

Parent Guide to Special Education



CCSD93

Working together nurturing the
potential

**Community
Consolidated School
District 93**

Vision

CCSD93 inspires students to build the future. Our students will have the skills to be entrepreneurs, global collaborators, and creators, be prepared for anything their future has to offer, and be ready to help the world achieve its potential.

Mission

CCSD93's mission is to maximize the academic, social, and emotional potential of each student.

1

**INDIVIDUALIZED
EDUCATION
PROGRAM**

2

**RELATED
SERVICES**

3

504 PLAN

4

**SOCIAL
EMOTIONAL
LEARNING**

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**Community Consolidated
School District 93**

230 Covington Drive
Bloomington, Illinois
60108

Tel 630-893-9393
Fax 630-539-3450

www.ccsd93.com

William R. Shields, Ed.D.
Superintendent of Schools

Dear Parents,

I would like to welcome you and your child(ren) to the Community Consolidated School District 93 (CCSD93) Department of Special Education. Whether your child was recently placed or if you have moved into CCSD 93, we are hopeful that the following information will be useful.

The District 93 staff is committed to assisting you in understanding the process. As one means of assistance, we developed the Special Education Parent Guide, which provides information that we feel will be most useful from a parent's perspective.

Please know that this is intended as a supplement. We continue to encourage and welcome you to contact any of the appropriate administrators or staff regarding any questions that you may have.

Please take some time to review the Parent Guide. Along with the District 93 staff, I look forward to working with you. Please feel free to contact me if you have any questions regarding this guide or any other special issue with which I can assist you. My telephone number is 630-539-3146, or you may email me at morrisc@ccsd93.com.

Carol Stream School

Cloverdale School

Elsie Johnson School

Heritage Lakes School

Roy DeShane School

Western Trails School

Jay Stream Middle School

Stratford Middle School

Early Childhood Center

Sincerely,

Crysta Morrissey

Dr. Crysta Morrissey
Assistant Superintendent for Student Services

District 93 Vision Statement

CCSD93 inspires students to build the future. Our students will have the skills to be entrepreneurs, global collaborators, and creators, be prepared for anything their future has to offer, and be ready to help the world achieve its potential.

District 93 Mission Statement

CCSD93's mission is to maximize the academic, social, and emotional potential of each student.

Who should parents contact if they have questions regarding Special Education?

Parents of school-aged children should contact their building Principal or Assistant Principal.

Carol Stream School	630-588-5400
Heritage Lakes School	630-588-6200
Western Trails School	630-588-6400
Jay Stream Middle School	630-588-5200
Early Childhood Center	630-307-3750

Cloverdale School	630-588-5300
Elsie Johnson School	630-671-8800
Roy DeShane School	630-588-6300
Stratford Middle School	630-671-4300

Community Consolidated School District 93
Administrative Offices
230 Covington Drive, Bloomingdale, IL 60108
630-893-9393



Dr. Crysta Morrissey, Assistant Superintendent for Student Services
630-539-3146/morrisc@ccsd93.com

Parents of infants (0-3) and preschool-aged children (3-5) should contact the Early Childhood Principal, the Assistant Principal or the Birth through 3 Coordinator at (630) 307-3750.

Accommodating Individuals with Disabilities

District 93 accommodates individuals with disabilities with the opportunity to participate in all school-sponsored services, programs, and activities on an equal basis as those without disabilities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that requires special assistance or services and what services are required. The notification should take place as far as possible before the school-sponsored function, program or meeting. (BP 890)

Special Education Services

CCSD93 offers special education services for those students who have been determined eligible. Approximately 95% of the special education students in District 93 are educated in their home district. The remaining special education students are serviced through the Cooperative Association for Special Education (CASE), SASSED, DuPage/West Cook, or private facilities.

Eligibility and placement decisions are determined by the multidisciplinary team working with that student. Parents are members of this team for their individual child. Teams are required to make program service and placement decisions based on the individual educational needs for the child.

Services are available for those students for whom it is determined appropriate. Throughout District 93 a full continuum of services are offered for students with special education needs. Some of these services include but are not limited to:

Early Childhood Special Education

Early Childhood Special Education is designed for students with identified developmental delays in the areas of speech-language, motor, social-emotional, adaptive and/or cognitive functioning. This special education service provides early intervention in each of the developmental areas for identified children from their third birthday through their preschool years. For requests for developmental screenings or any questions related to Early Childhood Special Education, please call the Early Childhood Center at (630) 307-3750

Speech and Language (S&L)

Speech and language services are provided for students with an identified impairment in one or more of the following areas: articulation, voice, fluency, and/or language delay/disorder, which adversely affects their educational performance. Services are delivered in and out of the general education classrooms and are located at all District 93 schools. (Grades: Preschool - 8)

Resource/Special Education Instruction

Resource services are designed for students requiring special education instruction in a core content area. This type of service can include consultation by the resource teacher to the regular classroom teacher and/or individual or small group direct instruction in or out of the general education classroom. Resource services are provided at all District 93 schools. (Grades: K - 8)

Related Services

Related services are supportive services which are required to assist a child with disabilities to benefit from special education services. Such services may include speech therapy, psychological services, physical and occupational therapy, social work services and transportation. These are the related services.

1. **Adapted Physical Education (APE):** a special designed and/or modified program that is designed to meet the needs of an individual student who, due to his/her identified disabling condition, is unable to benefit from a regular physical education program.
2. **Counseling Services:** services provided by qualified personnel such as social workers, psychologists, guidance counselors, or other qualified personnel.
3. **Occupational Therapy (OT):** treatment focuses on helping students with a physical, sensory, or cognitive disability be as independent as possible in all areas of their lives. OT can help kids with various needs improve cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment.
4. **Physical Therapy (PT):** is recommended for students who have been injured or who have movement problems from an illness, disease, or disability.
5. **Special Transportation:** transportation services which are required because of a child's exceptional characteristics. (Grades: Preschool-8)

Co-Taught Special Education Services

A co-taught special education classroom is a general education classroom in which an academic course is taught by a general education teacher and a special education teacher together. Students receiving special education services are provided instruction through inclusive practices to the greatest extent possible. In addition to inclusive practices, students may also receive direct intensive instruction individually or in small groups from the special education teacher.

Self-Contained Special Education Class

A special education self-contained classroom is designed to meet the individualized educational needs of students whose disability significantly impacts the student's ability to participate and

progress in the general education classroom. Students receive services in these classrooms when their education requires an alternative instructional method and/or curriculum in one or more academic areas. Curriculum in these classrooms may also include functional life skills. Classrooms are located at the Early Childhood Center for preschool students, Elsie Johnson School for PreK-5, Heritage Lakes School for grades K-5 and Jay Stream and Stratford Middle Schools for grades 6 - 8. (Grades: Preschool - 8)

Low Incidence Services (Hearing, Visual, Orthopedic Impairment)

Services for students with a hearing, visual or orthopedic impairment are available in cooperation with the CASE Itinerant Services and SASSED/DuPage/West Cook Diagnostics. Students may be serviced by an itinerant teacher who comes to the child's home school or in a self-contained structure. (Grades: Preschool - 8)

Medicaid Billing

If a child receives special education services and is also Medicaid eligible, school districts can seek partial reimbursement from Medicaid for IEP services or certain IEP services documented in a child's Individualized Education Plan (IEP). Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services to students.

The reimbursement process requires the school district to provide Medicaid with the child's name, birth date, and Medicaid number. Federal law requires the parent's written consent to release this data to Medicaid. Only data for Medicaid eligible students will be released. Parents can deny the district the right to release the data now or at any time in the future. Regardless of a parent's decision the district must continue to provide, at no cost to the parent, the services listed in the child's IEP.

When considering this decision, parents should note that this program has no impact on current or future Medicaid benefits for them or their family. Under federal law, a parent's decision to participate CANNOT:

- Decrease lifetime coverage or any other public insurance benefit
- Result in the family paying for services that would otherwise be covered by Medicaid
- Increase a parent's premiums or lead to discontinuation of benefits or insurance
- Result in the loss of eligibility for home and community-based waivers

A parent's consent allows CCSD93 to recover a portion of costs associated with providing health services to the child. Additional information regarding special education programs is available from the Special Education Department at (630) 539-3157 or your child's school principal.

What is C.A.S.E.?

C.A.S.E. is the acronym for the "Cooperative Association for Special Education." C.A.S.E. is designed to create a cooperative of school districts to establish and coordinate special education

programs and services for children with disabilities of all member districts, which include the Glenbard feeder districts: Marquardt 15; Queen Bee 16; Glen Ellyn 41; Lombard 44; Glenbard 87; Glen Ellyn 89, and District 93.

What are C.A.S.E. Itinerant Services?

C.A.S.E. itinerant services are provided to those students with low-incidence disabilities, including students with hearing, visual, and physical impairments. C.A.S.E. itinerant staff come to District 93 schools to provide direct and/or consultative services to identified low-incidence students.

Special Education Services Available Through C.A.S.E./C.A.S.E. Itinerants:

Itinerant Services: Services for students with hearing, vision, or physical impairments may be served by an itinerant teacher who comes to the child's home school. This type of program can include consultation by the itinerant teacher with the regular classroom teacher and/or direct services.

What is SASSED/DuPage West Cook Diagnostics?

SASSED/DuPage West Cook provides self-contained programs for those students with low-incidence disabilities (hearing, visual, and physical impairments) who require services for more than 60% of their school day.

Self-Contained Special Education Classrooms Available Through SASSED/DuPage West Cook:

Hearing Impaired: These self-contained classrooms serve students whose primary disability is a hearing impairment. Students in this program require significant alternative services for more than 60% of their school day. A full continuum of related services and individualized mainstreaming or integration opportunities will be available as recommended by the IEP team. The hearing impaired classrooms are located at North School (Villa Park) for K-5 and Westmont Jr. High for grades 6-8th.

A full continuum of related services and individualized mainstreaming or integration opportunities will be available as recommended by the IEP team. The Hearing Impaired Program is located at the students' home school K-8.

Vision Impaired: These self-contained classrooms serve students whose primary disability is a vision impairment. Students in this program require services for more than 60% of their school day. A full continuum of related services and individualized mainstreaming or integration opportunities will be available as recommended by the IEP team. The Vision Impaired Program is located at Salt Creek Primary School (Elmhurst) for grades P-2, Stella May Swartz Elementary School (Oakbrook Terrace) for grades 3-6, and Albright Middle School (Villa Park) for grades 6-8.

Student Placement Process

Collaborative Consultation Model

A collaborative team is an interactive, school-based team comprised of teachers and specialists working together with the parent to cooperatively plan for student instruction, necessary accommodations or adaptations, and evaluation. All nine schools in District 93 are continually working toward ongoing collaboration among staff members as we promote quality programs for our students.

The Special Services Team

Community Consolidated School District 93 has a Special Services Team (SST) at each school. The Special Services Team is a group of professionals from each building who meet on a routine basis to discuss academic and social emotional concerns raised about an individual child. The SST works to determine appropriate interventions, modifications, and/or adaptations to be implemented in the classroom by the appropriate personnel. Team members collaborate with building staff regarding issues discussed. This may be in the form of individual consultation, problem-solving teams, or grade-level teams. The SST also makes determinations if additional assessment or evaluation is warranted.

Special Services Team Members (as appropriate):

- | | |
|---|---------------------------------|
| • Principal/Assistant Principal (Chairperson) | • Reading Specialist |
| • Classroom Teacher | • Regular Education Teacher(s) |
| • Nurse | • Resource Consultant |
| • Occupational Therapist/Physical Therapist | • Social Worker |
| • Psychologist | • Speech & Language Pathologist |
| | • ELL Staff |

Full and Individual Evaluation

A full and individual evaluation refers to a series of in-depth diagnostic procedures conducted by a variety of school personnel. This evaluation is designed to provide information about the child, the nature of the problems that may be affecting his/her educational development, and the type of intervention and assistance needed to address these problems. Team members are required to review and consider what evaluation data, if any, is needed in each of the eight domains (see page 8). Existing information about the child, additional evaluation data needed, and sources from which data will be obtained is identified and described on the Parent/Guardian Consent for Evaluation form.

COOPERATIVE ASSOCIATION FOR SPECIAL EDUCATION
22W600 Butterfield Road, Glen Ellyn IL 60137

PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

DATE: _____ STUDENT'S NAME: _____ STUDENT'S DATE OF BIRTH: _____

Dear _____ :
(Parent(s)/Guardian(s) Name)

Each school district shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services. The purpose of an evaluation is to determine:

- Whether the child has one or more disabilities;
- The present levels of academic achievement and functional performance of the child;
- Whether the disability is adversely affecting the child's education; and,
- Whether the child needs special education and related services.

An evaluation considers domains (areas related to the suspected disability) that may be relevant to the educational problems experienced by the individual child under consideration. The nature and intensity of the evaluation, including which domains will be addressed, will vary depending on the needs of your child and the type of existing information already available. The IEP Team, of which you are a member, determines the specific assessments needed to evaluate the individual needs of your child. Within 60 school days from the date of parent/guardian consent, a conference will be scheduled with you to discuss the findings and determine eligibility for special education and related services.

The IEP Team must complete page 2 of this form prior to obtaining parental consent for evaluation.

PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

I understand the school district must have my consent for the initial evaluation. If I refuse consent for an initial evaluation, the school district may, but is not required to, pursue override procedures through due process. If the school district chooses not to pursue such procedures, the school district is not in violation of the required evaluation procedures. I understand my rights as explained to me and contained in the **Explanation of Procedural Safeguards**. I understand the scope of the evaluation as described on page 2 of this form.

☐ I give consent ☐ I do not give consent

to collect and/or review the evaluation data as described on page 2 of this form.

Date: _____

Parent/Guardian Signature: _____

COOPERATIVE ASSOCIATION FOR SPECIAL EDUCATION
22W600 Butterfield Road, Glen Ellyn IL 60137

PARENT/GUARDIAN CONSENT FOR REEVALUATION

DATE: _____ STUDENT'S NAME: _____ STUDENT'S DATE OF BIRTH: _____

Check One: ☐ **Reevaluation** ☐ **Reevaluation Not Needed**

Dear _____ :
(Parent(s)/Guardian(s) Name)

Each school district shall ensure that a reevaluation is conducted for each child being reconsidered for special education and related services. A reevaluation must occur at least once every three years unless the parent and school district agree that a reevaluation is not needed. A reevaluation may not occur more than once a year, unless the parent and school district agree it is necessary. The purpose of a reevaluation is to determine:

- Whether the child continues to have one or more disabilities;
- The present levels of academic achievement and functional performance of the child;
- Whether the disability is adversely affecting the child's education;
- Whether the child continues to need special education and related services; and
- Whether any additions or modifications to the child's special education and related services are needed to enable the child to meet the measurable annual goals in the Individualized Education Program (IEP) and to participate appropriately in the general curriculum, extracurricular activities and other nonacademic activities.

An evaluation considers domains (areas related to the suspected disability) that may be relevant to the educational problems experienced by the individual child under consideration. The nature and intensity of the evaluation, including which domains will be addressed, will vary depending on the needs of your child and the type of existing information already available. The IEP Team, of which you are a member, determines the specific assessments needed to evaluate the individual needs of your child. Upon completion of your child's evaluation, a conference will be scheduled with you to discuss the findings and determine eligibility for special education and related services.

The IEP Team must complete page 2 of this form prior to obtaining parental consent for a reevaluation. If the IEP Team determines no additional evaluation is needed, then parental agreement and not parental consent is required.

PARENT/GUARDIAN AGREEMENT THAT NO ADDITIONAL DATA IS NEEDED

I understand the school district is not required to conduct a reevaluation to determine if my child continues to be a child with a disability. However, I may request the school district to conduct the reevaluation.

☐ I agree ☐ I do not agree with the determination that no additional data is needed.

Date: _____ Parent/Guardian Signature: _____

PARENT/GUARDIAN CONSENT TO COLLECT ADDITIONAL EVALUATION DATA

I understand the school district must have my consent for the reevaluation. If I refuse consent, the school district may, but is not required to, pursue override procedures through due process. If the school district chooses not to pursue such procedures, the school district is not in violation of the required evaluation procedures. Furthermore, I understand that if I fail to respond to the request for consent, the school district may pursue the reevaluation if the school district made reasonable efforts to obtain such consent. I understand my rights as explained to me and contained in the **Explanation of Procedural Safeguards**. I understand the scope of the evaluation as described on page 2 of this form.

☐ I give consent ☐ I do not give consent to collect the evaluation data as described on page 2 of this form.

Date: _____ Parent/Guardian Signature: _____

This form must be completed by the IEP Team					
DOMAIN	RELEVANT		EXISTING INFORMATION ABOUT THE CHILD	ADDITIONAL EVALUATION DATA NEEDED	SOURCES FROM WHICH DATA WILL BE OBTAINED
	YES	NO			
Academic Achievement Current or past academic achievement data pertinent to current educational performance.	<input type="checkbox"/>	<input type="checkbox"/>			
Functional Performance Current or past functional performance data pertinent to current functional performance.	<input type="checkbox"/>	<input type="checkbox"/>			
Cognitive Functioning Data regarding cognitive ability, how the child takes in information, understands information and expresses information.	<input type="checkbox"/>	<input type="checkbox"/>			
Communication Status Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.	<input type="checkbox"/>	<input type="checkbox"/>			
Health Current or past medical difficulties affecting educational performance.	<input type="checkbox"/>	<input type="checkbox"/>			
Hearing/Vision Auditory/visual problems that would interfere with testing or educational performance. Dates and results of last hearing/visual test	<input type="checkbox"/>	<input type="checkbox"/>			
Motor Abilities Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance.	<input type="checkbox"/>	<input type="checkbox"/>			
Social/Emotional Status Information regarding how the environment affects educational performance (life history, adaptive behavior, independent function, personal and social responsibility, cultural background).	<input type="checkbox"/>	<input type="checkbox"/>			

Full and Individual Evaluation Domains

- **Health** – Current or past medical difficulties affecting educational performance.
- **Vision** – Visual problems that would interfere with testing or educational performance; date and results of last vision test.
- **Hearing** – Auditory problems that would interfere with testing or educational performance; date and results of last hearing test.
- **Social/Emotional Status** – Information regarding how the environment affects educational performance (life history, adaptive behavior, independent functioning, personal and social responsibility, cultural background).
- **Cognitive Functioning** – Data and other information regarding intellectual ability: how the child takes in information, understands information, and expresses information.
- **Academic Performance** – Current or past academic functioning data pertinent to current educational performance.
- **Communication Status** – Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.
- **Motor Abilities** – fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance.
- **Functional Performance** – Strengths and areas needing improvement in daily activities which could include areas of self-direction, interpersonal skills, self-care, mobility, work and problem solving skills.

When the evaluation is completed (within sixty school days of attaining parent consent), an Individualized Education Program (IEP) conference is held to consider the results of the evaluation, determine eligibility for special education services, and make



The Individualized Education Program (IEP) Conference

The purpose of the IEP conference is to obtain an overall picture of your child in order to meet his/her education needs. Along with parents, participants in the conference may include any/all of the following individuals: school psychologist, school social worker, counselor, classroom teacher, reading specialist, school nurse, regular education teacher, special education teacher, speech/language pathologist, building administrator(s), special education administrator, and others who have relevant information to share. The number of participants will be dependent on the number of individuals having relevant information to effectively review your child's progress and effectively plan for his/her educational program. There may be many participants at the IEP conference. Parents may invite independent specialists, advocates, or other individuals to the IEP conferences at their discretion. We encourage you to notify the principal of guests you may be bringing to an IEP conference. You will be contacted prior to the Individualized Education Program conference in an attempt to identify a mutual meeting time/date. The Special Services Team will also forward written confirmation to you, which will include a list of other professionals invited to the conference.

An IEP conference may be called for a variety of reasons. The most common reasons include reviewing the Full and Individual Evaluation, reviewing educational progress, and developing recommendations for special education services or placement. Upon determining eligibility, an Individualized Education Program (IEP) is



Agenda for Individualized Education Program Conference

Parents are encouraged to offer input identifying the child's strengths and concerns or ask questions at any time throughout the conference.

1. Introductions
2. Purpose of meeting
3. Sharing of findings/information
4. Determination of student's eligibility for special education services
5. Identification of student's educational needs
6. Development of the Individual Education Plan (IEP), if a child is determined eligible for services

Individual Educational Program (IEP)

A child's IEP includes:

- A statement of the child's present level of educational performance
- Annual goals, including short-term objectives
- Appropriate objective performance criteria, evaluation procedures, and schedules for determining whether the short-term instructional objectives are being achieved
- Special education program and related services to be provided to the child, the type of program/service model, and the extent to which the child will be able to participate in regular education programs
- Projected dates, frequency, location, and duration of services
- A statement of participation in State and local assessments
- Additional needs that may include a behavior management plan, assistive technology, extended school year, transportation, classroom modifications, support for school personnel

The IEP can be revised at any time and must be reviewed at least annually. This is often referred to as the **Annual Review**. Parents are invited and strongly encouraged to participate in all revisions. A copy of the IEP is given to the parents.

Remember that communication is the key to any successful program. Regular meetings with your student's teacher and team of school personnel can keep things running smoothly. It is essential that you become a part of your student's team.

How to Prepare for the Individualized Educational Planning (IEP) Team Meeting:

- Obtain as much information as you can before the individualized educational planning meeting. Talk with your child's teacher, the people who evaluated your child, and read your child's records.
- Write down your questions and concerns for the meeting.
- If possible, both parents should attend the individualized educational planning committee meeting.
- If possible, meet with your child's teacher and observe your child in his or her present program.
- Be sure you understand the contents of the individualized educational program.

Questions to Ask at the IEP meeting

1. What are my child's strengths and weaknesses?
2. Did my child make the expected progress this past year? If not why not?
3. Did any particular problems occur at school this last year?
4. What are the school's goals for this next year?
5. How will these goals be measured?
6. To what extent will my child be included with general education students?
7. Are there any other services my child needs to be successful in school?
8. Is my child getting along with his/her peers?
9. What can I do at home to support my child's progress at school?



Definition of Terms

1. **Adaptive Behavior:** how the student functions independently as well as in areas of personal and social responsibility.
2. **Adapted Physical Education (APE):** a specially designed and/or modified program that is designed to meet the needs of an individual student who, due to his/her identified disabling condition, is unable to benefit from a regular physical education program.
3. **Assistive Technology Device:** any item, piece of equipment, or product, whether attained or acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.***
4. **Articulation:** speaking clearly and distinctly.
5. **Auditory Association:** ability to make generalizations from auditory information.
6. **Auditory Memory:** remembering what one hears.
7. **Augmentative Communication Device:** a device which aids or augments communication for individuals with speech impairments.
8. **Case Manager:** a person who monitors a student's Individual Education Program (IEP).
9. **Consent:** means the parent has been informed of all necessary information, understands and agrees in writing to carry out the activity for which consent is sought, understands that the granting of consent is voluntary on his/her part, and may be revoked at any time through established procedures.
10. **Continuum of Alternative Placements:** the availability of different types of educational environments, for example: regular classes, resource room classes, self-contained classes, day and residential special schools, home instruction, hospital instruction, and institutional instruction.*
11. **Counseling Services:** services provided by qualified personnel such as social workers, psychologists, guidance counselors, or other qualified personnel.*
12. **Discrimination (Auditory/Visual):** noticing the difference between similar things.
13. **Domain:** an aspect of a student's functioning or performance that must be considered in the course of designing an evaluation. The domains are health, vision, hearing, social and emotional status, general intelligence, academic performance, functional performance, communication status, and motor abilities.
14. **Due Process Hearing:** a special hearing convened at the request of parents or the local school district in which an impartial hearing officer hears both sides and renders a decision binding on the local educational agency and the parent.

15. **Evaluation:** a series of procedures designed to provide information about a student's suspected disability; the nature and extent of the problems which are or will be adversely affecting his/her educational development; and the type of intervention and assistance needed to alleviate these problems.
16. **Expressive Language:** ability to express thoughts by spoken, written, or signed language.
17. **Free Appropriate Public Education (FAPE):** requires an education program for all children without cost to parents. This does not mean the best possible education, but, when combined with the least restrictive environment, implies that the individual is to receive the appropriate education and related services that will enable him/her to benefit from education.**
18. **Home School:** the school a student would attend if he/she did not have a disability.**
19. **Inclusion:** a service delivery model providing for the education of students at their home school in a standard educational program. The emphasis is to provide appropriate special education services within the standard classroom. Allowing students engaged opportunities to learn academics as well as social and functional skills.**
20. **Individualized Education Program (IEP) Conference:** deliberation among appropriate persons for the purpose of determining eligibility for special education services, and reviewing a student's educational program to determine if changes are warranted.*
21. **Itinerant Teacher:** one who travels to more than one school to teach.
22. **Least Restrictive Environment (LRE):** to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of disabled children from the regular education environment occurs only when the nature or severity of the disability requires that education in regular classes with the use of supplementary aids and services, cannot be achieved satisfactorily.*
23. **Mainstreaming:** providing opportunities for students with disabilities to receive academic instruction in age-appropriate student groupings where expectations are commensurate with their non-disabled peers.**
24. **Multi Tiered System of Support (MTSS):** a process designed to help schools focus on and provide high quality instruction and intervention to students who may be struggling with learning. MTSS is a general education process that provides layered instructional support for students.
25. **Parent:** the natural or adoptive parent, a guardian, a person acting as a parent of a child, or surrogate parent who has been appointed by the State Board of Education.*
26. **Parent Counseling and Training:** procedures utilized in assisting parents in understanding the special needs of their child and in providing parents with information about child development.*
27. **Psychological Evaluation:** an individual evaluation of the student's functioning in the cognitive, psychomotor, social/emotional, and academic achievement or aptitude areas using appropriately validated formal and informal tests and evaluation material.*

28. **Public Law 94-142:** Individual Disability Education Act (IDEA), previously known as Education for all Handicapped Act (EHA), of 1975. This legislation provides that children with disabilities have a right to free appropriate public education.
29. **Public Law 99-457:** a Federal grant program that provides for the planning of the delivery of early intervention services for infants and toddlers, birth through two years of age, with disabilities. Illinois is in the process of requesting state legislation for the provision of these services. This law also mandated services for all three- through-five-year-olds with disabilities in school year 1991-92.
30. **Receptive Language:** ability to acquire meaning from spoken, written, or signed language.
31. **Reevaluation:** a full and individual evaluation completed at least every three years for students receiving special education services. Parents sign in consent of this evaluation.
32. **Referral:** a formal procedure by which a case study evaluation may be requested.
33. **Regular Education Initiative (REI):** a preventative approach to addressing student needs in the standard educational program through collaborative consultation, curricular modifications, and environment adaptations.**
34. **Related Services:** supportive services which are required to assist a child with disabilities to benefit from special education services. Such services may include speech therapy, psychological services, physical and occupational therapy, social work services, and transportation.
35. **Resource Program:** special education services which are provided to the child for less than 50% of their school day.*
36. **School Days:** those days on which school is officially conducted during the regularly established school year.
37. **School Health Services:** services provided by a qualified school nurse or other qualified persons.
38. **Screening:** the process of reviewing all students in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education services.*
39. **Self-Contained Program:** a program setting designed for students who require specialized instruction for more than 60% of their school day.
40. **Social Development Study:** a compilation and analysis of information concerning those life experiences of the child, both past and present, which pertain to the child's problems and/or to the possible alleviation of those problems.*

41. **Special Education:** those instructional and resource programs and related services, unique materials, physical plan adjustments, and other special education facilities described or implied in Article 14 of the School Code which, to meet the unique needs of exceptional children, modify, supplement, support, or are in the place of the standard education program of the public schools. The term includes speech pathology and vocational education.*
42. **Special Transportation:** those transportation services which are required because of the child's exceptional characteristics.*
43. **Standard or General Education Program:** the educational program generally offered by the local school district to the majority of its students.*
44. **Surrogate Parent:** a person who acts on the educational behalf of an exceptional child.*
45. **Visual Memory:** remembering what one sees.



*Illinois Administrative Code; Chapter 1, Section 226.5

**C.A.S.E. SST Manual

***Basic Skills in Assistive Technology Handbook (Page 13)

****Parent Guide – Education Rights and Responsibility: understanding special education in Illinois. (ISBE)



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