

DISTRICT 97
PARENT WORKSHOP
DEVELOPING YOUR CHILD'S IEP

CONNECTOR: CHOOSE YOUR VACATION SPOT



INITIAL IEP MEETING NEW BUILDING NEW TEAM MEMBERS

- Vision Statement for your child
 - Overall goal and or vision
- Picture of your child
 - Main focus
- Share any outside reports that may help team get a better understanding for your child
- Ask to visit new buildings and/or classrooms to get a better idea of programming prior to meeting if it is going to be a significant change



PRIOR TO THE MEETING

- REVIEW MATERIALS THAT WERE SENT HOME
 - HIGHLIGHT CONCERNS AND CELEBRATIONS
 - LOOK AT PARTICIPANTS ON INVITATION
 - IS THERE SOMEONE ELSE YOU WOULD LIKE TO ATTEND FROM EITHER HOME AND/OR SCHOOL?
- BE PREPARED TO SHARE YOUR PARENT INPUT
 - HIGHLIGHT CONCERNS AND CELEBRATIONS
- THINK AHEAD
 - ARE THERE SPECIFIC CHANGES IN THE UPCOMING YEAR THAT SHOULD BE ADDRESSED
 - LUNCH SCHEDULE (FIRST TIME IN CAFETERIA, EATING LATER/EARLIER, WITH OR WITHOUT SIBLING)
 - FIELD TRIPS (NEED SUPPORT, OVERNIGHT TRIP)
 - LOCKERS, STAIRS...ETC.
 - TESTING, MAP, IAR, HIGHSCHOOL PLACEMENT
 - HIGHLIGHT CONCERNS AND CELEBRATIONS

DURING THE MEETING:

- SHARE STRENGTHS ABOUT YOUR CHILD
- AT THE START OF THE MEETING- BE SURE TO STATE IF THERE IS SOMETHING SPECIFIC THAT YOU WANT ADDRESSED
- ASK QUESTIONS THROUGHOUT
- BE MINDFUL OF TIME- ASK FOR INDIVIDUAL MEETING WITH STAFF MEMBER IF YOU NEED MORE TIME



AFTER THE MEETING

- REVIEW THE DOCUMENTS THAT ARE SENT HOME
 - ARE THERE ANY CONCERNS
- ONGOING COMMUNICATION
 - PROGRESS REPORTS ON GOALS AT THE TRIMESTER
- YOU CAN CALL A MEETING AT ANY TIME
- IF YOU HAVE INFORMATION- SHARE IF IT'S RELEVANT
 - NEW OUTSIDE THERAPIST OR REPORTS
 - MEDICATIONS
 - SHIFTS IN SCHEDULES THAT MAY IMPACT SCHOOL DAY
 - HOMEWORK (IF RELEVANT)
- STAY INVOLVED.

ELIGIBILITY INFORMATION

- 13 CATEGORIES OF ELIGIBILITY
- SCHOOL STAFF MEET WHEN A REFERRAL FOR AN EVALUATION FOR SPECIAL EDUCATION IS SUBMITTED (CAN BE PROVIDED BY A PARENT/GUARDIAN, SCHOOL STAFF, OUTSIDE PROVIDER IN CONSULTATION WITH PARENT/GUARDIAN)
- DISCUSS THE REASON FOR THE REFERRAL (ACADEMIC, FUNCTIONAL & SOCIAL EMOTIONAL)
- A DETERMINATION IS MADE WHETHER OR NOT TO PROCEED
- IF PROCEEDING, ASSESSMENTS, OBSERVATIONS, RATING SCALES ARE DETERMINED BASED UPON THE REASON FOR THE REFERRAL (DOMAIN MEETING)
- PARENT MUST SIGN CONSENT FOR THE TEAM TO COMPLETE THE EVALUATION

ELIGIBILITY INFORMATION

- AS LISTED IN THE DOMAIN PAPERWORK A VARIETY OF ASSESSMENTS, OBSERVATIONS, STANDARDIZED AND NON-STANDARDIZED MEASURES WILL BE COMPLETED TO CONSIDER ELIGIBILITY
- TO BE ELIGIBLE, A STUDENT DEMONSTRATES AN ADVERSE EDUCATIONAL IMPACT REQUIRING THE SUPPORT OF SPECIALIZED SERVICES
- ASSESSMENT RESULTS ARE PROVIDED IN AN ELIGIBILITY REPORT THAT MUST BE PROVIDED TO YOU 3 SCHOOL DAYS PRIOR TO THE ELIGIBILITY MEETING
- OUR SCHOOL DISTRICT ATTEMPTS TO COMPLETE EVALUATIONS WITHIN 45 SCHOOL DAYS OF OBTAINING CONSENT (60 SCHOOL DAYS IS STATE/FEDERAL GUIDELINE)
- IF ELIGIBLE, AN IEP IS DEVELOPED. THIS IS CONSIDERED A SEPARATE MEETING AND MAY NOT HAPPEN ON THE SAME DAY

SPEECH AND LANGUAGE IN THE SCHOOL SETTING

YOU NEED LANGUAGE SKILLS TO COMMUNICATE. YOU NEED TO COMMUNICATE TO LEARN. READING, WRITING, GESTURING, LISTENING, AND SPEAKING ARE ALL FORMS OF LANGUAGE. THE BETTER YOUR COMMUNICATION SKILLS, THE BETTER YOU WILL DO IN SCHOOL.

THE **ULTIMATE GOAL** OF SCHOOL SPEECH THERAPY IS TO HELP THE STUDENT BENEFIT FROM HIS OR HER EDUCATION. IN A SCHOOL SETTING, THE STUDENT'S SPEECH/LANGUAGE IMPAIRMENT MUST NEGATIVELY IMPACT HIS/HER LEARNING IN SCHOOL. ELIGIBLE STUDENTS RECEIVE SERVICES FREE UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA).

COMMUNICATION CONCERNS IN THE SCHOOL SETTING

- SPEECH SOUNDS
- LANGUAGE AND LITERACY
- SOCIAL COMMUNICATION
- COGNITIVE COMMUNICATION
- STUTTERING
- VOICE



	SCHOOL BASED SPEECH THERAPY SERVICES	PRIVATE SPEECH THERAPY SERVICES
QUALIFYING FOR SERVICES	In order to receive school based services, a student must qualify. Team input, formal assessment, and informal assessment is taken into account.	A child does not have to demonstrate a large delay, clinicians use standardized tests, clinical observations, and parent report to demonstrate eligibility.
TREATMENT SCHEDULE	Student receives services during the school day. Services are typically provided on a weekly basis. Minutes are determined based on needs.	A child may be seen outside of school hours. Services often range from 30 to 60 minutes weekly.
TREATMENT MODEL	Services are provided either in the classroom room or in a small group setting. Services are provided during the school year.	Services are typically provided one on one. May provide year-round services.

OCCUPATIONAL THERAPY IN THE SCHOOL SETTING

OCCUPATIONAL THERAPY IN THE SCHOOL SETTING FOCUSES ON REMOVING BARRIERS FROM STUDENT'S ABILITY TO LEARN, HELPING STUDENTS DEVELOP PERSONAL SKILLS TO INCREASE THEIR INDEPENDENCE IN THE SCHOOL ENVIRONMENT AND EDUCATING SCHOOL PERSONNEL ABOUT DIFFERENT CONSIDERATIONS FOR STUDENTS WITH DISABILITIES.

THE PRIMARY CONCERNS FOR A SCHOOL OCCUPATIONAL THERAPIST IS ENABLING THE STUDENT TO LEARN AND ACCESS HIS OR HER LEARNING ENVIRONMENT. SUPPORTS MUST BE EDUCATIONALLY RELEVANT

OCCUPATIONAL THERAPY CONCERNS IN THE SCHOOL ENVIRONMENT

- SENSORY PROCESSING
- FINE MOTOR CONCERNS
- SELF CARE SKILLS WITHIN THE EDUCATIONAL ENVIRONMENT
- MANIPULATION OF SCHOOL RELATED MATERIALS
- VISUAL MOTOR SKILLS



	SCHOOL BASED OCCUPATIONAL THERAPY SERVICES	PRIVATE OCCUPATIONAL THERAPY SERVICES
QUALIFYING FOR SERVICES	In order to receive school based services, a student must qualify for an IEP that has academic supports. Team input, formal assessment, and informal assessment is taken into account.	A child does not have to demonstrate a large delay, clinicians use standardized tests, clinical observations, and parent report to demonstrate eligibility.
TREATMENT SCHEDULE	Student receives services during the school day. These services can be either direct or consultation. Services are provided on a weekly or monthly basis. Minutes are determined based on needs.	A child may be seen outside of school hours. Services often range from 30 to 60 minutes weekly.
TREATMENT MODEL	Services are provided either in a classroom setting or in a small group setting. Services can also push into specials classes-wherever the student needs support. Services are provided during the school year.	Services are typically provided one on one. May provide year-round services.

HIGHLIGHTS: SOME IMPORTANT PARENTAL RIGHTS TO KNOW

- BULLET POINTS PROVIDED TO YOU
- MEETINGS HELD SHOULD BE MUTUALLY AGREEABLE TIME/DATE/SPACE FOR FAMILIES AND SCHOOL STAFF
- PARENT ARE ENTITLED TO DRAFT COPIES OF PRESENT LEVELS, GOALS AND ACCOMMODATIONS 3 SCHOOL DAYS PRIOR TO THE IEP MEETING
- OUTSIDE/PRIVATE EVALUATIONS AND PRIVATE PROVIDER TREATMENT RECOMMENDATIONS MUST BE CONSIDERED BY YOUR STUDENT'S IEP TEAM.

ANY QUESTIONS: PLEASE REFER TO THE ISBE PARENTAL SAFEGUARDS

COMMUNICATION STEPS



D97 STUDENT SERVICES DEPARTMENT COMMUNICATION STEPS

CLASSROOM TEACHER OR CASE MANAGER

Start with informing and discussing with your classroom teacher and case manager.

TEAM FACILITATOR

Loop in your school team facilitator when you continue to have questions regarding special education.

COORDINATOR

If your concern has not been resolved, reach out to your school's student service coordinator to help problem solve.

BUILDING PRINCIPAL OR AP

Loop in your building principal, assistant principal and/or student support specialist when the concern is more building specific and not necessarily involving special education.

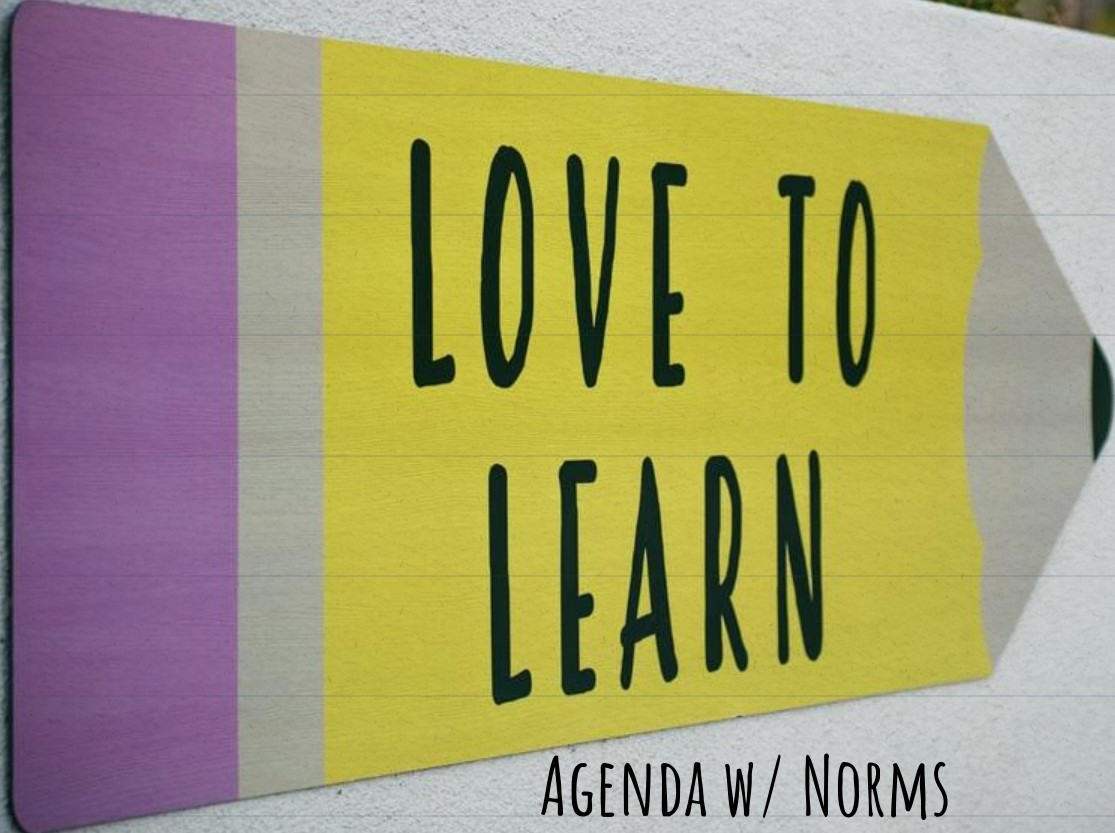
DIRECTOR OF STUDENT SERVICES

Connect with our director of student services, Tracy Hamm when your concerns have elevated beyond the school and coordinator level.

SENIOR DIRECTOR OF STUDENT SERVICES

Reach out to our senior director of student services, Donna Middleton with district level concerns.



A sign on a wall that says "LOVE TO LEARN" in a yellow arrow shape. The sign is mounted on a light-colored wall and has a purple vertical stripe on the left side. The text "LOVE TO LEARN" is written in a bold, black, sans-serif font. The sign is shaped like a yellow arrow pointing to the right, with a grey shadow effect behind it. The background shows a person walking on a sidewalk in the distance.

LOVE TO
LEARN

AGENDA W/ NORMS
IEP PARENT SURVEY

CURRENT IEP PARENT SURVEY FEEDBACK:

- Families that feel that they have been provided an opportunity to give input regarding their student's IEP services and supports: **100%**
- IEP team shared and met meeting norms: **97.7%**
- Families that feel they had sufficient voice in the IEP process: **100%**
- Families were provided with a draft IEP or report 3 days in advance of the meeting: **93%**
- When asked how satisfied families were with the IEP meeting process, families that rated their experience a 4 or 5 out on a 0- 5 scale **95.3%**



Every child deserves a

CHAMPION

-an adult who will

NEVER GIVE UP

on them,

who understands

the power of

CONNECTION

And insists they

BECOME

the BEST they can be.

Rita F. Pearson

