to an alternative school for: 1) bringing guns or weapons to school or to a school function, 2) possession or use of drugs or alcohol at school or at a school function, and 3) physical aggression leading to severe bodily harm at school or at a school function.*
- ◆ *A child who has been expelled by the school board may be offered attendance at an alternative school during the term of the expulsion. This is at the sole discretion of the board.*
- ◆ *An IEP team may determine that an alternative school is an appropriate placement to meet the needs of a student in special education.*

40. The school says my child can't attend school until the doctor prescribes medication for his ADHD. Can they do that?

No, they cannot require medication for school attendance, but find out why the school is asking for your child to be medicated. Discuss the school's concerns with your child's caseworker and physician.

41. How often can my foster child be suspended?

There are different rules for children in regular education and special education:

- ◆ *A regular education child may be suspended as often as a school determines it is appropriate, as long as any one term of suspension does not exceed 10 school days. In order for a school to keep a child out longer than 10 school days for one incident, the school board would need to consider expulsion.*
- ◆ *A special education child may only be suspended for 10 cumulative school days in a school year. Once a child has been suspended for 10 school days, an IEP meeting must be held to develop a behavior intervention plan.*

42. What do I do if my foster child is expelled from school?

As soon as you are notified of a pending expulsion, contact your child's caseworker and work with the education liaison (POS) or education advisor (DCFS) in referring for representation from a

lawyer under the legal services contract. All students undergoing an expulsion hearing should be represented by a lawyer.

For students receiving special education services who are expelled, special education services must continue to be provided. For students who are not eligible for special education, your caseworker will work with you to find an alternative place for the student to be educated while expelled from the public school.

43. The school is threatening to drop my 15 year old for not attending school; can they do that?

No. The mandatory school attendance age has been raised to age 17, and they have the right to remain in school until they reach age 21 or until they graduate. One exception to the rule is that a student can be dropped for one semester after age 17 if they are truant for 2 straight semesters or have received a GPA of less than a 'D' for 2 straight semesters. In addition, once a student reaches age 19, they can be dropped if they would be unable to complete the credits required for graduation by age 21.

Graduation/GED:

44. When teens change high schools, how do I know if they will have enough credits to graduate?

Get a copy of the student's transcripts and make an appointment with the current school's guidance counselor as soon as possible. While Illinois has basic graduation requirements each district may have additional requirements.

45. My foster child is 17 and doesn't want to go to high school. Can he enroll in a GED class?

According to DCFS procedure, a high school diploma is the preferred method of high school completion. A student must be 18 years old and his/her high school class must have graduated in order to pursue a GED. There are certain special circumstances under which a 17-year old may enroll in GED classes. Contact your POS education liaison or DCFS education advisor for more information.

46. Who covers graduation expenses?

Each student is allowed up to \$500.00 for graduation expenses. The student must be in his or her Junior or Senior year and the expenses covered include pictures, yearbook, cap and gown rental, class ring, new clothing for graduation and other related fees. Contact your caseworker to determine how payment will be made.

College/Vocational Training:

47. Can my foster child live with me as she starts college?

Yes, we encourage youth who are comfortable in their foster homes to stay there and begin post secondary school. The local community college is very affordable and offers both academic and vocational programs. Youth can take advantage of getting either a vocational program certificate or a transferable associate's degree at a very low cost. As soon after January 1 as possible, assist your child in completing and filing the FAFSA (Free Application for Federal Student Aid). Generally, the student receives enough 'free' financial aid to pay for the tuition, fees, or books at the local community college, AND gets a refund of Pell. The student will need to file their FAFSA making sure to indicate all possible schools they wish to have their financial aid information sent and then need to make sure all of the financial aid paper and enrollment paper work is completed at the school.

48. What is this ETV we keep hearing about?

Education and Training Voucher (ETV) money can provide up to \$5000 per fiscal year for expenses not covered by other financial aid grants. It can be used for tuition, fees, books, supplies, uniforms, equipment, or transportation as long as the student is enrolled, attending, and making satisfactory academic progress in an accredited academic or vocational program. Other education related costs may be considered such as tutoring, health insurance, and housing on a case by case basis. The youth must use ETV prior to age 21 and will remain eligible until age 23 if satisfactory academic progress is being made in the program of study. An application must be submitted each term which will include the application forms, a current schedule, previous grades, and financial aid award notification. Contact Pat Palmer at Patricia.Palmer@illinois.gov or 630-801-3453 for additional information about this program.

49. If my foster child decides to go away to college, will DCFS pay for everything, including housing?

No, DCFS does not pay for all college expenses.

- ◆ *DCFS has programs that will help with college expenses, but will typically not cover all expenses. For this reason, it is required that a student apply for grants and scholarships by filing a FAFSA form. If it is determined that financial aid is not sufficient to pay for tuition, fees, books, housing and room and board, the student can apply for the Education and Transition Voucher (ETV) program which can provide up to \$5,000 per fiscal year to cover expenses not covered by financial aid. The student will need to 'do the math' to determine if the chosen school can be paid for with a combination of grants and ETV funding. If not, the student will have to find other funding sources such as scholarships or loans to pay the balance. This is why we encourage youth to get their associates degree at their local community college and transfer to the four year school in order to minimize expenses.*
- ◆ *Youth can receive additional help with college living expenses by entering in the Youth in College/Vocational Training Program (YIC/VT). If the youth complies with the program requirements, a monthly board payment of \$471 will be sent to the youth (instead of it going to the foster parent). This \$471 should be used to help pay for the room and board expenses at school that are not covered by other financial aid. The case worker will work with the youth to submit an application for the YIC/VT program. Cook County applications are to be sent to*

Alisa Thomas (Alisa.Thomas@illinois.gov), phone 312-814-8258 and the balance of the state applications go to Kim Peck (Kim.Peck@illinois.gov) phone 217-557-2689.

50. Can't my child just get one of the DCFS scholarships?

There are 48 DCFS Scholarships awarded each year, and it is a very competitive process. Applications are mailed starting January each year, and all are due in Springfield by March 31st. The average number of applications received is 250, and each one is reviewed by 3 different people who rate the applicant's ACT/SAT score, Grade Point Average, letters of recommendation, volunteer and/or work experience, and personal essay. The DCFS Scholarship is the only program open to both current and former wards. Awardees receive a waiver for tuition and mandatory fees at Illinois state funded universities or in district community colleges. In addition, they receive a monthly grant of \$471, a medical card until age 23, and assistance with books not covered by financial aid grants. The tuition waiver does not cover any expenses at private schools, out of state schools or vocational schools – only state funded universities and community colleges. Contact the DCFS Office of Education and Transition Services at 217-557-2689 or 312-814-5959 for questions about the Department's Scholarship program.

51. As a Foster Parent, do I have to provide my tax information when my foster child applies for financial aid?

No, if your foster child answered the question on FAFSA regarding dependency status correctly, you should not be asked to provide your tax information. If the school requests this information, the student will need to correct this question on the FAFSA filing. The child will want to answer 'yes' to question 55 (At any time since you turned age 13, were you in foster care or were you a dependent or ward of the court?) Financial aid should be applied for in January of the youth's senior year, and they should bring documentation from the caseworker verifying that they are under the guardianship of DCFS. Call the Illinois Student Assistance Commission (ISAC) at (800) 899-4722, or visit collegezone.com for questions about financial aid.

52. What can I do as a Foster Parent to help prepare my child (ren) for college or vocational training?

- ◆ *The most important thing you can do is to talk to your children about what they want to be, or what they want to study, and help them believe that they can achieve their dreams and goals if they work for them. Knowing what field they want to pursue a career in can help them narrow down the choices for a college. During the senior year of high school, help your child access the career exploration programs available through the high school guidance counselors. If the guidance counselors cannot offer enough assistance, go to your local community college and ask to work with the career counseling center or the new Illinois Student Assistance Corp member.*
- ◆ *As soon after January 1 as possible, assist your child in completing and filing the FAFSA (Free Application for Federal Student Aid). This will need to be filed **each** year so that the federal government can determine the amount of financial need and then send that information to the schools that the student has listed on the FAFSA form. Once the student has successfully completed the FAFSA, a Student Aid Report (SAR) will be sent to the student showing what the Expected Family Contribution (EFC) will be – this will help determine what school may be financially best for your child. The child then will need to complete the financial aid paper work at the school s/he enrolls in so that financial aid is actually awarded to the student. If your child needs further assistance in completing the FAFSA, they should contact their high school guidance counselor or the financial aid department of their chosen school*

Supports and Help:

53. What happens if I need help supporting my child's education?

In addition to the child's caseworker, there are a variety of resources available to help. Unless the child is in imminent educational/developmental harm, it is suggested they be contacted in the following order:

- ◆ *Education liaisons for private agencies*
- ◆ *Appropriate Parent Training and Information Centers*
- ◆ *Education advisors*
- ◆ *DCFS legal service contract with Land of Lincoln Legal Assistance Foundation*
- ◆ *Notify the Guardian ad Litem*
- ◆ *DCFS' general counsel's office - DCFS guardian*

54. What responsibilities does my child's caseworker have in educational decisions?

The primary role of the caseworker is to support you in supporting your child's education. There is an expectation that caseworkers and foster parents/caregivers work as a team in making educational decisions. Your child's caseworker does have certain responsibilities spelled out in Educational Procedures 314 that guide them as to their responsibilities for the child's education. For example, your caseworker is required to visit the school/early intervention provider twice a year and have quarterly contact with the child's teachers or early intervention provide in order to monitor educational performance.

55. How do I know which education advisor to contact?

Education advisors are available in every DCFS Region across the state and are assigned based on where your child resides. Consult the following list to determine the Advisor that serves your area:

Cook County Regions

Cook North - Chicago

Advisor: Donnis Briscoe
Office Address: DCFS, 1911 S. Indiana, 10th Floor, Chicago, IL 60616
Phone: 312-328-2519
E-mail: donnis.briscoe@illinois.gov

Cook Central - Chicago

Advisor: Dawn Overend
Office Address: DCFS, 3518 W. Division, Chicago, IL 60651
Phone: 773-292-7732
E-mail: dawn.overend@illinois.gov

Cook South - Chicago

Advisor: Diane Fitzhugh
Office Address: DCFS, 6201 S. Emerald, Chicago, IL 60621
Phone: 773-371-6029
E-mail: diane.fitzhugh@illinois.gov

Cook North – Suburbs

Advisor: Yasmina Sefiane
Office Address: DCFS, 8300 McCormick Blvd., Skokie, IL 60075
Phone: 847-745-3008
E-mail: yasmina.sefiane@illinois.gov

Areas covered: Arlington Heights, Barrington Hills, Bartlett, Bensenville, Des Plaines, Elgin, Elk Grove Village, Evanston, Glencoe, Glenview, Golf, Hanover Park, Harwood Heights, Hoffman Estates, Inverness, Kenilworth, Lincolnwood, Morton Grove, Mount Prospect, Niles, North Brook, Northfield, Norridge, Palatine, Park Ridge, Prospect Heights, Rolling Meadows, Rosemont, Schaumburg, Skokie, Streamwood, South Barrington, Wheeling, Wilmette, Winnetka

Cook Central – Suburbs

Advisor: Yasmina Sefiane
Office Address: DCFS, 1701 S. First Ave. S-1033, Maywood, IL 60153
Phone: 708-338-6637
E-Mail: yasmina.sefiane@illinois.gov

Areas covered: Bedford Park, Bellwood, Berkley, Berwyn, Bridgeview, Broadview, Brookfield, Burbank, Cicero, Countryside, Elmwood Park, Forest Park, Franklin Park, Hillside, Hodgkins, Indian Head Park, Justice, LaGrange Park, Lyons, Maywood, Melrose Park, McCook, Northlake, North Riverside, Oak Park, River Forest, River Grove, Riverside, Schiller Park, Stickney, Summit, Westchester, Western Springs

Cook South – Suburbs

Advisor: Rebecca Lawrence
Office Address: DCFS, 15115 Dixie Highway, Harvey, IL 60426
Phone 708-210-3051
E-mail: rebecca.lawrence@illinois.gov

Areas covered: Alsip, Blue Island, Burnham, Calumet City, Calumet Park, Chicago Heights, Chicago Ridge, Crestwood, Country Club Hills, Dixmoor, Dolton, East Hazel Crest, Evergreen Park, Flossmoor, Ford Heights, Glenwood, Harvey, Hazel Crest, Hickory Hills, Hometown, Homewood, Lansing, Lemont, Matteson, Markham, Merionette Park, Midlothian, Oak Forest, Oak Lawn, Olympia Fields, Orland Park, Palos Heights, Palos Park, Park Forest, Phoenix, Posen, Richton Park, Riverdale, Robbins, Sauk Village, South Chicago Heights, South Holland, Thornton, Tinley Park, Willow Springs, Worth

Downstate Regions

Northern Region

Advisor: Rhonda Best
Office Address: DCFS, 107 N. Third Street, Rockford, IL 61107
Phone 815-967-3750
E-mail: rhonda.best@illinois.gov

Counties covered: Boone, Carroll, Jo Davies, Lake, Lee, McHenry, Ogle, Stephenson, Whiteside, Winnebago

Advisor: Robena Morgan

Office Address: DCFS, 1619 W. Jefferson, Joliet, IL 60435
Phone: 815-730-4342
E-mail: Robena.morgan@illinois.gov

Counties covered: DeKalb, DuPage, Grundy, Kane, Kankakee, Kendall, Will

Central Region –Champaign Sub region

Advisor: Ann Wells
Office Address: DCFS, 2900 N. Oakland Ave., Decatur, IL 62526
Phone: 217-875-6568
E-mail: ann.s.wells@illinois.gov

Counties covered: Champaign, Clark, Coles, Cumberland, DeWitt, Douglas, Edgar, Ford, Iroquois, Livingston, Macon, McLean, Moultrie, Piatt, Shelby, Vermillion

Central Region – Peoria Sub region

Advisor: Kristal Shelvin
Office Address: DCFS, 2001 NE Jefferson, Peoria, IL 61603
Phone: 309-671-7952
E-mail: kristal.shelvin@illinois.gov

Counties covered: Bureau, Fulton, Hancock, Henderson, Henry, Knox, LaSalle, Livingston, Marshall, McDonough, Mercer, Peoria, Putnam, Rock Island, Stark, Warren, Woodford

Central Region – Springfield Sub region

Advisor: Mary Chepulis
Office Address: DCFS, 521 S. Eleventh Street, Springfield, IL 62703
Phone: 217-557-3985
E-mail: mary.chepulis@illinois.gov

Counties covered: Adams, Brown, Calhoun, Cass, Christian, Clark, Coles, Cumberland, Greene, Jersey, Logan, Macoupin, Mason, Menard, Montgomery, Morgan, Pike, Sangamon, Schuyler, Scott, Shelby

Southern Region

Advisor: Bessie Peabody
Office Address: DCFS, #10 Collinsville Avenue, E. St. Louis, IL 62201
Phone: 618-583-2125
E-mail: bessie.peabody@illinois.gov

Counties covered: Bond, Clay, Clinton, Crawford, Edwards, Effingham, Fayette, Marion, Jasper, Jefferson, Lawrence, Madison, Monroe, Richland, St. Clair, Wabash, Washington, Wayne

Southern Region – Marion Sub region

Advisor: Robin Van
Office Address: DCFS, 1210 Hanson St., Murphysboro, IL 62966
Phone: 618-687-1733
E-mail: robin.van@illinois.gov

Counties covered: Alexander, Franklin, Galatin, Hamilton, Hardin, Jackson, Johnson, Massac, Perry, Pope, Pulaski, Randolph, Saline, Union, White, and Williamson

Educational Rights and Responsibilities: Understanding Special Education in Illinois

**Illinois State Board of Education
Special Education and Support Services
June 2009**



Available From ISBE Website:

http://www.isbe.state.il.us/spec-ed/html/parent_rights.htm

Parent Training and Information Centers (PTIs)

Parent Training and Information Centers (PTIs) are authorized in Part D of the Individuals with Disabilities Education Act (IDEA) and are funded by the U. S. Department of Education, Office of Special Education Programs. Each PTI is mandated to assist parents to-

- A. better understand the nature of their children's disabilities and their educational and developmental needs;
- B. communicate effectively with personnel responsible for providing special education, early intervention, and related services;
- C. participate in decisionmaking processes and the development of individualized education programs (IEPs) under Part B and individualized family service plans under Part C;
- D. obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families;
- E. understand the provision of IDEA for the education of, and the provision of early intervention services to, children with disabilities; and
- F. participate in school reform activities.

Illinois is divided into two regions and is served by two PTIs.

Region 1 includes the following counties: Cook, DuPage, Grundy, Kane, Kendall, Lake, McHenry, Will

Family Resource Center on Disabilities
 20 E. Jackson Blvd., Room 300
 Chicago, IL 60604
 312-939-3513 voice / 312-939-3519 TTY & TDY
 312-939-7297 FAX
 800-952-4199 IL only
 E-mail: frcdptil@ameritech.net
 Website: www.frcd.org

Region 2 includes the remainder of the state.

Family Matters
 1901 S. 4th Street, Suite 209
 Effingham, IL 62401
 217-347-5428 voice
 217-347-5119 FAX
 866-436-7842 Toll-Free
 E-mail: info@fmptic.org or deinhorn@arc-css.org
 Website: www.fmptic.org

Parenting, Education and Disability Related World Wide Web Resources A to Z

- A -

American Association on Mental Retardation

<http://www.aamr.org/>

Provides online access to a wealth of information about the mental retardation and disabilities field.

Arc of the United States

<http://www.thearc.org/>

An organization committed to the welfare of children and adults with mental retardation.

AHEAD (*Association on Higher Education and Disability*)

<http://www.ahead.org/>

An international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities.

Association of University Centers on Disabilities

www.aucd.org

Promotes and supports the national network of university centers on disabilities, which also includes Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Programs and Developmental Disabilities Research Centers.

- B -

Beach Center on Disability

<http://www.beachcenter.org/>

Website has an area designed especially for families who have children or adults

Parenting, Education and Disability Related World Wide Web Resources A to Z

with disabilities or special needs that includes information about services for children, parent support, family and disability research, and related resources.

- C -

Child Neurology Home Page

<http://www-personal.umich.edu/~leber/c-n/>

The main purpose of this site is to coordinate the available internet resources in Child Neurology, both for professionals and patients.

Circle of Parents

<http://www.circleofparents.org>

A national network of parents and organizations that work to prevent child abuse and neglect, strengthen families and promote parent leadership through mutual self-help parent support groups and children's programs.

Council for Exceptional Children

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

Largest professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

- D -

Disability Rights Teaching and Defense Fund, Inc. (DREDF)

<http://www.dredf.org/>

A national law and policy center dedicated to protecting and advancing the civil rights of people with disabilities through legislation, litigation, advocacy, technical assistance, education and training.

Parenting, Education and Disability Related World Wide Web Resources A to Z

Disability World

<http://www.disabilityworld.org/>

A bi-monthly web-zine of international disability news and views.

- E -

Equal Employment Opportunity Commission (EEOC)

<http://www.eeoc.gov/>

Established by Title VII of the Civil Rights Act of 1964, the EEOC enforces the following federal statutes: Title VII of the Civil Rights Act of 1964, Title I and Title V of the Americans with Disabilities Act (ADA) of 1990, Section 501 and 505 of the Rehabilitation Act of 1973 and, the Civil Rights Act of 1991.

ERIC - Education Resources Information Center

<http://www.eric.ed.gov/>

The world's largest digital education library. Provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials. Some full text articles available.

Parenting, Education and Disability Related World Wide Web Resources A to Z

- F -

Family Matters (PTI)

www.fmptic.org

Parent Training and Information Center (PTI) serving the entire state of Illinois outside of the Chicago and suburban Chicago area, Family Matters provides information, referral, linkages, and training to parents, students with disabilities, and special education professionals.

Family Resource Center on Disabilities (PTI)

www.frcd.org

Parent Training and Information Center (PTI) serving Cook, DuPage, Grundy, Kane, Kendall, Lake, McHenry, and Will counties. Provides information, referral, linkages, and training to parents, students with disabilities, and special education professionals.

Family Village

<http://www.familyvillage.wisc.edu/index.htmlx>

A global community on the Internet for families of persons who have disabilities, located at the University of Wisconsin-Madison Waisman Center.

- G -

Great Lakes ADA & IT Center

<http://www.adagreatlakes.org/>

One of 10 regional centers funded by the National Institute on Disability and Rehabilitation Research (NIDRR), a division of the U.S. Department of Education.

Parenting, Education and Disability Related World Wide Web Resources A to Z

Its purpose is to provide technical assistance and training to businesses and people with disabilities regarding the Americans with Disabilities Act of 1990 (ADA).

Guided Tour

<http://www.guidedtour.com/>

A travel service for persons with developmental and physical challenges.

- H -

Healthfinder

<http://www.healthfinder.gov/>

Selected online publications, clearinghouses, databases, Web sites, and support and self-help groups, as well as government agencies and not-for-profit organizations that produce reliable information for the public.

- I -

IDEA - Building The Legacy of IDEA 2004

<http://idea.ed.gov/>

The Individuals with Disabilities Education Improvement Act (IDEA) governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Illinois Department of Children and Family Services (DCFS)

<http://www.state.il.us/dcfs/index.shtml>

On this web site you will find timely information about Child Protection, Foster Care, Adoption, Day Care licensing and other services provided by the Illinois

Parenting, Education and Disability Related World Wide Web Resources A to Z

Department of Children & Family Services (DCFS).

Illinois Department of Human Services (DHS)

<http://www.dhs.state.il.us/page.aspx>

State agency providing critical programs such as food stamps, cash assistance, medical insurance programs, TANF, WIC, alcohol & substance abuse, aging, developmental disabilities, mental health, early intervention and child care.

Illinois Network of Child Care Resource & Referral Agencies (INCCRRA)

<http://www.inccrra.org/>

An organization of regional **Child Care Resource & Referral (CCR&R)** agencies serving communities throughout the state of Illinois. CCR&Rs assist families in locating child care to meet their needs.

Illinois State Board of Education (ISBE)

<http://www.isbe.state.il.us/>

The board sets educational policies and guidelines for public and private schools, preschool through grade 12, as well as vocational education. It analyzes the aims, needs and requirements of education and recommends legislation to the General Assembly and Governor for the benefit of school children in Illinois.

Institute on Community Integration

<http://ici.umn.edu/default.html>

University Affiliated Program at the University of Minnesota, dedicated to improving community services and social supports for persons with developmental disabilities and their families.

Parenting, Education and Disability Related World Wide Web Resources A to Z

ICF

<http://www.who.int/classifications/icf/site/icftemplate.cfm>

The International Classification of Functioning, Disability and Health (**ICF**) has been accepted by 191 countries as the international standard to describe and measure health and disability.

- J -

Job Accommodation Network (JAN)

<http://janweb.icdi.wvu.edu/>

A service of the President's Committee on Employment of People with Disabilities. JAN is an international toll-free consulting service that provides information about job accommodations and the employability of people with disabilities.

- K -

Kidsites

<http://www.kidsites.com/>

A guide to the best kid sites on the web. Includes educational sites and fun activity sites to encourage creativity and learning. Also includes links for parents and teachers.

- L -

LD Online

<http://www.ldonline.org/>

Parenting, Education and Disability Related World Wide Web Resources A to Z

LD Online is the world's leading web site on learning disabilities and ADHD, serving more than 200,000 parents, teachers, and other professionals each month.

- M -

MUMS National Parent-to-Parent Network

<http://www.netnet.net/mums/>

MUMS mission is to help parents who have a child with any disorder, medical condition, mental or emotional disorder or rare diagnosis make connections with other parents whose children have the same or similar condition.

Merck Manual of Medical Information

http://www.merck.com/pubs/mmanual_home/

The online version of the best-selling medical reference guide. The Merck Manual allows you to do quick searches for information about common medical disorders.

- N -

NECTAC

<http://www.nectac.org/>

National Early Childhood Technical Assistance Center (**NECTAC**) is a national technical assistance consortium working to support states, jurisdictions, and others to improve services and results for young children with disabilities.

NICHCY

Parenting, Education and Disability Related World Wide Web Resources A to Z

<http://www.nichcy.org/index.html>

National Information Center for Children and Youth with Disabilities (**NICHCY**) is the national information and referral center that provides information on disabilities and disability-related issues for families and professionals.

National Institute of Mental Health

<http://www.nimh.nih.gov/publicat/childqa.cfm>

This site provides a summary of the publication called *The Treatment of Children with Mental Disorders*. The site includes an excellent Question and Answer format that deals with many of the concerns parents have about mental and emotional disorders, including a chart of common medications and their uses.

- O -

Office of Civil Rights

<http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>

U.S. Department of Education website ensuring equal access to education and promoting educational excellence through vigorous enforcement of civil rights.

OSEP

<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Office of Special Education Programs (OSEP) is the office within the U.S. Department of Education that administers the Individuals With Disabilities Education Act (IDEA).

- P -

Parents Helping Parents (PHP)

Parenting, Education and Disability Related World Wide Web Resources A to Z

<http://www.php.com/>

A comprehensive, not-for-profit family resource center run for and by parents of children with special needs. PHP is a resource center for children with mental, physical, emotional, or learning disabilities.

- Q -

Q-Net

<http://www.ilheadstart.org/qnetwork.html>

Great Lakes Head Start Quality Network. Q-Net provides high quality training and technical assistance services related to all Head Start program areas, including disabilities.

- R -

RESNA

<http://www.resna.org/>

Rehabilitation Engineering and Assistive Technology Society of North America (**RESNA**) promotes research, development, education, advocacy, and the provision of technology.

Rethinking Schools Online

<http://www.rethinkingschools.org/>

Rethinking Schools is a nonprofit, independent publisher of educational materials. They advocate the reform of elementary and secondary education, with a strong emphasis on issues of equity and social justice.

- S -

Parenting, Education and Disability Related World Wide Web Resources A to Z

Sibling Support Project

<http://www.siblingsupport.org/>

A national effort dedicated to the life-long concerns of brothers and sisters of people who have special health, developmental, or mental health concerns.

Special Olympics International

<http://www.specialolympics.org/>

- T -

TASH

<http://www.tash.org/>

TASH is an international association of people with disabilities, their family members, other advocates, and professionals concerned with human dignity, civil rights, education, and independence for all individuals with disabilities.

Through the Looking Glass (TLG)

<http://www.lookingglass.org/>

TLG is a nationally recognized center that has pioneered research, training, and services for families in which a child, parent or grandparent has a disability or medical issue.

- U -

United States Department of Education

<http://www.ed.gov/index.jhtml>

Parenting, Education and Disability Related World Wide Web Resources A to Z

United States Department of Education home page has information on federal education programs, research, policies, and educational resources.

- V -

Visual Disability Links

<http://www.adapts.gatech.edu/links/visual.htm>

Visual Disability Links is a web page with links to organizations and resources for people who are blind or visually impaired.

- W -

World Institute on Disability

<http://www.gohear.org/>

The **World Institute on Disability** is an internationally recognized public policy center organized by and for people with disabilities. It works to strengthen the disability movement through research, training, advocacy and public.

- X -

Fragile X

<http://www.nfxf.org/>

National **Fragile X** Foundation website contains a wealth of information about Fragile X syndrome, a hereditary condition which causes a wide range of mental impairment, from mild learning disabilities to severe mental retardation. It is the most common cause of genetically inherited mental impairment.

- Y -

Parenting, Education and Disability Related World Wide Web Resources A to Z

YMCA and YWCA

YMCA: <http://www.ymca.net/>

YWCA: <http://www.ywca.org/>

YMCA's and YWCA's offer recreational and social opportunities that will include children and youth with disabilities. Most YMCA's/YWCA's offer financial assistance to include people who cannot afford the full fees for membership and program. Visit these sites to find the YMCA/YWCA nearest to you.

- Z -

ZERO TO THREE

<http://www.zerotothree.org/>

ZERO TO THREE is the nation's leading resource on the first three years of life. It is a national non-profit charitable organization whose aim is to strengthen and support families, practitioners and communities to promote the healthy development of babies and toddlers.

STUDENT NAME: _____ DATE OF MEETING: _____

INDIVIDUALIZED EDUCATION PROGRAM (CONFERENCE SUMMARY REPORT)

DATE OF MOST RECENT EVALUATION: ____/____/____ DATE OF NEXT REEVALUATION: ____/____/____

PURPOSE OF CONFERENCE (Check all that apply)

- Review of Existing Data, Reevaluation, IEP Review/Revision, Manifestation Determination, Termination of Placement, Initial Eligibility, Initial IEP, Transition, Graduation, Other (e.g. FBA/BIP)

STUDENT IDENTIFICATION INFORMATION

Form with fields for Student's Address, Date of Birth, SIS ID Number, Gender, Ethnicity, Language/Mode of Communication, Current Grade Level, Anticipated Date of HS Graduation, Placement, Disability(s), Medicaid Number, Resident District, and Serving School.

PARENT/GUARDIAN INFORMATION

Form with fields for Parent/Guardian Name, Address, Telephone Number, and Language/Mode of Communication for both parent 1 and parent 2.

PARTICIPANTS

Signature indicates attendance. Check appropriate boxes to indicate which meetings were attended. Anyone serving in a dual role should indicate so on the following lines. If a required participant participates through written input or is excused from all or part of the IEP meeting, the required excusal and written report, as necessary, is attached.

Table with columns for ELIG. REVIEW and IEP for various participants including Parent, School Social Worker, Speech-Language Pathologist, Bilingual Specialist, Interpreter, and School Psychologist.

If the parent(s) did not attend the IEP meeting, document the attempts to contact the parent(s) prior to the IEP meeting.

PROCEDURAL SAFEGUARDS

Explanation of Procedural Safeguards were provided to/reviewed with the parent(s) on _____

Transfer of Rights - Seventeen-year old student informed of his/her rights that will transfer to the student upon reaching age 18. [] Yes [] NA

Parent(s) were given a copy of the: [] Evaluation report and eligibility determination [] IEP [] District's behavior intervention policies and procedures [] District's behavioral intervention procedures (initial IEP only)

DOCUMENTATION OF EVALUATION RESULTS

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation.

Considering all available evaluation data, record the team’s analyses of the student’s functioning levels. Only those areas which were identified as relevant to the current evaluation must be completed. All other areas should be noted as “Not Applicable”. Evaluation data may include: parental input, teacher recommendations, physical condition, social or cultural background, adaptive behavior, record reviews, interviews, observations, testing etc. Describe the observed strengths and/or deficits in the student’s functioning in the following domains.

Academic Achievement *(Current or past academic achievement data pertinent to current educational performance)*

Functional Performance *(Current or past functional performance data pertinent to current functional performance)*

Cognitive Functioning *(Data and other information regarding intellectual ability; how the student takes in information, understands information, and expresses information)*

Communicative Status *(Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance)*

For ELL students explain ELL STATUS: Has Linguistic status Changed YES NO

Health *(Current or past medical difficulties affecting educational performance)*

Hearing/Vision *(Auditory/visual problems that would interfere with testing or educational performance. Include dates and results of last hearing/vision test)*

Motor Abilities *(Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance)*

Social/Emotional Status/Social Functioning *(Information regarding how the environment affects educational performance (life history, adaptive behavior, independent functioning, personal and social responsibility, cultural background)*

STUDENT NAME: _____ DATE OF MEETING: _____

ELIGIBILITY DETERMINATION
(ALL DISABILITIES OTHER THAN SPECIFIC LEARNING DISABILITY)

DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

- Yes No Lack of appropriate instruction in reading, including the essential components of reading instruction
(Evidence Provided) _____
- Yes No Lack of appropriate instruction in math (Evidence Provided) _____
- Yes No Limited English Proficiency (Evidence Provided): _____

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete Step 1 and 4 below.
If all of the answers are "no," complete Steps 1-4.

COMPLETE FOR STUDENTS SUSPECTED OF HAVING A DISABILITY UNDER IDEA.

STEP 1 - DISABILITY

No Disability Identified (Complete Step 4 and write "Not Eligible for Special Education Services" in the Disability section of the Conference Summary Report page.)

 Disability Identified

Based on the team's analysis, identify the disability(s):

Primary	Secondary		Primary	Secondary
<input type="checkbox"/> Autism (O)	<input type="checkbox"/>		<input type="checkbox"/> Multiple Disabilities (M)	<input type="checkbox"/>
<input type="checkbox"/> Cognitive Disability (A)	<input type="checkbox"/>		<input type="checkbox"/> Orthopedic Impairment (C)	<input type="checkbox"/>
<input type="checkbox"/> Deaf/Blindness (H)	<input type="checkbox"/>		<input type="checkbox"/> Other Health Impairment (L)	<input type="checkbox"/>
<input type="checkbox"/> Deafness (G)	<input type="checkbox"/>		<input type="checkbox"/> Speech or Language Impairment (I)	<input type="checkbox"/>
<input type="checkbox"/> Developmental Delay (3-9) (N)	<input type="checkbox"/>		<input type="checkbox"/> Traumatic Brain Injury (P)	<input type="checkbox"/>
<input type="checkbox"/> Emotional Disability (K)	<input type="checkbox"/>		<input type="checkbox"/> Visual Impairment including Blindness (E)	<input type="checkbox"/>
<input type="checkbox"/> Hearing Impairment (F)	<input type="checkbox"/>			

STEP 2 - ADVERSE EFFECTS **No Adverse Effect Identified**

(Complete Step 4 and write "Not Eligible for Special Education Services" in the Disability section of the Conference Summary Report page.)

 Adverse Effect Identified

For each disability identified, describe how the disability adversely affects the student's educational performance

STEP 3 - EDUCATIONAL NEEDS

State to what extent the student requires special education and related services to address educational needs.

STEP 4 - ELIGIBILITY

Based on the steps above, the student is entitled to special education and related services.

- No (**Not Eligible**) Yes (**Eligible**)

**DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2010-2011 School Year)**

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

As part of the evaluation process, relevant behavior noted during observation in the child's age-appropriate learning environment, including the general education classroom setting for school-age children, and the relationship of that behavior to the child's academic functioning and educationally relevant medical findings, if any, must be documented.

PROBLEM IDENTIFICATION / STATEMENT OF PROBLEM:

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance; functional performance; cognitive functioning, communicative status (for ELL students includes an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

PROBLEM ANALYSIS / STRENGTHS AND WEAKNESSES:

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

PLAN DEVELOPMENT / INTERVENTION(S):

Describe the previous and current intervention plans (core/ Tier 1, supplemental/Tier 2, and intensive/ Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

PLAN EVALUATION / EDUCATIONAL PROGRESS:

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

PLAN EVALUATION / DISCREPANCY:

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

PLAN EVALUATION / INSTRUCTIONAL NEEDS:

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

ADDITIONAL INFORMATION NECESSARY FOR DECISION-MAKING (INCLUDE AS APPROPRIATE):

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

**ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)**

Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

- Yes No Lack of appropriate instruction in reading, including the essential components of reading instruction
(Evidence Provided) _____
- Yes No Lack of appropriate instruction in math (Evidence Provided) _____
- Yes No Limited English Proficiency (Evidence Provided) _____

If any of the above answers is "yes," the student is not eligible for services under IDEA and the team must complete the Eligibility Determination section accordingly. If all of the answers are "no," complete the following sections.

EXCLUSIONARY CRITERIA

The team determined that the following factors are the primary basis for the student's learning difficulties. Document the source of evidence in each area:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	A visual, hearing or motor disability:
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Cognitive Disability:
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Emotional disability:
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Cultural factors:
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Environmental or economic disadvantage:

If any of the boxes immediately above is checked "yes," the student cannot have a primary eligibility of specific learning disability and the team must complete the Eligibility Determination section accordingly.

INCLUSIONARY CRITERIA

Educational Progress (Over Time)

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Is the student progressing at a significantly slower rate than is expected in any areas of concern?

(Select One)

- No
- Yes - The student is progressing at a significantly slower rate than expected
- Yes - The student is currently making an acceptable rate of progress but only because of the intensity of the intervention that is being provided.

If yes, in which area(s)?

Discrepancy (At One Point in Time)

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Is the student's performance significantly below performance of peers or expected standards in any areas of concern?

(Select One)

- No
- Yes - The student's performance is significantly discrepant.
- Yes - The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.

If yes, in which area(s)?

**ELIGIBILITY DETERMINATION
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2007-2008 School Year)**

Instructional Need

Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

Are this student's needs in any areas of concern significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources?

(Select One)

- No
- Yes - The student's instructional needs are significantly different and exceed general education resources.

If yes, in which area(s)?

If any of the boxes in this section (Inclusionary Criteria) are marked "No", the student does not have a Specific Learning Disability and the team must complete the Eligibility Determination section accordingly.

Optional Criteria

After determining that the criteria in the preceding section are met, the district may choose to use an IQ-achievement discrepancy model. If using this model, complete this section.

IQ-Achievement Discrepancy:

- Yes No NA Does a severe discrepancy exist between achievement and ability that is not correctable without special education and related services? (Please refer to evidence in Documentation of Evaluation Results)

If yes, in which area(s)?

ELIGIBILITY DETERMINATION

Step 1: Disability Adversely Affecting Educational Performance

- Yes No Based on the answers to the questions in the "Determinant Factors, Exclusionary Criteria," and "Inclusionary Criteria," sections, does the student have a specific learning disability?

If the answer is "no" the student is not eligible for special education services under the category of Specific Learning Disability and the team must complete Step 2 below.

If the answer is "yes," indicate the area below and complete Step 2.

- | | | |
|---|---|--|
| <input type="checkbox"/> Basic reading skills | <input type="checkbox"/> Mathematical calculation | <input type="checkbox"/> Oral expression |
| <input type="checkbox"/> Reading fluency skills | <input type="checkbox"/> Mathematical problem solving | <input type="checkbox"/> Listening comprehension |
| <input type="checkbox"/> Reading comprehension | <input type="checkbox"/> Written expression | |

Step 2: Special Education and Related Services

- Specialized instruction *is* required in order for the student to make progress and reduce discrepancy (**Eligible**)
- Specialized instruction *is not* required in order for the student to make progress and reduce discrepancy (**Not Eligible**)

Each team member must sign below to certify that the report reflects his/her conclusions for specific learning disability. Any participant who disagrees with the team's decision must submit a separate statement presenting her/his conclusions.

- | | |
|--|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |
| <input type="checkbox"/> Yes <input type="checkbox"/> No _____ | <input type="checkbox"/> Yes <input type="checkbox"/> No _____ |

**DATA CHART
(OPTIONAL)**

REPORT OF PERFORMANCE (READING, WRITING, MATH)

Insert a data chart that displays the student's performance in reading, writing, and/or math relative to his/her peer group. Data charts may be provided for other areas, as well.

REPORT OF PERFORMANCE (INSERT DATA CHART)

REPORT OF PERFORMANCE (INSERT DATA CHART)

STUDENT NAME: _____ DATE OF MEETING: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Complete for initial IEPs and annual reviews.

When completing this page, include all areas from the following list that are impacted by the student's disability: academic performance, social/emotional status, independent functioning, vocational, motor skills, and speech and language/communication. This may include strengths/weaknesses identified in the most recent evaluation.

Student's Strengths

Parental Educational Concerns/Input

Student's Present Level of Academic Achievement (Include strengths and areas needing improvement)

Student's Present Levels of Functional Performance (Include strengths and areas needing improvement)

Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.

- For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.
- By age 14½, describe the effect of this individual's disability on the pursuit of post-secondary expectations (living, learning, and working).

STUDENT NAME: _____ DATE OF MEETING: _____

SECONDARY TRANSITION

Complete for students age 14½ and older, and when appropriate for students younger than age 14½. Post-school outcomes should guide the development of the IEP for students age 14½ and older.

AGE-APPROPRIATE TRANSITION ASSESSMENTS

Transition Assessments (Including student and family survey/interview)	Assessment Type	Responsible Agency/Person	Date Conducted	Report Attached	Goal #
EMPLOYMENT <input type="checkbox"/> None needed					
EDUCATION <input type="checkbox"/> None needed					
TRAINING <input type="checkbox"/> None needed					
INDEPENDENT LIVING SKILLS <input type="checkbox"/> None needed					

POST-SECONDARY OUTCOMES (address by age 14½)

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): **AND**

Post-Secondary Education (e.g., community college, 4-year university, technical/vocational/trade school): **AND/OR**

Post-Secondary Training (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): **AND**

IF APPLICABLE, Independent Living (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs):

COURSE OF STUDY (address by age 14½)

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Year 1 – Age 14/15	Year 2 – Age 15/16	Year 3 – Age 16/17	Year 4 – Age 17/18	Extended – Age 18-21

PR-12

STUDENT NAME:

DATE OF MEETING:

TRANSITION SERVICES (address by age 14 1/2)

Please include, if appropriate, needed linkages for outside agencies, (e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHCFS, etc.)

INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.) (If none, indicate "none")	Provider Agency and Position
	Goal #(s) if appropriate
	Date/Year to be Addressed
	Date/Year Completed
RELATED SERVICES (e.g., transportation, social services, medical services, technology, support services) (If none, indicate "none")	Provider Agency and Position
	Goal #(s) if appropriate
	Date/Year to be Addressed
	Date/Year Completed
COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings) (If none, indicate "none")	Provider Agency and Position
	Goal #(s) if appropriate
	Date/Year to be Addressed
	Date/Year Completed
DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning) (If none, indicate "none").	Provider Agency and Position
	Goal #(s) if appropriate
	Date/Year to be Addressed
	Date/Year Completed
APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living, / job and career interests, aptitudes and skills)	Provider Agency and Position
	Goal #(s) if appropriate
	Date/Year to be Addressed
	Date/Year Completed
LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES (e.g. DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHCFS, CILs)	Provider Agency and Position
	Goal #(s) if appropriate
	Date/Year to be Addressed
	Date/Year Completed

HOME-BASED SUPPORT SERVICES PROGRAM

Yes No

The student has a developmental disability and may become eligible for the program after reaching age 18 and when no longer receiving special education services.

If yes, complete the following statements:

Plans for determining the student's eligibility for home-based services:

Plans for enrolling the student in the program of home-based services:

Plans for developing a plan for the student's most effective use of home-based services after reaching age 18 and when no longer receiving special education services:

PR-12

STUDENT NAME: _____ DATE OF MEETING: _____

STUDENT NAME: _____ DATE OF MEETING: _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student’s behavior to determine the need for a Behavioral Intervention Plan. When used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment must be reviewed at an IEP meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Participant/Title	Participant/Title
_____	_____
_____	_____
_____	_____

Student’s Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

Operational Definition of Target Behavior – Include a description of the frequency, duration and intensity of the behavior.

Setting – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved.)

Antecedents – Include a description of the relevant events that preceded the target behavior.

Consequences – Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment. What is the payoff for the student?)

Environmental Variables – Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors.)

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

STUDENT NAME: _____ DATE OF MEETING: _____

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Complete when the team has determined a Behavioral Intervention Plan is needed.

Student's Strengths – Describe student's behavioral strengths

Target Behavior

Is this behavior a Skill Deficit or a Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior.

Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Hypothesis of Behavioral Function – Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to **get**? OR What undesired thing(s) is the student trying to **avoid**?

Summary of Previous Interventions Attempted – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught.

Replacement Behaviors – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Behavioral Intervention Strategies and Supports

Environment – How can the environment or circumstances that trigger the target behavior be adjusted?
Instruction and/or Curriculum – What changes in instructional strategies or curriculum would be helpful?
Positive Supports – Describe all additional services or supports needed to address the student’s identified needs that contribute to the target behavior.

Motivators and/or Rewards – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

Restrictive Disciplinary Measures – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)

Crisis Plan – Describe how an emergency situation or behavior crisis will be handled.

Data Collection Procedures and Methods – Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

Provisions For Coordination with Caregivers – Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often this communication will take place.

PR-12

STUDENT NAME: _____ DATE OF MEETING: _____

STUDENT NAME: _____ DATE OF MEETING: _____

GOALS AND OBJECTIVES/BENCHMARKS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the IEP (e.g., goals and objectives/benchmarks, accommodations, modifications and supports) must be notified of her/his specific responsibilities.)

REPORTING ON GOALS

The progress on annual goals will be measured by the short-term objectives/benchmarks. Check the methods that will be used to notify parents of the student's progress on annual goals and if the progress is sufficient to achieve the goals by the end of the IEP year:

- Report cards Progress reports Parent conference Other (specify)

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

GOALS AND OBJECTIVES/BENCHMARKS

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.

Goal Statement # ____ of ____

Indicate Goal Area: Academic Functional Transition Illinois Learning Standard: # _____

Title(s) of Goal Implementer(s)

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress (Optional)
<input type="checkbox"/> % Accuracy <input type="checkbox"/> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Other (specify)	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress (Optional)
<input type="checkbox"/> % Accuracy <input type="checkbox"/> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Other (specify)	

Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal

Evaluation Criteria	Evaluation Procedures	Schedule for Determining Progress	Dates Reviewed/ Extent of Progress (Optional)
<input type="checkbox"/> % Accuracy <input type="checkbox"/> # of attempts <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Observation Log <input type="checkbox"/> Data Charts <input type="checkbox"/> Tests <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Quarterly <input type="checkbox"/> Semester <input type="checkbox"/> Other (specify)	

STUDENT NAME: _____ DATE OF MEETING: _____

EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the educational accommodations must be notified of her/his specific responsibilities).

TRANSITION

- Yes No NA Consideration of service needs, goals, and support/services is required (by age 14 ½, the team must address transition service needs). **If yes, complete the "Transition Services" section of the IEP.**
- Yes No NA Consideration of "Home-Based Support Services Program for Mentally Disabled Adults" for eighteen-year-old student is required. **If yes, complete the "Home-Based Support Services Program" section of the IEP.**

CONSIDERATION OF SPECIAL FACTORS

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. **For any box checked "yes," specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section listed below.**

- Yes No assistive technology devices and services
- Yes No communication needs
- Yes No deaf/hard of hearing – languages and communication needs
- Yes No limited English proficiency – language needs
- Yes No blind/visually impaired – provision of Braille instruction
- Yes No behavior impedes student's learning or that of others. If yes, the team must consider strategies, including positive behavioral interventions and supports to address behavior. **This may include a Functional Behavioral Assessment and/or a Behavioral Intervention Plan. If, so attach any completed forms.**

LINGUISTIC AND CULTURAL ACCOMMODATIONS

- Yes No The student requires accommodations for the IEP to meet her/his linguistic and cultural needs. **If yes, specify any needed accommodations:**

- Yes No Special education and related services will be provided in a language or mode of communication other than or in addition to English. **If yes, specify any needed accommodations:**

SUPPLEMENTARY AIDS, ACCOMMODATIONS, AND MODIFICATIONS

Specify what aids, accommodations, and modifications are needed for the child to make progress toward annual goals, to progress in the general education curriculum, participate in extracurricular and other non-academic activities, and to be educated and participate with other children with disabilities and/or nondisabled children (e.g., accommodations for daily work, environmental accommodations, moving from classes to classes, etc.). Supplementary aids, accommodations, and modifications must be based upon peer-review research to the extent practicable.

SUPPORTS FOR SCHOOL PERSONNEL

- Yes No Program trainings and/or supports for school personnel are needed for the student to advance appropriately toward attaining the annual goals, participate in the general curriculum, and be educated and participate with other students in educational activities. **If yes, specify what trainings and/or supports are needed, including when appropriate, the information that clarifies when the trainings and/or supports will be provided, by whom, in what location, etc.**

ASSESSMENT**CLASSROOM-BASED ASSESSMENTS**

- Yes No Student requires accommodations to participate in classroom-based assessments.
 Yes No Student requires alternate assessment/methods to participate in classroom-based assessments

DISTRICT-WIDE ASSESSMENTS

- District does not administer district-wide assessments
 District does not administer district-wide assessments at this grade level: _____

Student will:

- Participate in the entire district-wide assessment with no accommodations
 Participate in the entire district-wide assessment with accommodations
 Participate in part(s) of the district wide assessment (specify)
 Participate in the district-wide alternate assessment

STATE ACADEMIC ASSESSMENTS

The State academic assessments are the Illinois Standards Achievement Test (ISAT) at grades 3-8 and the Prairie State Achievement Exam (PSAE) at grade 11, Illinois Measure of Annual Growth in English (IMAGE) in grades 3-8 and 11 (for English Language Learner (ELL) students), and Illinois alternate Assessment (IAA) in grades 3-8 and 11.

- State academic assessments are not administered at this grade level _____

Student will:

- Participate in the ISAT/PSAE/IMAGE with no accommodations
 Participate in the ISAT/PSAE/IMAGE with accommodations
 Participate in the IAA

If the student will participate in the IAA, the following were met:

- The ISAT/PSAE/IMAGE is not appropriate (specify)
 The IAA participation guidelines were met
 The alternate assessment selected is appropriate for the student (explain)

STATE ASSESSMENT OF LANGUAGE PROFICIENCY

The State assessment of language proficiency is Assessing Comprehension and Communication in English State to State (ACCESS) in grades K-12

- Yes No ENGLISH LANGUAGE LEARNER (ELL). If "NO", skip to next section

Student will:

- participate in the ACCESS with no accommodations
 participate in the ACCESS with accommodations

ASSESSMENT ACCOMMODATIONS

If the student is participating in any of the above assessment(s) with accommodations, specify the needed accommodations (e.g., extended time, alternate setting, auditory testing) necessary to measure the student's academic achievement and functional performance. **The accommodations should be appropriate for that particular assessment and reflective of those already identified for the student in the Supplementary Aids, Accommodations, and Modifications section.**

PR-12

STUDENT NAME: _____ DATE OF MEETING: _____

STUDENT NAME: _____ DATE OF MEETING: _____

EDUCATIONAL SERVICES AND PLACEMENT

Initiation Date: ____ / ____ / ____ Duration Date: ____ / ____ / ____

PARTICIPATION IN GENERAL EDUCATION CLASSES	
The IEP must address all content areas, classes, and specify if the student will participate in general physical education.	
General Education with No Supplementary Aids (Specify content areas, classes, whether or not the child will participate in general physical education, and <i>extracurricular and other nonacademic activities.</i>)	Minutes Per Week in Setting (Optional)
General Education with Supplementary Aids (as specified in the Supplementary Aids section) (Specify content areas, classes, whether or not the child will participate in general physical education, and <i>extracurricular and other nonacademic activities with supports, if applicable.</i>)	Minutes Per Week in Setting (Optional)
Special Education and Related Services within the General Education Classroom (Specify content areas and classes in which the child will participate with the provision of special education and related services. List each special education and related service that will be provided during each class.)	Minutes Per Week in Setting

PARTICIPATION IN SPECIAL EDUCATION CLASSES/SERVICES	
The IEP must address all special education and related services.	
Special Education Services – Outside General Education	Minutes Per Week in Setting
	A.
Related Services – Outside General Education	Minutes Per Week in Setting
	B.

Educational Environment (EE) Calculation (Ages 3-5)
 _____ 1. Minutes spent in regular early childhood program
 _____ 2. Minutes spent receiving special education and related services outside regular early childhood
 (A+B)

Educational Environment (EE) Calculation (Ages 6-21)
 _____ 1. Total Bell to Bell Minutes
 _____ 2. Total Number of Minutes Outside of the General Education Setting (A+B)

EDUCATIONAL SERVICES AND PLACEMENT

EDUCATIONAL ENVIRONMENT CONSIDERATIONS

To the maximum extent appropriate, all students shall be educated and participate with students who are non-disabled. Provide an explanation of the extent, if any, to which the student will not participate in general education classes and activities.

Yes No Special education classes, separate schooling, or removal from the 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: _____

Yes No Will participate in nonacademic activities with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers?

If no, explain: _____

Yes No Will attend the school he or she would attend if nondisabled?

If no, explain: _____

PLACEMENT CONSIDERATIONS

When determining the placement, consider any potentially harmful effect either on the student or the quality of services that he/she needs. After determining the student's placement, complete the "Placement" section on this cover sheet.

Yes NA For a child who is deaf, hard or hearing, blind or visually impaired, parents have been informed of existence of the Illinois School for the Deaf or the Illinois School for the Visually Impaired, and other local schools that provide similar services.

PLACEMENT OPTIONS CONSIDERED	POTENTIALLY HARMFUL EFFECT/ REASONS REJECTED	TEAM ACCEPTS PLACEMENT
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

TRANSPORTATION

Check all that apply

Yes No Special transportation is required to and from schools and/or between schools.

Yes No Special transportation is required in and around school buildings.

Yes No Specialized equipment (such as special or adapted buses, lifts, and ramps) is required.

Please explain and/or detail transportation plan:

EXTENDED SCHOOL YEAR SERVICES

Yes No Extended school year services are needed. **The IEP team must document the consideration of the need for extended school year services and the basis for the determination.**

If yes, the IEP must indicate the type, amount and duration of services to be provided.

SPECIAL EDUCATION SERVICE(S)	LOCATION	AMOUNT/FREQUENCY OF SERVICES	INITIATION OF SERVICES	DURATION OF SERVICES	GOAL(S) ADDRESSED

STUDENT NAME: _____ DATE OF MEETING: _____

MANIFESTATION DETERMINATION (AS APPROPRIATE)

Complete when determining whether a student’s behavior was a manifestation of her/his disability.

Disability: _____

Incident(s) that Resulted in Disciplinary Action _____

The Student’s IEP and Placement (include a review of all relevant information in the child’s file, including the child’s IEP) _____

Observations of the Student (include a review of staff observations regarding the student’s behavior) _____

Information provided by the Parents (include a review of any relevant information provided by the parent(s)) _____

Based upon the above information, the team has determined that:

- Yes No The conduct was caused by or had a direct and substantial relationship to the student’s disability.
- Yes No The conduct was the direct result of the school district’s failure to implement the IEP.

If “Yes” to either of the above, the behavior must be considered a manifestation of the student’s disability.

Check the appropriate box:

- The student’s behavior **WAS NOT** a manifestation of her /his disability. The relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they are applied to students without disabilities. *If the district initiates disciplinary procedures applicable to all students, the district shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.*
- The student’s behavior **WAS** a manifestation of her/his disability. The team must review and revise the student’s IEP as appropriate and the district must take appropriate action. A functional behavior analysis will or has been completed. The behavior intervention plan shall be completed or modified/reviewed as required to address behavior.

PR-12

STUDENT NAME: _____ DATE OF MEETING: _____

ADDITIONAL NOTES/INFORMATION

STUDENT NAME: _____ DATE OF MEETING: _____

REPORT OF PROGRESS ON ANNUAL GOALS (OPTION 1)

Specify the extent to which the student's progress is sufficient to enable the student to achieve the goals by the end of the IEP year. Districts may use this page to report on student progress OR may use the option two page that would include data charts to indicate a student's progress.

Student's Name	Type of Report Report Card <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Quarter Progress Report <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Quarter Parent Conference <input type="checkbox"/>
Date	
Staff Name	
Title	

GOAL NUMBER	MEASURABLE ANNUAL GOAL	REPORT OF PROGRESS:			ADDITIONAL COMMENTS
		Completed	Making Expected Progress	Not Making Expected Progress	

PR-12

STUDENT NAME: _____ DATE OF MEETING: _____

STUDENT NAME: _____ DATE OF MEETING: _____

REPORT OF PROGRESS ON ANNUAL GOALS (OPTION 2)

Specify the extent to which the student's progress is sufficient to enable the student to achieve the goals by the end of the IEP year. Districts may use this page to report on student progress OR may use the option one page.

Student's Name	Type of Report Report Card <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Quarter Progress Report <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 Quarter Parent Conference <input type="checkbox"/>
Date	
Staff Name	
Title	

GOAL NUMBER	MEASURABLE ANNUAL GOAL	REPORT OF PROGRESS (INSERT DATA CHARTS)