

WHO'S WHO?

Case Manager: The case manager oversees the child's Individualized Education Program. The case manager serves as the primary contact for questions regarding the child's special education program. If the case manager cannot answer your question, he/she will help direct you to the appropriate person.

Resource Teacher: The resource teacher provides individualized instruction to help meet the educational goals of the child's IEP. The resource teacher may work with the student in the general education classroom or in a separate room.

General Education Teacher: The general education teacher refers to the teacher who is with the child when he/she is mainstreamed in the general education classroom.

Fully-Supported Teacher: The fully supported teacher refers to the teacher who instructs in the self-contained district-wide elementary class. This teacher helps carry out educational goals on the child's IEP.

Special Education Administrator: The administrator who is in charge of and oversees the entire special education program in District 96.

Paraprofessional: Paraprofessionals are staff members who assist special education students and teachers in special and general education environments.

Occupational Therapist (OT): An occupational therapist helps a child with fine motor development, daily living skills, and functional adaptations relating to the educational environment.

Physical Therapist (PT): A physical therapist helps a child with gross motor development, functional mobility, and muscle development.

School psychologist: A school psychologist conducts assessments and evaluations of a child's skills and abilities and devises interventions, which are then explained to the educational team.

Social worker: A social worker assesses the child's social and emotional needs. He or she may also help a child improve his/her self-concept or help him/her integrate into the classroom.

Speech/language pathologist: The speech/language pathologist provides evaluations and treatment for a child in the comprehension and use of language as well as speech production.

Nurse: The nurse will collaborate with parents to obtain pertinent health information, in order to develop a care plan when there is a medical related condition that can interfere with a child's learning ability.

SERVICE PROVIDERS

All special education services will be provided by either District 96 employees or employees of the LaGrange Area Department of Special Education (LADSE). District 96 represents one of LADSE's 17 member districts. LADSE provides related service personnel and offers a full continuum of special education services, coordinates the Early Childhood Education program, and arranges transportation for special education students.

ADDITIONAL RESOURCES

- Learn about services provided by the LaGrange Area Department of Special Education (LADSE) <http://www.ladse.org/>
- LADSE offers parent information sessions on a variety of special education topics. To join the parent education mailing list, send an email to: listserv-subscribe@ladseparented.com
- The Illinois State Board of Education website provides information on special education services in Illinois. <http://www.isbe.state.il.us/spec-ed/>
- The Council for Exceptional Children is a national organization to share information about services, programs, and research regarding children with disabilities. www.cec.sped.org
- The Learning Disabilities Association of America helps people with learning disabilities, their parents, teachers, and other professionals. www.Ldanatl.org
- The National Autism Association gives parents, teachers, and families information and resources about autism. www.nationalautismassociation.org
- Children and Adults with Attention Deficit/Hyperactivity Disorder website provides resources on AD/HD: www.chadd.org

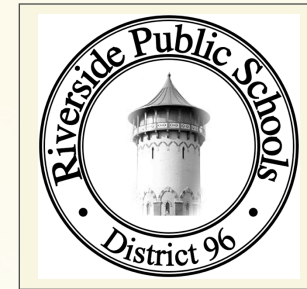
DISTRICT 96 ADMINISTRATION

Dr. Jonathan Lamberson, Superintendent of Schools
Mrs. Colleen Lieggi, Principal, Ames School
Mr. Robert Chleboun, Principal, Blythe Park School
Dr. Janice Limperis, Principal, Central School
Ms. Mindy Keller, Interim Principal, Hollywood School
Ms. Leslie Berman, Principal, Hauser Jr. High
Mrs. Stacy Westin, Asst. Principal, Hauser Jr. High
Mr. Vern Bettis, Director of Technology Systems
Dr. Mary Polk, Director of Special Education & Assessment Systems

DISTRICT 96

A GUIDE TO SPECIAL EDUCATION SERVICES

2009-10 SCHOOL YEAR



WELCOME TO THE SPECIAL EDUCATION PROGRAM IN DISTRICT 96!

The District 96 Special Education program works closely with parents, teachers, and staff members to identify and support children ages 3-14 who are eligible for special education and related services. In order to best meet the needs of *all* students, District 96 works collaboratively with the LaGrange Area Department of Special Education to provide a continuum of educational support services to students who are eligible for special education. We hope that you will find this brochure helpful in providing you with an overview of the Special Education Program in District 96.

THE SPECIAL EDUCATION PROCESS

Step 1: Referral

A referral is a formal request that a child be evaluated for eligibility to receive special education. A school professional or a parent may make a referral if a disability is suspected that affects a child's ability to perform at school. A referral is typically made after various forms of interventions have been utilized and documented through the Response to Intervention model.

Step 2: Evaluation

Once a child has been referred for an evaluation and parent consent is given, the school has 60 school days in which the evaluation must be completed. The evaluation is the collection of information from formal and informal assessments of the student, records, observations, and interviews. The information obtained through the evaluation will be used to make key educational decisions for the child.

Step 3: Eligibility Conference

Upon completion of the evaluation, the parents will meet with a team of qualified professionals to interpret the evaluation data. Parents will be notified of the scheduled time, date, and purpose of the meeting at least 10 days in advance. At the conference, it will be determined if the child has a disability, if the disability is having an adverse impact on the child's education, and whether special education services are needed.

Step 4: Individualized Education Program

If the child is eligible for special education services, an Individualized Education Program (IEP) will be developed that will include specific goals and objectives that address the individual child's strengths and needs. At the IEP meeting, the team will determine the appropriate special education services and educational environment for the child.

Step 5: Annual Review

The special education team will meet annually to review the current IEP, discuss the child's progress, and develop new goals and objectives. Although the team will meet at least once per year for an annual review, parents may request a meeting at any time to discuss IEP goals, progress, and/or concerns.

INDIVIDUALIZED EDUCATION PROGRAM

A child's Individualized Education Program (IEP) will include:

- Present level of educational performance
- Annual goals
- Progress toward annual goals and how parent(s) will be informed
- Short-term instructional objectives/benchmarks
- Specific special education, related services, supplementary aids and services, and a statement of program modifications or supports for school personnel
- Beginning date, amount, frequency, location, and anticipated duration of services and modifications
- Extent of participation in regular education programs
- Language(s) or mode(s) of communication
- Participation in assessments
- Placement
- Extended school year services

Additional information may also be provided in the IEP if needed based upon the evaluation results and input from school personnel.

COMMUNICATION

Having open lines of communication between parents and all members of the special education team is a vital component in the success of the program. The use of email is encouraged for brief questions or sharing of information. Parents can request an IEP meeting or informal meeting at any time to discuss issues and concerns. All questions regarding a child's special education program should be directed to the case manager. If the case manager cannot answer your question, he/she will help direct you to the appropriate person. Parents will receive progress updates on IEP goals in report cards each trimester. In addition, teachers will receive confidential memos regarding all students in their class who receive special education services describing each student's goals and accommodations.

EARLY CHILDHOOD EDUCATION

District 96 provides a free appropriate public education for all students eligible for special education services beginning at age 3. Children who are served in early intervention programs or who have been referred for an evaluation receive special education and related services through the Early Childhood Education program of District 96.

EDUCATIONAL ENVIRONMENTS

Parent consent is required for initial placement in a special education program, and any significant changes in placement would be determined at an IEP meeting. All students will be educated in the least restrictive environment (LRE), meaning that students will be placed in the educational program/setting that is most appropriate to his/her needs and least restrictive of his/her interactions with non-disabled peers. The following locations may be determined as an educational environment:

- General Education – With this placement, the child will receive specifically designed instruction with supplementary aids and services in the general education classroom. (K-8)
- Resource Room – With this placement, the child will receive specifically designed instruction in the resource teacher's room for a part of the day. The child will be included in the regular education class to the maximum extent appropriate for the remainder of the day. (K-8)
- Small Group Classes – Self-contained special education classes taught by a special education teacher at the middle school. (6-8)
- Co-Taught Classes – Students may benefit from enrollment in a class that is team-taught by a general education teacher and a special education teacher. This is regarded as a general education environment. (6-8)
- Fully-Supported Room – With this placement, the child will receive specifically designed instruction in a special education classroom. With support, the child is included in the regular education class whenever appropriate. (K-5)
- Separate Day School – With this placement, the child will receive specifically designed instruction in a special school. When the IEP team recommends this placement, funding for tuition and transportation is provided through the school district. (K-8)
- Residential Program – With this placement, the child will receive specially designed instruction in a special school where he/she also resides. When the IEP team recommends this placement, funding for tuition is provided through an Individual Care Grant by the Department of Human Services or application to the Illinois State Board of Education. (K-8)
- Home/Hospital Program – With this placement, a child with extraordinary needs that cannot be met by public schools, will receive specifically designed instruction at home or in a hospital. When the IEP team recommends this placement, funding for tutoring is provided through the school district. (K-8)