



COMMUNITY UNIT SCHOOL DISTRICT 200

IEP's in District 200

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Inspiring in Everyone a Passion to Excel

Agenda

- Welcome, introduction and overview
- Presentation:
 - IEP process and Eligibility
 - Forms associated with the main components of the IEP
- Q & A



Purpose

- The new look of D200 IEP forms
 - Annual Review, typical IEP meeting
 - Components of IEP



Conference Summary Report (front page)

- General student and parent information can be completed prior to the meeting
- Placement and Eligibility information need to be completed at the end of the meeting
- Participants' signature indicates attendance and the type of meeting for which he/she participated
- If the parent(s) are not able to attend document how the parent(s) were informed of the meeting
- Procedural Safeguards sections is to document the parent(s) were given copies of applicable material



Present Levels of Academic Achievement and Functional Performance

- Student Strengths and Areas of Weakness/Need
- Parental Educational Concerns
- Student's Present Level of Academic Achievement
- Student's Present Level of Functional Performance
- Describe how the disability affects involvement in the general curriculum



Present Levels of Academic Achievement and Functional Performance

- The student's strengths and areas of weakness are the “backbone” of the IEP.
- Student's areas of weakness/need are based on the student's most recent eligibility.
- These areas of weakness/need are addressed throughout the IEP (goals, accommodations, modifications, services).



Goals and Objectives/Benchmarks

- Reporting on goals
- Current Academic Achievement and Functional Performance
- Goals and Objectives/Benchmarks
 - Goal Statement and Area
 - Illinois Learning Standard
 - Title(s) of Goal Implementers
 - Short-Term Objective/Benchmark
 - Evaluation Criteria and Procedures
 - Schedule for Determining Progress
 - Dates Reviewed/Extent of Progress



Educational Accommodations and Supports

- Transition
- **Consideration of Special Factors**
- Linguistic and Cultural Accommodations
- Supplementary Aids, Accommodations, and Modifications
- Supports for School Personnel



Consideration of Special Factors

- Assistive technology devices and services
- Communication needs
- Deaf/hard of hearing- language and communication needs
- Limited English Proficiency- language needs
- Blind/visually impaired- provision of Braille instruction
- Behavior impedes student's learning or that of others. IF yes, the team must consider strategies, including positive behavioral interventions and supports to address the behavior.
- Autism spectrum disorders (verbal, nonverbal communication, social interaction skills, needs resulting in unusual responses, etc.)



Assessment

- Classroom-Based Assessments (CBM's- ex: AIMSWeb)
- District-Wide Assessments
- State Academic Assessments (ISATs)
- State Assessment of Language Proficiency (ACCESS)
- Assessment Accommodations



Educational Services and Placement

- **Participation in General Education Classes**
 - General Education with No Supplementary Aids
 - General Education with Supplementary Aids
 - Special Education and Related Services within the General Education Classroom
- **Participation in Special Education Classes/Services**
 - Special Education Services—Outside General Education
 - Related Services—Outside General Education



Educational Services and Placement

- Educational Environment Considerations (LRE)
- Placement Considerations (based on percentage of time student receives special education services)
- Transportation
- Extended School Year Services
 - Services
 - Location
 - Amount/Frequency
 - Initiation and Duration
 - Goals Addressed



Concludes the IEP Meeting

- Questions???

