

# Special Education in Park Ridge Niles District 64

Board of Education Meeting  
Discussion of Special Education  
April 14, 2014

## Legal Framework

- Individuals with Disabilities Education Improvement Act (often referred to as "IDEA")
- Americans With Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1973
- Illinois Laws/Rules and Regs –
  - Article 14 of the School Code
  - ( Part 226 Rules and Regs)
  - School Code – Food Allergy Guidelines
  - The Care of Students with Diabetes Act

## Board policy/ Admin Procedures based on ISBE Section 226 Rules and Regs

- **Education of Children with Disabilities Board Policy 6:120**

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed.

## District 64 Special Education Administrative Procedures

- Provision of FAPE (Free Appropriate Public Education)
- A viable organizational and financial structure;
- Systematic procedures for identifying and evaluating the need for special education and related services.
- Qualified personnel who are employed in sufficient number to provide services
- Appropriate and adequate facilities, equipment, and materials.
- Functional relationships with public and private agencies that can supplement or enhance the special education services of the public schools.
- Interaction with parents and other concerned persons that facilitates the educational development of children with disabilities.
- Procedures for internal evaluation of the special education services provided.
- Continuous planning for program growth and improvement based on internal and external evaluation.

## FAPE-Continuum of Services

- A continuum of appropriate alternative placements available to meet the needs of children for special education and related services which may include, but is not limited to, any of the following:
  - General education classes;
  - Special education classes;
  - Special schools (public and private day);
  - Home/hospital services; and
  - State operated or nonpublic programs.

## Child Find

- Each school shall be responsible for actively seeking out and identifying all children from birth through age 14 within CCSD 64 (and those parentally-placed private school children for whom CCSD 64 is responsible – see Section 9) who may be eligible for special education and related services. This requirement relates to homeless children, children who are wards of the state and highly mobile and migrant children. Procedures developed to fulfill the child find responsibility shall include:

## Evaluation and Determination of Eligibility

- Autism
- Specific Learning Disability
- Emotional Disability
- Traumatic Brain Injury
- Deafness
- Deaf Blind
- Visual Impairment

## Eligibility

- Hearing Impairment
- Other Health Impaired
- Developmental Delay
- Intellectual Impairment
- Speech and Language Impairment
- Multiple Disabilities
- Orthopedic Impairment

## Individualized Educational Programs (IEP)

- A statement of the child's present levels of academic achievement and functional performance. This must include: (1) a statement of how the child's disability affects his/her involvement and progress in the general curriculum; or (2) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

## IEP

- A statement of measureable annual goals that reflect consideration of the State Goals for Learning and the Illinois Learning Standards/CCSS, as well as benchmarks or short-term objectives, developed in accordance with the child's present levels of educational performance, designed to:
- Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum, or for preschool children to participate in age appropriate activities; and

## IEP

- A statement of the special education and related services and
- supplementary aids and services, based on peer reviewed research to the extent practicable, and program modifications or supports that will be provided for the child to:
- Advance appropriately toward attaining the annual goals; and
- Be involved in and make progress in the general curriculum and participate in extracurricular and nonacademic activities; and
- Be educated and participate with other children with and without disabilities.

## IEP

- A statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments, or a statement of why the child cannot participate in such assessments and why the particular alternate assessment selected is appropriate

## IEP

- The projected beginning date for the beginning of the services and modifications, and the amount, frequency, and anticipated duration of those services and modifications.

## Related Services

- Speech Language
- Social Work/Counseling
- Occupational Therapy
- Physical Therapy
- Health Services
- Assistive Technology
- Adapted Physical Education

## IEP

- A description of how the child's progress towards annual goals will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

## IEP

- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the general class and in extracurricular and nonacademic activities.



## IEP

- A statement as to whether the child requires extended school year services and, if so, a description of those services that includes their amount, frequency, duration and location.

## IEP

- A statement as to the languages or modes of communication in which special education and related services will be provided, if other than or in addition to English.

# IEP

- Beginning not later than the first IEP to be in effect when the child turns age 14 ½, and updated thereafter, the IEP shall include (1) appropriate, measurable, postsecondary goals based upon age-appropriate assessments related to employment, education or training, and, as needed, independent living; (2) the transition services that are needed to assist the child in meeting those goals, including courses of study and any other needed services to be provided by entities other than CCSD 64.

## Student Participation in Assessments

- ISAT/IAA Illinois Alternate Assessment
- PARCC/DLM Dynamic Learning Map

## Serving Students in the Least Restrictive Environment

- CCSD 64 supports the right of children with disabilities to be educated with nondisabled children to the maximum extent appropriate.
- The child's placement shall be based on the child's IEP and shall be as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child shall be educated in the school that he or she would attend if nondisabled. A placement determination based solely upon the category of a child's disability or on the current configuration of a districts service delivery system is prohibited. In selecting the least restrictive environment (LRE), consideration shall be given to any potential harmful effect on the child or on the quality of services received.

## LRE

- Children with disabilities must be allowed to participate to the maximum extent appropriate with nondisabled children in nonacademic and extracurricular activities (including meals, recess periods, athletics, clubs, and recreational activities).

## Provision of Extended School Year

- Extended school year services are special education and related services, which are provided by CCSD 64 to an IDEA eligible child with a disability beyond CCSD 64's regular school year in accordance with the child's IEP at no cost to the child's parent(s) and meet the standards of ISBE.

### Transition of Children under Part C of IDEA into Part B Public Pre-School Programs

For a child with an IFSP (Individual Family Service Plan) who will be making the transition from an early intervention program into the special education program of CCSD 64 at age three, CCSD 64 shall ensure that either an IEP or the child's IFSP in effect on his/her third birthday. A representative of CCSD 64 shall participate in the transition meeting.

Serving students who attend non-public schools or who are home schooled

- Proportionate Share of IDEA Funds
- Timely and Meaningful Consultation
- Private/Parochial Services

## Procedural Safeguards

- Written notification of the procedural safeguards available to the parent(s) of a child with a disability shall be given to the parent(s) one time per school year, and:
- Upon referral for an initial evaluation or reevaluation or parent request for evaluation or reevaluation;
- In accordance with certain disciplinary removals (see Section 10.5);
- Upon request by a parent; and
- Upon receipt of the first State Complaint and upon first request for a due process hearing in a school year.

## Behavior Intervention and Discipline

- FA/BIP
- 10 day suspensions
- 45 day IAES
- Expulsions/Manifestation Determinations

## Private/Public Day Therapeutic

During the 2012-2013 school year District 64 had students in private/public day facilities for part or all of the school year.

Annual Cost	\$	1,759,000
State Reimbursement		469,817
Net cost to district		1,289,183
Net cost per student		34,843
Range of net costs		26,664 to 96,751